This document was provided, as is, to the California Department of Education (CDE) by the **Vista Legacy Global Academy** for Agenda Item 1 of the Advisory Commission on Charter Schools August 2023 Meeting Agenda and is posted to the CDE website to meet the legal requirements of California *Education Code* Section 33009.5. Minor formatting changes may have occurred during document remediation.

For more information regarding the content of this material, please contact the Charter Schools Division by phone at 916-322-6029 or by email at charters@cde.ca.gov.

Attachment 5

Vista Legacy Global Academy Supporting Documentation

Table of Contents

Appeal to the State Board of Education Checklist 2
Supplemental Record 3

Appeal to the State Board of Education Checklist

California Department of Education
Charter Schools Division
Created 05/2020

Appeal to the State Board of Education Petitioner Checklist

Instructions: The State Board of Education (SBE) requests the petitioner or its designee to complete this form when submitting an appeal for the establishment or renewal of a charter school petition to the SBE after district and county denial, pursuant to *Education Code* (*EC*) sections 47605(k)(2)(A) and 47607.5, respectively.

Note: The process for the review of an appeal of an SBE-authorized charter school and/or a school lacking an independent county board of education is different; this form does not apply.

Petition Information

Charter School Name: Vista Legacy Global Academy

Street Address: 2900 W. Temple Street

City: Los Angeles County: Los Angeles Zip Code: 90026

Establishment Appeal: ☒

Renewal Appeal, per the following *EC* Section:

☐ 47607(c)(2) ☐ 47607(c)(7)

☐ 47607.2(a) ☐ 47607.2(b)

Name of Denying District: Los Angeles Unified School District

Date Denied by District: 11/15/2022

Name of Denying County: Los Angeles County Board of Education

Date Denied by County: 03/14/2023

Petitioner Information

Petitioner Name: Don Wilson

Petitioner Email: dwilson@vistacharterpublicschools.org

Petitioner Phone: (310) 428-0539

State Board of Education Appeal – Petitioner Checklist
Page 2 of 2

Materials Submitted by the Petitioner

Date Materials Submitted to the SBE: 04/13/2023

Material	Exhibit
■ Charter petition, as denied	2
■ Findings by the district	3.2 (01120-01135)
■ Documentary record from the district *Renewal Appeals should include the following with the documentary record:* ☐ Charter school's state performance ☐ Verified data	3
■ Written submission detailing how the district abused its discretion, identifying each of the following: ■ Findings by the district to deny the establishment/renewal charter petition ■ Description of how the district abused its discretion (for each finding) ■ Specific citation to the supporting evidence in the documentary record	6
■ Findings by the county	4.2 (02268-02281)
■ Documentary record from the county *Renewal Appeals should include the following with the documentary record:* ☐ Charter school's state performance ☐ Verified data	4
■ Written submission detailing how the county abused its discretion, identifying each of the following: ■ Findings by the county to deny the establishment/renewal charter petition ■ Description of how the county abused its discretion (for each finding) ■ Specific citation to the supporting evidence in the documentary record	6

Supplemental Record

Supplemental Record (Supporting Documents) Prepared by VLGA

TABLE OF CONTENTS

VISTA LEGACY GLOBAL ACADEMY
APPEAL OF CHARTER PETITION DENIAL

These binders and enclosed flash drive contain the documents required by 5 CCR section 11967 and by the Los Angeles County Office of Education for an appeal of denied charter petition for Vista Legacy Global Academy ("VLGA") to the Los Angeles County Board of Education.

TAB	DOCUMENT	PAGE NO.
Preliminary Items		
1	Cover Letter for Appeal of Charter Petition Denial	000001 - 000005
2	Completed and Signed *Notice of Submission: Appeal of a Denied Charter Petition*	000006
3	Completed and Signed *Required Documents: Appeal of a Denied Charter Petition*	000007 - 000009
Section I		
I.1	Stamped Order of Business Evidencing the LAUSD Board of Education's Action Denying the VLGA Charter Petition	000010 - 000018
I.2	Findings of the LAUSD Board Denying the VLGA Charter Petition	000019 - 000053
I.3	Petitioner's Response to LAUSD's Findings	000054 - 000070
I.4	Evidence the Vista Charter Public Schools ("VCPS") Board of Directors Approved Submission of this Appeal to the County Board	000071 - 000073
Section II		
II.1	Description of Changes to the VLGA Charter Petition Necessary to Reflect the County Board as the Authorizer	000074 - 000092
Section III		
III.1	Complete Copy of the VLGA Charter Petition, as denied by LAUSD	000093 - 000332
III.2	Supporting Documents to the Charter Petition, as Submitted to LAUSD	000333 - 002481

TAB	DOCUMENT	PAGE NO.
III.3	Signature Pages of Interested Parents and Teachers, as Submitted to LAUSD	002482 - 002508
Section IV		
IV.1	Proposed First Year Operational Budget, as Submitted to LAUSD	002509 - 002535
IV.2	Financial Projections for the First Five Years of Operations, as Submitted to LAUSD	002536 - 002562
IV.3	Organizational Chart, including VCPS	002563
IV.4	Copies of the Three Most Recent Independent Financial Audits of VCPS	002564 - 002742
IV.5	Fiscal Policies and Evidence of Approval by the VCPS Board of Directors	002743 - 002768
IV.6	General Ledger for VCPS for the Three Months Prior to Charter Petition Submission to LAUSD	002769 - 002989
IV.7	Debt Service Documents Related to Potential Private Facility	002990 - 002993
IV.8	Bank Statements for VCPS for the Three Months Prior to Charter Petition Submission to LAUSD	002994 - 003143
IV.9	Contract Exceeding $5,000 Annually for VLGA	003144 - 003155
Section V		
V.1	Resumes with Contact Information for Board Members and Key Individuals	003156 - 003175
Section VI		
VI.1	Bylaws of VCPS	003176 - 003188
VI.2	Articles of Incorporation of VCPS, including All Amendments	003189 - 003195
Section VII		
VII.1	Debt Service Documents Related to Potential Private Facility	003196 - 003199
VII.2	Certificate of Occupancy for Potential Private Facility	003200 - 003201

VISTA CHARTER PUBLIC SCHOOLS

We transform the school experience

2900 West Temple Street
Los Angeles, CA 90026
T 213 269-4767 | F 213 269-4762
www.vistacharterpublicschools.org

Don Wilson Ed.D., Superintendent
Collin Felch, Ed.D., Asst. Superintendent

December 14, 2022

Members of the County Board
Dr. Debra Duardo, County Superintendent
Los Angeles County Office of Education
9300 Imperial Highway
Downey, CA 90242

Re: Vista Legacy Global Academy: Appeal of Charter Petition Denial

Dear Members of the County Board and Superintendent Duardo:

As petitioners for Vista Legacy Global Academy ("VLGA"), we respectfully submit this appeal of charter petition denial to the Los Angeles County Board of Education ("County Board") for review and approval pursuant to Education Code section 47605(k)(1) and 5 C.C.R. section 11967. Enclosed with this letter are all of the documents required for a charter appeal to the County Board and in the format we understand is required by the Los Angeles County Office of Education.

VLGA will be operated by Vista Charter Public Schools ("VCPS"), which has been successfully operating charter schools in Southern California for over a decade. Our program works, and we know what it takes to be successful serving our target student population of predominantly socioeconomically disadvantaged students, English learners, and other historically underserved student groups. This is evidenced by three separate district or county governing boards (the Orange County Board of Education, the Anaheim Elementary School District Board of Education, and the Los Angeles Unified School District ("LAUSD") Board of Education) fully approving and finding our VCPS charter petitions to be legally and substantively sufficient. We recently expanded to serving the high school grades in Orange County due to demand from parents for a full TK-12 grade span of VCPS schools. The same level of parent demand exists in the Echo Park community of Los Angeles, and we intend to meet that demand by opening VLGA.

Although the LAUSD Board cited three statutory findings in support of its denial of the VLGA charter, it appears the real driving force behind the denial is LAUSD's declining enrollment. Board Member Dr. George McKenna stated during the November 15, 2022 meeting that he could not vote in favor of opening a new school when LAUSD's declining enrollment is at the highest point in his career. This is completely unfair and is **not** an appropriate basis to deny a quality charter petition. If it were, LAUSD could systematically deny every single charter petition that comes before it, no matter how high quality and beneficial to students it might be. This *de facto* moratorium on new charter schools would deprive countless Los Angeles families of the opportunity to enroll their child in a quality school of their choice. As Board Member Melvoin highlighted during the November 15th meeting, the vast majority of the LAUSD schools in the Echo Park and surrounding communities are performing below the state

VISTA CHARTER PUBLIC SCHOOLS

We transform the school experience

2900 West Temple Street
Los Angeles, CA 90026
T 213 269-4767 | F 213 269-4762
www.vistacharterpublicschools.org

Don Wilson Ed.D., Superintendent
Collin Felch, Ed.D., Asst. Superintendent

average in **both** ELA and Math. The focus should be on supporting high quality schools where students can succeed, as opposed to simply supporting the status quo.

We urge the County Board to reject LAUSD's *de facto* moratorium on new charter schools in Los Angeles, and to approve the VLGA charter petition. Our families deserve the opportunity to choose where their child pursues their high school education.

THE VLGA CHARTER IS CONSISTENT WITH SOUND EDUCATIONAL PRACTICE AND NOT ONLY MEETS, BUT EXCEEDS THE CRITERIA FOR APPROVAL

In reviewing our charter petition, we understand the County Board is guided by the intent of the Legislature that charter schools are an integral part of the California educational system and that charter schools should be encouraged. The standard is that a County Board "shall grant" a charter petition if it is consistent with sound educational practice. A County Board "shall not deny" a petition unless it makes written factual findings to support one of the statutory grounds for denial. In this way, the default position under the law is for approval of a charter petition, absent specific findings to the contrary. We believe the County Board should be confident that the VLGA charter meets the legal standard for approval. The following paragraphs explain why each of the permissible statutory findings do not support denial of the VLGA charter petition:

47605(c)(1) **The VLGA charter petition presents a sound and proven educational program that has already been successful in Los Angeles.**

The State Board of Education ("SBE") has promulgated regulations establishing criteria for evaluating a charter under 5 C.C.R. section 11967.5.1.[1] What is considered to be an "unsound educational program" is narrowly defined. A program is considered "unsound" only if it is likely to cause physical, educational, or psychological harm to students or if it is likely to be of no educational benefit to the students who attend. (5 C.C.R. § 11967.5.1(b)(1)-(2).) None of those factors are relevant to the VLGA charter, and none were documented by LAUSD in its denial.

The mission of VLGA is to create a college and career preparatory learning environment that allows students to have power in developing their identity within personal, interpersonal, and educational realms as they pursue a pathway of study in Health Science, Business, or Climate Change. We will achieve our mission based on extensive research and the Framework for Student Engagement, through a unique combination of global competence, STEAM preparedness, and Social Emotional learning. At VLGA, we believe that if students are to successfully enter into college and career, they should be educated in a way that prepares them to be adaptable, creative, critical thinkers. Students must be equipped with the basic attributes and technological skills that will allow them to pursue current innovative occupations, and they must be nimble enough to take advantage of opportunities that may not

[1] The SBE's regulations do not apply to LAUSD's or the County Board's review of a charter petition, but they are often used by governing boards as guidance.

VISTA CHARTER PUBLIC SCHOOLS

We transform the school experience

2900 West Temple Street
Los Angeles, CA 90026
T 213 269-4767 | F 213 269-4762
www.vistacharterpublicschools.org

Don Wilson Ed.D., Superintendent
Collin Felch, Ed.D., Asst. Superintendent

even exist yet. VLGA will create an environment with high expectations for students to ensure they remain engaged and have the tools to succeed. There is no doubt that our unique program will be of educational benefit to the students who choose to attend.

47605(c)(2) Petitioners are demonstrably likely to successfully implement the sound educational program set forth in the VLGA charter petition.

Under the SBE's regulations, whether a petitioner is "demonstrably unlikely to successfully implement the program" refers to a charter operator's inability to run a successful school; *i.e.*, whether the operator has a history of running charters that have been revoked, whether the operator is unfamiliar with the charter or charter law, whether the operator's financial and operational plan is realistically able to be implemented, and whether the operators have an adequate educational background. (See 5 C.C.R. § 11967.5.1(c).)

VCPS is led by experienced, passionate, and qualified individuals with significant experience in charter schools and public education. VCPS has successfully operated in Los Angeles and Orange County for more than a decade, and we continue to attract hundreds of families each year who are interested in our unique educational program. The financial and operational plans for VLGA are solid and based on years of experience operating charter schools in this community and other similar communities. Petitioners are familiar with all of the various aspects of the charter petition and the charter laws that are applicable to them. This is not a proposal for a brand new educational program to be run by a novice group of educators. VCPS knows what it takes to be successful—we have been doing it for years.

47605(c)(3) The VLGA charter petition contains the number of signatures required by law.

This is a cut-and-dry requirement, and the charter petition for VLGA was signed by the required number of parents and by the required number of teachers.

47605(c)(4) The VLGA charter petition contains an affirmation of each of the conditions required by law.

The VLGA charter provides clear, unequivocal affirmations of each of the conditions under Education Code section 47605(e), as well as many other conditions. VCPS is fully committed to continue operating lawfully, transparently, and in the best interests of our community.

47605(c)(5) The VLGA charter petition contains reasonably comprehensive descriptions of all required elements.

A charter is "reasonably comprehensive" when it is "substantive," includes "essentially all aspects of the elements," is "specific to the charter petition being proposed," and describes how the

VISTA CHARTER PUBLIC SCHOOLS

We transform the school experience

2900 West Temple Street
Los Angeles, CA 90026
T 213 269-4767 | F 213 269-4762
www.vistacharterpublicschools.org

Don Wilson Ed.D., Superintendent
Collin Felch, Ed.D., Asst. Superintendent

school will provide and improve learning, hold itself accountable, and compete with other public schools. (5 C.C.R. § 11967.5.1(f).) The 240-page VLGA charter does all this and much more. Each element of our charter was thoughtfully crafted by experienced educators to give the authorizer an accurate portrait of what VLGA will look like academically and operationally. The VLGA charter is much more detailed and comprehensive than many charters that have been approved by LAUSD and the County Board over the years.

47605(c)(6) The VLGA charter petition contains a declaration that the charter school shall be deemed the exclusive public employer of the employees of the school for purposes of the Educational Employment Relations Act.

This is also a cut-and-dry requirement, and the charter for VLGA provides the required affirmation in a clear and unequivocal manner.

47605(c)(7) VLGA <u>will</u> serve the interests of the entire community in which the school is proposing to locate.

A charter may only be denied with this finding if there are "demonstrable" facts supporting that the charter is unlikely to serve the interests of the entire community when viewing the totality of the circumstances. A charter cannot be denied for superficial reasons such as the district's own declining enrollment, or because the district decides that the charter school's program is not unique enough, or that the district plans to offer a similar program in future years. It cannot be denied simply because the charter school's program could theoretically be replicated, and it cannot be denied simply because there are other schools in the community with capacity for more students. If this were the law, it would allow a school district to arbitrarily and unilaterally shortchange parents by denying them quality schools of choice in every instance—a *de facto* moratorium on all new charter schools.

When analyzing this finding, the County Board must advance the state's fundamental constitutional, statutory, and administrative policy on public education: to prioritize and advance student learning and academic achievement, particularly for traditionally underserved students. Simply put, <u>all</u> decisions must consider what is best for students; not just the district's own financial bottom line. Public education dollars are not assured to school districts—the funds follow the students. There is a strong demand from parents in the Echo Park community for a full TK-12 grade span of VCPS charter schools, and we are ready and able to fulfill that demand by opening VLGA.

47605(c)(8) LAUSD is in a position to absorb the minimal, if any, fiscal impact of VLGA.

This finding is, for all practical terms, inapplicable. There is no doubt that LAUSD—a school district that served approximately 548,338 students in 2021-22[2]—is in a position to absorb the extremely minimal fiscal impact of VLGA.

[2] According to California Department of Education's Dataquest website.

VISTA CHARTER PUBLIC SCHOOLS

We transform the school experience

2900 West Temple Street
Los Angeles, CA 90026
T 213 269-4767 | F 213 269-4762
www.vistacharterpublicschools.org

Don Wilson Ed.D., Superintendent
Collin Felch, Ed.D., Asst. Superintendent

Thank you very much for your time and consideration. We look forward to discussing our charter with the County and answering any questions you may have.

Sincerely,

Dr. Donald S. Wilson
Superintendent
Vista Charter Public Schools

DocuSign Envelope ID: 5F06BDC0-EA91-41EF-B0B1-11E98A7CC99D

Los Angeles County Office of Education
Charter School Office
12830 Columbia Way
Downey, CA 90242
(562) 922-8806

Notice of Submission: Appeal of a Denied Charter Petition to Establish

Submit form with petition documents ***Please print or type***

Name of Charter School: Vista Legacy Global Academy

Contact Information:

Name of lead petitioner(s)/relationship to charter school: Donald Wilson
Superintendent

Name of lead contact (if not petitioner):

Address: 2900 W Temple St.
Los Angeles, CA 90026

Telephone number(s): 310 428 0539

FAX number: 213 739 4302

Email: dwilson@vistacharterpc.org

School Information:

Proposed enrollment: First Year: 125 Fully Implemented: 500

Proposed grade levels: First Year: 9 Fully Implemented: 9-12

Proposed opening date: 8/14/2023

Proposed or actual school location/address: 2900 W Temple St., Los Angeles 90026

If more than one site, provide main site here & attach a list of additional site addresses

Notice of Appeal:

Signature of lead petitioner(s): DocuSigned by: Don Wilson, Ed.D.
7A6F4EC6034946C...

Date of Charter Petition Appeal Submission: 12/14/22

Los Angeles County Office of Education
Charter School Office

Required Documents: Appeal of a Denied Charter Petition to Establish

Directions:

- Submit all documents within the submission package noted below simultaneously in a loose-leaf (3-ring) binder with numbered dividers inserted to match the sections noted below.
- Continuously page number (paginate) the entire document (excluding dividers) and ensure the pagination is accurately reflected within the Table of Contents.
- Also submit an electronic copy via Flash Drive of all items and sections to directly mirror the hardcopy.
  - Items 1 – 2 may be combined as one file.
  - Table of Contents and each section shall be submitted as separate files.
  - Submit Section III as three separate files (III.1, III.2, III.3).
  - Submit Section IV as ten separate files; budgets and projections must be submitted as unlocked spreadsheets in excel format (displaying formulas).

Submission Package: Submit one set of the following required documents to the Los Angeles County Office of Education (LACOE) Charter School Office (CSO).

Check items submitted and submit this form with petition documents

❒ 1. Completed and signed *Notice of Submission*: *Appeal of a Denied Charter Petition* Form

❒ 2. Completed and signed *Required Documents: Appeal of a Denied Charter Petition* Form

❒ **Table of Contents for Sections I – VII with page numbers**

Section I

❒ I.1 Evidence of the school board's action of denial (signed letter and/or stamped board minutes)

❒ I.2 School board's written Findings of Fact specific to the denied petition

❒ I.3 Petitioner's response to Findings of Fact (optional)

❒ I.4 Evidence the school's governing body approved submission of the petition appeal to the County Board

Section II

❒ A separate narrative containing a description of changes to the petition necessary to reflect the County Board as the authorizer (e.g., special education, dispute resolution, closure procedures, fiscal reporting). Indicate page numbers and elements of changes. *Do not submit as redline or "track-change" petition.*

Section III

❒ III.1 Complete copy of charter petition as denied by local school board (verified by the district)

❒ III.2 All supporting documents to the petition submitted to the district

❒ III.3 Signature page of interested parents or teachers with complete contact information

Section IV

❒ IV.1 Proposed first year operational, including start-up costs, cash-flow, budget narratives and assumptions as denied by the local district board

❒ IV.2 Financial projections for the first five years of operation (multi-year projection) in excel format
(1) Budget Narratives and Assumptions
(2) Three-Year Cash Flow
(3) Staffing Salary Schedule with object codes, position, salary and benefits

- ❒ IV.3 Organizational Chart including CMO (if applicable)
- ❒ IV.4 Copies of the three most recent Independent Financial Audit(s) of 501(c)(3) (if applicable)
- ❒ IV.5 Fiscal Policies with evidence that they were approved by the governing board
- ❒ IV.6 General Ledger for both the non-profit entity holding the charter and the school for the three months prior to petition submission to local district (if applicable)
- ❒ IV.7 Debt Schedule including total principal, interest due and term of debt (if applicable). Include all loans, bonds, lines of credit, inter-company borrowing or transfer agreements including repayment terms, and commitment letters (sale of receivables)
- ❒ IV.8 All Bank Statements including any related foundations such as Parent Teacher Organization (PTO), petty cash accounts with monthly reconciliation for the three months prior to petition submission to local district (if applicable)
- ❒ IV.9 Contracts (if applicable):
  - Board approved contract and share allocated costs agreement (i.e., CMO fees, indirect cost, or any fees charged by the non-profit entity holding the charter)
  - Signed Contracts exceeding $5,000 annually
- ❒ IV.10 Public Charter Schools Grant Program application and budget (if applicable)

Section V

- ❒ V.1 List of Board members and Resumes with contact information for all key individuals (petitioner(s), school leadership, etc.)

Section VI

- ❒ VI.1 Bylaws of 501(c)(3)
- ❒ VI.2 Current Approved and Stamped Articles of Incorporation of 501(c)(3)

Section VII

- ❒ VII.1 Lease/Rental Agreement(s) or Similar Documents (if site has been secured and not included in section III.1)
- ❒ VII.2 Certificate(s) of Occupancy (if site has been secured and not included in section III.1)

DocuSign Envelope ID: 5F06BDC0-EA91-41EF-B0B1-11E98A7CC99D

Los Angeles County Office of Education
Charter School Office

Petitioner's certification will provide an assurance that the petition submission is complete. Following the charter submission, LACOE will notify the petitioner in writing of charter submission receipt.

In preparation for a scheduled public hearing, the petitioner shall have no less than five working days to submit redacted versions of sensitive documents. All submission documents are made available to the public as well as the County Board and LACOE staff. It is the petitioner's responsibility to redact sensitive information (i.e, personal contact information, bank account numbers, etc.) and provide a digital version of these redacted documents.

LACOE may conduct a facilities inspection as part of the petition review process or prior to opening, if authorized.

Required Certification

Submission of a petition and this signed document certifies that:

1. The governing board has taken action to approve the submitted appeal of the denied petition, including budget and supporting documents to the County Board.
2. The governing board and lead petitioner(s) have **read, understand, and intend** to adhere to the requirements outlined in this document, the *Overview of the Process for Considering a Charter Petition Received on Appeal**; Los Angeles County Board Policies and Administrative Regulations regarding Charter Schools**; and the *Charter School Monitoring and Oversight Memorandum of Understanding* (MOU)***.
3. The governing board and lead petitioner(s) certify that this charter petition submission is deemed complete, true, and correct.

Printed name of board signatory: PAUL VIEYRA
DocuSigned by:

Signature of board signatory: PAUL VIEYRA Date: 12/7/2022
1E253BB40A2149B...

Printed name of lead petitioner(s): Don Wilson, Ed.D.
DocuSigned by:

Signature of lead petitioner(s): Don Wilson, Ed.D. Date: 12/7/2022
7A8F4EC6034946C...

*Please review the document, *Overview of the Process for Considering a Charter Petition Received on Appeal* or contact the Charter School Office for additional information.

**Los Angeles County Board Policies and Regulations are available at *http://gamutonline.net/district/lacoe/*

***The Charter School Monitoring and Oversight MOU is available at *https://www.lacoe.edu/Portals/0/LACOE/CharterSchools/1%20MOU_Template_FINAL_11-2018.pdf?ver=2019-01-29-103437-473*

BOARD OF EDUCATION OF THE CITY OF LOS ANGELES
Governing Board of the Los Angeles Unified School District

REGULAR MEETING STAMPED ORDER OF BUSINESS
333 South Beaudry Avenue, Board Room
1:00 p.m., Tuesday, November 15, 2022

Roll Call

Pledge of Allegiance

Board President's Reports

Student Voices

Labor Partners

Committee Chair Reports

Consent Items

Items for action are assigned by the Board at the meeting to be adopted by a single vote. Any item may be pulled off of the consent calendar for further discussion by any Board Member at any time before action is taken.

Superintendent's Reports

General Public Comment (Approximately 4:00 P.M.)

Providing Public Comment
The Board of Education encourages public comment on the items for action on this Regular Board Meeting agenda and all other items related to the District. Any individual wishing to address the Board must register to speak using the Speaker Sign Up website: https://boardmeeting.lausd.net/speakers, and indicate whether comments will be provided over the phone or in person. Registration will open 24 hours before the meeting. Each action item will allow for seven (7) speakers, except those items for which a Public Hearing will be held will allow for 12 speakers, and 15 speakers may sign up for general Public Comment.

Public comment can be made in-person or by telephone, and members of the public must sign up on-line for either method, as described above. Members of the public can only make remote public comment by calling 213-338-8477 and entering the Meeting ID: **879 7060 8197**.

Each speaker will be allowed a single opportunity to provide comments to the Board, with the exception of public hearings, and shall be given three minutes for their remarks. **Speakers signed up to speak on an agenda item must constrain their remarks specifically to the item or items on the agenda or may be ruled out of order.**

Speakers addressing items not on the agenda will be heard at approximately 4:00 p.m. Speakers commenting on items on the consent calendar will be heard prior to the Board's consideration of the items, and speakers on items not on the consent calendar will be heard when the item is before the Board.

Speakers who do not register online to provide comments may use the following alternative methods to provide comments to Board Members:

- Email all Board Members at boardmembers@lausd.net;
- Mail comments via US Mail to 333 S. Beaudry Ave., Los Angeles, CA 90017; and
- Leave a voicemail message at (213) 443-4472, or fax (213) 241-8953. Communications received by 5 p.m. the day before the meeting will be distributed to all Board Members.

Speakers who have registered to provide public comments over the phone need to follow these instructions:

1. Call 1-213-338-8477 and enter Meeting ID: **879 7060 8197**.at the beginning of the meeting.
2. Press #, and then # again when prompted for the Participant ID.
3. Remain on hold until it is your turn to speak.
4. Call in from the same phone number entered on the Speaker Sign Up website. If you call from a private or blocked phone number, we will be unable to identify you.
5. When you receive the signal that your phone has been removed from hold and or unmuted, please press *6 (Star 6) to be brought into the meeting.

Please contact the Board Secretariat at 213-241-7002 if you have any questions.

Attending the Meeting
Please note there are three ways members of the public may watch or listen this Regular Board Meeting: (1) online (Granicus stream or join the zoom webinar) (2) by telephone by calling 213-338-8477 and entering the Meeting ID: **879 7060 8197**, or (3) in person. *Please note that due to the continued public health risks associated with COVID-19, the Board Room will be operating at reduced capacity.*

New Business for Action

1. Board of Education Report No. 078 – 22/23 ADOPTED BY CONSENT VOTE
Office of Labor Relations
(Revised Instructional Calendar Effects Agreements with AALA, CSEA, Teamsters, and UTLA)
Recommends adoption of the Revised Instructional Calendar Effects Agreements with Associated Administrators of Los Angeles (AALA), California School Employees Association and its Los Angeles Chapter 500 (CSEA), Teamsters Local 572 (Teamsters), and United Teachers Los Angeles (UTLA).

2. Board of Education Report No. 076 – 22/23 ADOPTED BY CONSENT VOTE
Procurement Services Division
(Procurement Actions) Recommends approval of actions executed within the delegated authority, including award of Professional Service Contracts; New Contracts; Contract Amendment(s); Low Value - Purchase Orders; Goods and General Services Contracts: Purchase Orders; Low Value - Purchase Orders; District Card Transactions; Rental of Facilities; Travel/Conference Attendance; General Stores Distribution Center; and Book/Instructional Material Purchase Orders; and approve Professional Service Contracts (exceeding $250,000): New Contracts; Contract Amendment; and Goods and General Services Contracts (exceeding $250,000): and New Contracts.

3. Board of Education Report No. 052 – 22/23 ADOPTED BY CONSENT VOTE
Procurement Services Division - Facilities Contracts
(Facilities Contract Actions) Recommends approval of actions executed within the delegated authority of the Superintendent including the approval of the award of one advertised construction contract for approximately $1.4 million; two job order contract amendments totaling $1 million; 23 change orders for approximately $3.5 million; the completion of 16 contracts; the award of 2 informal contracts for $26,674; the award of one professional services contract for $120,000; and extra services and amendments for architectural and engineering contract for $882,716.

Additionally, recommends approval of the contracts and amendments not under the delegated authority, as detailed in Attachment B, for authorization to enter into design-build contracts for comprehensive modernization projects for approximately $36.5 million.

4. Board of Education Report No. 071 – 22/23 ADOPTED BY CONSENT VOTE
Facilities Services Division
(Define and Approve 19 Board Member Priority and Local District Priority Projects and Amend the Facilities Services Division Strategic Executive Plan to Incorporate Therein) Recommends approval of an amendment to the Strategic Execution Plan to define and approve 27 Local District priority projects for a combined budget of $1,030,738.

5. Board of Education Report No. 072 – 22/23 ADOPTED BY CONSENT VOTE
Facilities Services Division
(Define and Approve Seven Projects to Provide Critical Replacements and Upgrades of School Building/Site Systems and Components and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends approval of an amendment to the Strategic Execution Plan to define and approve seven projects that address critical school repair needs for a total budget of $12,921,574.

6. Board of Education Report No. 073 – 22/23 ADOPTED BY CONSENT VOTE
Facilities Services Division
(Define and Approve Four School Cafeteria Upgrade Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends approval of an amendment to the Strategic Execution Plan to define and approve four school cafeteria upgrade projects to modernize food serving lines at Franklin High School, Griffith STEAM Magnet Middle School, Carnegie Middle School and Carson High School for a combined budget of $4,892,610.

7. Board of Education Report No. 074 – 22/23 ADOPTED BY CONSENT VOTE
Facilities Services Division
(Approve the Redefinition of Five Major Modernization Projects at 49th Street Elementary School, Canoga Park High School, Garfield High School, Irving Middle School, and Sylmar Charter High School and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends approval of an amendment to the Strategic Execution Plan to redefine the 49th Street Elementary School, Canoga Park High School, Garfield High School, Irving Middle School, and Sylmar Charter High School Comprehensive Modernization Projects to incorporate the full scopes, budgets, and schedules for a combined budget of $652,297,785.

8. Board of Education Report No. 088 – 22/23 ADOPTED BY CONSENT VOTE
Facilities Services Division
(Authorization to Negotiate and Execute an Agreement with El Camino Real Charter High School for the Facilities Renovation, Technology Upgrade and Marquee Replacement Project) Recommends authorization for District staff to negotiate and execute an agreement with the El Camino Real Charter High School for the Facilities Renovation, Technology Upgrade, and Marquee Replacement Project at the school for an estimated budget of $825,000.

9. Board of Education Report No. 089 – 22/23 ADOPTED BY CONSENT VOTE
Facilities Services Division
(Authorization to Accept Two Million Dollars from the City of Los Angeles for the Benefit of the Athletic Field at Abraham Lincoln Senior High School) Recommends authorization to accept funds from the City of Los Angeles for the exclusive use to provide capital improvements to the athletic field at Abraham Lincoln Senior High School; and Incorporation of the City Funds into the Lincoln High School Comprehensive Modernization Project; and authorize the Chief Facilities Executive and or his designee(s) to execute reasonable instruments for the City Funds and capital improvements to the athletic field at Lincoln including, but not limited to, the memorandum of understanding, design, construction, management, and inspection of the improvements.

10. Board of Education Report No. 093 – 22/23 ADOPTED BY CONSENT VOTE
Accounting and Disbursements Division
(Report of Cash Disbursements, Donations of Money [District], Donation of Money [Associated Student Body], Sponsorship Agreement, Report of Corporate Credit Card Charges) Recommends approval of warrants for things such as salary payments for a total value of $799,993,904.69; the acceptance of six donations to the District totaling $307,162.00; the acceptance of 1 donation to Bell Senior High School in the amount of $333,333.33; the acceptance of 3 donations for the sponsorship of the Superintendent's opening of schools' address totaling $165,000; and the report of charges made against funds of the District totaling $4,849.37 from the quarter ending September 30, 2022.

11. Board of Education Report No. 079 – 22/23 ADOPTED BY CONSENT VOTE
Office of Employee Support and Labor Relations
(Routine Personnel Actions) Recommends approval of 4,985 routine personnel actions such as promotions, transfers, leaves, terminations, etc.

12. Board of Education Report No. 080 – 22/23 ADOPTED
Human Resources Division
(Provisional Internship Permits) Recommends approval of the continuing employment of 58 teachers who are employed under the Provisional Internship Permit requirements, allowing the District to continue to staff subject field shortage classrooms.

13. Board of Education Report No. 087 – 22/23 ADOPTED BY CONSENT VOTE
Personnel Commission
(Reappointment of Devin Osiri to the Personnel Commission) Recommends the reappointment of Devin Osiri, SEIU nominee, to the Personnel Commission of the Los Angeles Unified School District for a three-year term, pursuant to California Education Code Section 45245.

14. Board of Education Report No. 067 – 22/23 ADOPTED BY CONSENT VOTE
Office of the Board Secretariat
(Amendment to Board Rule and Change to 2022 Annual Meeting Date) Recommends approval of the calendar change of the Board of Education Annual Meeting from December 13, 2022 to January 17, 2023, and corresponding amendment of Board Rule 1.

15. Board of Education Report No. 107 – 22/23 ADOPTED BY CONSENT VOTE
Office of Board Secretariat
(Integrated Pest Management Referral) Recommends referral of the Integrated Pest Management ("IPM") Team to an ad hoc committee to: (1) receive and consider onetime nominations of current IPM Team members for a temporary term of 60 days; (2) bring the Team and the District back into compliance with the IPM Policy; and (3) review and propose corrective actions addressing the findings contained in the June 29, 2022 Office of Inspector General (hereinafter, "OIG") report regarding IPM.

16. Board of Education Report No. 083 – 22/23 ADOPTED BY CONSENT VOTE
Career Technical Education-Linked Learning
Division of Instruction
(Secondary Career and Technical Education [CTE] Stakeholder Advisory Committee) Recommends approval of the Stakeholder Advisory Committee Members for the Career Technical Education Program in the Los Angeles Unified School District.

17. Board of Education Report No. 084 – 22/23 ADOPTED BY CONSENT VOTE
Career Technical Education-Linked Learning
Division of Instruction
(Strengthening Career Technical Education Act [Perkins V] Grant) Recommends ratification of the Strengthening Career Technical Education Act Grant for 2022-23 for $7,020,496.

18. Board of Education Report No. 085 – 22/23 ADOPTED BY CONSENT VOTE
Career Technical Education-Linked Learning
Division of Instruction
(Career Technical Education Incentive Grant 2021-22) Recommends ratification of the Career Technical Education Incentive Grant in the amount of $8,686,490 for the grant term of July 1, 2021 through December 31, 2023.

19. Board of Education Report No. 104 – 22/23 ADOPTED BY CONSENT VOTE
Office of the Chief Strategy Officer
(Renewal of the Partnership for Los Angeles Schools Memorandum of Understanding) Recommends adoption of a renewal Memorandum of Understanding (MOU) between the District and Partnership for Los Angeles Schools (PLAS) which includes additional language aligning PLAS accountability requirements to the new District Strategic Plan goals and increasing the annual accountability for all PLAS schools to undergo a data-driven review of school performance each year. Additional changes include incorporating prior MOU addendums into the master MOU and removing the detached service agreement for District staff employed by PLAS.

20. Board of Education Report No. 105 – 22/23 ADOPTED BY CONSENT VOTE
Division of Special Education
(Approval of the 2022 Comprehensive Coordinated Early Intervening Services [CCEIS] Action Plan) Recommends approval of the submission of the Significant Disproportionality Comprehensive Coordinated Early Intervening Services Plan for the Los Angeles Unified School District to the California Department of Education.

21. Board of Education Report No. 005 – 22/23 PUBLIC HEARING ADOPTED AS AMENDED
Charter Schools Division (Amended to Change the Recommendation from Denial to Approval of the WISH admissions preference for students with low incidence disabilities.)
(Proposed Material Revision for WISH Community) Recommends approval of the material revision of the charter for WISH Community to increase enrollment from 744 to 847 students and recommends denial for an admissions preference for students with low incidence disabilities.

22. Board of Education Report No. 065 – 22/23 PUBLIC HEARING ADOPTED AS AMENDED
Charter Schools Division (Amended to Change the Recommendation from Denial to Approval of the Proposed Material Revision for WISH Academy High.)
(Denial of the Proposed Material Revision for WISH Academy High) Recommends denial of the material revision of the charter for WISH Academy High for an admissions preference for students with low incidence disabilities.

23. Board of Education Report No. 101 – 22/23 PUBLIC HEARING ADOPTED
Charter Schools Division
(Denial of the Proposed New Charter Petition for Equitas Academy 7) Recommends denial of the new petition for Equitas Academy 7, proposed to be located in Board District 5 and Local District Central, and adoption of the attached Findings of Fact In Support of Denial of the Charter.

24. Board of Education Report No. 102 – 22/23 PUBLIC HEARING ADOPTED
Charter Schools Division
(Denial of the Proposed New Charter Petition for Vista Legacy Global Academy) Recommends denial of the new petition for Vista Legacy Global Academy, proposed to be located in Board District 2 and Local District Central, and adoption of the attached Findings of Fact In Support of Denial of the Charter.

Board Member Resolutions for Action

25. Ms. García, Ms. Goldberg, Ms. Gonez - Honoring a Social Justice Warrior by Naming the Mike García Learning Center at the School Site at 1215 Miramar Street in Los Angeles (Res-006-22/23) (Noticed November 1, 2022) ADOPTED AS AMENDED

Whereas, The Los Angeles Unified School District is committed to improving education outcomes for all children, in keeping with its goal for 100 percent graduation and all students being prepared for college, career and life;

Whereas, Mike García was born in April of 1951 in East Los Angeles, he was the son of a Mexican-American working-class family, his father was a factory worker and proud union member;

Whereas, As a student at California State University Northridge, Mike worked his way through

college as a janitor, a key experience that would come to shape his life and passion as a fierce advocate for working families;

Whereas, His career in labor began in 1980, organizing janitors in multiple cities such as San Jose, San Diego and Denver. He understood that immigrant janitors are among the workers most in danger of exploitation. Under Mike García's leadership, a union of immigrants rose to become one of the strongest voices for worker rights and social justice in the state of California;

Whereas, As the leader of Service Employees International Union (SEIU) Local 1877, Mike García led successful Justice for Janitors organizing campaigns for janitors at tech behemoths like Oracle and Apple. In 2000, Mike García led a three-week strike of janitors in Los Angeles, a bold action that led to dramatic gains for those workers and was the impetus for a powerful movement of low-wage workers in Los Angeles that continues to this day;

Whereas, Mike García recognized that investing in creating educational opportunities for his members and their kids was necessary to break the cycle of poverty, therefore he founded the Building Skills Partnership in 2007 to provide members and their families opportunities to comprehensively address the systemic barriers they face in realizing the benefit of social, civic and economic integration;

Whereas, Mike García served as the President of SEIU-United Service Workers West (USWW) between 1988 and 2014. Under his leadership Local 1877 expanded to a new 40,000-member strong statewide union representing property service workers, SEIU-USWW. He led janitors, security officers, and stadium, arena and airport workers in a Justice for All labor movement, a movement that helped workers achieve a more just way of living and working;

Whereas, Mike García's visionary leadership gifted the world a legacy of struggle and conviction rooted in social justice, inspiring generations of students, families, employees and Angelenos to serve and empower our most marginalized communities, including our immigrant community in the city of Los Angeles and beyond;

Whereas, The District-owned school site located at 1215 Miramar Street in the City of Los Angeles (Miramar) adjacent to the Miguel Contreras Learning Complex is in the possession of the District; and

Whereas, Pursuant to District policy and Board Rules, the District reserves the right to name or rename schools or buildings at the District's discretion; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby names the school site at 1215 Miramar Street, Los Angeles as the Mike García Learning Center. We celebrate and commemorate the historical achievements of his life, his transformational leadership, and the inspiration he provides to our students and families~~.~~; and be it further

Resolved, That to honor Gloria García for her support of the Justice for Janitors movement, the Board dedicates the library at the 1215 Miramar school in her name and will be named the "Primera Dama de la Unión! Gloria García Library".

26. Ms. García - Name Change of Brooklyn Elementary School to Brooklyn Avenue School (Res-007-22/23) (Noticed November 1, 2022) ADOPTED BY CONSENT VOTE

Whereas, Brooklyn Elementary School has been a strong community school in East Los Angeles for over 100 years and became a span school over 12 years ago; and

Whereas, The Brooklyn Elementary School has requested an official name change to become Brooklyn Avenue School after a community engagement process; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District approves the name change of Brooklyn Elementary School to Brooklyn Avenue School.

27. Mr. Schmerelson, Dr. McKenna, Ms. Goldberg - Celebrating Substitute Educator's Day (Res-008-22/23) **(Waiver of Board Rule 72)** ADOPTED BY CONSENT VOTE

Whereas, The United States observes a Substitute Educator's Day, which was instituted by the National Education Association (NEA);

Whereas, The purpose of this day is to highlight the role and importance of the substitute teacher by providing information about, advocating for, and helping to increase appreciation and respect for this unique professional;

Whereas, Los Angeles Unified School District substitute school employees play an essential role in the maintenance and continuity of daily education for all students;

Whereas, The unmatched commitment of these professionals is evidenced by the fact that they are willing to be called early in the morning, take over lessons with short notice, and ensure that quality education is maintained in our classrooms;

Whereas, These professional educators provide a critical link in the education of public schoolchildren by serving as a bridge to provide continued quality education to children in the temporary absence of regular classroom educators;

Whereas, Our professional substitutes make a valuable and meaningful contribution to the success of our students by ensuring that the time they spend in school is productive;

Whereas, Substitutes are living examples of flexibility as they adapt to different teaching styles, varied levels of planning and diverse school environments to connect with the students they are called upon to teach on any given day;

Whereas, Substitute teachers are more than purveyors of knowledge in the classroom, they also serve our students as role models and mentors;

Whereas, Although the role of the substitute teacher may be different from that of the regular teacher in some aspects, it is equally demanding, essential and professional; and

Whereas, The District's mission is to provide our students with an education that prepares them to be college and career ready, which cannot be accomplished without our dedicated and hardworking substitute teachers; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby recognizes and celebrates November 18, 2022 as Substitute Educator's Day; and, be it finally

Resolved, That the Board expresses their deep appreciation to all of our substitute educators for the amazing job they do to support our students and schools as integral members of the Los Angeles Unified School District.

Correspondence and Petitions

28. Report of Correspondence (ROC-004-22/23) APPROVED BY CONSENT VOTE

Announcements

Adjournment

Please note that the Board of Education may consider at this meeting any item referred from a Board Meeting 5 calendar days prior to this meeting (Education Code 54954.2(b)(3)). The Board of Education may also refer any item on this Order of Business for the consideration of a committee or meeting of the Board of Education, which meets on the Thursday immediately after this meeting.

Requests for disability related modifications or accommodations shall be made 24 hours prior to the meeting to the Board Secretariat in person or by calling (213) 241-7002.

If you or your organization is seeking to influence an agreement, policy, site selection or any other LAUSD decision, registration may be required under the District's Lobbying Disclosure Code. Please visit http://ethics.lausd.net/ to determine if you need to register or call (213) 241-3330.

Materials related to an item on this Order of Business distributed to the Board of Education are available for public inspection at the Security Desk on the first floor of the Administrative Headquarters, and at:
https://achieve.lausd.net/site/Default.aspx?PageID=18628&DomainID=1057#calendar73805/20221115/event/65268

Items circulated after the initial distribution of materials are available for inspection at the Security Desk.

Los Angeles Unified School District

333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Rep-102-22/23, **Version:** 1

Denial of the Proposed New Charter Petition for Vista Legacy Global Academy [PUBLIC HEARING]
November 15, 2022
Charter Schools Division

Action Proposed:
Adopt the denial of the new charter petition for Vista Legacy Global Academy ("Charter School"), proposed to be located in Board District 2 and Local District Central, and adoption of the attached *Findings of Fact in Support of Denial of the New Charter Petition for Vista Legacy Global Academy*.

Background:
On August 18, 2022, Vista Legacy Global Academy submitted its charter school petition application to the Charter Schools Division seeking to open and operate an independent charter school. The 90-day statutory timeline for Board action on this petition runs through November 16, 2022.

A Public Hearing was held on October 11, 2022.

Vista Charter Public Schools currently operates two LAUSD-authorized independent charter schools: Vista Charter Middle and Vista Horizon Global Academy.
Based on a comprehensive review of the charter petition application and supporting documentation, staff has determined that the charter school petition has not met the requirements set forth in Education Code section 47605 and therefore recommends denial of the petition.

Due Diligence:
Current Vista Charter Public Schools governing board members completed questionnaires regarding conflicts of interest. A due diligence review of the charter school and its governing organization, school leader, and on-site financial manager, was performed by the Office of the Inspector General.

The petition is available for perusal in the Charter Schools Division and online at the District's Board of Education website at https://achieve.lausd.net/Page/18644

Statutory Framework:
Education Code section 47605(c) sets forth grounds for denying a new charter petition. Section 47605(c) states, in part, that "[t]he governing board of the school district shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice and with the interests of the community in which the school is proposing to locate. The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:"

(1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school. (Ed. Code, § 47605(c)(1).)

(2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition. (Ed. Code, § 47605(c)(2).)

(3) The petition does not contain the number of signatures required by subdivision (a) [of Section 47605]. (Ed. Code, § 47605(c)(3).)

(4) The petition does not contain an affirmation of each of the conditions described in subdivision (e) [of Section 47605]. (Ed. Code, § 47605(c)(4).)

(5) The petition does not contain reasonably comprehensive descriptions of all of the [fifteen elements set forth in Section 47605, subdivision (c)(5)]. (Ed. Code, § 47605(c)(5).)

(6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. (Ed. Code, § 47605(c)(6).)

(7) The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. (Ed. Code, § 47605(c)(7).)

(8) The school district is not positioned to absorb the fiscal impact of the proposed charter school. (Ed. Code §47605(c)(8).)

Grounds for Denial:
Staff of the Charter Schools Division and the Office of the General Counsel reviewed the new charter petition application for Vista Legacy Global Academy and have assessed that the petition application does not meet the criteria for approval. As fully discussed in the attached *Findings of Fact in Support of Denial of the New Charter Petition for Vista Legacy Global Academy*, based on review of the petition and supporting documentation, staff has determined, in accordance with Education Code section 47605(c), the following:

(1) The Petitioners are demonstrably unlikely to successfully implement the program set forth in the petition;

(2) The Petition does not contain reasonably comprehensive descriptions of all required elements; and

(3) The Charter School is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate.

Expected Outcomes:
Denial will prevent the establishment of Vista Legacy Global Academy as an LAUSD-authorized charter school at this time.

Board Options and Consequences:
"Yes" - If the Board adopts the recommendation of denial and the attached *Findings of Fact in Support of Denial of the Charter Petition for Vista Legacy Global Academy,* Charter School would not be authorized to open or operate as a charter school. The petitioners may submit an appeal to the Los Angeles County Board of Education and if denied at the county level may appeal to the State Board of Education on limited grounds specified by law.

"No" - If the Board does not adopt the recommendation of denial and the attached *Findings of Fact in Support of Denial of the Charter Petition for Vista Legacy Global Academy*, and instead takes specific action to approve the new charter petition, Charter School would be authorized to operate as a charter school for the charter term beginning July 1, 2023. Within 30 days, the Board requires that the school submit to the Charter Schools Division a revised charter petition that meets all LAUSD requirements, including but not limited to a reasonably comprehensive description of all fifteen required elements and compliance with current Federal, State and District Required Language.

Policy Implications:
There are no policy implications at this time.

Budget Impact:
State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(d), a school district that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation is not held liable for the charter school's debts or obligations as long as the school district complies with all oversight responsibilities required by law. The District will continue to have monitoring and oversight responsibility for charter school finances, as specified in the Charter Schools Act. Any significant modifications to the charter school's petition or operations that raise financial implications would require a material revision prior to implementation. Petition approval is also contingent upon adequate liability insurance coverage.

If Charter School chooses a non-LAUSD SELPA and signs the applicable Memorandum of Understanding (MOU), the charter school may request specific special education and related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

Should Charter School elect to be part of the LAUSD SELPA, any Option election that occurs during the term of Charter School's petition period shall be mutually agreed upon and addressed in an MOU between the Charter School and the District. The Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Staff's fiscal impact analysis is calculated based on multiple sourced assumptions (as reflected below) to provide a projection of Vista Legacy Global Academy's potential fiscal impact to existing District schools in the proposed target community.

Assuming that approximately 30% of the students who plan to attend Vista Legacy Global Academy would have attended an existing LAUSD school, and assuming that Vista Legacy Global Academy meets 69% of its enrollment projections, the expected enrollment loss for the District's schools could be $636,544 (125 students) in the first year and increasing to $2,546,177 (500 students) by the proposed charter school's fifth year of operation (i.e., Fiscal Year 2027-2028). Staff estimates that the average revenue per student is $26,171 in the 2022-2023 academic school year. Multiplying 21% (30% x 69%) of the expected charter enrollment and approximately 94% District average daily attendance (ADA) ratio by this amount over the period of Charter School's proposed charter term equates to $8,911,618. Because District revenue is associated with ADA rather than enrollment (See 5 C.C.R § 402), the estimated revenue loss is not directly proportional to the number of students who would attend Charter School. As a result of lower enrollment to the District schools, any loss of revenue may be offset by possible reductions in expenditures, estimated at 10% of the loss of revenue. Based on the above analysis, Vista Legacy Global Academy's new petition, if approved by the LAUSD Board, could

File #: Rep-102-22/23, **Version:** 1

substantively impact (fiscally) existing District schools in the proposed target community.

Currently, there are fifteen (15) other charter schools serving the similar grade level(s) (Grades 9-12) within the community of Vista Legacy Global Academy's proposed location.

Student Impact:
As stated in the *LAUSD Policy and Procedures for Charter Schools*, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools," (*Policy*, p.3). Based on a comprehensive review and assessment of Charter School's new petition application, staff has determined that Charter School has not met the requirements for charter school approval and therefore recommends denial of the new petition.

Equity Impact:
Not applicable

Issues and Analysis:
Issues are outlined above and in more detail in the attached *Findings of Fact in Support of Denial of the New Charter Petition for Vista Legacy Global Academy*.

Attachments:
Attachment A - Staff Assessment and Recommendation Report
Attachment B - Schools within the Community Data; Schools within the Community Subgroup Medians Data Sets
Attachment C - 3-Mile Radius Map
Attachment D - Vista Legacy Global Academy Schools within the Community List with Enrollment Data
Attachment E - *Findings of Fact in Support of Denial of the New Charter Petition for Vista Legacy Global Academy*
Attachment F - Vista Legacy Global Academy Community Impact Assessment

Exhibits for perusal at the following link:
<https://drive.google.com/drive/folders/1jBT7ZExxbryaVjwyPIQyhMqw79Gwzk6R>

Informatives:
Not applicable

Submitted:
10/19/22

File #: Rep-102-22/23, **Version:** 1

RESPECTFULLY SUBMITTED,

ALBERTO M. CARVALHO
Superintendent of Schools

APPROVED & PRESENTED BY:

JOSÉ COLE-GUTIÉRREZ
Director
Charter Schools Division

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

___ Approved as to form.

REVIEWED BY:

TONY ATIENZA
Director, Budget Services and Financial Planning

___ Approved as to budget impact statement.

ATTACHMENT A

STAFF ASSESSMENT AND RECOMMENDATION REPORT

NEW CHARTER PETITION

Board of Education Report 102-22/23
November 15, 2022

School Name:	**Vista Legacy Global Academy**		BOARD IS REQUIRED TO TAKE ACTION BY: **November 16, 2022**
Type of Charter School:	**Start-Up Independent Charter School**		
Charter Operator	**Vista Charter Public Schools**		
Location Code:	**Not Available**		
Type of Site(s):	**Private**		
Proposed Site Address:	**2900 West Temple St., Los Angeles, CA, 90026**		
Board District(s):	**2**	Local District(s):	**Central**
Grade Levels Proposed to be Served:	**9-12**	Enrollment Proposed in Charter Petition:	**500**
CONSIDERATION:	**New Charter Petition**		
PROPOSED CHARTER TERM	**July 1, 2023 - June 30, 2028**		
STAFF RECOMMENDATION:	**Denial**		
SUMMARY OF STAFF FINDINGS:	Based on a comprehensive review of the new petition application, staff has determined that the proposed charter school has not met the standards and criteria for approval. ◆ The Petitioners are demonstrably unlikely to successfully implement the educational program set forth in the petition. ◆ The Petition does not contain reasonably comprehensive descriptions of all required elements. ◆ The Charter School is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. Please see *Findings of Fact in Support of Denial of the New Charter Petition for Vista Legacy Global Academy* for further detail.		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends Denial of the charter petition for Vista Legacy Global Academy ("Charter School"). The school is proposed to be located in Board District 2 and Local District Central, for five (5) years beginning July 1, 2023 – June 30, 2028, to serve 125 students in grade 9 in the first year of operation, and up to 500 students in grades 9-12 by the end of the charter term.

II. CRITERIA FOR NEW PETITIONS

District staff comprehensively reviews each charter petition application to determine whether the school has met the requirements set forth in Education Code section 47605. Staff must determine whether the submitted petition would be reasonably comprehensive, educationally sound, and demonstrably likely to be successfully implemented. The LAUSD Board shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school. (Ed. Code, § 47605(c)(1).)

2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition. (Ed. Code, § 47605(c)(2.)

3) The petition does not contain the number of signatures required by subdivision (a) [of Section 47605]. (Ed. Code, § 47605(c)(3).)

4) The petition does not contain an affirmation of each of the conditions described in subdivision(e) [of Section 47605]. (Ed. Code, § 47605(c)(4).)

5) The petition does not contain reasonably comprehensive descriptions of the 15 elements set forth in Section 47605, subdivision (c)(5). (Ed. Code, § 47605(c)(5).)

6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. (Ed. Code, § 47605(c)(6).)

7) The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. (Ed. Code, § 47605(c)(7).)

8) The school district is not positioned to absorb the fiscal impact of the proposed charter school. (Ed. Code, § 47605(c)(8).)

Please see the *LAUSD Policy and Procedures for Charter Schools* for more information.

III. GENERAL SCHOOL INFORMATION

A. School History

	Vista Legacy Global Academy
Initial Authorization:	Not Applicable
Most Recent Renewal:	Not Applicable
Approved Material Revisions of Current Charter:	Not Applicable
Board Benchmarks in Current Charter Term:	Not Applicable
Submission of New Petition Application:	Vista Legacy Global Academy submitted its new petition application on August 18, 2022. The 90-day statutory timeline for Board action on the petition runs through November 16, 2022.

B. Educational Program

	Vista Legacy Global Academy
Key Features of Educational Program:	Vista Legacy Global Academy proposes to offer a 9-12 educational program, which includes the following features: ◆ A college and career preparatory program including Career Technical Education (CTE) pathways in Health Science, Business, and Climate Change and dual enrollment at colleges/universities ◆ Vista's "Framework for Student Engagement" that incorporates social emotional learning elements such as Way of Council, and instructional strategies such as Kagan strategies, project-based learning, and mastery grading ◆ A focus on teaching "global competencies" and Science, Technology, Engineering, Arts, and Math (STEAM) skills
Master Plan for English Learners and Standard English Learners:	Vista Legacy Global Academy plans to implement its own Master Plan for English Learners and Standard English Learners which includes the following features: ◆ Teachers will implement both integrated and designated English Language Development (ELD) instruction ◆ The school proposes to implement instructional strategies and resources for English Learners such as word walls, use of realia and manipulatives, and computer-based, interactive instructional materials
Special Education SELPA	Vista Legacy Global Academy has not indicated its intent regarding a Special Education Local Plan Area (SELPA) selection.

C. Student Enrollment and Population

Vista Legacy Global Academy proposes to serve students at 2900 West Temple St., Los Angeles, CA 90026, for the first year of the proposed term.

D. Charter School Operator

Vista Legacy Global Academy proposes to be operated by Vista Charter Public Schools, a California nonprofit public benefit corporation that also operates two other LAUSD-authorized charter schools. Vista Charter Public Schools also has four other charter schools authorized in Orange County, California.

IV. STAFF REVIEW AND ASSESSMENT

Based on a comprehensive review of the new petition application, staff has determined that the charter school has not met the standards and criteria for approval. Staff analysis includes the following:

A. Does the new petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners likely to successfully implement the program set forth in the petition?

No, for reasons more fully set forth in the *Findings of Fact in Support of the Denial of the New Petition for Vista Legacy Global Academy*, petitioners have not fully met these criteria.

1. *Student Achievement and Educational Performance*

a. Summary

As a proposed new charter school, Vista Legacy Global Academy does not have a record of performance in this category.

b. Measurements of Academic Performance on the California School Dashboard

Not Available

c. English Language Arts Academic Indicator

Not Available

d. Math Academic Indicator

Not Available

e. English Learner Progress Academic Indicator

Not Available

f. Standardized Assessments Participation Rates

Not Available

g. College/Career Academic Indicator

Not Available

h. Suspension Rate Indicator

Not Available

i. Graduation Rate Indicator [HS Only]

Not Available

j. Chronic Absenteeism Indicator
Not Available

k. English Learner Performance
Not Available

2. ***Annual Oversight Results***

a. Student Achievement and Educational Performance
As a proposed new charter school, Vista Legacy Global Academy does not have a record of performance in this category. However, Vista Charter Middle, currently authorized by the LAUSD Board of Education, which serves grades 6-8, earned a rating of *Developing* on its Annual Performance-Based Oversight Reports in the area of Student Achievement and Educational Performance in 2020-2021. Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. Accordingly, a *No Rating* was issued in this category in 2021-2022.

Vista Horizon Global Academy, the organization's other school currently authorized by the LAUSD Board of Education, which serves grades TK-5, received a *No Rating* in the Student Achievement and Educational Performance category in 2020-2021 as the school's first year of operation was 2019-2020 and, thus, had no 2019 California School Dashboard data. Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. Accordingly, a *No Rating* was issued in this category in 2021-2022.

b. Governance
As a proposed new charter school, Vista Legacy Global Academy does not have a record of performance in this category. However, Vista Charter Middle and Vista Horizon Global Academy, both earned a rating of *Accomplished* in 2020-2021 and 2021-2022.

c. Organizational Management, Programs, and Operations
As a proposed new charter school, Vista Legacy Global Academy does not have a record of performance in this category. However, Vista Charter Middle earned ratings of *Unsatisfactory* and *Accomplished* in 2020-2021 and 2021-2022, respectively. The rating of *Unsatisfactory* in 2020-2021 was due to completion of Child-Abuse Mandate Reporter training for three staff members outside the legal timeline and one teacher providing instruction prior to obtaining a proper credential.

Vista Horizon Global Academy earned ratings of *Unsatisfactory* and *Developing* in 2020-2021 and 2021-2022, respectively. The rating of *Unsatisfactory* in 2020-2021 was due to completion of Child-Abuse Mandate Reporter training for one staff member outside the legal timeline. The rating of *Developing* in 2021-2022 was due to one teacher lacking appropriate authorization to provide instruction to English Learners.

i. Access and Equity
Not Available

ii. Special Education
Not Available

iii. Additional Information

Vista Charter Public Schools currently operates two charter schools authorized by the LAUSD Board of Education:

- Vista Charter Middle (6-8) which the state has identified as Middle performing (based on the CDE 2020 classification).
- Vista Horizon Global Academy (TK-5) does not have a performance classification.

Vista Charter Public Schools currently operates three charter schools authorized by the Orange County Department of Education:

- Vista Condor Global Academy (TK-5) which the state has identified as Middle performing (based on the CDE 2020 classification).
- Vista Heritage Global Academy (6-12) which the state has identified as Low performing (based on the CDE 2020 classification).
- Vista Meridian Global Academy (9-12) which is scheduled to commence operations in 2023-2024.

Vista Charter Public Schools currently operates one charter school authorized by the Anaheim Elementary School District:

- Palm Lane Global Academy (TK-6) which the state has identified as Middle performing (based on the CDE 2020 classification).

Internal Assessment Data

Vista Charter Public Schools provided 2021-2022 (fall to spring administration) i-Ready Diagnostic Growth reports in Reading and Math for Vista Charter Middle and Vista Horizon Global Academy for students in grades 6-8 and K-5, respectively.

Every Student Succeeds Act (ESSA) requires that all schools and student groups meet the 95 percent participation requirement for English language/arts/literacy (ELA) and Math. In reviewing the i-Ready data provided for Reading, the fall 2021 to spring 2022 i-Ready Diagnostic Growth reports show that Vista Horizon Global Academy's participation rate of 98.9% met the participation rate criterion, however, Vista Charter Middle's participation rate of 88.8% did not meet the participation rate criterion. Similarly, in Math, Vista Horizon Global Academy's participation rate of 98.9% met the participation rate criterion, but Vista Charter Middle's participation rate of 89.6% did not meet the participation rate criterion.

Based on Staff's research (i.e., review of state-level and i-Ready information, conferral with i-Ready representatives), a school that has more than 50% of its students achieving 100% of their Annual Typical Growth[1] targets is demonstrating growth above the norm (with the ultimate goal for a school to meet 100% of students meeting their Annual Typical Growth targets). Thus, Staff assessed the extent to which the charter school's results show at least 50% of all students achieving 100% of Annual Typical Growth.

[1] i-Ready's Typical Growth marks the annual growth of an average student at a given placement. Typical Growth values were derived using the median, or 50th percentile, of student growth at each grade and placement level on the i-Ready Diagnostic.

In reviewing the i-Ready data for Reading provided by Vista Charter Public Schools (notwithstanding the lower participation rate for Vista Charter Middle), the fall 2021 to spring 2022 i-Ready Diagnostic Growth reports show that the percent of students that met Annual Typical Growth was 56% for Vista Horizon Global Academy, and 39% for Vista Charter Middle.

In reviewing the i-Ready data for Math provided by Vista Charter Public Schools (notwithstanding the participation rate below 95% for Vista Charter Middle), the fall 2021 to spring 2022 i-Ready Diagnostic Growth reports show that the percent of students that met Annual Typical Growth was 61% for Vista Horizon Global Academy, and 40% for Vista Charter Middle.

Thus, a majority of Vista Horizon Global Academy's students achieved 100% of Annual Typical Growth. However, less than a majority of Vista Charter Middle's students achieved 100% of Annual Typical Growth (notwithstanding the participation rate below 95%).

Vista Charter Public Schools also provided i-Ready Diagnostic reports for two of its three schools operating in Orange County[2] (Vista Heritage Global Academy and Vista Condor Global Academy, both located in Santa Ana, California). In reviewing the i-Ready data provided for Reading, the fall 2021 to spring 2022 i-Ready Diagnostic Growth reports show that neither Vista Heritage Global Academy's participation rate of 93.6%, nor Vista Condor Global Academy's participation rate of 92.5% met the participation rate criterion. Similarly, in Math, neither Vista Heritage Global Academy's participation rate of 92.6%, nor Vista Condor Global Academy's participation rate of 93.7% met the participation rate criterion. Thus, neither Vista Heritage Global Academy nor Vista Condor Global Academy met the participation rate criterion in either Reading or Math.

In reviewing the i-Ready data for Reading provided by Vista Charter Public Schools (notwithstanding the lower participation rates), the fall 2021 to spring 2022 i-Ready Diagnostic Growth reports show that the percent of students that met Annual Typical Growth was 66% for Vista Heritage Global Academy, and 48% for Vista Condor Global Academy.

In reviewing the i-Ready data for Math provided by Vista Charter Public Schools (notwithstanding the participation rates), the fall 2021 to spring 2022 i-Ready Diagnostic Growth reports show that the percent of students that met Annual Typical Growth was 59% for Vista Heritage Global Academy, and 36% for Vista Condor Global Academy.

[2] Palm Lane Global Academy, serving grades K-6, was an existing charter school that came under the governance of Vista Charter Public Schools via a material revision to the school's charter (approved by the Anaheim Elementary School District Board of Education on 5/11/22). It is not clear whether the school collected internal assessment data in 2021-2022.

i-Ready Diagnostic Growth Results in Reading			
School	**Percent of Students that Met Annual Typical Growth**	**Students Assessed / Total**	**Participation Rate**
Vista Charter Public Schools Authorized by LAUSD			
Vista Charter Middle (data submitted for grades 6-8)	39.0%	316/356	88.8%
Vista Horizon Global Academy (data submitted for grades K-5)	56.0%	88/89	98.9%
Vista Charter Public Schools Authorized by Orange County Department of Education			
Vista Heritage Global Academy (data submitted for grades 5-8)*	66.0%	264/282	93.6%
Vista Condor Global Academy (data submitted for grades K-5)	48.0%	295/319	92.5%

Data Source: i-Ready Diagnostic Growth reports provided by Vista Charter Public Schools

i-Ready Diagnostic Growth Results in Math			
School	**Percent of Students that Met Annual Typical Growth**	**Students Assessed / Total**	**Participation Rate**
Vista Charter Public Schools Authorized by LAUSD			
Vista Charter Middle (data submitted for grades 6-8)	40.0%	319/356	89.6%
Vista Horizon Global Academy (data submitted for grades K-5)	61.0%	88/89	98.9%
Vista Charter Public Schools Authorized by Orange County Department of Education			
Vista Heritage Global Academy (data submitted for grades 5-8)*	59.0%	261/282	92.6%
Vista Condor Global Academy (data submitted for grades K-5)	36.0%	299/319	93.7%

Data Source: i-Ready Diagnostic Growth reports provided by Vista Charter Public Schools

*It is not clear why the school's Diagnostic Growth report included 5th grade data nor why it did not include data for the school's 9th grade students, given the school served students in grades 6-9 in 2021-2022.

d. Fiscal Operations
As a proposed new charter school, Vista Legacy Global Academy does not have a record of performance in this category. On the 2020-2021 and 2021-2022 Annual Performance-Based Oversight Reports, Vista Charter Middle (6-8) and Vista Horizon Global Academy (TK-5) both earned the ratings of *Proficient* and *Accomplished*, respectively.

3. ***Fiscal Management and Performance***
As a proposed new charter school, Vista Legacy Global Academy does not have a record of performance in this category.

a. Summary
Not Available

b. Fiscal Condition
Not Available

c. 2020-2021 Independent Audit Report
Not Available

d. Other Significant Fiscal Information
According to Vista Charter Public Schools' independent audit report for the fiscal year ended June 30, 2021, Vista Charter Public Schools, its related entities, and its charter schools reported positive net assets of $7,445,518 and net income of $2,572,709. Vista Charter Public Schools, without its related entities and its charter schools, reported $0 net assets and net income. Vista Charter Public Schools' 2020-2021 independent audit report reflects positive net assets as of June 30, 2021, for its existing Vista Charter Public Schools charter schools listed below:

(1) Vista Charter Middle[2] (first year of operation: 2010-2011)
(2) Vista Horizon Global Academy[2] (first year of operation: 2019-2020)
(3) Vista Heritage Global Academy[3] (first year of operation: 2015-2016)
(4) Vista Condor Global Academy (first year of operation: 2018-2019)

The following two Vista Charter Public Schools charter schools were not reflected in the Vista Charter Public Schools' 2020-2021 independent audit report:

(1) Palm Lane Global Academy[4] (first year of operation under Vista Charter Public Schools: 2022-2023)
(2) Vista Meridian Global Academy[3] (anticipated first year of operation: 2023-2024)

Currently, the charter schools in the Vista Charter Public Schools network pay no management fees. During 2021-2022, Vista Charter Public Schools charter schools each paid a portion of the actual expenses for shared costs and administrative services, including executive compensation (i.e., the charter organization's Superintendent, Database Administrator, and Director of Special Education and Pupil Services), consulting fees, professional developments, and legal costs that are related to the Vista Charter Public

[2] Currently authorized by LAUSD
[3] Currently authorized by the Orange County Department of Education
[4] Currently authorized by Anaheim Elementary School District

Schools organization as a whole. These costs are allocated based on the average daily attendance (ADA) for each of its schools.

Vista Legacy Global Academy's budget and cash flow projections submitted with its new petition project positive net income and cash balances for the first five years of operation. Vista Legacy Global Academy provided supporting documentation for the school's startup funds, which the petitioner indicates will consist of proceeds from an inter-school loan from Vista Charter Middle, in the amount of $750,000, as reflected in its budget submitted with the petition.

Additionally, it should be noted that Staff has reviewed information that the organization has plans to also provide intra-organizational loans from Vista Charter Middle to other schools in the organization, namely, Vista Horizon Global Academy ($350,000 in Fiscal Year 2022-2023) and Vista Meridian Global Academy ($1.2M in Fiscal Year 2023-2024). While Vista Charter Middle may have sufficient funds to cover these loans (i.e., ending net assets in Fiscal Year 2021-2022 of $6,017,132, based on the school's 2021-2022 Unaudited Actuals), Staff notes that Vista Charter Middle's current record of academic performance requires further attention and raises questions regarding the existing use of the school's resources and a potential need to revisit its resource allocation and intra-organizational lending practices.

Per the LAUSD Charter Schools Accounting Unit's record, as of the writing of this report, Vista Horizon Global Academy owed $141,404 Proposition 39 over-allocated space reimbursement fees to LAUSD (consisting of the $31,173 amount owed pertaining to Fiscal Year 2021-2022 that was due on or around September 12, 2022, and the $110,231 remaining amount owed prior to Fiscal Year 2021-2022 that is scheduled for payment in July 2023 per the school's payment plan with LAUSD). The Charter Schools Division will continue to monitor this matter through oversight.

B. <u>Does the Petition Contain a Declaration of Whether or Not the Charter School Shall Be Deemed the Exclusive Public Employer of the Employees of the Charter School Community?</u>
This criterion has not been determined to be a finding.

C. <u>Is the Charter School Demonstrably Likely to Serve the Interests of the Entire Community?</u>
No, for reasons more fully set forth in the Findings of Fact in Support of Denial of the New Charter Petition for Vista Legacy Global Academy, petitioners have not met this criterion.

Pursuant to Education Code section 47605(c)(7) and the *LAUSD Policy and Procedures for Charter Schools*, this analysis considered the fiscal impact of the proposed new charter school; the extent to which the proposed new charter school would substantially undermine existing services and academic offerings or programmatic offerings; whether the proposed new school would duplicate a program currently being offered in reasonable proximity; and whether the school district is positioned to absorb the fiscal impact of the proposed new charter school.

<u>Community and Schools within the Community</u>
Per the *LAUSD Policy and Procedures for Charter Schools*, "community" includes families and individuals who reside, work, and/or are served in the identified geographical area, and all public schools (District and charter), serving similar grade levels as the proposed new charter school. The identified geographical area will be based on LAUSD Community of Schools and neighborhoods

within a three-mile radius from the location identified by the petitioners of the proposed new charter school. Thus, petitioners will consider the existing District and charter schools operating within the Community of Schools and three-mile radius.

Analysis of data provided by the Office of Master Planning and Demographics (MPD), reveals that there are 33 existing schools within the community as defined above (18 District schools and 15 charter schools).

1. ***Enrollment Trends of the Existing District and Charter Schools***
   For more information, please refer to the *Findings of Fact in Support of Denial of the New Charter Petition for Vista Legacy Global Academy*.

2. ***Fiscal impact***
   For more information, please refer to the *Findings of Fact in Support of Denial of the New Charter Petition for Vista Legacy Global Academy*.

3. ***Additional Considerations***
   a. Community Engagement
      Per the *LAUSD Policy and Procedures for Charter Schools*, the petitioners must provide documented evidence of transparent, inclusive, and active community engagement activities with parents in the community, existing public schools, neighborhood councils, community-based organizations, and elected representatives within the targeted community which the charter school seeks to locate. As part of the submitted materials, Petitioners are to include publicly disclosable information/documentation of the stakeholders' responses (to the extent possible) and a summary of the responses received from stakeholders as part of the petitioner's assessment of the impact to the community, which will be shared with the LAUSD Board.

      Staff's review of the materials submitted by Vista Legacy Global Academy revealed that the charter school conducted community outreach efforts, specific to the proposed new charter school, with parents, the general public, District and charter school leaders, LAUSD Community of Schools Leadership (Community of Schools Administrators for the Downtown Community of Schools and MacArthur Park Community of Schools), LAUSD Board Member offices, the Rampart Village Neighborhood Council, community-based organizations (including, but not limited to, the Silverlake Chamber of Commerce, Peace Over Violence, and El Centro del Pueblo), and elected officials. The documentation provided showed the charter school's outreach included emails, automated phone calls, flyer distribution, virtual meetings, and a "coffee with the principal" meeting at the organization's existing school within the community (Vista Charter Middle).

      The charter school provided documentation of stakeholder responses consisting of emails from three community-based organizations (Bresee, El Centro del Pueblo, and Peace Over Violence), and one existing independent charter school (Central City Value) within the community. The majority of the responses appear to be supportive of the proposed new charter school and/or appreciative of the information provided by the charter school.

      Overall, the charter school's community engagement was reasonable in scope based on the materials and response provided by the charter school.

b. Academic Performance

To assess the current academic performance levels of the existing Schools within the Community ("SWC"), consisting of 18 District schools and 15 charter schools that serve any of the same grade levels proposed to be served by Charter School, staff reviewed the record of performance on the applicable 2019 California School Dashboard indicators both schoolwide and for each numerically significant subgroup served as compared to state averages.

Performance Levels of Schools within the Community Compared to State Averages:

Comparison of the Schools within the Community to the state averages on the six applicable 2019 California School Dashboard indicators schoolwide, revealed the following performance:

- **ELA:** 16 of 31 SWC outperformed the state average DFS of -2.5
- **Math:** 8 of 31 SWC outperformed the state average DFS of -33.5
- **ELPI:** 12 of 32 SWC outperformed the state average of 48.3%
- **College/Career (CCI):** 17 of 30 SWC outperformed the state average of 44.1%
- **Graduation Rate:** 14 of 30 SWC outperformed the state average of 85.9%
- **Suspension Rate:** 30 of 32 SWC outperformed the state average of 3.4% (have a rate lower than 3.4%)

In summary, a majority of SWC outperformed the state on 3 of 6 applicable indicators (ELA, CCI, and Suspension Rate). Please see *Vista Legacy Global Academy Schools within the Community Data Set*.

SWC Subgroup Medians Comparison to State Averages:

The SWC's numerically significant subgroups include the Asian, Black or African American, English Learner, Filipino, Latino, Socioeconomically Disadvantaged, Students with Disabilities, Two or More Races, and White subgroups. Comparison of the SWC's numerically significant subgroup medians to the state averages on the five applicable 2019 California Schools Dashboard indicators, revealed the following: [ELPI is not included in this analysis, as it applies to only one subgroup and is already considered in the schoolwide analysis.]

SWC Medians	ELA		Math		CCI		Graduation Rate		Suspension Rate	
Subgroup	SWC	State	SWC	State	SWC	State	SWC	State	SWC	State
Asian	94.1	64.8	73.9	59.8	--	74.0%	--	93.9%	--	1.0%
Black or African American	-13.5	-47.6	-77.3	-87.9	--	23.7%	--	78.6%	--	8.8%
English Learner	-88.2	-45.1	-140.4	-68.6	--	16.8%	--	72.6%	0.5%	3.1%
Filipino	62.6	46.7	-9.2	18	--	64.5%	--	93.9%	--	1.3%
Latino	-10.6	-26.6	-90.7	-62.2	46.1%	36.1%	85.4%	83.7%	0.4%	3.5%
Socioeconomically Disadvantaged	-5.8	-30.1	-88.0	-63.7	46.8%	35.8%	85.9%	83.2%	0.5%	4.3%
Students with Disabilities	-99.5	-88.1	-157.3	-119.4	--	10.8%	--	70.6%	0.0%	6.2%
Two or More Races	64.4	30.3	23.1	2.5	--	49.7%	--	86.9%	--	3.3%
White	79.5	30.7	30.0	1.4	--	53.8%	--	89.1%	--	2.9%

-- Number of students counted for this indicator were less than 30, therefore total # of subgroups comparisons varied by indicator

As seen in the table above:

- **ELA:** 7 of 9 numerically significant subgroups medians outperformed their respective state subgroup average performance
- **Math:** 4 of 9 numerically significant subgroups medians outperformed their respective state subgroup average performance
- **College/Career (CCI):** 2 of 2 numerically significant subgroups medians outperformed their respective state subgroup average performance
- **Graduation Rate:** 2 of 2 applicable numerically significant subgroups medians outperformed their respective state subgroup average performance
- **Suspension Rate:** 4 of 4 applicable numerically significant subgroups medians outperformed their respective state subgroup average performance

In summary, a majority of the SWC's numerically significant subgroups outperformed their respective state subgroup averages in 4 of the 5 applicable indicators (ELA, CCI, Graduation Rate, and Suspension Rate). Please see *Vista Legacy Global Academy's Schools within the Community Subgroup Medians Data Set*.

c. Facilities Plan

Staff has reviewed the facilities plan and documentation provided by petitioners as part of its new petition application and determined it to be reasonable and appropriate pursuant to *LAUSD Policy and Procedures for Charter Schools*. The Petitioners have indicated their intent to serve students at 2900 West Temple St., Los Angeles, CA 90026, for the first year of the proposed term and has indicated an intent to secure a private site for subsequent years of the proposed term. The proposed site is the current site of Vista Charter Middle. Petitioners' Community Impact Assessment reports the proposed site will be shared between Vista Charter Middle and Charter School in the first year of the proposed term while the organization searches for an appropriate private site for Charter School to serve students in the subsequent years. The Petitioners presented a valid Certificate of Occupancy

(COO) issued by the applicable permitting agency (City of Los Angeles Department of Building and Safety). The presented COO indicates that the proposed site is appropriate for educational use and has an occupancy maximum load of 1,331, which accommodates the proposed charter school's projected enrollment of 125 in the first year and Vista Charter Middle's 2021-2022 norm enrollment of 339. Petitioners' Community Impact Assessment indicated that the facility can accommodate only 600 students. Petitioners indicated they are working with a real estate firm to secure a private site for years 2-5 of the proposed term, and further noted that they may also submit a request for facilities from the District, pursuant to Proposition 39.

4. ***Duplication of Programs***

Please see *Findings of Fact in Support of Denial of the New Charter Petition for Vista Legacy Global Academy* for further detail.

Community Impact Analysis Conclusion

Taken as a whole, balancing various factors, and for reasons more fully set forth in the *Findings of Fact in Support of Denial of the New Charter Petition for Vista Legacy Global Academy* Staff assesses that Vista Legacy Global Academy is demonstrably unlikely to serve the interests of the entire community in which it proposes to locate.

ATTACHMENT E

FINDINGS OF FACT IN SUPPORT OF DENIAL OF THE NEW CHARTER PETITION FOR VISTA LEGACY GLOBAL ACADEMY BY THE LOS ANGELES UNIFIED SCHOOL DISTRICT

BOARD OF EDUCATION REPORT 102-22/23
Date: November 15, 2022

I. BACKGROUND

On August 18, 2022, a petition ("Petition") and supporting materials for the establishment of Vista Legacy Global Academy ("Charter School" or "Petitioner") to be operated by Vista Charter Public Schools ("VCPS" or "the organization") was submitted to the Charter Schools Division ("Staff") of the Los Angeles Unified School District ("LAUSD" or "District") by Petitioner[1] seeking to start a new charter school within the geographic boundaries of LAUSD to serve 125 students in grade 9 in the first year and up to 500 students in grades 9-12 by the fifth year of Charter School's operations. Charter School seeks to serve students in and around ZIP code 90026, which is located in the Downtown Community of Schools and served by Board District 2 and Local District Central. The Petition proposes a five-year term from July 1, 2023 – June 30, 2028. *(See Exhibit 1, Charter School Petition.)*

In accordance with the Charter Schools Act (Ed. Code § 47600 et seq.) and the adopted *LAUSD Policy and Procedures for Charter Schools* ("District policy"), within 60 days of receipt of the new petition application, the LAUSD Board shall hold a public hearing for the LAUSD Board to consider the level of support for the petition by teachers employed by LAUSD, other employees of LAUSD, and parents, as directed by Education Code section 47605(b). Within 90 days of receipt of the new petition, the LAUSD Board shall hold a public hearing at which it will either grant or deny the new petition. Petitioner shall have equivalent time and procedures to present evidence and testimony to respond to the staff recommendations and findings. (Ed. Code, §47605(b).) The District will publish the Superintendent's recommendation, and any written findings required to support the recommendation, at least 15 days prior to the LAUSD Board meeting at which it will act on the new petition. (Ed. Code, § 47605(b).)

Based on review of the application for the new petition and supporting materials relating to Petitioner's request to establish a new school within LAUSD's boundaries, the District has substantial concerns with the Petition, as presented. The discussion below outlines the applicable law and criteria for evaluating new petitions and analysis concerning whether the Petitioner's request satisfies the requirements under the Charter Schools Act and District policy.

[1] "Petitioner" includes a lead petitioner or other authorized person(s) on behalf of the organization that submits a petition to the District seeking establishment of a charter school.

II. SUMMARY OF APPLICABLE LAW AND DISTRICT POLICY FOR EVALUATING NEW PETITIONS

In determining whether to grant or deny a new charter petition, the LAUSD Board must carefully review the proposed charter application, consider public input, staff's professional judgment, recommendations and reports, and criteria established by law, including the academic needs of pupils the school proposes to serve. (*See* Ed. Code, § 47605(c); *see also*, 5 C.C.R §11967.5.1.) The LAUSD Board shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

(1) The charter school presents an unsound educational program for the students to be enrolled in the charter school. (Ed. Code, § 47605(c)(1).)

(2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition. (Ed. Code, § 47605(c)(2.)

(3) The petition does not contain the number of signatures required by Education Code section 47605(a). (Ed. Code, § 47605(c)(3).)

(4) The petition does not contain an affirmation of each of the conditions described in Education Code section 47605(e). (Ed. Code, § 47605(c)(4).)

(5) The petition does not contain reasonably comprehensive descriptions of the 15 elements in a charter petition. (Ed. Code, § 47605(c)(5).)

(6) The petition does not contain a declaration as to whether or not the charter school shall be deemed the exclusive public school employer of the school's employees for purposes of collective bargaining pursuant to Government Code sections 3540-3549.3. (Ed. Code, § 47605(c)(6).)

(7) The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. (Ed. Code, § 47605(c)(7).)

(8) LAUSD is not positioned to absorb the fiscal impact of the proposed charter school. LAUSD satisfies this paragraph if it has a qualified interim certification pursuant to Section 1240 and the county superintendent of schools, in consultation with the Fiscal Crisis and Management Assistance Team, certifies that approving the charter school would result in the school district having a negative interim certification pursuant to Section 1240, has a negative interim certification pursuant to Section 1240, or is under state receivership. Charter schools proposed in LAUSD satisfying one of these conditions shall be subject to a rebuttable presumption of denial. (Ed. Code, § 47605(c)(8).).

III. BASIS OF FINDINGS OF FACT AND STAFF RECOMMENDATION

Based on a comprehensive review of the Petition and supporting materials and the Capacity Interview held with the Petitioner, Staff recommends that the LAUSD Board of Education deny the Petition and adopt these *Findings of Fact in Support of Denial of the New Charter Petition for Vista Legacy Global Academy* based on the following grounds:

- The Petitioners are demonstrably unlikely to successfully implement the educational program set forth in the petition.

- The Petition does not contain reasonably comprehensive descriptions of all required elements.

- The Charter School is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate.

The analysis below contains the findings assessing the sufficiency of the Petition. Staff identified multiple areas of concern, and for the reasons set forth in more detail below, recommends **denial** of the Petition.

A. Petitioners are Demonstrably Unlikely to Successfully Implement the Program Set Forth in the Petition

Pursuant to District policy, in evaluating whether the petitioner is demonstrably likely or unlikely to successfully implement the program set forth in a charter petition,[2] the LAUSD Board will assess a variety of factors, including but not limited to:

- Petitioner's past history of involvement in charter schools or other education agencies (public or private), as one the chartering agency would regard as unsuccessful.

- Evidence that petitioners are familiar with the content of the petition and the requirements of law that would apply to the proposed charter school.

- The financial and operational plan for the proposed charter school, including the structure for providing administrative services and criteria for selection of contractors.

- Insurance (e.g., general liability, workers' compensation, and other necessary insurance of the type and in the amounts required for an enterprise of similar purpose and circumstance). Specifically, petitioner must have the required insurance coverage and limits policy endorsing the Los Angeles Unified School District and Board of Education as named additional insureds.

- The types and potential location of facilities needed to operate the size and scope of educational program proposed in the charter.

- The petitioners' background and experience in areas critical to the charter school's success, including curriculum, instruction, assessment, finance, and the petitioner's plan to secure the services of individuals who have the necessary background and experience in these areas.

[2] The policy for "demonstrably unlikely to successfully implement the program" includes factors and guidance promulgated by the State Board of Education. (See 5 C.C.R § 11967.5.1.)

1. The Petition and Supporting Materials Omit or Fail to Disclose Significant Information/Facts Which Raises Concerns Regarding the Organization's Transparency with the District, Families, and/or Stakeholders.

The Petition includes Vista Meridian Global Academy in the list of schools currently operated by VCPS and states therein that Vista Meridian Global Academy, "opened in fall 2021." However, the facts below demonstrate that Vista Meridian Global Academy is not, in fact, currently operating and VCPS does not accurately describe its currently operated schools and programs to its families/stakeholders, and potential charter school authorizers:

Vista Charter Public Schools' Authorizers and Charter Schools

LAUSD	Orange County Department of Education	Anaheim Elementary School District
Vista Horizon Global Academy (TK-5)	Vista Condor Global Academy (TK-5) (approved on appeal after denial by Santa Ana Unified School District)	Palm Lane Global Academy (TK-6)**
Vista Charter Middle (6-8)	Vista Heritage Global Academy (6-12) (approved on appeal after denial by Santa Ana Unified School District and materially revised to expand to grade levels 9-12)	--
--	Vista Meridian Global Academy* (9-12) (Countywide Charter School)[3]	--

*Approved 6/1/22 and slated to open in 2023-2024
**Material Revision to come under governance of VCPS approved 5/11/22.

- Staff's review of publicly available documents revealed that Vista Meridian Global Academy was authorized by the Orange County Department of Education's (OCDE) Board of Education as a countywide high school for a five-year term beginning July 1, 2022. However, per supporting documentation provided to OCDE by VCPS, the organization delayed Vista Meridian Global Academy's opening to the 2023-2024 academic year. (*See Exhibit 2, Vista Meridian Budget Narratives and Exhibit 3, OCDE Board Materials 2022.*)

- VCPS uses the name "Vista Meridian Global Academy" to refer to its high school program offered at Vista Heritage Global Academy[4] ("Vista Heritage"), a separate

[3] Education Code section 47605.6 provides that a county board of education may grant a charter for the operation of a charter school only if it is satisfied that granting the charter is consistent with sound educational practice and that, "the charter school has reasonable justification for why it could not be established by petition to a school district pursuant to Section 47605."

[4] On July 1, 2020, the OCDE Board approved VCPS' material revision application to add grade levels 9-12 to Vista Heritage's charter. The transcript of the public hearing before the OCDE Board of Education held June 3, 2020, includes the organization's executive leadership's explanation of the process by which VCPS attempted to open a standalone high school by submission of a petition to the Santa Ana Unified School District, submitted and subsequently withdrew the same petition to OCDE, and finally sought a material revision of the Vista Heritage charter to add grade levels 9-12. VCPS then proceeded to refer to the 9-12 grades of the resulting span school (i.e., authorized to serve grades 6-12) as a high school with the Vista Meridian Global Academy name in several public-facing documents. *(See Exhibit 4, OCDE Board Materials 2020.)*

charter school currently authorized by the OCDE Board to serve grade levels 6-12. For example, publicly available documents including enrollment forms, a VCPS website, and the VCPS parent-student handbook use the "Vista Meridian Global Academy" name in reference to grades 9-12 rather than Vista Heritage. *(See Exhibit 5, Vista Meridian Enrollment Form, Website, and Stakeholder Handbook.*)

- In the Capacity Interview, Petitioner stated that current 9th and 10th grade students at Vista Heritage are not aware they attend Vista Heritage as part of the span school (i.e., grade levels 6-12). Petitioner shared that their stakeholders believe that these students attend a separate high school named, "Vista Meridian Global Academy."

- Additionally, VCPS listed Vista Meridian Global Academy as one of the schools operated by the organization in a presentation to the Anaheim Elementary School District (AESD) Board of Education on February 23, 2022 in support of a material revision request to manage Palm Lane Elementary Charter.[5] This reference to Vista Meridian Global Academy predates authorization of the countywide charter school (Vista Meridian Global Academy) on June 1, 2022. *(See Exhibit 6, AESD Board Materials 2022 and Exhibit 3, OCDE Board Materials 2022.)*

- The Petition and supporting materials do not disclose that VCPS currently manages Palm Lane Elementary Charter ("Palm Lane") and is considered part of its portfolio of schools. The Petition neither identifies the organization's governing relationship with Palm Lane, nor does it list Palm Lane among the schools currently operated by VCPS. *(See Exhibit 1, Charter School Petition, p. 10 and 15.)*

- The Articles of Incorporation submitted by Petitioner included an amendment dated 2014. However, Staff's research revealed the organization more recently amended the Articles of Incorporation in 2018, which they did not provide for review. As noted in more detail in the findings below, these documents differ in that the more recent document describes a more narrow scope of corporate purpose than indicated in the version submitted for review. *(See Exhibit 7, VCPS Articles of Incorporation.)*

The above facts raise questions and concerns about the veracity and accuracy of the information presented by the Petitioner to the public, stakeholders, and charter school authorizers about its schools and programs.

[5] Palm Lane is authorized by the AESD Board of Education. On February 15, 2022, VPCS submitted a request for a material revision to AESD seeking to update and revise the Palm Lane petition to reflect, among other things, the current operations of Palm Lane.

2. Petitioners Appear Unfamiliar with the Content of the Petition and Applicable Legal Requirements

a. Staff Identified Inconsistencies between the Petition, Supporting Documentation, and Statements Made by the Petitioner during the Capacity Interview

- The Petition's description of the school's proposed Career Technical Education (CTE) pathways states, "Primary pathway courses will be taught on VLGA's campus to ensure access among all of our students, with additional dual enrollment courses available off-site at LATTC [Los Angeles Trade Technical College] and other college/university partners" and, in reference to the proposed Climate Change pathway, "The program will include dual enrollment with UCI [UC Irvine] and local CSU schools…" *(See Exhibit 1, Charter School Petition, pp. 69, 94.)* However, during the Capacity Interview, in response to a question posed to the Petitioner regarding the proposed dual enrollment program, Petitioner stated that the Charter School will not offer dual enrollment courses in partnership with UC Irvine.

- The 5-year budget submitted with the Petition reflects a 0.26 Full Time Equivalence (FTE) allocation for the Principal position in Year 1. However, during the Capacity Interview, the Petitioner stated that the Charter School would employ a full-time Principal. *(See Exhibit 8, VLGA Budget Salary Positions Assumption.)*

b. Aspects of the Petition are Not Aligned with Applicable Legal Requirements

- The description of the Charter School's plan for providing Designated English Language Development does not align with applicable law regarding when English Language Development (ELD) instruction would occur, or be offered to its students, during the school day. (e.g., Ed. Code, §46148(a)(1).) Education Code section 46148(a)(1) states: "The schoolday for high schools, including high schools operated as charter schools, shall begin no earlier than 8:30 a.m." Here, the Petition states that the Designated ELD would occur between 7:30-8:30 a.m. during an instructional period called Zero Period. (*See Exhibit 1, Charter School Petition, pp. 106-107.)* Accordingly, the instructional period that ELD instruction would occur, or be offered to its students, would potentially violate the start time provisions expressed in Education Code section 46148.

3. VCPS' Existing Obligations and Current Record of Available Data Call into Question the Organization's Ability to Successfully Serve Additional Students in an Additional New Charter School.

As noted below, some of the current challenges VCPS must direct its resources to address include the following:

- Of the organization's five (5) currently operating charter schools, four (4) have California School Dashboard ("Dashboard") data:[6] Vista Charter Middle, Vista Heritage Global Academy, Vista Condor Global Academy, and Palm Lane Global Academy. Vista Charter Middle, Vista Heritage Global Academy, and Palm Lane Global Academy have underperformed the state on a majority of academic performance indicators for the three most recent years for which Dashboard data is available (2017, 2018, and 2019) and Vista Condor Global Academy underperformed the state on all academic performance indicators in 2019, the only year Dashboard data is available for the school. Additionally, Vista Heritage Global Academy is currently classified by the state as Low Performing. (See Ed. Code, §47607.2(a)(1).) *(See Exhibit 9, Vista Charter Middle Data Sets; Exhibit 10, Vista Heritage Dashboard Report; Exhibit 11, Vista Condor Dashboard Report; and Exhibit 12, Palm Lane Dashboard Report.)*

- 2022-2023 is the first year that the organization is operating Palm Lane Global Academy, which --as an existing school operated by AESD and another charter school operator -- has underperformed the state in academic performance indicators in 2017, 2018, and 2019. *(See Exhibit 6, AESD Board Materials 2022 and Exhibit 12, Palm Lane Dashboard Report.)*

- The organization's countywide charter school (Vista Meridian Global Academy) is slated to open in 2023-2024, which is the same first year as the proposed Charter School. *(See Exhibit 2, Vista Meridian Budget Narratives.)*

- Additionally, the organization's span school (Vista Heritage Global Academy) currently only serves students in grades 6-10 and will require the organization's resources to roll out the additional grade levels it is approved to serve (6-12).

B. The Petition Does Not Contain Reasonably Comprehensive Descriptions of all of the Fifteen Elements Set Forth in Education Code

A new petition must contain a reasonably comprehensive description of each of the 15 elements required by Education Code section 47605(c)(5). Reasonably comprehensive descriptions are expected to be substantive, address all aspects of the elements, and be specific to the petition being proposed.[7] The Petition does not contain reasonably comprehensive descriptions in compliance with the law, as discussed in greater detail below.

1. Description of the Charter School's Educational Program (Element 1)

The Petition does not contain a reasonably comprehensive description of the charter school's educational program.

[6] As the school's first year of operation was 2019-2020, Vista Horizon Global Academy (authorized by LAUSD) has no 2019 California School Dashboard data.

[7] The policy for "reasonably comprehensive" includes factors and guidance promulgated by the State Board of Education. (*See* Title 5 California Code of Regulations, section 11967.5.1.)

- The Petition does not contain a reasonably comprehensive description of how the Petitioner plans to deliver the proposed educational program. Specifically, Petitioner fails to provide a clear understanding of the scheduling and course offerings needed to satisfy the statutory requirements in Education Code section 47605 and the expectations outlined in the 2021-2022 *New Independent Charter Application Guide*[8] ("Application Guide"). As noted below, the Petition does not provide sample course schedules, course sequence of all grades, and the specific courses proposed to be offered to 9th grade students in the first year of operation:

    - As submitted, the bell schedules included in the Petition indicate that the Charter School's students would have seven (7) academic periods (in addition to "Zero Period" and "Advisory/Global Hour") but do not identify the subjects to be taught at each grade level. While Petitioner noted in the Capacity Interview that they may utilize current Vista Charter Middle teachers in the first year of operation to provide instruction to students, the Petition materials indicate there will only be six (6) teachers in Charter School's first year of operation, and the Petition does not make reference to any such arrangement with Vista Charter Middle, nor otherwise does it explain how the Charter School would offer students seven (7) academic courses with only six (6) teachers. (See Exhibit 1, Charter School Petition, p. 29, and Exhibit 8, VLGA Budget Salary Positions Assumption.)

    - Additionally, the Petition provides no clarity for how the Charter School's proposed dual enrollment program (proposed to be offered, at least in part, off campus at LATTC and "other college/university partners") would fit into the daily schedule, nor how a student might, "…pursue and complete an Associate's Degree from one of our college partners by the time they graduate from high school…" *(See Exhibit 1, Charter School Petition, p. 68-69.)*

- The Charter School's CTE pathways are not comprehensively described in the Petition in accordance with applicable statutory and District policy requirements, and the below provides examples of the Petition's lack of comprehensiveness:

    - The "Climate Change" pathway identified in the Petition presents no course description, aligned standards, etc., and as such, Staff is unable to assess Charter School's proposed program in this area. *(See Exhibit 1, Charter School Petition, p. 94)*

    - During the Capacity Interview, Petitioner represented that all the Charter School's students will take dual enrollment courses. Additionally, the Petition lists passing dual enrollment courses as one of the conditions by which students will meet the CDE's College/Career Indicator.[9] However, descriptions of dual enrollment

[8] Annually, the LAUSD Charter Schools Division publishes a New Independent Charter School Petition Application Guide to provide petitioners with information regarding what the District considers a "reasonably comprehensive" petition.

[9] The CDE's College/Career Indicator (CCI) is included in the California School Dashboard as an Academic Performance Indicator for schools serving students in grade 12.

courses are included for only one (Business) of the Charter School's three pathways (Health Science, Business, and Climate Change). As a result, it is unclear how students in the Health Science or Climate Change pathways would participate in the dual enrollment courses and inhibits Staff's ability to appropriately review this aspect of the proposed educational program. *(See Exhibit 1, Charter School Petition, p. 91-94.)*

- During the Capacity Interview, Petitioner also stated, "all CTE Pathways culminate in at least a certificate." However, the Petition fails to describe the means by which a student would earn any certification and does not identify any specific certifications students could earn. Further, while the Petition includes descriptions of programs and/or courses at LATTC that align somewhat with the Charter School's CTE pathways (e.g., the description of the Health Science pathway notes LATTC, "…offers the disciplines of Registered Nursing, Kinesiology & Health, Health Occupations and the Sciences of Anatomy, Physiology, Biology and Microbiology."), it is not clear whether these LATTC programs align with any specific professional certifications students could earn, nor whether Charter School students will have access to courses in these areas. *(See Exhibit 1, Charter School Petition, p. 68.)*

2. Description of the Charter School's Governance Structure (Element 4)
The Petition <u>does not</u> contain a reasonably comprehensive description of the Charter School's governance structure.

- **Articles of Incorporation**: The articles of incorporation must be executed and filed in order to form a nonprofit public-benefit corporation. Pursuant to California law, the articles must set forth a prescribed statement that the corporation is organized under the Nonprofit Public Benefit Corporation Law for a public or charitable purpose, or both. (Corp. Code, § 5130.) If the purposes include "public" purposes, the articles must include a further description of the corporation's purposes. (*Id*.) When VCPS was initially incorporated on December 7, 2007 as a nonprofit public benefit corporation, the "specific purposes for which [the] Corporation [was] organized are to manage, operate, guide, direct and promote Vista Charter School." However, VCPS amended its articles of incorporation (specifically its corporate purpose) on or about December 19, 2018, which failed to include Vista Horizon Global Academy as part of the purpose for which the corporation was organized. *(See Exhibit 7, VCPS Articles of Incorporation.)* Since VCPS currently operates Vista Horizon Global Academy, VCPS is operating beyond the limits of its approved corporate purpose given that the articles of incorporation do not describe this charter school as part of its corporate purpose.

C. <u>The Charter School is Demonstrably Unlikely to Serve the Interests of the Entire Community in which the School is Proposing to Locate</u>

Pursuant to Education Code section 47605(c)(7), Staff analyzed whether the Charter School is demonstrably likely or unlikely to serve the interests of the entire community in which the Charter School proposes to locate. Staff's analysis includes consideration of the fiscal impact of the

Charter School. Staff analyzed specific facts and circumstances and considered the following factors:

- The extent to which the Charter School would substantially undermine existing services, academic offerings or programmatic offerings; and

- Whether the Charter School would duplicate a program currently offered within LAUSD and the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the Charter School intends to locate.

New charter school petitions are considered within the context of existing public school choices in communities. This includes consideration of factors that will help the LAUSD Board determine how best to meet the educational needs of all students, including but not limited to factors such as efforts to increase student achievement; trends in declining/increasing enrollment; effective use of district facilities and resources; and, needs to achieve adequacy of funding for public schools.

Pursuant to District policy, petitioners complete a Community Impact Assessment to address the following areas: identification of the community for the proposed Charter School; facilities plan; evidence of community engagement; assessment of duplication of existing services, academic offerings or programmatic offerings; consideration of academic performance in the community. Staff examined the reasonableness and comprehensiveness of the Petitioner's Community Impact Assessment and performed its own analysis.

Based on Staff's analysis of the Petition and the Petitioner's Community Impact Assessment, consistent with how best to meet the educational needs of all students, the below findings demonstrate that the Charter School is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate.

Staff examines the reasonableness and comprehensiveness of the Petitioner's Community Impact Assessment. Moreover, Staff also analyzes the impact of the proposed new charter school to existing District schools, and to the extent practicable, existing charter schools, in the proposed community. This may include but is not limited to impacts of birth rates, number of school-aged students, and migration in the community of interest, as data are available.

1. The Proposed Charter School Undermines/Impacts Existing Services, Academic Offerings or Programmatic Offerings by the District

As outlined below, the Charter School would substantially undermine/impact existing services, academic offerings, or programmatic offerings in the proposed targeted community.

a. Enrollment Trends within the Proposed Community

The Community Impact Analysis considers the enrollment trends of the existing District schools and charter schools in the proposed targeted community. Such analysis is necessary to help determine the need for a new school and the financial viability of the proposed charter school, as well as any impact to existing services, academic offerings or programmatic offerings. If the

petitioner submits an application for a new charter school in a community in which under-enrollment among existing District schools and/or charter schools is prevalent, this factor may constitute a significant fact in finding the proposed new charter school has a substantially undermining effect.

Staff's review of the 2021-2022 Norm Enrollment data provided by LAUSD's Master Planning and Demographics (MPD) office reveals that 28 of the 33 existing District and charter schools within the community in which Charter School proposes to locate are under-enrolled in comparison to their current capacity. Moreover, the enrollment data show that the majority of schools are under-enrolled by an average of 195 students (23 schools under-enrolled by 35.5 students or more; representing 82% under-enrolled schools). As a way to assess the materiality of the under-enrollment, Staff reviewed the extent to which the latest Norm Enrollment data reflects a majority of the existing schools are under-enrolled compared to their capacity at a level equal to or greater than the number required to staff a class according to applicable District Norms tables (i.e., in this case, 35.5:1 in grades 9-12). If a majority of schools fall within this category, Staff deems there to be prevalent under-enrollment in the community.

Enrollment data from Fiscal Years 2019-2020 and 2020-2021 indicate similar under-enrollment trends in the proposed community. Specifically, the enrollment data reflects that a majority of the schools within the community were under-enrolled by 35.5 students or more, representing 90% and 93% of under-enrolled schools for Fiscal Years 2019-2020 and 2020-2021, respectively.

Based on the data referenced above, the majority of schools within the community are under-enrolled at a level equal to or greater than the number that could impact programmatic offerings (i.e. staffing a class), which indicates prevalent under-enrollment. *(See Exhibit 13, Vista Legacy Global Academy Schools Within the Community List with Enrollment Data.)*

b. Fiscal Impact to the Community

The Charter School must be analyzed in terms of whether it has a fiscal impact to existing District schools in the proposed target community. Staff's evaluation of the fiscal impact of the Petition includes, but is not limited to, the following factors:

(1) Analysis of estimated total revenue losses for existing District schools; and

(2) Review of estimated impacts to staff positions for the District's services and programs (e.g., norm-based, custodial positions, teachers, and other school staff) that support the District's schools in the proposed community (e.g. use of the Electronic School Enrollment Forecast Process (E-CAST) information or the Norm Day enrollment information, whichever is the most current).

If the petitioner submits an application for a new charter school in which there is deemed a substantive fiscal impact to existing District schools in the proposed community, this factor may constitute a fact and circumstance in support of a finding leading to the denial recommendation of the petition.

Staff's fiscal impact analysis is calculated based on multiple sourced assumptions (as reflected below) to provide a projection of Charter School's potential fiscal impact to existing District schools in the proposed community.

Assuming that approximately 30%[10] of the students who plan to attend Charter School would have attended an existing LAUSD school, and assuming that Charter School meets 69%[11] of its enrollment projections, the expected enrollment loss for the District's schools could be $636,544 (125 students) in the first year and increasing to $2,546,177 (500 students) by the proposed charter school's fifth year of operation (i.e., Fiscal Year 2027-2028). Staff estimates that the average revenue per student is $26,171[12] in the 2022-2023 academic school year. Multiplying 21% (30% x 69%) of the expected charter enrollment and approximately 94%[13] District average daily attendance (ADA) ratio by this amount over the period of Charter School's proposed charter term equates to $8,911,618. Because District revenue is associated with ADA rather than enrollment (See 5 C.C.R § 402), the estimated revenue loss is not directly proportional to the number of students who would attend Charter School. As a result of lower enrollment to the District schools, any loss of revenue may be offset by possible reductions in expenditures, estimated at 10% of the loss of revenue.

Further, and using the same assumptions above, it is also projected/anticipated that correlative District staff reductions will result based on the data. The projected staff reductions for the District schools within the proposed community could be two teachers from the first year through Charter School's fifth year of its proposed charter term.

Based on the above analysis, Staff finds that the overall fiscal impact of Charter School on existing District schools in the proposed target community will be prevalent. Therefore, as established above, the Charter School will have a substantive fiscal impact on existing District schools in the proposed target community.

2. The Proposed Charter School Duplicates Programs Currently Offered in the District

The Petitioner is required to assess the duplication of existing programs currently offered by existing schools in LAUSD, as a whole. Such assessment must consider how the Charter School's proposed program would duplicate the current program offerings of existing schools. The enrollment trend analysis would inform the extent to which existing District programs (and charter schools) have sufficient capacity to serve the students in the community where the Charter School proposes to locate.

[10] Historical average enrollment decline % to District schools due to students transferring to charter schools (from 2010-2011 through FY 2021-2022), per LAUSD's "Final Budget 2022-23" (Link)(Pages 208-210 in the PDF or Section V-7 through V-9)
[11] Average enrollment realization ratio (as a percentage of the aggregate Norm Enrollment over the aggregate petition enrollment projections) for the new LAUSD-authorized independent charter schools in the most five recent years (Fiscal Years 2017-2018 through 2021-2022)
[12] Per Pupil Revenue Rate based on LAUSD's "Final Budget 2022-23" (Link)(Page 79 in the PDF or Section II-3)
[13] District school attendance rate of 94.3% represents the 3-year cumulative average ADA from 2019-2020 through 2021-2022 based on LAUSD's "Final Budget 2022-23" (Link)(Page 388 in the PDF or SACS Page 126)

As part of the analysis to determine if the proposed Charter School is demonstrably likely to successfully serve the interests of the entire community in which the school is proposing to locate, Staff reviewed the programs in the community for duplication. The Petitioner asserted in its Community Impact Assessment that the following programs are not duplicative in the community:

- Vista's Framework for Engagement[14]
- Partnership with and curricula from Community Catalyst Partners International Student Study Network (ISSN)
- CTE Pathways in Business (specifically an international business focus) and Climate Change, including Dual Enrollment options at LATTC and/or other colleges/universities
- Advisory/Global Hour for daily personalized targeted supports and daily tutoring during Zero Period.
- Full-time on-site School Psychologist and additional psycho-social supports and Social Emotional Learning (SEL) throughout the program, including Way of Council.

A comparison of the charter school's programs identified in its Community Impact Assessment with programs offered by the existing Schools within the Community (based on publicly available information and input from Local District and Community of Schools leaders) revealed some duplication of the majority of the programs identified by Charter School as non-duplicative.

For example, a number of Schools within the Community offer CTE pathways and/or psycho-social supports. Local District leaders noted that all, or nearly all, Schools within the Community incorporate some elements of Vista's Framework for Engagement, such as mastery learning, data-driven instruction, and project-based learning. Additionally, as noted in findings above, Petitioner did not provide a reasonably comprehensive description of the proposed Climate Change CTE pathway program and, as such, Staff did not have sufficient information to assess the degree to which the proposed program would or would not duplicate existing programs.

Staff also considered current capacity and academic achievement information as part of this analysis. Please see above regarding enrollment trends and the Staff Assessment and Recommendation Report (SARR) regarding existing performance of academic achievement in the community.

Based on the Petitioner's Community Impact Assessment and Staff analysis, there is some duplication of existing programs and the existing programs have sufficient capacity for the students proposed to be served by the Charter School. Moreover, while there are academic needs in the community, the available academic achievement data of the organization does not demonstrate that the proposed charter school is likely to meet said needs.

[14] Elsewhere in the Community Impact Assessment, Charter School describes "Vista's Framework for Engagement" as an instructional framework that incorporates social emotional learning elements, instructional strategies such as Kagan strategies, project-based learning, and mastery learning, and involves a shift in instructional practice towards teachers acting as coaches and facilitators of personalized learning experiences.

3. VCPS' Charter Schools (with available state data) Have Not Demonstrated Academic Achievement Sufficient to Meet Existing Needs Within the Community

As described in the SARR in more detail, the community proposed to be served by Charter School has existing academic needs as the Schools within the Community median performance levels underperform the state in three of six applicable indicators: Math, ELPI, and Graduation Rate. As detailed below, the performance data of the organization's existing schools does not demonstrate that the proposed Charter School is likely to meet existing needs, including both the Dashboard indicators listed above as well as the Dashboard indicators for which the Schools within the Community median performance levels outperform the state averages. *(See Exhibit 14, Schools Within the Community Data Set.)*

Staff reviewed the available Dashboard data (2019) of charter schools operated by VCPS. As noted above, VCPS operates four (4) schools with existing Dashboard data: Vista Charter Middle, Vista Heritage Global Academy, Vista Condor Global Academy, and Palm Lane Global Academy. However, as Palm Lane Global Academy was not under the governance of VCPS in 2019, the last year for which Dashboard data is available, Staff's analysis of the performance of the organization's existing schools was limited to Vista Charter Middle (authorized by LAUSD), Vista Heritage Global Academy (authorized by OCDE), and Vista Condor Global Academy (authorized by OCDE).

In English Language Arts (ELA), Vista Charter Middle's Distance from Standard (DFS) of -25.7 was lower than the state's DFS of -2.5. In Math, Vista Charter Middle's DFS of -56.7 was lower than the state's DFS of -33.5. In ELPI, Vista Charter Middle's percentage of English Learners making progress towards English language proficiency of 38.2% was lower than the state average of 48.3%. In Chronic Absenteeism, Vista Charter Middle's percentage of students who were chronically absent was 13.5%, which was higher than the state average of 10.1%. In Suspension Rate, Vista Charter Middle's percentage of students suspended at least once of 0.5% was lower than the state rate of 3.4%. *(See Exhibit 9, Vista Charter Middle Data Sets.)*

In English Language Arts (ELA), Vista Heritage Global Academy's Distance from Standard (DFS) of -31.4 was lower than the state's DFS of -2.5. In Math, Vista Heritage Global Academy's DFS of -85.3 was lower than the state's DFS of -33.5. In ELPI, the charter school's percentage of English Learners making progress towards English language proficiency of 41.4% was lower than the state average of 48.3%. In Chronic Absenteeism, Vista Heritage Global Academy's percentage of students who were chronically absent was 11.6%, which was higher than the state average of 10.1%. In Suspension Rate, Vista Heritage Global Academy's percentage of students suspended at least once of 0.0% was lower than the state rate of 3.4%. *(See Exhibit 10, Vista Heritage Dashboard Report.)*

In English Language Arts (ELA), Vista Condor Global Academy's Distance from Standard (DFS) of -62.3 was lower than the state's DFS of -2.5. In Math, Vista Condor Global Academy's DFS of -64.3 was lower than the state's DFS of -33.5. In ELPI, the charter school's percentage of English Learners making progress towards English language proficiency of 44.9% was lower than the state average of 48.3%. In Chronic Absenteeism, Vista Condor Global Academy's percentage of students who were chronically absent was 11.6%, which was higher than the state average of

10.1%. In Suspension Rate, Vista Condor Global Academy's percentage of students suspended at least once of 0.0% was lower than the state rate of 3.4%. *(See Exhibit 11, Vista Condor Dashboard Report.)*

In summary, Vista Charter Middle, Vista Heritage Global Academy, and Vista Condor Global Academy all underperformed the state in 4 of 5 applicable indicators (ELA, Math, ELPI, Chronic Absenteeism) and outperformed the state in one indicator (Suspension Rate).

At the subgroup level, a majority (2 of 3) of Vista Charter Middle's applicable numerically significant subgroups underperformed their corresponding state subgroup averages in ELA. A majority of (2 of 3) Vista Charter Middle's applicable numerically significant subgroups outperformed their corresponding state subgroup averages in Math. All (4 of 4) applicable numerically significant subgroups underperformed their corresponding state subgroup averages in Chronic Absenteeism. All (4 of 4) applicable numerically significant subgroups outperformed their corresponding state subgroup averages in Suspension Rate. Although a majority (2 of 3) of Vista Charter Middle's applicable numerically significant subgroups outperform their respective subgroup state averages in Math, this is also the case for the District and charter schools within the community serving any grades served by Vista Charter Middle (6-8). Further, a majority of these same District and charter schools' applicable subgroup medians also outperform Vista Charter Middle's respective subgroups in Math. *(See Exhibit 9, Vista Charter Middle Data Sets.)*

At Vista Heritage Global Academy, all (3 of 3) applicable numerically significant subgroups underperformed their corresponding state subgroup averages in ELA and Math, and a majority of (2 of 3) Vista Heritage Global Academy's applicable numerically significant subgroups underperformed their corresponding state subgroup averages in Chronic Absenteeism. All (3 of 3) applicable numerically significant subgroups outperformed their corresponding state subgroup averages in Suspension Rate. As noted in findings above, Vista Heritage is currently classified by the state as a Low Performing charter school. *(See Exhibit 10, Vista Heritage Dashboard Report.)*

At Vista Condor Global Academy, all (3 of 3) applicable numerically significant subgroups underperformed their corresponding state subgroup averages in ELA and Math. A majority (3 of 4) of Vista Condor Global Academy's applicable numerically significant subgroups outperformed their corresponding state subgroup averages in Chronic Absenteeism. All (4 of 4) applicable numerically significant subgroups outperformed their corresponding state subgroup averages in Suspension Rate. *(See Exhibit 11, Vista Condor Dashboard Report.)*

Additionally, as detailed in the SARR, Staff analysis also included consideration of i-Ready Diagnostic Growth reports provided by VCPS. Neither Vista Charter Middle, Vista Heritage Global Academy, nor Vista Condor Global Academy met the 95% participation rate criteria in Reading or Math. Notwithstanding the participation rate below 95%, a majority of Vista Heritage Global Academy's students (66% Reading and 59% Math) achieved 100% of Annual Typical Growth. However, less than a majority of Vista Charter Middle's students (Reading 39% and 40% Math) and Vista Condor Global Academy's students (48% Reading and 36% Math) achieved 100% of Annual Typical Growth (notwithstanding the participation rates below 95%). Moreover, as Vista Charter Middle serves the same community Vista Legacy Global Academy proposes to

serve and Petitioner has indicated an expectation that a significant number of Vista Charter Middle students would matriculate into Vista Legacy Global Academy, the most recent internal assessment data for Vista Charter Middle is relevant. *(See Exhibit 15, VCPS Internal Assessments.)*

In summary, the record of academic performance of VCPS' existing schools supports a conclusion that the proposed Charter School is demonstrably unlikely to meet the existing needs within the community proposed to be served by Charter School.

IV. CONCLUSION

In order to deny the Petition on the grounds set forth above, Education Code section 47605, subdivision (b), requires the Board to make "written factual findings, specific to the particular petition, setting forth specific facts to support one or more" grounds for denying the Petition. The recommendation for denial is based on Staff findings that: (1) Petitioner is demonstrably unlikely to successfully implement the educational program set forth in the Petition; (2) the Petition does not contain reasonably comprehensive descriptions of all of the fifteen elements; and (3) the Charter School is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. Should the Board decide to deny the Petition, Staff recommends that the Board adopt these Findings of Fact as its own. Staff requests that pursuant to the above grounds for denial, the Board adopt these Findings of Fact in accordance with the statutory grounds for denial and deny the Petition for Vista Legacy Global Academy.

VISTA CHARTER PUBLIC SCHOOLS

We transform the school experience

2900 West Temple Street
Los Angeles, CA 90026
T 213 269-4767 | F 213 269-4762
www.vistacharterpublicschools.org

Don Wilson Ed.D., Superintendent
Collin Felch, Ed.D., Asst. Superintendent

November 14, 2022

Mr. Alberto M. Carvalho, Superintendent
Members of the Board of Education
Los Angeles Unified School District
333 South Beaudry Avenue
Los Angeles, CA 90017

Re: Recommended Denial of the Charter Petition for Vista Legacy Global Academy, Board Report 102-22/23, Date: November 15, 2022

Dear Superintendent Carvalho and Members of the Board of Education:

On behalf of the Vista Charter Public Schools (VCPS or Vista) Board of Directors, staff, students and families who so eagerly seek a Vista charter high school in Los Angeles, I am writing to urge you to reject the staff recommendation for denial (*Board of Education Report 102-22/23, November 15, 2022*, (hereinafter Board Report)), which is based on an incorrect presentation of the facts for each of the three findings. We urge you to ***approve*** Vista's request to open a new high school, thereby creating a TK-12 pipeline for our families in Los Angeles, just as we have established in Orange County. The *Findings of Fact in Support of Denial of the New Charter Petition for Vista Legacy Global Academy* (Staff Findings) includes fundamental "facts" that are wrong. ***Once you correct the facts, the findings simply cannot be made and this charter petition must be approved under the law.***

As detailed in Education Code Section 47605:

> (c) In reviewing petitions for the establishment of charter schools pursuant to this section, the chartering authority shall be guided by the ***intent of the Legislature that charter schools are and should become an integral part of the California educational system and that the establishment of charter schools should be encouraged***. The governing board of the school district ***shall grant*** a charter for the operation of a school under this part . . . . (Emphasis added.)

INTRODUCTION

On August 18, 2022, Vista, a long-time charter school operator within the Los Angeles Unified School District (LAUSD or District), submitted a new high school charter petition (Petition) to establish Vista Legacy Global Academy (VLGA or Charter School). Having gone through the charter petition process numerous times with

VISTA CHARTER PUBLIC SCHOOLS

We transform the school experience

2900 West Temple Street
Los Angeles, CA 90026
T 213 269-4767 | F 213 269-4762
www.vistacharterpublicschools.org

Don Wilson Ed.D., Superintendent
Collin Felch, Ed.D., Asst. Superintendent

LAUSD, and believing our existing schools were in strong standing – ***as evidenced by an annual oversight visit report issued June 30, 2022 giving us all "4" scores/"Accomplished"*** – the highest possible rating – and believing we had a good relationship with the District, we fully anticipated a full and fair review by Charter Schools Division (CSD) and other LAUSD staff. Instead, we were stunned to receive the Staff Findings recommending denial, without even a full review. At no time did CSD staff afford Vista the opportunity to amend or revise purported deficiencies in the Petition, as has been its common past practice (both with Vista and with literally hundreds of other charter operators). Of greater concern, CSD has taken comments made during our Capacity Interview and twisted them and omitted crucial context, ignored several statements made during that interview that clarified key questions CSD had, and in a particularly stunning move, has accused Vista of lacking transparency and even seeking to mislead this Board, when the opposite is plainly true.

An accurate reading of the facts warrants authorization.

CSD Staff Have Not Properly Applied the New Law; VLGA's Petition Should Be Approved

CSD's Staff Findings indicate three bases for denial, out of eight possible statutory findings. We contend that each of these three findings is wrong, and that an accurate review of the record – and correct application of AB 1505 -- warrant that VLGA must be approved:

Criteria	Met/Not Met	Notes
(1) VLGA presents [a sound] educational program for the pupils to be enrolled in the charter school.	**Met**	See Elements 1-3, 6 and 10. Our research-based program will offer a rigorous, standards-aligned educational program for grades 9-12.

VISTA CHARTER PUBLIC SCHOOLS

We transform the school experience

2900 West Temple Street
Los Angeles, CA 90026
T 213 269-4767 | F 213 269-4762
www.vistacharterpublicschools.org

Don Wilson Ed.D., Superintendent
Collin Felch, Ed.D., Asst. Superintendent

(2) VLGA demonstrably [is likely to successfully implement] the program set forth in the petition.	**Met** **(Staff Findings say Not Met, based on "facts" that are wrong; correct information – already provided to CSD – demonstrate this finding is untenable.)**	See Elements 4-5, Tabs 2, 5, 7, 8, 10, 11, 13; the Founding Team has extensive, diverse experience and expertise – including founding and leading the five existing Vista charter schools -- that will support the design, development and implementation of successful new charter school.
(3) The petition contains the number of signatures required by subdivision (a).	**Met**	See Tabs 1 and 5 (teacher signatures, credentials and resumes from five teachers, well in excess of the 50% required based on Y1 enrollment of 125 students with six teachers on staff); we also have attached some parent signatures collected to date.
4) The petition contains an affirmation of each of the conditions described in subdivision (e).	**Met**	See Assurances, Affirmations and Declarations (before Element I).

VISTA CHARTER PUBLIC SCHOOLS

We transform the school experience

2900 West Temple Street
Los Angeles, CA 90026
T 213 269-4767 | F 213 269-4762
www.vistacharterpublicschools.org

Don Wilson Ed.D., Superintendent
Collin Felch, Ed.D., Asst. Superintendent

(5) The petition contains reasonably comprehensive descriptions of Elements 1 through 15, as detailed in the Education Code.	**Met (Staff Findings say Not Met, in contradiction of their finding above that a "reasonably sound" educational program has been presented, and erroneously claiming minor points – that could easily have been remedied had an appropriate full review taken place – warrant denial, contrary to the requirements of the law.)**	See Elements 1-15.
(6) The petition contains a declaration that the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.	**Met**	See Assurances, Affirmations and Declarations (before Element 1) and Element 13.
(7) The charter school is [demonstrably likely to serve the interests] of the entire community in which the school is proposing to locate. Analysis of this finding shall include consideration of the fiscal impact of the proposed charter school. A written factual finding [for denial] under this paragraph shall	**Met (Staff Findings say Not Met, based on a misunderstanding of this requirement such that ANY new charter would be denied based on their flawed reasoning, and a factually erroneous description of Vista's unique model and what currently is offered in this community.)**	See narrative just below this table; Tab 13 (Community Impact Assessment).

VISTA CHARTER PUBLIC SCHOOLS

We transform the school experience

2900 West Temple Street
Los Angeles, CA 90026
T 213 269-4767 | F 213 269-4762
www.vistacharterpublicschools.org

Don Wilson Ed.D., Superintendent
Collin Felch, Ed.D., Asst. Superintendent

detail specific facts and circumstances that analyze and consider the following factors: (A) The extent to which the proposed charter school would substantially undermine existing services, academic offerings, or programmatic offerings. (B) Whether the proposed charter school would duplicate a program currently offered within the school district and the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school intends to locate.		

VISTA CHARTER PUBLIC SCHOOLS

We transform the school experience

2900 West Temple Street
Los Angeles, CA 90026
T 213 269-4767 | F 213 269-4762
www.vistacharterpublicschools.org

Don Wilson Ed.D., Superintendent
Collin Felch, Ed.D., Asst. Superintendent

The school district [is positioned] to absorb the fiscal impact of the proposed charter school. A finding that the district cannot absorb the fiscal impact of the new charter school is satisfied if it has a qualified interim certification pursuant to Section 1240 and the county superintendent of schools, in consultation with the County Office Fiscal Crisis and Management Assistance Team, certifies that approving the charter school would result in the school district having a negative interim certification pursuant to Section 1240, has a negative interim certification pursuant to Section 1240, or is under state receivership. Charter schools proposed in a school district satisfying one of these conditions shall be subject to a rebuttable presumption of denial.	**Met**	LAUSD has a positive certification, thus (8) does not apply.[1] [1] California Department of Education. Interim Status. Accessed on August 28, 2021. https://www.cde.ca.gov/fg/fi/ir/interimstatus.asp.

VISTA CHARTER PUBLIC SCHOOLS

We transform the school experience

2900 West Temple Street
Los Angeles, CA 90026
T 213 269-4767 | F 213 269-4762
www.vistacharterpublicschools.org

Don Wilson Ed.D., Superintendent
Collin Felch, Ed.D., Asst. Superintendent

FINDING 1: THE DISTRICT CANNOT MEET THE FACTUAL THRESHOLD FOR ESTABLISHING THAT PETITIONERS ARE DEMONSTRABLY UNLIKELY TO SUCCESSFULLY IMPLEMENT THE PROPOSED NEW HIGH SCHOOL

CSD erroneously asserts that Vista – an accomplished, stable operator of two existing LAUSD charter schools and three charter schools in Orange County – lacks capacity to successfully implement VLGA. CSD's Staff Finding here is based on three things:

- First, CSD concludes that some innocent and easily fixable – although regrettable – *minor* errors in the Petition and their blatant mischaracterization of a joking informal comment in the Capacity Interview support a conclusion that we lack "veracity"; we find this conclusion offensive and totally inaccurate.
- Second, CSD claims our leadership team is "unfamiliar" with the unique and exciting high school program it has developed and already is operating in Orange County, based on two tiny (and again, easily remedied in a full review) lines in our Petition and <u>one</u> budget line item in a comprehensive five-year budget (which was explained during the Capacity Interview though that information is not provided in the Staff Findings). It is frankly disingenuous of CSD to highlight minor errors as a basis for finding we lack capacity – ***just a few months ago CSD itself has rated Vista Charter Middle School (VCMS) as "Accomplished"/"4", the highest rating, in all three categories: Governance; Organizational Management, Programs and Operations; and Fiscal Operations*** (Student Achievement & Educational Performance is not being rated while testing was suspended). Even CSD staff do not actually believe we lack either capacity or knowledge of applicable legal requirements.
- Third, in the most perplexing portion of the Staff Findings, CSD staff misrepresent our plans and ignore clear statements made during our Capacity Interview. The correct facts are that Vista will continue to operate <u>one</u> high school program in Orange County, expanding to 11th grade in 2023-24, and has abundant capacity to manage its existing schools – including the new addition of Palm Lane this year (with just 275 students in grades TK-6) – and launch a new high school in LAUSD in 2023-24.

Innocent Errors Do Not Support a Finding That Vista Lacks "Veracity"

<u>Palm Lane Elementary School</u>

In March 2022, Vista was ready to submit the VLGA petition to CSD with an intention of opening in 2023-24, given that it was also in the process of taking over Palm Lane for 2022-23. CSD staff had known since the fall of 2021 that the VLGA Petition was coming. Just before the intake however, Vista staff were told that LAUSD would not authorize a petition to open in 2023-24 until the 2022-23 fiscal/school year began. While Vista disagreed with this new requirement (and note that other authorizers across the state are happy to approve new charters with a "planning" year built in), it nevertheless relented and did not attempt to submit the petition until after July 1, 2022.

Unfortunately, in this interim, while we updated dates, demographics and the budget to reflect the planned launch of the charter now for 2023-24, we neglected to update the sole one paragraph portion of the petition that listed the schools we currently operate, and the fact that our Board had voted in May 2022 to take over Palm

VISTA CHARTER PUBLIC SCHOOLS

We transform the school experience

2900 West Temple Street
Los Angeles, CA 90026
T 213 269-4767 | F 213 269-4762
www.vistacharterpublicschools.org

Don Wilson Ed.D., Superintendent
Collin Felch, Ed.D., Asst. Superintendent

Lane Elementary School (Palm Lane) in the Anaheim Elementary School District (AESD). ***This omission impacts just ONE brief reference in the written petition in the introduction (p. 10), and could easily have been remedied had a full review been provided.***

Contrary to CSD's mischaracterizations, this innocent error was hardly an attempt to "hide" something from LAUSD. ***To the contrary, Vista's assigned Specialist, Monique Galvez, was well aware what was happening with Palm Lane as it happened – she even monitors our VCPS Board meetings in addition to having regular conversations with our Superintendent and other lead staff***.[1] At the annual LAUSD Oversight of our two existing LAUSD schools in May 2022, CSD staff were able to review our Board Book and the minutes of all of our prior meetings and were informed about this takeover (and gave us the highest possible rating). Our submitted charter includes a Board Questionnaire for the new Board member we added from Palm Lane as part of the merger, and he has filed a Form 700, also provided to LAUSD. (We also note that CSD's emphasis on Palm Lane's performance data prior to the takeover is misleading, at best – VCPS did NOT operate Palm Lane until May 23, 2022.[2] It is precisely because Vista has a strong academic track record and solid and stable operations and finances that the Palm Lane leadership – initially chosen by parents under the Parent Trigger process several years earlier -- sought us out to take over their school.)

This inadvertent oversight in the written Petition is not valid grounds for denial.

Vista Meridian

As for Vista Meridian Global Academy (VMGA or Vista Meridian) in Orange County, again, CSD staff completely mischaracterize this situation and statements we made during our Capacity Interview; ***the "facts" they present are wrong***. We were very clear about this during our Capacity Interview. It was in fact an unusual situation that led to the Orange County Department of Education (OCDE) to authorize – during the pandemic's initial lockdown – Vista's expansion in Orange County to a full K-12 model with the addition of our first high school. As CSD knows, Vista attempted to submit the new Vista Meridian high school charter to the Santa Ana Unified School District (SAUSD) in May of 2020. Due to the pandemic, SAUSD unlawfully refused to accept any charter petition whatsoever. In order to resolve this unusual situation, OCDE agreed to amend the existing Vista Heritage Global Academy (Vista Heritage or VHGA) middle school charter through a Material Revision process in which the Vista Meridian charter was attached to the VHGA charter as an appendix. This was authorized on July 1, 2020.

Everyone – including OCDE, our parents and students, teachers and staff – have understood our ultimate intent to operate the high school distinctly from the middle school. From the start, while the high school was and currently is officially part of Vista Heritage, we have colloquially referred to the high school program separately and under the Vista Meridian identity. This is both consistent with the approved charter and applicable laws. We believe it is motivating for students to switch to a new school with a new identity as they mature and develop, which is why we submit separate petitions for our elementary, middle and high schools in both Orange County

[1] We understand that Ms. Galvez has been on a leave of absence from LAUSD for some time.
[2] We still are in the process of finalizing this merger with Palm Lane with the California Secretary of State and Attorney General.

VISTA CHARTER PUBLIC SCHOOLS

We transform the school experience

2900 West Temple Street
Los Angeles, CA 90026
T 213 269-4767 | F 213 269-4762
www.vistacharterpublicschools.org

Don Wilson Ed.D., Superintendent
Collin Felch, Ed.D., Asst. Superintendent

and Los Angeles. Vista Meridian has had a dedicated principal and staff for the high school grades from day one. At ALL times, Vista has acted in accordance with the law and its authorizers' requirements. Notwithstanding a casual, joking comment made during our Capacity Interview (which we understood to be a friendly environment and not a "gotcha" attempt to trick us into saying things that would later be used against us), the parents of our students are fully aware that their 9th and 10th grade students are currently enrolled at Vista Heritage.

Last spring, Vista re-submitted the Vista Meridian petition as a free-standing school, and it was authorized by OCDE as a countywide benefit school on June 1, 2022. That petition includes a detailed narrative about our innovative plans in Orange County to operate small site-based learning pods that will facilitate dual enrollment with site-based classes on or near college campuses across the County. This authorization helped facilitate the development of a new facility for the high school program that will open in 2023-24. For a variety of reasons, including the availability of Covid-relief funds for existing schools, the decision was made to delay opening Vista Meridian as a separate school until 2023-24. Now that a separate, free-standing charter for Vista Meridian has been authorized by OCDE, we plan to submit a Material Revision to OCDE to revise the VHGA petition and remove 9-12th grades starting with 2023-24.[3]

CSD's Staff Findings contain two remarkably inaccurate statements that CSD knows are false:

- The organization's countywide charter school (Vista Meridian Global Academy) is slated to open in 2023-2024, which is the same first year as the proposed Charter School. (See Exhibit 2, Vista Meridian Budget Narratives.)
- Additionally, the organization's span school (Vista Heritage Global Academy) currently only serves students in grades 6-10 and will require the organization's resources to roll out the additional grade levels it is approved to serve (6-12).

(CSD Staff Findings, p. .)

CSD staff knows these statements are untrue, and that Vista will only operate <u>one</u> high school program – already serving grades 9 and 10 – in Orange County in the coming years. To the contrary, our students (and their teachers) in 9th and 10th grades will move to Vista Meridian (which has a specific one-year enrollment preference to facilitate this transition) and VHGA will no longer serve high school grades.

Given the actual facts at hand, this is not a valid basis for denial.

<u>Articles of Incorporation</u>

Here, CSD staff bizarrely accuse us of attempting to mislead them by not providing a copy of a document we already had provided to them with two prior charter petitions (one new, one renewal), and which they've been

[3] We held off on submitting that revision at the request of OCDE staff due to their internal capacity and plan to submit in January 2023.

VISTA CHARTER PUBLIC SCHOOLS

We transform the school experience

2900 West Temple Street
Los Angeles, CA 90026
T 213 269-4767 | F 213 269-4762
www.vistacharterpublicschools.org

Don Wilson Ed.D., Superintendent
Collin Felch, Ed.D., Asst. Superintendent

able to review at their annual oversight visits! The entire argument about the Articles of Incorporation is much ado about nothing. This week, Vista plans to submit an amendment to our Articles (draft copy attached here) to change the purpose of the corporation to "operate one or more public charter schools and related educational services." This revision will easily resolve any outstanding issues in a matter of days.

Again, we are stunned that CSD's long-standing past practice of collaborating with its authorized charter operators in a cooperative and forward-moving way was not the case here. A simple phone call early on in this process would have alerted Vista to this mistake, and helped us remedy it quickly. Instead, CSD held back and launched an attack with its Staff Findings, released October 31, 2022.

The Claims We Are Unfamiliar with Our Own Program or That the Petition Is Not Aligned With Legal Requirements Are Both Simply Wrong

Yet again, CSD's Staff Findings conflate three minor errors in our Petition – that we had expected, if they existed, would be easily cured during the full review process – with a conclusion that our accomplished and experienced leadership team is unfamiliar with the high school it already operates in Orange County and/or plans for this new high school in LAUSD, or applicable legal requirements. We concede that the discussion of the exciting new Career Technical Education (CTE) Climate Change pathway we currently are developing in partnership with UC Irvine is a bit unclear as written. The points raised in the Staff Findings however were all addressed during the Capacity Interview, with our responses not included in the written Staff Findings.

UC Irvine and Vista are developing what will be *the first CTE pathway in Climate Change in the state*. We are honored and excited to be doing this work with UC Irvine. This is one of the most innovative, timely, and urgent CTE pathways that will eventually be used by schools in California and across the nation – we also already are partnering with the entire California State University network and its 23 campuses. UC Irvine's scientists are fully aware of A-G requirements and other requirements needed to ensure the Climate Change pathway is developed appropriately and with rigor. The curriculum is being developed by some of the most important minds working on climate change today. We have implemented the first course with our 10th graders in Orange County this fall (100% of whom are currently enrolled in a college course), and are on track to have the full curriculum available early in 2023. Dual enrollment courses will not be offered in Los Angeles until 2024-25 (starting with introductory courses the first year that already are developed).

CSD's claim that we should not be able to open a new high school because we haven't yet completed development of the entire curricula is both specious and nonsensical. Prior to joining Vista as its Superintendent in 2016, I served as an Instructional Director in the Intensive Support and Innovation Center under Superintendent Tommy Chang and as Instructional Director for Linked Learning. In this role, I supervised 20 schools ranging from elementary to high school. I am well aware that it is a common practice for schools to create pathways that address the needs of their community without shutting down the school while the pathway is created.

VISTA CHARTER PUBLIC SCHOOLS

We transform the school experience

2900 West Temple Street
Los Angeles, CA 90026
T 213 269-4767 | F 213 269-4762
www.vistacharterpublicschools.org

Don Wilson Ed.D., Superintendent
Collin Felch, Ed.D., Asst. Superintendent

Instead of using our new Climate Change pathway as a point of attack, we wish instead that LAUSD would partner with us in this exciting and urgent pathway and help us bring it to Los Angeles. We remind this Board that one of the reasons the charter school movement was created was to allow for innovation, flexibility, and creativity in an attempt to move the needle on student achievement. This is a clear example of the type of innovation charters were intended to provide. We have both the financial and intellectual backing for this program and look forward to disseminating it widely.

In any event, this "finding" and its erroneous factual support is not a valid basis for denial that Vista's experienced leadership team lacks capacity to launch this new high school program, or does not have appropriate knowledge about this highly unique program that we have developed and already are operating in Orange County.

Similarly, CSD's Staff Findings note that the budget submitted with the Petition includes a Principal in Year 1 at just 0.26 FTE. We plainly explained to CSD during the Capacity Interview that our intention for the launch of the high school with 9th grade in Year 1 was that our middle school principal would oversee both co-located schools for that first year.[4] This strategy successfully has been used by many other small and growing CMOs as they launch new schools. This is not a valid finding for denial.

And finally, while there is currently some disagreement statewide about whether a "zero period" is still lawful after the change to the state law requiring start times for high school grades no earlier than 8:30 a.m., we already have modified our bell schedule in Orange County and could easily provide the same bell schedule here.

When a correct factual record is considered, the Petition must be approved.

Data From Vista's Existing Schools and Its Record of Performance Demonstrate Vista's Capacity to Successfully Launch a New High School

As CSD staff and this Board well knows, the entirety of LAUSD is well-below state average performance: in 2019, the year used by CSD in the Staff Findings, the District was 23.7 points below the state average in English Language Arts and 54.1 points below the state average in Math on the CA Dashboard.[5] For CSD staff to contend that Vista is unable to launch a new school simply because Vista's schools have performed below state average on various Dashboard metrics is a specious claim. Vista is firmly committed to serving those students who are among the most underserved – students who come from families struggling with severe poverty, housing and food insecurity, community and domestic violence, substance abuse, and more are all common life factors in our school communities. Holding schools like ours that serve a student population that is 93.1% socioeconomically disadvantaged (compared to the statewide average of 60.3%), predominantly Latino/a (85.9% across Vista's schools compared to 55.3% in the statewide average), with a significant percentage of English Learners (40.6% at

[4] Since we submitted the Petition however, changes in state funding streams have enabled us to now project that the new high school will have a full-time, dedicated Principal from day one.
[5] https://www.caschooldashboard.org/reports/19647330000000/2019#english-language-arts-card

VISTA CHARTER PUBLIC SCHOOLS

We transform the school experience

2900 West Temple Street
Los Angeles, CA 90026
T 213 269-4767 | F 213 269-4762
www.vistacharterpublicschools.org

Don Wilson Ed.D., Superintendent
Collin Felch, Ed.D., Asst. Superintendent

Vista compared to 17.7% statewide) – to meeting test scores and other metrics met by an average population that includes middle and high-income students without regard to students' life circumstances is, we believe, a major flaw in the current Dashboard system (the old Academic Performance Index (API) factored in demographics, unlike the new Dashboard). We urge this Board to look at all of the charter petitions it considers ***within the context and real perspective of the students and families served in each local community and across this District***.

In any event, the fact that our schools – like the overwhelming majority of schools within LAUSD – are still working to meet and exceed state standards is not a valid basis for denial of the Petition.

And again, correcting the misstatements in the Staff Findings: Vista will – and already does – operate one high school program (currently with 9th and 10th grades and total capacity of 500 students in 9-12) in Orange County, and has taken over operation in 2022-23 of Palm Lane (with just 275 students in grades TK-6). LAUSD claims that we have not shown that we can reasonably implement our program (despite giving us high marks on our oversight visits), yet that is exactly what we have done in Orange County and the OCDE has praised our program publicly at the Board level, as well as at the Division of Charter School Oversight where they have given us the highest possible evaluations eight years in a row.

Vista has added additional support such as Intervention Coordinators at each of our school sites, additional counseling staff, and other supports. The Staff Findings ignore expansion of Vista's home office and the addition of crucial support and leadership team members, including our new Assistant Superintendent, Director of Special Education and Pupil Services, and Chief Information Officer. We also plan to add additional central office staff (including another Assistant Superintendent) and site-based staff as we continue to grow.

Individually and collectively, the Staff Findings do not support a conclusion that Vista lacks capacity to operate this new school.

FINDING 2: THE VLGA PETITION CONTAINS COMPREHENSIVE DESCRIPTIONS OF ALL FIFTEEN REQUIRED ELEMENTS AND DOES NOT HAVE ANY DEFICIENCIES THAT ARE SUBSTANTIAL ENOUGH TO WARRANT DENIAL

Contrary to the Staff Findings' conclusion, VLGA's Petition is comprehensive, detailed and complete, including all required legal provisions.

CSD Found That VLGA Presents a "Sound" Educational Program, Thus it Cannot Contradictorily Find that the Petition is Deficient in Describing that Same Education Program

To support this finding, CSD staff first claim the "Petition does not contain a reasonably comprehensive description of the charter school's educational program." (Staff Findings, p. 7.) This finding is contradicted by another finding: CSD staff concluded "VLGA presents [a sound] educational program for the pupils to be enrolled in the charter school." (See above, potential first of eight findings to deny a charter petition….) CSD cannot

VISTA CHARTER PUBLIC SCHOOLS

We transform the school experience

2900 West Temple Street
Los Angeles, CA 90026
T 213 269-4767 | F 213 269-4762
www.vistacharterpublicschools.org

Don Wilson Ed.D., Superintendent
Collin Felch, Ed.D., Asst. Superintendent

have it both ways.

Again, had CSD staff given us the courtesy of a full review as we anticipated, their questions could easily have been addressed. CSD's Staff Findings here first take issue with the level of detail provided about bell schedules and course offerings. We note that complete course descriptions for every course that has already been developed are included in the Petition, as is a sample bell schedule and indication of which courses are taken in 9th and subsequent grades. Cites. We note that in the Capacity Interview, we plainly stated that 9th graders will take ELA 9, Integrated Math 1, Biology, World History, Spanish 1 or Spanish for Spanish Speakers 1, PE, and an elective such as PLTW, Music, etc. (or ELD), along with their Advisory/Global Hour class. (See Petition, pp. 103-104.) This "finding" is thus based on erroneous or incomplete factual evidence and is illogical given the finding that our educational program is "sound"; this proposed finding must be rejected.

CSD next takes issue with the fact that we propose a schedule with seven academic periods, but only budget for six (6) teachers in Year 1. As the Petition clearly states, our plan in Year 1 is to co-locate the 9th grade with our existing middle school. We stated in the Capacity Interview that we anticipate that some teachers of subjects like P.E. or arts will teach at both schools because the one grade level does not sustain these positions full-time.[6] Similarly, if CSD staff desired more information about our Dual Enrollment program, now that we have 10th graders in Orange County (100% of whom are enrolled in a college course), we have built out more of this program and are preparing for the full launch in OC with 11th grade next year. These details need not be included in a charter petition in order to earn authorization.

CSD also, again, takes issue with our new Climate Change pathway. Please see page __ above; the fact that we do not yet have course descriptions for these newly developing courses is not a valid basis for denial when these courses will not even be implemented at VLGA until 2024-25.

We note that other charter petitions have been approved by LAUSD without details of an entire CTE pathway or dual enrollment program. This is not a valid basis for denial.

Finally, it also is not a valid basis for denial to cite a comment in the Capacity Interview that we are working on identifying and developing "certificates'' with our college partners for our dual enrollment program. This would simply be a beneficial addition for our students, and help to bolster our CCI indicator on the Dashboard, but by no means are these certificates required for a new charter high school nor does it in any way indicate that our Petition is deficient.

This Board simply cannot find that we have a Petition that is deficient in describing the same educational program that the Board finds is "sound" as part of its full analysis.

---

[6] Again, now that state funding has improved, a revised projection anticipates enough funding for seven full-time teachers starting in Year 1. We also plan to apply for start-up grant funding.

VISTA CHARTER PUBLIC SCHOOLS

We transform the school experience

2900 West Temple Street
Los Angeles, CA 90026
T 213 269-4767 | F 213 269-4762
www.vistacharterpublicschools.org

Don Wilson Ed.D., Superintendent
Collin Felch, Ed.D., Asst. Superintendent

The Articles of Incorporation Oversight is Being Resolved

CSD next rehashes the issue with our Articles of Incorporation to support its finding that our Petition is not reasonably comprehensive. Again, this is not a valid basis for denial.

The correct factual record demonstrates that Vista has presented a comprehensive and thorough Petition that must be approved.

FINDING 3: VLGA IS DESIGNED TO SERVE THE COMMUNITY AND IS NOT DUPLICATIVE OF ANY LAUSD EXISTING PROGRAM; THE ACCURATE FACTS AND CORRECT APPLICATION OF THE LAW REQUIRE THAT THIS FINDING BE REJECTED

This analysis is based on a completely flawed application of the new law (AB 1505) and standard of review.

VLGA, With Just 500 Students at Capacity, Would Not "Substantially Undermine/Impact Existing Services, Academic Offerings, Or Programmatic Offerings In The Proposed Targeted Community

CSD claims that the District's declining enrollment indicates that VLGA will struggle to become fully enrolled. In fact, virtually every single one of our current middle school parents is eager to send their children to our new high school. The current 8th grade class has 125 students, the same projection for the number of students VLGA would have in its first year of operations with 9th grade. It is important to note that many families are fleeing from the existing high schools in the community because these high schools are underperforming, in some cases by dramatic margins below state averages, including graduation rates and A-G rates (See Petition, pp. 15-25, presenting the surrounding schools' data in a more detailed and illuminating way than CSD staff's cursory summary). These families want a small, high-performing high school, which VLGA will offer.

This is not a valid basis for denial.

CSD next claims in a "fiscal impact" analysis that a District that currently serves more than 600,000 students cannot weather the loss of approximately 150 more! This is ridiculous. CSD staff claim that 30% of the VLGA enrollment (150 students) will come from District-operated schools. This in an incorrect assumption in this context, given that many of the new start-up charter schools over an 11 year period were individual stand-alone schools that did not have an existing feeder school to supply enrollment from another charter. CSD's analysis here ignores the fact that Vista already has in place a strong and successful feeder school to the new high school, which will complete a K-12 cohesive model. In fact, the overwhelming majority of our graduates from VCMS in 8th grade go on to enroll in surrounding charter high schools. These families have long indicated a preference to have their children benefit from a full TK-12 span in the same model of instruction and development.

In any event, the 125 students that potentially could be lost from the District (over four years) represent approximately 0.02% of total District enrollment. This simply does not warrant a finding that the fiscal impact on

VISTA CHARTER PUBLIC SCHOOLS

We transform the school experience

2900 West Temple Street
Los Angeles, CA 90026
T 213 269-4767 | F 213 269-4762
www.vistacharterpublicschools.org

Don Wilson Ed.D., Superintendent
Collin Felch, Ed.D., Asst. Superintendent

LAUSD would be "substantive," as required by the law.

This is not a valid basis for denial.

VLGA is a Very Unique Model With A Signature Program Developed By Our Superintendent Part of His Doctoral Thesis; There is NO Support For Finding That VLGA Would in ANY Way "Duplicate" Existing Schools and CSD Mis-Applies the Law in This Case

Here, CSD staff reveal a clear misunderstanding of the new law. Under CSD's logic, any new charter school that proposes to offer project-based learning or a CTE Pathway must automatically be denied because LAUSD offers project-based learning and CTE Pathways too. That is not the law.

Instead, the law asks "Whether the proposed charter school would duplicate a program currently offered within the school district and the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school intends to locate." Education Code Section 47605(c)(7). The law does not ask if a single element of a new school is already offered, it asks whether the new school will duplicate another existing "program."

CSD notes that we identified the following in our CIA as not duplicative in the community:

- Vista's Framework for Engagement
- Partnership with and curricula from Community Catalyst Partners International Student Study Network (ISSN)
- CTE Pathways in Business (specifically an international business focus) and Climate Change, including Dual Enrollment options at LATTC and/or other colleges/universities
- Advisory/Global Hour for daily personalized targeted supports and daily tutoring during Zero Period.
- Full-time on-site School Psychologist and additional psycho-social supports and Social Emotional Learning (SEL) throughout the program, including Way of Council.

We are rather perplexed by the Staff Findings' contention that "all, or nearly all, Schools within the Community incorporate some elements of Vista's Framework for Engagement, such as mastery learning, data- driven instruction, and project-based learning." (Staff Findings, p. 13.) The Staff Findings go on to drop in a footnote the other components of the comprehensive Framework for Engagement model – which work in collaboration with one another in a coordinated, intentional fashion – including " social emotional learning elements, instructional strategies such as Kagan strategies, project-based learning, and mastery learning, and involves a shift in instructional practice towards teachers acting as coaches and facilitators of personalized learning experiences." (Ibid.) The accurate fact is that this Framework for Engagement was designed by our Superintendent as part of his doctoral dissertation. ***It is unique to Vista.*** CSD does not – and cannot – identify a single school in LAUSD that is implementing our complete and intentional Framework for Engagement. Their attempt to claim the Framework is in place at other schools merely serves to highlight how this "finding" is factually unsupported.

VISTA CHARTER PUBLIC SCHOOLS

We transform the school experience

2900 West Temple Street
Los Angeles, CA 90026
T 213 269-4767 | F 213 269-4762
www.vistacharterpublicschools.org

Don Wilson Ed.D., Superintendent
Collin Felch, Ed.D., Asst. Superintendent

As another example, while LAUSD used to have two schools that worked with the International Study School Network (ISSN), these schools no longer function within this framework and LAUSD no longer has any existing school that addresses global education with the unique focus of the ISSN/Community Catalyst framework. Our unique approach to global education includes cohesive and comprehensive students outcomes at grades K-12 which are students will demonstrate the "VLGA Global Competencies: (1) Investigate and research the world, (2) Recognize and weigh different perspectives, (3) Effectively communicate ideas, (4) take action to make a difference, and (5) Apply learning to real and relevant situations." (Petition, p. 142.)

As noted, currently no one in the state has a Climate Change pathway, nor does LAUSD have a Business pathway focused on international business in the community we will serve. Saying "we have CTE pathways too" is not sufficient to support a finding here.

While many schools offer some form of tutoring and/or a period during the day for small group instruction and targeted online learning, again, the complete structure of our Advisory/Global Hour is unique to Vista, and not replicated in the District.

Finally, while LAUSD schools do provide some level of psychiatric support, few to none have full-time psychologists on-site and most fall far short of meeting students' needs. LAUSD school psychologists work at multiple schools and are used mainly for special education support and compliance. In contrast, Vista's psychologists are deeply integrated into the daily life of our students and provide counseling and social/emotional support on a daily basis, including helping to lead our acclaimed Way of Council program. Way of Council is not offered by other high schools in our community.

Next, the Staff Findings acknowledge that "the community proposed to be served by Charter School has existing academic needs . . . [and] median performance levels underperform the state in three of six applicable indicators: Math, ELPI, and Graduation Rate." (Staff Findings, p. 14.) This analysis does not include details showing that several of the schools in the community are performing significantly below state standards. Families in our community are aware of the poor outcomes at their "neighborhood" high schools and are eager for an alternative.

The Staff Findings' analysis also fails to compare Vista's performance to the existing schools in the community we will serve – as part of this *Community* Impact Analysis – rather than looking at our performance against statewide proficiency levels. For example, on the 2019 CAASPP, VCMS outperformed all of the surrounding traditional middle schools in ELA and all but one in Math, with the exception of the Thomas Starr King Middle School, which is entirely comprised of magnet programs including a gifted magnet. This was detailed extensively in VCMS' most recent charter renewal petition as well, yet omitted from the Staff Findings:

School	2019

VISTA CHARTER PUBLIC SCHOOLS

We transform the school experience

2900 West Temple Street
Los Angeles, CA 90026
T 213 269-4767 | F 213 269-4762
www.vistacharterpublicschools.org

Don Wilson Ed.D., Superintendent
Collin Felch, Ed.D., Asst. Superintendent

	ELA	Math
Vista Charter	40.26	26.50
Liechty Middle	30.37	15.58
Sal Castro Middle	25.32	16.39
Le Conte Middle	31.32	17.63
King Middle	61.80	48.09
Virgil Middle	39.02	35.22

As noted above, Vista is firmly committed to serving those students who are among the most underserved, and we are doing it well. Vista has long evidenced performance that surpasses our surrounding schools, as evidenced in our previous charter petitions and especially renewal charters. We are quite confident that the completion of our TK-12 model in Los Angeles is supported by the correct contextual data for this community.

Again, looking at the actual factual record and a correct application of this *community* impact analysis of the new law, this is not a proper basis for denial.

CONCLUSION

Vista Legacy Global Academy is needed in this community. Our families have been asking us for years to launch a high school in Los Angeles. When a correct factual record is reviewed, it is clear that there is no basis on which this District can legally deny this new charter petition. We urge you to authorize VLGA and allow Vista to realize its plans for a full TK-12 span in Los Angeles.

Sincerely,

Dr. Don Wilson, Superintendent

CC: José Cole-Gutiérrez, Charter Schools Division
Josue Cofresi, Carmen Loera, California Charter Schools Association

Vista Legacy Global Academy Response to Staff Findings, 11/14/22

Monday, December 5, 2022
Regular Board Meeting

5:00 PM PST
Vista Charter Public Schools
Vista Charter Middle School
Vista Meridian Global Academy
Vista Heritage Global Academy
Vista Condor Global Academy
Vista Horizon Global Academy
Palm Lane Global Academy
Join Zoom Meeting
https://zoom.us/j/97262525800?pwd=SiszMTExZUxMNkx1SzRNMzAvYmxNUT09
Meeting ID: 972 6252 5800
Passcode: 385147
One tap mobile
+14086380968,,97262525800#,,,,,,0#,,385147# US (San Jose)
+16699006833,,97262525800#,,,,,,0#,,385147# US (San Jose)
Dial by your location
+1 408 638 0968 US (San Jose)
+1 669 900 6833 US (San Jose)
+1 253 215 8782 US (Tacoma)
+1 346 248 7799 US (Houston)
+1 646 876 9923 US (New York)
+1 301 715 8592 US (Germantown)
+1 312 626 6799 US (Chicago)
Meeting ID: 972 6252 5800
Passcode: 385147
Board of Directors

1. Brown Act Training

1.1 To Start at 4:45pm Prior to the Official Start of the Board Meeting at 5:00pm

2. OPENING ITEMS

2.1 Roll Call

2.2 Approval of the Agenda

2.3 PUBLIC COMMENT - Invitation to Address the Board

3. CONSENT ITEMS

3.1 October 17, 2022 Board Meeting Minutes

3.2 October 25, 2022 Special Board Meeting Minutes

3.3 October and November 2022 Monthly Payroll

3.4 Approve resolution establishing findings of fact pursuant to Assembly Bill 361

3.5 Updated 2022-23 VCPS Personnel Handbook

3.6 Updated 2022-23 VCPS Fiscal Policies Manual

3.7 Travel and Conference Attendance

3.8 Purchases Over $25,000

4. INFORMATION/DISCUSSION SESSION

4.1 Superintendent Report

4.2 Principal Reports for Vista Heritage Global Academy, Vista Condor Global Academy, Vista Meridian Global Academy, Vista Horizon Global Academy, Vista Charter Middle School, Palm Lane Global Academy

4.3 ICON Financial Report Regarding Vista Charter Middle School, Vista Heritage Global Academy, Vista Condor Global Academy, Vista Horizon Global Academy, Palm Lane Global Academy

5. ACTION ITEMS

5.1 Submission of Vista Legacy Global Academy Charter Petition to Los Angeles County Office of Education on Appeal from LAUSD

5.2 Updated VCPS Articles of Incorporation

5.3 2022-23 Charter School Compliance Monitoring Board Review for Vista Charter Middle School and Vista Horizon Global Academy

5.4 Ratification of 2022-23 1st Interim Budget for Vista Charter Middle School and Vista Horizon Global Academy

5.5 El Dorado SELPA Local Plan Certification 5 for Vista Meridian Global Academy

5.6 Resolution to Establish a District Number for Vista Meridian Global Academy

5.7 Resolution to Establish a Charter School Fund within the Orange County Treasury for Vista Meridian Global Academy

5.8 Resolution for the Orange County Department of Education to Issue Funds to Vista Meridian Global Academy

6. BOARD COMMENTS

6.1 Board Comments

7. CLOSED SESSION

7.1 Real Property Negotiations Update

8. ADJOURNMENT

8.1 Adjournment

We Transform The School Experience!

Agenda Item Details

Meeting	Dec 05, 2022 - Regular Board Meeting
Category	5. ACTION ITEMS
Subject	5.1 Submission of Vista Legacy Global Academy Charter Petition to Los Angeles County Office of Education on Appeal from LAUSD
Type	Action
Recommended Action	Approve Submission of Vista Legacy Global Academy Charter Petition to Los Angeles County Office of Education on Appeal from LAUSD

Vista Legacy Global Academy Charter Petition August 17.docx (1,675 KB)

DOC113022-11302022202521 (1).pdf (54 KB)

Motion & Voting

Approve Submission of Vista Legacy Global Academy Charter Petition to Los Angeles County Office of Education on Appeal from LAUSD

Motion by Jody Molodow, second by Michele Bauer-Bean.
Final Resolution: Motion Carries
Aye: Jody Molodow, Mimi Kim, Paul Vieyra, Michele Bauer-Bean

We Transform The School Experience!

VISTA CHARTER PUBLIC SCHOOLS

We transform the school experience

2900 West Temple Street
Los Angeles, CA 90026
T 213 269-4767 | F 213 269-4762
www.vistacharterpublicschools.org

Don Wilson Ed.D.,
Superintendent

Dec 9, 2022

Indra Ciccarelli, Director II
Charter School Office
Los Angeles County Office of Education
12830 Columbia Way
Downey, CA 90242

Re: Description of Changes to the Vista Legacy Global Academy Petition Necessary to Reflect the Los Angeles County Board of Education as the Authorizer

Dear Mr. Ciccarelli:

In accordance with California Code of Regulations, title 5, section 11967, subdivision (b)(4) and Los Angeles County Office of Education ("County") requirements, the following changes to the Vista Legacy Global Academy ("VLGA") charter petition are necessary to reflect the Los Angeles County Board of Education ("County Board") as the authorizer. This letter is submitted in order to meet legal and County requirements. Nothing contained herein is a new or different "material term" as defined under Education Code section 47605(k)(1)(A)(iii).

- **Charter Authorizer**

Throughout the charter, any text referring to the "Los Angeles Unified School District," "LAUSD," or "District" as the authorizer, including any requirements that VLGA submit documents or otherwise report to LAUSD, would be revised to read "Los Angeles County Board of Education," "County Board," or "County" as appropriate. Any text referring to the LAUSD "Charter Schools Division" or "CSD" as conducting oversight of VLGA would be revised to refer to the County's "Charter School Office" or "CSO" as appropriate.

- **Cover Page And Table Of Contents**

The cover page of the charter would be revised to reflect the date the charter was submitted on appeal to the County Board. The table of contents on pages 1-2 will need to be updated once all of the changes described in this letter are made.

- **Element 1 – English Learners ("EL")**

VISTA CHARTER PUBLIC SCHOOLS

We transform the school experience

2900 West Temple Street
Los Angeles, CA 90026
T 213 269-4767 | F 213 269-4762
www.vistacharterpublicschools.org

Don Wilson Ed.D.,
Superintendent

Many sections of the charter contain LAUSD's mandatory District Required Language ("DRL") highlighted in gray. LAUSD requires the DRL to be copy-pasted into every charter. Some of the language only applies if LAUSD is the authorizer.

The charter would be revised on page 6 to remove the requirement to annually certify to CSD that VLGA is implementing the LAUSD Master Plan for English Learners and Standard English Learners or its own EL Master Plan, and to annually evaluate and report to CSD on the EL program. Instead, VLGA would implement the EL Master Plan submitted with the charter petition and make any necessary reports to the County.

- **Element 1 – Students With Disabilities**

As required by LAUSD, the students with disabilities section of the charter is entirely DRL, containing DRL language and LAUSD requirements that will be irrelevant if the school is authorized by the County Board, such as executing a LAUSD special education memorandum of understanding, potential membership as a school of the district in the LAUSD special education local plan area ("SELPA"), and complying with LAUSD's special education policies, procedures, and data systems. In order to reflect the County Board as the school's authorizer, this section of the charter must be revised.

The DRL on pages 7-9 related to students with disabilities would be removed and the charter would be revised to meet County requirements for special education. VLGA proposes to revise the charter under the heading "Students With Disabilities" on page 128 with the language attached to this letter as Exhibit A.

- **Element 4 – Governance**

Page 145-146 of the charter, in the "Legal and Policy Compliance" section of the DRL, requires the school to comply with LAUSD's various charter policies. This language would be removed.

On pages 146-147, the "Responding to Inquiries" section of the DRL, which references the LAUSD Office of Inspector General, should be removed. VLGA proposes it be replaced by the following language that reflects the requirements of Education Code section 47604.3:

> "VLGA shall promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records from the County or from the Superintendent of Public Instruction, and shall consult with the County or the Superintendent of Public Instruction regarding any inquiries."

On page 147, the "Notification of the District" section of the DRL would be revised to require the school to make reports to the County as required by California law and the County.

VISTA CHARTER PUBLIC SCHOOLS

We transform the school experience

2900 West Temple Street
Los Angeles, CA 90026
T 213 269-4767 | F 213 269-4762
www.vistacharterpublicschools.org

Don Wilson Ed.D.,
Superintendent

- **Element 6 – Health And Safety Procedures**

On page 175, the DRL includes a paragraph about VLGA potentially locating on a District facility and complying with District procedures, requirements, and inspections. This paragraph would be removed.

- **Element 7 – Means To Achieve Racial And Ethnic Balance**

Page 183 of the charter includes language requiring compliance with the *Crawford* court order against LAUSD and the LAUSD Court-Ordered Integration Program. This language is inapplicable if the school is authorized by the County Board and would be removed.

- **Element 9 – Annual Financial Audits**

On page 191, the list of reports required by LAUSD will be removed and VLGA proposes it be replaced with the following language, as set forth in Education Code section 47604.33, as well as any other reports required by the County:

"The following reports will be submitted to the County Superintendent of Schools:

(1) On or before July 1, a preliminary budget.

(2) On or before July 1, an annual update required pursuant to Section 47606.5.

(3) On or before December 15, an interim financial report, which shall reflect changes through October 31.

(4) On or before March 15, a second interim financial report, which shall reflect changes through January 31.

(5) On or before September 15, a final unaudited report for the full prior year."

- **Element 10 – Suspension And Expulsion Procedures**

On page 193, language in the DRL requires compliance with LAUSD's Discipline Foundation Policy. This language would be removed.

On page 194, the DRL under the heading "Students with Disabilities" has unique procedures that would be inapplicable if authorized by the County Board, so the language would be removed.

On page 195, the DRL under the heading "Notification of the District" has LAUSD-specific procedures that would be inapplicable if authorized by the County Board, so the language would be removed.

As required by LAUSD, nearly the entire Element 15 on pages 225-231 is LAUSD-specific DRL. VLGA proposes that this Element be replaced with the language attached to this letter as Exhibit C.

- **Additional Provisions**

On pages 232-239, there is an "Additional Provisions" section of the charter that is all LAUSD DRL, which includes requirements about VLGA's use of LAUSD-owned and non-LAUSD-owned facilities, insurance, evidence of particular insurance, indemnifications, and fiscal oversight of the school. This language would be removed to the extent it is inapplicable if the school is authorized by the County.

- **Technical Amendments**

VLGA will comply with any additional, reasonable technical amendments to the charter as recommended by the County Board. For example, there are yellow highlights throughout the charter that were inadvertent, so the highlighting would be removed.

We appreciate your time and consideration. If you have any questions, please feel free to reach out to me directly.

Sincerely,

Dr. Donald S. Wilson
Superintendent
Vista Charter Public Schools

Enclosure

EXHIBIT A

STUDENTS WITH DISABILITIES

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

The following description regarding how special education and related services will be provided and funded is being proposed by VLGA for the sole purpose of providing a reasonably comprehensive description of the special education program in the charter petition, in accordance with Education Code section 47605(b).

SELPA AFFILIATION

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

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

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

CHILD FIND

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

As noted above, VLGA will implement a multi-tiered instructional and support framework (MTSS), prior to referring a student for an evaluation under IDEA. However, VLGA shall ensure that child find identification occurs in a timely manner and that no procedures or practices result in delaying or denying this identification. A parent/guardian or VLGA staff member may request an initial evaluation at any time to determine if the student is a student with a

disability, regardless of whether the student has participated in an MTSS framework. Special education referrals shall be made only after general education supports and interventions have been considered and provided, as appropriate. If the Student Study Team finds that the pre-intervention plan is not sufficient to meet the student's needs, they will recommend that student for a formal special education assessment. VLGA may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate.

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

Referral for Assessment

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

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

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

Assessment

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

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

- Individual testing;
- Teacher observations;

- Interviews;
- Review of school records, reports, and work samples; and
- Parent input.

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

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

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

DEVELOPMENT AND IMPLEMENTATION OF IEP

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

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

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

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

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

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

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance;
- The rationale for placement decisions, including cogent and responsive explanations for the recommendations;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;
- Measurable annual goals and short-term objectives focusing on the student's current level of performance and appropriately ambitious for his/her circumstances;
- The goals and objectives will also be linguistically appropriate, as per Ed Code Section 56345(b).
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided;
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments;

- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals;
- A description of the means by which the IEP will be provided under emergency conditions; and
- The IEP shall be reasonably calculated to enable the student to make progress appropriate in light of his/her circumstances.

IEP meetings will be held according to the following schedule:

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

IEP Review

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

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

Unless otherwise specified on the student's IEP, parents will be informed three times per year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

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

Special Education Strategies for Instruction and Services

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

Interim and Initial Placements of New Charter School Students

VLGA shall comply with Education Code Section 56325 with regard to students transferring into the charter school within the academic school year.

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

For students transferring to the VLGA from another school within the same SELPA, VLGA, pursuant to Education Code Section 56325(a)(2), shall continue to provide services comparable to those described in the existing approved IEP, unless parents/guardians and VLGA agree to develop and implement a new IEP. For students transferring to the VLGA from another school within a different SELPA, VLGA, pursuant to Education Code Section 56325(a)(1), shall continue to provide services comparable to those described in the existing approved IEP for a period of up to 30 days, by which time VLGA shall adopt the previous IEP or, in consultation with parents/guardians, develop and implement a new IEP that is consistent with federal and state law.

For students transferring to VLGA from a school outside of California, VLGA shall provide the student with a free appropriate public education, including services comparable to those described in their existing IEP, until VLGA conducts an assessment pursuant to Section 1414 of Title 20 of the United States Code, if determined to be necessary by VLGA, and develops a new IEP, if appropriate, in accordance with federal and state law.

Staffing

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

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

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

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

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

Professional Development for Charter School Staff

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

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

REPORTING

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

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

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

PROCEDURAL SAFEGUARDS

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

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

As an LEA for special education purposes, concerns or disagreements raised by parents/guardians will be acknowledged by the school within five days. VLGA will work to arrange a meeting with the parents/guardians to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

Dispute Resolution

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

Complaint Procedures

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

Section 504 of the Rehabilitation Act

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

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

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

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

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

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

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

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

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

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

EXHIBIT B

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

DISPUTES BETWEEN THE CHARTER SCHOOL AND THE COUNTY

VLGA and the County will be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.

In the event of a dispute between VLGA and the County, the issue shall first be framed in written format ("dispute statement") that is sent to the County Superintendent and VLGA Superintendent, or their respective designees. In the event that the Los Angeles County Board of Education (County Board) believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, VLGA requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the County Board to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a prerequisite to the County Board's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The County Superintendent and VLGA Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the County Superintendent and VLGA Superintendent, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the County Superintendent and VLGA Superintendent, or their respective designees, shall meet to jointly identify a neutral third-party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the County Superintendent and VLGA Superintendent, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the County and VLGA. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the County and VLGA.

INTERNAL DISPUTES

VLGA shall have an internal dispute resolution process to be used for all internal disputes related to the charter school's operations. VLGA shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and

staff at VLGA shall be provided with a copy of VLGA's policies and internal dispute resolution process. The County shall promptly refer all disputes not related to a possible violation of the charter or law to VLGA.

EXHIBIT C

ELEMENT 15 – CLOSURE PROCEDURES

"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." **(Ed. Code § 47605(b)(5)(O).)**

The following procedures shall constitute the "Closure Protocol" and shall apply in the event VLGA ceases to be a charter school or otherwise closes for any reason.

Any decision to close VLGA as a charter school operating pursuant to this charter shall be documented by official action of the VCPS Board ("Closure Action"), and will identify the person or entity responsible for all closure-related activities and actions. The action will identify the reason for closure (e.g., decision not to renew as a charter school). The Closure Action shall be deemed to have been automatically made if any of the following occur: the Charter is revoked or non-renewed and VLGA has exhausted all appeal procedures, the VCPS governing body votes to close VLGA, or the charter lapses. In the event of a Closure Action, the following steps shall be implemented, which follow the procedures and requirements set forth in Education Code Section 47605(c)(5)(O) and the California Code of Regulations sections 11962 and 11962.1.

VLGA will promptly notify parents and students of VLGA, the home districts, the Los Angeles County Office of Education, VLGA's SELPA, the retirement systems in which VLGA's employees will participate (e.g., State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

VLGA will ensure that the notification to the parents and students of the charter school of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close VLGA.

VLGA will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, VLGA will provide parents, students and the County with copies of all appropriate student records, and will otherwise assist students in transferring to other schools. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 USC §1232g. VLGA will ask the County to store as necessary original records of charter school students. All student records of VLGA shall be transferred to the County upon school closure, except when records are transferred to a student's new school in accordance with applicable legal requirements. If the County will not or cannot store the records, VLGA shall work with County to determine a suitable alternative location for storage.

As soon as is reasonably practical, VLGA will prepare final financial records. VLGA will also have an independent audit (which may also serve as the annual audit) completed by an independent auditor as soon as is reasonably practical, but in no case later than six months after closure. The audit must include at least the following (i) All information required of in an annual audit; (ii) An accounting of all assets, including cash and accounts receivable and an inventory of property, equipment and supplies; (iii) An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans and unpaid staff compensation; (iv) An assessment of the disposition of any restricted funds received by or due to VLGA, and (v) A delineation of the disposition of all assets and liabilities. Any liability or debt incurred by VLGA shall be the responsibility of VLGA and not the County. VLGA understands and acknowledges that VLGA will cover the outstanding debts or liabilities of VLGA. Any unused special education related funds will be returned to the County or SELPA, as appropriate, and other categorical funds will be returned to the source of funds as required by applicable law.

On closure of VLGA, all assets of VLGA, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending VLGA, remain the sole property of the VCPS. Any assets acquired from the County or County property will be promptly returned upon charter school closure to the County. Upon the dissolution of VCPS, all assets shall be distributed in accordance with the Articles of Incorporation. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, VLGA shall remain solely responsible for all liabilities arising from the operation of VLGA.

As VLGA is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

For a minimum of six calendar months from the date of the Closure Action or effective date of the closure, whichever comes first, sufficient staff as may be allowed by the budget and remaining assets will maintain employment to take care of all necessary tasks and procedures required for smooth closing of VLGA and student transfers.

In addition to the final audit, VLGA shall also submit any required year-end financial reports to the California Department of Education and the Los Angeles County Superintendent of Schools,

in the form and timeframe required, including, but not limited to, those required by Education Code Section 47604.33.

VLGA shall use budget reserves normally maintained for contingencies and emergencies to fund closure proceedings.

Vista Legacy Global Academy
Supporting Documentation

1038

ACTION
11-15-22
BR-102 - 22/23
PENDING BOARD
ACTION

Vista Legacy Global Academy

Charter Petition for a Five-Year Term
(July 1, 2023 – June 30, 2028)

Submitted to the Los Angeles Unified School District on
August 17, 2022

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

TABLE OF CONTENTS

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS *3*
ELEMENT 1 – THE EDUCATIONAL PROGRAM *5*
General Information 9
Community Need for Proposed Charter School 10
Student Population To Be Served 15
Goals and Philosophy 32
An Educated Person in the 21st Century 34
How Learning Best Occurs 37
The Requirements Of California Education Code § 47605(B)(5)(A)(Ii) 41
Goals For Enabling Pupils To Become And Remain Self-Motivated, Competent, And Lifelong Learners 62
Instructional Design 62
Curriculum and Instruction 75
Academic Calendar and Schedules 106
Professional Development 108
Meeting the Needs of All Students 112
"A Typical Day" 129
ELEMENT 2 – MEASURABLE PUPIL OUTCOMES AND ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED *139*
Measurable Goals of the Educational Program 139
Measurable Pupil Outcomes: Summative Assessment Performance Targets 139
Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment 140
Data Analysis and Reporting 141
Grading, Progress Reporting And Promotion/Retention 142
ELEMENT 4 – GOVERNANCE *145*
Governance Structure 148
Governing Board Composition and Member Selection 152
Governance Procedures and Operations 153
Board Decision Making Process 154
Stakeholder Involvement 155
ELEMENT 5 – EMPLOYEE QUALIFICATIONS *158*
Employee Positions and Qualifications 158
ELEMENT 6 – HEALTH AND SAFETY PROCEDURES *175*
ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE *183*
Court-Ordered Integration 183
ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES *186*
Admission Requirements 187
Student Recruitment 187
Lottery Preferences and Procedures 188
ELEMENT 9 – ANNUAL FINANCIAL AUDITS *191*
Annual Audit Procedures 191
ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES *193*
School Climate And Student Discipline System 196
Jurisdiction 199
In-School Suspension 199
Grounds For Suspension And Expulsion 200

Enumerated Offenses **200**
Out-Of-School Suspension Procedures **202**
Suspension Procedures **202**
ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS ***219***
ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES ***220***
ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES ***221***
ELEMENT 14 – MANDATORY DISPUTE RESOLUTION ***222***
ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES ***225***
School's Closure Agent **231**
ADDITIONAL PROVISIONS ***232***

APPENDICES:

Tab 2: Teacher Signatures; Parent Signatures
Tab 3: Certificate of Completeness
Tab 4: Letter of Intent
Tab 5: Teacher Resumes and Credentials
Tab 6: Board Resolution
Tab 7: Governance Documents (Bylaws, Articles of Incorporation, Conflicts Code, Conflicts Policy)
Tab 8: Budget and Financial Documents
Tab 9: Lottery and Enrollment Forms
Tab 10: Lead Staff Resumes and Due Diligence Forms
Tab 11: Board Resumes and Questionnaires
Tab 12: Vista Master Plan for English Learners
Tab 13: Community Impact Assessment

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Vista Legacy Global Academy (also referred to herein as "Vista Legacy", "VLGA", and "Charter School") shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter "Ed. Code") § 47605(e)(1).)

- Not charge tuition. (Ed. Code § 47605(e)(1).)

- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)

- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)

- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)

- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School's capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as "LAUSD" and "District"). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)

- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)

- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

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

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

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

SELPA Reorganization

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

charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

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

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

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

***As documented in the Community Impact Assessment and in the petition, as appropriate, the petitioner's facilities plan regardless of whether it identifies any private or public site(s), the petitioner must include a specific description, with supporting documentation, of each identified site's ability to accommodate the petitioner's in-district classroom average daily attendance (ADA) projection in its first year of operation and each subsequent year until reaching full enrollment capacity. The petitioner shall provide written evidence of its facilities research in the target community, including, but not limited to, the specific address of any private or public site(s); the extent to which site(s) is/are approved for the specific use in accordance with requirements of applicable building authorities, applicable laws, and expectations set forth in this Policy and Procedures; and the petitioner's capacity and resources to address any construction related activities or other facilities improvements required to prepare the site(s) for use by the petitioner within a specified timeframe.**

***Unless otherwise exempted by law, all charter schools authorized by LAUSD shall identify in their charter petition a single school site where the charter school will operate within the geographic boundaries of LAUSD. (See Ed. Code §47605(a)(1).)**

****As defined by *LAUSD Policy and Procedures for Charter Schools,* a "community" includes all public schools (District and charter), serving similar grade levels as the proposed new charter school, and families and individuals who reside, work, and/or are served in the identified geographical area. The identified geographical area will be based on LAUSD Community of Schools and neighborhoods within a three-mile radius from the location identified by the petitioners of the proposed new charter school.**

****If a new charter school is approved by the LAUSD Board and subsequently seeks to locate in a community different from the community the charter school was originally authorized to serve, the**

charter school operator must submit a material revision for approval with an updated Community Impact Assessment prior to a change in location.

****Charter Schools that seek to expand to additional locations or move to a different community must undergo community interest and fiscal impact analysis pursuant to Education Code section 47607(a)(3).**

GENERAL INFORMATION

General Information Table	
• The contact person for Charter School is:	*Dr. Don Wilson, Superintendent*
• The contact address for Charter School is:	*2900 W. Temple St., Los Angeles CA 90026*
• The contact phone number for Charter School is:	*(213) 201-4000*
• The proposed address (site/location) of the Charter School is (must be aligned in the charter petition and the Community Impact Assessment facilities section; will beused to inform a 3-mile radius as consistent with District Policy) *:	*2900 W. Temple St., Los Angeles CA 90026*
• The proposed Community of Schools to be served**:	*Downtown; MacArthur Park*
• This location is in LAUSD Board District:	*2*
• This location is in LAUSD Local District:	*Central*
• The grade configuration of Charter School is:	*9-12*
• The number of students in the first year will be:	*125*
• The grade level(s) of the students in the first year will be:	*9*
• Charter School's scheduled first day of instruction in 2023-2024 is:	*August 14, 2023*
• The enrollment capacity at full roll out is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardlessof student residency.)	*500*
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	*Traditional*
• The bell schedule for Charter School will be:	*8:30AM – 3:30PM; early release every other Friday at 2:00PM*
• The term of this Charter shall be from:	July 1, 2023 to June 30, 2028

COMMUNITY NEED FOR PROPOSED CHARTER SCHOOL

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

- **Vista Charter Middle School** (VCMS), authorized by the Los Angeles Unified School District (LAUSD), opened in September 2010; in 2021-22 served 351 students in grades 6-8: 85% Hispanic/Latino, 5% Filipino, 2% African American; 92% of students qualified for Free or Reduced Price Lunch (FRPL), 27% English Learners (EL), and 8% Students with Disabilities (SWD).
- **Vista Heritage Global Academy** (VHGA), authorized by the Orange County Department of Education (OCDE), opened in 2015, and in 2021-22 served 278 students in grades 6-8: 97% Hispanic/Latino; 1% African-American, 99% FRPL, 44% EL, 13% SWD and 0.5% foster/homeless youth.
- **Vista Condor Global Academy** (Vista Condor), also authorized by OCDE, opened fall 2018, and in 2020-21 served 319 students in grades TK-5: 97% Hispanic/Latino,1% African American, 1.5% White, 95% FRPL, 50% EL, and 12% SWD.
- **Vista Horizon Global Academy** (Vista Horizon), authorized by LAUSD, opened in 2019 in the Koreatown neighborhood of Los Angeles and today serves 80 students in TK/K-5: 68% Hispanic, 25% Asian, 1% Filipino,0.3% African American;1.6% White, 59% FRPL, 51% EL, and 7.5% SWD.
- **Vista Meridian Global Academy** (Vista Meridian), authorized by OCDE, opened fall 2021, and in 2020-21 served 66 students in grade 9, with plans to expand one grade level each year to reach 500 students in grades 9-12. Enrollment is 97% Hispanic/Latino, 3% African American/other; 97% FRPL, 44% EL and 12% SWD.

In recent years, our schools collectively (Vista Schools) have garnered the following recognitions and success:

- While not required, both of our middle schools have full accreditation from the Western Association of Schools and Colleges (WASC). VCMS received a full six-year accreditation in 2017/18, and VHGA earned a three-year accreditation in 2017/18, the highest accreditation possible for a first-time award. (The visit for the next cycle of accreditation is scheduled for February 2023).
- Vista Schools has established collaborative partnerships to benefit our students and their families:
  - *Community Catalyst Partners (formerly known as Asia Society)* and their *International Studies Schools Network*: As a part of this network, we are provided resources and opportunities to enrich the educational experience for our students through their framework of educating for global competence.
  - *Ojai Foundation and Circle Ways:* Provides mentoring and coaching support for our Way of Council program.
  - *CSU Long Beach School of Education:* Educational Affiliation Agreement to support CSULB's Early Fieldwork and Credentialing Program through student observers, student teachers, and the opportunity for Vista staff to guest lecture in certain CSU Long Beach courses.

- *CSU Fullerton Center for Economic Education*: CSU Fullerton students guest teach financial literacy concepts at VHGA, and for VHGA students participate in their annual Stock Market Olympiad and Titan Fast Pitch events.
- *Pepperdine Graduate School of Education and CSU Northridge School of Education*: Vista LA schools host and mentor student teachers.
- *IFA-China:* Partnership agreement to create sister schools and educational exchanges with schools in China.
- *Easter Seals:* partners with our SWD team to help prepare our students with workforce skills.
- *Healthy Smiles for Kids of Orange County*: provides dentists and dental services to VHGA students at the school site free of charge to their families.
- *Loaves & Fishes X10:* provides food bank with free food and basic supplies to families in need at Vista.
- *Olive Crest:* provides parenting classes for VLGA parents free of charge.
- *Future Generations Now:* provides all Vista students with free tutoring and other services. It also provides service opportunities for our students.
- *Blessings in a Backpack:* provides weekend meals to our students who might not have access to healthy meals during the weekend. We receive shipments of foods weekly and these are distributed to students.
- *California Policy Center*: provides parents classes on how the educational system works, called the "Education Commandments."
- *Los Angeles Chamber of Commerce, Silverlake Chamber of Commerce:* VHGA is a member of the Los Angeles Chamber of Commerce, and VCMS is a member of the Silverlake Chamber, which both provide a multitude of networking opportunities to local businesses and community organizations as VHGA and VCMS establish a greater presence in the Los Angeles community.
- *Search to Involve Pilipino Americans Organizations*: provides educational opportunities and workshops for our students and families
- *El Centro del Pueblo*: provides our students and families with resources, food pantry, counseling, drug and gang prevention and intervention and summer jobs for our youth.
- *Saban Clinic*: provides health resources to our families.
- *Koreatown Youth Community Center*: provides our students and families with resources, counseling, education, drug and gang prevention and intervention and summer jobs for our youth.
- *Central City Neighborhood Partners*: provides tutoring for our students and financial literacy classes for our families. They also have immigration support services.
- *Bresee Foundation*: provides athletics participating opportunities for our students.

- MTSS SWIFT FIT – The SWIFT Center for Education at the University of Kansas, a partner with OCDE on their Multi-Tiered Support System (MTSS) Initiative, rated VHGA with a 90% composite overall score in just our second year of the program (2018-19), up from a 75% in our first year of MTSS implementation (2017-18). The SWIFT-FIT is a "Fidelity of Implementation" tool to evaluate the effectiveness of the implementation of MTSS programs. This assessment contains 51 features within 5 domains (Administrative Leadership, Multi-Tier Support, Integrated Education, Family Engagement, and Inclusive Policy).

Coronavirus School Closures

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

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

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

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

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

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

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

Leadership Team

Donald S. Wilson, Ed.D., Superintendent
Prior to joining Vista Public Charter Schools in 2016, Don Wilson worked for OCDE for almost 30 years. He most recently served as an Instructional Director in the Intensive Support and Innovation Center under Superintendent Tommy Chang and as Instructional Director for Linked Learning. In this role, he supervised 20 schools ranging from elementary to high school. Prior to that he served as the principal at Wonderland Avenue Elementary School, where he increased student achievement five years in a row, making Wonderland one of the highest ranking schools in the state. He also served as APEIS at 3rd Street Elementary School, Administrative Coordinator at Santa Monica Blvd. Community Charter, and ELD/Title I Coordinator at Manchester Ave Elementary. He has 17 years of classroom experience as an elementary school teacher. Dr. Wilson completed a double Bachelor's Degree at Brigham Young University in English and Spanish Literature and received his Master's in Educational Leadership and Curriculum Design from Cal State Northridge. In 2011 he received the California Distinguished School Award for his work with Arts in Education and Way of Council, an innovative program that increases the social/emotional intelligence of students while focusing on oral language development. He also received the ACCIPIO Administrator of the Year Award for his work with diversity in education. In 2013 he was accepted into and completed the highly regarded SUPES Academy, a program designed to promote and train future superintendents.

Collin Felch, Ed.D., Assistant Superintendent
Dr. Felch started his career as a math teacher at the Ambassador School of Global Leadership in Los Angeles. In 2013, Dr. Felch was named an LAUSD and Los Angeles County Teacher of the Year. Also in 2013, Dr. Felch served as an International Judge on the English Talent Television Show in China, Star of Outlook. In 2014, Dr. Felch served as a Math Instructional Coach for the Intensive Support and Innovation Center (ISIC) of LAUSD where he worked directly with 26 different schools to support math teachers, provide professional development, and enhance instruction in math. The following year, Dr. Felch was promoted again to become Assistant Principal at the Communication and Technology School to lead and serve youth in South Los Angeles. In 2016, Dr. Felch completed his Ed.D. at the University of Southern California. His dissertation was on "How Principals of International Studies High Schools Promote Global Competence." In 2017, Dr. Felch became the Principal of Vista Heritage, and he helped open Vista Condor in 2018 as its founding Principal. Then, Dr. Felch helped open Vista Meridian in 2021 as its founding Principal. In 2022, Dr. Felch was promoted to Assistant Superintendent of Vista Charter Public Schools and is thrilled to continue to serve the Vista Family and each of its school communities.

<u>Board of Directors</u>

Paul Vieyra, Board President, Residential Real Estate Agent
Mr. Vieyra has been a Residential Real Estate agent serving Los Angeles, San Gabriel Valley, and North Orange County for the past 10 years. Prior to real estate, Mr. Vieyra worked in Middle Market Commercial Banking for more than 15 years, focused on relationship banking and contributing to a "Critical Thinking Group" that worked on improving core processing and compliance reporting for federal and state regulators. Mr. Vieyra earned an Associate's degree from East Los Angeles College.

Mimi Kim, Board Treasurer, CEO, ChefDance LLC
Ms. Kim is CEO of ChefDance, a world-class culinary event company that started in Park City in 2004 during the Sundance Film Festival. Prior to founding ChefDance, LLC, Ms. Kim financed and operated as a financier of various entertainment properties in Los Angeles, including the Highlands, Mint and

Lure. She co-founded and served as the CEO of a software company, World Streaming Networks, which was sold in June 2001. Prior to World Streaming Networks, Ms. Kim founded Hunter Global Ventures in 1997; she currently facilitates both public and private investments in the technology, communications, retail and real estate sectors. Earlier in career, she worked as a strategic planner in the syndication and acquisition department for FX, a Fox cable network, and on Wall Street for six years as a corporate bond trader at Goldman, Sachs & Co.; as a vice president in corporate bond product management at Lehman Brothers; and as a corporate analyst at Merrill Lynch, all in New York. She has a B.A. in Economics and East Asian Studies from Barnard College and Master's in Finance and International Banking from Columbia University.

Michele Bauer-Bean, Board Secretary, Principal, Seaside Elementary School (Torrance)
Ms. Bauer-Bean is a highly experienced educator who currently is the Principal of Seaside Elementary School in the Torrance Unified School District. She has been involved with education since her freshman year in college, when she was awarded a Graduate Fellowship as an undergraduate student for her work at the USC Nursery School. Ms. Bauer-Bean has worked in a variety of educational settings including a Korean community school, OCDE, The Buckley School, The Mirman School for Highly Gifted Students, Pomona Unified School District and the Torrance Unified School District.

Ms. Bauer-Bean briefly left education to attend Pepperdine University School of Law in the late 1990's. While there, she was awarded a Darling Foundation Scholarship for her work in public service. After earning her law degree and license, she returned to education as a school administrator. She has secured grants for building libraries, computer labs and music classes, secured free services by creating partnerships with local universities in the area of health screenings, counseling, and academic tutoring and helped sites implement intervention systems and gain Gold Ribbon Award recognition. Ms. Bauer-Bean holds a Bachelor's of Science in General Studies from the University of Southern California and a J.D. from Pepperdine.

Jody Molodow, (Retired) Special Education Coordinator for Charter Schools, OCDE
Ms. Molodow worked for over 40 years with OCDE, where her responsibilities included teaching special education students with challenges ranging from physical to severe educational needs. She also worked as a Coordinator for Gifted and Talented students and an Advisor in both the Early Education and Infant and Toddler programs. For the last six years of her administrative career with OCDE, she served as the Special Education Coordinator for Charter Schools. Starting when she was a teenager, Ms. Molodow has volunteered with groups such as Los Angeles Blind Children's Center and Special Olympics. Ms. Molodow is a graduate of the University of Southern California with a B.S in Social Science/English and an M.S. in Education/Special Education.

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

learning framework, multicultural education, English education, and thinking maps. She has been honored with several awards including 'Principal of the Year' by the Association of California Schools Association, Region XVI, and the Susan B. Anthony Award by Hollywood Business & Professional Association. Dr. Oh holds an Ed.D. and Master's Degree in Education from the University of Southern California.

Geronimo Gaytan, Parent Founder, Palm Lane Elementary Charter School
Mr. Gaytan is a founding parent of Palm Lane Elementary Charter School, the second parent trigger school in the State of California. Mr. Gaytan worked tirelessly to help the parents of Palm Lane convert the school into a charter school. He has served with dedication and loyalty on the school board since that time and continues to be a powerful advocate for parents. Mr. Gaytan is a proud employee of Disneyland where he has worked for many years and is held in high regard by his supervisors and employees in the food services division.

STUDENT POPULATION TO BE SERVED

TARGET POPULATION

VLGA will be located in Los Angeles in the 90026 zip code, where the population is 57% Hispanic/Latino, 17% Asian, 2.6% Black, and 21% White. According to Census data, 29% of adult residents over age 25 have less than a 9th grade education, almost half (44%) have not earned a high school diploma, and only 21% of residents hold a Bachelor's degree or more.[1] An overwhelming majority of the population (76%) speak a language other than English at home, with 26% of the population speaking English "less than well." A third of the families (34%) with children under the age of 18 are living in poverty, and half (54%) the population is foreign-born.[2] Median income is $27,563 with 34% of families with children under 18 were living below the federal poverty line in the past 12 months;[3] **in 2022, the federal poverty line for a family of four is $27,750.**[4] Notably, according to Living Wage Calculator, a project of Dr. Amy K. Glasmeier, Professor of Economic Geography at MIT, a family of four in Los Angeles County with two full-time working adults needs each adult to earn $30.73/hour to be self-sustaining (not needing public assistance).[5] The federal poverty line rate equates to just $6.37/hour. In other words, significantly more than 34% of families in our community are living in poverty based on the economic realities of the area.

Currently within three miles of our planned location for VLGA and/or the two LAUSD Communities of Schools (Downtown and MacArthur Park[6]) that include the three mile distance from our planned site, there are five large traditional public high schools:

Downtown Community of Schools:
Belmont HS (3 academies):
Los Angeles Academy of Medical and Public Service (LAAMPS):
Belmont Multimedia Academy (Multimedia):

[1] https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF
[2] https://factfinder.census.gov (2017 American Community Survey)
[3] https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF
[4] https://aspe.hhs.gov/poverty-guidelines
[5] http://livingwage.mit.edu/counties/06037; the calculator uses "a market-based approach that draws upon geographically specific expenditure data related to a family's likely minimum food, childcare, health insurance, housing, transportation, and other basic necessities (e.g. clothing, personal care items, etc.) costs.
[6] We note that in some places, LAUSD refers to these as a single Community of Schools yet in other places they are separate.

School of Science, Art and Green Engineering (SAGE)
Cortines School of Visual and Performing Arts
Downtown Magnets HS (2 magnets and an IB programme):
Downtown Business Magnet: Academy of Finance and Academy of Fashion Design and Merchandising
Computer Science/Engineering/Multimedia
IB Programme
Roybal Learning Center (4 academies):
Sustainable Business Finance Academy (BFA)
Academy of Educational Empowerment: School of Medicine and Law (AEE)
Computer Science Academy (CSA)
Academy of Social Work & Child Development (SWCD)

MacArthur Park Community of Schools:
Miguel Contreras Complex (4 academies)[7]:
Contreras Learning Center-School of Social Justice
Contreras Learning Complex-School of Business and Tourism
Contreras Learning Center-Academic Leadership Community
Contreras Learning Center-Los Angeles School of Global Studies

There also are six charter schools serving grades 9-12 within 3.0 miles of VLGA:

Alliance College Academy HS #16 (Alliance Ted K. Tajima)
Camino Nuevo Charter HS
Central City Value
Larchmont Charter (Lafayette Campus)
LA Academy of Arts and Enterprise
Rise Kohyang HS[8]

Demographics at the traditional public high schools are pretty consistent, though the magnet programs are more racially and economically diverse. On average, the high schools in these two CoS's are 93% SED, 21% EL with another 50% RFEP, 11% SpEd and 2% Foster/Homeless. The overwhelming majority of students are Hispanic/Latino (87%), 3% Black, 6% Asian, 3% White and 1% Two+ Races.

At the area charter schools, demographics are largely similar, though Rise Kohyang has a larger Asian population (26%) with 67% Hispanic/Latino, more accurately reflective of the zip code's demographics. Larchmont Charter (whose K-8 campuses are in different zip codes with different demographics) is just 37% FRPL, 26% Hispanic/Latino, 4% Black, 20% Asian, 37% White and 11% Two+ Races, with fewer EL's (8%+19% RFEP) than other schools in the area. On average, the charter schools combined are 85% SED, 22% EL with another 51% RFEP, 14% SpEd and 3%

[7] It is unclear why Contreras' four academies have separate reporting of state test data, enrollment, etc., while Belmont, Downtown Magnets and Roybal all report as a single school, despite also having smaller academies/schools-within-the-school.
[8] We have omitted McAlister HS (part of the MacArthur Park Community of Schools) and New Village Girls Academy from this analysis as both are very small (100-ish students) Dashboard Alternative (DASS) schools that serve a special population of pregnant and parenting teen girls (or other at-risk girls); McAlister HS includes multiple sites throughout LAUSD

Foster/Homeless. The majority of students are Hispanic/Latino (76%), 2% Black, 7% Asian, 6% White and 2% Two+ Races.

EXISTING PUBLIC SCHOOLS IN THE COMMUNITY, DEMOGRAPHIC DATA 2021-22

	Total Enrollment for 2021-22	% SED	% EL	% RFEP	% SpEd	% Foster/ Homeless	% Hispanic/ Latino	% Black	% Asian	% White	% Two Races
Traditional Schools											
Downtown Community of Schools											
Belmont HS	567	96.8%	42.2%	37.7%	12.3%	4.4%	90.3%	4.1%	1.8%	1.1%	0.0%
Cortines School of VAPA	1,145	65.7%	4.9%	37.5%	14.1%	1.1%	68.60%	6.0%	4.6%	16.0%	2.8%
Downtown Business	903	84.8%	3.2%	55.3%	4.2%	0.0%	58.9%	4.0%	33.3%	2.2%	1.3%
Roybal Learning Center	976	97.1%	21.9%	56.8%	18.3%	2.3%	90.5%	2.5%	2.9%	1.3%	0.4%
MacArthur Park Community of Schools											
CLC-School of Social Justice	428	99.3%	35.0%	50.2%	7.9%	2.6%	96.3%	1.2%	1.4%	0.9%	0.2%
School of Business and Tourism at CLC	424	99.1%	34.0%	53.3%	13.4%	1.6%	96.0%	1.7%	0.7%	0.7%	0.0%
CLC-Academic Leadership Community	495	99.2%	29.3%	57.4%	11.1%	3.2%	94.7%	1.2%	0.6%	1.2%	0.0%
CLC-LA School of Global Studies	330	98.5%	33.9%	51.5%	8.8%	2.7%	96.7%	1.5%	0.9%	0.6%	0.0%
Traditional Schools Average	659	93%	26%	50%	11%	2%	87%	3%	6%	3%	1%
Charter Schools											
New Village	88	96.6%	31.8%	44.3%	18.2%	13.7%	93.2%	3.4%	0.0%	1.1%	1.1%
Alliance Ted K. Tajima	471	93.2%	14.6%	68.2%	10.0%	1.7%	96.6%	0.4%	2.3%	0.0%	0.00%
Rise Kohyang HS	454	90.1%	14.3%	57.9%	11.7%	0.2%	66.5%	3.1%	25.7%	1.5%	1.30%
Larchmont Charter	1,609	37.2%	8.4%	18.9%	12.3%	0.4%	26.0%	3.7%	19.6%	37.0%	10.90%
Camino Nuevo Charter HS	508	95.1%	21.3%	62.8%	18.1%	0.8%	87.2%	0.0%	2.6%	1.2%	0.0%
Central City Value	452	88.9%	22.3%	60.4%	13.5%	3.1%	94.7%	0.2%	0.4%	0.0%	0.0%
LA Academy of Arts and Enterprise	296	91.2%	39.5%	47.0%	10.8%	0.0%	69.6%	0.7%	0.3%	0.0%	0.0%
Charter Schools Average	554	85%	22%	51%	14%	3%	76%	2%	7%	6%	2%

Source: https://data1.cde.ca.gov/dataquest/

An overview of the 2019 CA Dashboard reports for each of these schools, copied from the attached Community Impact Assessment (CIA), is included here, with a breakdown and analysis of the data in the following pages.

CURRENT MEASUREMENTS of SCHOOL WIDE ACADEMIC PERFORMANCE in the COMMUNITY (add additional rows as needed)							
	Academic Performance Indicators				Academic Engagement Indicators		Conditions and Climate Indicator
Existing School Name	**ELA** English Language Arts	**Math** Mathematics	**ELPI** English Learner Progress	**CCI** College/Career	**Chronic Absenteeism**	**Graduation Rate**	**Suspension Rate**
District Schools							
Belmont HS[9] (3 academies within it)	RED -48.6 DFS	RED -134.1 DFS	Medium 48.2%	ORANGE 30.7%	N/A	RED 59.9%	BLUE 0%
Cortines	YELLOW	ORANGE	Low	GREEN	N/A	BLUE	BLUE

[9] We note that is unclear why Belmont, Downtown Magnets and Roybal all report their results as a single school, while Contreras' four academies are treated separately.

School of Visual and Performing Arts	+6.1 DFS	-103.7 DFS	40%	55%		95%	0.2%
Downtown Magnets HS (2 magnets that include three programs and an IB programme)	GREEN +89.9 DFS	BLUE +44.8 DFS	High 57.9%	BLUE 80.9%	N/A	BLUE 96.4%	BLUE 0%
Roybal Learning Center (4 academies)	GREEN +32.7 DFS	YELLOW -49.8 DFS	Low 41.2%	GREEN 43.5%	N/A	GREEN 83.1%	BLUE 0.2%
Contreras Learning Center-School of Social Justice	ORANGE -49.1 DFS	RED -155.7 DFS	Very Low 31.6%	ORANGE 20.2%	N/A	ORANGE 74.7%	GREEN 0.9%
School of Business and Tourism at Contreras Learning Complex	ORANGE -28.7 DFS	RED -128.6 DFS	Very Low 25.9%	GREEN 65.8%	N/A	GREEN 83%	BLUE 0.2%
Contreras Learning Center-Academic Leadership Community	YELLOW -8.2 DFS	ORANGE -101.5 DFS	Low 39.4%	ORANGE 27%	N/A	RED 62.6%	BLUE 0.2%
Contreras Learning Center-Los Angeles School of Global Studies	ORANGE -57.9 DFS	ORANGE -116.6 DFS	Very Low 25%	ORANGE 32.1%	N/A	ORANGE 68.7%	YELLOW 1%
Charter Schools							
Alliance College Academy HS #16	GREEN +61.7 DFS	YELLOW -7.5 DFS	Medium 45%	BLUE 92.3%	N/A	BLUE 96.8%	YELLOW 1%
Rise Kohyang HS	NO COLOR +61.3 DFS	NO COLOR -29.7 DFS	High 64.1%	N/A	N/A	N/A	GREEN 0.7%
Larchmont Charter (Lafayette Campus)	BLUE +52.7 DFS	GREEN +19.9 DFS	High 55.4%	BLUE 77.3%	GREEN 5.2%	BLUE 97.3%	YELLOW 1.4%
Camino	ORANGE	YELLOW	Very Low	ORANGE	N/A	ORANGE	GREEN

Nuevo Charter HS	-8.4 DFS	-107.7 DFS	30.2%	41.1%		76.5%	2.9%
Central City Value	GREEN +39.8 DFS	ORANGE -80.5 DFS	Medium 54.7%	GREEN 46.9%	N/A	YELLOW 94.7%	GREEN 0.8%
LA Academy of Arts and Enterprise	YELLOW -50.3 DFS	RED -107.2 DFS	Low 37%	ORANGE 46%	GREEN 6.7%	YELLOW 76.5%	GREEN 0.3%

Source: caschooldashboard.org

The most recent CA Dashboard reports show that Belmont HS in particular is significantly under-performing, with "red" ratings – the lowest of the five tiers – for ELA, Math, and Graduation Rate, an "orange" – the second lowest tier – for College Career Indicator (CCI), and one bright spot "blue" – the highest tier – for suspension rate. The four Contreras Learning Community (CLC) academies – the sole "resident" school for all students in the MacArthur Park Community of Schools – have all orange and red in the academic categories (ELA, Math and graduation rate), though CLC's Business and Tourism Academy earned "green" – the second highest tier – for CCI and graduation rate. Roybal, another traditional high school in the Belmont Zone of Choice (BZOC), earned green for Math, CCI and graduation rate, with a "yellow" – middle tier – for ELA. Cortines School of Visual and Performing Arts, an arts-themed high school open to students outside the BZOC, earned yellow in ELA, orange in Math, green in CCI and blue in graduation rate. And finally, Downtown Magnets, a selective admission magnet program, is the highest performer of the traditional district schools, earning all blue – the highest tier – except for ELA being green, but still well above the state average scores.[10]

For the charter schools within a three mile radius of our planned location, the outcomes are mixed. Larchmont Charter, which is a TK-12 school (so the younger students' outcomes are included), has all blue and green, with the exception of a yellow for suspension rate. Alliance Ted Fajima has yellow for math, but green for ELA and blue for both CCI and graduation rate. Central City Value is struggling with math with an orange, but green for ELA and CCI, and a yellow for graduation rate. Camino Nuevo HS has an orange in ELA (even though their score, -8.4 DFS is close to the state average – as you can see in the above chart, the other orange ratings have much lower scores). Camino Nuevo HS also has orange in CCI and graduation rate, with a yellow for Math. Finally, LA Academy of Arts and Enterprise has the charter school group's only red rating, in Math, with yellow for ELA and graduation rate, and orange for CCI.[11]

FOUR-YEAR ADJUSTED COHORT GRAD RATES (2019-20)

Data shows that there are stark differences in graduation rates between the traditional high schools and the magnet/choice and charter schools. Downtown Business Magnet boasts a 99.6% graduation rate in 2021 (the most recent year data is available), with Cortines (not exactly a magnet but similar selective process of admissions) at 95%. At the low end of the spectrum, Contreras Learning Center's School of Global Studies graduation rate for 2021 was just 63%, with Belmont HS

[10] All data sourced from CAschooldashboard.org. See also, the CIA Form and attached "evidence" files which have pdfs of each school's CA Dashboard report from 2019.
[11] All data sourced from CAschooldashboard.org.

at 64%. At the charter schools, graduation rates are higher: Alliance Tajima, Rise Kohyang and Larchmont all had impressive rates above 95%, with and Camino Nuevo at 86% and Central City at 84%; LA Arts and Enterprise is lower at 71%.

	Traditional Schools								Averages
	Belmont HS	Cortines School of VAPA	Downtown Business	Roybal Learning Center	CLC-School of Social Justice	School of Business and Tourism at CLC	CLC-Academic Leadership Community	CLC-LA School of Global Studies	
2019	58.9%	95.0%	96.4%	82.9%	74.7%	82.9%	62.3%	67.9%	77.6%
2020	57.9%	95.3%	98.2%	80.5%	65.4%	80.0%	73.9%	53.6%	75.6%
2021	64.3%	94.6%	99.6%	85.7%	72.3%	74.0%	88.3%	62.9%	80.2%

	Charter Schools						Averages
	Alliance Ted K. Tajima	Camino Nuevo Charter HS	Central City Value	LA Academy of Arts and Enterprise	Larchmont Charter	Rise Kohyang HS	
2019	96.6%	89.1%	94.7%	73.3%	97.3%	N/A	90.2%
2020	95.3%	81.7%	89.0%	76.0%	97.1%	97.5%	89.4%
2021	96.6%	86.0%	84.0%	70.6%	95.6%	98.0%	88.5%

Source: https://data1.cde.ca.gov/dataquest/

On average, the traditional schools had a 2021 graduation rate of 80%, while the charter schools in the area had an average graduation rate of 89%, higher than the LAUSD average of 81% and the statewide average of 88%.[12]

A-G Completion Rates

A comparison of the percentage of graduates who have completed the A-G requirements for admission to the UC/CSU system shows a broad disparity between the traditional schools and charter schools in the community. CLC's ALC made a huge jump in 2021, doubling their A-G rate to 81.6%, compared to 40.2% the prior year. Downtown Business had 73.4% A-G completion, while CLC's Global Studies had just 47.5% A-G (their rate also almost doubled, from 26.9% the prior year). Conversely, two of the six charter schools had 100% A-G completion in 2021 (and we assume Rise Kohyang has a reporting error as they show 0% for 2021, when they had 100% the prior year), a fourth charter school had 98.8% and the last at 84.8%.

	Traditional Schools								Averages
	Belmont HS	Cortines School of VAPA	Downtown Business	Roybal Learning Center	CLC-School of Social Justice	School of Business and Tourism at CLC	CLC-Academic Leadership Community	CLC-LA School of Global Studies	
2019	61.2%	74.4%	78.3%	61.1%	75.7%	70.7%	64.8%	50.9%	67.1%
2020	46.4%	54.7%	67.8%	44.2%	57.5%	46.4%	40.2%	26.9%	48.0%
2021	60.10%	66.3%	73.4%	61.4%	66.7%	59.2%	81.6%	47.5%	64.5%

[12] https://data1.cde.ca.gov/dataquest/dqcensus/CohRate.aspx?agglevel=district&year=2020-21&cds=1964733.

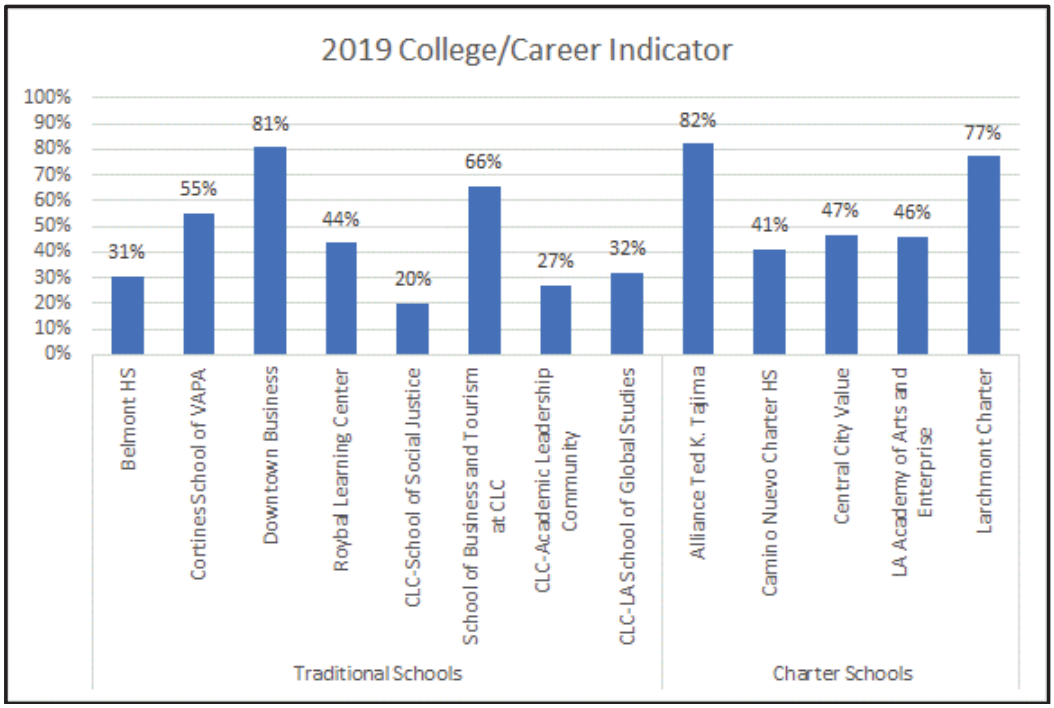
	Charter Schools						Averages
	Alliance Ted K. Tajima	Camino Nuevo Charter HS	Central City Value	LA Academy of Arts and Enterprise	Larchmont Charter	Rise Kohyang HS	
2019	98.2%	100.0%	73.8%	97.7%	100.0%	N/A	93.9%
2020	100.0%	100.0%	72.2%	97.4%	84.2%	100.0%	92.3%
2021	98.8%	100.0%	84.8%	100.0%	90.8%	0.0%	79.1%

Source: https://data1.cde.ca.gov/dataquest/

On average, only 64.5% of traditional high school students in the area completed A-G requirements to be eligible for admission to the UC/CSU system. This is compared to 79.1% of charter school students in the area – or, if Rise Kohang is assumed to be at 100% like the prior year, then the *charter school average is 95.7% A-G completion*, well above the LAUSD rate of 58.5% and statewide A-G rate of 51.8% in 2021.

COLLEGE/CAREER INDICATOR (2019)

On the 2019 California Dashboards, the College/Career Indicator (CCI) indicates that many of the schools are struggling to achieve strong outcomes for their students' college and career preparedness. Only three of the eight traditional schools (Downtown Business, CLC School of Business and Tourism and Cortines) and two of the charters (Alliance Tajima and Larchmont) have achieved >50% CCI. At the CLC School of Social Justice, only 20% of students measure as college/career ready.

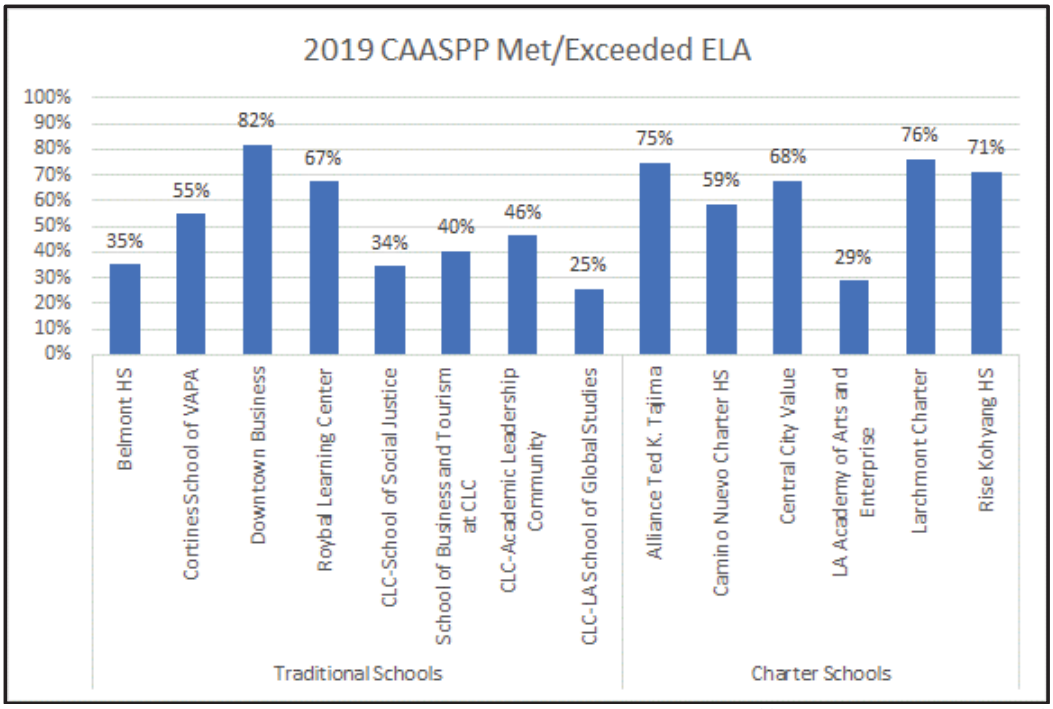


**No 2019 CCI scores for Rise Kohyang Source: https://www.caschooldashboard.org/*

On the 2019 CAASPP exams (the most recent data available due to the pandemic), Downtown Magnet is again the strongest performer across all schools with 82% Met/Exceeded in ELA – the

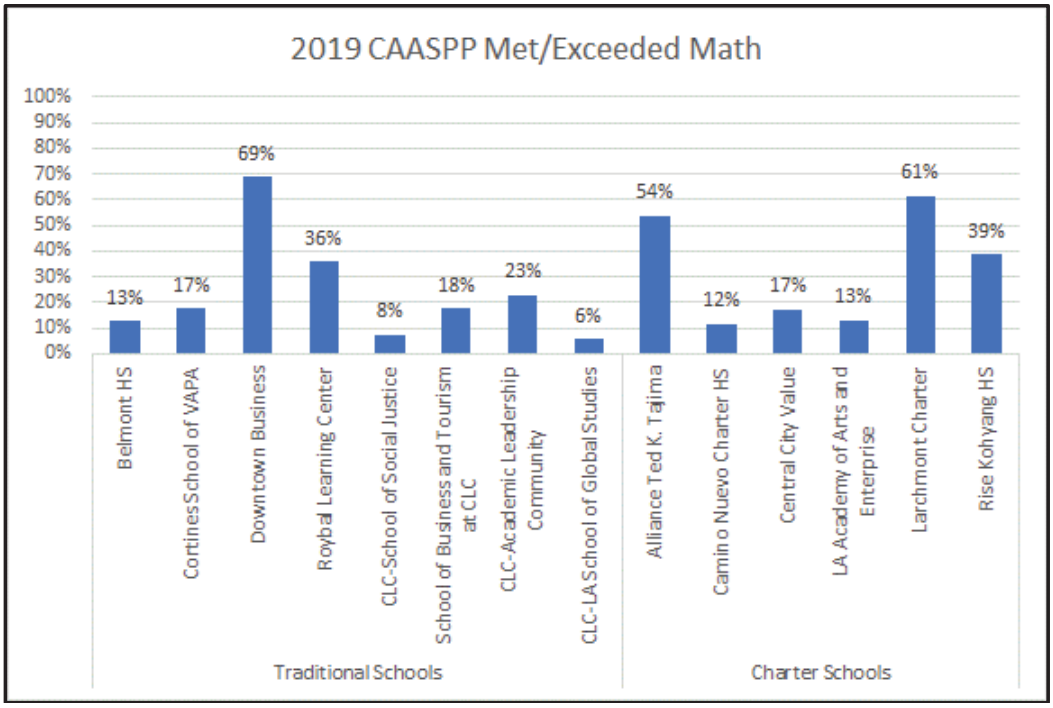
next closest traditional high school is Roybal at 67%, a 15 percentage point difference. The remaining traditional schools range from 25% to 55% Met/Exceeded in ELA. The highest performing charter is Larchmont (though this includes K-12) at 76% Met/Exceeded in ELA, followed closely by Alliance Tajima with 75% Met/Exceeded; LA Arts and Enterprise is an outlier among the charters and approximately half the next lowest score, with just 29% Met/Exceeded in ELA (compared to Camino Nuevo at 59%).

CAASPP



Source: https://caaspp-elpac.cde.ca.gov/caaspp/

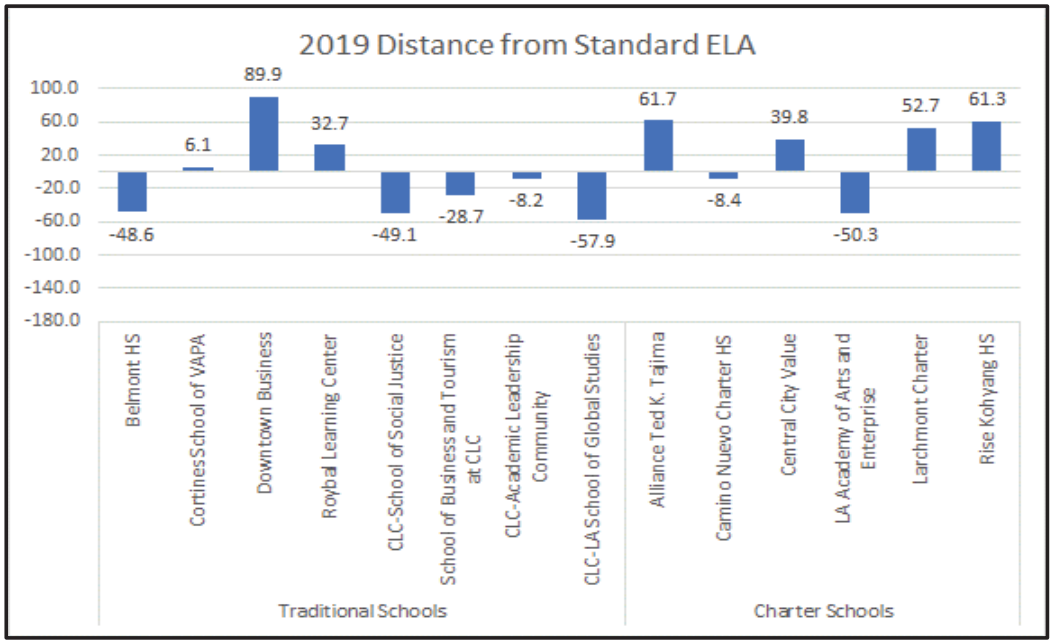
In Math, similarly, Downtown Magnet was 69% Met/Exceeded – almost double the next highest traditional school, Roybal, at 36% Met/Exceeded. The remaining traditional schools range from 6% Met/Exceeded in Math (CLC School of Global Studies) to 23% (CLC Academic Leadership Community). For the charters, Met/Exceeded rates in Math range from 12% (Camino Nuevo) to 61% (Larchmont, though again this is K-12).



Source: https://caaspp-elpac.cde.ca.gov/caaspp/

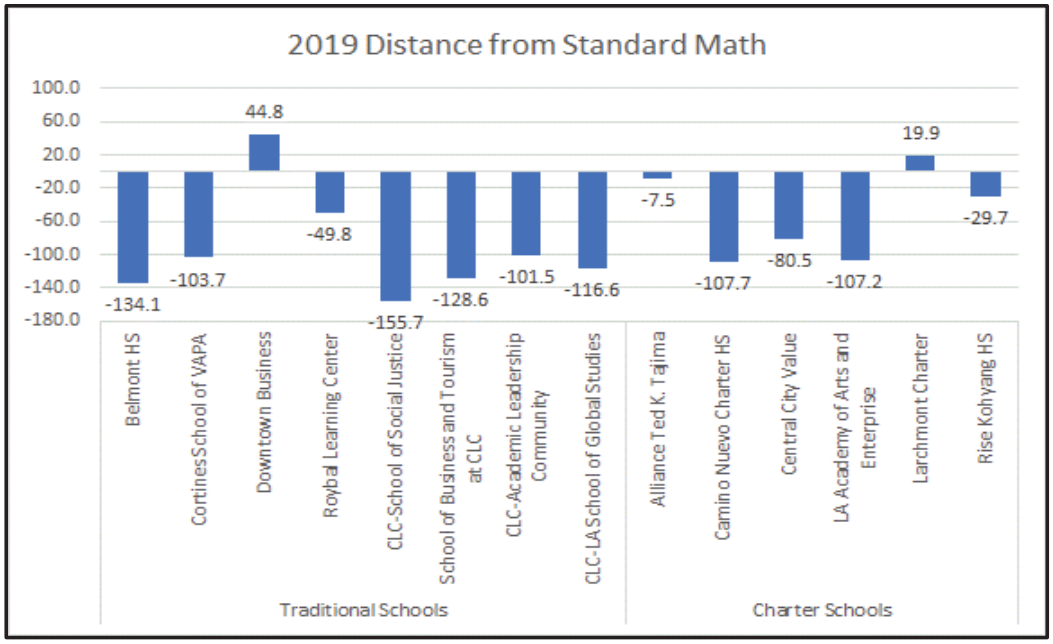
Looking at CAASPP scores using Difference From Standard (DFS), used on the California Dashboards, shows that three of the eight traditional schools (Downtown Magnet, Roybal and Cortines) were "above standard" in ELA, while four of the six charter schools (Alliance Tajima, Central City, Larchmont and Rise Kohyang) were above standard.

DFS



Source: https://www.caschooldashboard.org/

In Math, just one of the traditional schools (Downtown Business) and one charter (Larchmont) are "above standard."



Source: https://www.caschooldashboard.org/

VLGA will offer students and families in this community another option for a small, high-performing high school.

VLGA Will Meet the Specific Education Interests, Backgrounds and Challenges of Students in Los Angeles

Beyond the demographic characteristics of the target community in Los Angeles that are detailed above, and the demographics and performance of the existing traditional public schools in the target neighborhood, the specific educational interests, backgrounds or challenges of students in the community are well-known to VLGA as we have been serving this community with Vista Charter Middle School since 2010, and Vista Horizon Global Academy (TK/K-5) since 2019. We know our students experience high rates of childhood trauma borne out of their experiences with poverty, including strains on the family such as housing and food instability.

Notably, all of the foregoing data is pre-pandemic; we are only beginning to learn the full impact of the pandemic on our youth. An *L.A. Times* October 2021 analysis of data showed:

- The gap in grades that existed before the pandemic between Black and Latino students and white and Asian counterparts widened to as much as 21 percentage points.
- Elementary school reading scores dropped 7 percentage points overall, while gaps between Black and Latino students and white and Asian classmates grew to 26 percentage points or more.
- More than 200,000 students are not meeting grade-level goals in math and reading.[13]

Chronic absenteeism has skyrocketed, from an already-high 19% prior to the pandemic to 46% in 2021-22 as of March 2022.[14] "In addition to surging COVID-19 cases at the end of 2021, schools have faced severe staff shortages, high rates of absenteeism and quarantines, and rolling school closures. Furthermore, students and educators continue to struggle with mental health challenges, higher rates of violence and misbehavior, and concerns about lost instructional time."[15] One study from March 2021 concluded that:

- More than 13,000 middle and high school students consistently disengaged in fall 2020. An additional 56,000 did not actively participate on a daily basis.
- Two in three students are falling behind in literacy and math.
- Black and Latino students have been disproportionately affected.[16]

Especially alarming is the "warning flag" raised by the study's authors: "'Within the next four years alone, 40,000 current LAUSD high school students or more are at risk and could potentially not earn

[13] Esquivel, P., Lee, I., *Falling grades, stalled learning. L.A. students 'need help now,' Times analysis shows*, L.A. Times, October 21, 2021, https://www.latimes.com/california/story/2021-10-21/covid-era-learning-challenges-lausd-after-school-closures
[14] Esquivel, P., Nearly half of LAUSD students have been chronically absent this year, data show, L.A. Times, March 31, 2022, https://www.latimes.com/california/story/2022-03-31/lausd-students-chronic-absent-amid-covid-pandemic
[15] Kuhfeld, M., et al, *The pandemic has had devastating impacts on learning. What will it take to help students catch up?*, Brookings, March 3, 2022; https://www.brookings.edu/blog/brown-center-chalkboard/2022/03/03/the-pandemic-has-had-devastating-impacts-on-learning-what-will-it-take-to-help-students-catch-up/

[16] Blume, H. *LAUSD students suffered 'alarming' academic harm during pandemic, report says*, L.A. Times, March 31, 2021. Retrieved from https://www.latimes.com/california/story/2021-03-31/lausd-covid-data-show-alarming-learning-harm-report on December 15, 2021.

their high school diploma.'"[17] The National Alliance on Mental Illness has also collected data and reporting on the impacts of the pandemic on our children and youth,[18] including this, from the New York Times:

> The shuttering of the American education system severed students from more than just classrooms, friends and extracurricular activities. It has also cut off an estimated 55 million children and teenagers from school staff members whose open doors and compassionate advice helped them build self-esteem, navigate the pressures of adolescence and cope with trauma….mental health experts worry about the psychological toll on a younger generation that was already experiencing soaring rates of depression, anxiety and suicide before the pandemic….[19]

According to the *2021 County Health Rankings for California*, Los Angeles County ranks 58 out of 58 counties for Physical Environment, which includes Housing, transit, air and water quality factors; 33% of Los Angeles County residents experience "severe housing problems," which means they experience at least one of four housing problems: overcrowding, high housing costs, or lack of kitchen or plumbing facilities.[20] Lack of appropriate access to health care and other supports, drug and alcohol abuse, teen pregnancy, gang involvement and other factors contribute further to childhood trauma, as children witness and experience violence and these other challenges in their neighborhood and even their own homes.

Unsurprisingly, with the economic and other stressing impacts of the pandemic, crime rates across Los Angeles have increased. After increases in 2020 and 2021, the homicide rate during just the first half of 2022 has set records, with homicides up 35% in Los Angeles in just two years.[21] Overall, violent crime has increased 8% across the city. Gang-related crime, domestic violence, and crime among the homeless have all increased.[22] In our neighborhood, the statistics – and their very real impact on our students and families -- are a concern.

The impact of traumatic events on a child's ability to learn and develop is a common challenge and impediment to accessing opportunity for students. National data indicates that one in four children experience a traumatic event in their lifetime that can affect learning and development;[23] one study on the mental health of students in LAUSD (*pre-pandemic)* revealed that *98% of students* reported experiencing at least one traumatic event over the past 12 months and around 50% suffered moderate-to-severe PTSD from family and neighborhood traumas like the death of a loved one, poverty, a parent suffering addiction or incarceration, or gang violence.[24] In a 2013-2014 screening of 572 Los Angeles students, 88% reported experiencing *three or more* traumatic events.[25] We expect similar rates for the

---

[17] Ibid.
[18] https://namica.org/school-during-the-pandemic-mental-health-impacts-and-help-for-students-and-families/.
[19] Levin, D. *in a World 'So Upside Down,' the Virus Is Taking a Toll on Young People's Mental Health,* N.Y. Times, May 20, 2020, https://www.nytimes.com/2020/05/20/us/coronavirus-young-people-emotional-toll.html
[20] www.countyhealthrankings.org
[21] https://www.bloomberg.com/news/articles/2022-06-28/los-angeles-murders-up-35-in-two-years-as-gun-violence-surges; Rector, K., *Inside an LAPD Crime Briefing: Homicides, 'Hood Days' and 'Compounding' Violence,* L.A. Times, October 31, 2021. Retrieved https://www.latimes.com/california/story/2021-10-31/inside-lapd-crime-briefing on Dec. 15, 2021.
[22] Ibid.
[23] The National Child Traumatic Stress Network, "Facts & Figures". Retrieved from http://www.nctsn.org/resources/topics/facts-and-figures on 6/26/17
[24] The Need for School Mental Health Services in LAUSD. Retrieved from http://achieve.lausd.net/Page/2170 on 6/26/17
[25] An Integral Part of The Education team. Retrieved from https://achieve.lausd.net. on 4/4/19

students we will serve at VLGA. Research supports that even *one* traumatic event influences the brain enough to alter development, such as increasing symptoms of depression, irritability, aggressive behaviors, and anxiety while decreasing attention/focus, short- and long-term memory, communication and language skills.[26]

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

Based on our years of experience working with this community, and our success in achieving strong outcomes for these students, we are confident that VLGA will offer families who reside in LAUSD an option for their students to attend a high-performing public high school that is carefully designed to meet their needs, developed from the strong foundation that VCPS has established. VCPS is founded on the vision of improving educational and life outcomes for students in communities where poverty and crime rates are high, and educational attainment and outcomes in local public schools are low.

VLGA Will Meet the Intent of the CA Charter Schools Act of 1992 and LAUSD Priorities

Building on the success VCPS has established over the past decade, the new Charter School will operate in accordance with the Charter Schools Act of 1992, and consistent with the intent of the California Legislature "to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following":[27]

> *(a) Improve pupil learning:* through extensive research and the Framework for Student Engagement (explained below), through a unique combination of global competence, STEAM preparedness, and Social Emotional learning.
> *(b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving*: led by the Student Support Team, the Charter School will provide a Multi-Tiered System of Supports for all learners, including those who are academically low achieving, with targeted intervention and support including flexible class grouping, adaptive online learning programs, extended days and intervention/enrichment groups in order to increase learning opportunities for all students.
> *(c) Encourage the use of different and innovative teaching methods*: by providing comprehensive and ongoing professional development and coaching to all of our instructional staff, teachers will be encouraged to differentiate instruction for all students using a variety of instructional strategies rooted in the work and research of experts.
> *(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site*: by providing teachers with the time and support to collaborate and select specific curriculum for lessons and plan differentiated learning based on student data to ensure each individual student's needs are met.
> *(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system*: VLGA will offer families in the Los Angeles community a choice to enroll their grades 9-12 children a small school alternative to the

[26] How Does Trauma Affect Children? Retrieved from http://traumaawareschools.org/impact on 4/4/19
[27] CA Ed. Code § 47601.

neighborhood resident schools, with a global and STEAM focus that includes CTE Pathways in Health Science, Business and Climate Change.
*(f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability system*s: with the Charter School striving to meet ambitious goals each year for student achievement and success detailed in the charter petition and annual Local Control and Accountability Plan (LCAP), with transparent accountability to the VCPS Board of Directors, the charter authorizer, and all stakeholders.
(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools; while we do not subscribe to "competition" between public schools, VCPS is committed to collaboration with other schools in LAUSD to disseminate our best practices in meeting the needs of underserved students. (Cal. Ed. Code Section 47601.)

VLGA MEETS THE REQUIREMENTS OF THE CHARTER SCHOOLS ACT AND THIS CHARTER MUST BE APPROVED

In accordance with the recently amended provisions of the California Education Code, we respectfully submit that the Board of LAUSD should find that this charter petition to establish VLGA for a five-year charter term must be approved. As detailed in the Education Code:

> (c) In reviewing petitions for the establishment of charter schools pursuant to this section, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that the establishment of charter schools should be encouraged. The governing board of the school district shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice and with the interests of the community in which the school is proposing to locate. The governing board of the school district shall consider the academic needs of the pupils the school proposes to serve. The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings . . . .[28]

We address each of the eight potential findings[29] in turn:

Criteria	Met/Not Met	Notes
(1) VLGA presents [a sound] educational program for the pupils to be enrolled in the charter school.	**Met**	See Elements 1-3, 6 and 10. Our research-based program will offer a rigorous, standards-aligned educational program for grades 9-12.
(2) VLGA demonstrably [is likely to successfully implement] the program set forth in the petition.	**Met**	See Elements 4-5, Tabs 2, 5, 7, 8, 10, 11, 13; the Founding Team has extensive, diverse experience and expertise – including founding and leading the five existing Vista charter

[28] Education Code §47605(c).
[29] Education Code §47605(c)(i)-(viii).

		schools -- that will support the design, development and implementation of successful new charter school.
(3) The petition contains the number of signatures required by subdivision (a).	**Met**	See Tabs 1 and 5 (teacher signatures, credentials and resumes from five teachers, well in excess of the 50% required based on Y1 enrollment of 125 students with six teachers on staff); we also have attached some parent signatures collected to date.
(4) The petition contains an affirmation of each of the conditions described in subdivision (e).	**Met**	See Assurances, Affirmations and Declarations (before Element I).
(5) The petition contains reasonably comprehensive descriptions of Elements 1 through 15, as detailed in the Education Code.	**Met**	See Elements 1-15.
(6) The petition contains a declaration that the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.	**Met**	See Assurances, Affirmations and Declarations (before Element 1) and Element 13.
(7) The charter school is [demonstrably likely to serve the interests] of the entire community in which the school is proposing to locate. Analysis of this finding shall include consideration of the fiscal impact of the proposed charter school. A written factual finding [for denial] under this paragraph shall detail specific facts and circumstances that analyze	**Met**	See narrative just below this table; Tab 13 (Community Impact Assessment).

and consider the following factors: (A) The extent to which the proposed charter school would substantially undermine existing services, academic offerings, or programmatic offerings. (B) Whether the proposed charter school would duplicate a program currently offered within the school district and the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school intends to locate.		
(8) The school district [is positioned] to absorb the fiscal impact of the proposed charter school. A finding that the district cannot absorb the fiscal impact of the new charter school is satisfied if it has a qualified interim certification pursuant to Section 1240 and the county superintendent of schools, in consultation with the County Office Fiscal Crisis and Management Assistance Team, certifies that approving the charter school would result in the school district having a negative interim certification pursuant to Section 1240, has a negative interim certification	**Met**	LAUSD has a positive certification, thus (8) does not apply.[31]

[31] California Department of Education. Interim Status. Accessed on August 28, 2021. https://www.cde.ca.gov/fg/fi/ir/interimstatus.asp.

pursuant to Section 1240, or is under state receivership. Charter schools proposed in a school district satisfying one of these conditions shall be subject to a rebuttable presumption of denial.[30]		

Regarding the seventh criteria considering the "fiscal impact" of VLGA on the District, while we reserve the option to apply for a Proposition 39 co-location, our intent is to occupy a private facility, first at 2600 W. Temple Street, Los Angeles, CA 90026, the current location of Vista Charter Middle School. For our long-term facilities' needs, we are working with Red Hook Capital to identify a suitable property in the community to develop. As a matter of facilities or operations, VLGA will have a negligible impact on LAUSD.

While many authorizing districts may have concerns about the fiscal impact of new charter schools on their own bottom line as they face declining enrollment, our enrollment of 500 high school students by the time we reach full capacity in Y4 should not have a negative impact on a school district that has more than 600,000 students.

As detailed in the District's required Community Impact Assessment (CIA), which is attached at Tab 13 -- along with 156 separate pieces of "evidence" *totaling several thousand pages* – the addition of VLGA to the community will not impact any single school's enrollment or negatively undermine their programs. (See Section 6 of the CIA). Moreover, the existing traditional and charter high schools in the community are not providing the type of services, academic offerings and programmatic offerings that VLGA will provide. As detailed in Section 5.c. of the attached CIA:

> Across the five traditional public high schools (which include 14 different smaller learning academies) and six charter schools detailed above, VLGA of course shares some common traits: some of the schools offer some PBL and hands-on learning, some offer interdisciplinary learning, some offer PLTW, many have partnerships with community service organizations and businesses; some offer CTE pathways and some offer dual enrollment options; all offer some degree of psycho-social and college counseling (with widely varying capacity), parent engagement (in varying degrees), and student clubs and a variety of electives. Yet <u>none</u> of these schools offers:
>
> - Vista's Framework for Engagement
> - Partnership with and curricula from Community Catalyst Partners International Student Study Network (ISSN)
> - CTE Pathways in Business (similar pathways focus more on finance/accounting – e.g., Downtown Magnets and Roybal -- or business and tourism (Contreras), rather than our international business focus), or especially our exciting new Climate Change pathway that is currently being developed with university partners. (Roybal's School of Law and Medicine does offer PLTW courses in bio-med). Based on our research, none of the area charter schools offers CTE Pathways and only one, Alliance Tajima, offers dual enrollment classes.
> - Advisory/Global Hour for *daily* personalized targeted supports and *daily* tutoring during Zero Period.

[30] Education Code § 47605(c).

- Full-time on-site School Psychologist and additional psycho-social supports and SEL throughout the program, including Way of Council.

Nor do any of these schools (traditional or charter) offer VLGA's particular combination of approaches for engaging, personalized, data-driven instruction with a focus on global competencies, STEAM integration, MTSS, integrated and designated ELD, intensive parent engagement strategies including home visits, and intensive teacher PD and coaching with Formal PD, Collaborative Planning Time, PLCs, Coaching, Instructional Rounds, etc. VLGA will build upon the success of our elementary and middle school programs to offer a seamless TK-12 learning experience (only one other nearby school, Larchmont Charter, offers a TK-12 model, though their elementary and middle grades campuses are located well outside our target community). (Tab 13, CIA Form and Evidence.)

Finally, we note that most of the existing LAUSD high schools available to students in the Downtown and MacArthur Park Communities of Schools are struggling to realize strong academic outcomes for the students they serve, as indicated by the data shown here and in Section 6 of the CIA. We are confident that this charter petition to establish VLGA in Los Angeles presents an exemplary public school option for families of children in grades 9-12, and we look forward to partnering with LAUSD to offer an important option for families in the District.

Enrollment Plan

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

Grade	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28
9	125	125	125	125	125
10		125	125	125	125
11			125	125	125
12				125	125
Total Enrollment	125	250	375	500	500

GOALS AND PHILOSOPHY

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

Mission and Vision

The mission of VLGA is to create a college and career preparatory learning environment that allows students to have power in developing their identity within personal, interpersonal and educational realms as they pursue a pathway of study in Health Science, Business or Climate Change. We will provide a quality education for all students by creating a learning community that involves students in

their development of the knowledge, skills, attitude, behaviors, aspirations, and beliefs needed to be successful in college and careers as well as the development of life-long learning skills.

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

We will achieve our mission and vision based on extensive research and the Framework for Student Engagement (explained below), through a unique combination of global competence, STEAM preparedness, and Social Emotional learning. We see these areas not as separate foci, but rather as a nested symbiotic grouping that works together to transform the school experience.

The Framework for Engagement has been developed by our Superintendent, Dr. Donald Wilson, and a team of USC scholars as an important lens through which all programs and practices are developed and selected. This framework necessitates that a shift in instructional practice is required to ensure the personalized learning experience is created to develop globally competent students. This shift in practice is commonly referred to as a move away from the "sage on the stage" model, in which the teacher directly delivers instruction through lecturing, to the "guide on the side," in which teachers act as a coach and facilitate a more personalized learning experience and is based on a constructivist view in which, optimally, the classroom provides a series of experiences that prompt students to actively construct their own knowledge and learning.[32] At VLGA, we will use this as an important lens through which all programs, processes, and practices are chosen and developed.

The VCPS global educational approach combines teaching global competencies through Asia Societies International Study Schools Network.[33] We believe that globally competent students have broad skill sets with the disciplines that are becoming increasingly important to access the American dream: science, technology, engineering, and math. The arts allow students to access the creative heart of these disciplines and are an important part of developing a world-consciousness and ethos that keeps the needs of humanity at the center of our students' "why" questions. When students are given a context for their learning (global education), and the tools to excel and apply them to the real world (STEAM), the outcome is deep engagement and a life-long love of learning.

Finally, through carefully designed school structures, policies and programs, VLGA will provide our students with a learning environment and social-emotional learning to help them develop into self-motivated, competent, global citizens. Kagan strategies,[34] Way of Council[35] and other acclaimed programs help engage our students and develop their capacity for success.

---

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

[33] Asia Society. Center for Global Education International Studies Schools Network. Accessed from https://asiasociety.org/international-studies-schools-network.

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

[35] Ways of Council. The Council Path. Accessed from https://waysofcouncil.net/the-council-path/.

AN EDUCATED PERSON IN THE 21ST CENTURY

Developed at the turn of the 20th century, our current educational system was designed to meet the needs of the industrial revolution, with its emphasis on factory and assembly-line production jobs.[36] Unfortunately, a person time-traveling from 1918 to 2018 would feel too much at home, too familiar with the classroom culture at many schools across California and our nation. Too many students are still asked to sit quietly for six hours each day, as their teachers lecture, or they are asked to work silently on isolated skills and have faith that these will somehow be relevant in their adult lives.

This pedagogical style may have been appropriate when our country needed workers able to do the same task, over and over, on one part that would eventually be one piece of a car, boat, or machine. Those jobs met the needs of an industry-based society; workers today need the technical skills to manage—and succeed—in an increasingly complicated high-tech and automated world. On a daily basis, the media reports on the effects of this new economy and what it means to be a qualified worker today.[37] Workers in traditional occupations are experiencing some of the most profound impacts, as car manufacturing plants, factories, and coalmines close, giving way to innovations in manufacturing and energy development. A 2013 Oxford University study predicted that roughly 700 common jobs are susceptible to future automation.[38] Another recent study out of University of Redlands' Institute for Spatial Economic Analysis showed that approximately 60% of the Southern California workforce is vulnerable to being replaced by automation in the next 10 to 20 years.[39] The world around us is rapidly evolving, and so our schools must also evolve.

Mastery on standardized tests and traditional approaches to the acquisition of knowledge are not sufficient for today's youth. With an ever-widening opportunity gap preventing youth from contributing meaningfully in today's society and economy, we must step back and reassess both *how* children at different stages of development learn and the environments that best nurture learning. Schools with experiential and hands-on learning models – *that is, where students are building the independence to think deeply, test ideas, solve problems, and reflect on their own learning and growth*– are teaching us something profound about student learning and potential. It is increasingly clear that both academic (up to and through college) and life success in the 21st century demands the development of deeper learning, cultural competency, and social emotional skills that develop both our humanity and our career-readiness.[40]

At VLGA, we believe that if students are to successfully enter into college and career, they should be educated in a way that prepares them to be adaptable, creative, critical thinkers; they must be equipped with the basic attributes and technological skills that will allow them to pursue current innovative occupations, and they must be nimble enough to take advantage of opportunities that may not even exist yet. VLGA's unique educational approach will combine teaching global competencies in tandem

[36] Spring, J. (2017). *American education*. Routledge.
[37] McKinsey Global Institute. (2017). Technology, jobs and the future of work. Accessed from https://www.mckinsey.com/featured-insights/employment-and-growth/technology-jobs-and-the-future-of-work.
[38] Frey, C. B., & Osborne, M. (2013). The future of employment.
[39] Semuels, A. (2017). The Parts of America Most Susceptible to Automation. *The Atlantic.* Accessed from: https://www.theatlantic.com/business/archive/2017/05/the-parts-of-america-most-susceptible-to-automation/525168/.
[40] National Research Council. (2013). *Education for life and work: Developing transferable knowledge and skills in the 21st century*. National Academies Press.

with a STEAM curriculum, thus providing our students both the social capital and technological skills to ethically compete in rigorous post-secondary schools and a global economy.

We believe that 21st century competence starts with global competence.[41] Preparing all students for college, work and civic roles requires the ability to compete, connect, and cooperate on an international scale. Global competence starts by being aware, curious, and interested in learning about the world and how it works.[42] Students will be able to ask globally significant questions, analyze evidence from multiple sources, and develop an argument that draws defensible conclusions. Students will recognize that because they have a unique perspective that someone else may not share, it is essential to listen and consider views that are divergent from their own.

Students who are 21st century-ready and globally competent effectively communicate their ideas with diverse audiences, often through the use of appropriate technology.[43] By applying what they have learned, our students will translate their ideas into appropriate actions to discover solutions to local and global challenges.

Virtually every major issue in the 21st century—from climate change to national security to public health—has a global dimension. In this age of technology, information is shared globally almost instantaneously. And, with over 200 million migrants worldwide, migration and immigration are creating societies that are enormously diverse, linguistically and culturally. More than ever, people, cultures, and nations are interdependent. Schools must therefore prepare students to solve problems on a global scale and participate effectively in a global economic and civic environment. Put simply, schools must prepare students to be *globally competent.*

VLGA, as a part of the VCPS organization, will be a member of the Community Catalyst Partners' International Student Study Network (ISSN), which will serve as a foundation for our global studies. Community Catalyst Partners is the leading educational organization dedicated to promoting mutual understanding and strengthening partnerships among peoples, leaders, and institutions of Asia and the United States in a global context. Since its inception, Community Catalyst Partners' ISSN has built a broad network of high-performing, globally oriented schools that demonstrate what a rigorous global education can do for a largely low-income, urban student population. VLGA will work with the ISSN to provide a rich, global curriculum that engages students by helping them to investigate and address real-world problems, communicate ideas, and weigh diverse perspectives.[44] Community Catalyst Partners and the ISSN schools have designed a robust approach to performance-based learning and assessment that has implications well beyond the network, offering lessons for policymakers and practitioners concerned about preparing students to live and work in an increasingly complex world.

Supported by a foundation of knowledge and understanding developed through rigorous disciplinary and interdisciplinary study, the 21st century learner is globally competent and able to do the following:

Investigate the World. Globally competent students ask and explore critical questions and "researchable" problems that are *globally significant*, addressing important phenomena and events that

[41] Deardorff, D. K. (Ed.). (2009). *The SAGE handbook of intercultural competence*. Sage.
[42] Pusch, M. D. (2009). The interculturally competent global leader. *The SAGE handbook of intercultural competence*, 66-84.
[43] Hutchison, A., & Beschorner, B. (2018). Mobile Devices and Multimodal Textual Practices. In *Mobile Technologies in Children's Language and Literacy: Innovative Pedagogy in Preschool and Primary Education* (pp. 83-97). Emerald Publishing Limited.
[44] Asia Society. Center for Global Education International Studies Schools Network. Accessed from https://asiasociety.org/international-studies-schools-network.

are relevant in their own communities and communities across the globe. Globally competent students can articulate the significance of their questions and know how to respond to questions by identifying, collecting, and analyzing credible information from a variety of local, national and international sources. They can connect the local to the global, for example, by explaining how a local issue like their school recycling program is one part of a global process with economic, social, and environmental relevance.[45]

Weigh Perspectives. Globally competent students recognize that they have a particular perspective to which others may or may not subscribe. Importantly, such students are able to articulate and explain the perspectives of other people, groups, or schools of thought and identify influences on these perspectives, including how differential access to knowledge, technology, and resources can affect people's views. Their understanding of others' perspectives is deeply informed by historical knowledge about other cultures as well as by contemporary events. They can compare and contrast their perspectives with others, and, where appropriate, integrate these diverse viewpoints to construct a new, deeply considered one.[46]

Communicate Ideas. Globally competent students understand that audiences differ on the basis of culture, geography, faith, ideology, wealth, and other factors, and that they may see different meanings in the same information. They can effectively communicate, verbally and non-verbally, with diverse audiences. Globally competent students are able to situate themselves in a variety of cultural contexts, organize and collaboratively participate in diverse groups, and work effectively toward a common goal. Globally competent students are media and artistically savvy; they know how to choose and effectively utilize appropriate technology and media to communicate with disparate audiences, including through respectful online social networking. While English remains the dominant language of business and trade, speaking another language is important for collaborating across borders. Students receive Spanish language instruction as well as literacy in English. Building literacy in English and Spanish reinforces pride in our students' primary language (mostly Spanish) and validates the diverse cultures they come from. VLGA will also provide access to language instruction for an Asian language once enrollment increases to capacity.

Take Action. What skills and knowledge will it take to go from learning *about* the world to making a difference *in* the world? First, it takes seeing oneself as capable of making a difference. Globally competent students see themselves as players, not bystanders. They're keenly able to recognize opportunities-- from targeted human rights advocacy to creating the next out-of-the-box, must-have business product we don't even know we need. Globally competent students ethically and creatively envision and weigh options for action, assess the potential impact of that action, take into account diverse opinions and potential consequences of the action, and show courage to execute a plan and reflect on it later.

Apply Disciplinary and Interdisciplinary Expertise. Global competence requires that students master content knowledge detailed in the California Common Core State Standards and apply appropriate methods of inquiry within and across disciplines as historians, scientists, and artists. Global competence also requires being equipped to understand prevailing world conditions, concerns, and trends through an interdisciplinary lens. A competitive advantage will go to those students who are aware of global events, can comprehend the intersections of environmental, financial, social, and other systems, and

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

understand how the balance of power between societies and cultures has significant short- and long-term consequences. Globally competent students are life-long learners. They are able to adapt, contribute knowledge, and participate in dialogues about a rapidly evolving world.

Finally, we note that the three college/career pathways offered by VLGA (Health Science, Business and Climate Change) are each of critical importance and relevance in real time world events. The current Covid-19 pandemic, global challenges relating to climate change, and debates over international trade and business are all receiving heightened attention in the media and public eye. Our students will be able to engage in meaningful, dynamic learning that motivates them to see a role they can play in participating in these ongoing debates and discussions and having a real impact on the world around them.

HOW LEARNING BEST OCCURS

At VLGA, we believe that learning best occurs when students are engaged academically, socially and emotionally. Student engagement will be at the heart of the VLGA learning experience. We see engagement as an act that connects us to each other and to the physical world. Engaged students are focused, actively involved in school's social and educational opportunities, and academically successful.[47]

While there have been some overall improvements for all students of all races, the achievement gap has persisted, with a majority of Black and Latino students across the United States still lagging far behind their White counterparts.[48] There is increasing academic interest and emphasis on the importance of supportive instructional strategies such as scaffolding and formulating safety nets for at-risk students.[49] Research has increasingly demonstrated that engagement is a critical factor in positive student outcomes.[50] This is crucially important as many researchers regard the opposite of engagement as disengagement,[51] which is a primary factor in poor performance, dropout rates, and even prison for Black and Latino boys.[52] Multiple studies have shown a significant correlation between engagement and achievement.[53] With researchers suggesting that between 25% and 66% of students may be disengaged,[54] engagement may be the North Star for promising practices that address the needs of at-risk students.

---

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

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

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

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

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

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

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

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

A priority for VLGA is to close the achievement gap for our target student population, historically underrepresented students. Research that drives the design for our educational program is based on conclusions for how learning best occurs for these at-risk student populations.[55] Research identifies the lack of students' social capital as one of the main factors that contributes to performance gaps for urban students. Stanton-Salazar (1997) defines social capital as institutional resources and opportunities, such as knowledge of school programs, academic tutoring and mentoring, and how to access assistance with career decision-making and college admission.[56] For a great number of economically disenfranchised students attending urban schools, access to social capital is severely limited, if not completely absent from their social context.[57] Therefore, VLGA will prioritize increasing our students' social capital within the design of our educational program.

VLGA will use a framework applied in recent studies examining the role of engagement in outperforming urban schools. This framework consists of three separate but interrelated types of student engagement: (a) emotional, (b) behavioral, and (c) cognitive.[58] The researchers found that when emotional, behavioral, and cognitive engagement are optimized, students can experience a state of "flow" wherein students are profoundly absorbed in a task to the point of losing awareness of time and space.[59]

Behavioral engagement. Behavioral engagement is generally defined quantitatively through attendance rates, office referrals, suspensions, and expulsions.[60] It may also be measured qualitatively and includes paying attention, responding to teacher's questions, asking for help, and discipline issues such as following rules and acting respectfully toward teachers and classmates.[61] Research is clear that behavioral engagement has a significant effect on achievement.[62] This strong correlation to achievement gives hope to the idea that learning how to manipulate engagement behaviors may provide important pathways to narrowing or closing the achievement gap.

[55] Christenson, S. L., Reschly, A. L., Appleton, J. J., Berman, S., Spanjers, D., & Varro, P. (2008). Best practices in fostering student engagement. In *Best practices in school psychology V*(pp. 1099-1120). National Association of School Psychologists.
[56] Stanton-Salazar, R. D. (1997). A social capital framework for understanding the socialization of racial minority children and youths. *Harvard educational review*, *67*, 1-40.
[57] Roderick, M., Nagaoka, J., & Coca, V. (2009). College readiness for all: The challenge for urban high schools. *The future of children*, *19*(1), 185-210.
[58] Appleton, J. J., Christenson, S. L., & Furlong, M. J. (2008). Student engagement with school: Critical conceptual and methodological issues of the construct. *Psychology in the Schools*, *45*(5), 369-386.
[59] Fredricks, J. A., & McColskey, W. (2012). The measurement of student engagement: A comparative analysis of various methods and student self-report instruments. In *Handbook of research on student engagement* (pp. 763-782). Springer, Boston, MA. Shernoff, E. S., Kratochwill, T. R., & Stoiber, K. C. (2003). Training in Evidence-Based Interventions (EBIs): What are school psychology programs teaching?. *Journal of School Psychology*, *41*(6), 467-483.
[60] Finn, J. D. (1989). Withdrawing from school. *Review of educational research*, *59*(2), 117-142. Fredricks, J. A., & McColskey, W. (2012). The measurement of student engagement: A comparative analysis of various methods and student self-report instruments. In *Handbook of research on student engagement* (pp. 763-782). Springer, Boston, MA.
[61] Finn, J. D. (1989). Withdrawing from school. *Review of educational research*, *59*(2), 117-142. Parsons, J., & Taylor, L. (2011). Improving student engagement. *Current issues in education*, *14*(1). Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.
[62] Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA. Furlong, M. J., Whipple, A. D., Jean, G. S., Simental, J., Soliz, A., & Punthuna, S. (2003). Multiple contexts of school engagement: Moving toward a unifying framework for educational research and practice. *The California School Psychologist*, *8*(1), 99-113. Parsons, J., & Taylor, L. (2011). Improving student engagement. *Current issues in education*, *14*(1).

Emotional engagement. There is a strong correlation between behavior and emotional engagement, which is commonly defined as identification and students' feeling a part of school or class community.[63] Multiple studies affirm the connection between student attitudes about school and participation rates; students rated their engagement higher in schools and classrooms where mutual respect was fostered, strong discipline policies guided cultural norms, and teachers actively sought to build strong relationships with students.[64]

Cognitive engagement. Cognitive engagement is generally seen as a student's investment in learning.[65] In this way, teachers may perceive students to be engaged due to their behavior, but still not achieving due to an overall lack of cognitive engagement in the work. Cognitive engagement is demonstrated through student behaviors such as persistence, going the extra mile, extending learning on their own, and using self-regulation strategies to accomplish tasks and guide learning.[66]

Theory of Flow and Engagement. Research on Flow Theory is a critical philosophical component of the VLGA experience. Flow Theory was first proposed by Csikszentmihalyi (1990) in *Flow: The Psychology of Optimal Experience*.[67] A state of flow can best be described as total absorption and immersion in an activity. A student in flow exhibits intense concentration, interest, and enjoyment.[68] When a person is in flow, he or she can stay engaged in an activity and disregard time, food, and other interests or needs. In flow, a student feels not only pleasure in the activity, but more importantly, and for educational implications, successful and competent.[69]

One of the main principles of Flow Theory is that students feel a deep sense of success about an activity that forces them to stretch themselves just beyond their limit.[70] This state of optimal engagement can be traced to the work of Lev Vygotsky, a psychologist who introduced the notion of the Zone of Proximal Development (ZPD).[71] ZPD is described as the bridge between what a student cannot do and what a student could do with a little help, a theory reflected in the VLGA experience. Self-efficacy also has a positive effect on engagement, which in turn affects overall achievement. VLGA will help students achieve this state by providing them with mastery experiences that scaffold key information and modeling by those that have already been successful in a given task.[72] Further, we recognize the

[63] Appleton, J. J., Christenson, S. L., & Furlong, M. J. (2008). Student engagement with school: Critical conceptual and methodological issues of the construct. *Psychology in the Schools*, *45*(5), 369-386.
[64] Shernoff, E. S., Kratochwill, T. R., & Stoiber, K. C. (2003). Training in Evidence-Based Interventions (EBIs): What are school psychology programs teaching?. *Journal of School Psychology*, *41*(6), 467-483. Appleton, J. J., Christenson, S. L., & Furlong, M. J. (2008). Student engagement with school: Critical conceptual and methodological issues of the construct. *Psychology in the Schools*, *45*(5), 369-386. Parsons, J., & Taylor, L. (2011). Improving student engagement. *Current issues in education*, *14*(1). Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.
[65] Fredricks, J. A., & McColskey, W. (2012). The measurement of student engagement: A comparative analysis of various methods and student self-report instruments. In *Handbook of research on student engagement* (pp. 763-782). Springer, Boston, MA.
[66] Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.
[67] Czikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. New York: Harper & Row.
[68] Parsons, J., & Taylor, L. (2011). Improving student engagement. *Current issues in education*, *14*(1).
[69] Shernoff, E. S., Kratochwill, T. R., & Stoiber, K. C. (2003). Training in Evidence-Based Interventions (EBIs): What are school psychology programs teaching?. *Journal of School Psychology*, *41*(6), 467-483.
[70] Ibid.
[71] Vygotsky, L. S. (1987). *Problems of general psychology*.
[72] Furlong, M. J., Whipple, A. D., Jean, G. S., Simental, J., Soliz, A., & Punthuna, S. (2003). Multiple contexts of school engagement: Moving toward a unifying framework for educational research and practice. *The California School Psychologist*, *8*(1), 99-113.

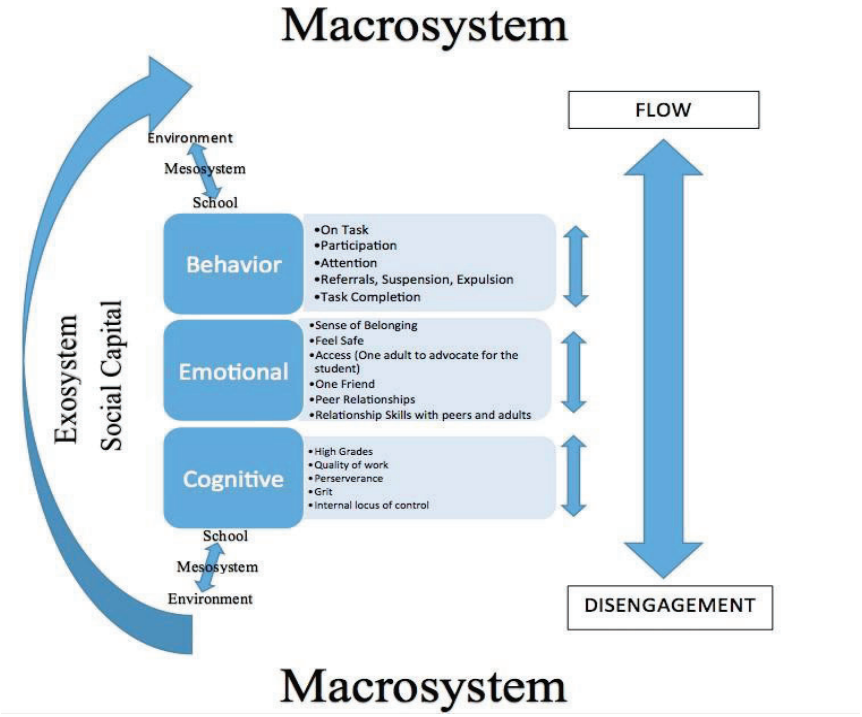
importance of understanding which instructional practices show the strongest promise in helping students achieve a state flow in their learning.

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

At VLGA all programs, processes, and procedures will be evaluated using the Framework for Engagement before adoption, with the belief that increasing engagement in the three domains drives increases in our students' joy and passion in their education, develop a life-long love of learning, and, ultimately, bridge the achievement gap. This framework is based on the work of our Superintendent, Dr. Donald Wilson, and a team from the University of Southern California that conducted an extensive review of the literature on engagement and achievement, with a close look at the work of Urie Bronfenbrenner (Neal & Neal, 2013).[73] Bronfenbrenner's *Ecological Systems Theory* explores the interrelated nature of nested systems in human development.[74] Bronfenbrenner's Ecological Systems Theory includes the macrosystem, exosystem, meso- and microsystems. These systems and their influence on human development are included in the conceptual framework (see chart below). The macrosystem, or attitudes and ideologies of the culture, combine with a student's microsystem in which emotional, behavioral, and cognitive engagement plays a significant role in his or her academic achievement. The flow chart below presents a visual representation of this theory.

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

Framework for Engagement



In short, the framework provides the bases of the pedagogical stance that our school must provide instruction that gives students the opportunity to build social and emotional capital, as well as acquire strong academic and technical skills. The three domains of engagement must be present to increase student engagement and increase social capital for our students. Students learn best with programs that provide engagement in multiple domains. For instance, while Kagan Cooperative Strategies provides structures to increase cognitive engagement, they are embedded in social/emotional strategies like complimenting a partner, greetings, and thanking teams and partners after working together. Further, they address behavioral issues of staying on task, participation, and attention. Another example of how VLGA will support high student engagement is through Way of Council, which grants students many opportunities to reflect about how their own thinking affects outcomes, and thus, increases cognitive engagement.[75] Importantly, Way of Council has been shown to decrease behavioral issues and give students the tools to solve interpersonal issues.

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

VLGA will pursue the following school-wide and subgroup outcome goals, based on the state priorities detailed in California Education Code § 52060(d). Student performance and achievement of school-wide, subgroup and individual student progress will be measured by multiple and varied summative and formative assessments that are aligned to state and federal standards (including the new Common Core) and reflect proficiency measures required by the CAASPP, as well as state priorities detailed in California Education Code § 52060(d).

[75] Ways of Council. The Council Path. Accessed from https://waysofcouncil.net/the-council-path/.

The following chart details the Charter School's goals as of this petition submission, for all pupils (including statistically significant subgroups) pursuant to California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d), including specific annual actions the school will take to achieve each of the identified annual goals. We note that as required under the California Education Code, VLGA's stakeholders will engage in a collaborative process each year to update and prepare an annual Local Control and Accountability Plan (LCAP) as a basis for prioritizing allocation of funds. The following is intended to be illustrative of the goals and actions we anticipate at this point in time.

LCFF STATE PRIORITIES	
GOAL #1	
CONDITIONS OF LEARNING **All VLGA students will have access to a high-quality education program taught by qualified teachers.**	Related State Priorities: ☒ 1 ☐ 4 ☒ 7 ☒ 2 ☐ 5 ☐ 8 ☐ 3 ☐ 6 Local Priorities: ☐: ☐:
Specific Annual Actions to Achieve Goal	
Priority 1 (Basic Services) *Priority 1 Outcome 1 - Degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching.* - *VLGA will hire, supervise, evaluate and retain qualified teaching staff.* - *VLGA will ensure verification of proper credentials and DoJ clearance prior to start of employment.* - *VLGA will actively recruit qualified teachers reflecting student ethnic demographics* *Priority 1 Outcome 2 - Pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119.* - *VLGA will provide appropriate, standards-aligned (including CA CCSS and the academic content and performance standards) textbooks/curriculum materials.* - *VLGA will review alignment of instructional materials to standards.* - *VLGA will maintain an annual inventory of instructional materials and respective purchase of materials.* - *VLGA budget will be reviewed every year to ensure adequate budget for instructional materials is in place.* *Priority 1 Outcome 3 - School facilities are maintained in good repair pursuant to Education Code section 17002(d).* - *VLGA facilities will be maintained and cleaned by custodial staff* - *VLGA will do annual and monthly facility inspections to screen for safety hazards.* - *VLGA will utilize Site Inspection Lists and provide daily general cleaning and spot checks by custodial staff* ***Priority 2 (Implementation of State Standards)***	

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

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

Priority 7 (Course Access)

Priority 7 Outcome 1 - Pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable, including A-G approved courses, AP courses, and programs and resources as needed to support progress toward graduation. (Priority 7)

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

Expected Annual Measurable Outcomes

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

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

Applicable Student Groups	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	100%	100%	100%	100%	100%	100%
Hispanic/Latino	100%	100%	100%	100%	100%	100%
English Learner	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%

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

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

Applicable Student Groups	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	100%	100%	100%	100%	100%	100%
Hispanic/Latino	100%	100%	100%	100%	100%	100%
English Learner	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged	100%	100%	100%	100%	100%	100%

Students with Disabilities	100%	100%	100%	100%	100%	100%

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

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

APPLICABLE STUDENT GROUPS	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	*≥ 90%*	*≥ 90%*	*≥ 90%*	*≥ 90%*	*≥ 90%*	*≥ 90%*
Hispanic/Latino	*≥ 90%*	*≥ 90%*	*≥ 90%*	*≥ 90%*	*≥ 90%*	*≥ 90%*
English Learner	*≥ 90%*	*≥ 90%*	*≥ 90%*	*≥ 90%*	*≥ 90%*	*≥ 90%*
Socioeconomically Disadvantaged	*≥ 90%*	*≥ 90%*	*≥ 90%*	*≥ 90%*	*≥ 90%*	*≥ 90%*
Students with Disabilities	*≥ 90%*	*≥ 90%*	*≥ 90%*	*≥ 90%*	*≥ 90%*	*≥ 90%*

Priority 2 Outcome 1: VLGA will ensure the implementation of academic content and performance standards for all core subjects with 100% math and ELA Common Core Implementation.
Metric/Method for Measuring: Purchased textbooks/curriculum; curriculum pacing and lesson plans; teacher observations.

APPLICABLE STUDENT GROUPS	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	100%	100%	100%	100%	100%	100%
Hispanic/Latino	100%	100%	100%	100%	100%	100%
English Learner	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%

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

APPLICABLE STUDENT GROUPS	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	100%	100%	100%	100%	100%	100%
Hispanic/Latino	100%	100%	100%	100%	100%	100%
English Learner	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%

LCFF STATE PRIORITIES
GOAL #2

PUPIL OUTCOMES **Every VLGA student will have the right to a personalized and individualized education.**	Related State Priorities: ☐ 1 ☒ 4 ☐ 7 ☐ 2 ☐ 5 ☒ 8 ☐ 3 ☐ 6 Local Priorities: ☐: ☐:

Specific Annual Actions to Achieve Goal

- *Priority 4 (Pupil Achievement)*

- *Priority 4 Outcome 1 – Performance on standardized tests and overall schoolwide assessments such as the new CA Dashboard*
- *VLGA will provide highly qualified instructional personnel and Education Specialists to implement high-quality instruction with continuous monitoring by the Principal and central office personnel.*
- *VLGA will provide comprehensive professional development to support student achievement.*
- *VLGA will analyze CAASPP and other state and internal assessment scores at least quarterly to review progress towards annual targets.*

- *Priority 4 Outcome 2 – Share of English learners that become English proficient*
- *See above; plus: VLGA will implement the Vista Public Schools English Learner Master Plan.*
- *VLGA will provide high qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs*
- *VLGA will identify English Learners by proficiency level, ensure ELD instruction is aligned to the new standards, and monitor student progress in program implementation.*
- *VLGA will provide professional development related to EL support, including ELPAC training and re-designation criteria.*
- *VLGA will ensure re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers.*
-
- *Priority 4 Outcome 3- English learner reclassification rate*
- *Same as Priority 4 Outcome 2 above, plus:*
- *VLGA budget will be reviewed every year to ensure adequate budget for appropriate EL instructional materials is in place.*
- *VLGA will add additional supports for our EL students through exam preparation, differentiation, teacher coaching, and additional tutoring to meet EL student instructional needs*
-
- *Priority 4 Outcome 4 - All high school students, including all subgroups, will make adequate progress on the standardized assessments.*
- *All teachers will engage in ongoing professional development and training in instructional strategies, along with targeted intervention for students needing additional support in reading improvement and math, including EL and SWD, for CCSS in ELA/ELD, math, NGSS and prep test support*
- *All teachers will review standardized and internal benchmark assessments to identify areas of strength and growth and implement instructional strategies accordingly*
-
- *Priority 4 Outcome 5 – All students, including all subgroups, will make adequate progress toward A-G completion*
- *VLGA will ensure all high school students enroll in courses that meet A-G completion requirements through individualized student counseling and progress reviews periodically throughout the year.*
-

- *Priority 4 Outcome 6 – All students, including all subgroups, will make adequate progress toward AP course completion and passing the AP exam and/or CTE Pathway completion.*
- *VLGA will ensure all students will have access to enroll in a variety of AP/CTE Pathway courses in their chosen Pathway.*
- *VLGA will provide ongoing professional development for AP/CTE Pathway courses and ensure rigorous instruction to promote proficiency and improve pass rates on AP exams and final course grades.*

- *Priority 8 (Other Pupil Outcomes)*
- *Priority 8 Outcome 1 - VLGA will offer all students, including all subgroups, a rigorous, high-quality STEAM curriculum.*
- *VLGA will provide three CTE pathways in Health Science, Business and Climate Change for students to complete dual enrollment and work-based learning experiences.*
- *VLGA will provide resources, professional development, time and materials for all students to engage in meaningful, hands-on learning in STEAM activities via PLTW curriculum and other "best practices" STEAM learning opportunities.*
- *VLGA will educate its students to be globally competent through its partnership and resources with Community Catalyst Partners' International Studies Schools Network. Through this model students will learn to 1) Investigate the World, 2) Recognize taking actions*
- *, 3) Communicate their ideas, and 4) Take Action.*

Expected Annual Measurable Outcomes

Priority 4 Outcome 1: VLGA students, including all significant subgroups, will meet or exceed state averages, or nearby similar comparison schools, along with annual targets for growth on the CAASPP (and comparable assessments for students with special needs) in the areas of ELA and Mathematics.
Metric/Method for Measuring: Scale scores and proficiency/growth targets for all students, including all numerically significant student subgroups, in ELA and Math on the CAASPP assessment system based on prior year data.

Applicable Student Groups	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	*N/A*			*Baseline with first class of 11th graders: meet/exceed state average or nearby similar comparison schools*	*School-wide and all significant subgroups will meet/ exceed meet/exceed state average or nearby similar comparison schools and annual targets for growth set in the VLGA annual LCAP on the*	*School-wide and all significant subgroups will meet/ exceed meet/exceed state average or nearby similar comparison schools and annual targets for growth set in the VLGA annual LCAP on the*

					CAASPP in ELA and Math.	*CAASPP in ELA and Math.*
Hispanic/Latino	*N/A*			*Baseline with first class of 11th graders*	*School-wide and all significant subgroups will meet/ exceed meet/exceed state average or nearby similar comparison schools and annual targets for growth set in the VLGA annual LCAP on the CAASPP in ELA and Math.*	*School-wide and all significant subgroups will meet/ exceed meet/exceed state average or nearby similar comparison schools and annual targets for growth set in the VLGA annual LCAP on the CAASPP in ELA and Math.*
English Learner	*N/A*			*Baseline with first class of 11th graders*	*School-wide and all significant subgroups will meet/ exceed meet/exceed state average or nearby similar comparison schools and annual targets for growth set in the VLGA annual LCAP on the*	*School-wide and all significant subgroups will meet/ exceed meet/exceed state average or nearby similar comparison schools and annual targets for growth set in the VLGA annual LCAP on the*

					CAASPP in ELA and Math.	*CAASPP in ELA and Math.*
Socioeconomically Disadvantaged	*N/A*			*Baseline with first class of 11th graders*	*School-wide and all significant subgroups will meet/ exceed meet/exceed state average or nearby similar comparison schools and annual targets for growth set in the VLGA annual LCAP on the CAASPP in ELA and Math.*	*School-wide and all significant subgroups will meet/ exceed meet/exceed state average or nearby similar comparison schools and annual targets for growth set in the VLGA annual LCAP on the CAASPP in ELA and Math.*
Students with Disabilities	*N/A*			*Baseline with first class of 11th graders*	*School-wide and all significant subgroups will meet/ exceed meet/exceed state average or nearby similar comparison schools and annual targets for growth set in the VLGA annual LCAP on the*	*School-wide and all significant subgroups will meet/ exceed meet/exceed state average or nearby similar comparison schools and annual targets for growth set in the VLGA annual LCAP on the*

					CAASPP in ELA and Math.	*CAASPP in ELA and Math.*

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

Metric/Method for Measuring: EL proficiency rates will meet or exceed state average on the ELPI, or nearby similar comparison schools, as demonstrated on ELPAC assessments and ELPI indicator

APPLICABLE STUDENT GROUPS	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
English Learners	*N/A*	*Baseline established with first year of ELPAC testing: meet/exceed state ELPI average or nearby similar comparison schools*	*Meet/exceed state ELPI average or nearby similar comparison schools, along with annual growth target set in VLGA's annual LCAP*	*Meet/exceed state ELPI average or nearby similar comparison schools, along with annual growth target set in VLGA's annual LCAP*	*Meet/exceed state ELPI average or nearby similar comparison schools, along with annual growth target set in VLGA's annual LCAP*	*Meet/exceed state ELPI average or nearby similar comparison schools, along with annual growth target set in VLGA's annual LCAP*

Priority 4 Outcome 3: VLGA will ensure EL reclassification rate will meet or exceed the local District's reclassification rate.

Metric/Method for Measuring: EL reclassification rates

APPLICABLE STUDENT GROUPS	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
English Learners	*N/A*	*Baseline established with first year of reclassifications: meet/exceed District rate.*	*Percentage of students reclassified each year will meet or exceed local District rate.*	*Percentage of students reclassified each year will meet or exceed local District rate.*	*Percentage of students reclassified each year will meet or exceed local District rate.*	*Percentage of students reclassified each year will meet or exceed local District rate.*

Priority 4 Outcome 4: VLGA students, including all significant subgroups, will meet or exceed growth targets on standardized assessments

Metric/Method for Measuring: Internal benchmarks; CAASPP

See Priority 4, Outcome 1 above.

Priority 4 Outcome 5: Graduating seniors will have successfully completed courses that satisfy the UC/CSU A-G requirements.

Metric/Method for Measuring: Percentage of graduating seniors who have successfully completed course that satisfy the UC/CSU A-G requirements.

APPLICABLE STUDENT GROUPS	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028

All Students	N/A	*N/A*	*N/A*	*N/A*	*A-G percentage rates will meet or exceed District Average*	*A-G percentage rates will meet or exceed District Average*
Hispanic/Latino	N/A	*N/A*	*N/A*	*N/A*	*A-G percentage rates will meet or exceed District Average*	*A-G percentage rates will meet or exceed District Average*
English Learner	N/A	*N/A*	*N/A*	*N/A*	*A-G percentage rates will meet or exceed District Average*	*A-G percentage rates will meet or exceed District Average*
Socioeconomically Disadvantaged	N/A	*N/A*	*N/A*	*N/A*	*A-G percentage rates will meet or exceed District Average*	*A-G percentage rates will meet or exceed District Average*
Students with Disabilities	N/A	*N/A*	*N/A*	*N/A*	*A-G percentage rates will meet or exceed District Average*	*A-G percentage rates will meet or exceed District Average*

Priority 4 Outcome 6: Students enrolled in AP courses and/or CTE Pathways will make adequate progress toward AP/CTE course completion
Metric/Method for Measuring: Student transcripts, AP enrollment and AP exam pass rate data, CTE Pathway enrollment and CTE certification

APPLICABLE STUDENT GROUPS	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	TBD with first AP test results. CTE Pathway completion %s will be TBD with	*N/A*	*AP pass rates will meet or exceed local District average* *N/A*	*AP pass rates will meet or exceed local District average* *N/A*	*AP pass rates will meet or exceed local District average*	*AP pass rates will meet or exceed local District average*

	first graduating class				*CTE Pathway completion % rates will be established*	*CTE Pathway completion % rates will be established*
Hispanic/Latino	TBD with first AP test results. CTE Pathway completion %s will be TBD with first graduating class	*N/A*	*AP pass rates will meet or exceed local District average* *N/A*	*AP pass rates will meet or exceed local District average* *N/A*	*AP pass rates will meet or exceed local District average* *CTE Pathway completion % rates will be established*	*AP pass rates will meet or exceed local District average* *CTE Pathway completion % rates will be established*
English Learner	TBD with first AP test results. CTE Pathway completion %s will be TBD with first graduating class	*N/A*	*AP pass rates will meet or exceed local District average* *N/A*	*AP pass rates will meet or exceed local District average* *N/A*	*AP pass rates will meet or exceed local District average* *CTE Pathway completion % rates will be established*	*AP pass rates will meet or exceed local District average* *CTE Pathway completion % rates will be established*
Socioeconomically Disadvantaged	TBD with first AP test results. CTE Pathway completion %s will be TBD with first graduating class	*N/A*	*AP pass rates will meet or exceed local District average* *N/A*	*AP pass rates will meet or exceed local District average* *N/A*	*AP pass rates will meet or exceed local District average* *CTE Pathway completion % rates will be established*	*AP pass rates will meet or exceed local District average* *CTE Pathway completion % rates will be established*

Students with Disabilities	TBD with first AP test results. CTE Pathway completion %s will be TBD with first graduating class	*N/A*	*AP pass rates will meet or exceed local District average* *N/A*	*AP pass rates will meet or exceed local District average* *N/A*	*AP pass rates will meet or exceed local District average* *CTE Pathway completion % rates will be established*	*AP pass rates will meet or exceed local District average* *CTE Pathway completion % rates will be established*

Priority 8 Outcome 1: All VLGA students will participate in a rigorous, high-quality STEAM curriculum.
Metric/Method for Measuring: % of access to STEAM-themed learning; teacher PD logs/receipts; materials inventory lists and receipts; teacher lesson plans; classroom observations

APPLICABLE STUDENT GROUPS	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	100%	100%	100%	100%	100%	100%
Hispanic/Latino	100%	100%	100%	100%	100%	100%
English Learner	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%

LCFF STATE PRIORITIES

GOAL # 3

ENGAGEMENT

VLGA student academic achievement is supported by parents.

Related State Priorities:
☐ 1 ☐ 4 ☐ 7
☐ 2 ☒ 5 ☐ 8
☒ 3 ☒ 6

Local Priorities:
☐:
☐:

Specific Annual Actions to Achieve Goal

Priority 3 (Parental Involvement)
Priority 3 Outcome 1 –Efforts to seek parent input in decision making.

- *VLGA will engage parents in a series of relevant and interesting workshops related to their student's success, including workshops pertaining to A-G and financial aid for college-bound students.*
- *VLGA will maintain school website as a communication tool for the community.*

- *VLGA will communicate the most important website items via a monthly newsletter that is sent to their home via a hardcopy.*
- *The VLGA Principal will hold monthly Coffee with the Principal meetings to engage and inform parents of important and relevant school-based items and events.*

Priority 5 (Pupil Engagement)

Priority 5 Outcome 1 – School attendance rates and Chronic absenteeism

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

Priority 5 Outcome 2 – Dropout rates

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

Priority 5 Outcome 3 – Graduation Rates

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

Priority 6 (School Climate)

Priority 6 Outcome 1 - pupil suspension rates

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

Priority 6 Outcome 2 – pupil expulsion rates

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

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

- *VLGA will implement annual surveys to assess stakeholder satisfaction*

Expected Annual Measurable Outcomes

Priority 3 Outcome 1: VLGA will increase the number of parents who attend at least 2 events each year (specific goal to be set annually in LCAP).
Metric/Method for Measuring: # of parents attending 2+ events annually

Applicable Student Groups	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	*N/A*	*Establish baseline.*	*Increase parent participation rate annually*	*Increase parent participation rate annually*	*Increase parent participation rate annually*	*Increase parent participation rate annually*

			(target estimated at 2-3% annually)	*(target estimated at 2-3% annually)*	*(target estimated at 2-3% annually)*	*(target estimated at 2-3% annually)*
Hispanic/Latino	*N/A*	*Establish baseline.*	*Increase parent participation rate annually (target estimated at 2-3% annually)*	*Increase parent participation rate annually (target estimated at 2-3% annually)*	*Increase parent participation rate annually (target estimated at 2-3% annually)*	*Increase parent participation rate annually (target estimated at 2-3% annually)*
English Learner	*N/A*	*Establish baseline.*	*Increase parent participation rate annually (target estimated at 2-3% annually)*	*Increase parent participation rate annually (target estimated at 2-3% annually)*	*Increase parent participation rate annually (target estimated at 2-3% annually)*	*Increase parent participation rate annually (target estimated at 2-3% annually)*
Socioeconomically Disadvantaged	*N/A*	*Establish baseline.*	*Increase parent participation rate annually (target estimated at 2-3% annually)*	*Increase parent participation rate annually (target estimated at 2-3% annually)*	*Increase parent participation rate annually (target estimated at 2-3% annually)*	*Increase parent participation rate annually (target estimated at 2-3% annually)*
Students with Disabilities	*N/A*	*Establish baseline.*	*Increase parent participation rate annually (target estimated at 2-3% annually)*	*Increase parent participation rate annually (target estimated at 2-3% annually)*	*Increase parent participation rate annually (target estimated at 2-3% annually)*	*Increase parent participation rate annually (target estimated at 2-3% annually)*

Priority 3 Outcome 2: VLGA Parent and Community Engagement Committee will be promoted, and supported to be fully operational and self-sustaining
Metric/Method for Measuring: analysis of attendance, Sign In sheets, consistent membership.

Applicable Student Groups	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	N/A	100%	100%	100%	100%	100%
Hispanic/Latino	N/A	100%	100%	100%	100%	100%
English Learner	N/A	100%	100%	100%	100%	100%

Socioeconomically Disadvantaged	N/A	100%	100%	100%	100%	100%
Students with Disabilities	N/A	100%	100%	100%	100%	100%
Priority 5 Outcome 1: VLGA maintain a high attendance rate and low rate of students who are chronically absent **Metric/Method for Measuring**: Attendance and chronic absenteeism rates						
APPLICABLE STUDENT GROUPS	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	*District average.*	*Maintain high attendance rate (>95%); Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)*	*Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)*	*Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)*	*Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)*	*Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)*
Hispanic/Latino	*District average.*	*Maintain high attendance rate (>95%); Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)*	*Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)*	*Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)*	*Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)*	*Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)*

English Learner	*District average.*	*Maintain high attendance rate (>95%); Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)*	*Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)*	*Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)*	*Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)*	*Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)*
Socioeconomically Disadvantaged	*District average.*	*Maintain high attendance rate (>95%); Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)*	*Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)*	*Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)*	*Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)*	*Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)*
Students with Disabilities	*District average.*	*Maintain high attendance rate (>95%); Maintain low chronic absenteeism or*	*Maintain high attendance rate (>95%) or increase annually as needed; Maintain*	*Maintain high attendance rate (>95%) or increase annually as needed; Maintain low*	*Maintain high attendance rate (>95%) or increase annually as needed; Maintain low*	*Maintain high attendance rate (>95%) or increase annually as needed; Maintain low*

		decrease annually as needed (estimated target of 1-2% annually)	*low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)*	*chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)*	*chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)*	*chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)*

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

Metric/Method for Measuring: Dropout rate

APPLICABLE STUDENT GROUPS	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	*N/A*	*Dropout rate that is the same or lower than nearby comparison schools.*	*Maintain low dropout rate that is the same or lower than nearby comparison schools.*	*Maintain low dropout rate that is the same or lower than nearby comparison schools.*	*Maintain low dropout rate that is the same or lower than nearby comparison schools.*	*Maintain low dropout rate that is the same or lower than nearby comparison schools.*
Hispanic/Latino	*N/A*	*Dropout rate that is the same or lower than nearby comparison schools.*	*Maintain low dropout rate that is the same or lower than nearby comparison schools.*	*Maintain low dropout rate that is the same or lower than nearby comparison schools.*	*Maintain low dropout rate that is the same or lower than nearby comparison schools.*	*Maintain low dropout rate that is the same or lower than nearby comparison schools.*
English Learner	*N/A*	*Dropout rate that is the same or lower than nearby comparison schools.*	*Maintain low dropout rate that is the same or lower than nearby*	*Maintain low dropout rate that is the same or lower than nearby*	*Maintain low dropout rate that is the same or lower than nearby*	*Maintain low dropout rate that is the same or lower than nearby*

			comparison schools.	*comparison schools.*	*comparison schools.*	*comparison schools.*
Socioeconomically Disadvantaged	*N/A*	*Dropout rate that is the same or lower than nearby comparison schools.*	*Maintain low dropout rate that is the same or lower than nearby comparison schools.*	*Maintain low dropout rate that is the same or lower than nearby comparison schools.*	*Maintain low dropout rate that is the same or lower than nearby comparison schools.*	*Maintain low dropout rate that is the same or lower than nearby comparison schools.*
Students with Disabilities	*N/A*	*Dropout rate that is the same or lower than nearby comparison schools.*	*Maintain low dropout rate that is the same or lower than nearby comparison schools.*	*Maintain low dropout rate that is the same or lower than nearby comparison schools.*	*Maintain low dropout rate that is the same or lower than nearby comparison schools.*	*Maintain low dropout rate that is the same or lower than nearby comparison schools.*
Priority 5 Outcome 3: VLGA will maintain a high graduation rate **Metric/Method for Measuring**: Graduation rate						
APPLICABLE STUDENT GROUPS	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	*N/A*	*N/A*	*N/A*	*N/A*	*Graduation rate will be equal to or higher than that of the District Average.*	*Graduation rate will be equal to or higher than that of the District Average.*
Hispanic/Latino	*N/A*	*N/A*	*N/A*	*N/A*	*Graduation rate will be equal to or higher than that of the District Average.*	*Graduation rate will be equal to or higher than that of the District Average.*
English Learner	*N/A*	*N/A*	*N/A*	*N/A*	*Graduation rate will*	*Graduation rate will*

					be equal to or higher than that of the District Average.	*be equal to or higher than that of the District Average.*
Socioeconomically Disadvantaged	*N/A*	*N/A*	*N/A*	*N/A*	*Graduation rate will be equal to or higher than that of the District Average.*	*Graduation rate will be equal to or higher than that of the District Average.*
Students with Disabilities	*N/A*	*N/A*	*N/A*	*N/A*	*Graduation rate will be equal to or higher than that of the District Average.*	*Graduation rate will be equal to or higher than that of the District Average.*

Priority 6 Outcome 1: VLGA will maintain a low suspension rate that is ≤ 2%.
Metric/Method for Measuring: % of student suspensions

Applicable Student Groups	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	*N/A*	*≤ 2%*	*≤ 2%*	*≤ 2%*	*≤ 2%*	*≤ 2%*
Hispanic/Latino	*N/A*	*≤ 2%*	*≤ 2%*	*≤ 2%*	*≤ 2%*	*≤ 2%*
English Learner	*N/A*	*≤ 2%*	*≤ 2%*	*≤ 2%*	*≤ 2%*	*≤ 2%*
Socioeconomically Disadvantaged	*N/A*	*≤ 2%*	*≤ 2%*	*≤ 2%*	*≤ 2%*	*≤ 2%*
Students with Disabilities	*N/A*	*≤ 2%*	*≤ 2%*	*≤ 2%*	*≤ 2%*	*≤ 2%*

Priority 6 Outcome 2: VLGA will maintain a low expulsion rate that is ≤ 0.5%.
Metric/Method for Measuring: % of student expulsions

Applicable Student Groups	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
All Students	*N/A*	*≤ 0.5%*	*≤ 0.5%*	*≤ 0.5%*	*≤ 0.5%*	*≤ 0.5%*
Hispanic/Latino	*N/A*	*≤ 0.5%*	*≤ 0.5%*	*≤ 0.5%*	*≤ 0.5%*	*≤ 0.5%*
English Learner	*N/A*	*≤ 0.5%*	*≤ 0.5%*	*≤ 0.5%*	*≤ 0.5%*	*≤ 0.5%*
Socioeconomically Disadvantaged	*N/A*	*≤ 0.5%*	*≤ 0.5%*	*≤ 0.5%*	*≤ 0.5%*	*≤ 0.5%*
Students with Disabilities	*N/A*	*≤ 0.5%*	*≤ 0.5%*	*≤ 0.5%*	*≤ 0.5%*	*≤ 0.5%*

Priority 6 Outcome 3: VLGA will have high student, parent, and staff participation rates in the school experience survey and high approval rating on school experience surveys of students, parents, and staff.
Metric/Method for Measuring: % of participation in school climate survey and survey results

Applicable Student Groups	Baseline	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028

All Students	*N/A*	*Establish high rate of participation (overall and by stakeholder group) (estimated target 75% annually); Establish stakeholder approval ratings on school climate (estimated target 80% annually)*	*Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)*	*Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)*	*Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)*	*Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)*
Hispanic/Latino	*N/A*	*Establish high rate of participation (overall and by stakeholder group) (estimated target 75% annually); Establish stakeholder approval ratings on school climate (estimated target 80% annually)*	*Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)*	*Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)*	*Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)*	*Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)*

English Learner	*N/A*	*Establish high rate of participation (overall and by stakeholder group) (estimated target 75% annually); Establish stakeholder approval ratings on school climate (estimated target 80% annually)*	*Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)*	*Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)*	*Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)*	*Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)*
Socioeconomically Disadvantaged	*N/A*	*Establish high rate of participation (overall and by stakeholder group) (estimated target 75% annually); Establish stakeholder approval ratings on school climate (estimated target 80% annually)*	*Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)*	*Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)*	*Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)*	*Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)*

Students with Disabilities	*N/A*	*Establish high rate of participation (overall and by stakeholder group) (estimated target 75% annually); Establish stakeholder approval ratings on school climate (estimated target 80% annually)*	*Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)*	*Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)*	*Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)*	*Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)*

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

VLGA has been designed to ensure that our underserved students are equipped with the skills and attitudes to become self-motivated, competent, lifelong learners. Our emphasis on engagement helps to develop students' intrinsic self-motivation to learn and succeed. VLGA will teach our students to learn *how to learn* as they actively participate in their own learning, appreciating the relevance of their learning not only in their daily lives but also the broader world around them.

Through ongoing professional development focused on how people learn, our teachers will continuously adapt their lessons and classroom experiences to meet students' needs and develop competent, skilled students in alignment with the state content standards. Through project-based learning and our emphasis on STEAM, our students will be continuously refining problem-solving and critical thinking and reflect on both their successes and "failures" as they adapt to a rapidly changing world. These habits of learning will establish a solid foundation for lifelong learning.

INSTRUCTIONAL DESIGN

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

At VLGA we are committed to transforming the school experience. Teachers who push students academically and demand high standards not only increase engagement, but also cultivate students' sense of being cared for and, ultimately, raise student achievement.[76] At VLGA, our pedagogical practices and programmatic choices will form the conditions for rigorous academics and warm supportive mentoring in symbiotic relation. The VLGA approach is one in which our adolescent students will learn by doing under the guidance of a strong mentor/teacher. We are dedicated to hiring successful teachers who balance high standards and academically rigorous expectations with constant availability for help and academic guidance.

As students move through each high school grade, they will experience a well-rounded, holistic, and global curriculum with a STEAM focus. Mastery of basic academic standards is important and necessary, but in and of itself is an insufficient goal for our students. Low-income students of color, perhaps more than any other group of young people, benefit from an intellectually engaging, rigorous curriculum designed to cultivate flexible thinking and broad knowledge of the world on a global scale. Our students must break barriers of discrimination that too often define who we are. VLGA will adhere to the guiding principles of the traditional Japanese holistic approach "Chi-Toku-Tai" which espouses: academic prowess, moral, physical, and mental health. When the needs of the "whole child" are addressed, a zest and love for life and all its possibilities is the
outcome.

At VLGA, we will create social-emotional and educational conditions and structures that are strictly aligned with the research on engagement (see above). Research on the positive correlation of strong student engagement with higher student achievement is clear and drives our instructional design. While engagement is "easily understood by practitioners as being essential to learning,"[77] the bridge from theory to application is often difficult. At VLGA our instructional foci are based on our deep research on engagement and represent a unique combination of global competence and STEAM preparedness. We see these two areas not as separate foci, but rather as a nested symbiotic grouping that works together to address the needs of the 21st century learner.

GLOBAL COMPETENCY

VLGA will be distinguished by its collaboration and partnership with Community Catalyst Partners' International Studies Schools Network (ISSN), with the goal of becoming an ISSN-certified school by the end of the first five years. The ISSN currently includes a variety of different grade levels and types of schools serving approximately 16,000 students in eight states. In keeping with the Community Catalyst Partners' original mission to serve traditionally underserved populations, the majority (63%) of ISSN students are low-income, and 73% are students of color. Four-year graduation rates and student performance rates exceed those in comparable schools. In 2011, ISSN schools had an average four-year graduation rate of 89%. In addition, evaluators found that ISSN schools outperformed their peers on 71 of 107 total measures (66.4%).[78]

---

[76] Zepke, N., & Leach, L. (2010). Improving student engagement: Ten proposals for action. *Active learning in higher education*, *11*(3), 167-177.
[77] Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.
[78] Asia Society. Center for Global Education International Studies Schools Network. *A GPS for Success: Updated and Improved.* Accessed from: https://asiasociety.org/international-studies-schools-network/gps-success-updated-and-improved

The Community Catalyst Partners does not promote a single, prescriptive school design. The starting point for all of its schools is a shared definition of a college-ready, globally competent graduate. The ISSN Graduate Profile describes a student who has mastered the knowledge and skills required for college, has expertise in core content areas from a global perspective, is a proficient thinker and problem solver, can view and analyze issues and events from varying perspectives, can communicate in more than one language and collaborate across cultural boundaries, and fulfills the responsibilities of global citizenship.

VLGA will work with ISSN to develop globally competent students. To help facilitate this effort, the Community Catalyst Partners has developed a flexible ISSN School Design Matrix, adaptable to a range of school conditions. The matrix is clearly aligned with the VLGA vision and mission and sets a trajectory for our school's development across six domains:

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

The detailed matrix includes quality criteria for each domain, with benchmarks that describe beginning, emerging, proficient, and exemplary implementation. Many of the quality criteria describe practices that are common to the small schools movement in general— for example, implementing a student advisory/homeroom program—or that are good practice in any setting— for example, establishing a clear and consistent grading policy. Other criteria, while not necessarily exclusive to the ISSN, exemplify the international studies approach:

Global content, skills, and perspectives are embedded in the core content areas. Students explore global topics in all of their classes. Curriculum units are often organized around global themes, supporting students to make connections across disciplines.

World languages are part of the experience. Students are highly proficient in English, have opportunities to strengthen home languages, and are introduced to new languages.

Curriculum is student-centered, authentic, globally significant, and connected to real audiences. Students engage in solving real-world, internationally important problems and present their solutions to experts. They are empowered to make decisions about what and how they learn.

Global learning extends beyond the classroom. Students participate in service learning that immerses them in local and global issues, exposes them to professional opportunities, and prepares them as global citizens.

Service Learning at VLGA will be linked to the Global Performance Outcomes (GPO's) described in the section above regarding ISSN. Service learning directly addresses two of the GPO's: "Recognizing Different Perspectives" and "Taking Action." The curriculum is designed to allow students to apply learning to solving real world and local problems with an emphasis relevant global issues outlined in the United Nations Goals for Sustainability and other school identified world problems. Some examples of this might be students applying principles and learning from STEAM in project-based learning to address the issues of water scarcity, climate change, overuse of plastics, sustainable agriculture, etc. Model UN is another example of how students participate in Service Learning. Additionally, classrooms are equipped with the technology (Smart Board type technology and 1:1 Chromebook program) for online learning and exchanges with other students and classrooms around the world to collaboratively take action on relevant global issues. VLGA will seek partnerships with schools in Mexico, Guatemala, Indonesia, and Korea.

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

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

- **S**tudent choice: Students have a say in what they learn and how they learn it.
- **A**uthentic tasks: Students perform tasks and investigate questions that adults would perform or study in the real world.
- **G**lobal significance: Students study topics, issues, and phenomena of global importance, and gain deep knowledge of countries and cultures other than their own.
- **E**xhibition to a real-world audience: Students share their work—and receive feedback—from audiences with relevant expertise, in person and on the web.[79]

[79] Asia Society. Center for Global Education. SAGE Advice. Accessed from: https://asiasociety.org/education/sage-advice.

VLGA students can show how their learning experiences helped them achieve global competency in four domains, as detailed more fully above in the section on An Educated Person in the 21st Century:

1. Investigate the world beyond their immediate environment, framing significant problems and conducting well-crafted, age-appropriate research.
2. Recognize perspectives, including one's own and those of others, explaining the nature and origin of these perspectives thoughtfully and respectfully.
3. Communicate ideas effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers.
4. Take action to improve conditions, viewing themselves as players in the world and participating reflectively.

The ISSN framework does not tell teachers what to teach or when to teach it; rather, it provides both teachers and students with the frameworks and the tools to make good choices. The primary purpose of the curriculum is to enhance teachers' capacity to develop and transform their own curriculum, a key component of teacher autonomy and job satisfaction. VLGA will integrate four quality components, in alignment with our vision and mission, into our curricular design:

1. **Clear expectations**: Tasks are linked to specific Global Performance Standards outcomes, Common Core State Standards, and/or other standards like ISTE. These targets provide teachers and students with a shared understanding of what proficient work looks like.

2. **Authentic learning experiences**: Students explore topics and issues that represent the work of real-world professionals.

3. **Student-centered learning:** Teachers and students share ownership for learning. With feedback from frequent formative assessments, students understand where they are going and how to get there. They also make decisions about what they're learning and how they're learning it.

4. **Multiple opportunities to reach mastery**: With multiple assessments embedded in each unit and leading to graduation, students have many opportunities.[80]

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

VLGA will incorporate STEAM instruction into the ISSN framework to build globally competent, 21st century learners. STEAM is an acronym that represents how all topics in subject areas relate to each other and to the real world: science and technology, interpreted through engineering & the arts, all based in mathematical elements. STEAM education naturally aligns with VLGA's framework for teaching that is based on natural ways of learning and is customizable for all types of students and programs. Significantly, it adds relevancy to learning, and increased engagement for students.

A STEAM education aligns with the VLGA guiding principles in which projects have clear expectations, provide authentic learning experiences, are hands-on and student-centered, and provide myriad authentic ways to demonstrate mastery. Globally, schools are having success with STEAM, teaching

[80] Asia Society. Center for Global Education International Studies Schools Network. Accessed from https://asiasociety.org/international-studies-schools-network.

academic and life skills in standards-backed, reality-based, personally relevant exploratory learning environments.[81]

VLGA teachers will use the ISSN rubrics to create STEAM projects that address the four domains of global competence in line with the California Common Core Standards and the Next Generation Science Standards. STEAM is not a separate effort, but a naturally integrated focus that clearly addresses 21st learning in a global context. *STEAM provides the skills, while the global outcomes provide the context, through the structure of rubric-based portfolios and process work.* Our teachers can better match their learning objectives and goals to the variety of learners they encounter. Embedded within the larger guiding principles of the Framework for Engagement, STEAM at VLGA supports well-balanced and deeply cooperative teams among educators and students based on a variety of characteristics. STEAM provides another way for both teachers and students to use their skills for leading in some areas, while other areas are strengthened through observing and assisting. VLGA educators instruct within their specialty with co-planned thematic units to which everyone contributes, in projects related to the required benchmark concepts and skills.

Project Lead the Way. At VLGA, in addition to teacher-created projects and lessons, STEAM will be taught through the acclaimed Project Lead the Way 9-12 program.[82] PLTW is aligned to Next Generation Science Standards and the California Common Core State Standards for math and English Language Arts. PLTW provides students opportunities to learn through exploration and discovery. Through PLTW, students become hands-on problem solvers and learn to collaborate with their fellow students. PLTW will form the introductory backbones of the school's Health Science pathway. Teachers and students begin each module with an engaging e-book story that introduces the challenge students will collaborate on to solve. Then, in a series of activities that build upon each other, students are challenged to become confident in trying new things, to learn from mistakes, and to apply what they do know to find solutions. Instructional staff will receive training in PLTW during the summer.

Student Use of Technology. VLGA believes that, to be a globally educated, 21st century student and citizen, students must have technology infused throughout the curriculum. Thirty-five years ago, education responded to *A Nation at Risk*,[83] which argued that knowledge of the New Basics is the foundation of success after graduation. The world has dramatically changed, and our low-income and at-risk students now face a Digital Divide that, if not addressed, will widen the achievement gap. Technological literacy is now an essential element in our students' futures. Our students must be able to use technology as an integrated life skill, not as a separate subject or in isolation.

While technology offers extraordinary potential for learning and bringing global awareness, research has clearly indicated that technology is not, and cannot be, treated as the be-all-end-all, but rather becomes a powerful tool when used to support learning through collaborative projects and other authentic learning experiences.[84] This is why, at VLGA, we will work to find the most effective ways to harness the potential of technology as a comprehensible, yet powerful, tool for students.

---

[81] STEAM Education. STEAM FAQ for Educators. Accessed from: https://steamedu.com/wp-content/uploads/2015/11/STEAM-FAQ-Educators-11Nov15.pdf

[82] Project Lead the Way. PLTW Gateway (9-12)https://www.pltw.org/our-programs/pltw-gateway

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

[84] See, e.g., Ahmed Kahn, T., How Technology Can (And Does) Improve Education, TrustRadius, March 28, 2019 https://www.trustradius.com/buyer-blog/how-technology-improves-education; Towns, S. Technology is Not Cure-All for

At VLGA, technology integration will be based upon the International Society for Technology in Education's National Educational Technology Standards for Students.[85] The ISTE Standards are *the* benchmarks for learning, teaching, and leading in the digital age, and are widely recognized and adopted worldwide. They work in concert to transform education with a uniquely global perspective. The standards are designed around age band articulation that is in alignment with the VLGA developmental and student-centered approach. Students will utilize a variety of technology tools to access, manipulate, exchange and create information, and demonstrate learning. Tools such as the Internet, word processors, databases, spreadsheets, publishing software, and media editors are integrated into the curriculum. Students are required to utilize technology as an outcome in their coursework. They will also be equipped to determine in their Digital Portfolio, what tools they are interested in learning and incorporating into their class projects. Through online learning and benchmark assessments, students will be prepared to take computer-based CAASPP and other assessments.

At all VCPS, the Google Classroom (LMS) has been adopted to create a safe cyber environment where these important modern relationships can happen without fear of abuse. Through Google Classroom, teachers safely communicate with students and parents through a platform that is monitored for abuse and is private to the school community. Parents and school administrators monitor daily activity and keep abreast of their students' progress and important issues that might arise. Further, through this system, the school can easily check for any cyber-abuse or bullying that may occur.

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

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

COLLEGE AND CAREER PATHWAYS

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

- **Health Science**: a Project Lead the Way pathway that will be offered in partnership with Los Angeles Trade Technical College (LATTC), which offers the disciplines of Registered Nursing, Kinesiology & Health, Health Occupations and the Sciences of Anatomy, Physiology, Biology and Microbiology. http://www.lattc.edu/academics/pathways/hrs
- **Business**: also in partnership with LATTC, this pathway offers career-technical education in a variety of programs leading to entry-level positions or on-the-job promotions in the dynamic world of business. Programs include accounting, management/supervision, small business entrepreneurship, retail management, marketing and public relations, and real estate

Education's Problems, Governing, March 2011 https://www.governing.com/columns/tech-talk/col-technology-not-cure-all-solution-to-educations-problems.html

[85] International Society for Technology in Education. ISTE Standards. Accessed from: https://www.iste.org/standards.

(including all of the coursework required to sit for the California Bureau of Real Estate Salesperson License and most of the coursework required for the California Bureau of Real Estate Broker's License). http://www.lattc.edu/academics/pathways/bce

- **Climate Change:** in partnership with University of California, Irvine, Vista has received a grant to collaboratively develop this crucial new pathway.

During the 9th grade Advisory/Global Hour, students will learn about each pathway and explore different college majors and careers applicable to the different pathways. Primary pathway courses will be taught on VLGA's campus to ensure access among all of our students, with additional dual enrollment courses available off-site at LATTC and other college/university partners.[86] VLGA's College Counselor and students' Advisory teachers and other teachers will support students' success in these dual enrollment courses by helping to develop students' study skills and time-management skills.

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

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

SCHOOL STRUCTURE TO PROMOTE A POSITIVE LEARNING ENVIRONMENT

At VLGA, the key to teacher and student happiness is promoting a culture of joyous learning. It is not confined to the classroom, but concerns the entire physical environment, the social system, the atmosphere, and norms and values.[87] Research on emotional engagement suggests school climate is of paramount importance to a student's academic achievement.[88] The research conducted on outperforming urban schools has demonstrated that they have been successful at creating a sense of connectedness and belonging that is pervasive throughout the school's organizational culture. These caring relationships exist not only among teachers and students, but among the faculty members of the school and are often included as part of the school's mission statement. Teachers at such schools are

[86] The first dual enrollment courses will not be offered until Y2; VLGA staff will work closely with LATTC, UCI and other potential partners to ensure registration/administrative and academic supports are in place for students prior to the first dual enrollment course offerings.

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

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

perceived by students to have a caring personality, and in turn, this motivates students to work harder for them. At VWGA, a school-wide focus on connectedness and cultural relevance will be sustained through the teacher-student interactions in classrooms both in instruction and in management as well as school-wide discipline policies and practices.[89] Innovative features of our school design are enumerated below.

Small and Safe Learning Communities. Extensive research has looked at the implications of school size.[90] Research suggests that small to medium-size schools provide greater opportunities for deeper interpersonal relationships between students and teachers and among peers, for enhanced student participation, and for increased attendance. All of these are leading factors in student engagement.[91] Smaller schools promote conditions for higher levels of student engagement. Our school will never exceed 500 students in grades 9-12, and class size will remain an average of 24.9 to 1. This model is ideal in sustaining a small community, and is an economically sound ratio allowing the school financial flexibility and strength to accomplish its extensive goals. The physical design of the school prioritizes flexibility and creates multifaceted spaces that allow students to drive their own learning, exhibit agency and choice, and feel safe and welcome at school each and every day.

Central to the teacher-student relationship is the teacher's commitment to creating a safe atmosphere that allows students to take academic risks and reach beyond their current ability.[92] A supportive environment that pushes students not only fosters motivation, but also helps students feel competent, take ownership of their learning, and serves as a positive predictor of interest in classes and even pursuing academic goals.[93]

School discipline and safety. While school culture and discipline have a strong regulatory role in facilitating engagement, they can also play an environmental role in student behaviors such as disrespect, poor attendance, fighting, and other disruptive and problem behaviors. Attentive and constructive culture and discipline facilitates engagement by focusing on services, interventions, and program development, and identifying at-risk students who would benefit from those programs.

---

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

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

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

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

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

Significantly, even the perceptions of unsafe school environments can lead to student dissatisfaction and disengagement.[94] Marks notes that "a positive school environment is favorable to learning by being normed for respect, fairness, safety, and positive communications."[95] In another study, strong school discipline was found to have a significant impact on school engagement, but that arbitrary or overly strict policies like our current trend towards zero tolerance actually have a negative overall effect on engagement and achievement.[96] These policies are perceived as unfair and can lead to even higher dropout rates.

At VLGA, creating a safe environment with structured discipline policies is essential. Too many at-risk students start down the school-to-prison pipeline precisely because of overly punitive policies that undermine student self- worth and are not aligned with the stages of child development.[97] We will use Way of Council to foster conditions of empathy, respect, kindness, and love in the classroom and the school itself. VLGA will also use principles of Restorative Justice to teach students how to grow and learn from a mistake. The humanity and dignity of every student is paramount and the discipline and safety policies will always reflective of this deeply held belief.

Way of Council. The Way of Council encourages deep and honest communication. Based on indigenous, worldwide "cultural dialogical" practices including Native Americantraditions observed and recorded by Benjamin Franklin, as well as contemporary organizational management practices, Council is a formal, structured process of sitting in a circle and passing a talking piece in response to a prompt from the facilitator. At VLGA, we will teach students the "four intentions" of council – to speak from the heart, to listen from the heart without judgment, to speak spontaneously without planning, and to keep it lean so everyone has time with the talking piece. Council is a non-hierarchical forum for discussion. Instead of standing at the board delivering instruction, teachers sit with students in the circle. This allows participants to hear each other in a way that is sorely lacking in the traditional school and classroom culture.

Council is the best tool we have found to help students appreciate the diverse backgrounds, experiences, and opinions of their classmates. Regular use of council promotes a classroom culture where students learn to connect meaningfully with their peers and with adults. Being "in council" helps students develop attention, concentration, and listening skills; to express themselves fully and appropriately; and to "suspend" preconceptions.

Importantly, at VLGA, Council will be contained to the classroom, but is used as a tradition and protocol for increasing teacher, parent, and community buy-in and engagement. Participating in council has the same benefits for adults in a school community – at staff, committee, teacher/parent, or community meetings. Governing the school using Council as a tool helps us model the adult behaviors we wish to encourage in students.

---

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

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

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

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

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

At VLGA, Way of Council will be supported by:

- Continuous Training from Ojai Foundation Council in Schools program and Circle Ways
- Experienced council mentors to all participating teachers
- Monthly professional developments linking council to state learning standards in all academic disciplines and to Restorative Justice policies and practices
- Monthly staff councils
- Parent presentations and parent council facilitation
- Yearly retreat at the Ojai foundation or other similar facility in conjunction with all VCPS

Student Clubs and Enrichment. Students who participate regularly in enriching, engaging student clubs have been found to have a heightened sense of belonging and overall, were more engaged in school. Interestingly, clubs that have an academic focus were found to raise engagement, but athletic and social clubs had a negligible effect unless students participated in both simultaneously.[98] Even then, the role of non- academic clubs did not show a big impact. This is not surprising given the correlation of academically intense activities to engagement found in the research.[99]

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

Uniforms. At VLGA, we believe that uniforms provide a unifying factor that increases identification with the school and with each other. Further, a uniform eliminates the outward appearance of economic disparities found in schools, thus removing one potential cause of bullying activities. Thus, students at VLGA will be expected to wear school-approved uniforms.

PROMOTING SOCIAL EMOTIONAL STUDENT HEALTH & WELLNESS

[98] Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.
[99] Shernoff, E. S., Kratochwill, T. R., & Stoiber, K. C. (2003). Training in Evidence-Based Interventions (EBIs): What are school psychology programs teaching?. *Journal of School Psychology*, *41*(6), 467-483.

Quality of student-teacher relationship. Researchers agree that the role of the teacher is key to student engagement.[100] George Kuh situated the teacher at the center of all engagement,[101] whereas Furlong described the teachers as fundamental to a learning environment that promotes engagement.[102] This assertion is significant in its direct application to environmental factors that are within the control of the teacher and school community. A warm and supportive approach is also linked to engagement and is demonstrated through listening to students' points of view, believing in their abilities, showing respect, holding the class to high standards of behaviors, and helping students when they do not understand something.[103] Not surprisingly, the role of teacher engagement seems to have a contagious effect: students who perceive their teachers as engaged in the subject and excited about teaching also feel cared about, a view that raises student engagement and forms a deep sense of belonging.[104]

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

Student-centered classrooms emphasize supportive relationships between students and teachers in academic environments that are challenging, relevant, collaborative, student-directed, and connected to real-life situations. Students are assessed on their mastery of knowledge and skills and have multiple opportunities to demonstrate that mastery. Educators are supported in creating a student-centered learning environment through opportunities for reflection, collaboration, and leadership. Research has shown that such settings are necessary for students to develop the skills to succeed in college, career, and life.

Student-centered practices are more often found in schools that serve affluent and middle-class students than those located in low-income communities. Creating student-centered learning environments is one way to effectively address the opportunity gap for these students.

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

Our current educational system is based on the antiquated notion that students should sit quietly and still for six hours each day, while their teacher is the holder of knowledge and conveys that knowledge through lectures. However, we learn a language by speaking it, to read and write by reading and writing, and we develop 21st century skills and attributes by regularly using them in our daily lives. The VLGA experience will put students at the center of learning with teachers acting as a coach and facilitating a more personalized learning experience. This shift from vertical to horizontal classrooms is based on a

[100] Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.
[101] Kuh, G. D. (2001). Assessing what really matters to student learning inside the national survey of student engagement. *Change: The Magazine of Higher Learning*, *33*(3), 10-17.
[102] Furlong, M. J., Whipple, A. D., Jean, G. S., Simental, J., Soliz, A., & Punthuna, S. (2003). Multiple contexts of school engagement: Moving toward a unifying framework for educational research and practice. *The California School Psychologist*, *8*(1), 99-113.
[103] Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA. Fredricks, J. A., Blumenfeld, P., Friedel, J., & Paris, A. (2005). School engagement. In *What do children need to flourish?*(pp. 305-321). Springer, Boston, MA.
[104] Shernoff, E. S., Kratochwill, T. R., & Stoiber, K. C. (2003). Training in Evidence-Based Interventions (EBIs): What are school psychology programs teaching?. *Journal of School Psychology*, *41*(6), 467-483.

constructivist view wherein, optimally, the classroom provides experiences that prompt students to actively construct their own knowledge and learning.[105]

Student belonging. The research on engagement makes clear that a sense of belonging is a crucial factor in engagement. Emotional engagement has been deemed fundamental to human motivation[106] and is described as a sense of belonging, relatedness, and identification with school. This state of belonging requires "frequent, affectively pleasant or positive interactions with the same individuals, and they need these interactions to occur in a framework of long-term, stable caring, and concern."[107] According to the research, emotional engagement plays a role in academic and cognitive engagement, which has a direct link to learning.[108] In one study, students who reported high levels of belonging outperformed their peers, while those who reported low levels of belonging often displayed negative and anti-social behaviors, including cheating, drug and alcohol use on school grounds, and even suicidal feelings.[109] It has also been shown that identification with school develops over time and is affected, positively or negatively, by a lifetime of academic successes or failures.[110]

While VLGA will carefully attend to the interpersonal relationships and factors of engagement that fall within the locus of control of students and teachers, it will also recognize the school-controlled factors that affect student identification with their school and the value of overall satisfaction within the students' daily routines. Most research makes evident that school-controlled factors play a role. One study found a strong connection between school engagement and school climate, and identified two distinct elements: *Physical environment*, which it described in terms of size and racial/ethnic populations, and *regulatory environment,* which consists of school discipline policies.[111]

Family Engagement. Research has long been clear about the important role that families play in their children's academic success.[112] At VLGA, parents, guardians, and extended family are integral parts of the school community. Teachers and administrators will be committed to welcoming and working with all families to engage them in their child's education. Communicating with families is crucial to this relationship, and there will be frequent communication between the school and families. At VLGA, we are committed to using a variety of means to communicate with our families. Our families will have

---

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

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

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

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

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

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

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

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

access to a state-of-the-art learning management system, an up-to-date website, emails, and hard-copy newsletters. However, we know that many of our families do not have access to the internet and don't use email regularly. Based on parent surveys and parent focus groups conducted by Dr. Wilson, we understand that most of our families have texting capability and prefer to be communicated with by text. At VLGA, we will use our learning management system to ensure that families receive communication in their preferred format. Teachers send home regular reports of student progress, and follow-up as needed in person and via phone to ensure that families are fully equipped to support their student's learning at home. Finally, VLGA will host a variety of social and educational events to promote community-building and family involvement.

These may include back-to-school events, parent educational seminars, exhibitions of student work, student performances, and our special awards night, Noche de Estrellas. Families accompany their son/daughter to student-led conferences bi-annually to stay informed of their child's progress, and to ensure parents know how to support their student's learning and personal growth at home.

Our three areas of family support revolve around helping parents be an integral part of their teenager's academic life:

- Home – School Relationships: VLGA will foster youth's developmental needs, parents' attitudes and practices, and schools' expectations and support of family involvement by maintaining a strong relationship between home and school.
- Responsibility for Learning: VLGA parents will be involved in their child's learning plan. Their responsibility in the plan will be to support their student's goals.
- Parenting: VLGA will assist, when necessary, parents in developing attitudes, values, and practices of parents in raising adolescents.

These three areas will strengthen VLGA students' abilities to develop in their academic, personal and long-term goals, through the creation of a "full circle" of expectations and communication among the student, family and school. To ensure success in maintaining the "full circle," parents who need additional assistance are provided with, or directed to, additional resources within the school and community in order to fulfill areas of need (e.g., ESL classes, parenting classes, counseling services, job centers, etc.). The Digital Portfolios enhance parent involvement, as they have components in which the parents are a part of their son/daughter's development of college awareness, personal aspirations and planning for the future.

CURRICULUM AND INSTRUCTION

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

ENGLISH LANGUAGE ARTS

The ELA curriculum is based on California Common Core State Standards for English Language Arts, along with the California English Language Arts/English Language Development Framework: Reading, Writing, Listening and Speaking.[113] At VLGA we believe in a Balanced Literacy approach. This approach is a curricular methodology that integrates various modalities of literacy instruction, aimed at guiding students towards proficient and lifelong reading. The balanced literacy approach is characterized by explicit skill instruction and the use of authentic texts. To this end, we will create a learning environment in which our students see themselves as readers and writers, thinkers, listeners, and speakers. This research-based program emphasizes phonemic awareness and phonics, fluency, vocabulary, comprehension and writing.

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

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

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

English Language Arts 9 (College Prep)

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

English Language Arts 10 (College Prep)

ELA 10 will emphasize analyzing literature in greater depth, analyzing expository text, and producing more complex writing assignments. Students will apply and refine their command of the writing process

[113] http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp

and writing conventions to produce original narrative, persuasive, expository and descriptive texts of at least 1500 words each. Students will use primary and secondary sources accurately, distinguish between information and the significance of the data, be aware of audience, anticipate misunderstandings, and use subject-specific terms accurately as they move through themed units aligned to other core content learning. Unit themes are: Inside the Nightmare, *"What is the allure of fear?";* Outsiders and Outcasts, *"Do people need to belong?";* Expanding Freedom's Reach, *"What is the relationship between power and freedom?"*, All that Glitters; *"What do our possessions reveal about us?"*; Virtue and Vengeance, *"What motivates us to forgive?"*; Blindness and Sight, *"What does it mean to see?"*

English Language Arts 11 (College Prep)

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

English Language Arts 12 (College Prep)

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

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

AP English Language and Composition (College Prep)

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

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

AP English Literature and Composition (College Prep)

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

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

ENGLISH LANGUAGE DEVELOPMENT

As detailed more fully in the section on English Learners, below, the ELD program implements both the California ELD Standards and the new English Language Arts/English Language Development Framework for California Public Schools (ELA/ELD Framework). The school's ELD goals are directly aligned with the goals detailed in the ELD Standards and Framework to "ensure that ELs are fully supported as they:

- Read, analyze, interpret, and create a variety of literary and informational text types;
- Develop an understanding of how language is a complex, dynamic, and social resource for making meaning;
- Develop an understanding of how content is organized in different text types across disciplines using text organization and structure, language features, and vocabulary depending on purpose and audience;
- Become aware that different languages and varieties of English exist;
- Recognize their home languages and cultures as resources to value in their own right and to draw upon in order to build proficiency in English;
- Contribute actively to class and group discussions by asking questions, responding appropriately, and providing useful feedback;
- Demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia; and

- Develop proficiency in shifting registers based on task, purpose, audience, and text type" (ELA/ELD Framework p. 9-10).

EL students, like their English-fluent counterparts, are expected to gain progress in each of the ELA strands -- Listening, Speaking, Reading, and Writing. As detailed more fully below, through both integrated and designated ELD instruction, including use of the Lexia curricular program, EL students are supported in developing EL proficiency and reclassification as they master content standards. The Principal or designee monitors EL progress through formal and informal assessments including grades, standardized test scores, and ongoing communications with classroom teachers and the student's parents/guardians. (See below, for more details about support/ELD instruction, assessment, reclassification and monitoring of ELs.)

ELD 1-4 (College Prep)

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

Language Acquisitions, *Vocabulary and Foundational Skills*

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

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

Language Production

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

Language Use, *Reading Texts*

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

Language Use, *Writing*

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

MATHEMATICS

As a STEAM-focused school, mathematics and quantitative reasoning skills are central to the curriculum at VLGA. At all grade levels, students participate in engaging, hands-on math activities that require critical thinking, problem-solving, and conceptual understanding. VLGA holds high expectations for all students in math development and provides ample support for students to reach these expectations. California's Common Core Content and Practice Standards and the Mathematics Framework for California Public Schools, A Look At Kindergarten Through Grade Twelve in California Public Schools, provides a foundation for work in math.

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

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

Integrated Math I (College Prep)

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

Integrated Math II (College Prep)

In ***Integrated Math II,*** students will learn to solve real-world problems using a variety of tools; model and solve important problems with absolute value and quadratic functions and related equations; extend their understanding of exponents to rational exponents; develop an understanding of inverse relations; use the classical methods of finding the area of two-dimensional shapes, including quadrilaterals and circles; learn basic geometry of three-dimensional shapes including methods of finding simple volumes and surface areas; investigate and solve problems involving the trigonometry of right triangles; explore relationships related to lines, segments, arc length, and sectors of circles; use geometric representations and symbols to solve problems and prove theorems; continue to strengthen their knowledge of the connections between algebra and geometry; and extend their understanding of probability as they investigate conditional probability and independence.

Integrated Math III (College Prep)

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

Pre-Calculus (College Prep)

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

AP Calculus AB (College Prep)

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

SCIENCE

The science program at VLGA will emphasize inquiry, curiosity, collaboration, scientific literacy, and especially, relevance and application to real-world problems. VLGA will use the Next Generation Science Standards (NGSS), which emphasize and align to our goals through inquiry-oriented investigations, real-life application, and interdisciplinary thinking about scientific concepts (www.nextgenscience.org). VLGA will use the 9-12 Project Lead the Way curriculum and *Cengage* programs, which are aligned with NGSS standards and VLGA's guiding principles and goals. Students have many opportunities to explore their own science and engineering ideas in labs, on field trips, and in an on-campus maker-space.

The implementation of our standards-based Science curriculum is driven by the constructivist belief that students learn best in an inquiry-based, hands-on, investigative environment that builds upon the knowledge of previous learning. Our students will work in cooperative groups to advance through the stages of the scientific process. It is through these cooperative groups that our students will learn how to work together to solve a problem.

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

Students follow the eight practices of science and engineering that the NGSS Framework identifies as essential for all students:

- Asking questions (for science) and defining problems (for engineering)
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument from evidence

- Obtaining, evaluating, and communicating information

Two primary curricular resources support our students' science learning: Project Lead the Way's Gateway program and National Geographic's *Cengage*.

PLTW Gateway PLTW Gateway is aligned to Next Generation Science Standards, Common Core State Standards for Math and English Language Arts, and other national and state standards for grades 9-12. The program's 10-hour modules are flexible and customizable: They can be implemented independently or in tandem with one another, at the grade level, at any time. Both formative and summative assessments are embedded in the program. Assessments for learning and of learning play a critical role by providing meaningful feedback to students, teachers, and administrators. PLTW is renowned for helping high schoolers develop as strong STEM thinkers and for its capacity to help high school graduates reach college with the skills and confidence to navigate college level science lab settings.

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

Biology (College Prep)

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

Chemistry (College Prep)

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

Physics (College Prep)

In ***Physics*****,** students will learn about the most fundamental physical science, concerned with the fundamental principles of the Universe. Physics is the foundation upon which the other sciences –

astronomy, biology, chemistry, and geology – are based. It is also the basis of a large number of engineering applications. Students will study physics as it can be divided within six main areas: *classical mechanics, relativity, thermodynamics, electromagnetism, optics,* and *quantum mechanics*.

HISTORY/SOCIAL STUDIES

The Social Studies curriculum is globally focused and build students' understanding of themselves and the world around them. Using investigation, thematic units, and essential questions, the Social Studies curriculum naturally builds upon students' prior knowledge and experience, honor and celebrate their diverse backgrounds and cultures, and deepen their self-awareness and sense of place in an ever-increasingly global society.

The California Common Core State Standards and the recently adopted California State Framework for Social Studies and History (2016) provide a foundation for students' learning, and are supplemented by teacher-created lessons to ensure that history and social sciences reflect students' cultures and identities. The curriculum includes four main social science disciplines: (1) History, (2) Geography, (3) Civics, and (4) Economics. Students learn to distinguish fact from opinion, connect cause and effect, and examine history through a variety of lenses and perspectives.

Social studies is presented in four interconnected formats:

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

VLGA's history and social sciences curriculum is rooted in the curriculum standards specified in the History-Social Sciences Content Standards for California Public Schools: Kindergarten through Grade Twelve, CCSS for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy), and 2014 ELA/ELD Framework. We will adopt new history/social studies standards as they are released. Our curriculum shares the same three goals as the Framework: Knowledge and Cultural Understanding, Democratic Understanding and Civic Values, and Skills Attainment and Social Participation. Students will gain an understanding of human history and of how our society and the world work. The curriculum will not only support student acquisition of core knowledge of the world's eras and civilizations, but will also develop the critical thinking skills that historians and social scientists employ to distinguish the important from the unimportant, to recognize vital connections between the present and the past, and to appreciate universal historical themes and dilemmas.

World History (College Prep)

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

encourages critical thinking about the development of history as it relates to our present- day cultures and situations.

U.S. History (College Prep)

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

AP U.S. History (College Prep)

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

United States Government (College Prep) – one semester

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

Economics (College Prep) – one semester

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

PHYSICAL EDUCATION

Physical Education (PE) is considered critical for student learning and for maintaining personal well-being. The physical education program at VLGA is an integral part of our mission to address the needs of the "whole child" and to develop life- long habits of fitness and wellness. Students will be exposed to a variety of physical movement activities that suit diverse learning styles and skills, based on the *Physical Education Framework for California Public Schools: Kindergarten through Grade Twelve*.

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

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

With the addition of experiential education philosophies and activities, along with language development that supports Emotional Intelligence and Literacy, VLGA will integrate social/emotional training with physical activity. PE activities contribute to an integrated social-emotional program as students practice and demonstrate greater capacity with communication skills, cooperation, empathy, purposeful inclusion, fairness, teamwork, increased confidence, and growth in resilience and self-efficacy.

WORLD LANGUAGES

Spanish I (College Preparatory)

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

Spanish II (College Preparatory)

Spanish II builds on the communicative-based competencies, grammar, and Spanish language culture learned in Spanish I. Correlated to the curriculum are the broad Goals of the *Standards for Foreign Language Learning in the 21st Century* (Communication, Cultures, Connections, Comparisons, and Communities), which define the essential skills and knowledge that all students need to acquire. Students express themselves using the present, past, and future tenses on a variety of topics. Students also begin to read more sophisticated literature in Spanish and present projects that build language development.

Spanish III (College Preparatory)

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

Spanish I for Native Speakers (College Preparatory)

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

Spanish II for Native Speakers (College Preparatory)

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

AP Spanish Language & Culture (College Preparatory)

AP Spanish Language & Culture covers the equivalent of a fourth-year college course in advanced Spanish composition and conversation. Students may opt into this course and must have successfully completed Spanish III or Spanish II for Native Speakers or equivalent courses at other high schools. AP Spanish at Collegiate encompasses aural/oral skills, reading comprehension, grammar, and

composition. The course seeks to develop language skills that are useful in themselves and that can be applied to various activities and disciplines rather than to the mastery of any specific subject matter. Extensive training in the organization and writing of compositions must be an integral part of the AP Spanish Language course. Students who enroll should already have a basic knowledge of the language and culture of Spanish-speaking peoples and should have attained a reasonable proficiency in listening comprehension, speaking, reading and writing.

Mandarin 1 (College Prep)

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

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

Mandarin 2 (College Prep)

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

AP Chinese Language and Culture (College Prep)

Students will develop their Mandarin Chinese language skills and learn about Chinese culture. Students will practice communicating in Chinese and engage with real-life materials such as newspaper articles, films, music, and books. Students will learn to understand Chinese when they hear and read it; hold conversations in real-life situations; and write stories, letters, emails, essays, and other texts.

MISSION-DRIVEN ARTS EDUCATION

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

that integrates the various, and often disparate, compartments of our lives. It develops sensitivity to one's surroundings and the intricacies that enable self-discovery and understanding of the human condition.

At VLGA, we do not view art only as an independent activity with a subset of standards and skills, but rather as a humanistic strand that runs throughout our curriculum. Incorporating "Art" into STEM learning is deliberate and important. This will allow us to reach across the cultural, financial, and digital divides that separate our students from the "wider class." Through the arts, we develop a sense of self in our students and a respect for the many cultures from which they come, while providing valuable links to new cultures. The arts also allow us to make academic connections across the curriculum and provide cohesiveness to thematic planning that gives our second language learners one of the major scaffolds to gaining content and academic understanding.

VLGA strives to provide our students with the tools they need to produce meaning within artistic endeavors. These skills will be embedded throughout the day and placed in the context of meaningful experiences. For instance, while geometric concepts in Integrated Math II, our students might learn about proportion and symmetry in various art media, such as drawing, painting, collage, and installation. Likewise, students might create short video vignettes of scenes acted and performed to enhance understanding through in-depth, cross-curricular and thematic studies of literary works.

At VLGA, we are committed to music education and its cross-curricular implications, providing a systematic approach to the skills it requires. As our enrollment increases, we will have a full-time music teacher who delivers instruction to our students on a weekly basis. This opportunity is extremely important, as many of our students do not have access to these skills outside of the school setting. Through our music program, our students acquire basic knowledge of musical history, composers, theory, reading musical notation and the skills and mechanics of singing. These skills are advanced with a school-wide choral program.

Instrumental music programs are sequential instrument method courses for beginner, intermediate, and advanced instrumental music students. Students learn beginning to advanced music theory (rhythms, note names, expressions), music history, performance techniques, and cultural diversity through music. Students develop a basic structure to learn required music performing skills needed to rehearse and perform concert sheet music. Sheet music is chosen based on its difficulty level relative to the performance level of the student musicians.

Beginning Band (College Prep)

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

Advanced Band (College Prep)

Advanced Band will cover advanced topics in ensemble performance and expands upon previously learned skills and concepts and explore different genres, periods and cultures. Through the use of a wide variety of music students will develop aesthetic judgment, independence and a greater musical

understanding. Numerous concerts, contests and public performances are required throughout the year.

Beginning Choir (College Prep)

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

Advanced Choir (College Prep)

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

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

ASB Leadership (College Prep)

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

Journalism (College Prep)

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

Speech and Debate (College Prep)

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

ADVISORY/GLOBAL HOUR

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

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

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

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

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

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

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

PATHWAYS COURSES

During 9th grade Advisory, students will engage in exploration of different careers and applications of learning across the three pathways offered by VLGA: Health Science, Business and Climate Change. Starting in 10th grade, students will take a minimum of three courses in their chosen pathway. In most cases, these courses will be offered in partnership with local colleges, including LA Trade Tech College, enabling students to earn college credits while they are still in high school.[114] These foundational

[114] With the Climate Change pathway still in development, courses may be offered in partnership with UCI, LATTC or another local community college or CSU/UC.

courses in each pathway will be offered on-site at VLGA. VLGA will also work with our college partners over the coming years for qualifying students to deepen their learning in their chosen pathway and pursue additional college courses at the partner college campus, potentially earning a full Associate's degree or professional certification by the time they graduate from VLGA.

Health Science Pathway

PLTW: Principles of Biomedical Science (College Prep)

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

PLTW: Human Body Systems (College Prep)

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

PLTW: Medical Interventions (College Prep)

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

PLTW: Biomedical Innovation (College Prep)

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

BUSINESS PATHWAY

International Relations (College Prep)

International Relations will provide a framework for students to study the complexities of timely international issues and examine United States foreign policy, with a particular focus on how these complexities impact global business and trade. In this course, students will pay close attention to current events, global problems, and their historical context. Students will be expected to participate in

regularly held discussions, debates, and simulations related to international relations and global business. This course will help students identify the causes and consequences of global events, explain how foreign trade and economic policy is formulated, and identify and describe the major actors in international relations, including states, intergovernmental organizations, and nongovernmental organizations.

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

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

Business Law (College Prep)
This course is designed to offer an introductory view of our legal system and its laws. It examines our court systems and trial procedures as well as other aspects of legal activities which influence the operation of a business and personal life activities. Emphasis is also placed on the following topics: internet law, ethics, product warranties, consumer protection, employment conditions, family law, and contracts.

Intro to International Business (College Prep) (one semester)
(Dual Enrollment with LATTC)

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

Culture and International Business (College Prep) (one semester)
(Dual Enrollment with LATTC)

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

Business Communications (College Prep) (one semester)

(Dual Enrollment with LATTC)

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

CLIMATE CHANGE PATHWAY

Vista Charter Public Schools is proud to be partnering with the University of California and California State University systems to create the first Climate Science Pathway in California with an emphasis on climate change leadership. The partnership is under the direction of Dr. Richard Arum and in conjunction with ECCLP (Environmental and Climate Change Literacy Program, pronounced "Eclipse"). The program will include dual enrollment with UCI and local CSU schools. VCPS received a $100,000 grant from the Croul Family Foundation for early planning and development of the program. The course work being developed will be in compliance with A-G requirements and dual enrollment with the UCI and USC systems.

INNOVATIVE CURRICULAR COMPONENTS OF THE EDUCATIONAL PROGRAM

As detailed throughout the previous sections, VCPS is distinguished by its collaboration and partnership with Community Catalyst Partners' International Studies Schools Network (ISSN), with the goal of becoming an ISSN-certified school by the end of the first five years, along with our emphasis on STEAM. Our focus on the varying elements of student engagement, personalized and differentiated learning, active learning strategies and more are all based on research about how learning best occurs. Our program is carefully designed, based on our years of experience in this community, to prepare students to succeed in post-secondary school and beyond.

INTERVENTION AND ENRICHMENT PROGRAMS

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

The MTSS process begins with high-quality instruction and universal screening of all students in the general education classroom. Struggling learners may participate in interventions at increasing levels of intensity to accelerate their rate of learning. Advisory/Global Hour is built into the daily schedule to facilitate student time on intervention programs such as Lexia, Fountas & Pinnel, Khan Academy and more, with small group targeted instruction. These services may be offered by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. MTSS is designed for making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by student outcome data.

Enrichments are broad and engaging, including physical education, the arts, technology and opportunities outside of the classroom including field trips, as detailed above.

CURRICULAR AND INSTRUCTIONAL MATERIALS

The following table outlines the initial textbook adoptions planned for grades 9-12 in the core content areas of English Language Arts, Mathematics, Social Science and Science.

History Social Science
World History (9-12) - HMH - World History
US History (10-12) - HMH - American History: Reconstruction to the Present
AP US History (10-12) - HMH - American History: Reconstruction to the Present (will use more in-depth compared to regular US History course and aligned to AP test)
Government (11-12) - HMH - United States Government
Economics (11-12) - HMH - Economics

English
ELA 9 (9-12) - myPerspectives Grade 9
ELA 10 (10-12) - myPerspectives Grade 10
ELA 11 (11-12) - myPerspectives Grade 11
ELA 12 (12) - CSU Expository Reading and Writing Curriculum (ERWC)
AP Language (11-12) - Perrine's Literature: Structure, Sound, and Sense
AP Literature (12) - Perrine's Literature: Structure, Sound, and Sense
ELD 1-4 (9-12) - Designated ELD - myPerspectives ELD Companion

Math
Integrated Math I (9-12) - Agile Mind Integrated Math 1
Integrated Math II (9-12) - Agile Mind Integrated Math 2
Integrated Math III (10-12) - Agile Mind Integrated Math 1
Pre-Calculus (11-12) - Agile Mind PreCalculus
AP Calculus AB (12) - Agile Mind Calculus AB

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

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

VAPA: Teacher created

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

CTE: PLTW curricula; college/university partner curricula

INSTRUCTIONAL METHODS AND STRATEGIES

At VLGA, we use the Framework for Engagement as the lens through which all instructional programs and practices will be implemented. Communication and relationships that extend beyond the classroom and incorporate a widening circle of adult influence and interaction necessitate a major shift from the current instructional practice of "stand and deliver" that dominates classrooms across America. Studies conducted by Csikszentmihalyi, the creator of Flow Theory and his team, found that students spent approximately 86% in passive lecture style or independent activities.[115]

This framework necessitates that a shift in instructional practice is required to ensure the personalized learning experience is created to develop globally competent students. This shift in practice is commonly referred to as a move away from the "sage on the stage" model, in which the teacher directly delivers instruction through lecturing, to the "guide on the side," in which teachers act as a coach and facilitate a more personalized learning experience and is based on a constructivist view in which, optimally, the classroom provides a series of experiences that prompt students to actively construct their own knowledge and learning (Taylor & Parsons, 2011; Vygotsky, 1987; Zepke & Leach, 2010). At VLGA we use this as an important lens through which all programs, processes, and practices are chosen and developed. Professional development extends to core instructional models that are critical to the success of the educational program. The following processes and procedures are considered integral to the VLGA learning experience:

Problem-based pedagogy. This model is described as "an atmosphere where there is a dialectic tension and conflict that can promote a learning environment through a process of inquiry and understanding (that) includes concrete experiences, opportunities for reflection, abstract conceptualization, and active experimentation."[116] *VLGA will strategically use this approach with a global and STEAM curriculum that focuses on relevant application by applying learning to solving both local and global issues our students are facing today.* This also provides students the opportunity for active exploration of issues based on real life scenarios and problems.

Project-based learning (PBL). Project-based learning strives to increase relevance by applying real-life problems and issues to a final project outcome that function as an authentic assessment of student learning. Elucidating the relevance of a project has been linked to deeper engagement.[117] Providing students opportunities to explore issues that are meaningful in their circumstances and lives motivates them to learn and show more willingness to work through difficult ideas and learning.[118]

---

[115] Shernoff, E. S., Kratochwill, T. R., & Stoiber, K. C. (2003). Training in Evidence-Based Interventions (EBIs): What are school psychology programs teaching?. *Journal of School Psychology*, *41*(6), 467-483.
[116] Samson, P. L. (2015). Fostering student engagement: Creative problem-solving in small group facilitations. *Collected Essays on Learning and Teaching*, *8*, 153-164.
[117] Parsons, J., & Taylor, L. (2011). Improving student engagement. *Current issues in education*, *14*(1).
[118] Samson, P. L. (2015). Fostering student engagement: Creative problem-solving in small group facilitations. *Collected Essays on Learning and Teaching*, *8*, 153-164.

Because we choose to focus on solid implementation of our core curriculum in the first two years (literacy, math, science, and social studies), VLGA teachers will receive training on PBL through our partnership with the International Schools Study Network (ISSN). The ISSN, in partnership with the Buck Institute, provides on-going professional development and coaching for project-based learning. The eventual expectation is for all grade levels to have one major PBL project their second year, and two projects (one each semester) by our third year and beyond. Although teachers are required to facilitate two projects each year, they are encouraged to create multiple, interdisciplinary projects beyond the requirements.

Kagan Cooperative learning and strategies. One key component of experiential or problem-based learning that repeatedly stands out in the literature, as a factor in engagement is the use of cooperative learning strategies. Although some research has indicated that teacher-student relationships are possibly the most important factor in increased student engagement,[119] another study that examined the difference in impact of student-teacher relationships, quality of student effort, and peer- to-peer interaction found that "peer interaction had the strongest predictive capacity for engagement and outcomes."[120] The Heritage development team has recognized the importance of both teacher-student and peer-to-peer interactions in designing the school's instructional approach. Clearly, both are important and are constantly considered when designing Heritage pedagogy. Student interaction and collaborative learning promotes dialectic practices that support student viewpoints and interests. Cooperative learning has also been found to increase motivation, positive classroom behaviors, social networks, and academic improvements.[121]

At VLGA, all teachers will receive Kagan Cooperative Learning training. Already, embedded into all VCPS schools, Kagan Cooperative Learning strategies are designed for implementation across all content and curriculum. Kagan structures involve cooperative interaction, and are designed to efficiently produce engagement, positive social interactions, and achievement because they incorporate four basic principles, the PIES principles:

- **P**ositive Interdependence: We are positively interdependent when a gain for one is a gain for another. This dynamic produces a sense of belonging to the same team. In a traditional setting, students are set against each other in competition to answer questions. With Kagan structures, students work together and learn global attributes of sharing, caring, helping, and empathy.
- **I**ndividual Accountability: All students are held accountable for learning-- not just the student who raises her hand.
- **E**qual Participation: Because the structures involve every student, each student participates equally throughout the day.
- **S**imultaneous Interaction: All students have an opportunity to verbalize answers and thinking-- as opposed to a traditional class where only one or two students answer any given question.

[119] Furlong, M. J., Whipple, A. D., Jean, G. S., Simental, J., Soliz, A., & Punthuna, S. (2003). Multiple contexts of school engagement: Moving toward a unifying framework for educational research and practice. *The California School Psychologist*, *8*(1), 99-113.
[120] Zepke, N., & Leach, L. (2010). Improving student engagement: Ten proposals for action. *Active learning in higher education*, *11*(3), 167-177.
[121] Finn, J. D., & Zimmer, K. S. (2012). Student engagement: What is it? Why does it matter?. In *Handbook of research on student engagement* (pp. 97-131). Springer, Boston, MA.
Shernoff, E. S., Kratochwill, T. R., & Stoiber, K. C. (2003). Training in Evidence-Based Interventions (EBIs): What are school psychology programs teaching?. *Journal of School Psychology*, *41*(6), 467-483.

Kagan Structures are bridges that allow teachers to pass easily from principles to practices, implementing basic principles and visions as part of any lesson, at any grade level, with any curriculum. At VLGA, teachers will learn to use a Kagan structure every time they ask the class a question, thus ensuring equal engagement for all.

Cooperative Learning follows our principles of engagement, is brain compatible, learner centered, and has real-life transfer because they enforce our belief that you learn by doing.

Mastery learning. Mastery experiences develop self-efficacy by allowing students to reflect on where their skill level is at any given time and by using success, partial success, and even failure to point the way toward mastery of a subject or skill.[122] Currently, most classrooms see failure as an end in itself--which results in a failing grade. By allowing students to fail on a task and then reflect on that experience as a stepping-stone to a learning goal fosters a growth mindset, increases resilience, and promotes life-long learning.[123] At VLGA teachers will receive professional development on the latest developments and research on Master Learning. One site that will be used by VLGA staff to understand and implement Mastery Grading is http://www.gradingforlearning.wordpress.com. Developed by Dr. Derrick Chau, he and his team have created a system in tandem with the website to help teachers and schools make the emotional and pedagogical shifts needed to honor student centered learning in developmentally appropriate ways.

Relevance. A recent study on student learning and engagement conducted at four out-performing urban schools in Southern California with a majority of at-risk students indicated that the relevance of instruction was continually and clearly drawn to the students' immediate and future lives. The study showed that student engagement occurred when students took ownership, invested in learning, and internalized curricula to incorporate—and purposefully use—it in their lives.[124] When they recognized the purpose of what they were learning, the students were motivated to persevere through difficult and rigorous lessons and projects.

- VCPS believe that when students have a clear understanding of the value, purpose, and procedures for learning activities and the logic by which teachers arrived at their design, they are more likely to see the value of what they are being asked to learn and consequently participate more eagerly in their learning with greater achievement levels.

We take an approach to education based on the idea that students work harder and dream bigger if their education is relevant to them. Every teacher and every parent has heard a student or child ask, "Why do I have to learn or do this?" When students don't see the connection between the content and activities of the classroom and their future lives, they question what's happening and what we ask them to do. Research has confirmed that perceived relevance is a critical factor in maintaining student interest and motivation.

---

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

[123] Bempechat, J., & Shernoff, D. J. (2012). Parental influences on achievement motivation and student engagement. In *Handbook of research on student engagement* (pp. 315-342). Springer, Boston, MA. Finn, J. D. (1989). Withdrawing from school. *Review of educational research*, *59*(2), 117-142. Pintrich, P. R. (2003). A motivational science perspective on the role of student motivation in learning and teaching contexts. *Journal of educational Psychology*, *95*(4), 667

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

To ensure VLGA relevancy for VLGA students, every lesson at VLGA will start by answering the *What? Why?* and *How?* before instruction begins

- **What?** What is our learning objective for this lesson? What are we doing in class today? What questions will we try to answer? What concepts will we address? What activities will we do?
- **Why?** Why are we studying this? How are today's content and activities tied to the learning outcomes? What should I know or be able to do after today's class? How can the information and skills be used in everyday life?
- **How?** How are we going to address the content? What are the discrete steps we will need to take to reach our learning objective? What activities, discussions, and projects will we be using? How will I know that I have mastered the learning objective?

At VLGA, teachers will be expected to answer those questions for all learning. They will do so through clear objectives connected to real-world application, clear instruction, student-driven rubrics, and multiple opportunities and ways to demonstrate mastery of learning. At VLGA, we will believe that when students have a clear understanding of the value, purpose, and procedures for learning activities and the logic by which teachers arrived at their design, they are more likely to see the value of what they are being asked to learn and consequently participate more eagerly in their learning with greater achievement levels.

Digital Portfolios. Because students develop and grow in their desire for autonomy and independence, but at the same time, continue to rely on guidance from parents and other adults, VLGA students will develop Digital Portfolios upon enrollment They have opportunities to reflect on their learning, make appropriate choices, and receive assistance with their learning plan in their pursuit of academic, personal, and career goals. Guidance from VLGA staff will occur on a frequent basis as they regularly conference and meet with students throughout the week.

Students will clarity of purpose by creating a Digital Portfolio that considers their current level of progress and long-term goals. VLGA faculty and parents will assist students as they map out their learning needs. The learning management system, weekly student/teacher conferences during workshop time, and regularly scheduled parent/teacher conferences provide a structured time during which students and families are able to monitor their own progress, review academic decisions, present problems or conflict, and revise goals as they learn and achieve. At VLGA, we will prepare our students to be fully participatory in their own educational journey, which extends to college and beyond.

The Digital Portfolio is a key tool for helping students' development of metacognition. This is built by giving students ownership over their learning and allowing them to think about how they learn. As students reflect on their plan, progress, achievements, and continued areas of work, they can take that understanding and apply it to learning in the classroom. Digital Portfolios also review assessments results in order to best prepare students for the Smarter Balanced Assessment Consortium (SBAC).

Another area that supports Digital Portfolios and student metacognition are student-led conferences. As parents, faculty, and students meet regarding a student's academic, personal, and career goals, the student presents his/her understandings about his/her development, challenges, strengths, and joys. As discoveries are made, steps on how parents and faculty can support further development are articulated.[125]

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

Differentiated Instruction. VLGA staff will utilize its knowledge of the "whole child" in order to effectively implement differentiation of instruction. Evidence has suggested that students are more successful in school and find it more satisfying if they are taught in ways that are responsive to their readiness levels.[126]

To effectively implement differentiation, students have multiple routes to demonstrate their understandings; use a variety of materials that address learning at their level of instruction and with their learning modality; work in small, flexible learning groups for instruction that are based on a variety of learning needs; work within a flexible pacing structures, which allows for learner variance; engage in lessons that are knowledge- centered and structured around essential learning; and have work that considers their learner traits so that students can learn successfully.

Individualized work is at an appropriate level of challenge; tasks and questions link to students' interests, and address thestudents' learning profiles (e.g., learning modality, culture, language). Hence, by giving them choices regarding topics of study, ways of learning, and presenting information, students are able to determine the best access points for their own learning and build upon areas strength. In a VLGA classroom, differentiation will provide students emotional safety, as similarities and differences, strengths and weaknesses, cooperation and respect are all valued. Selection of programs at VLGA will be based, in part, on their ability to meet these criteria. Readers and Writers Workshop, ISTE, Project Lead the Way, Cengage and other similar programs have mastery learning as a core value and are considered for implementation at VLGA.

Data-Driven instruction. The instructional path is paved through the CCSS and the use of Curriculum Maps. Throughout the week, teachers use a variety of formative assessments to understand where their students are successful and where they need more support. A full explanation of our assessments is provided later in this document. The results of these assessments drives follow-up instruction, support, and/or intervention. Grade-level staff groups create assessment calendars in conjunction with their curriculum. All students are assessed regularly to ensure clear progress. Teachers review their students' scores, meet with grade-level teams and administration to review the results, and together determine what the next steps of action may be. Similarly, quarterly assessments are reviewed in order to determine learning directions. The Quarterly Assessment have more weight, as it will cover nine weeks of instruction. The Quarterly assessments are aligned to the SBAC. Possible outcomes may include a need for an SST and a review of any other types of interventions that would help the student; an online assessment tool and learning management system is the tool utilized to assess students and to create the assessments. Also, teachers have regular opportunities to discuss "data" and learning growth with students so that students are aware of their achievement level/mastery and what they need to do to grow.

Online assessment and learning management systems allow teachers and administrators the opportunity to gather and organize data that guides next steps. Edulastic, PowerSchool, and Google Classroom are examples of online assessment programs that are utilized by teachers to create assessments, and also for administration to support in writing of quarterly assessments. Currently, VCPS has recently adopted a Learning Management System, Google Classroom. VLGA will use the same online assessment and learning management system as all schools in VCPS system.

[126] Vygotsky, L. S. (1986). Thought and language (A. Kozulin, trans.).

Homework. At VLGA, our approach to homework is research-based and in alignment with our core values of honoring the development of the "whole child." The most comprehensive research on homework comes from a 2006 meta-analysis by Duke University psychology professor Harris Cooper, who found a positive achievement correlation for homework starting in the seventh grade, but a weak relationship for those in younger grades.

At VLGA, we believe that limited, but thoughtfully scheduled homework can teach important learner skills such as study habits, self-discipline, inquisitiveness, and independent problem-solving skills. The Charter School's homework policy espouses general guidelines that allow for teacher flexibility and individualized student learning plans:

1. Homework is an extension of classroom learning and **not a replacement for teacher direct instruction.** Students might be asked to explore ideas, stories, and additional information related to a classroom theme, writing project, or science inquiry.
2. Teachers must ensure that **students understand basic concepts before assigning extended work**. We do not want students creating life-long bad habits from the repetition of incorrect concepts. Students should be able to complete the work primarily on their own without the need for extensive parental guidance.
3. Homework completion is not included as part of a student achievement grade. Our purpose is to create self-motivated learners that love exploration.
4. Homework should be developmentally appropriate and not create a burden on family time or resources.
5. Cooperative and shared learning projects may be assigned from time to time and needs to be completed from home with the help of a parent. For example, writing a narrative about one's family may necessitate interviewing family members, and the parent is expected to support and facilitate this activity outside of school.[127]

CTE Pathways. It is not enough that students are exposed to their chosen pathway in their academic lives. At VLGA, we want our students to take an interdisciplinary approach to their studies. That means they should understand the power of effective communication in conveying health information to a general population for purposes of public health and safety, the math that drives business principles, and the geopolitical and environmental issues at stake in as they work to develop climate change solutions.

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

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

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

How the Instructional Program Will Support Student Development of Technology-Related Skills and Student Use Of Technology

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

VLGA will extensively utilize Google Classroom and Google Apps for Education for students and teachers. These Google services are provided free of charge to the school. Students and families will also have access to the school's Learning Management System and online portfolio. In addition to investing in Chromebooks for the students, the school provide WIFI access in all areas of the campus and implement Internet security software that complies with the Child Internet Protection Act (CIPA).

In addition to integrated technical skills, VLGA is committed to digital safety. Students will receive instruction in developing digital literacy skills, including self-regulation, curiosity, and responsibility in an extraordinarily connected world. Cyber-bullying and cyber-safety will be addressed yearly for all VLGA students. VLGA will ensure that students understand and exercise good judgment as they navigate the infinite amount of information that exists online. This approach is in line with our focus on social-emotional skills, as students must learn how, when, and why the Internet can support their personal and academic growth.

Graduation Requirements

As a public charter school and as a Local Educational Agency, VLGA has set graduation requirements that will best support our students. To earn a high school diploma from VLGA, a student must complete 220 credits of the following course of study.[128] A student must earn a score of 2 or higher in each course in order to earn credit for the course:

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

[128] VLGA will comply with California Education Code Section 51225.1 and ensure that students who qualify (i.e., foster youth, homeless youth, former juvenile court school pupil, child of military family, newcomer, or migratory child) will be provided exemption from local graduation requirements and/or be given a fifth year to complete the requirements for graduation.

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

VLGA GRADUATION REQUIREMENTS ALIGNMENT TO A-G

	California State Mandated Requirements [129]	UC Requirements for Freshman Admissions[130]	VLGA Requirements for Graduation[131]	Collegiate course sequences fulfilling requirements	Course credits
ELA	Three Years	Four years of approved courses	Four years of approved courses (40 credits)	ELA 9	10
				ELA 10	10
				ELA 11 **OR** ELA 11 Honors **OR** AP English Language and Composition	10
				ELA 12 **OR** AP English Literature and Composition	10
Mathematics	Two years, including Algebra I, beginning in 2003–04.	Three years, including algebra, geometry, and intermediate algebra. (Four years recommended.)	Three years including Common Core Integrated Math I, II & III (30 credits) (Four years recommended.)	Common Core Integrated Math I	10
				Common Core Integrated Math II	10
				Common Core Integrated Math III	10
				Pre-Calculus	10
				Advanced Placement Calculus AB	10
History/Social Science	Three years including World History, U.S. History and 1 semester each of American Gov't and Economics	Two years including World History and U.S. History or Gov't	Three years (30 credits)	World History	10
				US History **OR** Advanced Placement US History	10
				Government	5
				Economics	5
Science	Two years, including biological and physical sciences.	Two years with lab required, chosen from biology, chemistry, and physics. (Three years recommended.)	Minimum two years (20 credits); three years recommended	Biology	10
				Chemistry	10
				Physics	10
La ng ua	One year of either visual and	Two years in same language		Spanish I **OR** Spanish for Native Speakers I	10

[129] http://www.cde.ca.gov/ci/gs/hs/hsgrtable.asp.
[130] Ibid.
[131] http://www.cde.ca.gov/ci/gs/hs/hsgrtable.asp.

	performing arts, foreign language, or career technical education**.	required. (Three years recommended.)	Minimum two years (20 credits) required; three recommended	Spanish II **OR** Spanish for Native Speakers II	10
				Spanish III	10
				Advanced Placement Spanish Language and Culture	10
				Mandarin 1	10
				Mandarin 2	10
				Advanced Placement Chinese Language and Culture	10
Visual and Performing Arts	One year of either visual and performing arts, foreign language, or career technical education**.	One year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art.	One year of visual and performing arts (10 credits)	Beginning Band	10
				Advanced Band	10
				Beginning Choir	10
				Advanced Choir	10
				ASB Leadership	10
				Journalism	10
				Speech and Debate	10
					10
Physical Education	Two years	Not Applicable	Two years (20 credits)	Physical Education I	10
				Physical Education II	10
College Prep Electives/CTE Pathways	Not Applicable	One year college prep elective.	Four years (40 credits)	**Pathways (3 Required in a Pathway)[132]**	
				Health Science Pathway	
				PLTW: Principles of Biomedical Science	10
				PLTW: Human Body Systems	10
				PLTW: Medical Interventions	10
				PLTW: Biomedical Innovation	10
				LATTC Dual Enrollment Courses (tbd)	
				Business Pathway	
				Business Management	10
				Business Finance	10
				Business Law	10
				International Relations	10
				Intro to International Business	5
				Culture & International Business	5
				Business Communications	5
				LATTC Dual Enrollment Courses (tbd)	
				Climate Change Pathway	
				Courses to be developed in partnership	10
				with UCI	10
					10
					10
					5
					5
Advisory/ Global Hour	Not Applicable	Not Applicable	Four years (40 credits)		
				Advisory 9	10
				Advisory 10	10
				Advisory 11	10

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

				Advisory 12	10

Credit Recovery Opportunities and Support

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

Ensuring Transfer Students Can Meet Graduation and College Entrance Requirements

We will provide a pathway for transfer students into the school whereby they can access VLGA's program, meet VLGA's promotion requirements, and graduate on time. We will accept credits from other high schools. Credits from other high schools will be recognized according to their A-G distinction. Students entering VLGA in grades 10 through 12 will complete an alternate path toward graduation that recognizes any discrepancies in credits earned in previous years versus previous years' promotion requirements at VLGA but that still supports the student to meet the A-G requirements. The student would be granted the requisite credits to be placed in the grade level appropriate to his/her accumulation of A-G core credits.

Ensuring Students Meet the CDE's College/Career Indicator

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

- Career Technical Education (CTE) Pathway Completion plus one of the following criteria:
  - CAASPP: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area
  - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
- At least a Level 3 "Standard Met" on both ELA and Mathematics on CAASPP
- Completion of two semesters/three quarters of Dual Enrollment with a passing grade (Academic and/or CTE subjects)
- Passing Score on two Advanced Placement (AP) Exams or two International Baccalaureate (IB) Exams
- Completion of courses that meet the University of California (UC) or the California State University (CSU) a-g criteria **plus one** of the following criteria:
  - CTE Pathway completion
  - CAASPP: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area
  - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
  - Passing score on one AP Exam **OR** on one IB Exam.[133]

[133] CollegeBoard. AP Students. Retrieved from https://apstudent.collegeboard.org/home.

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

Western Association of Schools and Colleges (WASC) Accreditation

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

ACADEMIC CALENDAR AND SCHEDULES

Academic Calendar

The academic calendar complies with the annual instructional minutes requirements set forth in Education Code Section 47612.5(a). The proposed school calendar for 2023–2024 includes 180 instructional days and 190 teacher workdays (180 instructional, four summer Professional Development, six school-year Professional Development). First year teachers and teachers at new VCPS schools also are required to do additional Professional Development in all programs that pertain to their school and grade levels up to three additional weeks prior to the start of the first day of school.

Sample Daily Schedules

VLGA will offer 390 minutes of instruction for all grades per regular day and 290 minutes for all grades on "early release" days on Friday. Teachers will have professional development (PD) and collaborative time for two hours each Friday after early release. During Zero Period, students in need of additional support and intervention will be able to receive targeted intervention and support with core teachers leading small group instruction and tutoring. Designated ELD will also occur during Zero Period with ELs

working with our ELD Coordinator on focused proficiency development. After-school tutoring and support also will be available, pending funds availability.[134]

Monday/Wednesday
7:30-8:30 - Period 0/Club Time
8:30-10:05 - Period 1
10:10-11:45 - Period 3
11:45-12:20 - Lunch
12:25-2:00 - Period 5
2:05-3:40 - Period 7
Instr. Minutes = 390

Tuesday/Thursday
7:30-8:30 - Period 0/Club Time
8:30-10:05 - Period 2
10:10-11:45 – Advisory/Global Hour
11:45-12:20 - Lunch
12:25-2:00 - Period 4
2:05-3:40 - Period 6
Instr. Minutes = 390

Friday (PD Day) - Alternating Weeks
7:30-8:30 - Period 0/Club Time
8:30-9:40 - Period 1/2
9:45-10:55 - Period 3/Advisory/Global Hour
11:00-12:10 - Period 5/4
12:10-12:45 - Lunch
12:50-2:00 - Period 7/6
Instr. Minutes = 290

INSTRUCTIONAL DAYS AND MINUTES

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

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

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	No									0	36000	0	-36000
1	No									0	50400	0	-50400
2	No									0	50400	0	-50400
3	No									0	50400	0	-50400
4	No									0	54000	0	-54000
5	No									0	54000	0	-54000
6	No									0	54000	0	-54000
7	No									0	54000	0	-54000
8	No									0	54000	0	-54000
9	Yes	135	390	45	290					180	64800	65700	900
10	Yes	135	390	45	290					180	64800	65700	900
11	Yes	135	390	45	290					180	64800	65700	900
12	Yes	135	390	45	290					180	64800	65700	900

PROFESSIONAL DEVELOPMENT

TEACHER RECRUITMENT

VLGA will utilize multiple search methods to attract and recruit qualified teachers to deliver our instructional program. Some of these will include EdJoin, VLGA job fairs and its website, advertisements at colleges and universities, and word of mouth. Selection of teachers is based on their teaching experience and ability to demonstrate effective instructional capabilities in the classroom. VLGA will recruit ESSA-compliant teachers holding a CLAD or BCLAD credential with experience in planning and implementing an engaging, differentiated instructional program. Teachers need to be well versed in SDAIE and English Language Development (ELD) techniques. (See full job description in Element 5.)

The Superintendent and Principal will review the qualifications of applicants' resumes and VLGA employment applications. The Superintendent and Principal will screen promising applicants by speaking with previous employers prior to selection for an interview. VLGA's administrators and Instructional Leadership Team (ILT) will conduct interviews with candidates. From the first interview, teachers who meet federal and state requirements are asked to come back for a demonstration lesson with the ILT. The Principal ultimately selects teachers based on teaching experience, subject matter/grade level expertise, and demonstrated classroom capabilities. The Principal will notify each person of his or her status once a decision is made. Candidates who are offered employment will receive written notice from VLGA.

PROFESSIONAL DEVELOPMENT

At VLGA, professional development will be critical to the success of our students. At VLGA, we understand that effective professional development needs to be consistent; the one-time professional development approach traditionally used by school districts has been shown to be less effective than ongoing professional development.[135] At VLGA, professional development will be directly applicable to

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

classroom practices (such as promoting global competence) in order for teachers to maximize the usefulness of the training, learning Kagan strategies to increase collaborative processes, and Way of Council training to ensure rich social/emotional environments for our students.[136]

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

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

***All Vista Days*:** VLGA will participate in All Vista Days, which are dedicated to professional development common to all Vista schools. This training includes such topics as: the ISSN framework, Kagan Cooperative training, Way of Council, integrated technology, integrated English Language Learning, and similar initiatives.

***Collaborative planning time*:** Teachers will have weekly common planning time during the week for deliberate collaboration with grade-level teams. This structure will ensure that grade-level teams have regular time to discuss trends of particular students and to jointly develop projects and lesson plans. The weekly time allotted to teachers will increase as the school grows and adds additional teachers for PE, music, art and other enriching activities.

Professional Learning Communities: VLGA faculty works as a professional learning community in order to deliver the type of focus, differentiation, and rigor required by the educational program. A professional learning community is characterized by a collective focus on student learning, shared norms and values, collaboration, de-privatization of practice, data-driven decisions, and reflective dialogue.[137] Not unlike the students, the faculty at VLGA will meta-cognitively process their instruction. The focus questions rely not upon what was taught, but rather upon what was learned. The staff and structures of the school must be responsive to student needs, whether through professional development in new areas of practice, improvement of instruction using peer coaching, realignment of time and resources to meet the greatest areas of need. Faculty analyze student data from assessments and adapt their instructional plans to meet deficit areas by collaborating twice a month in both content and grade-level teams. Faculty receive Professional Development support during minimum days (currently set for Fridays). This support enhances the Professional Learning Community.

***Peer coaching*:** Grade-level teams will be given time to meet with and observe one another frequently. These teams will utilize a protocol to provide each other with targeted feedback and personal growth support.

***Instructional rounds*:** Instructional rounds are a powerful collaborative structure in which a group of teachers or the school identifies a shared struggle or concern of practice and then conducts classroom walkthroughs to intentionally learn from the instructional practices of the observed teacher. The premise of instructional rounds is that many of our teachers are already implementing successful strategies that may not be widely known or shared. Another underlying purpose of instructional rounds is for a community of teachers, or network, to collaboratively identify and solve a problem of practice by

[136] Ibid.
[137] Marzano, R. J. (2011). *Formative assessment & standards-based grading*. Solution Tree Press.

implementing and modeling different solutions. Additionally, instructional rounds provide a non-threatening method for a school community to review yearly goals and program implementation.

Teacher growth and development: VLGA will use the Dr. Charlotte Danielson Evaluation Instrument[138] as a way to measure and support teacher growth and development. The Danielson framework is a structured program that allows teachers to self-analyze using rubrics to distinguish, in any area, whether they are proficient, below, or can work toward reaching new heights. It provides clear examples, enabling teachers to differentiate between levels of performance. The Danielson Framework was not intended as a tool for evaluation, but provides a framework that is clear and growth oriented. The framework covers four major domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Within those domains are the different components listed below:

Domain 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content Pedagogy
- 1b Demonstrating Knowledge of Students
- 1c Setting Instructional Outcomes
- 1d Demonstrating Knowledge of Resources
- 1e Designing Coherent Instructions
- 1f Designing Student Assessments

Domain 2: The Classroom Environment

- 2a Creating an Environment of Respect and Rapport
- 2b Establishing a Culture for Learning
- 2c Managing Classroom Procedures
- 2d Managing Student Behavior
- 2e Organizing Physical Space

Domain 3: Instruction

- 3a Communicating with Students
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 3e Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities

- 4a Reflect on Teaching
- 4b Maintaining Accurate Records
- 4c Communicating with Families
- 4d Participating in a Professional Community
- 4e Growing and Developing Professionally
- 4f Showing Professionalism

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

ISSN Professional Development: Our partnership with ISSN includes collaboration with other network schools and additional services. Administrative and instructional staff participate in professional development that include the following:

Site visits: VLGA will host an ISSN site visit during its first and third years in the network.[139] Visits will be conducted by a group of four to six network principals and consultants, who spend two and a half days at a school, visiting classrooms, conducting focus groups and interviews, and reviewing curriculum maps, student and staff handbooks, and other artifacts that capture the work of the school. At the end of the visit, the host school receives a 40-page report with feedback on each area of the ISSN School Design Matrix. That report becomes a tool to guide strategic planning and ongoing improvement efforts. The visits also serve as a rich professional development opportunity for the visiting principals.

National network meetings: Community Catalyst Partners hosts biannual meetings for ISSN school leaders, where they conduct a study tour of a network school, participate in targeted learning activities, and have time to connect and share ideas. These meetings provide a rare opportunity to connect with peers, exchange ideas, solve common challenges, and learn together in a safe community.

Regional events: Regional ISSN coordinators offer additional trainings and events for ISSN educators to connect within a geographic region. These are opportunities for teachers to share feedback on curriculum, for administrators to support each other in solving common problems of practice, and for all staff to gain new skills and knowledge relevant to the global studies mission.

Professional Development Topics and Professional Learning Community	
Compliance and Mandated Training	Mandated Reporting Uniform Complaint Procedures FERPA Blood Borne Pathogens Safe School Plan & Procedures – Emergency Drills, Evacuation procedures, etc. Sexual Harassment Appropriate Use of Technology
School Culture	Way of Council School Discipline Policies and Procedures Restorative Justice practices Classroom management
Curriculum & Instructional Methods	Lesson Plan Components Direct Instruction (I Do, We Do, You Do) ISSN (GPS, PBL, Global Standards) Kagan Cooperative Learning strategies Subject/departmental meetings Technology instruction and integration Mastery Learning Educating for Global Competence

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

Assessments & Standards	Assessments to inform instruction Common Core and State standards Internal Standards Scope and Sequence Alignment of Curriculum, Standards, Assessments Progress Reports and Report Cards Assessments (teacher created, publisher, and national normed) Adoption of the Dr. Charlotte Danielson Evaluation Instrument Deep Dives of Domains (1. Planning; 2. Classroom Environment; 3. Instruction; 4. Professional Responsibilities) SBAC aligned assessments AP test prep strategies Learning Management System
Differentiation / Special Education/Student Supports	Modifications and intervention strategies Multi-Tiered Systems of Support (MTSS) Data Driven Instruction Techniques for Differentiation English Learner strategies, reclassification and monitoring policies and procedures Special Education compliance and services

MEETING THE NEEDS OF ALL STUDENTS

VLGA is committed to meeting the needs of each and every student and helping them to succeed. All members of our faculty and our instructional leaders will assist each family to ensure the educational success of their teenager, including making appropriate referrals to community organizations.

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

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

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

MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

As in all VCPS, VLGA will implement a Multi-Tiered Systems of Support (MTSS) approach to ensure students are monitored regularly to determine progress. This diagnostic approach helps inform teachers in a timely manner to ensure all students are identified and supported in their learning. The goal is to prevent academic and behavioral problems and to intervene early.

The MTSS process begins with high-quality instruction and universal screening of all students in the general education classroom. Struggling learners may participate in interventions at increasing levels of intensity to accelerate their rate of learning. These services may be offered by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. MTSS is designed for making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by student outcome data. The chart below details the MTSS Tiers for academic and behavioral interventions.

MTSS for Academic and Behavioral Interventions

Tier 1 – Proactive Prevention through high-quality first instruction and pedagogy

- Diagnostic and ongoing assessment
- CCSS-driven instruction
- Integrated ELD in all subjects
- Close school-to-home communication
- Progress reports
- Differentiation through PBL, Kagan strategies
- Way of Council

Tier 2 – Targeted Intervention

- Family and school communication
- Learning Management System updated regularly
- Parent conferences, phone calls, and home visits.
- Targeted small group Literacy instruction using Fountas and Pinnell Leveled Literacy intervention (LLI) and Ready Math intervention strategies
- Advisory/Global Hour (daily intervention period with students receiving small group, targeted support)

Tier 3 – Intensive Intervention

- Administrative involvement
- Student Success Team

- Administration, teacher, student interventions (e.g., Way of Council and other restorative student to student practices)
- Counseling
- Possible referral for an IEP

Student Success Team

The Student Success Team (SST) is centered on the student, and reviews individual student strengths and areas of concern in academics, behaviors, or other areas. The SST is the main vehicle for Tier 3 MTSS strategies. The SST is comprised of one administrator, one Special Education teacher or Specialist, the current teacher(s), parents of the student being discussed, and other staff or personnel such as teaching assistants that may have valuable information regarding the strengths and needs of the student. The SST plans strategies and organizes resources to assist students, parents, administrators, and teachers with concerns that are interfering with success. The SST is a general education function, and all students can benefit from an SST, including, but not limited to, those students achieving below or above grade level, English Language Learners, students with educational needs, and students who have experienced emotional trauma or behavioral issues.

Any VLGA family member or staff member who has a concern for a student can refer that student to SST for consideration. Anyone who is connected to that student can be included in the SST to share about the student's strengths as well as concerns and strategies that may or may not have been used in the past. People who may be included in an SST meeting might be, for example, teachers, parents, counselors, doctors, administration, social workers, and law enforcement representatives. The meeting is designed to convene a supportive team in a positive atmosphere to determine and implement best strategies to support VLGA students in finding success.

The VLGA SST meetings shall include the following steps:

1. Introduction of SST team members and participants
2. Meeting purpose and process
3. Timekeeper appointed to track SST meeting minutes
4. Identification of Student Strengths
5. Concern areas are listed, discussed, clarified, and brainstormed
6. Pertinent information and modifications are listed
7. Concerns are synthesized with one or two chosen for focus
8. Strategies to deal with are brainstormed or chosen
9. Identification of actionable strategies
10. Individual commitments to actionable strategies
11. Person responsible and timelines for all actions are recorded
12. Follow-up date is set

After implementation of an SST plan and follow-up, if the problem continues, revisions to the plan are discussed and implemented; however, if deemed necessary by the SST, a referral for special education or Section 504 assessment might be made.

The following subsections explain the ways in which VLGA will identify and addresses the needs of diverse learners.

ENGLISH LEARNERS

Approximately one third of our students are English Learners (ELs), with the vast majority being Spanish speaking. We have structured our program to meet the needs of ELs with a goal that they gain fluency in English as quickly as possible in a supportive setting. VLGA teachers, staff and school leaders will communicate to parents in their home language as needed—but use English instruction for the content areas in the classroom.

We have structured our program to meet the needs of ELs with a goal that they gain fluency in English as quickly as possible in a supportive setting. VLGA teachers, staff and school leaders will communicate to parents in their home language as needed—but use English instruction for the content areas in the classroom.

IDENTIFICATION OF ENGLISH LEARNERS

VLGA's EL program will adopt the VCPS English Learner Plan (as approved by LAUSD). VLGA's EL program is designed to ensure English Learners (including those who are reclassified) have equal access to instructional materials and supports in order to achieve grade-level content mastery and English-language proficiency.

In order to identify EL students in a timely fashion and to provide appropriate instructional support and services, all parents are required to complete a *Home Language Survey* upon enrollment at the Charter School. (Cal. Education Code § 52164.1) Students whose primary language is not English are assessed using the English Language Proficiency for California (ELPAC) assessment aligned to the CA ELD Standards if he or she has not previously been identified as an English learner by a California public school or if there is no record of prior ELPAC test results. The ELPAC assessment will take place within 30 days of the start of the Charter School year or within two (2) weeks after the date of the student's first enrollment at VLGA.

The ELD Coordinator (the Assistant Principal) will assess English language proficiency of all enrolled English Learners in accordance with California Education Code guidelines. Students with disabilities will be permitted to take the test with the accommodations listed in the Education Code if they are specified in the student's IEP or Section 504 plan. An alternate assessment for English language proficiency will be administered to students who are unable to participate in the ELPAC, according to the guidelines set forth in the student's IEP. The Charter School will notify parents of the Charter School's responsibility to conduct ELPAC testing and inform parents of ELPAC assessment results within 30 calendar days following receipt of results from the test contractor.

Students will be monitored in conjunction with the ELPAC General Performance Level Descriptors (PLDs):

Level	Description
4	English learners at this level have **well developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful

	ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).
3	English learners at this level have **moderately developed** oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Expanding" proficiency level through the lower range of the "Bridging" proficiency level as described in the CA ELD Standards.
2	English learners at this level have **somewhat developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the "Expanding" proficiency level as described in the CA ELD Standards.
1	English learners at this level have **minimally developed** oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the "Emerging" proficiency level as described in the CA ELD Standards.

(https://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp)

Parents are notified of their rights and their child's ELPAC scores each year and are encouraged to participate in the reclassification process. Parents are notified when a student is being considered for reclassification and again when they are officially reclassified.

EDUCATIONAL PROGRAM FOR ENGLISH LANGUAGE ACQUISITION

All EL students learn with all other students in the classroom during instructional time. In addition, EL students have designated ELD instruction during an ELD class in their course schedule. All students participate in the general education classroom during instructional time where teachers implement

strategies to support "integrated" academic language acquisition. Teachers use modeling, graphic organizers and visuals to support students' recognition of essential information in all academic subjects. Teachers are mindful of the stages of language acquisition and differentiate instruction within the classroom to meet the needs of each student.

During designated ELD, students will complete curricular tasks in Reading Comprehension, Grammar, Word Meaning and Writing at their level of English, using the Lexia platform. Upon completion of weekly tasks student data is analyzed to track progress of language acquisition. The Lexia Platform also provides a norm-referenced test that students take three times a year to track progress and standards mastery. When a student is identified as to having difficulties mastering a concept, students are pulled out for targeted intervention on the specific content necessary.

All VLGA teachers will be trained to use Specially Designed Academic Instruction in English (SDAIE) techniques to meet the needs of ELs. The instructional design model that will be used by VLGA places a heavy emphasis on differentiating instruction to meet the needs of ELs based on their academic and language readiness. VLGA's philosophy of personalizing instruction for all students also benefits ELs by providing entry points learning tasks and outcomes that are tailored to the student's needs.

Sheltered instruction/SDAIE is grounded in a pedagogical commitment to meeting the needs of diverse learners, in this case particularly those students who are English learners. Teachers engage in the following practices to support universal access of subject matter content for all students:[140]

- During lesson planning and preparation, teachers identify lesson objectives aligned with state and local standards.
- Teachers link new content to students' background experiences and introduce unfamiliar vocabulary to facilitate comprehension.
- Teachers use controlled vocabulary, sentence structure, visuals, and gestures as necessary and appropriate to make the presentation of content comprehensible.
- Teachers provide students with a variety of strategies for organizing and retaining information associated with effective learning, such as graphic organizers and note taking.
- Teachers provide students with regular opportunities to interact with their peers through collaborative learning activities, such as think/pair/share, partner and group projects.
- Teachers provide students with regular opportunities to use new language skills in context.
- Teachers pace lessons appropriately to allow for the participation and active engagement of all students.
- Teachers utilize language-based as well as content-based assessments.

SDAIE instruction also focuses on strategies for taking students Into, Through, and Beyond the topics covered. For example, SDAIE-enhanced instruction might proceed as follows:

I. **Into:** Determining what the students know about the topic of study. Possible SDAIE strategies for "Into":

[140] Based on the eight broad elements of sheltered instruction described by Echevarria, Vogt, and Short. *Making content comprehensible for English language learners: The SIOP model*. Boston: Allyn and Bacon (2004).

Anticipatory Guide: Students are given a series of statements that relate to concepts they are studying in their unit on Ancient Greece. Students indicate AGREE or DISAGREE. After the information has been presented, students check to see if they were correct.
Brainstorming - Students work in small groups. Each group begins with a stimulus such as a word, phrase, picture, or object related to the topic of Ancient Greece. A recorder records all responses to that stimulus and ideas from each group are shared with the class.

II. **Through**: The teacher enhances direct instruction on the topic by utilizing realia, manipulatives, visuals, graphic organizers, and various modes of interaction between students. In addition to reading the text and listening to information presented by the teacher, students takes responsibility for learning by participating in group-work and sharing understanding with others. Possible SDAIE strategies for "Through":
Graphic Organizers – Students complete a variety of graphic organizers as they read or listen to information. Graphic organizers used might include:
- Comparison-Contrast Matrix-Students determine similarities and differences between two topics studied
- Flowcharts – Students sequence important events in the content studied.
- Cause and Effect Chart – Students chart the ways in different characteristics effect change and impact others.

Reciprocal Teaching - Two students work together to read a passage in the social science text. Student A reads one paragraph aloud, then asks Student B one or two good questions based on the reading. Student B answers. Students A and B discuss questions and answers and repeat the process.
Picture This – Following the introduction of several key vocabulary terms related to the unit, a blank paper is divided into eight sections. Students draw pictures or symbols to represent words or major concepts. They then exchange papers with a partner and try to correctly label each other's drawings.
Reading Guide - Students work in small groups to read a longer section of the social science textbook. Students first take turns reading the headings of the reading. Then, with their group, students predict what will be discussed in those sections. Students write their answers on a prediction chart. In their groups, students take turns reading the first page aloud, and finish reading the selection in silence. They write "yes" or "no" on the prediction chart to indicate whether or not their predictions were correct. Finally, students write one thinking question (Why..., How..., Compare..., What if...), and exchange papers to answer each other's questions.

III. **Beyond:** To create further understanding, students go beyond rote memorization and demonstrate real-world application of the learned information. This process requires higher-level critical-thinking skills. Possible SDAIE strategies for "Beyond":
Roam the Room - In groups, students write down their individual answers to a higher-level question posed by the teacher (e.g. if only one idea or invention from the Greek culture could be passed on to subsequent cultures, what should it be and why?). Students share their answers within their group and the group comes up with and records on chart paper one "best" answer for their group. Groups then walk around to view other groups' answers.
Quotes – Students identify quotes from a fictional text related to the unit. They create a chart listing the quote and the point they feel the quote illustrates.

How the Program Will Meet the New State ELD Standards and Use the Results of the ELPAC

VLGA has based its English Learner support program on the 2012 California ELD Standards. As guided by the CA ELD Standards, VLGA teachers will provide instruction grounded in the best available research on supporting ELs in an English Immersion environment. Students are expected to advance at least one ELD level annually. Our ELD Coordinator (the Assistant Principal) partners with the classroom teachers to include ELD goals on students' learning plans, including specific goals to meet during dedicated ELD instruction. Additionally, our ELD Coordinator assesses student progress towards attainment of the standards using standards-based portfolios.

If students are not making sufficient academic progress as indicated through ELPAC data, we will modify our EL program as needed.

VLGA will ensure that teachers meet all state and federal requirements and are supported to meet the needs of ELs. We hire teachers that are CLAD/BLAD certified and place a priority on hiring teacher(s) that speak Spanish and English and can provide strong instruction within a structured immersion classroom. We also support teachers by providing professional development on structured immersion instruction, specially designed academic instruction in English (SDAIE) teaching strategies, language development, monitoring, and assessment of ELs. We commit to monthly professional development specifically addressing the instructional effectiveness, reviewing assessment data and revising curriculum to meet our EL students' needs.

Parents are notified regarding their student's English Language Development along with ELPAC scores every progress report or every semester and/or as often as needed.

Services and Supports For English Learners, Including Instructional Strategies And Intervention

See above. Teachers will have access to ELD assessment results to inform program placement, reclassification, and instruction. VLGA will use assessment interpretation resources to help teachers and administrators use student results to inform English Learners and their parents or guardians about student progress.

VLGA will provide high quality professional learning opportunities for all of its educators to ensure that every English Learner has access to teachers who are prepared to accommodate individual instruction to meet the levels of rigor and depth required by the CA ELD Standards. Professional development will focus on enhancing teacher's knowledge of how to teach English learners to read and write as well as how to address the achievement gap by providing pedagogical tools to ensure that all ELs can meet the CA ELD Standards. All teachers will be authorized to teach English Learners and receive training in the effective implementation of techniques such as SDAIE, scaffolding and Sheltered Instruction Observation Protocol (SIOP) model. Our ELD Coordinator will also communicate the specific language needs of our EL students. Strategies such as front-loading content, using visuals and other means of organizing information, and pairing ELs with more capable peers will further ensure student access to academic content.

Process For Annual Evaluation Of The School's English Learner Program

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

Teachers will be expected to regularly evaluate student progress by reviewing EL data from formative and summative assessments. Teachers will use the results of this data to change their instructional practices to better serve each student. In order to document progress, all teachers will receive an ELD folder for each of their EL students that is used to monitor individual progress at their targeted ELD level. These folders include the new ELD standards by level 1-4. Teachers will use these folders to collect student work samples, and check of mastery towards each ELD standard.

Process and Specific Criteria for Reclassification

VLGA will monitor student mastery of the ELD standards through the use of ELD folders. The ELD folder will be used as a guide that, when implemented systematically and consistently, ensures the implementation of a quality ELD program. Teachers will select assessments and work samples that accurately represent the student's current level of performance in listening, speaking, reading, writing and language.

As English Learners progress, work samples that no longer characterize the student's best work will be replaced with more representative samples. By the time an ELD portfolio is complete, it will contain at least one sample for each domain. The ELD Coordinator will review ELD folders at the end of each reporting period and EL students will receive ELD grades in addition to ELA grades in reading, writing, listening, and speaking.

The following assessments are examples of ELD folder evidence:

- Publisher ELD assessments
- End-of-unit assessments from state-adopted ELD programs
- Teacher/grade-level created performance tasks
- Checklists to informally observe student performance in everyday activities
- Core content area assignments scored using an ELD standards-based scoring rubric

It is the responsibility of the Principal, collaborating with the ELD Coordinator, to work with classroom teachers to carry out the EL Master Plan. The ELD Coordinator will maintain ELD portfolios, monitor classroom instruction, update ELD levels in the EL Student Information System (Power School), place ELs according to ELD level, review EL monitoring rosters to ensure ELs are advancing a minimum of one ELD level per year, review ELD grades to ensure that students and parents receive updated information of ELD progress at each reporting period, and check readiness for promotion, reclassification or need for intervention. The ELD Coordinator will work with teachers to make the final decision regarding progression to the next ELD Proficiency Level.

EL student classification will use the 2012 California English Language Development Standards' three Proficiency Level Descriptors -- Emerging, Expanding, and Bridging -- in conjunction with the more recently approved (2016) ELPAC four Performance Level Descriptors (Levels 1-4) as described above.

The three levels represent the stages of English language development, describing expectations for how well students can understand and use the English language at each level – knowledge, skills, and abilities across a continuum -- as they will continue to build on existing language skills and knowledge.[141]

Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

Expanding: Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.

Bridging: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

Both teachers and administration monitor the progress and performance of each student identified as an English Learner with the goal of helping these students reclassify to Re-designated Fluent English Proficient (RFEP) status. Once the Charter School receives ELPAC results, the EL Coordinator begins to analyze the data and determine the eligibility for re-designation of each student within 30 days of receiving the scores. The reclassification criteria are as follows:

Reclassification Criteria
Annual ELPAC Scores *Overall annual ELPAC score of 3 or 4 (with skill area scores of 3 or higher in Oral and Written language)* **Teacher Evaluation** The teacher judges the student will be successful in a Mainstream English Program based on a review of: **Report Card** Report card grade marks of C or higher in English Language Arts **CAASPP (11th grade) or Scholastic Reading Inventory (SRI) for other grades**

[141] California Department of Education. California English Language Development Standards, K-12 (Nov. 2012). http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf). Accessed on August 6, 2018.

The student has demonstrated basic grade-level skills on the Assessment by performing in the Nearly Met band or above

Parent Opinion/Consultation

Students scoring Level 3 or 4 on the ELPAC are considered for possible reclassification. If a student scores below Level 3 on any subtest (Listening, Speaking, Reading, Writing), he/she will no longer be considered for reclassification despite an overall score of Level 3 or Level 4. Teachers submit ELD folders and work samples for each student that was administered the ELPAC regardless of score.

Annual Review of Student Progress begins mid spring, after ELPAC scores become available and just after the second submission of ELD folders and work samples. All student ELD folders are initially reviewed by the ELD coordinator. If the standards check off sheet and work samples indicate Average Progress or Advanced Progress for their identified ELD level and ELPAC scores also meet the requirements listed above, the student moves forward on to the second step of the Reclassification process.

The reclassification team (which includes the teacher, an Administrator, and may include a parent) reviews the information listed above as well as teacher recommendations and overall successful classroom performance in academic areas as indicated by report cards, and benchmark/summative assessment type tests. The reclassification team also discusses if the student has met sufficient goals. If a student has satisfied all of these requirements, they can then be recommended for reclassification pending the release of CAASPP scores for that year (for 11th graders); and SRI scores and ELA course grades (for 9th,10th, and 12th graders). If a student Meets or Exceeds standards on the ELA test, he/she is officially reclassified, and their file will be updated to reflect Reclassified Fluent English Proficient in that academic year. A student continues to be monitored by the reclassification team for two years after official reclassification, as required by ESSA.

Process For Monitoring Progress Of English Learners And Reclassified (RFEP) Students

In order to meet the individual needs of each English learner, the ELD Coordinator will carefully monitors student performance on both classroom assignments and standardized testing. Students scoring at the lowest levels of the ELPAC will be provided supplemental English Instruction focusing on skills, vocabulary and information that support both their oral and written English language acquisition. The goal is to ensure a quality instructional program that enables English Learners to attain English proficiency, achievement of all learning plan goals, and to have full access to the range of educational opportunities that VLGA will provide for all students.

Students will be monitored in conjunction with the new CA ELD Standards Proficiency Level Descriptors (PLDs). The PLDs describe student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do at early stages and at exit from each of three proficiency levels: Emerging, Expanding, and Bridging. These descriptors will guide VLGA teachers as they provide ELs with targeted instruction in English language development as well as differentiated instruction in academic content areas[142]:

[142] http://www.cde.ca.gov/sp/el/er/documents/sbeoverviewpld.pdf

Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.
Expanding: Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.
Bridging: Students at this level continue to learn and apply a range of high-level English language skills in wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

English learners will continue to be re-evaluated annually using the ELPAC assessment until such time as they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classrooms and are reclassified as fluent English proficient (RFEP). VLGA will set a demanding reclassification target annually as part of the Local Control Accountability Plan (LCAP) goal setting process. The ELD Coordinator will serve as the ELPAC testing coordinator and meet periodically with teachers to discuss the progress of English learners toward mastery of the CA ELD standards. The testing coordinator will continue to monitor students who are re-designated as RFEP during a period of two years, by meeting regularly with their teachers and reviewing their benchmark assessments and standardized testing results to ensure that they are able to keep up with their peers.

Process for monitoring progress and supports for Long Term English Learners (LTELs)

Under California law, Long Term English Learners (LTELs) are defined as those students who are enrolled in grades 6 to 12, have been enrolled in schools in the United States for six years or more, have remained at the same English language proficiency level for two or more consecutive prior years, or have regressed to a lower English language proficiency level, and, for students in grades 6-9, have scored Far Below Basic or Below Basic (or new equivalent) on the state testing in ELA. (Cal. Ed. Code § 313.1) VLGA will closely monitor each EL's progress and any instances in which a student is not making sufficient progress towards reclassification. The ELD Coordinator and classroom teachers will work together to identify the reasons why a student has not acquired English at an expected rate and determine the best support system for that student moving forward. VLGA will prioritize resources (e.g. curriculum for ELD instruction) for students at risk of being identified as LTELs. Students and parents will be made aware of the risks associated with LTEL status, as well as specific barriers to reclassification and ways to address them.

GIFTED AND TALENTED STUDENTS AND STUDENTS ACHIEVING ABOVE GRADE LEVEL

Identification

Gifted and high-achieving students are among the most underserved populations in schools with high levels of economically disadvantaged students. Gifted students in underachieving schools are often misdiagnosed based on behavioral issues and misplaced in Special Education classrooms. At VLGA, we are committed to seeking out and identifying our gifted and high-achieving students (GATE). Research has indicated that approximately 10% of any given school population is gifted. Students will be identified

as possible high achievers and/or gifted when demonstrating abilities significantly beyond their peers or developmental stages through teacher observation, internal assessments, and CAASPP/SRI, and ELA course data.

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

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

Notes: Students with Cognitive ability 90%+ will automatically qualify. Students with high achievement score must also have Cognitive ability of at least 50%. Students who have been identified as possible achievers and/or gifted will be tested for giftedness. VLGA will continually evaluate students' achievement level to ensure that high-achieving students can be quickly identified and served.

Parent Notification and Involvement

Just as in the case with low-achieving students, the classroom teacher will contact parents of academically high-achieving students to discuss student performance and strategies for deeper engagement that adequately challenge the gifted or high-achieving learner. Parents will be notified in writing or by phone to set up a conference. Family members provide rich information about their child's strengths, needs, and learning styles– which informs the supports the learner receives at school. The

Digital Portfolios will enhance parent involvement, as they have components that involve parents in their student's development, personal aspirations, and specific needs. Family conferences will be held for all students in the fall and spring to discuss student progress and set learning goals. This is just as important for gifted and high-achieving students as it is for low-achieving students. Progress toward these goals will be communicated through regular progress reports, calls and emails home, and in-person meetings with parents, teachers, and administrative staff. Constant communication between the school and families builds stronger partnerships to support youth of all abilities.

Meeting Gifted and High Achieving Students' Needs

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

- All students will have access to a Chromebook or similar device and can access online libraries, supplemental programs, Kahn Academy, and other similar programs and apps
- Way of Council leadership opportunities
- Individual and small group projects developed to challenge the academically high-achieving students and extend learning beyond the classroom.
- Guiding students to develop their own learning goals and objectives.

Monitor Progress of Gifted Students and Students Achieving Above Grade Level

High-achieving and gifted students will be closely monitored by teachers and through family outreach. Students will also be able to articulate their needs and goals when developing their Digital Portfolios. The school will also monitor the percentage of identified students and gauge it against the average of 10% students being gifted or high-achieving at most schools. Student behavioral issues will be identified and looked at as possible identifying markers of gifted or high-achieving students not being sufficiently challenged.

STUDENTS ACHIEVING BELOW GRADE LEVEL

Assessment and Identification

VLGA anticipates serving a population that traditionally has struggled to bridge the achievement gap and often faces significant challenges to achieve grade-level competency. While students may be achieving at significantly below grade level in some, or all, academic areas, when they enroll at VLGA, it is our responsibility to ensure that each student is properly assessed and supported in rising to his or her potential. We firmly believe that all students have the potential to thrive academically given the right conditions for learning. At VLGA, we will create the conditions for learning through classroom and school environments that are emotionally safe and developmentally appropriate.

Our goal, at VLGA, is to ensure that every student is performing at or above grade-level academically. To ensure that our students meet their goals, our teachers and staff will provide on-going and continuous assessments in our efforts to seek out and support students who are academically low-achieving and

might be facing a special learning need or experiencing extenuating circumstances outside of school. We are dedicated to providing the additional academic and social emotional support such students need to succeed.

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

Parent/Guardian Notification and Involvement

The classroom teacher will contact the parents of academically low-achieving students to discuss student performance and strategies for improvement. Parents will be notified in writing, email or phone to set up a conference. Parents are considered key partners in helping us understand their son/daughter and what strategies might best fit the needs of their child. Family members provide rich information about their child's strengths, needs, and learning styles – which, in turn, shapes the supports that the learner receives at school. The Digital Portfolios will enhance parent involvement, as they have components that allow the parents to be a part of their student's development, personal aspirations,and specific needs. Family conferences will be held for all students in the fall and spring to discuss student progress and to set learning goals. Progress toward these goals will be communicated through regular progress reports each semester and more often as needed, calls and emails home, and in-person meetings with parents, teachers, and administrative staff as needed. Constant communication between the school and families will enable stronger partnerships to support the students.

Supports and Interventions

Academically low-achieving students will be fully integrated into the entire student body. The engaging and active educational program at VLGA is designed to accommodate the full range of students, including academically low-achieving students. Specific practices that will support academically low-achieving students include the following:

- Hands-on, workshop- and project-based curriculum provides concrete experiences to help students access content through a range of modalities.
- Kagan cooperative strategies are used throughout the day and provide concrete structures that allow all students to engage and be held accountable for their learning in any subject
- Teachers may meet with struggling readers for more time in small groups or individually during workshop. Students will be regularly paired up with stronger readers and writers during workshop, which provides peer support and modeling.
- Advisory/Global Hour will be a flexible intervention/enrichment period during the school day where teachers get to select appropriate skill-based interventions for each specific students' needs. Students may also self-select into intervention or enrichment classes. This will allow for intensive, targeted interventions with reduced class sizes, while also giving students who are displaying mastery the ability to participate in enrichment classes that they would not be able to take otherwise.
- Students who are struggling with math or not mastering standards will receive tiered intervention to support with learning. At the first level of support, teachers will provide

differentiated instruction in small groups in the classrooms. These groups will be informed by data as well as the skills and concepts. If students continue to struggle they will be provided with more intensive interventions such as small group or one-on-one pull out interventions. In these small groups, the support provider would model procedural knowledge and provide time for them to develop conceptual understanding. Students might also engage with web-based adaptive programs for fluency and automaticity (i.e., Khan Academy etc.).

Monitoring Progress

Student progress will be monitored on an ongoing basis through a combination of teacher observation, classroom assessments, and benchmark assessments. If intervention supports do not lead to sufficient progress, as previously stated, a Student Success Team (SST) will convene to consider alternative intervention strategies. Prior to monthly meetings, the case manager will consult with all referring teachers to gather more data and information about the referred student. At the meeting, referrals will be reviewed and next steps to support students are taken based on the data and information collected. Academic supports can include small group pull-out intervention, one-on-one intervention, accommodation of student work, counseling, participating in peer counseling groups, parent consult/involvement, wrap around services if necessary, or referral for evaluation.

Should the SST process fail to yield adequate progress, additional steps, such as a referral for a special education evaluation and/or 504 services will be taken. Additionally, Kagan strategies and Way of Council will provide a framework for continual and ongoing observation and assessment. Teachers at VLGA will meet on a monthly basis to analyze student data and make data-driven decisions to identify student needs and adjust instruction accordingly.

Socio-Economically Disadvantaged/Low Income Students

As detailed above, we anticipate that virtually all of our students will come from socio-economically disadvantaged families; in many cases we expect our students will have experienced extreme poverty including homelessness and housing instability and food instability. In order to support these students, our engaging, differentiated instructional program will provide them with support and resources to ensure success. A small school environment, small class sizes, supplemental supports including tutoring and more all ensure these students are well-known and supported. Teachers will receive training on identifying students with significant needs/students in crisis and referrals to appropriate child and family supports.

We will minimize financial challenges for students by offering free uniforms and providing meals, including Friday take-home meals for our neediest students and meals via Blessings in a Backpack on weekends. A comprehensive meal and snack program and free before and after school care will help support working families.

As with all student subgroups, the Principal and Superintendent will monitor subgroup data through state testing, benchmark testing and ongoing monitoring of students' progress.

Students with Disabilities

Please see FSDRL at beginning of Element 1.

STUDENTS IN OTHER SUBGROUPS

VLGA will offer a variety of support for students with extraordinary needs, such as foster youth and homeless students. The Principal will serve as the designee for foster and homeless youth and monitor their performance and progress. Our extensive intervention program provides several levels of guidance depending on the need of the student, including counseling, and referrals to outside resources.

VLGA will identify homeless youth through initial enrollment forms, as well as drops in grades, hunger, fatigue and other signs of stress. If a parent or student indicates they are living in a situation that would qualify as homeless the school will inform them of their rights under the McKinney-Vento Act. VLGA will adhere to the McKinney-Vento Act and provides all required supports to its homeless youth.

VLGA will screen for foster youth via possible visits from social services; non-parent enrolling student in school; home arrangements (group home) and self-identification. As needed, foster youth can be referred to the SST process to determine the individual supports and interventions needed to help them succeed in their classes. Our foster youth will be provided counseling services or referred to free or reduced cost mental health clinics if signs of emotional concerns present themselves.

As detailed above, our SST process and teacher training ensure that all students with special needs are promptly identified and provided the supports they need, including referrals for students and their families to outside support organizations.
Students in all subgroups will be monitored through performance on state assessments, internal benchmark exams, and grades. Continued support will be provided to students based on their performance on each indicator.

"A TYPICAL DAY"

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

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

Miguel, a tenth-grade student, hops off the bus with two of his buddies, Jesse and Julian, and the three boys walk towards the entrance of their high school, VLGA. As they cross the parking lot Miguel sees a few familiar sights. A few cars pull up and some of his classmates jump out of their parents' cars, and simultaneously wave goodbye to their parents and wave hello to Miguel and his friends. Mr. Bailey, the Assistant Principal, is there to greet the students being dropped off, as he always is, and he offers his fist for Miguel to "fist bump" as Miguel walks by.

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

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

Miguel smiled as he reflected on being one of the students who began at Vista in Kindergarten and made it all the way through to the high school and will be in the school's first ever graduating class. "You will be the ones who show future classes the Vista way." The message was burned into Miguel's memory. He burned to be one to show his classmates, his community, and the world "the Vista way." Miguel feels enormous pride in being in this graduating class, even if it is corny.

The boys are asked for their school lanyard by the supervision aide standing at the door. She also checks each student for proper uniform, and having no issues with his dress, Miguel enters the school, and proceeds to the cafeteria to grab a hot breakfast. He finds a group of his closest friends, and they share gossip and laughter as Miguel eats his food. He eats hurriedly because he wants to ensure he has time to hit the gymnasium to fit in a short basketball game during morning club time before class begins. Even before he swallows his last bite, a group of the boys, Miguel included, jump up, collect their bags, toss their trash in the bin, and head towards the gym.
The gym is bustling with activity. He sees Mr. Jimenez, the PE teacher, setting up for his day while various groups of kids play soccer, or basketball. Other students sit along the perimeter of the gym, listening to music, or pointing and laughing at the students playing. Miguel and his buddies collect a basketball from the rack supplied by Mr. Jimenez. They find an empty net and play a quick, sloppy, and brag filled game of half-court basketball.

At 8:20, precisely ten minutes before the start of period 1, Mr. Jimenez blows his whistle and students slowly begin to return equipment and collect their belongings. It is time for period 1, and for Miguel that means it is time for Chemistry. He says goodbye to his basketball friends, who linger in the gym, and walks down the hall towards his classes.
Late in his 9th grade year Miguel and his classmates each selected which of the three academic pathways offered at Legacy that he would pursue. He was provided information about each pathway: a Health Science pathway and a Business pathway. Miguel's mom reminded him that he always has said that he wanted to be a doctor when he grew up. By selecting the Health Science pathway, Miguel will have the opportunity to take classes at nearby Los Angeles Trade Tech College, and maybe even earn his Associate's Degree while he is still in high school. Nobody in his family has yet attended college and he could earn a degree while still in high school! Miguel is determined to make that happen.

Wednesday 8:30 a.m. Period 1: CHEMISTRY
Miguel is greeted at the door by his teacher Ms. Sotero. She smiles and says, "Good morning, Miguel," as she hands him a sheet of paper, and adds, "This is the goals sheet for your group for today. Your group is here already." Miguel knows that is Ms. Sotero's way of warning him about almost being tardy, so he quietly joins his group of 4 to work on the goal sheet.

After 5 minutes, Ms. Sotero dings her bell, and calls the class to attention. She then introduces the day's teaching point, which she presents using Legacy's WHAT, HOW, and WHY template. Pointing to the smart board she explains, "Okay Chemists, we've been becoming experts on the chemical processes of how viruses do their dirty work. You've all learned many things about what chemicals destroy different viruses and why. Eddie, head up please," she says. Eddie's head pops up across the room. "Today, chemists, I want to teach you how knowledge of chemistry, and chemists themselves, can be a benefit to the general public. I am going to demonstrate that by walking your groups through how to use your computers to create an infographic for use in public spaces all around the community, which can share a great deal of important information quickly in an engaging way. We are going to learn this because globally competent scientists use their knowledge to inform the public about possible health hazards when they can." She scans the room, and continues, "Make sure you have the essay you are writing in

ELA handy because you will want to make sure that the same points you are arguing in the essay will also be on your infographic."

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

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

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

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

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

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

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

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

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

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

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

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

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

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

"Yeah, I go," Miguel says.

"I can't wait to hear your speech, bro."

By this time the boys have reached their next class.

Wednesday 10:10 a.m. Period 3: ENGLISH 10
As Miguel and Julian enter the room, Miguel notices the shelves of books along the far wall. He has read eight full books so far this year, during his independent reading time, and Miguel has spent a significant amount of time "book shopping" in those bookshelves.

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

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

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

Heads turn to view the white board.

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

"Ok, writers, you all have been working and researching different aspects of the topic infectious Disease. We've read and analyzed parts of Journal of the Plague Year by Daniel Dafoe..." A moan ripples through the room. "Yeah, yeah, you loved it. We looked at part of Pale Horse, Pale Rider by Katherine Anne Porter. We've read a few articles about COVID 19 and the Spanish Flu. All that in addition to whatever research you've done on your topics. Wow, you must really be experts on disease by now." Miguel feels like he is far from an expert but he is learning so much about this topic through the way his teachers organize their lessons. If this is what Health Science looks and feels like, he is all in.
"So, my first question is what part of writing up your findings in your position paper is challenging you the most? Share your specific topic and then share what you find most challenging."

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

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

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

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

"Slow down. You speak quickly," one student offers.

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

"Eye contact. You never looked up from your paper."

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

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

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

11:45 a.m. Lunch

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

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

12:25 p.m. Period 5: Integrated Math II

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

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

Smiling with confidence, Miguel decides he will continue to work on the same goal. He is not going to give up on himself.

“What’s your daily goal, Miguel?” asks Anahi, his elbow partner.

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

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

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

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

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

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

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

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

2:05 p.m. Period 7: PHYSICAL EDUCATION
Most students entered the gym and walked immediately to the appropriate locker room to change into their PE uniforms, with "Vista Athletics" boldly printed across the front, with a small Eagle on the sleeve. Miguel instead walks to Coach Jimenez, who is laying out traffic cones at each corner of the gym in preparation for the mile run which is held every Wednesday.

"Hi Coach."

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

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

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

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

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

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

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

"No ma'am. I want to register now."

She hands him the school registration form, and he carefully fills it out. Ms. Creed accepts the registration and hands him a reservation ticket. "You will be in group 3. Do not lose that ticket. We won't allow you to test in your session without it."

"OK."

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

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

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

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

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

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

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

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

Miguel could no longer delay. He changes in the locker room and walks to the starting line. By now the rest of the class are split off. Some are working with the Teacher's Assistant on plyometric exercises. Others are huddled around Coach Jimenez who is demonstrating the proper grip on a golf club. Coach Jimenez sees Miguel on the starting line, and calls, "Miguel, 25 laps. Hit it!" Miguel is off and running. As he runs, he goes through the day's events in his mind. Dismissal time is coming soon, and it does not even feel to Miguel as though he has been doing schoolwork all day. He is proud of his infographic, glad his speech went well, and is satisfied with the progress he made in Math today, and happy with his time with Ms. Creed. He then thinks ahead to tomorrow and what it will bring. He will engage in a debate in U.S. History over the U.S. response to the 1918 Spanish flu epidemic. One more challenge: 23 more laps and he takes off.

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

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

Miguel thinks for a minute, then replies, "Oh you, know, it was a regular day at VLGA."

"So, was it good?" Mom pushes.

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

ELEMENT 2 – MEASURABLE PUPIL OUTCOMES AND ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school." **(Ed. Code § 47605(c)(5)(B).)**

"The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card." **(Ed. Code § 47605(c)(5)(C).)**

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(d)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

The Charter School incorporates herein by reference its "LCFF State Priorities" table from Element 1.

MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

PERFORMANCE TARGETS ALIGNED TO STATE PRIORITIES

The Charter School incorporates herein by reference its "LCFF State Priorities" table from Element 1

OTHER PERFORMANCE TARGETS

The Charter School incorporates herein by reference its "LCFF State Priorities" table from Element 1.

METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

VLGA will implement a comprehensive assessment system to measure progress toward our vision for student success, which includes tracking student mastery of grade-level standards and requisite skills in each subject area. We believe strongly that teaching to deep understanding and mastery is complex and that teachers cannot approach this task formulaically. The following chart illustrates the types of assessments that will be administered by subject, grade level, and frequency. VLGA affirms that its methods for measuring pupil outcomes for the Eight State Priorities shall be consistent with the way information is reported on a school accountability report card in accordance with Education Code Section 47605(b)(5)(C).

ASSESSMENT, PURPOSE, GRADE LEVELS AND ADMINISTRATION TIMELINE

Assessment	Purpose	Grade	Administration Timeline
Internally-Created Tests and Rubrics and Performance-Based Tasks	Measure standards mastery in each subject and progress against IIP and IEP goals (as applicable)	9-12	Daily and /or weekly.
Publisher-Designed Assessments (Online and paper-based)	Assess standards mastery and progress against digital portfolio goals	9-12	End of each unit
Writing Rubrics	Assess mastery of grade-level writing standards	9-12	Daily and/or weekly
CAASPP	State Criterion-Based Assessment in ELA and Math	11	Once a year
California Science Test (CAST)	State Assessment in Science	once in grades 9-12	Once a year
California Alternative Assessment (CAA)	Alternative assessment in ELA, Math and Science	11	Once a year
CAASPP Interim Assessments (IABs and ICAs)	Determine standards mastery in ELA and Math	11	Interim comprehensive administered at beginning and middle of year. The Interim Blocks are used 4 times per year at end of instructional units

Renaissance STAR 360, Agile Math	Diagnostic Reading and Math Assessment	9-12	Beginning, middle and end of year
ELPAC	Measure English language acquisition	9-12	Upon enrollment and once annually for all ELs
Physical Fitness Test (FitnessGram)	Comprehensive state physical fitness exam	9	Once a year
AP Exams	Measure content and skills of AP courses.	10th-12th	Once a year
Portfolio Presentations	Presentation of work samples from across the school year.	9-12	9th, 10th, and 11th grades present to their classrooms more informally; 12th graders present more formally to a panel of VLGA staff.
Senior Defense Portfolio	The VLGA Senior Defense is an end of the year cumulative assessment of an individual's journey through education, life, and adversity	12	12th graders present formally to a panel of VLGA staff, and may include additional guests selected by student including family, loved ones and friends

DATA ANALYSIS AND REPORTING

VLGA's teachers and administrators will analyze trends, significant changes, apparent conflicts, and anomalies to track individual student growth over time, evaluate specific aggregated and disaggregated groups of students, measure performance on the state tests and school-based growth data and authentic assessments to gauge the whole school from year to year. Our data analysis will also include attendance rates and comparative data, as appropriate. School leaders and staff will use this data analysis to address challenges and areas of improvement. All results will be reported to the Board and school community to ensure transparency and accountability.

Access to information and transparency will be key for all stakeholders. Parents/guardians and students will have access to a comprehensive Student Information System (SIS) Power School, to house student and family data, track student growth and learning, and make information available in real-time to all appropriate stakeholders. As such, students and their families may access up-to-date information at school or at home through email and on the school website. Recognizing that not all families have internet access at home, VLGA also sends regular paper communication home to families, makes phone calls home to discuss concerns with families, and regularly discuss learning and growth with students in their classes. The Vista's Superintendent, in collaboration with the Vista's District Data Coordinator (home office) and all school staff, are responsible for maintaining the SIS in accordance with the school's mission and vision.

As part of this inquiry process, teachers and administrators at VLGA will be engaged in an ongoing process of data review, analysis, and evaluation in connection with student learning outcomes. Teachers will analyze data both individually, and do so regularly in teams to build their knowledge and

understanding of student needs and progress. Data helps to inform teachers about student performance and to identify areas of focused instruction and potential intervention for individual students and entire classes.

Grade-level teams will meet regularly to discuss data with each other as well. Student achievement data will be disaggregated annually to clearly identify the academic performance of students by subgroups (e.g., ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities.)

VLGA will compile the necessary data to create a SARC at the end of each school year. State law requires that the SARC contain all of the following information:

- Demographic information
- School safety and climate for learning information
- Academic data
- School completion rates
- Class sizes
- Teacher and staff information, including data about Highly Qualified Teachers
- Curriculum and Instruction descriptions
- Postsecondary preparation information
- Fiscal and expenditure data

GRADING, PROGRESS REPORTING AND PROMOTION/RETENTION

VLGA will commit strongly to creating a two-way dialogue between the school staff and our parents/guardians. Parental involvement and commitment to the school is necessary if their children are to succeed. We will expect, encourage, and train them through parent seminars to be actively involved in supporting their children's education. Dialogue with the teacher and Principal will be ongoing for parents/guardians as they support their child through each academic year. At student-led conferences, parent/guardians review the progress of their child, sharing and discussing test scores, projects, schoolwork and areas for improvement. At these meetings, home and school strategies will be discussed so that the student has the best chance of continuously improving his/her performance.

PORTFOLIO ASSESSMENTS & STUDENT-LED CONFERENCES

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

VLGA will use an online student portfolio for organizing and archiving student achievements from each grade. At the end of 12th grade, students participate in a Portfolio Defense and choose work samples

from the portfolio that highlight their progress toward the student global outcomes outlined earlier in the petition.

Student-led parent/teacher/student conferences will take place twice a year at the end of each semester, and portfolios are the basis for discussion in each student's conference. Before each conference, students will compile their work for the semester, reflect on their learning successes, challenges, and goals, create new goals moving forward, and prepare to lead their family member(s) and teacher through that work. Class instruction will allow preparation time for student-led conferences, so students are ready for the conference and derive meaningful learning from the experience.

Senior Defense

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

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

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

Report Cards

Twice annual student report cards summarize student performance, progress, and assessment at the end of each semester. VLGA report cards are designed to give meaningful feedback to students and capture their progress regularly. They capture content-specific mastery, as well as skills and dispositions aligned to the VLGA Global Competencies: (1) Investigate and research the world, (2) Recognize and weigh different perspectives, (3) Effectively communicate ideas, (4) take action to make a difference, and (5) Apply learning to real and relevant situations.

Report cards contain numerical scores (1 to 4) based on key measurable outcomes:

Indicates student *progress* towards achievement of grade-level California content standards thus far in the school year.

4 = Exceeds grade-level standards
3 = Meets grade-level standards
2 = Progressing toward meeting grade-level standards
1 = Minimal progress toward grade-level standards
N/A = Not assessed in current reporting period*
✓ = Assessed during reporting period

They also contain narrative sections where teachers detail examples of a student's level of development and mastery based on observations, student-work, portfolio submissions, project rubrics, and/or various

classroom-based and school-wide assessments. Report cards act as a teacher's commentary on a student's holistic accomplishments, performance, and growth areas for a given semester, and students have an opportunity to comment and reflect on them during their student-led conference.

VLGA will meet with families during orientation each year to share the school's assessment philosophy and to show families how to access information independently. Families will have access to standardized testing data and ongoing formative assessment and portfolio assessment results through the SIS. Additionally, they will receive formal updates regarding SARC data and be consulted regarding the development of the annual LCAP update, as required by Education Code Section 47606.5. Families will also have regular and meaningful contact with their child's teacher through phone calls, emails, and by receiving materials their children.

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

Retention

Despite various interventions and extra supports, if scholars are still far below grade level, another possible intervention is retention. Parents will be an integral part of the decision-making process for retaining their child through the Student Success Team meetings and in written reports of scholar progress and the possibility of retention by the end of March). Although parents will be informed throughout the process, the final decision for retention rests with the administration.

ELEMENT 4 – GOVERNANCE

"The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement." **(Ed. Code § 47605(c)(5)(D).)**

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall comply with the Ralph M. Brown Act ("Brown Act"). All meetings of the Charter School's governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School's website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(c).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the California Public Records Act.

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

GOVERNANCE STRUCTURE

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

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

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

Pursuant to Ed. Code section 47605(n), the charter school may encourage parental involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the charter school.

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

VCPS and its Board of Directors shall comply with the Charter, the Articles of Incorporation, Bylaws and the California Corporations Code, and all laws controlling charter schools. VCPS, its Board of Directors, administrators, managers and employees, and any other committees of the Board, shall comply with all applicable federal and state laws and nonprofit integrity standards regarding ethics and conflicts of

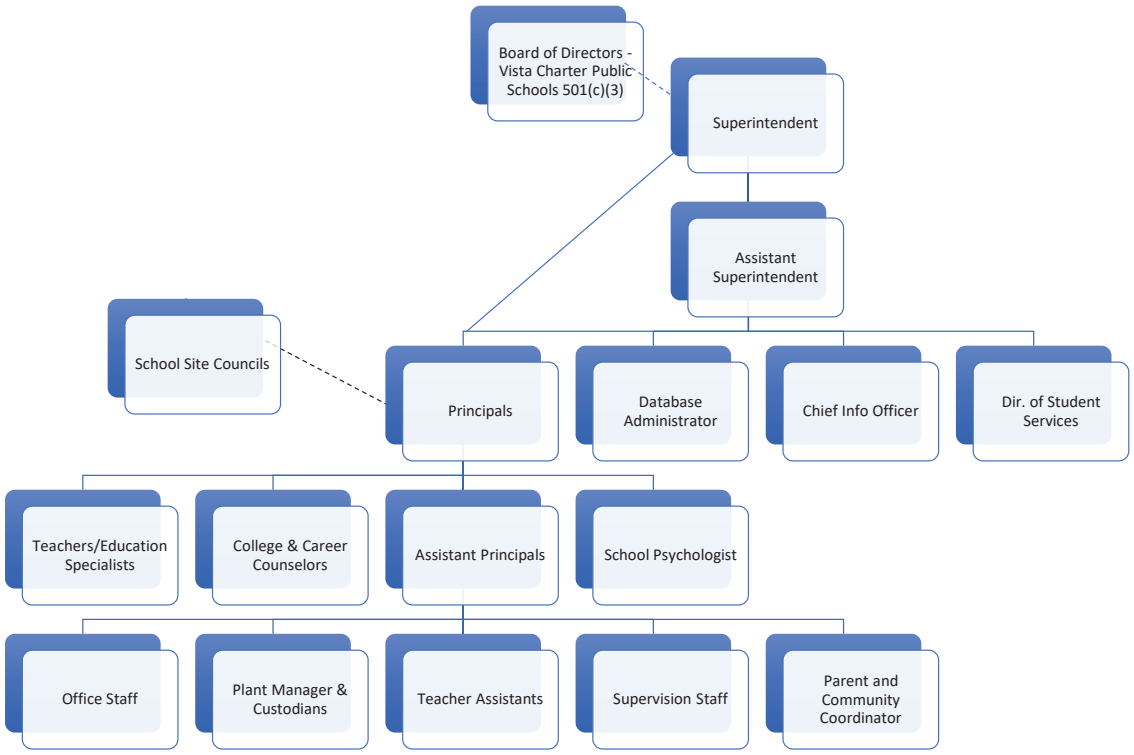
interest, including the Public Records Act (Government Code section 6250 et seq.), the Political Reform Act of 1974 (Gov. Code Section 81000 et seq.), the Brown Act (Government Code sections 54950 et seq.), and the requirements described at Government Code Section 1090 et seq. and any attendant regulations as they may be amended from time to time, and any other applicable conflict of interest prohibitions. VCPS shall not have any employees on its Board of Directors. By the terms of its Charter, VLGA is obligated to comply with the requirements of the Public Records Act, the Brown Act, Government Code Section 1090 et seq. and the Political Reform Act to the same extent as if VLGA were a non-charter California public school district, regardless of any arguments regarding the applicability of those laws to California charter schools. However, should a law, regulation, or applicable court decision clarify which conflicts of interest laws apply to charter schools, the LAUSD and Charter School agree to comply with the updated law or decision.

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

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

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

ORGANIZATIONAL CHART



MAJOR ROLES AND RESPONSIBILITIES

Board Responsibilities

The VCPS Board of Directors ("Board") is fully responsible for the operation and fiscal affairs of VLGA including, but not limited to, the following:

- Hire and evaluate the Superintendent
- Approve all contractual agreements and purchases over $25,000. The Superintendent approves invoices and purchases for $25,000 or less.
- Approve and monitor the implementation of general policies of VLGA.
- Approve and monitor VLGA's annual budget.
- Act as a fiscal agent. This includes the receipt of funds for the operation of Charter School in accordance with its laws and the receipt of grants and donations consistent with the mission of VLGA and the establishment of investment procedures.

- Contract with an external auditor to produce an annual financial audit according to generally accepted accounting practices. An Audit Committee may be convened for this purpose.
- Regularly review progress of both student and staff performance. Develop, review, or revise VLGA's accountability and mission.
- Approve the school calendar and schedule of Board meetings.
- Develop Board of Directors policies and procedures.
- Participate in the dispute resolution procedure and complaint procedures when necessary.
- Approve charter amendments.
- Approve annual fiscal audit and performance report.
- Appoint an administrative panel to act as a hearing and determining body on recommended student expulsions.
- Execute all other responsibilities provided for in the California Corporations Code.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which is not in conflict with the purposes for which VLGA is established.

The VCPS Board of Directors attends an annual in-service for the purposes of training individual Board members on their responsibilities, including compliance with the Brown Act, Conflicts of Interest, and fiscal and academic oversight.

The implementation of the Board's decisions is carried out by the Superintendent and Principal.

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

- Recruit, hire, prepare and support school leaders meeting all state and federal requirements
- Oversee HR practices
- Develop and maintain a cohesive culture
- Develop clear decision-making guidelines to support the administrative team and the Board in securing focused and well-informed decisions
- Assist in student recruitment and community outreach
- Evaluate school administrators
- Develop annual budgets with school site stakeholders for Board approval, oversee finance, payroll and other fiscal operations
- Support annual audit
- Negotiate all service providers' contracts (with Board approval over $25,000)
- Oversee compliance including special education, insurance, HR and more
- Oversee securing and maintaining facilities
- Charter advocacy
- Serve as SELPA liaison
- Lead organizational PR/Media and partnerships with community members, stakeholders and organizations
- WASC Accreditation support
- Develop and manage strong business functions (finance, operations, budgeting, compliance, human resources, facilities management, marketing, IT)
- Develop and manage school programs, procedures, and policies in alignment with organizational mission

- Build and manage a growing team of staff and school leaders

The Principal's primary responsibility will be the strategic development, implementation, and management of all aspects of the Charter School's performance and operations.

The Principal reports to the Superintendent and is responsible for:

- Implementing, motivating, leading and mentoring teachers to better instructional practices and increase content expertise, performance and rigor or lesson implementation
- Providing teachers professional and instructional support through reviewing instructional documents, observing and providing feedback for classroom observations, designing and reviewing professional growth plans and facilitating weekly professional development/staff meetings
- Developing and implementing a plan that ensures student achievement which is supported by evidence through assessments such as benchmarks, classroom data, parent and student feedback and a plan to address students who are struggling
- Collaborating with the Assistant Principal and Committee Chairs to use appropriate data to establish rigorous and concrete goals in the context of student achievement and instructional programs.
- Providing individual student support by designing and evaluating student intervention plans, attending IEPs and designing a process for measuring and evaluating student growth
- Working to build and maintain a strong, positive, results-oriented school culture
- Developing a plan that fosters the relationships and ensure all stakeholders are addressed based on the clear vision of the desired culture for the school
- Planning, facilitating and attending school functions such as parent meetings, open house, parent teacher conferences, fundraisers, etc.

Full job descriptions and Qualifications for each position are included in Element 5, below.

GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

The Board of Directors are composed of highly qualified individuals who, first and foremost, actively support and promote VCPS and who are dedicated to its educational outcomes. The Board includes individuals with diverse expertise, experience and ethnic backgrounds. Each year, the Board participates in training on fiscal oversight and legal compliance issues (Brown Act, Conflicts of Interest, any changes in relevant laws, etc.).

Officers are elected by the Board of Directors. Neither the secretary nor the treasurer may serve concurrently as the president.

The VCPS Board consists of 5-9 directors, each serving a two-year term; terms are staggered in alternating years. In addition, the District reserves the right to appoint a single representative to the VCPS governing board pursuant to Education Code section 47604(b). No employees of VCPS will serve on the Board and no persons serving on the Board may be an "interested person" as specified in the bylaws. All directors shall have full voting rights, including any representative appointed by the District as consistent with Education Code Section 47604(b). If the District appoints a representative to serve on the Board of Directors, the Board may appoint an additional director to ensure that the Board is maintained with an odd number of directors. All directors, except for the representative appointed by the District, shall be designated by the existing Board of Directors.

VCPS Board of Directors

Board Member	Position	Professional Expertise
Paul Vieyra	Board President	Real estate, commercial banking
Judy Molodow	Member	Special education
Michele Bauer-Bean	Secretary	Elementary Education and Lawyer
Mimi Kim	Treasurer	Entrepreneur, Finance
Dr. Suzie Oh	Member	Education Consultant
Geronimo Gaytan	Member	Parent organizer

Directors shall be selected at an annual meeting of the Board of Directors. When a vacancy occurs, as detailed in the VCPS Bylaws, a Nominating Committee, comprised of two or more directors, will be appointed by the Chairman of the Board at least thirty days prior to the election date, to identify qualified candidates from the community. Any member of the community may recommend a candidate for consideration to the Nominating Committee. The Nominating Committee shall review the qualifications of candidates, interview them, and determine if the candidate's qualifications meet the current needs of the Board. The Nominating Committee will present a report to the Board with qualifying candidates no later than seven days prior to the Board election. Directors shall hold office for terms prescribed in the Corporation's Bylaws, or until a successor has been elected, unless the director has been removed from office. Additional information on the Board Member Selection is found in the VCPS Bylaws.

The qualifications for directors are generally: the ability to attend Board meetings, a willingness to actively support and promote VCPS, and a dedication to the VCPS educational goals. Board members must also bring a desired strength to the Board, which the Board of Directors may identify (i.e. experience in educational leadership, a background in law, finance or business, organizational management or experience with non-profit organizations).

GOVERNANCE PROCEDURES AND OPERATIONS

Board meetings shall be held using real-time video communication at each of the VCPS charter school sites to ensure community, stakeholder and parent participation and attendance at the meetings. This technology allows participants at all school sites to see, hear and speak to each other.

All meetings (regular and special) of the Board and its committees shall be called, noticed, and held in compliance with the Brown Act. The Board sets its regular calendar of meetings at the Board's annual

meeting. The regular board meeting dates are posted on the Charter School's website, as well as in the Charter School's main office. The Board's regular meeting shall occur on the last Monday of each month, unless otherwise specified in the Board's annual calendar.
As such, the following takes place prior to a Board meeting:

1. An agenda is created and reviewed by the Superintendent and Board President, generally one week prior to the scheduled board meeting.

2. The agenda is prepared in full compliance with the Brown Act and includes, but is not limited to, a brief description of each item the Board will consider for action or discussion, the location address for the public meeting, instructions regarding how to request any special accommodations, and a notice whether any member will participate by teleconference. Teleconference participation by any board member will be conducted in full compliance with the Brown Act.

The agenda shall be posted at least 72 hours prior to any regular board meeting at **VLGA and each VCPS school site** (in locations, including each school's main office, where it is visible to parents, visitors, students, and staff), and on the school's web site.

1. An e-mail with the agenda and all pertinent attachments is sent to all VCPS Board Members and all VLGA employees. Hard copies of the agenda and meeting materials are made available at the meeting location.

2. The specific procedure for calling a Special Board meeting with 24-hours advance notice is outlined in VCPS's Bylaws and is in compliance with the Brown Act.

BOARD DECISION MAKING PROCESS

A majority of the board members in office shall constitute a quorum. Every decision made by a majority of the board members present at a meeting, duly held, at which a quorum is present is an act of the Board. Board members may take action by voting yes, no, or abstaining from voting.

To the extent permitted under the Brown Act, members of the Board may participate in a meeting through the use of conference telephone, electronic video screen communication, or other communications equipment. Participation in a meeting through use of conference telephone constitutes presence in person at that meeting, so long as all members participating in the meeting are able to hear one another. Teleconference participation complies with all requirements of the Brown Act (i.e., agendas specifying location of teleconference participants and providing opportunity for the public to address the Board, posted at publicly accessible location with teleconference capabilities, at least a quorum of directors must participate from within LAUSD boundaries, all votes must be by roll call).

BOARD PROFESSIONAL DEVELOPMENT

Board members receive training during the board recruitment and orientation process, as well as annual refresher training in the following topics:

- The Ralph M. Brown Act
- California State Accountability Dashboard

- School budget and compliance
- Reading and understanding financial reports
- Roles and responsibilities of board members and school staff

STAKEHOLDER INVOLVEMENT

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

School Site Council

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

- 3 students (from ASB)
- 3 Parents
- 3 Teachers
- VLGA Principal
- 1 out-of-classroom staff member
- 1 community member

VLGA's SSC will assist in developing, reviewing and making annual updates to the Charter Schools' Single Plan for Student Achievement (SPSA). The SSC will participate in developing recommendations for school policies and share in efforts to engage the support of the community. The SSC will make recommendations about issues related to the school and participate in reviewing parental and community concerns, especially as it relates to categorical funding as described in the SPSA. The Principal will be responsible for submitting the minutes of each SSC meeting to the VCPS Board. All SSC members, along with all employees and community members, will be encouraged to attend and voice their desires and opinions at the school's governing board meetings.

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

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

Each year, the Site Administrator will also engage parents, teachers and staff in formulating the school's annual LCAP updates and goal setting through focus groups, surveys and open meetings in which stakeholders are invited to participate in reviewing the school's annual progress and establishing goals – and allocating resources – for the coming years. The Charter School will solicit feedback from parents, teachers and staff via annual surveys, meetings regarding the LCAP, SARC and other reports of progress, and a variety of web-based applications like PowerSchool. The Charter School website will house all-important documents (LCAP, SARC etc.) providing 24/7 access.

English Learner Advisory Committee (ELAC)

State law mandates each school site with 21 or more students of Limited English Proficiency in attendance, regardless of language, to form a functioning English Learner Advisory Committee. The ELAC

will be formed at VLGA when the site has 21 or more students of LEP. The ELAC membership will include: Parents of ELs (at least the same percentage of the ELAC membership as ELs constitute of the Charter School's total student population), Charter School staff, and /or community members as long as the minimum percentage requirement for EL parents is maintained. The ELAC will advise the Principal and staff on programs and services for English Learners, and participate in annual goal setting and evaluation of EL achievement and needs (including the LCAP).

Parent Meetings

School-parent meetings will be held regularly while the school is in session, and more frequently, as necessary, in order to facilitate the communication process between parents and the governing board. We will have monthly standing Coffee with the Principal meetings and hold additional meetings, as necessary.

Parents will meet with staff and administrators for report card conferences three times throughout the year (November, February, June). Parents will be advised that the administrators and teaching staff are available for additional conferences as needed or as requested by parents. Parents will be encouraged to serve on the School Site Council. Parents will be consulted and advised through meetings and informational bulletins regarding the school's educational programs and student progress on an ongoing basis.

Workshops

VLGA will provide parent workshops and education classes in English and Spanish to help parents feel connected to the school community. The content of these workshops are designed to assist parents in the educational development of their children. The Principal, teachers, and staff will maintain open lines of communication at all times with all parents.

Workshop topics may include the following:

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

Surveys

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

Volunteer Opportunities

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

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

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

"The qualifications to be met by individuals to be employed by the charter school." **(Ed. Code § 47605(c)(5)(E).)**

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

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

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

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

EMPLOYEE POSITIONS AND QUALIFICATIONS

Staffing Plan

School-site staff will further be supported and overseen by the VCPS Superintendent and Database Administrator along with additional contracted services such as a speech therapist, physical therapist, etc.

Superintendent (Certificated)

The Superintendent's primary responsibility is the strategic development, implementation, and management of all aspects of the Charter School performance and operations including the administration of the Charter School. The Superintendent fosters a collaborative and stimulating community culture for a diverse group of stakeholders including students, parents, faculty members, board members, and community partners.

Responsibilities:

Leadership and Human Resources

- Recruit, hire, prepare and support school leaders
- Develop and maintain a cohesive culture which reflects VCPS's Values
- Develop clear decision-making guidelines to support the administrative team and the Board in making focused and well-informed decisions.
- Oversee Student Recruitment
- Evaluate the on-site administrator (Principal)

External Responsibilities

- Oversee Budget development and school finance
- Oversee Audit Procedures
- Negotiate all service provider contracts; secure Board Approval as required
- Manage Legal matters (District/Authorizer, Personnel, Special Education, Insurance, etc.)
- Oversee maintenance of facilities
- Implement Charter advocacy & policy legislation
- Oversee PR-Media for VLGA
- Oversee Payroll
- Develop relationship with media to support strong, positive local presence in the community

Strategic Planning

- Provide support through WASC Accreditation processes
- Develop partnerships with community organizations
- Develop strong partnerships to ensure sustainability
- Develop and manage strong business functions (finance, operations, budgeting, compliance, human resources, facilities management, marketing, IT)
- Develop and manage school programs, procedures, and policies in alignment with organizational mission
- Build and manage a growing team of staff and school leadership

Qualifications:

- 5 years of experience as a senior leader in a charter school or in an educational organization
- Experience in guiding school processes and procedures
- Experience in creating and delivering compelling presentations to diverse groups of

stakeholders.
- Experience in leading an organization through strategic planning
- Entrepreneurial, positive problem-solving, ability to see opportunity in challenges
- Clear judgment, a mature interpersonal style and the ability to drive collaborative decision-making process

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

Responsibilities:

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

- Oversees all after-school programs, including AM/PM, ASES, intersession, and summer school.
- Supports Site Administrators with recruitment and enrollment strategies.
- Performs other related duties as assigned by the Superintendent.

Qualifications:

- At least ten (10) years of increasing responsibility in teaching and administrative experiences in education
- Experience as a site principal and/or district-level leader experience preferred
- Knowledge of National, State, and local educational goals, initiatives, and objectives
- Experience supervising, evaluating, and supporting employees, certificated and classified
- Experience as a collaborative effective communicator (writing, speaking, listening) public speaker, facilitator, and presenter
- Valid Clear Administrative Credential and Master's Degree required

Database Administrator (Classified)

The Database Administrator reports to the Superintendent. The Database Administrator's primary responsibility is the strategic development, implementation, and management of all aspects of the charter school's data and informational systems. The Database Administrator is passionate about the mission and commitments of VCPS and exhibits this through his/her execution of all their responsibilities and relations with all stakeholders. The Database Administrator fosters a collaborative and stimulating community culture for a diverse group of stakeholders, including administration, faculty members, board members and community partners.

Responsibilities:

- Assist in the installation and testing and operational maintenance of the student information system for the purpose of ensuring expected results. This includes the management of CALPADS: SSID, Students Enrollments and information, Courses, Staff, Reports, Certifications
- Communicate with district personnel, outside software vendors and contractors for the purpose of serving as a main point of contact for obtaining information, resolving problems and ensuring accurate management of student demographic data for the completion and submission of various mandated reports and information requests.
- Coordinate with district staff and departments for the purpose of ensuring the integrity and accuracy of student demographic data.
- Work with administration to meet testing and assessment compliance requirements for the purpose of ensuring appropriate and safe testing protocols.
- Work with administration to meet master schedule requirements for the purpose of ensuring appropriate student scheduling.
- Work with office staff to provide an efficient and accurate enrollment process for incoming and outgoing students.
- Develop a variety of user support materials for the purpose of providing unified protocols.
- Maintain and manage user security for student demographic data to ensure security and data integrity.
- Maintain student attendance data collection in coordination with the District to ensure compliance with state attendance regulations.

- Manage student information system database (e.g. integrate data systems, update system design, complete dataset extraction, etc.) to achieve optimal use of student data and maintaining data integrity.
- Manage user accounts and access privileges for the student information system for the purpose of establishing security of data.
- Research trends, products, equipment, etc. in order to recommend procedures and/or purchases.
- Remain current in state and federal student data reporting requirements and district testing and assessment data requirements to ensure accurate and compliant data submission.
- Work with administration to ensure proper and efficient system usage and system changes.
- Works with IT staff on system integrity and maintenance functions to ensure student data security and access.
- Performs other related duties as assigned to ensure the efficient and effective functioning of optimal learning conditions.

Qualifications:

- B.A./B.S. degree preferred
- Must have knowledge in the use of a copier and fax machine
- Ability to communicate effectively (verbal and written)
- Must be computer literate and have extensive experience with various information systems specific to the school site.
- Bilingual in Spanish preferred
- Must have excellent organizational skills and a positive attitude

IT Coordinator (Classified)

The IT Coordinator is responsible for supervising school site IT coordinators and school site IT operations. Ensure stability of site networks and educational software – hosted licensed applications and on-site purchased applications as well as ensuring all IT equipment is in excellent working condition. Address various site issues as directed by School Site Principals/Superintendent and assist educational staff as needed to implement and administer software programs.

Responsibilities:

- Supervise School Site IT Coordinators in their job of supporting site IT operations
- Ensure all site Principal and educational staff issues are addressed
- Ensures consistency and stability of all working IT services at school sites and district office
- Work with community partners to create school site collaborations and partnerships
- Assist school site coordinators in creating parent and student classes, clubs, field trips, and educational opportunities
- Assist in district website updates
- Co-chair VCPS Technology Committee and assist with strategic planning

Qualifications:

- Bachelor's Degree preferred
- Working knowledge of Microsoft Windows operating system
- Working knowledge of MS Office products and applications as applies to education
- Working knowledge of Google domain and all related applications
- Knowledge of internal network operations & Microsoft Windows Server Operating system
- Classroom and instructional experience beneficial

- Comfortable in educational environment
- Clear communications ability to both classified and certificated staff
- Supervisory experience preferred
- Google and Microsoft certifications beneficial

Principal (Certificated)
The Principal reports to the Superintendent and his/her primary responsibility is the strategic development, implementation, and management of all aspects of the Charter Schools' performance and operations. The Principal is passionate about the mission and commitments of VCPS and exhibits this through his/her leadership and execution of school culture, staff development, student rigor, and operational responsibilities. The Principal fosters a collaborative and stimulating community culture for a diverse group of stakeholders, including students, parents, faculty members, board members and community partners.

Responsibilities:

Staff Leadership & Development
The Principal implements, motivates, leads, and mentors teachers to strengthen instructional practices and increase content expertise, performance, and rigor.

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

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

Academic Rigor

The Principal:

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

School Culture

The Principal:

- Works to build and maintain a strong, positive, results-oriented school culture where teachers believe and reflect in action that all students can achieve.
- Leads via assessing and developing processes for improving the VLGA school climate and culture.
- Develops a plan based on the vision of the desired culture of VLGA that fosters strong

relationships and meets the needs of all stakeholders (students, parents, and teachers) as it pertains to the VLGA culture.
- Plans, facilitates, and attends school functions such as parent meetings, open house, parent teacher conferences, sporting events, fundraisers, etc.

Qualifications:

- 5 years' teaching experience
- Proven record of improving urban schools by increasing student achievement
- A current California teaching credential. Master's degree, and an Administrative credential are desired
- Previous leadership experience (department chair, assistant principal, dean, etc.).
- Proven leadership and team building skills.
- Excellent interpersonal communication and writing skills.

Assistant Principal (Certificated)

The Assistant Principal reports to the Principal and Superintendent. His/her primary responsibility is to aid the Principal in the strategic development, implementation, and management of all aspects of the Charter School's performance and operations. The Assistant Principal is passionate about the mission and commitments of VCPS and exhibits this through his/her leadership and execution of school culture, staff development, student rigor, and operational responsibilities. The Assistant Principal helps foster a collaborative and stimulating community culture for a diverse group of stakeholders, including students, parents, faculty members, board members and community partners.

Responsibilities:

- Implement, motivate, lead and mentor teachers to better instructional practices and increase content expertise to improve student performance and rigorous expectations.
- Provide teachers professional and instructional support through reviewing instructional documents, observing and providing feedback for classroom observations, designing and reviewing professional growth plan goals and facilitate weekly PD/staff meetings.
- Implement a plan that ensures student achievement, which is supported by evidence through assessments such as benchmarks, classroom data, parent and student feedback and a plan to address students who are struggling.
- Collaborate with others to use appropriate data to establish rigorous, concrete goals for student achievement.
- Provide individual student support by designing and evaluating student intervention plans, attending IEP's and designing a process for measuring and monitoring individual student growth.
- Work to build and maintain a strong, positive, results- oriented school culture where teachers believe and promote that all students can achieve by providing leadership for assessing and developing processes for improving climate and culture.
- Develop a plan that fosters the relationships and ensure all stakeholders (students, parents, and teachers) are addressed based on the clear vision of the desired culture for the school.
- Plan, facilitate and attend school functions such as parent meetings, open house, parent teacher conferences, sporting events, fundraisers, etc.

Qualifications:

- 5 years' teaching experience with a history of improving urban schools, increasing student achievement and demonstrating a passion for education reform.
- Must have a current California credential.
- Master's degree & an Administrative credential preferred
- Previous leadership experience (e.g., department chair, assistant principal, dean).
- Proven leadership and team building skills.
- Detail-oriented, multi-tasking and problem-solving skills.

School Psychologist (Certificated)

The School Psychologist reports to the Principal and provides psychological services to general education students and students with disabilities; develops individual case studies of students to determine eligibility for special programs; assists in the development of behavior support plans and functional behavior assessments; consults with school personnel, parents, and others concerned with the progress of students; and provides both individual and group counseling as well as case management for counseling services. The School Psychologist integrates the educational program to fit a fully inclusive special education program.

Responsibilities:

- Conduct psychological assessments and develop case studies of individual students to determine educational needs, learning characteristics, and social behavior relevant to educational placement and instructional planning.
- Interpret the findings of individual case studies to the IEP team.
- Participate in the process required by federal, state, and local regulations for the identification, placement, and review/re-evaluation of students with special needs.
- Assist in developing a written individual educational plan for students who are determined eligible for special education placement and/or service; assist in developing recommendations regarding eligibility and program placement.
- Assist in developing behavioral objectives for individual students and special class groups; suggest implementation strategies as appropriate; confer with teachers and parents regarding strategies for the solution or amelioration of individual learning or adjustment problems of students.
- Counsel students individually and in groups to assist them in educational achievement and personal or social adjustment. Assist with implementing school-wide social emotional programs (Way of Council).
- Assist with the organization of, and serve as a leader in, staff development activities in the field of psychological services.
- Participate in Student Study Team meetings and the MTSS process as needed.
- Other duties as assigned

Qualifications:

- An earned Bachelor's degree from an accredited university, and
- An earned Master's degree in School Psychology from a regionally accredited university, OR
- Current enrollment in a School Psychology Master's degree program in a regionally accredited university with Internship eligibility.

- One of the following California credentials or combination of credentials authorizing K-12 service must be in force and on file:
  - General Pupil Personnel Services Credential authorizing service as a school psychologist;
  - Service Credential with a specialization in pupil personnel services designating service as a school psychologist;
- Knowledge of the growth and development of youth and adolescents, learning theory, and mental health concepts.
- Sensitivity to, and understanding of, the unique differences and needs of disabled students and their parents.
- Knowledge of uses and limitations of standardized individual and group tests, and semi-projective devices.
- Ability to assume leadership in teacher/staff development activities.
- Understanding of the relationship between the total education program as well as counseling and psychological services.
- Facility in oral and written communication.
- Appropriate manner including poise, tact, good judgment, and ability to work effectively with VCPS personnel, community representatives, and students.

College and Career Counselor

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

Leadership of Program

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

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

Qualifications

- At least 2 years of college/career counseling experience with a track record of success supporting first generation students' admission to selective and highly selective colleges and universities
- Demonstrated passion for and commitment to VLGA's mission and educational model

- Comfort level with helping families navigate college financial aid
- Willingness to work autonomously, collaboratively, and/or under as needed
- Acute attention to detail coupled with the ability to think and act strategically
- Flexible and able to multi-task; can work within an ambiguous, fast-moving environment, while also driving toward clarity and solutions
- Demonstrated resourcefulness in setting priorities and guiding investment in people and systems
- Personal qualities of maturity, humility, strong work ethic, sense of humor, and a "roll-up-my-sleeves attitude"
- Bachelor's degree
- Strong written and oral Spanish language skills preferred

Classroom Teachers (Certificated)

The teacher reports to the site administrator and is responsible for the development and performance of the courses they instruct. The teacher fosters a collaborative and stimulating classroom environment for a diverse group of students, as well as foster a strong collaboration between parents, faculty members, board members and community partners.

Responsibilities:

- Foster a safe and nurturing learning environment
- Organize classroom systems/procedures and manage student behavior to ensure that all students are fully engaged in learning
- Establish an environment where students are excited about learning
- Develop lesson plans according to the CA CCSS and CA State Content Standards
- Build strong relationships with students and parents
- Identify students' areas for improvement and be able to work with students, families, and internal resources to suggest options for improvement
- Provide continual assessment of student progress, maintain student records, and complete assigned paperwork in provided timeframes
- Collaborate with the Resource Specialist to meet the needs of all students
- Attend and implement professional development training throughout and beyond the school year
- Demonstrate support and knowledge of school's goals and mission
- Attend and participate in school-based meetings and activities

Qualifications:

- Bachelor's degree from an accredited college or university
- Master's degree in subject matter field or Education (strongly preferred)
- Must possess, or be in the process of completing, a current California teaching credential

Skills:

- Solid knowledge of subject matter, including CA CCSS, CA State Content Standards and subject-specific frameworks and assessments
- Ability to analyze qualitative and quantitative student data
- Ability to communicate effectively (verbal and written)

- Must be computer literate

Educational Specialist

The Educational Specialist reports to the site administrator and is responsible for the development and performance of the students they serve by upholding and abiding by the special educational laws and regulations in the state of California. The Educational Specialist aides in fostering a collaborative and stimulating classroom environment for a diverse group of students, as well as foster a strong collaboration between parents, faculty members, board members and community partners.

Responsibilities:

- Maintain SWD program that is in place including calendar of meetings, staff trainings, deadlines and program needs
- Organize and maintain service provider services, services for all students identified or in the process of being identified; Maintains compliance to records, documenting, SWD timelines and program deadlines
- Function as the case manager for all students in process of being established as a Special Education Student and current Special Education Students
- Participate in the SST Processes by developing and maintaining organization of services to pupils
- Provide information to staff and parents to facilitate student success with their specific needs
- Utilize strong communication and multitasking skills; build relationships; problem solve effectively
- Coordinate special education services with the regular school programs for Students with Disabilities enrolled in the resource program.
- Provide or coordinate classroom supports that include (but are not limited to): behavior support, basic academic skills, organization and study skills, social skills, use of cognitive strategies and fostering a safe and nurturing learning environment
- Demonstrate strong organization and management in
  - Preparing for all student and staff meetings related to student services or professional development
  - Student Service minutes, change of services, change of placement, ESY, etc.
  - Student assessment for annual, triannual, or other student assessment designated by the IEP team
  - All SWD timelines as aligned to FAPE or IDEA
- Participate as a collaborative member of the faculty and in ongoing staff development and trainings

Qualifications:

- Candidate must possess a current California credential in Special Education appropriate to program needs
- Solid knowledge of State and Federal guidelines for Special Education
- Bachelor's degree; Master's degree is preferred
- Must be flexible and team-oriented
- Excellent written and communication skills
- Bilingual in Spanish preferred

Teacher's Aide (TA)

The Teacher's Aide reports to an administrator and is responsible for assisting in the development and performance of the classes they assist in. The TA foster a collaborative and stimulating classroom environment for a diverse group of students, as well as foster a strong collaboration between parents, faculty members, board members and community partners.

Responsibilities:

- Foster a safe and nurturing learning environment
- Assist the teacher in maintaining classroom systems/procedures and manage student behavior to ensure all students are fully engaged in learning
- Support differentiation or other instructional strategies implemented to ensure that needs of all learners are met
- Establish an environment where students are excited about learning
- Support teachers with data tracking and progress monitoring
- Build strong relationships with students and parents and teachers
- Demonstrate support and knowledge of school's goals and mission
- Attend and participate in school-based meetings and activities
- Develop or assist in the development of lesson plans according to the CA CCSS and CA State Content Standards
- Identify student areas for improvement and be able to work with the student and family and internal resources to suggest options for improvement
- Provide continual assessment of student progress, maintain student records and complete assigned paperwork in provided timeframes.
- Collaborate with the Educational Specialist and other staff to meet the needs of all students
- Attend and implement professional development training throughout and beyond the school year
- Demonstrate support and knowledge of school's goals and mission
- Participate, attend and plan field trips
- Participate in school events during, before and after school
- Attend and participate in school-based meetings and activities

Qualifications:

- Prior experience working with students in a learning environment
- Bilingual in Spanish preferred
- Intermediate proficiency in Microsoft Word, Excel, and Outlook
- Must be flexible, positive, detail-oriented, a team player, patient and willing to learn.
- Must be able to work in a fast-paced work environment with flexibility and dedication

Parent and Community Coordinator

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

Responsibilities:

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

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

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

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

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

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

Qualifications:

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

Office Manager

The Office Manager reports to the Site Administrator. The Office Manager's primary responsibility is the aide and support of all functions of the charter school site with direction given by the site administrator. The Office Manager is passionate about the mission and commitments of VCPS and exhibits this through his/her execution of all their responsibilities and relations with all stakeholders. The Office Manager fosters a collaborative and stimulating community culture for a diverse group of stakeholders, including administration, faculty members, board members and community partners.

Responsibilities:

- Greet and assist parents, students, and visitors to the school in a friendly and professional manner.
- Answer the phone in a professional and courteous manner.

- Coordinate substitute teacher coverage as needed and in communication with teachers.
- Supervise and delegate duties to Office Assistants.
- Manage quotes and relationships with vendors.
- Maintain accurate records of all distributed school assets such as keys, technology or other equipment.
- Ensure accurate financial records as needed including: Credit Card Logs, Purchase Orders, Teacher Check Requests and Paid Time Off Forms.
- Sort through mail and distribute accordingly.
- Work with site administrators and teachers regarding any projects or special requests.
- Oversee parent correspondence and mailings.
- Maintain, store and secure all student files ensuring confidentiality.
- Manage student meal applications.
- Track student attendance and tardies using SIS (PowerSchool).

Qualifications:

- B.A./B.S. degree preferred
- Must have 3-5 years of Management experience
- Must be proficient in operating a copy machine and fax machine
- Ability to communicate effectively (verbal and written)
- Must be computer literate and have demonstrated proficiency with: MS Office, Word & Excel
- Bilingual in Spanish preferred
- Must have excellent management and organizational skills and a positive attitude

Office Clerk (Classified)

The Office Clerk reports to the Office Manager. The Office Clerk's primary responsibility is the aide and support of all functions of the charter school Office Manager in conjunction with the needs and directions given by the site administrator. The Office Clerk is passionate about the mission and commitments of VCPS and exhibits this through his/her execution of all their responsibilities and relations with all stakeholders. The Office Clerk fosters a collaborative and stimulating community culture for a diverse group of stakeholders, including administration, faculty members, board members and community partners.

Responsibilities:

- Provide excellent customer service
- Greet and assist staff, parents, students, and visitors to the school in a friendly and professional manner.
- Answer phones using a professional and courteous manner.
- Route calls appropriately.
- Take messages and distribute in a timely manner.
- Reply to general information requests with the accurate information
- Assist with proper documentation and accuracy of attendance
- Fax and make copies
- Assist with typing and composing correspondence and letters
- Responsible for making phone calls to parents.
- Assist with collecting the lunch count.

- Assist with the preparation of parent meetings.
- Translate for teachers, parents and counselors.
- Make student files.
- Organize cumulative student files.
- Other duties as assignment by site administrator

Qualifications:

- BA/BS degree preferred
- Prior experience working with students in a learning environment
- Strong Math skills is strongly preferred
- Bilingual in Spanish preferred
- Intermediate proficiency in Microsoft Word, Excel, and Outlook
- Must be flexible, positive, detail-oriented, team player patient and willing to learn.
- Must be able to work in a fast-paced work environment with flexibility and dedication

Plant Manager (Classified)

The Plant Manager reports to the Site Administrator. The Plant Manager is responsible for ensuring that the facility is well maintained and running appropriately to maintenance standards. The Plant Manager helps maintain a school environment and culture by being able to communicate and work with a diverse group of students, parents, faculty members, board members and community partners.

Responsibilities:

- Maintaining the quality of school facilities.
- Supervise and evaluate all non-instructional classified staff at the site responsible for maintaining the quality of school facilities.
- Manage all school scheduling, special events, cafeteria, maintenance, playgrounds and cleaning.
- Manage community use of school site.
- Assist in the school safety plan: disaster preparation, fire drills, student, staff and public safety, and student health.
- Maintain equipment, textbook and supply inventories.
- Coordinate with administration to maintain a positive, safe learning environment for students.
- Assist with school public relations and communications plan: promote the school and district through positive relations with community, businesses, parents and students.
- Perform other duties as assigned.
- Maintain regular attendance.
- Coordinate and work with Site Administrator (s) and Office Assistant/Manager for orders for campus facilities and maintenance
- Maintain on-going communication with community partners/ leaseholders where shared occupancy space is occurring
- Coordinate and communicate with after school groups or outside vendors who use the school
- Must understand and follow practices, policies and procedures regarding:
  - Laws, rules and regulations related to assigned activities.
  - District operations policies, procedures and objectives
  - Health and safety regulations.

Qualifications:

- Must have prior experience working with students in a learning environment
- Bilingual in Spanish preferred
- Intermediate proficiency in Microsoft Word, Excel, and Outlook
- Must be flexible, positive, detail-oriented, a team player, patient and willing to learn.
- Assist in maintaining standards of school safety and civility and ensuring the observance of rules and procedures by students and staff on a school campus at the direction of the school administrator.

Custodian (Classified)

The custodian reports to the Plant Manager and/or Site Administrator. Custodians are responsible for ensuring that the facility is well maintained and running appropriately to maintenance standards. Custodians help maintain a school environment and culture by being able to communicate and work with a diverse group of students, parents, faculty members, board members and community partners.

Responsibilities:

- Maintain the quality of school facilities.
- Assist Plant Manager with all school scheduling, special events, cafeteria, maintenance, playgrounds and cleaning.
- Assist in equipment maintenance and textbook and supply inventories.
- Coordinate with administration to assist in maintaining a positive, safe learning environment for students.
- Perform other duties as assigned.
- Maintain regular attendance.
- Maintain ongoing communication with community partners/ leaseholders where shared occupancy space is occurring
- Assist with the coordination and communication with after school groups or outside vendors who use the school
- Must understand and follow practices, policies and procedures regarding:
  - Laws, rules and regulations related to assigned activities.
  - District operations policies, procedures and objectives
  - Health and safety regulations.

Qualifications:

- Must have prior experience working with students in a learning environment
- Bilingual in Spanish preferred
- Intermediate proficiency in Microsoft Word, Excel, and Outlook
- Must be flexible, positive, detail-oriented, team player patient and willing to learn.
- Assists in maintaining standards of school safety and civility and ensuring the observance of rules and procedures by students and staff on a school campus at the direction of the school administrator.

Supervision Aide (Classified)

The Supervision Aide reports to the Site Administrator or his/her designee and is responsible for ensuring the observance of the rules and procedures by students and others on a school campus. The Supervision Aide fosters a collaborative and stimulating school environment for a diverse group of students, as well as foster a strong collaboration between parents, faculty members, board members and community partners.

Responsibilities:

- Supervise non-classroom areas: in hallways, indoor assembly areas, outdoor eating areas, restrooms, playground and other areas as assigned
- Enforce Charter School rules and expectations
- Report problems of serious nature, including recurring behavioral problems and safety hazards, to site administrators
- Collaborate with school staff to alleviate behavioral problems occurring during supervision periods
- Assume responsibilities in inclement weather as assigned by site administrators
- Conduct campus safety checks during breaks, lunch, before and after school
- Maintain constant movement and active supervision throughout campus
- Communicate to school administrators regarding causes and effects of campus and community tension.
- May assist in record-keeping regarding student discipline (ex: BIFs, 30 Day Contracts, Class Dojo Reports, PowerSchool Logs).
- Provide supervision personnel in inclement weather as assigned by site administrators
- May direct students and others and take action, as necessary, to prevent injury to persons or damage to property.
- May assist a certificated employee in supervising students during field trips and special events.
- May deliver, set up, lay out, or collect equipment and other materials.
- May assist school administrators in contacting parents regarding students with behavioral problems and in discussing campus security with parent and community groups.
- May work with groups authorized to be on the campus before and after school and keep the campus free of unauthorized persons.

Qualifications:

- Prior experience working with students in a learning environment is preferred
- Bilingual in Spanish preferred
- Must be flexible, positive, detail-oriented, a team player, patient and willing to learn in a fast-paced environment
- Understand and follow oral and written directions

Other Certificated Staff

A list of day-to-day and qualified substitutes are established and maintained.

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:
(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237
(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.
(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school." **(Ed. Code § 47605(c)(5)(F).)**

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District's Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan ("Plan"), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School's requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures

- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel" if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code section 49475) offered by or on behalf of Charter School.

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The

Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use school site and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School school site that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

The health and safety of VLGA staff and students is the highest priority for the Charter School.

SCHOOL SAFETY PLAN

Pursuant to Assembly Bill 806, VLGA shall develop its comprehensive school safety plan pursuant to the requirements of AB 806 and the relevant Education Code requirements and shall review and update the plan annually by March 1.

PROCEDURES FOR BACKGROUND CHECKS

All employees of VLGA, all volunteers who will be performing services that are not under the direct supervision of a credentialed VLGA employee, and any onsite independent contractors or vendors having unsupervised contact with students, will be required to submit to criminal background checks and fingerprinting in accordance with Education Code Sections 44237 and 45125.1. All non-credentialed applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. Volunteers who will be outside the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering on campus. The Superintendent of VCPS shall monitor compliance with this policy (the Board President shall monitor fingerprinting and background clearance of the Superintendent) and make quarterly reports to the Board. VLGA will maintain on file and available for inspection evidence that the school has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. VLGA shall also ensure that the Principal receives subsequent arrest notifications of all individuals subject to background checks from the Department of Justice to ensure the ongoing safety of its students.

DIABETES

VLGA will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 9th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.

5. A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

VLGA shall maintain a policy on student suicide prevention in accordance with Education Code Section 215.

Emergency Preparedness

VLGA shall adhere to an Emergency Preparedness Handbook containing procedures for safety, drafted specifically to the needs of the school facility. This handbook shall include but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. All staff members will receive detailed training on emergency procedures. The handbook shall be kept on file for review.

Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Custodian Of Records

In accordance with California Department of Justice requirements, the Superintendent and Principal shall serve as VLGA's Custodians of Records.

Immigration Policy

VLGA will comply with the requirements of AB 699 by adopting policies consistent with the guidance and model policies issued by the California Attorney General.

California Healthy Youth Act

VLGA will comply with the California Healthy Youth Act, which requires charter schools to teach sexual education and HIV prevention to students in grades 7 to 12 at least once in junior high or middle school and at least once in high school.

Human Trafficking

VLGA shall provide information to students about how social media and mobile device applications are used for human trafficking in compliance with Assembly Bill 1861 and Senate Bill 1104.

Student Debts

The Public School Fair Debt Collection Act (Assembly Bill 1974 [2018]) mandates that a pupil can never owe or be billed for a debt owed to a charter school. As such, VLGA school shall comply with all provisions of the Public Schools Fair Debt Collection Act, including the prohibition on taking any negative actions against a pupil because of a debt, prohibiting a debt collector from making a negative credit report for such a debt and prohibiting a charter school from selling debt to debt collector.

Mental Health Services

VLGA will notify parents and pupils at least two times per school year about how to access pupil mental health services on campus or in the community or both per the requirements of Assembly Bill 2022.

Pregnant And Parenting Students

VLGA shall provide an annual notice to students about their rights regarding pregnancy or when parenting in compliance with Assembly Bill 2289.

Bullying

VLGA shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall make available to certificated school site employees and all other school site employees who have regular interaction with pupils an online training module developed by the California Department of Education regarding bullying and bullying prevention in compliance with Assembly Bill 2291.

Sexual Health And HIV Prevention

VLGA shall provide “age appropriate” comprehensive sexual health and HIV prevention education in grades 7 to 12 (at least once in middle school and once in high school).

Safe Place To Learn Act

VLGA shall comply with all applicable requirements of the Safe Place to Learn Act, Ed. Code section 234 et seq.

Tribal Regalia/Objects of Religious or Cultural Significance

Allows students to wear traditional tribal regalia or items of religious, cultural and tribal significance to school graduation ceremonies held by VLGA and would allow the school, under specific circumstances as set forth in the law, to limit items that would create a substantial disruption of, or material interference with, the school ceremony.

Human Trafficking

Pursuant to the requirements of Assembly Bill 1861 (2018) and Senate Bill 1104 (2018), shall provide information to its students about how social media and mobile device applications are used for human trafficking and, by January 1, 2020, shall identify the most appropriate methods of informing parents and guardians of pupils in grades 6-12 of human trafficking prevention resources and implement these methods by January 1, 2020 if the school has enrolled any students in those grades by that date; otherwise, the school shall implement these methods for pupil in grades 6-12 immediately upon enrollment of pupils in those grades.

Hotlines

Existing law requires a public school, including a charter school, or a private school, that serves pupils in any of grades 7 to 12, inclusive, that issues pupil identification cards, and a public or private institution of higher education that issues student identification cards, to have printed on the identification cards the telephone number for the National Suicide Prevention Lifeline, and authorizes those schools to have printed on the identification cards certain other suicide-prevention and emergency-response telephone numbers.

Commencing October 1, 2020, if VLGA issues pupil identification cards VLGA will have printed on the identification cards the telephone number for the National Domestic Violence Hotline.

Migratory Children

VLGA will allow a pupil who is a migratory child to continue attending their school of origin regardless of any change of residence of the pupil. VLGA will inform a pupil who is a migratory child and that pupil's parent or guardian of the impact of remaining in the school of origin on the eligibility of that pupil to receive migrant education services.

Child Hunger Prevention and Fair Treatment Act

VLGA shall comply with the requirements of the Child Hunger Prevention and Fair Treatment Act of 2017, and ensure that a pupil whose parent or guardian has unpaid school meal fees is not denied a reimbursable meal of the pupil's choice because of the fact that the pupil's parent or guardian has unpaid meal fees and ensure that the pupil is not shamed or treated differently from other pupils.

CPR

Pursuant to Assembly Bill 1214 [2019-2020], charter schools must offer a course in CPR for purposes of allowing school staff and teachers to participate in CPR training that includes certain instruction, including, but not limited to, an individual program of professional growth that includes a basic course in CPR that includes certain instruction. If the charter school elects to offer any interscholastic athletic program, the charter school is required to ensure that certain personnel with a valid certification of CPR training are present at the athletic program's on-campus activities or events at all times.

Pursuant to Assembly Bill 1719 [2016], a charter school that requires a course in health education for graduation from high school must include instruction in performing compression-only cardiopulmonary resuscitation. The law encourages those entities to provide to pupils' general information on the use and importance of an automated external defibrillator. The law also requires the State Department of Education to provide guidance on how to implement these provisions, including, but not limited to, who may provide instruction.

The law also states that a charter school that sponsors, authorizes, supports, finances, or supervises, and a public employee who provides or facilitates, the instruction of pupils in compression-only cardiopulmonary resuscitation or the use of an automated external defibrillator pursuant to this law shall not be liable for any civil damages alleged to result from the acts or omissions of an individual who received such instruction, except as provided in the law.

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

"The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District's Student Integration Services (collectively the "Court-ordered Integration Program"). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD's Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW*)). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District's Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District's goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

COURT-ORDERED INTEGRATIOND

VLGA will make every effort to recruit students of various racial and ethnic groups, students with disabilities, English Learners (and RFEP students), in order to achieve a 70/30 or 60/40 balance reflective of the general population residing within the territorial jurisdiction of LAUSD. In our efforts to serve all students, admissions outreach is designed to attract a diverse student population. Parents should have options to best meet the needs of their children. As a result, it is our responsibility to make families aware of the educational options for their children. VLGA is committed to serving all students. We therefore will recruit a racially/ethnically, linguistically and academically diverse population from the area immediately surrounding the school. Additionally, we will recruit students and families through outreach efforts with local non-profit organizations who serve homeless youth, students in the foster-care system, students with disabilities, and other students whose circumstances put them at risk for school failure. These organizations will be encouraged to refer families to VLGA via flyers and phone conversations with local community-based organizations. All community recruitment outreach is conducted throughout the year on an ongoing basis.

VCPS works very closely with the non-profit Blessings in a Backpack to feed homeless, foster, and at-risk students during the weekend. Our efforts currently provide 150 students at VCPS food for 38 weekends each year. VCPS works closely with Blessings in a Backpack to gather referrals of potential at-risk

students who are not yet enrolled in our schools. VLGA will offer information on enrollment procedures to these at-risk students and encourage them to submit a Lottery Application Form, or join the existing wait list for the current school year if one exists. VCPS also works with PATH, People Assisting the Homeless, to identify and seek out homeless and foster youth to enroll at VCPS. In addition, VLGA will conduct targeted outreach in the community with organizations such as the following:

- El Centro del Pueblo
- Gang Reduction Youth Development (GRYD)
- Koreatown Youth Community Center
- Bresee Foundation
- LOUD Music Program
- Partnerships Uplifting Communities
- Children's Institute Inc.
- Heart of Los Angeles
- Courageous Hearts Youth Services, Inc.
- Angels Flight Center
- Hollywood Homeless Youth Partnership
- National Foster Youth Institute
- First Place for Youth
- Chinatown Teen Post
- YMCA of Metropolitan Los Angeles
- YMCA Wilshire
- Weingart-East Los Angeles YMCA
- Bellevue Recreation Center
- Shatto Recreation Center and Park
- Parks and Recreation Department
- Search to Involve Pilipino Youth
- Saban Clinic
- PMH
- Personal Space
- Dream Center

VLGA will notify parents and students in the community through the following methods:

1. Information handouts provided to businesses frequented by local community members. The flyers will include the VLGA enrollment period and lottery information (location, date, time).

2. Community outreach efforts including communication with local public libraries, park and recreation centers, community-based organizations, and churches.

3. Flyers in Spanish and English distributed to local middle and high schools. The flyers will include enrollment period and lottery information (location, date, time).

4. VLGA's web site contain current information about the school. The website will include enrollment period and lottery information (location, date, time).

All outreach is done in both English and Spanish.

VLGA will maintain an accurate accounting of the ethnic and racial balance of students, as well as EL and SWD, enrolled in the school. VLGA will also document the efforts made to achieve racial and ethnic balance and recruit ELs and SWD in accordance with the charter petition and standards of charter legislation.

Meeting	Location	Date
Meeting with Parents and community	VLGA (or, if not yet available, VHGA)	Monthly - December through March (Recruitment efforts are secured and aligned to budgets, hiring of staff, etc.)
Outreach to local middle and high schools	Local middle and high schools, foster and homeless youth organizations.	January, February, March: Review posted available dates and provide flyers, information, and presence.
Community Organizations	Neighboring organization: • Local Libraries • Parks & Rec programs • After-School programs • Organizations including faith-based organizations • Local Businesses including laundromats, health clinics, shops, restaurants	January, February, March: Review posted available dates and provide flyers, information, and presence.
Residents within the zip code surrounding the school location	Mailings, door-to-door contacts (canvassing)	January, February, March: Review posted available dates and provide flyers, information, and presence.

ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

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

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or

delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

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

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

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

SEXUAL HARASSMENT POLICY NOTICE

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

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

ADMISSION REQUIREMENTS

VLGA will admit all pupils who wish to attend the school as outlined in Education Code 47605 (d)(2)(A) up to enrollment capacity. There are no admission requirements for the Charter School (e.g., minimum grade point average, test scores, discipline records, etc.). Parents and students admitted to the Charter School will be requested to attend an orientation session to review school policies and procedures and learn about the opportunities provided by the school, but their attendance or lack of attendance does not impact their student's admission. The Principal will work to ensure that all families understand these expectations and that they are aware of the different ways they can be involved in the school.

STUDENT RECRUITMENT

As detailed in Element 7, VLGA, in order to recruit low-achieving, economically disadvantaged students, ELs and students with disabilities, will do the following:

- Recruit students from the surrounding community where the public schools are characterized by low achievement and a predominantly Title 1 population.

- Distribute flyers in Spanish and English to the local middle and high schools with the consent of that school's administration. The flyers include enrollment period and lottery information (location, date, time).

- Ensure potential students and families understand there are no qualifications required for admission to VLGA and encourage all students to apply.

LOTTERY PREFERENCES AND PROCEDURES

VLGA will be an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.). Enrollment to the Charter School shall be open to any resident of the State of California. VLGA will admit all pupils who wish to attend VLGA to the extent that space allows. CA Ed. Code § 47605(d)(2)(A).

Lottery Application Forms will be accepted during a publicly advertised open enrollment period. An explanation of the enrollment process and the rules to be followed during the lottery will be available at all times on our web site in English and Spanish and in the office (and additional languages if needed). The process will also be verbally explained to any families who call, or hand-deliver a paper Lottery Application form in-person. Parents can also apply on-line.

Following the open enrollment period each year, and after accounting for existing students who are guaranteed enrollment in the following school year, applications shall be counted to determine whether the Charter School has received more applications than availability. If the number of students applying for enrollment exceeds the Charter School's capacity, admission shall be determined by random public drawing (lottery).

Public notice will be posted at the Charter School location, on the Charter School web site and on distributed informational flyers regarding the application deadline and the date, time and location of the public drawing (typically at the end of January), encouraging people to attend (time will be a weekday evening to maximize attendance; the location will be at the school site). If the lottery cannot reasonably be held at the VLGA site (or one of our sister school sites), it will be held in a large community center, church, auditorium, or any public venue capable of seating all applicants comfortably. Parents will be notified on the Lottery Application Form of the date and time of the public drawing, and invited to attend, though parent attendance at the lottery is not required in order to secure enrollment for a student. VLGA will include details on the Charter School website and in promotional materials about the enrollment timeline, rules, and procedures to be followed during the open enrollment and lottery processes.

Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Los Angeles Unified School District except as provided for in Section 47614.5. A preference for siblings of already enrolled students shall also be extended.

The lottery preference order shall be as follows:

1. Siblings of admitted students
2. Students currently enrolled in and attending Vista Charter Middle School (VCMS) in the immediate prior grade level to VLGA's first instructional grade level, who seek to enroll in VLGA for that grade level. VCMS and VLGA are part of the network of schools operated by Vista Charter Public Schools.

Lottery preference will be given to residents of LAUSD in accordance with state law and LAUSD policy.

Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.

In accordance with Section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

The lottery will be conducted by a non-interested member of the staff who draws the pupil names and verifies lottery procedures are fairly executed. Application Forms, the manual record of all lottery participants and their assigned lottery numbers, and other lottery-related documents are physically filed on campus, and lottery results and waiting lists (determined in the order names are drawn in the lottery) will be readily available in the Charter School's main office for inspection upon request. Each applicant's admissions application will be kept on file for the academic year with his or her assigned lottery number in the school database and on his or her lottery application.

Those who apply after the lottery deadline will be added to the end of the lottery waitlist in the order they are received. In the event that no such wait list exists where the space is available, the space will be made available on a first come, first served basis to the next interested family at the appropriate grade level.

The waitlist for the current school year will remain active until the end of the school year and will not "roll over"; applicants must reapply for the lottery annually if the Charter School is unable to offer them admission for the current year. Once the drawing is at Charter School's capacity, applications will continue to be drawn for position on a wait list. Students who are not granted admission for that school year will remain on the waiting list until the end of the school year for which the lottery was conducted unless otherwise requested by the parent to be taken off. Students must reapply for the following year.

ENROLLMENT PROCESS

Within two weeks of the lottery, families will be notified in writing by the Principal of their enrollment status (offered enrollment or placement on waiting list). Each student offered a space in the following year will be required to complete an enrollment packet within two weeks of receiving the letter indicating that a spot is available for the student. The Charter School will hold a Pre-Enrollment informational session after the lottery and before the registration date to supply additional information and to assist families in filling out forms.

The enrollment packet is comprised of the following:

- Student Enrollment Form
- Proof of Immunizations

- Home Language Survey
- Emergency Medical Information Form

The waiting list will include contact information of the families not admitted through the lottery. If a position opens during the course of the year, the VLGA Office Manager will contact the family of the student on the top of the waiting list by phone or email to offer their student admission to the Charter School. If a family is notified by phone or email prior to August 1st, the family will have ten (10) days to confirm enrollment and return a completed enrollment packet. If a student is notified after August 1st, they will have 72 hours to confirm enrollment via phone call or email, and submit an application by mail or email to the Office Manager. Should the family decline the position, the next family on the list is contacted until the open position is filled.

A copy of all enrollment forms, waiting lists, and lottery results will be kept on file in the VLGA administrative office and will be readily available for inspection by District representatives.

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

"The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority." **(Ed. Code § 47605(c)(5)(I).)**

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(c)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

a. Provisional Budget – Spring prior to operating fiscal year
b. Final Budget – July of the budget fiscal year
c. First Interim Projections – November of operating fiscal year
d. Second Interim Projections – February of operating fiscal year
e. Unaudited Actuals – July following the end of the fiscal year
f. Audited Actuals – December 15 following the end of the fiscal year
g. Classification Report – monthly according to Charter School's Calendar
h. Statistical Report – monthly according to Charter School's Calendar of Reports
   In addition:
   - P1, first week of January
   - P2, first week of April
i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

An annual independent financial audit of the books and records of VLGA shall be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of VLGA shall be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

ANNUAL AUDIT PROCEDURES

Each fiscal year an independent auditor will conduct an audit of the financial affairs of VLGA to verify the accuracy of the Charter School's financial statements, attendance and enrollment accounting practices, and internal controls.

Procedures:

- The Board of Directors appoints an Audit Committee by January 1 of each year.

- The Audit Committee may include persons who are not members of the board, but may not include any VLGA staff, including the Superintendent. In addition, any person with expenditure authorization or recording responsibilities within the organization may not serve on the committee.
- The Audit Committee is responsible for contracting with an audit firm from the State Controller's list of approved charter school auditors by March 1 of each year, unless the existing contract is a multi-year contract. The Superintendent is responsible for working with the auditor to complete the audit.
- The Audit Committee is responsible for reviewing the results of the annual audit and developing a corrective action plan to address all relevant findings noted by the auditor.
- The Board of Directors reviews and approve the audit no later than December 15.
- The Superintendent is responsible for submitting the audit to all required agencies no later than December 15.

The audit committee will review any audit exceptions or deficiencies and report recommendations on resolution to the Board of Directors. The Board will report to LAUSD regarding how exceptions and deficiencies have been or will be resolved. It is understood that exceptions and deficiencies will be resolved to the satisfaction of LAUSD.

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

"The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

***(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)."* (Ed. Code § 47605(c)(5)(J).)**

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student's disability?
B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  A. Was the misconduct caused by, or directly and substantially related to the student's disability?
  B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

SCHOOL CLIMATE AND STUDENT DISCIPLINE SYSTEM

Positive behaviors have been associated with positive academic outcomes (Birch & Ladd, 1997; Feshbach & Feshbach, 1987; Wentzel, 1993), while negative behaviors (e.g., inattention, distractibility, and withdrawn behaviors) have been associated with negative academic outcomes (Akey, 2006; Kane, 2004). VLGA will cultivate a positive school environment that is characterized by mutual respect. Students will be introduced to the school's expectations during the student orientation days, and they will also be reviewed on the first day of school.

At VLGA we believe that high, clearly defined, and consistent expectations support students' self-confidence and that their efforts lead to success in school. Research demonstrates that schools in which students achieve high levels of performance tend to set high expectations and standards (Marzano, 2011). VLGA will take a proactive school-wide approach to behavior management. As a Character Counts school, VLGA will focus on the Six Pillars of Character (Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship). These pillars will apply to most behavioral situations and will be shared with students and families. The Six Pillars of Character will be proactively taught and consistently reinforced throughout the school.

VLGA's discipline policy combined with our GEAR Core Values (Grit, Empathy, Accountability and Respect) are practices aligned with the LAUSD District's Discipline Foundation Policy, requiring every school within VCPS to adopt and implement a school-wide positive behavior support discipline plan. Under the VCPS policy, "all school level plans will include: teaching school rules and social emotional skills; reinforcing appropriate student behavior; using effective classroom management and positive behavior support strategies by providing early intervention for misconduct and appropriate use of consequences."

School-wide Discipline Plan

Shift into GEAR

Philosophical Foundation

- We want our students to grow and develop characteristics such as: Responsibility, Respect, Caring, Fairness, Trustworthiness, and Citizenship.
- **The Tipping Point:** "the moment when something small, or even obscure, changes into something big." (Malcolm Gladwell)

Key Elements to a School-wide Program

To have a successful program, we must have:

- Teacher Collaboration and Coherence
- Clarity and Consistency for Students
- Parent Communication and Documentation

Our System

Character, College, Community

Students build **character** that drives them to be **college** and career-bound and develop into effective citizens of their **communities**.

School-wide Proactive Interventions

Restorative Justice Practices and Way of Council

VLGA is committed to a holistic approach to student discipline and development. First and foremost, we apply restorative practice and Way of Council to address social emotional development and any disciplinary actions as outlined earlier in this petition.

Right Tickets

Tickets rewarded for doing what is examples of GEAR/modeling GEAR. Students are going above and beyond to encompass the Six Pillars of Character.

- Students earn Right Tickets for the following positive behaviors:
  - Grit: persevering on difficult assignments, assessing their own learning and identifying next steps
  - Empathy: being a good friend, helping others, being kind
  - Accountability: task completion
  - Respect: being respectful of self, others and our school community

Examples of positive praise that could earn a Right Ticket:
"I noticed...

- that you did all of your homework this week."
- that your materials are organized."
- that you motivated your neighbor to participate in the group project."
- that you raised your hand more this week."

Class Dojo is used to track positive behavior.

- Students earn 1 Right Ticket an identified act or behavior.
- This is logged digitally in Class Dojo and the parent is notified immediately

Right Ticket Events

Students with high percentages of Right Tickets on Class Dojo (70% or above) get to participate in Right Ticket Events. These are fun student and staff events that promote our Core Values. Examples of Right Ticket Events include Staff vs. Student Water Balloon Toss, Ice Cream Sundae Party, Movie and Popcorn Party.

Interventions

- Verbal/written reprimand
- Community beautification (classroom or yard)
- Time-out activity (sent outside room or to another teacher)
- Written Reflection
- Changing seats
- Meaningful public or private apology
- + Choice / - Choice (Love and Logic)
  - Example: You can either choose to be quiet and work with the class or work outside on your own
- Students who do not have the qualifying amount for Right Ticket Events spend the time reflecting through Way of Council.

These policies will be distributed in the Charter School's student handbook and describe the school's expectations regarding mutual respect, safety, personal responsibility, work habits, attendance, and more. Each family will receive a copy of these policies and be required to verify that they have reviewed them with their children at the time of enrollment or at the beginning of the school year.

The discipline policy is not discriminatory or arbitrary. The process follows general principles of due process. Students will sign agreements related to their understanding of and responsibility to the standards set forth in the discipline policy within the handbook. Students who do not live up to their responsibilities and who violate the school rules may expect some consequences for their behavior, such as:

a. Alternatives to Suspension:

1. Warning
2. Loss of Privileges
3. Notices to parents by telephone or letter
4. Referral to the administrator
5. Request for parent conference
6. Way of Council
7. Harm Circle- restorative

Should the previous interventions not be successful, suspension or expulsion may occur.

- In-school suspension
- Suspension
- Expulsion

VLGA will monitor student behavior in a variety of means such as such as classroom observations, data gathered using the system presented in this petition, analysis of suspension and expulsion data, and Power School.

VLGA is exempt from Education Code requirements and procedures related to student suspension and expulsion; however, VLGA is committed to the student discipline, suspension, and expulsion policies as outlined in this petition. Therefore, references in this charter to the Education Code are used as a guideline.

JURISDICTION

A student may be suspended or expelled for any of the acts enumerated in Education Code § 48900, except for willful defiance and/or disruption, related to school activity or school attendance that occurs at any time including, but not limited to:

- While on school grounds.
- While going to or coming from school.
- While using school-owned computers and servers.
- During the lunch period whether on or off the campus.
- During, or while going to or coming from, a school-sponsored activity.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

For students who are truant, tardy, or otherwise absent from assigned school activities, alternatives to suspension or expulsion will be attempted first.

IN-SCHOOL SUSPENSION

In-school suspensions will be given as an alternative to out of school suspensions and be held in the Principal's office or other location designated by the Principal. A certificated/credentialed staff member will supervise the student during the in-school suspension. During in-school suspensions, teachers will provide the students with assignments to complete by the end of the school day. If the student has questions about the assignments, the teachers will provide support. During the day of the suspension, the student's teachers will address behaviors that may have contributed to the student's in-school suspension. In addition to completing assigned work, the student will be required to complete a reflection addressing why the behavior occurred and what can be done in the future to ensure that the offense is not repeated. Parents/guardians will be notified of the in-school suspension in writing by the Principal or his/her designee in the parent/guardian's native language. The notice will contain the reason for the in-school suspension, as well as the length of time for the in-school suspension. The maximum number of days of in- school suspension per incident in one academic year is 6, and the maximum number of consecutive days is 3. In-school suspensions would always be subject to an administrative decision regarding the severity and nature of the underlying offense. In the case of a student who causes or attempts to cause hate violence, engages in harassment or threats or

intimidation against students or staff, or who makes terrorist threats against school officials or school property, the administration would review the facts to determine if in school suspension would pose a threat to the safety of students, staff and visitors to the school. In many situations, in school suspension may not be an appropriate disciplinary option if a credible threat to school safety exists.

GROUNDS FOR SUSPENSION AND EXPULSION

A single suspension may not be issued for more than 5 consecutive school days. The total number of days for which a student, including students with a 504 Plan, may be suspended from school shall not exceed 20 days. Students with an IEP shall not be suspended for more than 10 school days in any school year.

ENUMERATED OFFENSES

Discretionary Suspension Offenses: Students *may* be suspended for any of the following acts when it is determined the pupil:

a. Causing, attempting to cause or threatening to cause serious physical injury to another person, except in self-defense.
b. A pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the principal determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.
c. Unlawfully possessed, used, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
d. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
e. Using tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, et al.
f. Harassed, threatened or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
g. Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a responsible person to conclude that the replica is a firearm unless, in the case of possession of any object of the type, the student had obtained written permission to possess the item from a certified school employee, with the administrator's or designee's concurrence.
h. Caused or attempted to cause damage to school property or private property.
i. Stole or attempted to steal school property or private property.
j. Committed an obscene act or engaged in habitual profanity or vulgarity.
k. Knowingly received stolen school property or private property.
l. Engaged in, or attempted to engage in, hazing as defined in Education Code Section 32050.
m. Aided or abetted the infliction or attempted infliction of physical injury to another person.
n. Engaged in sexual harassment as defined in Education Code Section 48900.2.

o. Engaged in harassment, threats, or intimidation directed against school district personnel or pupils as defined in Education Code Section 48900.4. The harassment, threats, or intimidation directed at school personnel or pupils must be on the bases of:
   a. Race/color/national origin
   b. Disability
   c. Other factor
   d. Against school district personnel.
p. Made terrorist threats against school officials, school property or both as defined in Section 48900.7.
q. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

Recommend for Expulsion Offenses

The Principal or Designee must recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the Principal or Designee determines that expulsion is inappropriate or that an alternative means of correction would address the conduct:

1) Causing serious physical injury to another person, except in self-defense.
2) Possession of any knife or other dangerous object of no reasonable use to the pupil.
3) Unlawful possession of any controlled substance listed in Health and Safety Code section 11053 et seq. (except one ounce of marijuana or over the counter medications or medication prescribed to student).
4) Robbery or extortion.
5) Assault or battery (as defined in Penal Code section 240 and 242) upon any school employee.

Immediate Suspension and Mandatory Recommendation for Expulsion Offenses

Principal shall immediately suspend and recommend expulsion when the following occur at school or at a school activity off campus:

It is a federal mandate that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school. In accordance with California Education Code § 48915, the following reasons shall constitute mandatory grounds for immediate suspension and recommended expulsion:

1. Causing serious physical injury to another person
2. Brandishing a knife
3. Possession, selling, or furnishing of a firearm, knife, explosive, or other dangerous object
4. Robbery or extortion, offering, negotiating a sale or selling a controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
5. Violation of the Federal Guns Free School Act
6. Pupil has committed sexual harassment as defined in Section 212.5. The conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic

performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

OUT-OF-SCHOOL SUSPENSION PROCEDURES

A student may receive an out-of-school suspension if it is determined that the student's presence would be a danger to others at school and their removal from school is necessary.

VLGA shall, upon the request of a parent or pupil, provide homework that would otherwise have been assigned, to a pupil who has been suspended for two or more schooldays. If a homework assignment that is requested and turned into a teacher, within the prescribed timeframe, is not graded before the end of the academic term, VLGA shall not include the assignment in the calculation of the student's overall grade in the class.

SUSPENSION PROCEDURES

Suspensions (whether in-school or out-of-school) shall be initiated according to the following procedures. The Principal, Assistant Principal, and Superintendent are authorized to suspend students, the procedures for investigating incidents and collecting evidence shall be fair and thorough.

CONFERENCE

Suspension shall be preceded, if possible, by a conference conducted by the Principal with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school administration. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

NOTICE TO PARENTS/GUARDIANS

At the time of suspension, the Principal or Assistant Principal shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing by the Principal or Assistant Principal of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student. In addition, the notice also states the date and time when the student may return to school. If the Principal or Assistant Principal wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice requests that the parent/guardian respond to such requests without delay.

Length of Suspension

The length of suspension for students shall not exceed a period of 5 consecutive days unless an expulsion is recommended. If a student is recommended for a period of suspension exceeding 5 consecutive days, a second conference is scheduled between the parent/guardian and the Principal to discuss the progress of the suspension upon the completion of the 10th day of suspension. The total number of days for which a pupil may be suspended from school shall not exceed a total of 20 school days in any school year, unless a pupil enrolls in or is transferred to another regular school, in which case the total number of schooldays for which the pupil may be suspended shall not exceed 30 days in any school year. During suspensions, teachers provide the students with assignments to complete by the end of the duration of the suspension. If the student has questions about the assignments, the teacher provides support.

Students with disabilities who are suspended shall continue to receive services so as to provide FAPE and enable the student to continue to participate in the general education curriculum and to progress toward meeting the goals set out in the student's IEP/504. Any discipline that includes removal from school for more than ten (10) consecutive days constitutes a change in placement and a manifestation determination shall be conducted.

An IEP or 504 meeting is required within ten (10) days of initial suspension or placement in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a student with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the student's IEP/504, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or
- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504.

Willful Defiance

The Charter School shall not recommend the expulsion of a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, for disrupting school activities or otherwise willfully defying the valid authority of those school personnel engaged in the performance of their duties.

Alternatives to Suspension or Expulsion

Suspension shall be imposed only when other means of correction fail to bring about proper conduct. The Charter School may document the other means of correction used and place that documentation in the pupil's record. However, a pupil, including an individual with exceptional needs, as defined in Ed. Code section 56026, may be suspended, subject to Section 1415 of Title 20 of the United States Code,

upon a first offense if the principal or principal's designee determines that the pupil's presence causes a danger to persons or that the pupil committed any of the following acts:

1) Caused, attempted to cause, or threatened to cause physical injury to another person.
2) Willfully used force or violence upon the person of another, except in self-defense.
3) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
4) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
5) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
6) Committed or attempted to commit robbery or extortion.

Other means of correction include, but are not limited to, the following:

1) A conference between school personnel, the pupil's parent or guardian, and the pupil.
2) Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling.
3) Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and his or her parents.
4) Referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)).
5) Enrollment in a program for teaching prosocial behavior or anger management.
6) Participation in a restorative justice program.
7) A positive behavior support approach with tiered interventions that occur during the school day on campus.
8) After-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.
9) Performing community service on school grounds or, with written permission of the parent or guardian of the pupil, off school grounds, during the pupil's non-school hours. "Community service" may include, but is not limited to, work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. Community service may not be assigned if a pupil has been suspended, pending expulsion, for any of the acts enumerated in the "Shall Recommend for Expulsion Offenses" or the "Immediate Suspension and Mandatory Recommendation for Expulsion Offenses." However, if the recommended expulsion is not implemented or is, itself, suspended by stipulation or other administrative action then community service may be assigned.

SUSPENSION APPEALS

Parents are notified by the Principal or Assistant Principal in writing regarding the right and procedures to appeal a student's suspension. A suspension appeal may be made to the Superintendent within ten days of the suspension. Following due consideration of the facts and safety of students, a decision by the Superintendent regarding student suspension are considered final.

EXPULSION PROCEDURES

Students will be recommended for expulsion after the Principal or Designee conducts an investigation process by gathering written statements, meeting with witnesses, and conducting a pre-expulsion conference with the student and family.

In cases where a finding is made that a student has caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon the person of another, except in self-defense; possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object; unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind; unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant; or committed or attempted to commit robbery or extortion, a decision for expulsion by the Principal (or designee) will be based on one or both of the following findings:

1. Other means of conduct support and correction are not feasible and have repeatedly failed to bring about an improvement in conduct.

2. Due to the nature of the violation, the presence of the student causes a continuing danger to the health and/or safety of the student, other students in the schools, and/or faculty.

Upon this determination, the student will be suspended, pending the results of an expulsion hearing. The Principal's or Designee's recommendation to expel the student will satisfy all the procedural requirements stated herein.

EXPULSION HEARING – RULES AND REGULATIONS

The family of a student who has been recommended for expulsion will be notified of the student's right to request a hearing to determine whether the expulsion recommendation was justified and whether the expulsion will be upheld. The hearing will be held, if requested, within 30 school days from the original expulsion decision. The hearing will be presided over by an administrative panel (three to five impartial individuals) appointed by the Executive Director/Principal. A document will be prepared by the Executive Director/Principal or Designee that includes a full description of the reasons for the expulsion, including dates, previous conferences and actions taken, and events.

The Charter School's governing board shall establish rules and regulations governing procedures for the expulsion of pupils. These procedures shall include, but are not necessarily limited to, all of the following:

1) The pupil shall be entitled to a hearing to determine whether the pupil should be expelled. An expulsion hearing shall be held within 30 schooldays after the date the principal determines that the pupil has committed any of the acts enumerated herein, unless the pupil requests, in writing, that the hearing be postponed. The adopted rules and regulations shall specify that the pupil is entitled to at least one postponement of an expulsion hearing, for a period of not more than 30 calendar days. Any additional postponement may be granted at the discretion of the principal. The administrative panel shall make its decision to expel within 3 school days after the hearing's conclusion, unless the pupil requests in writing that the decision be postponed.
2) If compliance by the administrative panel with the time requirements for the conducting of an expulsion hearing and a decision to expel is impracticable during the regular school year, the principal or the principal's designee may, for good cause, extend the time period for the holding of the expulsion hearing for an additional five schooldays. If compliance by the administrative panel with the time requirements for the conducting of an expulsion hearing is impractical due to a summer recess of more than two weeks, the days during the recess period shall not be counted as schooldays in meeting the time requirements. The days not counted as schooldays in meeting the time requirements for an expulsion hearing because of a summer recess shall not exceed 20 schooldays, and unless the pupil requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days before the first day of school for the school year. Reasons for the extension of the time for the hearing shall be included as a part of the record at the time the expulsion hearing is conducted. Upon the commencement of the hearing, all matters shall be pursued and conducted with reasonable diligence and shall be concluded without any unnecessary delay.
    a. Written notice of the hearing shall be forwarded to the pupil at least 10 calendar days before the date of the hearing. The notice shall include all of the following:
        i. The date and place of the hearing.
        ii. A statement of the specific facts and charges upon which the proposed expulsion is based.
        iii. A copy of the disciplinary rules of the school that relate to the alleged violation.
        iv. A notice of the parent, guardian, or pupil's obligations pursuant to Ed. Code section 48915.1(b).
        v. Notice of the opportunity for the pupil or the pupil's parent or guardian to appear in person or to be represented by legal counsel or by a nonattorney adviser, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the pupil's behalf, including witnesses. In a hearing in which a pupil is alleged to have committed or attempted to commit a sexual assault as specified in subdivision (n) of Section 48900 or to have committed a sexual battery as defined in subdivision (n) of Section 48900, a complaining witness shall be given five days' notice before being called to testify, and shall be entitled to have up to two adult support persons, including, but not limited to, a parent, guardian, or legal counsel, present during his or her testimony. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential. This subdivision shall not preclude the person presiding over an expulsion hearing from removing a support person whom the presiding person finds is disrupting the hearing. If one or both of the support persons is also a

witness, the provisions of Section 868.5 of the Penal Code shall be followed for the hearing. The pupil or the pupil's parent or guardian is not required to be represented by legal counsel or by a nonattorney adviser at the hearing.

"Legal counsel" means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California "Nonattorney adviser" means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case, and has been selected by the pupil or pupil's parent or guardian to provide assistance at the hearing.

vi. At least 10 days prior to a hearing to determine if a student who is a foster youth as defined under Education Code 48853.5 should be expelled for an offense not requiring a mandatory recommendation for expulsion, the Superintendent or designee shall notify the student's attorney and a representative of an appropriate county child welfare agency. If the hearing is pursuant to an offense requiring a mandatory expulsion recommendation, the Superintendent or designee may provide the same notification. The notice shall be provided by the most cost-effective method possible, including by email or a telephone call.

3) The administrative panel shall conduct a hearing to consider the expulsion of a pupil in a session closed to the public, unless the pupil requests, in writing, at least five days before the date of the hearing, that the hearing be conducted at a public meeting. Regardless of whether the expulsion hearing is conducted in a closed or public session, the administrative panel may meet in closed session for the purpose of deliberating and determining whether the pupil should be expelled.
   a. If the administrative panel admits any other person to a closed deliberation session, the parent or guardian of the pupil, the pupil, and the counsel of the pupil also shall be allowed to attend the closed deliberations.
   b. If the hearing is to be conducted at a public meeting, and there is a charge of committing or attempting to commit a sexual assault as defined in subdivision (n) of Ed. Code section 48900 or to commit a sexual battery as defined in subdivision (n) of Ed. Code section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
4) If the administrative panel decides not to expel, the expulsion proceedings shall be terminated, and the pupil immediately shall be reinstated and permitted to return to the classroom instructional program from which the expulsion referral was made. The decision not to recommend expulsion shall be final.
5) If the administrative panel determines to expel, findings of fact in support of the recommendation shall be prepared. All findings of fact and recommendations shall be based solely on the evidence adduced at the hearing.
6) The decision of the administrative panel to expel a pupil shall be based upon substantial evidence relevant to the charges adduced at the expulsion hearing or hearings. Except as provided herein, no evidence to expel shall be based solely upon hearsay evidence. The administrative panel may, upon a finding that good cause exists, determine that the

disclosure of either the identity of a witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the administrative panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

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

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

9) Technical rules of evidence shall not apply to the hearing, but relevant evidence may be admitted and given probative effect only if it is the kind of evidence upon which reasonable persons are accustomed to rely in the conduct of serious affairs. A decision of the administrative panel to expel shall be supported by substantial evidence showing that the pupil committed any of the acts enumerated herein.

10) 3In hearings that include an allegation of committing or attempting to commit a sexual assault as defined in subdivision (n) of Ed. Code section 48900 or to commit a sexual battery as defined in subdivision (n) of Ed. Code section 48900, evidence of specific instances, of a complaining witness's prior sexual conduct is to be presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before the person conducting the hearing makes the determination on whether extraordinary circumstances exist requiring that specific instances of a complaining witness's prior sexual conduct be heard, the complaining witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

11) Before the hearing has commenced, the administrative panel may issue subpoenas at the request of either the principal or principal's designee or the pupil, for the personal appearance of percipient witnesses at the hearing. After the hearing has commenced, the administrative panel may, upon request of either the principal or principal's designee or the pupil, issue subpoenas. All subpoenas shall be issued in accordance with Sections 1985, 1985.1, and 1985.2 of the Code of Civil Procedure. Enforcement of subpoenas shall be done in accordance with Section 11455.20 of the Government Code.

   a. Any objection raised by the principal or principal's designee or the pupil to the issuance of subpoenas may be considered by the administrative panel in closed session, or in open session, if so requested by the pupil before the meeting. Any decision by the administrative panel in response to an objection to the issuance of subpoenas shall be final and binding.
   b. If the administrative panel determines that a percipient witness would be subject to an unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as provided for herein.
   c. Service of process shall be extended to all parts of the state and shall be served in accordance with Section 1987 of the Code of Civil Procedure. All witnesses appearing

pursuant to subpoena, other than the parties or officers or employees of the state or any political subdivision of the state, shall receive fees, and all witnesses appearing pursuant to subpoena, except the parties, shall receive mileage in the same amount and under the same circumstances as prescribed for witnesses in civil actions in a superior court. Fees and mileage shall be paid by the party at whose request the witness is subpoenaed.

12) The administrative panel shall deliberate and make its decision in a closed session. Written notice of any decision to expel or to suspend the enforcement of an expulsion order during a period of probation shall be sent by the principal or his or her designee to the pupil or the pupil's parent or guardian and shall be accompanied by all of the following:
   a. Notice of the right to appeal the expulsion to the Charter School Governing Board.
   b. Notice of the education alternative placement to be provided to the pupil during the time of expulsion, if applicable.
   c. Notice of the obligation of the parent, guardian, or pupil, upon the pupil's enrollment in a new school district, to inform that school district of the pupil's expulsion.
13) The governing board of the Charter School shall maintain a record of each expulsion, including the cause for the expulsion. Records of expulsions shall be nonprivileged, disclosable public records.
   a. The expulsion order and the causes for the expulsion shall be recorded in the pupil's mandatory interim record and shall be forwarded to any school in which the pupil subsequently enrolls upon receipt of a request from the admitting school for the pupil's school records.

DECISION OF THE PANEL

The final decision by the administrative panel will be made within 3 school days following the conclusion of the hearing, unless the pupil requests in writing that the decision be postponed.

The administrative panel will make one of two determinations:

1) Uphold the expulsion.
2) Determine the expulsion was not within the Charter School's guidelines, overturn it, and order that records and documents regarding the proceedings be destroyed and removed from student's record.

Following the final decision of the administrative panel, the administrative panel will send written Findings of Fact to the parent that contain the following information:

1) The outcome of the hearing and the decision of the administrative panel
2) The specific offenses committed by the student for any of the acts listed in the above "Reasons for Suspension and/or Expulsion" section (if expulsion is decided)
3) Notification of the family's responsibility to inform any new district in which the student seeks to enroll of the student's status with the Charter School (if expulsion is decided)
4) Reinstatement eligibility review date (if expulsion is decided)
5) A copy of the rehabilitation plan (if expulsion is decided)
6) The type of educational placement during the period of expulsion (if expulsion is decided)
7) Pupils who are expelled shall be responsible for seeking alternative education programs

Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County for their school district of residence. The school shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the administrative panel at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Charter School Board following a meeting with the CEO or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The CEO or designee shall make a recommendation to the Charter School Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School enrollment capacity at the time the student seeks readmission.

Notice of Expulsion to Last Known District of Residence

The Charter School shall, in accordance with Education Code § 47605(d)(3), notify the superintendent of the school district of the pupil's last known address within 30 days of expulsion, and shall, upon request of the district, provide the district with a copy of the student's cumulative record, including a transcript of grades or report card and health information.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. the Charter School must also provide the victim a room separate from the hearing room for the complaining witness's use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness's presence is both desired by the witness and will be helpful to the school. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness, and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness's prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.
11. If the pupil being expelled requests a public hearing, the complaining witness shall have the right to have his/her testimony heard in a closed session or alternative methods videotaped, etc.

PROBATION

The administrative panel, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of

enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the administrative panel's determination as to whether the pupil has satisfactorily completed the rehabilitation program.
The administrative panel shall apply the criteria for suspending the enforcement of the expulsion order equally to all pupils, including individuals with exceptional needs as defined in Cal. Ed. Code section 56026.

During the period of the suspension of the expulsion order, the pupil is deemed to be on probationary status.

The administrative panel may revoke the suspension of an expulsion order if the pupil commits any of the acts enumerated in Ed. Code section 48900 or violates any of the school's rules and regulations governing pupil conduct. When the administrative panel revokes the suspension of an expulsion order, a pupil may be expelled under the terms of the original expulsion order. Upon satisfactory completion of the rehabilitation assignment of a pupil, the administrative panel shall reinstate the pupil in the school and may also order the expungement of any or all records of the expulsion proceedings.

A decision of the administrative panel to suspend an expulsion order does not affect the time period and requirements for the filing of an appeal of the expulsion order with the Governing Board of the Charter School.

EXPULSION APPEALS

If a pupil is expelled from the Charter School, the pupil or the pupil's parent or guardian may, within 30 days following the decision of the administrative panel to expel, file an appeal to the Governing Board of the Charter School, which shall hold a hearing thereon and render its decision.

The Governing Board shall hold the hearing within 20 schooldays following the filing of a formal request.

The Governing Board shall hear an appeal of an expulsion order in closed session, unless the pupil requests, in writing, at least five (5) days prior to the date of the hearing, that the hearing be conducted in a public meeting. Upon the timely submission of a request for a public meeting, the Governing Board shall be required to honor the request. Whether the hearing is conducted in closed or public session, the Governing Board may meet in closed session for the purpose of deliberations. If the Governing Board admits any representative of the pupil or the school district, the board shall, at the same time, admit representatives from the opposing party. The Governing Board shall render a decision within three schooldays of the hearing unless the pupil requests a postponement.

The period within which an appeal is to be filed shall be determined from the date the student is provided notice of the decision of the administrative panel to expel, even if enforcement of the expulsion action is suspended and the pupil is placed on probation. A pupil who fails to appeal the original action of the panel within the prescribed time may not subsequently appeal a decision of the panel to revoke probation and impose the original order of expulsion.

TRANSCRIPTS

The pupil shall submit a written request for a copy of the written transcripts and supporting documents from the administrative panel simultaneously with the filing of the notice of appeal with the Governing Board. the Charter School shall provide the pupil with the transcriptions, supporting documents, and records within 10 schooldays following the pupil's written request.

The Governing Board shall determine the appeal from a pupil expulsion upon the record of the hearing before the administrative panel, together with such applicable documentation or regulations as may be ordered. No evidence other than that contained in the record of the proceedings of the administrative panel may be heard unless a de novo proceeding is granted as provided herein.

It shall be the responsibility of the pupil to request a written transcription from the Charter School for review by the Charter School Governing Board. The cost of the transcript, if any, shall be borne by the pupil except in either of the following situations:

(1) Where the pupil's parent or guardian certifies to the Charter School that he or she cannot reasonably afford the cost of the transcript because of limited income or exceptional necessary expenses, or both.

(2) In a case in which the Governing Board reverses the decision of the administrative panel, the Governing Board shall require that the Charter School reimburse the pupil for the cost of such transcription.

STANDARD OF REVIEW

The review by the Governing Board of the decision of the administrative panel shall be limited to the following questions:

(1) Whether the administrative panel acted without or in excess of its jurisdiction.

(2) Whether there was a fair hearing before the administrative panel.

(3) Whether there was a prejudicial abuse of discretion in the hearing.

(4) Whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the administrative panel.

As used herein, a proceeding "without or in excess of jurisdiction" includes, but is not limited to, a situation where an expulsion hearing is not commenced within the time periods prescribed by this article, a situation where an expulsion order is not based upon the acts enumerated herein, or a situation involving acts not related to school activity or attendance.

As used herein, an "abuse of discretion" is established in any of the following situations:

(1) If school officials have not met the procedural requirements of this article.

(2) If the decision to expel a pupil is not supported by the findings prescribed herein as grounds for expulsion.

(3) If the findings are not supported by the evidence.

The Governing Board may not reverse the decision of the administrative panel to expel a pupil based upon a finding of an abuse of discretion unless the Governing Board also determines that the abuse of discretion was prejudicial.

DECISION ON APPEAL

The decision of the Governing Board shall be limited as follows:

If the Governing Board finds that relevant and material evidence exists which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the administrative panel, it may do either of the following:

A. Remand the matter to the administrative panel for reconsideration and may in addition order the pupil reinstated pending the reconsideration.

B. Grant a hearing de novo upon reasonable notice thereof to the pupil and to the administrative panel. The hearing shall be conducted in conformance with the rules and regulations stated herein.

If the Governing Board determines that the decision of the administrative panel is not supported by the findings required to be made herein, but evidence supporting the required findings exists in the record of the proceedings, the Governing Board shall remand the matter to the administrative panel for adoption of the required findings. This remand for the adoption and inclusion of the required findings shall not result in an additional hearing, except that final action to expel the pupil based on the revised findings of fact shall meet all of the following requirements:

A. Final action to expel a pupil shall be taken only by the administrative panel in a public session. Written notice of any decision to expel or to suspend the enforcement of an expulsion order during a period of probation shall be sent by the administrative panel to the pupil or the pupil's parent or guardian and shall be accompanied by all of the following: 1) Notice of the right to appeal the expulsion to the Governing Board; 2) Notice of the education alternative placement to be provided to the pupil during the time of expulsion, if applicable; 3) Notice of the obligation of the parent, guardian, or pupil, upon the pupil's enrollment in a new school district, to inform that school district of the pupil's expulsion.

B. the Charter School shall maintain a record of each expulsion, including the cause for the expulsion. Records of expulsions shall be nonprivileged, disclosable public records.

In all other cases, the Governing Board shall enter an order either affirming or reversing the decision of the administrative panel. In any case in which the Governing Board enters a decision reversing the administrative panel, the Governing Board may direct the administrative panel to expunge the record of the pupil and the records of the school of any references to the expulsion action and the expulsion shall be deemed not to have occurred.

The decision of the Governing Board shall be final and binding upon the pupil and upon the administrative panel. The pupil and the administrative panel shall be notified of the final order of the Governing Board, in writing, either by personal service or by certified mail. The order shall become final when rendered.

The Principal or Designee shall send a copy of the written notice of the decision to expel to the school district of student's last known residence, within thirty (30) days.

SPECIAL PROCEDURES FOR THE CONSIDERATION OF SUSPENSION AND EXPULSION OF STUDENTS WITH DISABILITIES

As an independent LEA member of a SELPA, the Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

1. Services During Suspension

Students with disabilities suspended and/or placed in an interim alternative setting shall continue to receive services so as to provide FAPE and enable the student to continue to participate in the general education curriculum and to progress toward meeting the goals set out in the child's IEP/504. Any discipline that includes removal from school for more than ten (10) consecutive days, including placement in an interim alternative educational setting, constitutes a change in placement and a manifestation determination shall be conducted.
An IEP or 504 meeting is required within ten (10) days of initial suspension or placement in an interim alternative educational setting.

2. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504, any teacher observations, and any relevant information provided by the parents to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

3. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request a hearing. A hearing officer shall make a determination regarding an appeal requested under 20 USC 1415(k)(3)(A).

The hearing officer may order a change in placement of the child and either return the child to the placement from which the child was removed, or order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

When an appeal has been requested by either the parent or the Charter School, the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in 20 USC 1415(k)(1)(C), whichever occurs first, unless the parent and the State or local educational agency agree otherwise, and the State or Charter School shall arrange for an expedited hearing, which shall occur within 20 school days of the date the hearing is requested and shall result in a determination within 10 school days after the hearing. In effect, this would allow for a maximum placement in an interim alternative educational setting pending a decision for no more than 30 school days.

4. Special Circumstances

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

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

a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

5. Interim Alternative Educational Setting

The student's interim alternative educational setting or change of placement shall be determined by the student's IEP/504 team. A change of placement is a removal from education for more than ten (10) consecutive days or a pattern of removal, even if for less than ten (10) days. For effective change of placement, there first need be:

a. Notice
b. Manifestation determination
c. Continued receipt of special education services

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

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

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

1. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to the Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services; or

2. The parent has requested an evaluation of the child; or

3. The child's teacher, or other the Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

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

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

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

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security." (Ed. Code § 47605(c)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School's participation in, and/or coverage of its staff members by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a "government plan" governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School's existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

VLGA will make participation in State Teachers' Retirement System (STRS) available to teachers. VLGA will make a 403b available to classified persons working at the Charter School. VLGA will make any contribution that is legally required of the employer, including social security, and unemployment insurance. All withholdings from employees and the Charter School will be forwarded to the STRS fund as required. The Charter School will continue participation in STRS for the duration of the Charter School's existence under the CDS code.

STAFF RETIREMENT ALLOCATIONS

1. STRS: All certificated personnel including teachers and Site Administrators
2. 403b option: Classified Staff
3. Federal Social Security: Classified Staff, including the Superintendent, Office personnel

RESPONSIBLE STAFF MEMBER

The Superintendent will be responsible for ensuring that appropriate arrangements for the aforementioned coverage is made with approval of the Board.

STRS REPORTING

VLGA will submit all retirement data through LAUSD and comply with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other members of STRS. The Superintendent shall be solely responsible for ensuring that such retirement coverage is arranged and shall forward any required payroll deductions and related data to LAUSD as required by Education Code Section 47611.3.

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." (Ed. Code § 47605(c)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

No student shall be required to attend VLGA. Students who opt not to attend VLGA may attend other district schools or pursue an inter- or intra-district transfer in accordance with existing enrollment and transfer policies of their district or country of residence.

The parent or guardian of each pupil enrolled in VLGA shall be informed during open enrollment on admissions forms that the pupil has no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in VLGA, except to the extent that such a right is extended by the local education agency.

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

"The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school." (Ed. Code § 47605(c)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, ("Dispute") shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys' fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party's attorneys' fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys' fees, costs and/or expenses, or mediator's or arbitrator's fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. ("Proposition 39"), shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Dr. Don Wilson
Vista Legacy Global Academy
2609 West 5th Street
Los Angeles, CA 92703

2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Dr. Don Wilson
Vista Legacy Global Academy
2609 West 5th Street
Los Angeles, CA 92703

2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." (Ed. Code § 47605(c)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a "Closure Action". A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on "Charter Schools Closure - Requirements and Recommendations" posted on the California Department of Education website. All references to "Charter School" apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The students' school districts of residence

4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure

2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school

2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must

provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports

3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. Make final federal tax payments (employee taxes, etc.)

c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

SCHOOL'S CLOSURE AGENT

The Superintendent will serve as the Charter School's closure agent in the event that the school closes.

ADDITIONAL PROVISIONS

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School

from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:

    (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

    (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising from the Facilities:

    (i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

(ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

  (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

  (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be $1,000,000 per occurrence/$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of $500,000 per occurrence and $500,000 general aggregate.

6. Professional Educators Errors and Omissions liability coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

7. Sexual Molestation and Abuse coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

8. Employment Practices Legal Liability coverage with limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

9. Excess/Umbrella Liability insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

> "Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.

- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days' notice to Charter School. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours' notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). (Ed. Code § 47606.5(b).)

Vista Legacy Global Academy
Intent to Re/Enroll Form

Dear current and potential Vista Legacy Global Academy parents/guardians:

This form may be used to support Charter School's request for facilities pursuant to Proposition 39 (California Education Code section 47614). By submitting this form, you are indicating that you are meaningfully interested in enrolling or re-enrolling (as applicable) your child in Charter School's classroom-based program during the 2023-24 school year. Thank you very much for your support and cooperation!

Student Information:

Please fill out one form for EACH student.

Student Name: [redacted] **Grade Level in 2023-24:** 9th
Last, First, Middle

Home Address (including zip code):
[redacted]

Home Phone: [redacted] **Date of Birth:** [redacted]

Does this student currently attend a Charter School?

Yes or No (circle one)

Is this child a resident of Los Angeles Unified School District ("LAUSD")?

Yes or No (circle one)

If yes, please list the name of LAUSD School this student would otherwise attend:

_____

Parent/Legal Guardian Name: [redacted]
Last, First, Middle

Home [redacted]

Home Phone: (___)_____ **Email:** [redacted]

By signing below, I am indicating that I am meaningfully interested in enrolling or re-enrolling (as applicable) the above named child in Charter School for the 2023-24 school year. I understand that signing this form does not guarantee enrollment in Charter School. I further understand that this information will be disclosed to the LAUSD to support Charter School's request for facilities under Proposition 39.

Signature of Parent/Legal Guardian: [redacted] **Date:** 8.5.2022

Vista Legacy Global Academy
Intent to Re/Enroll Form

Dear current and potential Vista Legacy Global Academy parents/guardians:

This form may be used to support Charter School's request for facilities pursuant to Proposition 39 (California Education Code section 47614). By submitting this form, you are indicating that you are meaningfully interested in enrolling or re-enrolling (as applicable) your child in Charter School's classroom-based program during the 2023-24 school year. Thank you very much for your support and cooperation!

Student Information:

Please fill out one form for EACH student.

Student Name: [redacted] **Grade Level in 2023-24:** 9
Last, First, Middle

Home Address (including zip code): [redacted]

Home Phone: [redacted] **Date of Birth:** [redacted]

Does this student currently attend a Charter School?

Yes or **No** (circle one)

Is this child a resident of Los Angeles Unified School District ("LAUSD")?

Yes or **No** (circle one)

If yes, please list the name of LAUSD School this student would otherwise attend:

Parent/Legal Guardian Name: [redacted]
Last, First, Middle

Home Address: [redacted] 456 66 3 [redacted]

By signing below, I am indicating that I am meaningfully interested in enrolling or re-enrolling (as applicable) the above named child in Charter School for the 2023-24 school year. I understand that signing this form does not guarantee enrollment in Charter School. I further understand that this information will be disclosed to the LAUSD to support Charter School's request for facilities under Proposition 39.

Signature of Parent/Legal Guardian: [redacted] **Date:** 8-5-22

Vista Legacy Global Academy
Documentación de intención de los padres para inscribir o reinscribir al estudiante

Estimado padre/tutor de actual o futuro estudiante de la escuela Vista Legacy Global Academy:

Este formulario puede utilizarse para apoyar la solicitud para obtener instalaciones de acuerdo a la Proposición 39 (sección 47614 del Código de Educación del Estado de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su estudiante en el programa de chárter para el año escolar 2023-24. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante:

Favor completar una forma por estudiante.

[redacted] **Grado en el año 2023-24:** 8

do, Prim omb egundo Nombre

Domicilio completo (incluyendo ZIP Code):

3[redacted]

Teléfono de Casa: [redacted] **Fecha de Nacimiento :** 6-06-09

¿Estudiante actual de una escuela charter?

Sí o **No (marque uno)**

¿Reside el estudiante dentro de los límites del Distrito Escolar Unificado de Los Ángeles ("LAUSD" por sus siglas en inglés)?

Sí o **No (marque uno)**

Si contesto sí, por favor identifique la escuela dentro de LAUSD a la cual su hijo(a) asistiría: [redacted]

Nombre del Padre/Tutor: [redacted]

Dirección Completa: 3[redacted]

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante mencionado arriba en la Escuela Chárter para el año escolar 2023-24. Entiendo que al firmar este formulario no garantiza matriculación en la Escuela Chárter. También entiendo que esta información será revelada a LAUSD para apoyar la solicitud de instalaciones bajo la Proposición 39 de la Escuela Chárter.

Firma del Padre o Tutor Legal: [redacted] **Fecha:** 8-5-22

Vista Legacy Global Academy
Documentación de intención de los padres para inscribir o reinscribir al estudiante

Estimado padre/tutor de actual o futuro estudiante de la escuela Vista Legacy Global Academy:

Este formulario puede utilizarse para apoyar la solicitud para obtener instalaciones de acuerdo a la Proposición 39 (sección 47614 del Código de Educación del Estado de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su estudiante en el programa de chárter para el año escolar 2023-24. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante:

Favor completar una forma por estudiante.

Nombre: [redacted] **Grado en el año 2023-24:** 9-
Segundo Nombre

Domicilio completo (incluyendo ZIP Code):
[redacted]
Calle, [redacted]iudad, Esta[redacted]digo Postal

Teléfono de Casa: ([redacted] **Fecha de Nacimiento :** [redacted]

¿Estudiante actual de una escuela charter?

Sí o **No (marque uno)**

¿Reside el estudiante dentro de los límites del Distrito Escolar Unificado de Los Ángeles ("LAUSD" por sus siglas en inglés)?

Sí o **No (marque uno)**

Si contesto sí, por favor identifique la escuela dentro de LAUSD a la cual su hijo(a) asistiría: Vista

Nombre del Padre/Tutor: [redacted]
Apel **Nom** **undo Nombre**

Dirección Completa: [redacted]

Teléfono: [redacted] **Email:** [redacted]

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante mencionado arriba en la Escuela Chárter para el año escolar 2023-24. Entiendo que al firmar este formulario no garantiza matriculación en la Escuela Chárter. También entiendo que esta información será revelada a LAUSD para apoyar la solicitud de instalaciones bajo la Proposición 39 de la Escuela Chárter.

Firma del Padre o Tutor Legal: [redacted] **Fecha:** 8/5/22

Vista Legacy Global Academy
Documentación de intención de los padres para inscribir o reinscribir al estudiante

Estimado padre/tutor de actual o futuro estudiante de la escuela Vista Legacy Global Academy:

Este formulario puede utilizarse para apoyar la solicitud para obtener instalaciones de acuerdo a la Proposición 39 (sección 47614 del Código de Educación del Estado de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su estudiante en el programa de chárter para el año escolar 2023-24. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante:

Favor completar una forma por estudiante.

Nombre: [redacted] **Grado en el año 2023-24:** 9
Apellido, Primer Nombre, Segundo Nombre

Domicilio completo (incluyendo ZIP Code):

[redacted]
iudad, Estado, Código Postal

Teléfono de Casa: [redacted] **Fecha de Nacimiento :** [redacted]

¿Estudiante actual de una escuela charter?

Sí o **No (marque uno)**

¿Reside el estudiante dentro de los límites del Distrito Escolar Unificado de Los Ángeles ("LAUSD" por sus siglas en inglés)?

Sí o **No (marque uno)**

Si contesto sí, por favor identifique la escuela dentro de LAUSD a la cual su hijo(a) asistiría: _____

Nombre del Padre/Tutor: [redacted]
i Prim r Segundo Nombre

Dirección Completa: [redacted]

[redacted] **Email:** [redacted]

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante mencionado arriba en la Escuela Chárter para el año escolar 2023-24. Entiendo que al firmar este formulario no garantiza matriculación en la Escuela Chárter. También entiendo que esta información será revelada a LAUSD para apoyar la solicitud de instalaciones bajo la Proposición 39 de la Escuela Chárter.

Firma del Padre o Tutor Legal: [redacted] **Fecha:** 8/5/22

Vista Legacy Global Academy
Intent to Re/Enroll Form

Dear current and potential Vista Legacy Global Academy parents/guardians:

This form may be used to support Charter School's request for facilities pursuant to Proposition 39 (California Education Code section 47614). By submitting this form, you are indicating that you are meaningfully interested in enrolling or re-enrolling (as applicable) your child in Charter School's classroom-based program during the 2023-24 school year. Thank you very much for your support and cooperation!

Student Information:

Please fill out one form for EACH student.

Student Name: [redacted] **Grade Level in 2023-24:** 9
Last, First, Middle

Home Address (including zip code):

[redacted]

Home Phone: (_____) [redacted] **Date of Birth:** [redacted]

Does this student currently attend a Charter School?

(Yes) or No (circle one)

Is this child a resident of Los Angeles Unified School District ("LAUSD")?

(Yes) or (No) (circle one)

If yes, please list the name of LAUSD School this student would otherwise attend:

[redacted]

Parent/Legal Guardian Name: [redacted]

Home Address: [redacted]

Home Phone: ([redacted] **Email:** [redacted]

By signing below, I am indicating that I am meaningfully interested in enrolling or re-enrolling (as applicable) the above named child in Charter School for the 2023-24 school year. I understand that signing this form does not guarantee enrollment in Charter School. I further understand that this information will be disclosed to the LAUSD to support Charter School's request for facilities under Proposition 39.

Signature of Parent/Legal Guardian: [redacted] **Date:** 8/5/22

Vista Legacy Global Academy
Documentación de intención de los padres para inscribir o reinscribir al estudiante

Estimado padre/tutor de actual o futuro estudiante de la escuela Vista Legacy Global Academy:

Este formulario puede utilizarse para apoyar la solicitud para obtener instalaciones de acuerdo a la Proposición 39 (sección 47614 del Código de Educación del Estado de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su estudiante en el programa de chárter para el año escolar 2023-24. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante:

Favor completar una forma por estudiante.

Nombre: [redacted] **Grado en el año 2023-24:** 9
Apellido, Primer Nombre, Segu[redacted]ombre

Domicilio completo (incluyendo ZIP Code):

[redacted]
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: [redacted] **Fecha de Nacimiento :** [redacted]

¿Estudiante actual de una escuela charter?

(Sí) o **No (marque uno)**

¿Reside el estudiante dentro de los límites del Distrito Escolar Unificado de Los Ángeles ("LAUSD" por sus siglas en inglés)?

(Sí) o **No (marque uno)**

Si contesto sí, por favor identifique la escuela dentro de LAUSD a la cual su hijo(a) asistiría: _____

Nombre del Padre/Tutor: [redacted]
A[redacted]e, Segundo Nombre

Dirección Completa: [redacted]

Teléfono: [redacted] **Email:** [redacted]

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante mencionado arriba en la Escuela Chárter para el año escolar 2023-24. Entiendo que al firmar este formulario no garantiza matriculación en la Escuela Chárter. También entiendo que esta información será revelada a LAUSD para apoyar la solicitud de instalaciones bajo la Proposición 39 de la Escuela Chárter.

Firma del Padre o Tutor Legal: [redacted] **Fecha:** 8/5/22

Vista Legacy Global Academy
Documentación de intención de los padres para inscribir o reinscribir al estudiante

Estimado padre/tutor de actual o futuro estudiante de la escuela Vista Legacy Global Academy:

Este formulario puede utilizarse para apoyar la solicitud para obtener instalaciones de acuerdo a la Proposición 39 (sección 47614 del Código de Educación del Estado de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su estudiante en el programa de chárter para el año escolar 2023-24. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante:

Favor completar una forma por estudiante.

Nombre: [redacted] **Grado en el año 2023-24:** 9
Apellido, Primer Nombre, Segundo Nombre

Domicilio completo (incluyendo ZIP Code):

[redacted]
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: ([redacted] **Fecha de Nacimiento :** [redacted]

¿Estudiante actual de una escuela charter?

Sí o **No (marque uno)**

¿Reside el estudiante dentro de los límites del Distrito Escolar Unificado de Los Ángeles ("LAUSD" por sus siglas en inglés)?

Sí o **No (marque uno)**

Si contesto sí, por favor identifique la escuela dentro de LAUSD a la cual su hijo(a) asistiría: _____

Nombre del Padre/Tutor: _____
Apellido, Primer Nombre, Segundo Nombre

Dirección Completa: _____

Teléfono: (_____)_____ Email: _____

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante mencionado arriba en la Escuela Chárter para el año escolar 2023-24. Entiendo que al firmar este formulario no garantiza matriculación en la Escuela Chárter. También entiendo que esta información será revelada a LAUSD para apoyar la solicitud de instalaciones bajo la Proposición 39 de la Escuela Ch[redacted]

Firma del Padre o Tutor Legal: [redacted] **Fecha:** 8/5/22

Vista Legacy Global Academy
Documentación de intención de los padres para inscribir o reinscribir al estudiante

Estimado padre/tutor de actual o futuro estudiante de la escuela Vista Legacy Global Academy:

Este formulario puede utilizarse para apoyar la solicitud para obtener instalaciones de acuerdo a la Proposición 39 (sección 47614 del Código de Educación del Estado de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su estudiante en el programa de chárter para el año escolar 2023-24. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante:

Favor completar una forma por estudiante.

Nombre: [redacted] **Grado en el año 2023-24:** 8
Apellido, Primer Nombre

Domicilio completo (incluyendo ZIP Code):
[redacted]
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: ([redacted] **Fecha de Nacimiento :** [redacted]

¿Estudiante actual de una escuela charter?

Sí o **No (marque uno)**

¿Reside el estudiante dentro de los límites del Distrito Escolar Unificado de Los Ángeles ("LAUSD" por sus siglas en inglés)?

Sí o **No (marque uno)**

Si contesto sí, por favor identifique la escuela dentro de LAUSD a la cual su hijo(a) asistiría: Vista charter school

Nombre del Padre/Tutor: [redacted]

Dirección Completa: [redacted]

Te[redacted] **Email:** [redacted]

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante mencionado arriba en la Escuela Chárter para el año escolar 2023-24. Entiendo que al firmar este formulario no garantiza matriculación en la Escuela Chárter. También entiendo que esta información será revelada a LAUSD para apoyar la solicitud de instalaciones bajo la Proposición 39 de la Escuela Chárter.

Firma del Padre o Tutor Legal: [redacted] **Fecha:** 08/05/22

Vista Legacy Global Academy
Documentación de intención de los padres para inscribir o reinscribir al estudiante

Estimado padre/tutor de actual o futuro estudiante de la escuela Vista Legacy Global Academy:

Este formulario puede utilizarse para apoyar la solicitud para obtener instalaciones de acuerdo a la Proposición 39 (sección 47614 del Código de Educación del Estado de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su estudiante en el programa de chárter para el año escolar 2023-24. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante:

Favor completar una forma por estudiante.

Nombre: [redacted] **Grado en el año 2023-24:** 9
Apellido, Primer Nombre, Segundo Nombre

Domicilio completo (incluyendo ZIP Code):

[redacted] Ciudad, Estado, [redacted]

Teléfono [redacted] **Fecha de Nacimiento :** [redacted]

¿Estudiante actual de una escuela charter?

Sí o **No (marque uno)**

¿Reside el estudiante dentro de los límites del Distrito Escolar Unificado de Los Ángeles ("LAUSD" por sus siglas en inglés)?

Sí o **No (marque uno)**

Si contesto sí, por favor identifique la escuela dentro de LAUSD a la cual su hijo(a) asistiría: _____

Nombre del Padre/Tutor: [redacted]
Apellido, Primer Nombre, Segundo Nombre

Dirección Completa: [redacted]

Teléfono: [redacted] **Email:** _____

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante mencionado arriba en la Escuela Chárter para el año escolar 2023-24. Entiendo que al firmar este formulario no garantiza matriculación en la Escuela Chárter. También entiendo que esta información será revelada a LAUSD para apoyar la solicitud de instalaciones bajo la Proposición 39 de la Escuela Chárter.

Firma del Padre o Tutor Legal: [redacted] **Fecha:** 6-5-22

Vista Legacy Global Academy
Documentación de intención de los padres para inscribir o reinscribir al estudiante

Estimado padre/tutor de actual o futuro estudiante de la escuela Vista Legacy Global Academy:

Este formulario puede utilizarse para apoyar la solicitud para obtener instalaciones de acuerdo a la Proposición 39 (sección 47614 del Código de Educación del Estado de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su estudiante en el programa de chárter para el año escolar 2023-24. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante:

Favor completar una forma por estudiante.

Nombre: [redacted] **Grado en el año 2023-24:** 8
Apellido, Primer Nombre, Segundo Nombre

Domicilio completo (incluyendo ZIP Code):

[redacted]
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: ([redacted]) **Fecha de Nacimiento :** _____

¿Estudiante actual de una escuela charter?

(Sí) **o** **No (marque uno)**

¿Reside el estudiante dentro de los límites del Distrito Escolar Unificado de Los Ángeles ("LAUSD" por sus siglas en inglés)?

Sí **o** **No (marque uno)**

Si contesto sí, por favor identifique la escuela dentro de LAUSD a la cual su hijo(a) asistiría: _____

Nombre del Padre/Tutor: [redacted]

Dirección Completa: [redacted]

Teléfono: [redacted] **Email:** _____

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante mencionado arriba en la Escuela Chárter para el año escolar 2023-24. Entiendo que al firmar este formulario no garantiza matriculación en la Escuela Chárter. También entiendo que esta información será revelada a LAUSD para apoyar la solicitud de instalaciones bajo la Proposición 39 de la Escuela Chárter.

Firma del Padre o Tutor Legal: [redacted] **Fecha:** 8-5-22

Vista Legacy Global Academy
Intent to Re/Enroll Form

Dear current and potential Vista Legacy Global Academy parents/guardians:

This form may be used to support Charter School's request for facilities pursuant to Proposition 39 (California Education Code section 47614). By submitting this form, you are indicating that you are meaningfully interested in enrolling or re-enrolling (as applicable) your child in Charter School's classroom-based program during the 2023-24 school year. Thank you very much for your support and cooperation!

Student Information:

Please fill out one form for EACH student.

Student Name: [redacted] **Grade Level in 2023-24:** 9th
Last, First, Middle

Home Address (including zip code):
[redacted]

Home Phone: [redacted] **Date of Birth:** [redacted]

Does this student currently attend a Charter School?

(Yes) or No (circle one)

Is this child a resident of Los Angeles Unified School District ("LAUSD")?

(Yes) or No (circle one)

If yes, please list the name of LAUSD School this student would otherwise attend:

Sal Castro

Parent/Legal Guardian Name: [redacted]
Last, First, Middle

Home Address: [redacted]

Home Phone: [redacted] **Email:** [redacted]

By signing below, I am indicating that I am meaningfully interested in enrolling or re-enrolling (as applicable) the above named child in Charter School for the 2023-24 school year. I understand that signing this form does not guarantee enrollment in Charter School. I further understand that this information will be disclosed to the LAUSD to support Charter School's request for facilities under Proposition 39.

Signature of Parent/Legal Guardian: [redacted] **Date:** 8-5-22

Vista Legacy Global Academy
Intent to Re/Enroll Form

Dear current and potential Vista Legacy Global Academy parents/guardians:

This form may be used to support Charter School's request for facilities pursuant to Proposition 39 (California Education Code section 47614). By submitting this form, you are indicating that you are meaningfully interested in enrolling or re-enrolling (as applicable) your child in Charter School's classroom-based program during the 2023-24 school year. Thank you very much for your support and cooperation!

Student Information:

Please fill out one form for EACH student.

Student Name: [redacted] **Grade Level in 2023-24:** 9
Last, First, Middle

Home Address (including zip code):
[redacted]

Home Phone: ([redacted] **Date of Birth:** [redacted]

Does this student currently attend a Charter School?

(Yes) or No (circle one)

Is this child a resident of Los Angeles Unified School District ("LAUSD")?

Yes or No (circle one)

If yes, please list the name of LAUSD School this student would otherwise attend:

_____

Parent/Legal Guardian Name: [redacted]
Last, First, Middle

Home Address: [redacted]

Home Phone: [redacted] **Email:** [redacted]

By signing below, I am indicating that I am meaningfully interested in enrolling or re-enrolling (as applicable) the above named child in Charter School for the 2023-24 school year. I understand that signing this form does not guarantee enrollment in Charter School. I further understand that this information will be disclosed to the LAUSD to support Charter School's request for facilities under Proposition 39.

Signature of Parent/Legal Guardian: [redacted] **Date:** AUG. 5, 2022

Vista Legacy Global Academy
Intent to Re/Enroll Form

Dear current and potential Vista Legacy Global Academy parents/guardians:

This form may be used to support Charter School's request for facilities pursuant to Proposition 39 (California Education Code section 47614). By submitting this form, you are indicating that you are meaningfully interested in enrolling or re-enrolling (as applicable) your child in Charter School's classroom-based program during the 2023-24 school year. Thank you very much for your support and cooperation!

Student Information:

Please fill out one form for EACH student.

Student Name: [redacted] **Grade Level in 2023-24:** 9
Last, First, Middle

Home Address (including zip code):
[redacted]

Home Phone: ([redacted]) [redacted] **Date of Birth:** [redacted]

Does this student currently attend a Charter School?

Yes or **No** (circle one)

Is this child a resident of Los Angeles Unified School District ("LAUSD")?

Yes or **No** (circle one)

If yes, please list the name of LAUSD School this student would otherwise attend:

[redacted]

Parent/Legal Guardian Name: [redacted]
Last, First, Middle

Home Address: [redacted]

Home Phone: [redacted] **Email:** [redacted]

By signing below, I am indicating that I am meaningfully interested in enrolling or re-enrolling (as applicable) the above named child in Charter School for the 2023-24 school year. I understand that signing this form does not guarantee enrollment in Charter School. I further understand that this information will be disclosed to the LAUSD to support Charter School's request for facilities under Proposition 39.

Signature of Parent/Legal Guardian: [redacted] **Date:** 8/5/22

Vista Legacy Global Academy
Documentación de intención de los padres para inscribir o reinscribir al estudiante

Estimado padre/tutor de actual o futuro estudiante de la escuela Vista Legacy Global Academy:

Este formulario puede utilizarse para apoyar la solicitud para obtener instalaciones de acuerdo a la Proposición 39 (sección 47614 del Código de Educación del Estado de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su estudiante en el programa de chárter para el año escolar 2023-24. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante:

Favor completar una forma por estudiante.

Nombre: [redacted] **Grado en el año 2023-24:** 9
Apellido, Primer Nomb Segundo Nombre

Domicilio completo (incluyendo ZIP Code):
[redacted]
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: [redacted] **Fecha de Nacimiento** [redacted]

¿Estudiante actual de una escuela charter?

Sí o **No (marque uno)**

¿Reside el estudiante dentro de los límites del Distrito Escolar Unificado de Los Ángeles ("LAUSD" por sus siglas en inglés)?

Sí o **No (marque uno)**

Si contesto sí, por favor identifique la escuela dentro de LAUSD a la cual su hijo(a) asistiría: _____

Nombre del Padre/Tutor: [redacted]
Apellido, Primer Nombre, S do Nombre

Dirección Completa: [redacted]

Teléfono: [redacted] **Email:** [redacted]

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante mencionado arriba en la Escuela Chárter para el año escolar 2023-24. Entiendo que al firmar este formulario no garantiza matriculación en la Escuela Chárter. También entiendo que esta información será revelada a LAUSD para apoyar la solicitud de instalaciones bajo la Proposición 39 de la Escuela Chárter.

Firma del Padre o Tutor Legal: [redacted] **Fecha:** Agosto 5-22

Vista Legacy Global Academy
Documentación de intención de los padres para inscribir o reinscribir al estudiante

Estimado padre/tutor de actual o futuro estudiante de la escuela Vista Legacy Global Academy:

Este formulario puede utilizarse para apoyar la solicitud para obtener instalaciones de acuerdo a la Proposición 39 (sección 47614 del Código de Educación del Estado de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su estudiante en el programa de chárter para el año escolar 2023-24. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante:

Favor completar una forma por estudiante.

Nombre: [redacted] **Grado en el año 2023-24:** 9
Apellido, Primer Nombre, Segundo Nombre

Domicilio completo (incluyendo ZIP Code):

[redacted]
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: [redacted] **Fecha de Nacimiento :** [redacted]

¿Estudiante actual de una escuela charter?

Sí o **No (marque uno)**

¿Reside el estudiante dentro de los límites del Distrito Escolar Unificado de Los Ángeles ("LAUSD" por sus siglas en inglés)?

Sí o **No (marque uno)**

Si contesto sí, por favor identifique la escuela dentro de LAUSD a la cual su hijo(a) asistiría: _____

Nombre del Padre/Tutor: [redacted]
Apellido, Primer Nombre

Dirección Completa: [redacted]

Teléfono: [redacted] **Email:** _____

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante mencionado arriba en la Escuela Chárter para el año escolar 2023-24. Entiendo que al firmar este formulario no garantiza matriculación en la Escuela Chárter. También entiendo que esta información será revelada a LAUSD para apoyar la solicitud de instalaciones bajo la Proposición 39 de la Escuela Chárter.

Firma del Padre o Tutor Legal: [redacted] **Fecha:** 08/05/22

Vista Legacy Global Academy
Documentación de intención de los padres para inscribir o reinscribir al estudiante

Estimado padre/tutor de actual o futuro estudiante de la escuela Vista Legacy Global Academy:

Este formulario puede utilizarse para apoyar la solicitud para obtener instalaciones de acuerdo a la Proposición 39 (sección 47614 del Código de Educación del Estado de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su estudiante en el programa de chárter para el año escolar 2023-24. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante:

Favor completar una forma por estudiante.

Nombre: [redacted] **Grado en el año 2023-24:** 7
Apellido, Primer Nombre, Segundo Nombre

Domicilio completo (incluyendo ZIP Code):
[redacted]
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: [redacted] **Fecha de Nacimiento :** [redacted]

¿Estudiante actual de una escuela charter?

Sí o **No (marque uno)**

¿Reside el estudiante dentro de los límites del Distrito Escolar Unificado de Los Ángeles ("LAUSD" por sus siglas en inglés)?

Sí o **No (marque uno)**

Si contesto sí, por favor identifique la escuela dentro de LAUSD a la cual su hijo(a) asistiría: Vista

Nombre del Padre/Tutor: [redacted]
i o, Prin mb e, Segundo Nombre

Dirección Completa: [redacted]

Teléfono: (_____)_____ Email: _____

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante mencionado arriba en la Escuela Chárter para el año escolar 2023-24. Entiendo que al firmar este formulario no garantiza matriculación en la Escuela Chárter. También entiendo que esta información será revelada a LAUSD para apoyar la solicitud de instalaciones bajo la Proposición 39 de la Escuela Chárter.

Firma del Padre o Tutor Legal: [redacted] **Fecha:** 08-5-22

Vista Legacy Global Academy
Documentación de intención de los padres para inscribir o reinscribir al estudiante

Estimado padre/tutor de actual o futuro estudiante de la escuela Vista Legacy Global Academy:

Este formulario puede utilizarse para apoyar la solicitud para obtener instalaciones de acuerdo a la Proposición 39 (sección 47614 del Código de Educación del Estado de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su estudiante en el programa de chárter para el año escolar 2023-24. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante:

Favor completar una forma por estudiante.

Nombre: [redacted] **Grado en el año 2023-24:** 8
Apellido, Primer Nombre, Segundo Nombre

Domicilio completo (incluyendo ZIP Code):
[redacted]
Call Ciudad, Estado, Código stal

Teléfono de Casa: ([redacted] **Fecha de Nacimiento :** [redacted]

¿Estudiante actual de una escuela charter?

Sí ✓ **o** **No (marque uno)**

¿Reside el estudiante dentro de los límites del Distrito Escolar Unificado de Los Ángeles ("LAUSD" por sus siglas en inglés)?

Sí ✓ **o** **No (marque uno)**

Si contesto sí, por favor identifique la escuela dentro de LAUSD a la cual su hijo(a) asistiría: Vista

Nombre del Padre/Tutor: [redacted]
Apellido, Primer Nombre, Segundo Nombre

Dirección Completa: [redacted]

Teléfono: (_____)_____ Email: _____

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante mencionado arriba en la Escuela Chárter para el año escolar 2023-24. Entiendo que al firmar este formulario no garantiza matriculación en la Escuela Chárter. También entiendo que esta información será revelada a LAUSD para apoyar la solicitud de instalaciones bajo la Proposición 39 de la Escuela Chárter.

Firma del Padre o Tutor Legal: [redacted] **Fecha:** 08-5-22

Vista Legacy Global Academy
Documentación de intención de los padres para inscribir o reinscribir al estudiante

Estimado padre/tutor de actual o futuro estudiante de la escuela Vista Legacy Global Academy:

Este formulario puede utilizarse para apoyar la solicitud para obtener instalaciones de acuerdo a la Proposición 39 (sección 47614 del Código de Educación del Estado de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su estudiante en el programa de chárter para el año escolar 2023-24. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante:

Favor completar una forma por estudiante.

Nombre: [redacted] **Grado en el año 2023-24:** 9
Apellido, Primer Nombre, Segundo Nombre

Domicilio completo (incluyendo ZIP Code):

[redacted]
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: [redacted] **Fecha de Nacimiento :** [redacted]

¿Estudiante actual de una escuela charter?

Sí ✓ **o** **No (marque uno)**

¿Reside el estudiante dentro de los límites del Distrito Escolar Unificado de Los Ángeles ("LAUSD" por sus siglas en inglés)?

Sí ✓ **o** **No (marque uno)**

Si contesto sí, por favor identifique la escuela dentro de LAUSD a la cual su hijo(a) asistiría: vista charter school

Nombre del Padre/Tutor: [redacted]
o, Pr e, Segundo Nombre

Dirección Completa: [redacted]

Teléfono: [redacted] **Email:** [redacted]

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante mencionado arriba en la Escuela Chárter para el año escolar 2023-24. Entiendo que al firmar este formulario no garantiza matriculación en la Escuela Chárter. También entiendo que esta información será revelada a LAUSD para apoyar la solicitud de instalaciones bajo la Proposición 39 de la Escuela Chárter.

Firma del Padre o Tutor Legal: [redacted] **Fecha:** 08-6-22

Vista Legacy Global Academy
Documentación de intención de los padres para inscribir o reinscribir al estudiante

Estimado padre/tutor de actual o futuro estudiante de la escuela Vista Legacy Global Academy:

Este formulario puede utilizarse para apoyar la solicitud para obtener instalaciones de acuerdo a la Proposición 39 (sección 47614 del Código de Educación del Estado de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su estudiante en el programa de chárter para el año escolar 2023-24. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante:

Favor completar una forma por estudiante.

Nombre: [redacted] **Grado en el año 2023-24:** 9
Apellí , Primer Nombre, Segundo Nombre

Domicilio completo (incluyendo ZIP Code):
[redacted]
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: ([redacted] **Fecha de Nacimiento :** [redacted]

¿Estudiante actual de una escuela charter?

Sí o **No (marque uno)**

¿Reside el estudiante dentro de los límites del Distrito Escolar Unificado de Los Ángeles ("LAUSD" por sus siglas en inglés)?

Sí o **No (marque uno)**

Si contesto sí, por favor identifique la escuela dentro de LAUSD a la cual su hijo(a) asistiría: _____

Nombre del Padre/Tutor: [redacted]

Dirección Completa: [redacted]

Teléfono: [redacted] **Email:** _____

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante mencionado arriba en la Escuela Chárter para el año escolar 2023-24. Entiendo que al firmar este formulario no garantiza matriculación en la Escuela Chárter. También entiendo que esta información será revelada a LAUSD para apoyar la solicitud de instalaciones bajo la Proposición 39 de la Escuela Chárter.

Firma del Padre o Tutor Legal: [redacted] **Fecha:** 8/5/22

Vista Legacy Global Academy
Documentación de intención de los padres para inscribir o reinscribir al estudiante

Estimado padre/tutor de actual o futuro estudiante de la escuela Vista Legacy Global Academy:

Este formulario puede utilizarse para apoyar la solicitud para obtener instalaciones de acuerdo a la Proposición 39 (sección 47614 del Código de Educación del Estado de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su estudiante en el programa de chárter para el año escolar 2023-24. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante:

Favor completar una forma por estudiante.

Nombre: [redacted] **Grado en el año 2023-24:** 9
Apellido, imer No undo Nombre

Domicilio completo (incluyendo ZIP Code):

[redacted]
Código Postal

Teléfono de Casa: ([redacted] **Fecha de Nacimiento :** [redacted]

¿Estudiante actual de una escuela charter?

Sí o No (marque uno)

¿Reside el estudiante dentro de los límites del Distrito Escolar Unificado de Los Ángeles ("LAUSD" por sus siglas en inglés)?

Sí o No (marque uno)

Si contesto sí, por favor identifique la escuela dentro de LAUSD a la cual su hijo(a) asistiría: _____

Nombre del Padre/Tutor: [redacted]
Apellido, Primer Nombre, Segundo Nombre

Dirección Completa: [redacted]

Teléfono: ([redacted] **Email:** [redacted]

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante mencionado arriba en la Escuela Chárter para el año escolar 2023-24. Entiendo que al firmar este formulario no garantiza matriculación en la Escuela Chárter. También entiendo que esta información será revelada a LAUSD para apoyar la solicitud de instalaciones bajo la Proposición 39 de la Escuela Chárter.

Firma del Padre o Tutor Legal: [redacted] **Fecha:** 5 de ago 2022

Vista Legacy Global Academy
Documentación de intención de los padres para inscribir o reinscribir al estudiante

Estimado padre/tutor de actual o futuro estudiante de la escuela Vista Legacy Global Academy:

Este formulario puede utilizarse para apoyar la solicitud para obtener instalaciones de acuerdo a la Proposición 39 (sección 47614 del Código de Educación del Estado de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su estudiante en el programa de chárter para el año escolar 2023-24. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante:

Favor completar una forma por estudiante.

Nombre: [redacted] **Grado en el año 2023-24:** 9
er Nombre, Segundo Nombre

Domicilio completo (incluyendo ZIP Code):

[redacted]
Calle, Ciudad, Est[redacted]digo Postal

Teléfono de Casa: ([redacted] **Fecha de Nacimiento :** [redacted]

¿Estudiante actual de una escuela charter?

(Sí) o **No (marque uno)**

¿Reside el estudiante dentro de los límites del Distrito Escolar Unificado de Los Ángeles ("LAUSD" por sus siglas en inglés)?

Sí o No (marque uno)

Si contesto sí, por favor identifique la escuela dentro de LAUSD a la cual su hijo(a) asistiría: _____

Nombre del Padre/Tutor: _____
Apellido, Primer Nombre, Segundo Nombre

Dirección Completa: _____

Teléfono: (_____)_____ **Email:** _____

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante mencionado arriba en la Escuela Chárter para el año escolar 2023-24. Entiendo que al firmar este formulario no garantiza matriculación en la Escuela Chárter. También entiendo que esta información será revelada a LAUSD para apoyar la solicitud de instalaciones bajo la Proposición 39 de la Escuela Chárter.

Firma del Padre o Tutor Legal: [redacted] **Fecha:** 8-5-2022

REGISTRO DE FIRMAS DE AUTORIZACIÓN DE PADRES DE FAMILIA/TUTOR DE LA ESCUELA AUTÓNOMA

VISTA LEGACY GLOBAL ACADEMY
(nombre de la escuela autónoma que se propone)

Estamos de acuerdo con el contenido de la propuesta de escuela autónoma, que se anexa, con fecha 8/17/22
Nuestras firmas indican que estamos sinceramente interesados en que nuestro/s hijo/s reciba/n clases en esta escuela autónoma en el primer año de funcionamiento en el año escolar 2023-2024. Tenga en cuenta que las únicas firmas contadas son de padres/tutores cuyo/s hijo/s estarán en un nivel de grado ofrecido por la escuela propuesta en el año de apertura.

Fecha	Nombre del padre de familia/tutor (Por favor en letra de molde)	Firma	Dirección	Número de teléfono	Nombre de alumno en edad escolar (Por favor en letra de molde)	Grado que ingresará/n en el próximo año escolar
8-12-22	[redacted]					6th
8/12/22						7th
						6.
8/12/22						8
8/12/22						7th
8/12/22						8th
8/12/22						7
8/12/22						8
8/12/22						6th
8/12/22						6th
8/12/22						6
8/12/22						8th
						6th
8/12/22						7th

FORM REV 07/25/2022

AVE 90017

CHARTER SCHOOL PARENT/GUARDIAN APPROVAL SIGNATURE PAGE

VISTA LEGACY GLOBAL ACADEMY
(Name of Proposed Charter School)

WE, THE UNDERSIGNED PARENTS, agree to the contents of the attached charter school proposal dated 8/17/22. Our signatures indicate that we are meaningfully interested in having our child(ren) attend this proposed charter school in its first year of operation in the 2023-2024 school year. Note, the only counted signatures are of parents/guardians who's child/ren will be in a grade level offered by the school in the year it opens.

	Date Signed	Parent/Guardian Name (Please Print)	Signature	Address	Phone # including area code	Name of child that would attend the proposed charter school (Please Print)	Grade Entering Next School Year
	8/12	[redacted]					9th
	8/12						9th
	8/12						7th
	8/12						8th
	8/12						8th
							8.
	8/12						7
	8/12						7
	8/12						6
	8/12						6
	8/12						7
	8/12						4
	8/12						7
	8/12						6.
	8-12						6

FORM REV 07/25/2022

CHARTER SCHOOL PARENT/GUARDIAN APPROVAL SIGNATURE PAGE

Vista Legacy Global Academy
(Name of Proposed Charter School)

WE, THE UNDERSIGNED PARENTS, agree to the contents of the attached charter school proposal dated 8/17/22. Our signatures indicate that we are meaningfully interested in having our child(ren) attend this proposed charter school in its first year of operation in the 2023-2024 school year. Note, the only counted signatures are of parents/guardians who's child/ren will be in a grade level offered by the school in the year it opens.

Date Signed	Parent/Guardian Name (Please Print)	Signature	Address	Phone # including area code	Name of child that would attend the proposed charter school (Please Print)	Grade Entering Next School Year
8/12/22	[redacted]					6
8/12/22						6
8/12/2						7th
8/12/2						6th.
8/12						8th
8/12						Mongue 7th
8/12						7
8/12						8

FORM REV 07/25/2022

DocuSign Envelope ID: 8C78A1C6-3062-447B-BCF5-B8D285C26FB1

CHARTER SCHOOL TEACHER APPROVAL SIGNATURE PAGE

VISTA LEGACY GLOBAL ACADEMY
(Name of Proposed Charter School)

The proposed charter school, seeking to open in the 2023-2024 school year, will be a (check the box that best describes the status of the proposed charter school):
☑ Start-up Charter School: Total number of teachers to be employed at the school during the first year of operation_____. (Signatures of 50% required)
☐ Conversion Charter School: Total number of permanent status teachers currently employed at the school_____. (Signatures of 50% required)

WE, THE UNDERSIGNED CREDENTIALED TEACHERS, have read and agree to the contents of the attached charter school proposal dated_____. Our signatures indicate that we are meaningfully interested in being employed as teachers at this charter school during the first year of operation.

	Date of Signature	Teacher's Name (Please Print) / Teacher's Signature	Street Address / City, Zip Code	Phone # including area code	Type of Credential(s) Held	CA Credential Number(s)	Credential Expiration Date(s)	College Degree(s) Held
	8/3/22	Brooke Gorin	[redacted]		Single Subject Social Studies	210002171	10/1/25	B.A. History M.A. American Studies and Teaching
	8/5/2022	Cristian Moreno			Single subject Physical ed	220155532	07/01/2027	B.S Kinesiology
	8/5/2022	Isabel Baeza			Single Subject Science	220126865	07/01/2027	BS Biochem MEd School Leadership
	8/5/2022	James Oh			Single Subject English	180061960	07/01/2023	BS Film Production

FORM REV 07/25/2022

CHARTER SCHOOL TEACHER APPROVAL SIGNATURE PAGE

VISTA LEGACY GLOBAL ACADEMY
(Name of Proposed Charter School)

The proposed charter school, seeking to open in the 2023-2024 school year, will be a (check the box that best describes the status of the proposed charter school):
☑ Start-up Charter School: Total number of teachers to be employed at the school during the first year of operation_____. (Signatures of 50% required)
☐ Conversion Charter School: Total number of permanent status teachers currently employed at the school_____. (Signatures of 50% required)

WE, THE UNDERSIGNED CREDENTIALED TEACHERS, have read and agree to the contents of the attached charter school proposal dated_____. Our signatures indicate that we are meaningfully interested in being employed as teachers at this charter school during the first year of operation.

	Date of Signature	Teacher's Name (Please Print) / Teacher's Signature	Street Address / City, Zip Code	Phone # including area code	Type of Credential(s) Held	CA Credential Number(s)	Credential Expiration Date(s)	College Degree(s) Held
	8/3/22	Brooke Gorin	[redacted]		Single Subject Social Studies	210002171	10/1/25	B.A. History M.A. American Studies and Teaching
	8/5/22	Samantha Hillis	[redacted]		Single Subject ELA & History Admin Cred.	220089947 / 19017618	8/1/27	BA History MA Ed. Leadership

FORM REV 07/25/2022

DocuSign Envelope ID: 1E58529C-5EFA-414C-9783-CC056D6CBC7C

CERTIFICATE OF COMPLETENESS
New Independent Charter School

Proposed Charter School Name: Vista Legacy Global Academy

Lead Petitioner Name/s: Don Wilson, Ed.D. Submission Date: 8/17/2022

I hereby certify that the information submitted in this petition is true to the best of my knowledge and belief.

I further certify that this petition is complete and contains each of the requirements identified in the New Independent Charter School Application Intake Checklist. (Please include completed Checklist).

Signature of Lead Petitioner/s: DocuSigned by: Don Wilson, Ed.D. 7A0F4EC6034946C... Date: 7/20/2022

Print Name/s: Don Wilson, Ed.D.

Address: 2900 W. Temple Street
Los Angeles, CA 90026

Phone: 310-428-0539 Email:dwilson@vistacharterps.org

Signature of Board President: DocuSigned by: PAUL VIEYRA 1F253BB40A2140B... Date: 7/26/2022

Print Name: Paul Vieyra

Address: 328 South Atlantic Blvd Suite 106, Monterey Park, CA 91754

Phone: 323-346-7600 Email:pvieyra@vistacharterps.org

Vista Legacy Global Academy
Supporting Documentation

2022-2023 NEW INDEPENDENT CHARTER SCHOOL PETITION APPLICATION INTAKE CHECKLIST

Name of Proposed Charter School Vista Legacy Global Academy
Appointment Date: August 17, 2022
A complete intake includes all of the following components:

Y	N		APPLICATION COMPONENTS*	Comments
			PETITION (to be submitted via flash drive)	
			Who is the person most knowledgeable about the specific contents of the petition?	
			Does the projected enrollment in the enrollment rollout plan match that in the budget submitted with the petition?	
			Does the enrollment numbers (year 1 and enrollment capacity) in the "General Information" chart found at the beginning of Element 1 of the petition match the enrollment rollout plan (year 1 and year 5)?	
		1.	Petition must be in MS Word format and must include: a. Title Page b. Table of Contents (Page numbers must be accurate) c. Description of all 15 elements	
		2.	Petition signature page(s): I. For proposed start-up charter school, original signatures of 50% of meaningfully interested teachers OR 50% of meaningfully interested parents II. For proposed conversion charter school only, original signatures of 50% of the permanent teaching staff Note: Verify number of students to be enrolled; and teachers needed for year 1; alignment of the number and types of teacher credentials with school level; and alignment of the number of parent signatures/students with the grade levels to be served in year one.	
			SUPPORTING DOCUMENTATION (to be submitted via flash drive)	
		3.	Certification of Completeness with original signatures (electronic signatures allowed)	
		4.	Letter of Intent (Lead petitioner(s) named must match names(s) in board resolution below)	
		5.	Resumes and credentials for all meaningfully interested teachers Note: Resumes must include contact information, education, experience (including paid and volunteer) and relevant memberships and skills for the last 10 years. Please see separate "Resumes" guide for additional information.	
		6.	Resolution from Board of Directors (signed by Board secretary) authorizing the submission of the charter school petition application and designating the proposed charter school's: a. Lead Petitioner(s) b. Executive Director or equivalent (if any) c. Director/Principal d. Onsite Financial Manager (cannot be the Director/Principal) (Must be onsite)	
		7.	a. Bylaws for the non-profit organization requesting the charter (Must be current and complete, and signed by Board secretary) b. Articles of Incorporation for the non-profit organization (Must show the official seal or stamp of State of California) c. Conflict of Interest Code (Must be a separate document) as submitted to the Los Angeles County d. Conflict of Interest Policy (Must be a separate document)	
		8.	a. Budget (at a minimum 3-year budget, including month-to-month cash flows and budget assumptions for 3 years, beginning with the first year of operation for new schools) (Must be in MS Excel format, with formulas, contain no hidden cells and no links to external files, and not be password protected) b. Documentation Relating to Grants and/or Financing (A list of grants and/or financing sources, and all signed and executed agreements, including all documentation of terms and conditions, for budgets which include grant(s), loan(s), or line(s) of credit with third party lender(s), bridge financing, intraorganizational loan(s)/borrowing, and/or factoring of receivables as a source of funds.) c. Documentation Relating to Start-Up Funds (A list of start-up funds, and all supporting documents, including, but not limited to, bank and/or account statements.)	
		9.	a. Lottery form (Must be in a single Microsoft Word document, not PDF) (English and any other dominant language(s)) b. Enrollment form (Must be in a Microsoft Word document, not PDF) (English and any other dominant language(s))	

		10.	Resumes (electronic version accepted) and Due Diligence Questionnaire and Acknowledgement Forms in hard copy, completed and with original signatures (no copies) for: Executive Director (if applicable), Director/Principal, and On-site Financial Manager (cannot be the Director/Principal) [Use grid on reverse side.] Note: Double check that names correspond to the names identified in the Board Resolution (#6above). Note: Check each Due Diligence Questionnaire and Acknowledgement Form to make sure all questions are filled out. Note: Resumes must include contact information, education, experience (including paid and volunteer) and relevant memberships and skills for the last 10 years. Please see separate "Resumes" guide for additional information on resume requirements. Note: Due Diligence and Acknowledgement Forms must be submitted as hard copies with original wet signatures and not placed on flash drive.	
		11.	Resumes and Governing Board Member Questionnaires for all Governing Board Members Note: See resume requirements above. Note: Each Board Member must answer all questions, initial each page, and sign at the end of the Questionnaire. N/A or equivalent is not an acceptable response to any item. Questionnaires need to have been completed and signed within 12 months of the date of petition submission.	
		12.	Master Plan for English Learners and Standard English Learners Note: Required only if the school has not adopted/will not adopt the District's Master Plan for English Learners and Standard English Learners. If the school plans to adopt the District's Master Plan for English Learners and Standard English Learners, submit a single page statement indicating such in Tab 12.	
		13.	Community Impact Assessment must include the following components to be deemed complete: 1) Identification of the Community (as defined by LAUSD Policy and Procedures for Charter Schools) for the Proposed Charter School 2) Facilities Plan 3) Evidence of Community Engagement and Outreach with, at a minimum, the following stakeholder groups (including a summary of the responses received from stakeholders): a. Parents in the Community b. Existing Public Schools c. Neighborhood Councils d. Community-based Organizations e. Elected Representatives f. Local District and Community of Schools Leadership g. LAUSD Board of Education Member(s) 4) Assessment of Duplication of Programmatic Offerings 5) Consideration of Academic Performance Note: Petitioners shall clearly cite and provide sources for all data and information used to inform assertions in their Community Impact Assessment. Community Impact Assessment shall include a record of outreach and audiences reached (e.g., multilingual notices, materials, meeting agendas, sign-in sheets, survey results, etc.).	
			Note: ***Do not*** include appendices, including handbooks and health, safety, and emergency plans.	

CSD INTERNAL PURPOSES ONLY		
Intake conducted by:		Date of Submission:
Outcome:	☐ Complete petition - accepted for review ☐ Incomplete petition - not accepted for review	

*For further information regarding new independent charter school petition application requirements, please see the *New Independent Charter School Petition Application Guide* posted on the Charter Schools Division website at http://achieve.lausd.net/charter.

To be used for recording documentation regarding Lead Petitioner(s), Principal, Executive Director, and Onsite Financial Manager:

Name and Title	Resume	Due Diligence Questionnaire

To be used for recording documentation regarding Governing Board members:

Name	Resume	Bd. Member Questionnaire

To be used for recording teacher-related documentation (if applicable):

Name	Resume	Credential

LOS ANGELES UNIFIED SCHOOL DISTRICT
CHARTER SCHOOLS DIVISION

2022-2023 LETTER OF INTENT
TO SUBMIT A CHARTER SCHOOL PETITION APPLICATION

Name of Proposed Charter School:
Vista Legacy Global Academy

Type of Charter School:

☐ **Affiliated** ☐ **Conversion** ☐ **Start-Up**

☒ **Independent** ☐ **Conversion** ☒ **Start-Up**

Projected Starting Date (Must be in the academic year immediately following petition submission): **Month: Aug. Day: 14 of 2023-2024**

Projected Grade Level(s) - Year 1: **9** **Projected Enrollment - Year 1:** **125**

Projected Grade Level(s) - Year 5: **9-12** **Projected Enrollment - Year 5:** **500**

Is the proposed school part of an existing charter school network?
If so, please identify the network: Vista Charter Public Schools

Proposed Location: Provide the proposed address, including the zip code. (Please note: completion and submission of this section does not constitute a facilities request under California Education Code 47614 and its implementing regulations.)
2900 W. Temple Street, Los Angeles, CA 90026. This is the current Vista Charter Middle School (VCMS) location, which can accommodate additional students for at least our first year of operations. We are actively working with Red Hook to secure a long-term facility. While we reserve the right to request facilities under Prop 39, we are confident we will secure appropriate private facilities.

Community: Identify the community in which the proposed school will be located.
Vista Legacy Global Academy (VLGA) will continue to serve the community of Historic Filipinotown/Rampart Village. Vista has served this community for many years, starting with VCMS which opened in 2010; many of our elementary grade students at Vista Horizon Global Academy (VHGA, opened 2019) are transported from VCMS to Vista Horizon's Koreatown campus.

Existing traditional public schools offering 9-12 instruction in the Downtown/MacArthur Park Community of Schools include:

Belmont HS
Cortines School of VAPA
Downtown Business
Roybal Learning Center
Miguel Contreras Learning Complex (CLC) with four smaller academies:
-CLC-School of Social Justice
-School of Business and Tourism at CLC
-CLC-Academic Leadership Community
-CLC-LA School of Global Studies

The following charter schools also are in the area: New Village, Alliance Ted K. Tajima Rise Kohyang HS, Larchmont Charter, Camino Nuevo Charter HS, Central City Value LA Academy of Arts and Enterprise

<u>Programs and Services</u>: Briefly describe the instructional and innovative features of the proposed charter school.

VLGA will be the logical extension of the Vista experience starting in TK at VHGA, moving through VCMS and culminating in a dual enrollment pathways high school serving the needs of our students with a strong college and career experience.

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

We will achieve our mission and vision based on extensive research and the Framework for Student Engagement (explained below), through a unique combination of global competence, STEAM preparedness, and Social Emotional learning. We see these areas not as separate foci, but rather as a nested symbiotic grouping that works together to transform the school experience.

The Framework for Engagement has been developed by our Superintendent, Dr. Donald Wilson, and a team of USC scholars as an important lens through which all programs and practices are developed and selected. This framework necessitates that a shift in instructional practice is required to ensure the personalized learning experience is created to develop globally competent students. This shift in practice is commonly referred to as a move away from the "sage on the stage" model, in which the teacher directly delivers instruction through lecturing, to the "guide on the side," in which teachers act as a coach and facilitate a more personalized learning experience and is based on a constructivist view in which, optimally, the classroom provides a series of experiences that prompt students to actively construct their own knowledge and learning. At VLGA, we will use this as an important lens through which all programs, processes, and practices are chosen and developed.

The VCPS global educational approach combines teaching global competencies through Community Catalyst Partners International Study Schools Network. We believe that globally competent students have broad skill sets with the disciplines that are becoming increasingly important to access the American dream: science, technology, engineering, and math. The arts allow students to access the creative heart of these disciplines and are an important part of developing a world-consciousness and ethos that keeps the needs of humanity at the center of our students' "why" questions. When students are given a context for their learning (global education), and the tools to excel and apply them to the real world (STEAM), the outcome is deep engagement and a life-long love of learning.

Finally, through carefully designed school structures, policies and programs, VLGA will provide our students with a learning environment and social-emotional learning to help them develop into self-motivated, competent, global citizens. Kagan strategies, Way of Council and other acclaimed programs help engage our students and develop their capacity for success.

Facilities Plan: Describe the organization's facilities plan, any steps the organization has already taken towards researching and/or securing a facility, and whether the petitioner intends to seek space allocation pursuant to Proposition 39. (Please note: completion and submission of this section does not constitute a facilities request under California Education Code 47614 and its implementing regulations).
Vista is actively working with Red Hook Capital and Dan Morrar at InsightEFS, a real estate company specializing in helping charters find appropriate buildings and sites. Vista has worked with Red Hook for many years in Orange County, and they built the facility that now houses our three charter schools in Santa Ana. We are confident that these experts will help us find and develop our forever home. The VCMS campus has space to accommodate Vista Legacy in its first year of operations, if necessary.

Start-up Funding: Identify the source(s) of the proposed school's start-up funding.
Vista Legacy has been granted a $750,000 internal loan, as authorized by the Vista Charter Public Schools Board of Directors. The Vista network has and will continue tofacilitate many aspects of start-up, including staff time for such pre-opening tasks as staff hiring, student/family outreach, facilities identification and much more. We plan to apply for a sub-grant from the California Department of Education under the Public Charter Schools Grant Program (PCSGP), which provides approximately $650,000 for start-up. While this is a competitive grant, our grant writer has successfully written more than 80 of these grants and we are confident in our chances. Finally, we also will apply for private foundation grants such as with GPSN.

LEAD PETITIONER INFORMATION:

Name	**Don Wilson, Superintendent**
Address	**2900 West Temple Street, Los Angeles, CA 90026**
Phone number(s)	**(213) 201-4000** **Fax** **(213) 739-4302**
E-Mail Address	**dwilson@vistacharterps.org**

OTHER MEMBERS OF THE PETITION DEVELOPMENT TEAM:

Collin Felch, Asst. Superintendent	**Erica Najera, Director of SPED and Pupil Svcs.**
Karen Amaya, Principal, VCMS	**Michael Rosner, Principal, VHGA**
Luis Hernandez, CIO	**Daniel Sommer, Asst. Principal, VCMS**

CHARTER SCHOOL AFFILIATION:

If the proposed governing board, a board member, or a petition development team member has an affiliation or connection with another LAUSD-authorized charter school or prior petition, please provide a description of the connection, including the name of the school(s). This information will help to ensure that your petition is assigned to the appropriate Charter Schools Division staff.

LAUSD: Vista Charter Middle School, Vista Horizon Global Academy

Orange County: Vista Condor Global Acad., Vista Heritage Global Acad., Vista Meridien Global Acad.

Don Wilson, Superintendent		August 12, 2022
PRINT NAME OF LEAD PETITIONER	**SIGNATURE OF LEAD PETITIONER**	**DATE**

*__Please note that this letter is valid only for the 2022-2023 school year.__ If the petitioner team determines not to submit its petition within this school year, it must submit a new Letter of Intent if and when it intends to submit a petition in a subsequent year.

**** Please review the District's updated Policy and Procedures for Charter Schools, adopted August 11, 2020, and amended January 25, 2022 prior to submission, to be informed about the updated requirements for new charter school petitions, pursuant to updates in state law.**

Please submit completed form to the Charter Schools Division, Attention: Mayra Hernandez, via email (mayra.d.hernandez@lausd.net) or fax (213-241-2054).

Vista Legacy Global Academy
Supporting Documentation

Note: If you have any questions, please view the CTC Online – Written Instructions for Application and Payment page.

Last Name: MORENO
First Name: CRISTIAN
Middle Name:

Last Known County of Employment:
Adverse and Commission Actions Indicator:
Deceased Flag:

Note: Please verify County of Employment is current
Note: Information on Adverse and Commission Actions is availal
If the Deceased flag is displayed, the licensee is deceased.

Document Number	Document Title	Term	Status	Issue Date	Expiration
220155532	Single Subject Teaching Credential	Clear	Valid	6/2/2022	7/1/2027
200109700	Single Subject Teaching Credential	Preliminary	Valid	5/22/2020	6/1/2025
180134657	Certificate of Clearance		Valid	6/11/2018	7/1/2023

Authorization/Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description
ELAS	The following instructional services may be provided to English learners within the content area(s) listed on this document: (1) English language development defined as instruction designed specifically for limited-English-proficient students to develop their listening, speaking, reading, and writing skills in English; and (2) specially designed content instruction delivered in English defined as instruction in a subject area, delivered in English, that is specially designed to meet the needs of limited-English-proficient students. This English learner authorization also covers classes taught on the basis of other valid, non-emergency credentials or permits held within the settings or content/specialty area(s) listed at the grade or age levels authorized.	NONE	
R1S	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	PE	Physical Education

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code	Renewal Description	Additional Description
R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.	

Employment Restrictions

Organization Type	Organization	County

Cristian Moreno

E-Portfolio: http://cristianmoreno7.weebly.com

TEACHING GOAL

As an aspiring physical education teacher, I plan to implement an inclusive and dynamic learning environment where students learn through visual, verbal, and kinesthetic instruction. I will develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. In an all-around attempt to create better citizens of the community and lifelong learners/doers of physical activity

Educational Background:

California State University, Fullerton 2019 - 2020
Single-Subject (K-12): Teaching Credential – Physical Education
English Learner Authorization
GPA: 4.0
Credential Cleared

California State University, Fullerton 2016 - 2019
Degree: B.S Kinesiology (Magna Cum)
GPA: 3.65

Norco College 2011 - 2016
Emphasis and Degrees: Kinesiology/Spanish/ Social and Behavioral Studies
GPA: 3.6

TEACHING EXPERIENCE

- **Physical Education Teacher**: Vista Charter Middle School ▪ August 2020 – June 2022 --- 2900 W Temple St, Los Angeles, CA 90026
  - Taught Physical Education to Grades 6-8th. My curriculum included all physical activities that could correlate with the California State Standards.
  - Served as the coach to the soccer and volleyball team at school.
  - Delivered multiple formative and summative assessments throughout each unit.
  - Effectively communicated with students, parents, and administration to implement disciplinary plans.
  - Planned several fundraisers to help support the sports programs at school.
  - Integrated technology into class to give students feedback on their fine and gross motor skills and track progress.

CONTACT

Moreno7@csu.fullerton.edu
([redacted]6
CORONA, CA 92883

SKILLS

- Teaching Ability
- Interpersonal Skills
- Communication
- Patience and Adaptability
- Organization
- Creativity
- Passion for Teaching
- Show Empathy, Grit, Accountability and Respect
- Leadership and motivational skills
- Athletic ability and knowledge of human body

LANGUAGES

English:

Native/ Bilingual

Spanish:

Native/ Bilingual

ACCOMPLISHMENTS

- Deans List Fall 2013-Spring 2020; Bachelors Kinesiology-Magna Cum
- Soccer Player for the Norco College Soccer Team 2013-

- Substitute Teacher: Yorba Linda Placentia Unified ▪ August 2019 -2020
  --- 1301 E Orangethrope Ave Placentia CA, 92870

- **Student Teacher/Internship**: Tuffree Middle School ▪ August 2019 - 2020
  --- 2151 N Kraemer Blvd, Placentia, CA 92870

- **High School Assistant Varsity Soccer Coach** ▪ September 2018 -Present
  ---La Sierra High School 4145 La Sierra Ave, Riverside, CA 92505

- **Sports Coach** ▪ April 2018- 2020
  ---Trifytt Sports 9650 9th St. Unit D4 Rancho Cucamonga, CA 91730

Professional Development:

CSUF Physical Education Spring Conference Spring 2018

CSUF Physical Education Winter Conference Winter 2019

CSUF Physical Education Spring Conference Spring 2019

CAHPERD Conference February 2020

Memberships:

- California Association for Health, Physical Education, Recreation and Dance (CAHPERD Member) 2019-2020
- Physical Education, Teacher Education Club (PETE Club) Member 2017-2020

2014

- Soccer Player for the La Sierra University Soccer Team 2014
- High School Varsity and club Soccer Coach 2018-Present
- Associates Degree in Spanish

JAMES **OH**

[redacted]
James.oh@lausd.net · LAUSD ID: 1025284

EXPERIENCE

SPRING 2021 – PRESENT

MASTERY LEARNING AND GRADING EXPERT

LOCAL DISTRICT NORTHWEST, DIVISION OF INSTRUCTION – LAUSD

- Facilitates ongoing Mastery Learning and Grading professional development
- Supports teachers in the development of standards-based learning targets
- Designs assessments and rubrics that clearly communicate student proficiency levels
- Uses data to support instructional program goals
- Models instructional strategies that adapt to fit the needs of teachers and students
- Coach individual teachers to build teachers' capacity to promote Mastery Learning and Grading systems
- Collaborates with Local District Northwest Instructional Support Staff
- Communicates with school and local district leadership about progress of implementation

FALL 2013 – FALL 2020

LEAD TEACHER, INSTRUCTIONAL COACH, DEPARTMENT CHAIR, AND WASC COORDINATOR

AMBASSADOR SCHOOL OF GLOBAL LEADERSHIP, RFK COMMUNITY SCHOOLS

- Taught English grades 7, 10, 12, ELD 3-4 MS & HS, L & L, and Filmmaking
- Administered data-driven professional development, including – but not limited to – the following topics:
    - Mastery Learning and Grading
    - Global Performance Outcomes
    - Complex Instruction
    - Digital/Distance Learning Platforms
    - Universal Design for Learning
    - International Baccalaureate Learner Profile
- Led the faculty and staff through the WASC self-study process
- Developed ELA Smart Start Lessons with LDC for Distance Learning
- Wrote feasibility report to explore the school's transition into an International Baccalaureate School with LAUSD's Advanced Learning Options
- Supported English Learner Advisory Committee (ELAC) and provide professional development to increase reclassification of English Learners
- Served as Lead Senior Class Advisor responsible for organizing senior activities, graduation, completion of A-G IGP, and organizing senior portfolio Graduation Performance System
- Mentor Teacher for incoming, intern, and student teachers:
- Oversaw ASGL's Pilot School Committees
    - Instructional Leadership Team
    - Restorative Justice & School Culture
- Made connections with and served as club advisor for the following organizations:
    - National Honors Society
    - Red Cross
    - Wilshire Rotary Interact Club

FALL 2011 – SUMMER 2013

ENGLISH & FILMMAKING TEACHER, SENIOR TEAM LEADER, ILT MEMBER

THE SCHOOL OF ARTS AND ENTERPRISE

- Served as Lead Senior Class Advisor responsible for organizing senior activities, graduation, and completion of A-G IGP, and senior culmination project
- Procured Filmmaking equipment through grant writing
- Filmmaking students won the annual State Farm Student Filmmaking Competition against drunk driving
- Designed student-centered learning experiences incorporating an arts and enterprise curricular focus
- Implemented Mastery Learning and Grading and Complex Instruction strategies across content and grade-levels as part of ILT

WINTER 2011 – SPRING 2011

ENGLISH TEACHER

ROYBAL LEARNING CENTER, BUSINESS FINANCE ACADEMY

- Hired mid-year to teach English grades 10 and 12
- Incorporated Complex Instruction and Mastery Learning and Grading
- Tasked with increasing student performance on CAHSEE

EDUCATION

DECEMBER 2019

MASTER OF ARTS IN EDUCATION, ADMINISTRATION

CONCORDIA UNIVERSITY IRVINE

JUNE 2009

SINGLE SUBJECT CREDENTIAL: ENGLISH LANGUAGE ARTS

CALIFORNIA STATE UNIVERSITY OF NORTHRIDGE

Note: If you have any questions, please view the CTC Online – Written Instructions for Application and Payment page.

Last Name: OH
First Name: JAMES
Middle Name: HEUNGSUK

Last Known County of Employment:
Note: Please verify County of Employment is current
If flag displayed, click the Adverse and Commission Actions tab. If no flag, review Sta
Adverse and Commission Actions Indicator:

Document Title	Status	Document Number	Term	Issue Date	Expiration Date	Original Issue
Single Subject Teaching Credential	Valid	180061960	Clear	7/1/2018	7/1/2023	6/12/2009
General Education Limited Assignment Single Subject Teaching Permit	Valid	190042143		12/13/2018	1/1/2020	12/13/2018
Single Subject Teaching Credential	Valid	130122593	Clear	6/12/2013	7/1/2018	6/12/2009
Single Subject Teaching Credential	Valid	090135607	Preliminary	6/12/2009	7/1/2014	6/12/2009
Certificate of Clearance	Valid	080129007		5/26/2008	6/1/2013	
Administrative Services Credential	Valid	200048669	Certificate of Eligibility	2/20/2020		2/20/2020

Authorization/Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description
ELA1	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	NONE	
R1S	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	ENGX	English (Examination)

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code	Additional Des	Renewal Description
R20	TC Code Not Required	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the period is five years.

Employment Restrictions

Organization T	Organization	County

Note: If you have any questions, please view the CTC Online – Written Instructions for Application and Payment page.

Last Name: BAEZA
First Name: ISABEL
Middle Name: GEORGINA

Last Known County of Employment:
Note: Please verify County of Employment is current
Adverse and Commission Actions Indicator: Note: Information on Adverse and Commission Actions is available for this edu
Deceased Flag: If the Deceased flag is displayed, the licensee is deceased.

Term	Document Title	Status	Document Number	Issue Date	Expiration Date	Grade
Clear	Single Subject Teaching Credential	Valid	220126865	7/1/2022	7/1/2027	
Certificate of Eligibility	Administrative Services Credential	Valid	160213909	10/1/2016		

Authorization/Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description	Major/ M
ELA1	The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	NONE		
R1S	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	SBS	Science: Biological Sciences	MAJ
SMAA	This credential authorizes the holder to teach courses in the specific subject or subjects listed in departmentalized classes in grades preschool and K-12 or in classes organized primarily for adults.	CHEM	Chemistry	MIN

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code	Renewal Description	Additional Description
R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.	TC Code Not Required

Employment Restrictions

Organization	Organization Type	County

Isabel G. Baeza

[redacted]

Education

2016 **California State University, Dominguez Hills**, Carson, CA
- Master of Arts, Educational Leadership
- Tier 1 Administrative Credential

2011 **California State University, Dominguez Hills**, Carson, CA
- Single Subject Biology Credential with English Learner Authorization (CLAD)

2009 **California State University, Los Angeles**, Los Angeles, CA
- Bachelor of Science, Biochemistry with minor in Biology

Experience

University Pathways Public Service Academy, Los Angeles, CA July 2019—Present
- ***Science Teacher***—Honors Chemistry, Honors Biology, and Academic Leadership Advisor.
- ***Data Coordinator***—disaggregated school data and led House in the analysis of classroom-level and school-wide data;
- ***Governing School Council Chair***

Green Dot Public Schools, Inglewood, CA July 2018—July 2019
Assistant Principal, Animo City of Champions Charter High School
- Develop and facilitate professional development for faculty and staff on depth of knowledge (DOK), CCSS, NGSS, and CA State Standards-aligned lesson planning, School-Wide Positive Behavior Supports, and English Learner supports.
- Develop guide and evaluate teacher performance of physical education, history, and science teachers ranging in experience of first year to eleven years of teaching.
- Disaggregate academic, discipline, and California Healthy Kids Survey data to develop and implement a school-wide Advisory Program to support positive school culture.
- Support Principal in implementing the School Safety Plan school-wide Restorative Culture that supports SWPBIS.
- Lead staff professional development and District English learner Advisory Committee meetings, and conduct progress and compliance monitoring for District's Master Plan for English Learners.
- Create recruitment and retention for parents and other stakeholders through parent workshops and events at the school site and at community events.

Los Angeles Unified School District, Los Angeles, CA June 2011—June 2018
Communication and Technology School at Diego Rivera Learning Complex
- ***Instructional Coach***—responsible for developing and leading professional development on Mastery Learning and Grading practices; provide new teacher support in areas of planning, classroom management, and technology implementation; use classroom-level and school-wide data to plan, facilitate, and assist teachers in maintaining and determining instructional strategies for improving student achievement in all content areas.
- ***Mastery Learning Facilitator and Trainer*** — facilitate professional development for implementation of Mastery Learning and Grading. Co-led district level professional development for teachers from multiple sites.
- ***Intervention Coordinator***—disaggregated school data and led grade level teams in the analysis of classroom-level and school-wide data; developed intervention programs for Tier and Tier II students. Collaborated with Targeted Student Population Adviser and Bridge Coordinator to support English Learner and students with special needs in credit recovery program and targeted intervention. Collaborated and coordinated with counselor the credit recovery program resulting in a 30% gain in graduation rate.
- ***Governing School Council Chair***— oversee budget development, hiring process, ELAC recommendations, SPSA, staff Elect-to-Work Agreement, Committees, and Principal Evaluation.
- **Schoolwide Positive Behavior Intervention and Support Committee Member-** develop and implement school-wide system to build community, reduce student suspension, and improve student achievement through the implementation of Restorative Practices and school-wide positive behavior intervention plan.
- ***Instructional Leadership Team (ILT) Member*** — responsible for developing and implementing instructional plans to support the mission and vision of the school through facilitating Professional Development, school-wide Instructional Rounds, and modeling instructional best practices.
- ***SAT Test Coordinator-*** facilitated school site's first ever SAT School Day for Class of 2019 students.
- ***Science Teacher***—Chemistry, Physics and AP Chemistry Teacher, Advanced Placement Certified in Chemistry
- ***RTI Committee Chair*** — responsible for developing intervention and enrichment programs using school-wide data and facilitating data analysis professional development for staff. Facilitated series of staff trainings in the Response to Intervention instructional model.

- ***Senior Class Lead Teacher*** — collaborate with counselors and senior advisory teachers to track senior student progress attendance to improve student performance. Tripled college acceptance rate for senior students for the 2014—2015 school year.
- ***Advisory Curriculum Coordinator*** — responsible for working with grade level team leads to develop school-wide curriculum and events for students at each grade level to create a college and career readiness program through school-wide initiatives, such as parent nights, college fairs, mock interviews, FAFSA application workshops. Implemented digital portfolio program and senior portfolio defense presentations using G-Suite. Integrated Naviance platform to track and deliver student grade-level data and integrate parent participation.
- ***WASC Committee*** — contributed to the writing of the school accreditation report, led the team writing the "Standards-based Student Learning: Curriculum" section of the Chapter IV: Self-Study Findings.

CA STEM Institute for Innovation and Improvement Foundation, Carson, CA August 2015—June 2018
Expert Teacher, California State University Dominguez
- Mentor first-year Math, Science, English, and Special Education teacher residents for the entire school year.
- Lead Professional Development to support Understanding by Design (UBD) unit and lesson planning, classroom management, Next Generation Science curriculum development, and Common Core Implementation.

Los Angeles Unified School District, Los Angeles, CA June 2010—June 2011
Biology Teacher, John C. Fremont High School
- Develop rigorous, standards-based, data driven instruction using LAUSD High School Biology Instructional Guide and CA state standards.
- Collaborate with the science department to develop vertically aligned curriculum and Math and English department to develop interdisciplinary units.

Related Experience

Schoology Training September 2017
John C. Fremont High School (Los Angeles, CA)
- Led professional development for Instructional Leadership and Administrative Team on Schoology, online learning management system, integration in the classroom.

Aspiring Assistant Principal Program November 2016—May 2017
Los Angeles Unified School District (Los Angeles, CA)
- Participated in targeted professional development sessions aligned to the LAUSD School Leadership Framework in the areas of instruction and operational leadership.

Common Core State Standards (CCSS) Science Fellow December 2014—April 2015
Los Angeles Unified School District (Los Angeles, CA)
- Developed units using Next Generation Science Standards and Common Core Standards with secondary teachers
- Collaboratively developed pre-assessment and post-assessment for unit and evaluated data from assessments
- to improve model lessons and unit for Los Angeles Unified

NSF Research Experience for Teachers Fellow Summer 2013
University of Southern California (Los Angeles, CA)
- Collaborate with USC Bioengineering Graduates to develop a unit using a lesson study approach to connect current research with science curriculum.
- Work in a laboratory setting to assist USC Bioengineering Graduates with research to develop challenging research skills.

Additional Trainings and Certifications

- California Conference for Equality and Justice Restorative Practices Training (January 2019)
- Educator Development and Support Teacher Certification (January 2017)
- Mastery Learning and Grading Facilitator Certification (3/22/17)
- Edgenuity Site Coordinator Training (12/16/16)
- Cognitive Coaching Certification Part I (July 2016)
- Adaptive Schools Professional Development (July 2016)
- Response to Intervention (RTI) Professional Development (Fall 2015)
- Restorative Justice Professional Development (Fall 2015)
- Apple Educator Professional Development (Spring 2013)

References

Amen Rahh, Principal, University Pathways Public Service Academy
Email: amen.rahh@lausd.net
Telephone: [redacted]

Dr. Cynthia Gonzalez, Principal, Communication and Technology School at Diego Rivera Learning Complex
Email: cxg0844@lausd.net
Telephone: [redacted]

Dr. Kamal Hamdan, California STEM Institute for Innovation & Improvement (CSI3), CSUDH
Email: khamdan@csudh.edu
Telephone: [redacted]

Dr. Cecilia Duenas, Teaching and Learning Coordinator, Local District South
Email: cecilia.duenas@lausd.net

BROOKE GORIN
[redacted]

SUMMARY OF QUALIFICATIONS

Passionate social reformer with an emphasis on giving students the ability to reach their full potential. Hard-working and motivated employee with refined interpersonal skills. Experience working with diverse populations from all around Los Angeles.

EXPERIENCE

Social Studies Teacher, Vista Charter Middle School, Vista Charter Public Schools, August 2020-Present.

Social Studies Student Teacher, Vista Charter Middle School, Vista Charter Public Schools, January 2020-June 2020.

Student Teacher, Marina del Rey Middle School, Los Angeles Unified School District, August 2019-January 2020.

Assistant Teacher, OpenMinds Education, San Diego Ca, September 2013-August 2016.

OTHER EXPERIENCE

Dramaturg, The Attic Collective, Los Angeles, CA 06/2015-12/2018

Civic Engagement Team Member Volunteer, Alliance, San Diego, CA 06/2014-09/2016

EDUCATION

Master of Arts, Teaching, December 2020
Pepperdine University
Single Subject Credential: Social Science

Master of Arts, American Studies, May 2018
Brown University
Focus: Critical Race Studies in U.S. History

Bachelor of Arts, History and Music Humanities, December 2014
University of California, San Diego
Provost Honors- 8 quarters

LANGUAGE SKILLS

American Sign Language (Intermediate- 3 years formal training)

Note: If you have any questions, please view the CTC Online – Written Instructions for Application and Payment page.

Last Name: GORIN
First Name: BROOKE
Middle Name: DANIELLE

Last Known County of Employment:

Note: Please verify County of Employment is current
If flag displayed, click the Adverse and Commission Actions tab. If no flag, review Sta

Adverse and Commission Actions Indicator:

Document Title	Status	Document Number	Term	Issue Date	Expiration Date	Original Issue
Single Subject Teaching Credential	Valid	210003171	Preliminary	1/4/2021	10/1/2025	1/4/2021
Certificate of Clearance	Valid	190278339		12/18/2019	1/1/2025	12/18/2019
Single Subject Teaching Credential	Valid	200197956	Intern	9/16/2020	10/1/2022	9/16/2020

Authorization/Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description
R1S	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	SSX	Social Science (Examination)
ELAS	The following instructional services may be provided to English learners within the content area(s) listed on this document: (1) English language development defined as instruction designed specifically for limited-English-proficient students to develop their listening, speaking, reading, and writing skills in English; and (2) specially designed content instruction delivered in English defined as instruction in a subject area, delivered in English, that is specially designed to meet the needs of limited-English-proficient students. This English learner authorization also covers classes taught on the basis of other valid, non-emergency credentials or permits held within the settings or content/specialty area(s) listed at the grade or age levels authorized.	NONE	

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code	Additional Des	Renewal Description
R14I	TC Code Not Required	This credential may not be renewed. To qualify for the clear credential, the holder of this document must complete a Commission-appro Verification of Completion by the program sponsor.

Employment Restrictions

Organization T	Organization	County

Note: If you have any questions, please view the CTC Online – Written Instructions for Application and Payment page.

Last Name: HILLIS
First Name: SAMANTHA
Middle Name:

Last Known County of Employment: LOS ANGELES COUNTY C
Adverse and Commission Actions Indicator:
Deceased Flag:

Note: Please verify County of Employment is current
Note: Information on Adverse and Commission Actions is availal
If the Deceased flag is displayed, the licensee is deceased.

Document Number	Document Title	Term	Status	Issue Date	Expiration
220088947	Single Subject Teaching Credential	Clear	Valid	8/1/2022	8/1/2027
190175138	Administrative Services Credential	Certificate of Eligibility	Valid	5/21/2019	

Authorization/Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description
ELAS	The following instructional services may be provided to English learners within the content area(s) listed on this document: (1) English language development defined as instruction designed specifically for limited-English-proficient students to develop their listening, speaking, reading, and writing skills in English; and (2) specially designed content instruction delivered in English defined as instruction in a subject area, delivered in English, that is specially designed to meet the needs of limited-English-proficient students. This English learner authorization also covers classes taught on the basis of other valid, non-emergency credentials or permits held within the settings or content/specialty area(s) listed at the grade or age levels authorized.	NONE	
R1S	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	ENGX	English (Examination)
R1S	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	SS	Social Science

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code	Renewal Description	Additional Description
R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.	TC Code Not Required

Employment Restrictions

Organization Type	Organization	County

Samantha Blair Hillis
[redacted]

Educational Background:

- 06/2021 - 08/2021 Humboldt State University
- 08/2020 - 12/2020 CSU Northridge
- 08/2018 - 08/2019 CSUDH: School Leadership Masters Program
- 08/2016 - 06/2017 CSU Fullerton (BTSA)
- 06/2012 - 08/2012 Semester at Sea (University of Virginia)
- 01/2012 - 12/2015 CSU Fullerton
- 06/2011 - 12/2011 Irvine Valley College
- 08/2009 - 05/2011 Wagner College

Education Accomplishments:

- 02/2021 Single Subject Teaching Credential: English
- 08/2019 Masters in Education Leadership from CSUDH
- 06/2019 Administrator Credential
- 06/2017 Cleared Single Subject Teaching Credential: Social Studies
- 01/2015 Single Subject Teaching Credential: Social Studies
- 01/2014 Bachelor in History from CSUF – Summa Cum Laude
- 05/2012 12/2013 Dean's List at California State University: Fullerton (CSUF)
- 05/2010 & 05/2011 Honored for High Academic Achievement (Student-Athlete)
- 12/2009 - 05/2011 Dean's List at Wagner
- 12/2009 - 05/2011 Awarded the President's Scholarship for Academics

Professional Experience:

- 08/2020 - 06/2021 Organization Committee Leader
  - 3 hours/week
  - Karen Amaya, kamaya@vistacharterps.org
  - 2900 W Temple St, Los Angeles, CA 90026
  - $1000 Stipend
  - Identify, research, plan, and implement school-wide initiatives.
  - Plan and execute bi-weekly meetings with Organization Committee Team
- 08/2020 - Present ELA Teacher at Vista Charter Middle School
  - 40 hours/week
  - Karen Amaya, kamaya@vistacharterps.org
  - 2900 W Temple St, Los Angeles, CA 90026
  - $61,000 as of 2022 (it adjusts every year)
  - Plan and implement daily ELA lessons and assessments to support student learning.
  - Participate and support grade level and content PLP groups in using student data to drive cycle of inquiries
- 06/2017 - Present Fulcrum: Ropes Course Facilitator

  - Seasonal
  - 20 hours/week
  - Amira Mohtheshum, amira@fulcrum.la
  - 10736 Jefferson Boulevard #617, Culver City, CA 90230
  - $30 per hour (some programs are different)
  - Deliver direct service experiential programs and trainings for corporate and youth clients
  - Facilitate ground initiatives, team challenge course elements, and high ropes activities
  - Lead problem solving initiatives and reflection sessions with clients to capture learning and solidify the transformative experience
  - Enhance the mental, physical and social development of youth by being positive role models, a creative & energetic team player, and an excited leader
- 08/2016 - 06/2020 School Culture Committee Leader
  - 3 hours/week
  - Karen Amaya, kamaya@vistacharterps.org
  - 2900 W Temple St, Los Angeles, CA 90026
  - $1000 Stipend
  - Identify, research, plan, and implement school-wide initiatives.
  - Plan and execute bi-weekly meetings with School Culture Committee Team
- 08/2016 - 06/2021 Member of Instructional Leadership Team at VCMS
  - 3 hours/week
  - Karen Amaya, kamaya@vistacharterps.org
  - 2900 W Temple St, Los Angeles, CA 90026
  - $1000 Stipend
  - Collaboratively research, identify and develop actionable steps to create a transformative learning experience for teachers, students and families that addresses all student needs.
- 08/2015 - 06/2020 History Teacher at Vista Charter Middle School (VCMS)
  - 40 hours/week
  - Karen Amaya, kamaya@vistacharterps.org
  - 2900 W Temple St, Los Angeles, CA 90026
  - $59,000 as of 2020 (it adjusts every year)
  - Plan and implement daily History lessons and assessments to support student learning.
  - Participate and support grade level and content PLP groups in using student data to drive cycle of inquiries
- 10/2013 - 06/2015 Substitute for Capistrano Unified School District
  - 30 hours/week
  - Alex Vargas, 949-234-9385

- 33122 Valle Rd, San Juan Capistrano, CA 92675
- $175 per day
- Adhere to the curriculum and lesson plans assigned by the teacher
- Use technology to teach on campus students and remote students
- Follow procedures and achieve lesson goals
- Comply with all school regulations and policies at all times
- Take attendance and document daily notes
- Oversee the normal classroom rhythms and activities
- Compile a report for the teacher for when he/she returns

Related Experiences:

08/2019 - Present	Mentor Teacher for CSUN and Pepperdine Ed. Programs
03/2019 - 06/2019	"Know My World" global classroom exchange teacher
03/2019 - 06/2020	Created and Facilitated Way of Council Workshops
03/2018 - 06/2019	Created and Facilitated Growth Mindset Workshops
06/2018 and 2019	Attended ASIA Global Society Professional Development
08/2017 - 06/2019	Facilitating Book Studies with School Staff: Growth Mindset
02/2017 and 02/2018	Kagan Professional Development: Las Vegas, Nevada
03/2016 and 03/2018	CCSA Conference
08/2016 - Present	Yearly Kagan Professional Development and Coaching
08/2015 - Present	Yearly "Way of Council" Professional Development
08/2015 - Present	Leadership Club Supervisor
04/2015 - 06/2015	Long Term Substitute at Dana Hillis High School
06/2012 - 08/2012	Dependent Children Work-Study: Semester at Sea
07/2012	Volunteered at the Women's NGO in Croatia
06/2011 - 08/2018	Respite Worker and Child Inclusion Facilitator
06/2011 - 08/2015	Private Swim Lessons (run and managed independently)
08/2009 - 05/2011	Member of the Habitat for Humanity Club at Wagner
07/2006	Relief work in New Orleans (helped rebuild houses)

DocuSign Envelope ID: C77372BE-9301-4A1F-9628-7F0C5D57E280

RESOLUTION NO. 2022-08-15-01

RESOLUTION OF THE BOARD OF DIRECTORS OF
VISTA CHARTER PUBLIC SCHOOLS
TO SUBMIT A CHARTER PETITION FOR A HIGH SCHOOL (GRADES 9-12) TO THE LOS ANGELES UNIFIED SCHOOL DISTRICT

The undersigned, on behalf of Vista Charter Public Schools, a California nonprofit public benefit corporation (the "Corporation"), hereby certifies that the resolutions set forth below were adopted by the Board of Directors (the "Board") of the Corporation, in accordance with Section 5211 (a) of the California Nonprofit Corporation Law and Article IV, Section 1 of the Corporation's Bylaws, at a duly noticed meeting held on August 15, 2022 at 5 p.m., Pacific Time at 2900 W. Temple St., Los Angeles, CA 90026. A quorum of the Board was present at the meeting.

WHEREAS, the corporation (the "Corporation") is established to, among other things, manage, operate, guide, direct and promote Vista Charter Horizon Global Academy, an elementary school, and Vista Charter Middle School, both California public charter schools located in and authorized by the Los Angeles Unified School District; and,

WHEREAS, the Board desires now to authorize its staff to develop and submit a charter school petition to the Los Angeles Unified School District to serve Vista Public Charter School students in high school (grades 9 through 12); and,

WHEREAS, the Board desires now to authorize its staff to develop and submit a charter school petition to the Los Angeles Unified School District to serve high school (grades 9 through 12); and,

NOW, THEREFORE, BE IT RESOLVED, this Board of Directors of the Corporation hereby authorizes the submission of a charter school petition to the Los Angeles Unified School District Board of Education and designates the Board's representative and Superintendent, Donald Wilson, to take any and all actions necessary as Lead Petitioner to obtain the approval of this charter school petition by the Los Angeles Unified School District Board of Education.

BE IT FURTHER RESOLVED, this Board of Directors of the Corporation hereby authorizes the submission of a charter school petition to the Los Angeles Unified School District Board of Education and designates the charter school's Principal as: Karen Amaya.

BE IT FURTHER RESOLVED, this Board of Directors of the Corporation hereby authorizes the submission of a charter school petition to the Los Angeles Unified School District Board of Education and designates the charter school's Onsite Financial Manager as: Anabell Medina.

DocuSign Envelope ID: C77372BE-9301-4A1F-9628-7F0C5D57E280

SECRETARY'S CERTIFICATE

I, Michele Bauer-Bean, Secretary of the Board of Directors of Vista Charter Public Schools, a California nonprofit public benefit corporation, County of Los Angeles, California, hereby certify as follows:

The attached is a full, true, and correct copy of a resolution duly adopted at a regular meeting of the Board of Directors of Vista Charter Public Schools, which was duly and regularly held on the 15th day of August, 2022, at which meeting a quorum of the members of the Board of Directors was present; and at such meeting such resolutions were adopted by the following vote:

AYES: 5

NOES: 0

ABSTAIN: 0

ABSENT: 1

I have carefully compared the same with the original minutes of such meeting on file and of record in my office; the attached resolution is a full, true, and correct copy of the original resolution adopted at such meeting and entered in such minutes; and such resolution has not been amended, modified, or rescinded since the date of its adoption, and the same is now in full force and effect.

WITNESS my hand this 17th day of August, 2022.

DocuSigned by:
Michele Bauer-Bean
5D33C4987236426...

Secretary of the Board of Directors of
Vista Charter Public Schools

3056692

FILED
In the Office of the Secretary of State
of the State of California
DEC 07 2007

ARTICLES OF INCORPORATION
OF
VISTA CHARTER SCHOOL

(A California Nonprofit Public Benefit Corporation)

I.

The name of the Corporation shall be Vista Charter School.

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote the Vista Charter School.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

The name and address in the State of California of this Corporation's initial agent for service of process is:

Vahe Markarian
1022 N. Van Ness Avenue
Los Angeles, CA 90038

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not

participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

Dated:_____

_____
Andrea C. Sexton, Incorporator

A0756984

3056692

NCTO

CERTIFICATE OF AMENDMENT OF ARTICLES OF INCORPORATION

FILED
Secretary of State
State of California
JUN 11 2014

The undersigned certify that:

1. They are the President and the Secretary of Vista Charter School, a California nonprofit public benefit corporation.

2. Article I of the Articles of Incorporation of this corporation is amended to read as follows:

   The name of this Corporation is Vista Charter Public Schools.

3. Article II of the Articles of Incorporation of this corporation is amended to read as follows:

   The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools.

   The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

4. The foregoing amendment of the Articles of Incorporation has been duly approved by the board of directors.

5. The corporation has no members.

A0756984

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

DATE: 5-19-14

Jose Rubio, President

DATE: 6-3-14

Albert Hasty Arnold, Secretary

BYLAWS
OF
VISTA CHARTER PUBLIC SCHOOLS
(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this corporation is Vista Charter Public Schools.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 1022 N. Van Ness Avenue, Los Angeles, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote one or more California public charter schools. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of

the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V
DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This corporation's assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI
CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation's Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII
BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors ("Board"). The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; and require from them security for faithful service.

b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside

California; and designate a place in California for holding any meeting of members.

c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

d. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than five (5) and no more than nine (9) unless changed by amendments to these bylaws. All directors shall have full voting rights, Education Code Section 47604(b). If the charter authorizer appoints a representative to serve on the Board of Directors, the Corporation may appoint an additional director to ensure an odd number of Board members. All directors, except for the representative of the charter authorizer, shall be designated by the existing Board of Directors. All directors are to be designated at the corporation's annual meeting of the Board of Directors.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No interested persons may serve on the Board of Directors. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person.

Section 5. DIRECTORS' TERM. Each director shall hold office for two (2) years and until a successor director has been designated and qualified.

Section 6. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors or, if none, the President will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of

directors; and (d) the failure of the members, at any meeting of members at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 11. REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the unanimous consent of the directors then in office, (b) the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code Section 5211, or (c) a sole remaining director.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may designate that a meeting be held at any place within the charter school's granting agency's boundaries designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code).

The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board of Directors.

Section 16. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or the President, or the Secretary, or any two directors. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to each director and to the public through the posting of an agenda. Pursuant to the Brown Act, the Board of Directors shall adhere to the following notice requirements for special meetings:

a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.

b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

c. The notice of special meeting shall state the time and place of the meeting and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each board member present for each action taken shall be publicly reported.

Section 20. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Corporation operates;

b. All votes taken during a teleconference meeting shall be by roll call;

c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;[1]

e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and

f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.[2]

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors shall not receive compensation. Directors may receive reimbursement of expenses, as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 23. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more standing and/or ad hoc committees, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board of Directors. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

[1] This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

[2] The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;

b. Fill vacancies on the Board of Directors or any committee of the Board;

c. Amend or repeal bylaws or adopt new bylaws;

d. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;

e. Create any other committees of the Board of Directors or appoint the members of committees of the Board; or

f. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected;

The Board may also create Advisory Committees consistent with the terms of the Vista Charter School charter, for purposes of advising the Board of Directors. The Advisory Committees may include the following: (1) Site Council; (2) Parent Involvement Committee; (3) Curriculum Committee. Each Advisory Committee shall adopt bylaws, subject to Board approval.

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

Section 27. COMPLIANCE WITH CONFLICTS OF INTEREST LAWS. The Charter School and the Board shall comply with applicable conflict of interest laws, including the Political Reform Act and California Government Code Section 1090, et seq. ("Government Code Section 1090"), as said chapter may be modified by subsequent legislation.

ARTICLE VIII
OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a President, a Secretary, and a Director of Finance. The corporation, at the Board's direction, may also have a Chairman of the Board, one or more Vice-Presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article VIII, Section 4, of these bylaws. The officers in addition to the corporate duties set forth in this Article VIII shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Director of Finance may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint and authorize the Chairman of the Board, the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If there is no President, the Chairman of the Board of Directors shall also be the chief executive officer and shall have the powers and duties of the President of the corporation set forth in these bylaws. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors

meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 9. PRESIDENT. The President, also known as the Executive Director, shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. If there is no Chairman of the Board, the President shall preside at all Board of Directors' meetings. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 10. VICE-PRESIDENTS. If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the Board, or, if not ranked, a Vice-President designated by the Board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings; and the vote or abstention of each board member present for each action taken..

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 12. DIRECTOR OF FINANCE. The Director of Finance shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Director of Finance shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Director of Finance shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Director of Finance and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Director of Finance shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Director of Finance on his or her death, resignation, retirement, or removal from office.

ARTICLE IX
CONTRACTS WITH MEMBERS

Section 1. CONTRACTS WITH MEMBERS. The Corporation shall comply with Government Code Section 1090.

ARTICLE X
CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Vista Charter School Conflict of Interest Policy have been fulfilled.

ARTICLE XI
LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS. This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XII
INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board

of Directors shall authorize indemnification.

ARTICLE XIII
INSURANCE

Section 1. INSURANCE. This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

ARTICLE XIV
MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

a. Adequate and correct books and records of account;

b. Written minutes of the proceedings of the Board and committees of the Board; and

c. Such reports and records as required by law.

ARTICLE XV
INSPECTION RIGHTS

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours. If the corporation has no business office in California, the Secretary shall, on the written request of any director, furnish to that director a copy of the articles of incorporation and bylaws, as amended to the current date.

ARTICLE XVI
REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;

b. The principal changes in assets and liabilities, including trust funds;

c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;

d. The corporation's expenses or disbursement for both general and restricted purposes;

e. Any information required under these bylaws; and

f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification pursuant to Corporations Code section 6322.

ARTICLE XVII
BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall make any provisions of these Bylaws inconsistent with the corporation's Articles of Incorporation, or any laws.

ARTICLE XVIII
FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the Vista Charter Public Schools, a California nonprofit public benefit corporation; that these bylaws, consisting of 14 pages, are the bylaws of this corporation as adopted by the Board of Directors on Nov 10, 2014 and that these bylaws have not been amended or modified since that date.

Executed on Nov. 10, 2014 at Los Angeles, California.

Jose Rubio, Secretary

NOTICE OF INTENTION TO ADOPT THE CONFLICT OF INTEREST CODE OF VISTA CHARTER PUBLIC SCHOOLS

NOTICE IS HEREBY GIVEN that Vista Charter Public Schools, pursuant to the authority vested in it by section 87306 of the Government Code proposes to adopt a conflict of interest code. A comment period has been established commencing on Friday, February 10, 2017 and closing on March 27, 2017. All inquiries should be directed to the contact listed below.

Vista Charter Public School's proposed conflict of interest code includes employee positions that involve the making or participation in the making of decisions that may foreseeably have a material effect on any financial interest, as set forth in subdivision (a) of section 87302 of the Government Code. The code adoption carries out the purposes of the law and no other alternative would do so and be less burdensome to affected persons.

Information on the code adoption is attached to this email.

Any interested person may submit written comments relating to the proposed code by submitting them no later than **March 27, 2017**, or at the conclusion of the public hearing, if requested, whichever comes later. At this time, no public hearing is scheduled. A person may request a hearing no later than March 12, 2017.

Vista Charter Public Schools has determined that the proposed code adoption:

1. Imposes no mandate on local agencies or school districts.
2. Imposes no costs or savings on any state agency.
3. Imposes no costs on any local agency or school district that are required to be reimbursed under Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.
4. Will not result in any nondiscretionary costs or savings to local agencies.
5. Will not result in any costs or savings in federal funding to the state.
6. Will not have any potential cost impact on private persons, businesses or small businesses.

All inquiries concerning this proposed code adoption and any communication required by this notice should be directed to: Richard J. Hansberger, General Counsel to Vista Charter Public Schools, 800-577-0663, x. 800, rhansberger@hkschoollaw.com

VISTA CHARTER PUBLIC SCHOOLS
CONFLICT OF INTEREST CODE

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission has adopted a regulation (2 California Code of Regulations §18730) that contains the terms of a standard conflict of interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Appendices, designating positions and establishing disclosure categories, shall constitute the conflict of interest code for the **Vista Charter Public Schools ("Vista").**

Individuals holding designated positions shall file statements of economic interests with **Vista**, which will make the statements available for public inspection and reproduction (Government Code § 81008). All statements will be retained by **Vista**.

APPENDIX A
DESIGNATED POSITIONS

Designated Positions	Disclosure Category
Members of the Governing Board & Alternates	1, 2
Candidates for Members of the Governing Board	1, 2
Superintendent	1, 2
Legal Counsel	1, 2
Principals	3
Chief Business Officer	3
Consultants/New Positions	*

Note: The position of Legal Counsel is filled by outside consultants, but acts in staff capacity.

*Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The Superintendent or designee may determine in writing that a particular consultant or new position, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's or new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The Superintendent's or designee's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code (Government Code § 81008).

APPENDIX B
DISCLOSURE CATEGORIES

Category 1

Designated positions assigned to this category must report:
a. Interests in real property within the boundaries of Vista that are used by Vista or are of the type that could be acquired by Vista as well as real property within two miles of the property used or the potential site.

b. Investments and business positions in business entities, and sources of income (including gifts, loans, and travel payments) of the type that engage in the purchase or sale of real property or are engaged in building construction or design.

Category 2

Designated positions assigned to this category must report:
a. Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by Vista.

Category 3

Designated positions assigned to this category must report:
a. Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by the designated position's department. For purposes of this category, a principal's department is his or her entire school.

This is the last page of the conflict of interest code for **Vista Charter Public Schools**.

CERTIFICATION OF FPPC APPROVAL

Pursuant to Government Code Section 87303, the conflict of interest code for **Vista Charter Public Schools** was approved on 4/12/ 2017. This code will become effective on 5/12/ 2017.

Brian G. Lau
Senior Commission Counsel
Fair Political Practices Commission

(Regulations of the Fair Political Practices Commission, Title 2, Division 6, California Code of Regulations.)

§ 18730. Provisions of Conflict of Interest Codes.

(a) Incorporation by reference of the terms of this regulation along with the designation of employees and the formulation of disclosure categories in the Appendix referred to below constitute the adoption and promulgation of a conflict of interest code within the meaning of Section 87300 or the amendment of a conflict of interest code within the meaning of Section 87306 if the terms of this regulation are substituted for terms of a conflict of interest code already in effect. A code so amended or adopted and promulgated requires the reporting of reportable items in a manner substantially equivalent to the requirements of article 2 of chapter 7 of the Political Reform Act, Sections 81000, et seq. The requirements of a conflict of interest code are in addition to other requirements of the Political Reform Act, such as the general prohibition against conflicts of interest contained in Section 87100, and to other state or local laws pertaining to conflicts of interest.

(b) The terms of a conflict of interest code amended or adopted and promulgated pursuant to this regulation are as follows:

(1) Section 1. Definitions.

The definitions contained in the Political Reform Act of 1974, regulations of the Fair Political Practices Commission (Regulations 18110, et seq.), and any amendments to the Act or regulations, are incorporated by reference into this conflict of interest code.

(2) Section 2. Designated Employees.

The persons holding positions listed in the Appendix are designated employees. It has been determined that these persons make or participate in the making of decisions which may foreseeably have a material effect on economic interests.

(3) Section 3. Disclosure Categories.

This code does not establish any disclosure obligation for those designated employees who are also specified in Section 87200 if they are designated in this code in that same capacity or if the geographical jurisdiction of this agency is the same as or is wholly included within the jurisdiction in which those persons must report their economic interests pursuant to article 2 of chapter 7 of the Political Reform Act, Sections 87200, et seq.

In addition, this code does not establish any disclosure obligation for any designated employees who are designated in a conflict of interest code for another agency, if all of the following apply:

(A) The geographical jurisdiction of this agency is the same as or is wholly included within the jurisdiction of the other agency;

(B) The disclosure assigned in the code of the other agency is the same as that required under article 2 of chapter 7 of the Political Reform Act, Section 87200; and

(C) The filing officer is the same for both agencies.[1]

Such persons are covered by this code for disqualification purposes only. With respect to all other designated employees, the disclosure categories set forth in the Appendix specify which kinds of economic interests are reportable. Such a designated employee shall disclose in his or her statement of economic interests those economic interests he or she has which are of the kind described in the disclosure categories to which he or she is assigned in the Appendix. It has been determined that the economic interests set forth in a designated employee's disclosure categories

are the kinds of economic interests which he or she foreseeably can affect materially through the conduct of his or her office.

(4) Section 4. Statements of Economic Interests: Place of Filing.

The code reviewing body shall instruct all designated employees within its code to file statements of economic interests with the agency or with the code reviewing body, as provided by the code reviewing body in the agency's conflict of interest code.[2]

(5) Section 5. Statements of Economic Interests: Time of Filing.

(A) Initial Statements. All designated employees employed by the agency on the effective date of this code, as originally adopted, promulgated and approved by the code reviewing body, shall file statements within 30 days after the effective date of this code. Thereafter, each person already in a position when it is designated by an amendment to this code shall file an initial statement within 30 days after the effective date of the amendment.

(B) Assuming Office Statements. All persons assuming designated positions after the effective date of this code shall file statements within 30 days after assuming the designated positions, or if subject to State Senate confirmation, 30 days after being nominated or appointed.

(C) Annual Statements. All designated employees shall file statements no later than April 1. If a person reports for military service as defined in the Servicemember's Civil Relief Act, the deadline for the annual statement of economic interests is 30 days following his or her return to office, provided the person, or someone authorized to represent the person's interests, notifies the filing officer in writing prior to the applicable filing deadline that he or she is subject to that federal statute and is unable to meet the applicable deadline, and provides the filing officer verification of his or her military status.

(D) Leaving Office Statements. All persons who leave designated positions shall file statements within 30 days after leaving office.

(5.5) Section 5.5. Statements for Persons Who Resign Prior to Assuming Office.

Any person who resigns within 12 months of initial appointment, or within 30 days of the date of notice provided by the filing officer to file an assuming office statement, is not deemed to have assumed office or left office, provided he or she did not make or participate in the making of, or use his or her position to influence any decision and did not receive or become entitled to receive any form of payment as a result of his or her appointment. Such persons shall not file either an assuming or leaving office statement.

(A) Any person who resigns a position within 30 days of the date of a notice from the filing officer shall do both of the following:

(1) File a written resignation with the appointing power; and

(2) File a written statement with the filing officer declaring under penalty of perjury that during the period between appointment and resignation he or she did not make, participate in the making, or use the position to influence any decision of the agency or receive, or become entitled to receive, any form of payment by virtue of being appointed to the position.

(6) Section 6. Contents of and Period Covered by Statements of Economic Interests.

(A) Contents of Initial Statements.

Initial statements shall disclose any reportable investments, interests in real property and business positions held on the effective date of the code and income received during the 12 months prior to the effective date of the code.

(B) Contents of Assuming Office Statements.

Assuming office statements shall disclose any reportable investments, interests in real property and business positions held on the date of assuming office or, if subject to State Senate confirmation or appointment, on the date of nomination, and income received during the 12 months prior to the date of assuming office or the date of being appointed or nominated, respectively.

(C) Contents of Annual Statements. Annual statements shall disclose any reportable investments, interests in real property, income and business positions held or received during the previous calendar year provided, however, that the period covered by an employee's first annual statement shall begin on the effective date of the code or the date of assuming office whichever is later, or for a board or commission member subject to Section 87302.6, the day after the closing date of the most recent statement filed by the member pursuant to Regulation 18754.

(D) Contents of Leaving Office Statements.

Leaving office statements shall disclose reportable investments, interests in real property, income and business positions held or received during the period between the closing date of the last statement filed and the date of leaving office.

(7) Section 7. Manner of Reporting.

Statements of economic interests shall be made on forms prescribed by the Fair Political Practices Commission and supplied by the agency, and shall contain the following information:

(A) Investment and Real Property Disclosure.

When an investment or an interest in real property[3] is required to be reported,[4] the statement shall contain the following:

1. A statement of the nature of the investment or interest;

2. The name of the business entity in which each investment is held, and a general description of the business activity in which the business entity is engaged;

3. The address or other precise location of the real property;

4. A statement whether the fair market value of the investment or interest in real property equals or exceeds $2,000, exceeds $10,000, exceeds $100,000, or exceeds $1,000,000.

(B) Personal Income Disclosure. When personal income is required to be reported,[5] the statement shall contain:

1. The name and address of each source of income aggregating $500 or more in value, or $50 or more in value if the income was a gift, and a general description of the business activity, if any, of each source;

2. A statement whether the aggregate value of income from each source, or in the case of a loan, the highest amount owed to each source, was $1,000 or less, greater than $1,000, greater than $10,000, or greater than $100,000;

3. A description of the consideration, if any, for which the income was received;

4. In the case of a gift, the name, address and business activity of the donor and any intermediary through which the gift was made; a description of the gift; the amount or value of the gift; and the date on which the gift was received;

5. In the case of a loan, the annual interest rate and the security, if any, given for the loan and the term of the loan.

(C) Business Entity Income Disclosure. When income of a business entity, including income of a sole proprietorship, is required to be reported,[6] the statement shall contain:

1. The name, address, and a general description of the business activity of the business entity;

2. The name of every person from whom the business entity received payments if the filer's pro rata share of gross receipts from such person was equal to or greater than $10,000.

(D) Business Position Disclosure. When business positions are required to be reported, a designated employee shall list the name and address of each business entity in which he or she is a director, officer, partner, trustee, employee, or in which he or she holds any position of management, a description of the business activity in which the business entity is engaged, and the designated employee's position with the business entity.

(E) Acquisition or Disposal During Reporting Period. In the case of an annual or leaving office statement, if an investment or an interest in real property was partially or wholly acquired or disposed of during the period covered by the statement, the statement shall contain the date of acquisition or disposal.

(8) Section 8. Prohibition on Receipt of Honoraria.

(A) No member of a state board or commission, and no designated employee of a state or local government agency, shall accept any honorarium from any source, if the member or employee would be required to report the receipt of income or gifts from that source on his or her statement of economic interests.

(B) This section shall not apply to any part-time member of the governing board of any public institution of higher education, unless the member is also an elected official.

(C) Subdivisions (a), (b), and (c) of Section 89501 shall apply to the prohibitions in this section.

(D) This section shall not limit or prohibit payments, advances, or reimbursements for travel and related lodging and subsistence authorized by Section 89506.

(8.1) Section 8.1. Prohibition on Receipt of Gifts in Excess of $470.

(A) No member of a state board or commission, and no designated employee of a state or local government agency, shall accept gifts with a total value of more than $470 in a calendar year from any single source, if the member or employee would be required to report the receipt of income or gifts from that source on his or her statement of economic interests.

(B) This section shall not apply to any part-time member of the governing board of any public institution of higher education, unless the member is also an elected official.

(C) Subdivisions (e), (f), and (g) of Section 89503 shall apply to the prohibitions in this section.

(8.2) Section 8.2. Loans to Public Officials.

(A) No elected officer of a state or local government agency shall, from the date of his or her election to office through the date that he or she vacates office, receive a personal loan from any officer, employee, member, or consultant of the state or local government agency in which the elected officer holds office or over which the elected officer's agency has direction and control.

(B) No public official who is exempt from the state civil service system pursuant to subdivisions (c), (d), (e), (f), and (g) of Section 4 of Article VII of the Constitution shall, while he or she holds office, receive a personal loan from any officer, employee, member, or consultant of the state or local government agency in which the public official holds office or over which the public official's agency has direction and control. This subdivision shall not apply to loans made to a public official whose duties are solely secretarial, clerical, or manual.

(C) No elected officer of a state or local government agency shall, from the date of his or her election to office through the date that he or she vacates office, receive a personal loan from any person who has a contract with the state or local government agency to which that elected

officer has been elected or over which that elected officer's agency has direction and control. This subdivision shall not apply to loans made by banks or other financial institutions or to any indebtedness created as part of a retail installment or credit card transaction, if the loan is made or the indebtedness created in the lender's regular course of business on terms available to members of the public without regard to the elected officer's official status.

(D) No public official who is exempt from the state civil service system pursuant to subdivisions (c), (d), (e), (f), and (g) of Section 4 of Article VII of the Constitution shall, while he or she holds office, receive a personal loan from any person who has a contract with the state or local government agency to which that elected officer has been elected or over which that elected officer's agency has direction and control. This subdivision shall not apply to loans made by banks or other financial institutions or to any indebtedness created as part of a retail installment or credit card transaction, if the loan is made or the indebtedness created in the lender's regular course of business on terms available to members of the public without regard to the elected officer's official status. This subdivision shall not apply to loans made to a public official whose duties are solely secretarial, clerical, or manual.

(E) This section shall not apply to the following:

1. Loans made to the campaign committee of an elected officer or candidate for elective office.

2. Loans made by a public official's spouse, child, parent, grandparent, grandchild, brother, sister, parent-in-law, brother-in-law, sister-in-law, nephew, niece, aunt, uncle, or first cousin, or the spouse of any such persons, provided that the person making the loan is not acting as an agent or intermediary for any person not otherwise exempted under this section.

3. Loans from a person which, in the aggregate, do not exceed $500 at any given time.

4. Loans made, or offered in writing, before January 1, 1998.

(8.3) Section 8.3. Loan Terms.

(A) Except as set forth in subdivision (B), no elected officer of a state or local government agency shall, from the date of his or her election to office through the date he or she vacates office, receive a personal loan of $500 or more, except when the loan is in writing and clearly states the terms of the loan, including the parties to the loan agreement, date of the loan, amount of the loan, term of the loan, date or dates when payments shall be due on the loan and the amount of the payments, and the rate of interest paid on the loan.

(B) This section shall not apply to the following types of loans:

1. Loans made to the campaign committee of the elected officer.

2. Loans made to the elected officer by his or her spouse, child, parent, grandparent, grandchild, brother, sister, parent-in-law, brother-in-law, sister-in-law, nephew, niece, aunt, uncle, or first cousin, or the spouse of any such person, provided that the person making the loan is not acting as an agent or intermediary for any person not otherwise exempted under this section.

3. Loans made, or offered in writing, before January 1, 1998.

(C) Nothing in this section shall exempt any person from any other provision of Title 9 of the Government Code.

(8.4) Section 8.4. Personal Loans.

(A) Except as set forth in subdivision (B), a personal loan received by any designated employee shall become a gift to the designated employee for the purposes of this section in the following circumstances:

1. If the loan has a defined date or dates for repayment, when the statute of limitations for filing an action for default has expired.

2. If the loan has no defined date or dates for repayment, when one year has elapsed from the later of the following:

a. The date the loan was made.

b. The date the last payment of $100 or more was made on the loan.

c. The date upon which the debtor has made payments on the loan aggregating to less than $250 during the previous 12 months.

(B) This section shall not apply to the following types of loans:

1. A loan made to the campaign committee of an elected officer or a candidate for elective office.

2. A loan that would otherwise not be a gift as defined in this title.

3. A loan that would otherwise be a gift as set forth under subdivision (A), but on which the creditor has taken reasonable action to collect the balance due.

4. A loan that would otherwise be a gift as set forth under subdivision (A), but on which the creditor, based on reasonable business considerations, has not undertaken collection action. Except in a criminal action, a creditor who claims that a loan is not a gift on the basis of this paragraph has the burden of proving that the decision for not taking collection action was based on reasonable business considerations.

5. A loan made to a debtor who has filed for bankruptcy and the loan is ultimately discharged in bankruptcy.

(C) Nothing in this section shall exempt any person from any other provisions of Title 9 of the Government Code.

(9) Section 9. Disqualification.

No designated employee shall make, participate in making, or in any way attempt to use his or her official position to influence the making of any governmental decision which he or she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family or on:

(A) Any business entity in which the designated employee has a direct or indirect investment worth $2,000 or more;

(B) Any real property in which the designated employee has a direct or indirect interest worth $2,000 or more;

(C) Any source of income, other than gifts and other than loans by a commercial lending institution in the regular course of business on terms available to the public without regard to official status, aggregating $500 or more in value provided to, received by or promised to the designated employee within 12 months prior to the time when the decision is made;

(D) Any business entity in which the designated employee is a director, officer, partner, trustee, employee, or holds any position of management; or

(E) Any donor of, or any intermediary or agent for a donor of, a gift or gifts aggregating $470 or more provided to, received by, or promised to the designated employee within 12 months prior to the time when the decision is made.

(9.3) Section 9.3. Legally Required Participation.

No designated employee shall be prevented from making or participating in the making of any decision to the extent his or her participation is legally required for the decision to be

made. The fact that the vote of a designated employee who is on a voting body is needed to break a tie does not make his or her participation legally required for purposes of this section.

(9.5) Section 9.5. Disqualification of State Officers and Employees.

In addition to the general disqualification provisions of section 9, no state administrative official shall make, participate in making, or use his or her official position to influence any governmental decision directly relating to any contract where the state administrative official knows or has reason to know that any party to the contract is a person with whom the state administrative official, or any member of his or her immediate family has, within 12 months prior to the time when the official action is to be taken:

(A) Engaged in a business transaction or transactions on terms not available to members of the public, regarding any investment or interest in real property; or

(B) Engaged in a business transaction or transactions on terms not available to members of the public regarding the rendering of goods or services totaling in value $1,000 or more.

(10) Section 10. Disclosure of Disqualifying Interest.

When a designated employee determines that he or she should not make a governmental decision because he or she has a disqualifying interest in it, the determination not to act may be accompanied by disclosure of the disqualifying interest.

(11) Section 11. Assistance of the Commission and Counsel.

Any designated employee who is unsure of his or her duties under this code may request assistance from the Fair Political Practices Commission pursuant to Section 83114 and Regulations 18329 and 18329.5 or from the attorney for his or her agency, provided that nothing in this section requires the attorney for the agency to issue any formal or informal opinion.

(12) Section 12. Violations.

This code has the force and effect of law. Designated employees violating any provision of this code are subject to the administrative, criminal and civil sanctions provided in the Political Reform Act, Sections 81000-91014. In addition, a decision in relation to which a violation of the disqualification provisions of this code or of Section 87100 or 87450 has occurred may be set aside as void pursuant to Section 91003.

_____

[1] Designated employees who are required to file statements of economic interests under any other agency's conflict of interest code, or under article 2 for a different jurisdiction, may expand their statement of economic interests to cover reportable interests in both jurisdictions, and file copies of this expanded statement with both entities in lieu of filing separate and distinct statements, provided that each copy of such expanded statement filed in place of an original is signed and verified by the designated employee as if it were an original. See Section 81004.

[2] See Section 81010 and Regulation 18115 for the duties of filing officers and persons in agencies who make and retain copies of statements and forward the originals to the filing officer.

[3] For the purpose of disclosure only (not disqualification), an interest in real property does not include the principal residence of the filer.

[4] Investments and interests in real property which have a fair market value of less than $2,000 are not investments and interests in real property within the meaning of the Political Reform Act. However, investments or interests in real property of an individual include those held by the individual's spouse and dependent children as well as a pro rata share of any investment or interest in real property of any business entity or trust in which the individual, spouse and dependent children own, in the aggregate, a direct, indirect or beneficial interest of 10 percent or greater.

[5] A designated employee's income includes his or her community property interest in the income of his or her spouse but does not include salary or reimbursement for expenses received from a state, local or federal government agency.

[6] Income of a business entity is reportable if the direct, indirect or beneficial interest of the filer and the filer's spouse in the business entity aggregates a 10 percent or greater interest. In addition, the disclosure of persons who are clients or customers of a business entity is required only if the clients or customers are within one of the disclosure categories of the filer.

Note: Authority cited: Section 83112, Government Code. Reference: Sections 87103(e), 87300-87302, 89501, 89502 and 89503, Government Code.

HISTORY

1. New section filed 4-2-80 as an emergency; effective upon filing (Register 80, No. 14). Certificate of Compliance included.

2. Editorial correction (Register 80, No. 29).

3. Amendment of subsection (b) filed 1-9-81; effective thirtieth day thereafter (Register 81, No. 2).

4. Amendment of subsection (b)(7)(B)1. filed 1-26-83; effective thirtieth day thereafter (Register 83, No. 5).

5. Amendment of subsection (b)(7)(A) filed 11-10-83; effective thirtieth day thereafter (Register 83, No. 46).

6. Amendment filed 4-13-87; operative 5-13-87 (Register 87, No. 16).

7. Amendment of subsection (b) filed 10-21-88; operative 11-20-88 (Register 88, No. 46).

8. Amendment of subsections (b)(8)(A) and (b)(8)(B) and numerous editorial changes filed 8-28-90; operative 9-27-90 (Reg. 90, No. 42).

9. Amendment of subsections (b)(3), (b)(8) and renumbering of following subsections and amendment of Note filed 8-7-92; operative 9-7-92 (Register 92, No. 32).

10. Amendment of subsection (b)(5.5) and new subsections (b)(5.5)(A)-(A)(2) filed 2-4-93; operative 2-4-93 (Register 93, No. 6).

11. Change without regulatory effect adopting Conflict of Interest Code for California Mental Health Planning Council filed 11-22-93 pursuant to title 1, section 100, California Code of Regulations (Register 93, No. 48). Approved by Fair Political Practices Commission 9-21-93.

12. Change without regulatory effect redesignating Conflict of Interest Code for California Mental Health Planning Council as chapter 62, section 55100 filed 1-4-94 pursuant to title 1, section 100, California Code of Regulations (Register 94, No. 1).

13. Editorial correction adding History 11 and 12 and deleting duplicate section number (Register 94, No. 17).

14. Amendment of subsection (b)(8), designation of subsection (b)(8)(A), new subsection (b)(8)(B), and amendment of subsections (b)(8.1)-(b)(8.1)(B), (b)(9)(E) and Note filed 3-14-95; operative 3-14-95 pursuant to Government Code section 11343.4(d) (Register 95, No. 11).

15. Editorial correction inserting inadvertently omitted language in footnote 4 (Register 96, No. 13).

16. Amendment of subsections (b)(8)(A)-(B) and (b)(8.1)(A), repealer of subsection (b)(8.1)(B), and amendment of subsection (b)(12) filed 10-23-96; operative 10-23-96 pursuant to Government Code section 11343.4(d) (Register 96, No. 43).

17. Amendment of subsections (b)(8.1) and (9)(E) filed 4-9-97; operative 4-9-97 pursuant to Government Code section 11343.4(d) (Register 97, No. 15).

18. Amendment of subsections (b)(7)(B)5., new subsections (b)(8.2)-(b)(8.4)(C) and amendment of Note filed 8-24-98; operative 8-24-98 pursuant to Government Code section 11343.4(d) (Register 98, No. 35).

19. Editorial correction of subsection (a) (Register 98, No. 47).

20. Amendment of subsections (b)(8.1), (b)(8.1)(A) and (b)(9)(E) filed 5-11-99; operative 5-11-99 pursuant to Government Code section 11343.4(d) (Register 99, No. 20).

21. Amendment of subsections (b)(8.1)-(b)(8.1)(A) and (b)(9)(E) filed 12-6-2000; operative 1-1-2001 pursuant to the 1974 version of Government Code section 11380.2 and Title 2, California Code of Regulations, section 18312(d) and (e) (Register 2000, No. 49).

22. Amendment of subsections (b)(3) and (b)(10) filed 1-10-2001; operative 2-1-2001. Submitted to OAL for filing pursuant to *Fair Political Practices Commission v. Office of Administrative Law*, 3 Civil C010924, California Court of Appeal, Third Appellate District, nonpublished decision, April 27, 1992 (FPPC regulations only subject to 1974 Administrative Procedure Act rulemaking requirements) (Register 2001, No. 2).

23. Amendment of subsections (b)(7)(A)4., (b)(7)(B)1.-2., (b)(8.2)(E)3., (b)(9)(A)-(C) and footnote 4. filed 2-13-2001. Submitted to OAL for filing pursuant to *Fair Political Practices Commission v. Office of Administrative Law*, 3 Civil C010924, California Court of Appeal, Third Appellate District, nonpublished decision, April 27, 1992 (FPPC regulations only subject to 1974 Administrative Procedure Act rulemaking requirements) (Register 2001, No. 7).

24. Amendment of subsections (b)(8.1)-(b)(8.1)(A) filed 1-16-2003; operative 1-1-2003. Submitted to OAL for filing pursuant to *Fair Political Practices Commission v. Office of Administrative Law*, 3 Civil C010924, California Court of Appeal, Third Appellate District,

nonpublished decision, April 27, 1992 (FPPC regulations only subject to 1974 Administrative Procedure Act rulemaking requirements) (Register 2003, No. 3).

25. Editorial correction of History 24 (Register 2003, No. 12).

26. Editorial correction removing extraneous phrase in subsection (b)(9.5)(B) (Register 2004, No. 33).

27. Amendment of subsections (b)(2)-(3), (b)(3)(C), (b)(6)(C), (b)(8.1)-(b)(8.1)(A), (b)(9)(E) and (b)(11)-(12) filed 1-4-2005; operative 1-1-2005 pursuant to Government Code section 11343.4 (Register 2005, No. 1).

28. Amendment of subsection (b)(7)(A)4. filed 10-11-2005; operative 11-10-2005 (Register 2005, No. 41).

29. Amendment of subsections (a), (b)(1), (b)(3), (b)(8.1), (b)(8.1)(A) and (b)(9)(E) filed 12-18-2006; operative 1-1-2007. Submitted to OAL pursuant to *Fair Political Practices Commission v. Office of Administrative Law,* 3 Civil C010924, California Court of Appeal, Third Appellate District, nonpublished decision, April 27, 1992 (FPPC regulations only subject to 1974 Administrative Procedure Act rulemaking requirements) (Register 2006, No. 51).

30. Amendment of subsections (b)(8.1)-(b)(8.1)(A) and (b)(9)(E) filed 10-31-2008; operative 11-30-2008. Submitted to OAL for filing pursuant to *Fair Political Practices Commission v. Office of Administrative Law,* 3 Civil C010924, California Court of Appeal, Third Appellate District, nonpublished decision, April 27, 1992 (FPPC regulations only subject to 1974 Administrative Procedure Act rulemaking requirements and not subject to procedural or substantive review by OAL) (Register 2008, No. 44).

31. Amendment of section heading and section filed 11-15-2010; operative 12-15-2010. Submitted to OAL for filing pursuant to *Fair Political Practices Commission v. Office of*

Administrative Law, 3 Civil C010924, California Court of Appeal, Third Appellate District, nonpublished decision, April 27, 1992 (FPPC regulations only subject to 1974 Administrative Procedure Act rulemaking requirements and not subject to procedural or substantive review by OAL) (Register 2010, No. 47).

32. Amendment of section heading and subsections (a)-(b)(1), (b)(3)-(4), (b)(5)(C), (b)(8.1)-(b)(8.1)(A) and (b)(9)(E) and amendment of footnote 1 filed 1-8-2013; operative 2-7-2013. Submitted to OAL for filing pursuant to *Fair Political Practices Commission v. Office of Administrative Law*, 3 Civil C010924, California Court of Appeal, Third Appellate District, nonpublished decision, April 27, 1992 (FPPC regulations only subject to 1974 Administrative Procedure Act rulemaking requirements and not subject to procedural or substantive review by OAL) (Register 2013, No. 2).

33. Amendment of subsections (b)(8.1)-(b)(8.1)(A), (b)(8.2)(E)3. and (b)(9)(E) filed 12-15-2014; operative 1-1-2015 pursuant to section 18312(e)(1)(A), title 2, California Code of Regulations. Submitted to OAL for filing and printing pursuant to *Fair Political Practices Commission v. Office of Administrative Law*, 3 Civil C010924, California Court of Appeal, Third Appellate District, nonpublished decision, April 27, 1992 (FPPC regulations only subject to 1974 Administrative Procedure Act rulemaking requirements) (Register 2014, No. 51).

34. Redesignation of portions of subsection (b)(8)(A) as new subsections (b)(8)(B)-(D), amendment of subsections (b)(8.1)-(b)(8.1)(A), redesignation of portions of subsection (b)(8.1)(A) as new subsections (b)(8.1)(B)-(C) and amendment of subsection (b)(9)(E) filed 12-1-2016; operative 12-31-2016 pursuant to Cal. Code Regs. tit. 2, section 18312(e). Submitted to OAL for filing pursuant to *Fair Political Practices Commission v. Office of Administrative Law*, 3 Civil C010924, California Court of Appeal, Third Appellate District, nonpublished decision,

April 27, 1992 (FPPC regulations only subject to 1974 Administrative Procedure Act rulemaking requirements and not subject to procedural or substantive review by OAL) (Register 2016, No. 49).

VISTA CHARTER PUBLIC SCHOOLS CONFLICT OF INTEREST BOARD POLICY

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission has adopted a regulation (2 California Code of Regulations §18730) that contains the terms of a standard conflict of interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act.

Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference into this Board Policy.

This regulation and the attached Appendices, designating positions and establishing disclosure categories, shall constitute the conflict of interest code for the VISTA CHARTER PUBLIC SCHOOLS (the "Charter School").

Individuals holding designated positions as defined herein shall file statements of economic interests with MLC, which will make the statements available for public inspection and reproduction (Government Code § 81008). All statements will be retained by the Charter School.

Table of Contents

Policy Overview 2
General Duties and Responsibilities 2
Filers 2
Form 700 – Statement of Economic Interests 2
New or Changed Employee Positions 2
Review of Contractor / Consultant Positions 3
Reviewing, Reporting and Resolving Conflicts of Interest 3
APPENDIX A DESIGNATED POSITIONS 4

Policy Overview

In June 1974 California voters passed Proposition 9, known as the Political Reform Act. To administer, interpret and enforce its provisions a new, independent agency was created (Fair Political Practice Commission). The FPPC sets ethics rules for state and local government officials that impose strict limits on decisions or votes that would affect the official's financial interests.

The Political Reform Act, in regards to the Conflict of Interest Code, is designed to assure that:

- State and local government serve all citizens equally, without regard to status or wealth
- Public officials perform their duties impartially, without bias because of personal financial interests or the interests of financial supporters
- Public officials disclose income and assets that could be affected by official actions
- Public officials disqualify themselves from participating in decisions when they have conflicts of interest
- The activity of those who lobby the state legislature is regulated and finances disclosed to prevent improper influence on public officials
- Public officials and private citizens are given the means to enforce political reforms

The intent of this policy is to ensure adherence to the Political Reform Act, Government Codes and to the Charter School's Conflict of Interest Code.

General Duties and Responsibilities

Filers

All individuals holding a designated position (filers) shown in Appendix A are required to file a statement of economic interests (Form 700) pursuant to this Conflict of Interest Policy and the Charter School's Conflict of Interest Code annually and at the intervals otherwise required by law.

Form 700 – Statement of Economic Interests

The Form 700 is the Statement of Economic Interests form, required by the FPPC and used by public officials, to disclose certain assets and income which may affect their governmental decisions by affecting their "financial interests."

New or Changed Employee Positions

The Political Reform Act ("Act") requires that "every agency shall adopt and promulgate a conflict-of-interest code." (Section 87300.) Section 87302(a) provides that a conflict-of-interest code shall contain "specific enumeration of the positions within the agency which involve the making or participation in the making of decisions which may foreseeably have a material financial effect on any financial interest." The term "public official" is defined, in part, in Section 82048 as ". . . every member, officer, employee or consultant of a state or local government agency, but does not include judges and court commissioners in the judicial branch of government." With respect to each such position, a code is required to list the specific types of investments, interests in real property, and income that must be disclosed. The responsibility for determining if a code meets these specifications rests with the "code reviewing body." (Section 87303.)

Any time a position is added, reclassified, or removed, an evaluation must be performed in order to determine if the position (job classification) needs to be a designated filing position and as such, added, modified or removed from the list of positions found within Exhibit A.

The process of determining whether a position needs to be designated or not shall be determined by the Executive Director in consultation with the Charter School's counsel, who shall render a legal opinion accordingly.

Review of Contractor / Consultant Positions

Every contractor / consultant must be considered as a Form 700 filer. It is the responsibility of the department entering into the contract or hiring the consultant to consider the Form 700 filing needs. The Executive Director, with the aid of the Charter School's counsel, shall consider whether the contractor / consultant will make or participate in making governmental decisions on behalf of the agency.

Reviewing, Reporting and Resolving Conflicts of Interest

Conflicts may be reported by many different sources; the public, department head, employee, or co-worker. All possible conflicts shall be reviewed by the Charter School's Counsel, and any resolutions are to be logged and tracked accordingly.

APPENDIX A - DESIGNATED POSITIONS

Members of the Governing Board & Alternates
Candidates for Members of the Governing Board
Superintendent
Assistant Superintendent
Principals
Legal Counsel*
Consultants/New Positions**

*Note: The position of Legal Counsel is filled by outside consultants but acts in staff capacity.

**Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation: The Chief Executive Officer or designee may determine in writing that a particular consultant or new position, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's or new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The Chief Executive Officer's or designee's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code (Government Code § 81008).

Designated positions assigned to this category must report:

a. Interests in real property within the boundaries of the Charter School that are used by the Charter School or are of the type that could be acquired by the Charter School as well as real property within two miles of the property used or the potential site.

b. Investments and business positions in business entities, and sources of income (including gifts, loans, and travel payments) of the type that engage in the purchase or sale of real property or are engaged in building construction or design.

c. Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by the Charter School.

d. Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by the designated position's department. For purposes of this category, a principal's department is his or her entire school.

Vista Legacy Global Academy
Supporting Documentation

Vista Legacy Global Academy
Enrollment & ADA Projections

	2023-24	2024-25	2025-26	2026-27	2027-28
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Enrollment Projection By Grade Level					
Grade 9	125	125	125	125	125
Grade 10		125	125	125	125
Grade 11			125	125	125
Grade 12				125	125
Total Projected Enrollment	**125**	**250**	**375**	**500**	**500**
Attendance Rate	95%	95%	95%	95%	95%
Grade Span ADA Projection					
Tk-3	-	-	-	-	-
Grades 4-6	-	-	-	-	-
Grades 7-8	-	-	-	-	-
Grades 9-12	118.75	237.50	356.25	475.00	475.00
Total Projected ADA	**-**	**-**	**-**	**-**	**-**

Enrollment

	2023-24	2024-25	2025-26	2026-27	2027-28
TK-3	-	-	-	-	-
4-6	-	-	-	-	-
7-8	-	-	-	-	-
9-12	125	250	375	500	500
	125	**250**	**375**	**500**	**500**

RATE

0.95

Average Daily Attendance

	2023-24	2024-25	2025-26	2026-27	2027-28
TK-3	-	-	-	-	-
4-6	-	-	-	-	-
7-8	-	-	-	-	-
9-12	118.75	237.50	356.25	475.00	475.00
	118.75	**237.50**	**356.25**	**475.00**	**475.00**

Vista Legacy Global Academy
Supporting Documentation

BUDGET REPORT ASSUMPTIONS	2023-24	2024-25	2025-26	2026-27	2027-28
Projected Enrollment					
Grades K-3	0	0	0	0	0
Grades 4-6	0	0	0	0	0
Grades 7-8	0	0	0	0	0
Grades 9-12	125	250	375	500	500
Total Enrollment	125	250	375	500	500
Percent Change Over Prior Year	--	100.00%	50.00%	33.33%	100.00%
Projected P-2 ADA					
Grades K-3	-	-	-	-	-
Grades 4-6	-	-	-	-	-
Grades 7-8	-	-	-	-	-
Grades 9-12	118.75	237.50	356.25	475.00	475.00
Total ADA	118.75	237.50	356.25	475.00	475.00
Percent Change Over Prior Year	--	100.00%	50.00%	33.33%	100.00%
ADA to Enrollment Ratio	**0.95**	**0.95**	**0.95**	**0.95**	**0.95**
Revenue Funding Rates (Per ADA)					
Special Education (State)	830.34	830.34	830.34	830.34	830.34
Special Education (Federal)	294.91	294.91	294.91	294.91	294.91
Mandated Cost Reimbursement	53.72	55.88	57.96	57.96	57.96
Lottery (Prop 20)	65.00	65.00	65.00	65.00	65.00
Lottery (Non-Prop 20)	163.00	163.00	163.00	163.00	163.00
Other Major Revenue Assumptions					
Staffing					
Number of Teachers (FTE)	5.00	10.00	15.00	20.00	20.00
Average Teacher Cost (Salary and Benefits)	86,299	88,040	89,212	90,407	92,810
Health and Welfare Cost per Employee	31,285	25,815	23,261	23,659	25,532
Classroom Staffing Ratio					
Students per FTE	25.00	25.00	25.00	25.00	25.00
Benefits					
CalSTRS Employer Rate	19.10%	19.10%	19.10%	19.10%	19.10%
CalPERS Employer Rate					
Facilities					
Rent/Lease	161,311	380,689	658,434	744,859	812,231
Utilities	37,800	56,700	76,545	99,509	124,386
Repairs	10,250	15,375	20,756	26,983	33,729
Administrative Service Agreements					
Oversight Fees to Authorizer (1 or 3 percent)	1%	1%	1%	1%	1%
Authorizer Oversight Annual Fee	17,502	36,276	56,385	77,866	80,653
Other					
Other Major Expenditure Assumptions					

Vista Legacy Global Academy
Supporting Documentation

SALARY POSITIONS ASSUMPTION	2023-24	2024-25	2025-26	2026-27	2027-28
Positions (FTE)					
Certificated Teacher	5	10	15	20	20
Education Specialist	0.25	1	1.5	2	2
SPED Coordinator	0.08	0.13	0.5	1	1
School Psychologist	0.26	0.41	1	2	2
PE Teacher	1	1	1	1	1
Superintendent	0.2	0.23	0.23	0.23	0.23
Assistant Superintendent	0.07	0.5	0.5	0.5	0.5
Principal	0.26	1	1	1	1
Assistant Principal	0.26	0.41	1	1	1
College & Career Counselor	0.26	1	2	3	3
Teacher's Aide	2.07	2.76	8.28	13.8	13.8
Supervision Aide	1.38	1.38	3.45	4.14	4.83
Database Administrator	0.2	0.23	0.23	0.23	0.23
IT Coordinator	0.26	0.41	1	1	1
Office Manager	0.26	0.41	1	1	1
Office Clerk	1	1	2	3	3
Plant Manager	0.26	0.41	1	1	1
Custodian	0.5	1	3	5	5
Culture & Community Coordinator	0	1	1	1	1
Intervention Coordinator	1	1	1	1	1
	9.57	24.28	45.69	62.90	63.59

Vista Legacy Global Academy
Supporting Documentation

Vista Legacy Global Academy

Salaries & Benefits - Year 1

Employee Type	Position	Object Code	Salary	Hrly rate	Hours	Percent of Shared Employee	Annualized	Object Total	STRS	PERS	Medical	Dental	Vision	Life	OASDI/Medi	WC	UI	Benefits Total
									19.10%	0.00%	1,000	35	15	8				
Certificated	Teacher	1100	$ 61,053.00			100%	$ 61,053.00		11,661		12,000	420	180	100	885	916	2,076	28,238
Certificated	Teacher	1100	$ 61,053.00			100%	$ 61,053.00		11,661		12,000	420	180	100	885	916	2,076	28,238
Certificated	Teacher	1100	$ 61,053.00			100%	$ 61,053.00		11,661		12,000	420	180	100	885	916	2,076	28,238
Certificated	Teacher	1100	$ 61,053.00			100%	$ 61,053.00		11,661		12,000	420	180	100	885	916	2,076	28,238
Certificated	Teacher	1100	$ 61,053.00			100%	$ 61,053.00		11,661		12,000	420	180	100	885	916	2,076	28,238
Certificated	Teacher P.E.	1100	$ 61,053.00			100%	$ 61,053.00		11,661		12,000	420	180	100	885	916	2,076	28,238
Certificated	SPED Coordinator	1100	$ 65,763.00			8%	$ 5,261.04		1,005		960	34	14	8	76	79	179	2,355
Certificated	Intervention Coordinator	1100	$ 61,053.00			100%	$ 61,053.00		11,661		12,000	420	180	100	885	916	2,076	28,238
Certificated	Education Specialist	1100	$ 61,053.00			25%	$ 15,263.25		2,915		3,000	105	45	25	221	229	519	7,059
Certificated	College & Career Counselor	1100	$ 72,500.00			26%	$ 18,850.00		3,600		3,120	109	47	26	273	283	641	8,099
Certificated	Psychologist	1100	$ 94,869.00			26%	$ 24,665.94		4,711		3,120	109	47	26	358	370	839	9,579
								$ 491,411.23								-	-	-
Certificated	Superintendent	1300	$ 240,000.00			20%	$ 48,000.00		9,168		2,400	84	36	20	696	720	1,632	14,756
Certificated	Assistant Superintendent	1300	$ 170,000.00			7%	$ 11,900.00		2,273		840	29	13	7	173	179	405	3,918
Certificated	Principal	1300	$ 121,415.00			26%	$ 31,567.90		6,029		3,120	109	47	26	458	474	1,073	11,336
Certificated	Assistant Principal	1300	$ 99,339.00			26%	$ 25,828.14		4,933		3,120	109	47	26	375	387	878	9,875
								$ 117,296.04										-
							Certificated Total	$ 608,707.27	116,263	-	103,680	3,629	1,555	864	8,826	9,131	20,696	264,644
Classified	Teacher's Aide	2100		$ 18.50	5.50		$ 18,315.00			-					1,401	275	623	2,299
Classified	Teacher's Aide	2100		$ 18.50	5.50		$ 18,315.00			-					1,401	275	623	2,299
Classified	Teacher's Aide	2100		$ 18.50	5.50		$ 18,315.00								1,401	275	623	2,299
Classified	Supervision Aide	2100		$ 16.75	5.50		$ 16,582.50			-					1,269	249	564	2,081
Classified	Supervision Aide	2100		$ 16.75	5.50		$ 16,582.50								1,269	249	564	2,081
								$ 88,110.00		-					-	-	-	-
Classified	Plant Manager	2200	$ 52,845.00			26%	$ 13,739.70			-	3,120	109	47	26	1,051	206	467	5,026
Classified	Custodian	2200		$ 17.93	4.00		$ 16,208.72			-					1,240	243	551	2,034
								$ 29,948.42		-					-	-	-	-
Classified	Database Administrator	2300	$ 75,988.00			20%	$ 15,197.60			-	2,400	84	36	20	1,163	228	517	4,447
Classified	IT Coordinator	2300	$ 55,080.00			26%	$ 14,320.80			-	3,120	109	47	26	1,096	215	487	5,099
								$ 29,518.40		-					-	-	-	-
Classified	Office Manager	2400	$ 49,250.00			26%	$ 12,805.00			-	3,120	109	47	26	980	192	435	4,909
Classified	Office Clerk	2400		$ 17.00	8.00		$ 24,480.00			-	12,000	420	180	100	1,873	367	832	15,772
								$ 37,285.00										
Classified	C&C Coordinator	2900		$ 25.28	8.00	0%	$ -				-	-	-	-	-	-	-	-
								$0										-
							Classified Total	$ 184,861.82	-	-	23,760	832	356	198	14,142	2,773	6,285	48,346
																		-
							Staff Total	$ 793,569.09	116,263	-	127,440	4,460	1,912	1,062	22,968	11,904	26,981	312,990

Vista Legacy Global Academy
Supporting Documentation

Salaries & Benefits - Years 1 to 5

Position	Annual	Y1	Y2	Y3	Y4	Y5
Teacher	$ 61,053.00	$ 305,265.00	$ 619,687.95	$ 943,543.59	$ 1,277,114.90	$ 1,315,428.34
Teacher P.E.	$ 61,053.00	$ 61,053.00	$ 62,884.59	$ 64,771.13	$ 66,714.26	$ 68,715.69
SPED Coordinator	$ 60,000.00	$ 5,261.04	$ 8,034.00	$ 30,900.00	$ 61,800.00	$ 63,654.00
Intervention Coordinator	$ 60,000.00	$ 61,053.00	$ 62,884.59	$ 64,771.13	$ 66,714.26	$ 68,715.69
Education Specialist	$ 61,053.00	$ 15,263.25	$ 62,884.59	$ 95,297.63	$ 129,598.85	$ 133,486.82
College & Career Counselor	$ 72,500.00	$ 18,850.00	$ 74,675.00	$ 149,415.25	$ 226,397.71	$ 233,189.64
Psychologist	$ 94,869.00	$ 24,665.94	$ 40,063.18	$ 94,869.00	$ 192,584.07	$ 198,361.59
		$ 491,411.23	**$ 931,113.90**	**$ 1,443,567.72**	**$ 2,020,924.05**	**$ 2,081,551.77**
Superintendent	$ 240,000.00	$ 48,000.00	$ 56,856.00	$ 56,856.00	$ 56,856.00	$ 56,856.00
Assistant Superintendent	$ 170,000.00	$ 11,900.00	$ 87,550.00	$ 87,550.00	$ 87,550.00	$ 87,550.00
Principal	$ 121,415.00	$ 31,567.90	$ 125,057.45	$ 128,809.17	$ 132,673.45	$ 136,653.65
Assistant Principal	$ 99,339.00	$ 25,828.14	$ 41,950.86	$ 102,319.17	$ 105,388.75	$ 108,550.41
		$ 117,296.04	**$ 311,414.31**	**$ 375,534.34**	**$ 382,468.19**	**$ 389,610.06**
	Certificated Total	**$ 608,707.27**	**$ 1,242,528.21**	**$ 1,819,102.07**	**$ 2,403,392.24**	**$ 2,471,161.83**
Teacher's Aide	$ 18,315.00	$ 54,945.00	$ 74,908.35	$ 273,675.60	$ 478,405.87	$ 512,758.04
Supervision Aide	$ 16,582.50	$ 33,165.00	$ 34,159.95	$ 109,932.25	$ 154,812.72	$ 176,039.60
		$ 88,110.00	**$ 109,068.30**	**$ 383,607.85**	**$ 633,218.58**	**$ 688,797.64**
Plant Manager	$ 52,845.00	$ 13,739.70	$ 13,063.28	$ 52,845.00	$ 54,430.35	$ 56,063.26
Custodian	$ 32,417.44	$ 16,208.72	$ 33,389.96	$ 99,226.54	$ 167,038.22	$ 172,049.36
		$ 29,948.42	**$ 46,453.25**	**$ 152,071.54**	**$ 221,468.57**	**$ 228,112.63**
Data Administrator	$ 75,988.00	$ 15,197.60	$ 18,001.56	$ 18,001.56	$ 18,001.56	$ 18,001.56
IT Coordinator	$ 55,080.00	$ 14,320.80	$ 23,260.28	$ 81,732.40	$ 81,732.40	$ 84,184.37
		$ 29,518.40	**$ 41,261.84**	**$ 99,733.96**	**$ 99,733.96**	**$ 102,185.93**
Office Manager	$ 49,250.00	$ 12,805.00	$ 20,291.00	$ 75,727.50	$ 102,999.33	$ 106,089.30
Office Clerk	$ 27,880.00	$ 24,480.00	$ 28,716.40	$ 57,457.89	$ 87,061.63	$ 89,673.48
		$ 37,285.00	**$ 49,007.40**	**$ 133,185.39**	**$ 190,060.95**	**$ 195,762.78**
C&C Coordinator	$ 36,403.20	$ -	$ 36,403.20	$ 37,495.30	$ 38,620.15	$ 39,778.76
		$ -	**$ 36,403.20**	**$ 37,495.30**	**$ 38,620.15**	**$ 39,778.76**
	Classified Total	**$ 184,861.82**	**$ 282,193.99**	**$ 806,094.04**	**$ 1,183,102.22**	**$ 1,254,637.74**
	SALARY TOTAL	**$ 793,569.09**	**$ 1,524,722.20**	**$ 2,625,196.10**	**$ 3,586,494.46**	**$ 3,725,799.57**
	STRS Rates	19.10%	19.10%	19.10%	19.10%	19.10%
	Annual	$ 116,263.09	$ 237,322.89	$ 347,448.49	$ 459,047.92	$ 471,991.91
	PERS Rates	0.00%	0.00%	0.00%	0.00%	0.00%
	Annual	$ -	$ -	$ -	$ -	$ -
	Health Insurance ER Cov	$ 1,058.33	$ 1,217.08	$ 1,399.64	$ 1,609.59	$ 1,851.03
	Eligible Cert Employees	7.57	15.38	23.46	30.46	30.46
	Annual	$ 96,138.70	$ 224,624.19	$ 394,027.05	$ 588,336.47	$ 676,586.94
	Eligible Class Employees	1.98	3.46	6.23	7.23	7.23
	Annual	$ 25,145.92	$ 50,533.14	$ 104,637.19	$ 139,647.82	$ 160,595.00
	OASDI/Medi Cert	1.45%	1.45%	1.45%	1.45%	1.45%
	Annual	$ 8,826.26	$ 18,016.66	$ 26,376.98	$ 34,849.19	$ 35,831.85
	OASDI/Medi Class	7.65%	7.65%	7.65%	7.65%	7.65%
	Annual	$ 14,141.93	$ 21,587.84	$ 61,666.19	$ 90,507.32	$ 95,979.79
	WC Cert	1.50%	1.50%	1.50%	1.50%	1.50%
	Annual	$ 9,130.61	$ 18,637.92	$ 27,286.53	$ 36,050.88	$ 37,067.43
	WC Class	1.50%	1.50%	1.50%	1.50%	1.50%
	Annual	$ 2,772.93	$ 4,232.91	$ 12,091.41	$ 17,746.53	$ 18,819.57
	UI Cert	3.40%	3.40%	3.40%	3.40%	3.40%
	Annual	$ 20,696.05	$ 42,245.96	$ 61,849.47	$ 81,715.34	$ 84,019.50
	UI Class	3.40%	3.40%	3.40%	3.40%	3.40%
	Annual	$ 6,285.30	$ 9,594.60	$ 27,407.20	$ 40,225.48	$ 42,657.68
	TOTAL BENEFITS	**$ 299,400.78**	**$ 626,796.11**	**$ 1,062,790.52**	**$ 1,488,126.95**	**$ 1,623,549.66**

Vista Legacy Global Academy
Supporting Documentation

Name of School	No. of Students	Facility SQFT	Monthly	Annual Cost	PPSQFT
Vista MS - LA	420	31,000	45,291	543,492	1.46
Vista Heritage	270	15,000	18,955	227,460	1.26
Vista Horizon	50	8,900	7,350	73,703	0.83
Vista Condor	175	6,600	8,500	102,000	1.29
	915	61,500			

	No. of Students	Facility SQFT	Monthly	Annual Cost	PPSQFT	% of Annual Budget
Vista High School (Private Facility)	125	8,402	13,443	161,311	$ 1.60	8.02%
	250	16,803	27,557	330,689	$ 1.64	8.67%
	375	25,205	42,369	508,434	$ 1.68	8.27%
	500	33,607	57,905	694,859	$ 1.72	8.30%
	500	33,607	59,353	712,231	$ 1.77	8.05%
Vista Horizon (LAUSD Prop 39)	125	7,870	5,851	70,216	$ 0.74	3.49%
	225	14,167	10,848	130,181	$ 0.77	3.41%
	300	18,889	14,899	178,782	$ 0.79	2.91%
	375	23,611	19,182	230,182	$ 0.81	2.75%
	450	28,333	23,709	284,505	$ 0.84	3.22%

Vista Legacy Global Academy
Supporting Documentation

Vista Legacy Global Academy	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
SUMMARY OF FUNDING								
General Assumptions								
COLA & Augmentation	*3.26%*	*0.00%*	*5.07%*	*5.33%*	*3.61%*	*3.64%*	*3.62%*	*3.58%*
Base Grant Proration Factor	-	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Add-on, ERT & MSA Proration Factor	-	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
LCFF Entitlement								
Base Grant	$-	$-	$-	$-	$1,270,269	$2,632,925	$4,092,244	$5,651,550
Grade Span Adjustment	-	-	-	-	33,012	68,400	106,519	146,775
Supplemental Grant	-	-	-	-	214,781	445,178	691,956	955,564
Concentration Grant	-	-	-	-	232,114	481,106	747,800	1,032,682
Add-ons: Targeted Instructional Improvement Block Grant	-	-	-	-	-	-	-	-
Add-ons: Home-to-School Transportation	-	-	-	-	-	-	-	-
Add-ons: Small School District Bus Replacement Program	-	-	-	-	-	-	-	-
Total LCFF Entitlement Before Adjustments, ERT & Additional State Aid	**$-**	**$-**	**$-**	**$-**	**$1,750,176**	**$3,627,609**	**$5,638,519**	**$7,786,571**
Miscellaneous Adjustments	-	-	-	-	-	-	-	-
Economic Recovery Target	-	-	-	-	-	-	-	-
Additional State Aid	-	-	-	-	-	-	-	-
Total LCFF Entitlement	**-**	**-**	**-**	**-**	**1,750,176**	**3,627,609**	**5,638,519**	**7,786,571**
LCFF Entitlement Per ADA	**$ -**	**$ -**	**$ -**	**$ -**	**$ 14,738**	**$ 15,274**	**$ 15,827**	**$ 16,393**
Components of LCFF By Object Code								
State Aid (Object Code 8011)	$ -	$ -	$ -	$ -	$ 1,350,244	$ 2,827,745	$ 4,438,722	$ 6,186,842
EPA (for LCFF Calculation purposes)	$ -	$ -	$ -	$ -	$ 23,750	$ 47,500	$ 71,250	$ 95,000
Local Revenue Sources:								
Property Taxes (Object 8021 to 8089)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
In-Lieu of Property Taxes (Object Code 8096)	-	-	-	-	376,182	752,364	1,128,547	1,504,729
Property Taxes net of In-Lieu	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
TOTAL FUNDING	**-**	**-**	**-**	**-**	**1,750,176**	**3,627,609**	**5,638,519**	**7,786,571**
Basic Aid Status	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Excess Taxes	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
EPA in Excess to LCFF Funding	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total LCFF Entitlement	**-**	**-**	**-**	**-**	**1,750,176**	**3,627,609**	**5,638,519**	**7,786,571**

SUMMARY OF EPA								
% of Adjusted Revenue Limit - Annual	16.13801139%	70.06785065%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%
% of Adjusted Revenue Limit - P-2	16.08698870%	70.06785065%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%
EPA (for LCFF Calculation purposes)	$ -	$ -	$ -	$ -	$ 23,750	$ 47,500	$ 71,250	$ 95,000
EPA, Current Year (Object Code 8012) (P-2 plus Current Year Accrual)	$ -	$ -	$ -	$ -	$ 23,750	$ 47,500	$ 71,250	$ 95,000
EPA, Prior Year Adjustment (Object Code 8019) (P-A less Prior Year Accrual)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Accrual (from Data Entry tab)	-	-	-	-	-	-	-	-

LCAP PERCENTAGE TO INCREASE OR IMPROVE SERVICES								
Base Grant (*Excludes add-ons for TIIG and Transportation*)	$ -	$ -	$ -	$ -	$ 1,303,281	$ 2,701,325	$ 4,198,763	$ 5,798,325
Supplemental and Concentration Grant funding in the LCAP year	$ -	$ -	$ -	$ -	$ 446,895	$ 926,284	$ 1,439,756	$ 1,988,246
Percentage to Increase or Improve Services	0.00%	0.00%	0.00%	0.00%	34.29%	34.29%	34.29%	34.29%

SUMMARY OF STUDENT POPULATION								
Unduplicated Pupil Population								
Enrollment	-	-	-	-	125	250	375	500
COE Enrollment	-	-	-	-	-	-	-	-
Total Enrollment	**0**	**0**	**0**	**0**	**125**	**250**	**375**	**500**
Unduplicated Pupil Count	-	-	-	-	103	206	309	412
COE Unduplicated Pupil Count	-	-	-	-	-	-	-	-
Total Unduplicated Pupil Count	**0**	**0**	**0**	**0**	**103**	**206**	**309**	**412**
Rolling %, Supplemental Grant	0.0000%	0.0000%	0.0000%	0.0000%	82.4000%	82.4000%	82.4000%	82.4000%
Rolling %, Concentration Grant	0.0000%	0.0000%	0.0000%	0.0000%	82.4000%	82.4000%	82.4000%	82.4000%

SUMMARY OF LCFF ADA								
Prior Year ADA for the Hold Harmless - (net of current year charter shift)								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
LCFF Subtotal	-	-	-	-	-	-	-	-
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	-	-	-	-	-
Current Year ADA								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	118.75	237.50	356.25	475.00
LCFF Subtotal	-	-	-	-	118.75	237.50	356.25	475.00
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	-	118.75	237.50	356.25	475.00
Change in LCFF ADA (excludes NSS ADA)	-	-	-	-	118.75	237.50	356.25	475.00
	No Change	No Change	No Change	No Change	Increase	Increase	Increase	Increase
Funded LCFF ADA for the Hold Harmless								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	118.75	237.50	356.25	475.00
Subtotal	-	-	-	-	118.75	237.50	356.25	475.00
	Current	*Current*	*Current*	*Current*	*Current*	*Current*	*Current*	*Current*
Funded NSS ADA								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-
	Prior	Prior	Prior	Prior	Prior	Prior	Prior	Prior
NPS, CDS, & COE Operated								

Vista Legacy Global Academy
Supporting Documentation

Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-
ACTUAL ADA ***(Current Year Only)***								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	118.75	237.50	356.25	475.00
Total Actual ADA	-	-	-	-	118.75	237.50	356.25	475.00
TOTAL FUNDED ADA								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	118.75	237.50	356.25	475.00
Total	**-**	**-**	**-**	**-**	**118.75**	**237.50**	**356.25**	**475.00**
Funded Difference (Funded ADA less Actual ADA)	-	-	-	-	-	-	-	-

PER-ADA FUNDING LEVELS								
Base, Supplemental and Concentration Rate per ADA								
Grades TK-3	$ 8,503	$ 8,503	$ 8,935	$ 9,410	$ 13,095	$ 13,570	$ 14,060	$ 14,565
Grades 4-6	$ 7,818	$ 7,818	$ 8,215	$ 8,653	$ 12,039	$ 12,477	$ 12,928	$ 13,391
Grades 7-8	$ 8,050	$ 8,050	$ 8,458	$ 8,909	$ 12,396	$ 12,848	$ 13,312	$ 13,789
Grades 9-12	$ 9,572	$ 9,572	$ 10,057	$ 10,592	$ 14,738	$ 15,274	$ 15,827	$ 16,393
Base Grants								
Grades TK-3	$ 7,702	$ 7,702	$ 8,093	$ 8,524	$ 8,832	$ 9,153	$ 9,484	$ 9,824
Grades 4-6	$ 7,818	$ 7,818	$ 8,215	$ 8,653	$ 8,965	$ 9,291	$ 9,627	$ 9,972
Grades 7-8	$ 8,050	$ 8,050	$ 8,458	$ 8,909	$ 9,231	$ 9,567	$ 9,913	$ 10,268
Grades 9-12	$ 9,329	$ 9,329	$ 9,802	$ 10,324	$ 10,697	$ 11,086	$ 11,487	$ 11,898
Grade Span Adjustment								
Grades TK-3	$ 801	$ 801	$ 842	$ 886	$ 919	$ 952	$ 986	$ 1,022
Grades 9-12	$ 243	$ 243	$ 255	$ 268	$ 278	$ 288	$ 299	$ 309
Prorated Base, Supplemental and Concentration Rate per ADA								
Grades TK-3	$ 8,503	$ 8,503	$ 8,935	$ 9,410	$ 9,751	$ 10,105	$ 10,470	$ 10,846
Grades 4-6	$ 7,818	$ 7,818	$ 8,215	$ 8,653	$ 8,965	$ 9,291	$ 9,627	$ 9,972
Grades 7-8	$ 8,050	$ 8,050	$ 8,458	$ 8,909	$ 9,231	$ 9,567	$ 9,913	$ 10,268
Grades 9-12	$ 9,572	$ 9,572	$ 10,057	$ 10,592	$ 10,975	$ 11,374	$ 11,786	$ 12,207
Prorated Base Grants								
Grades TK-3	$ 7,702	$ 7,702	$ 8,093	$ 8,524	$ 8,832	$ 9,153	$ 9,484	$ 9,824
Grades 4-6	$ 7,818	$ 7,818	$ 8,215	$ 8,653	$ 8,965	$ 9,291	$ 9,627	$ 9,972
Grades 7-8	$ 8,050	$ 8,050	$ 8,458	$ 8,909	$ 9,231	$ 9,567	$ 9,913	$ 10,268
Grades 9-12	$ 9,329	$ 9,329	$ 9,802	$ 10,324	$ 10,697	$ 11,086	$ 11,487	$ 11,898
Prorated Grade Span Adjustment								
Grades TK-3	$ 801	$ 801	$ 842	$ 886	$ 919	$ 952	$ 986	$ 1,022
Grades 9-12	$ 243	$ 243	$ 255	$ 268	$ 278	$ 288	$ 299	$ 309
Supplemental Grant	20%	20%	20%	20%	20%	20%	20%	20%
Maximum - 1.00 ADA, 100% UPP								
Grades TK-3	$ 1,701	$ 1,701	$ 1,787	$ 1,882	$ 1,950	$ 2,021	$ 2,094	$ 2,169
Grades 4-6	$ 1,564	$ 1,564	$ 1,643	$ 1,731	$ 1,793	$ 1,858	$ 1,925	$ 1,994
Grades 7-8	$ 1,610	$ 1,610	$ 1,692	$ 1,782	$ 1,846	$ 1,913	$ 1,983	$ 2,054
Grades 9-12	$ 1,914	$ 1,914	$ 2,011	$ 2,118	$ 2,195	$ 2,275	$ 2,357	$ 2,441
Actual - 1.00 ADA, Local UPP as follows:	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*82.40%*	*82.40%*	*82.40%*	*82.40%*

Vista Legacy Global Academy
Supporting Documentation

Grades TK-3	$ -	$ -	$ -	$ -	$ 1,607	$ 1,665	$ 1,725	$ 1,787		
Grades 4-6	$ -	$ -	$ -	$ -	$ 1,477	$ 1,531	$ 1,587	$ 1,643		
Grades 7-8	$ -	$ -	$ -	$ -	$ 1,521	$ 1,577	$ 1,634	$ 1,692		
Grades 9-12	$ -	$ -	$ -	$ -	$ 1,809	$ 1,874	$ 1,942	$ 2,012		
Concentration Grant (>55% population)	50%	50%	65%	65%	65%	65%	65%	65%		
Maximum - 1.00 ADA, 100% UPP										
Grades TK-3	$ 4,252	$ 4,252	$ 5,808	$ 6,117	$ 6,338	$ 6,568	$ 6,806	$ 7,050		
Grades 4-6	$ 3,909	$ 3,909	$ 5,340	$ 5,624	$ 5,827	$ 6,039	$ 6,258	$ 6,482		
Grades 7-8	$ 4,025	$ 4,025	$ 5,498	$ 5,791	$ 6,000	$ 6,219	$ 6,443	$ 6,674		
Grades 9-12	$ 4,786	$ 4,786	$ 6,537	$ 6,885	$ 7,134	$ 7,393	$ 7,661	$ 7,935		
Actual - 1.00 ADA, Local UPP >55% as follows:	*0.0000%*	*0.0000%*	*0.0000%*	*0.0000%*	*27.4000%*	*27.4000%*	*27.4000%*	*27.4000%*		
Grades TK-3	$ -	$ -	$ -	$ -	$ 1,737	$ 1,800	$ 1,865	$ 1,932		
Grades 4-6	$ -	$ -	$ -	$ -	$ 1,597	$ 1,655	$ 1,715	$ 1,776		
Grades 7-8	$ -	$ -	$ -	$ -	$ 1,644	$ 1,704	$ 1,766	$ 1,829		
Grades 9-12	$ -	$ -	$ -	$ -	$ 1,955	$ 2,026	$ 2,099	$ 2,174		

Vista Legacy Global Academy
Supporting Documentation

Vista Legacy Global Academy

Multi-Year Projection

This charter school uses the following basis of accounting:

☐ **Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)**

☒ **Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)**

Description	2023-24	2024-25	2025-26	2026-27	2027-28	Assumptions
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	1,350,244	2,827,745	4,438,722	6,186,842	6,465,601	Based on FCMAT LCFF V23.1a
Education Protection Account (EPA) - Current Year	23,750	47,500	71,250	95,000	95,000	200/ADA
State Aid - Prior Years						
Transfers to Charter Schools in Lieu of Property Taxes	376,182	752,364	1,128,547	1,504,729	1,504,729	Based on 2021-22 P-2 Los Angeles Unified Property Tax Rates
Other LCFF Transfers	-	-	-	-	-	
Total, LCFF Sources	1,750,176	3,627,609	5,638,519	7,786,571	8,065,330	
2. Federal Revenues						
No Child Left Behind	-	-	-	-	-	
Special Education - Federal	-	70,041	105,062	140,082	140,082	Based on most recent LAUSD SELPA rates, Y1 is accrued
Child Nutrition - Federal	73,000	141,400	210,340	282,880	287,200	Based on most recent NSLP federal reimbursement rates
Other Federal Revenues	-	-	-	-	-	
Title I	39,188	78,375	117,563	156,750	156,750	
Title II	4,988	9,975	14,963	19,950	19,950	
Title III	-	9,477	14,216	18,955	18,955	
Title IV	-	-	-	-	-	
Title V	-	-	-	-	-	
PCSGP	-	-	-	-	-	
Total, Federal Revenues	117,175	309,268	462,143	618,617	622,937	
3. Other State Revenues						
Special Education - State	98,603	197,206	295,809	394,412	394,412	Based on most recent LAUSD SELPA rates
Child Nutrition - State	9,125	17,675	26,293	35,360	35,900	Based on most recent NSLP state reimbursement rates
School Facilities Appotionments	108,885	256,965	444,443	502,780	548,256	Based on latest available information from CSFA
Mandated Cost Reimbursement	-	13,272	20,648	27,531	27,531	$49.03 per ADA
State Lottery Revenue	-	27,075	54,150	81,225	108,300	$163/ADA base , $65/ADA prop 20
ASES	-	-	-	-	-	
All Other State Revenues	-	-	-	-	-	
Total, Other State Revenues	216,613	512,192	841,342	1,041,308	1,114,398	
4. Other Local Revenues						
Food Service Sales	-	-	-	-	-	
All Other Sales	-	-	-	-	-	
Interest	-	-	-	-	-	
Donations	-	-	-	-	-	
All Other Fees and Contracts	-	-	-	-	-	

All Other Local Revenues	-					
Total, Local Revenues	-	-	-	-	-	
5. TOTAL REVENUES	2,083,964	4,449,070	6,942,003	9,446,495	9,802,665	
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	491,411.23	931,113.90	1,443,567.72	2,020,924.05	2,081,551.77	Projected salary based on historical data & growth projection, plus 3% annual increase
Certificated Stipends						
Certificated Pupil Support Salaries						
Certificated Supervisors' and Administrators' Salaries	117,296.04	311,414.31	375,534.34	382,468.19	389,610.06	
Certificated Bonuses						
Other Certificated Salaries						
Total, Certificated Salaries	608,707.27	1,242,528.21	1,819,102.07	2,403,392.24	2,471,161.83	
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	88,110.00	109,068.30	383,607.85	633,218.58	688,797.64	Projected salary based on historical data & growth projection, plus 3% annual increase
Non-certificated Support Salaries	29,948.42	46,453.25	152,071.54	221,468.57	228,112.63	
Non-certificated Supervisors' and Administrators' Sal.	29,518.40	41,261.84	99,733.96	99,733.96	102,185.93	
Clerical and Office Salaries	37,285.00	49,007.40	133,185.39	190,060.95	195,762.78	
Non-certificated Bonuses						
Other Non-certificated Salaries	-	36,403.20	37,495.30	38,620.15	39,778.76	
Other Non-certificated Substitute						
Total, Non-certificated Salaries	184,861.82	282,193.99	806,094.04	1,183,102.22	1,254,637.74	
3. Employee Benefits						
State Teachers' Retirement System, certificated positions	116,263.09	237,322.89	347,448.49	459,047.92	471,991.91	Based on CALSTRS/CALPERS rate increase projections (See Salaries & BenefitsTabs)
State Teachers' Retirement System, classified positions	-					
Public Employees' Retirement System, certificated	-					
Public Employees' Retirement System, classified	-	-	-	-	-	
OASDI/Medicare/Alternative, certificated positions	8,826.26	18,016.66	26,376.98	34,849.19	35,831.85	
OASDI/Medicare/Alternative, classified positions	14,141.93	21,587.84	61,666.19	90,507.32	95,979.79	
Health & Welfare Benefits, certificated positions	109,727.65	224,624.19	394,027.05	588,336.47	676,586.94	
Health & Welfare Benefits, classified positions	25,145.92	50,533.14	104,637.19	139,647.82	160,595.00	
State Unemployment Insurance, certificated positions	20,696.05	42,245.96	61,849.47	81,715.34	84,019.50	
State Unemployment Insurance, classified positions	6,285.30	9,594.60	27,407.20	40,225.48	42,657.68	
State Employment Training Tax, certificated positions	-					
State Employment Training Tax, classified positions	-					
Workers' Compensation Insurance, certificated positions	9,130.61	18,637.92	27,286.53	36,050.88	37,067.43	
Workers' Compensation Insurance, classified positions	2,772.93	4,232.91	12,091.41	17,746.53	18,819.57	
Total, Employee Benefits	312,989.73	626,796.11	1,062,790.52	1,488,126.95	1,623,549.66	
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	56,250.00	69,187.50	80,718.75	96,300.00	108,150.00	Projection based on historical data of similar sized schools and 2-5% COLA in out-years. Supplies for new students + 20% replacement cost included
Books and Other Reference Materials	31,250.00	43,562.50	48,125.00	55,000.00	62,500.00	
Materials and Supplies	15,625.00	31,250.00	46,875.00	62,500.00	62,500.00	
Noncapitalized Equipment	97,500.00	93,250.00	121,900.00	356,280.00	383,786.00	
Food	91,250.00	176,750.00	262,925.00	353,600.00	359,000.00	

Vista Legacy Global Academy
Supporting Documentation

Total, Books and Supplies	291,875.00	414,000.00	560,543.75	923,680.00	975,936.00	
5. Services and Other Operating Expenditures						
Subagreements for Services	10,250.00	15,375.00	20,756.25	46,983.13	78,728.91	Projection based on historical data of similar sized schools and
Travel	15,160.00	22,740.00	30,699.00	39,908.70	49,885.88	2-5% COLA in out-years
Conference, Convention, Meeting	7,589.00	11,383.50	15,367.73	19,978.04	24,972.55	
Field Trip	9,500.00	14,250.00	19,237.50	25,008.75	31,260.94	
Dues and Memberships	14,520.00	30,246.00	36,758.30	43,596.22	50,776.03	
Insurance	12,500.00	18,750.00	25,312.50	32,906.25	41,132.81	
Operations and Housekeeping Services	6,998.00	10,497.00	14,170.95	18,422.24	23,027.79	
Rent	161,311.48	380,688.52	658,433.61	744,859.26	812,230.74	
Utilities	37,800.00	56,700.00	76,545.00	99,508.50	124,385.63	
Repairs	10,250.00	15,375.00	20,756.25	26,983.13	33,728.91	
Leasehold Improvement	7,580.00	15,000.00	15,750.00	16,537.50	17,364.38	
Other Services & Operating Expenses	21,160.00	31,740.00	42,849.00	55,703.70	69,629.63	
Accounting	7,000.00	8,210.00	9,456.30	9,739.99	10,032.19	
Business Services	48,000.00	52,800.00	58,080.00	63,888.00	70,276.80	
Bank Charges	1,550.00	2,325.00	3,138.75	4,080.38	5,100.47	
Education Consultants	15,650.00	23,475.00	31,691.25	41,198.63	51,498.28	
Legal	22,950.00	34,425.00	46,473.75	60,415.88	75,519.84	
Professional Development	59,680.00	68,632.00	78,926.80	90,765.82	104,380.69	
Substitute Teachers (Third Party Vendors)	14,000.00	28,000.00	42,000.00	56,000.00	58,800.00	
Contract Labor	15,620.00	23,430.00	31,630.50	41,119.65	51,399.56	
Special Education Contractors	65,000.00	130,000.00	210,600.00	277,992.00	314,686.94	
Special Education Encroachment (set-aside/admin)	19,720.58	53,449.38	80,174.06	106,898.75	106,898.75	
Communications	10,592.00	15,888.00	21,448.80	27,883.44	34,854.30	
Total, Services and Other Operating Expenditures	594,381.05	1,063,379.40	1,590,256.29	1,950,377.93	2,240,572.01	
6. Capital Outlay						
(Objects 6100-6170, 6200-6500 modified accrual basis only)						
Land and Land Improvements	-	-	-	-	-	
Buildings and Improvements of Buildings	-	50,000.00	100,000.00	150,000.00	100,000.00	
Books and Media for New School Libraries or Major		-	-	-	-	
Expansion of School Libraries	-	-	-	-	-	
Equipment	-	100,000.00	150,000.00	200,000.00	100,000.00	
Equipment Replacement	-	-	-	-	-	
Depreciation Expense (for full accrual only)	-	-	-	-	-	
Total, Capital Outlay	-	150,000.00	250,000.00	350,000.00	200,000.00	
7. Other Outgo						
Tuition to Other Schools	-	-	-	-	-	
Transfers of Pass-through Revenues to Other LEAs	-	-	-	-	-	
Transfers of Apportionments to Other LEAs - Spec. Ed.	-	-	-	-	-	
Transfers of Apportionments to Other LEAs - All Other	-	-	-	-	-	
All Other Transfers	-	-	-	-	-	
Debt Service:	-	-	-	-	-	
Interest			-	-	-	
Principal	-					
District Oversight Fee	17,501.76	36,276.09	56,385.19	77,865.71	80,653.30	Assumes 1% of local control
Total, Other Outgo	17,501.76	36,276.09	56,385.19	77,865.71	80,653.30	

Vista Legacy Global Academy
Supporting Documentation

8. TOTAL EXPENDITURES	2,010,316.64	3,815,173.80	6,145,171.86	8,376,545.05	8,846,510.54	
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)	73,647.67	633,895.96	796,831.34	1,069,949.97	956,154.48	
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	-	-	-	-	-	
2. Less: Other Uses	-	-	-	-	-	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	-	-	-	-	-	
	-	-	-	-	-	
	-	-	-	-	-	
4. TOTAL OTHER FINANCING SOURCES / USES	-	-	-	-	-	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)	73,647.67	633,895.96	796,831.34	1,069,949.97	956,154.48	
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	-	73,647.67	707,543.64	1,504,374.98	2,574,324.95	
b. Adjustments for Unaudited Actuals	-	-	-	-	-	
c. Adjustments for Audit or Restatements	-	-	-	-	-	
2. Ending Fund Balance, June 30 (E + F.1.c.)	73,647.67	707,543.64	1,504,374.98	2,574,324.95	3,530,479.43	
Components of Ending Fund Balance (Optional):						
Nonspendable Revolving Cash (equals object 9130)	-	-	-	-	-	
Nonspendable Stores (equals object 9320)	-	-	-	-	-	
Nonspendable Prepaid Expenditures (equals object 9330)	-	-	-	-	-	
Nonspendable All Others	-	-	-	-	-	
Restricted Fund Balance	-	-	-	-	-	
Committed Fund Balance	-	-	-	-	-	
Assigned Fund Balance	-	-	-	-	-	
Reserve for Economic Uncertainties	100,515.83	190,758.69	307,258.59	418,827.25	442,325.53	
Undesignated/Unappropriated Amount	(26,868.16)	516,784.95	1,197,116.39	2,155,497.70	3,088,153.90	

Vista Legacy Global Academy
Supporting Documentation

Vista Legacy Global Academy
Budget Cash Flow
2023-24

		July	August	September	October	November	December	January	February	March	April	May	June	Accrued	Total	Budget	Variance
Beginning Cash Balance	July 1 Cash =	-	627,535	424,574	911,436	744,435	602,592	768,418	634,721	647,058	676,212	622,806	556,941				
A. REVENUES																	
1. Total, LCFF Sources		-	-	638,778	5,938	-	310,757	5,938	151,617	174,187	75,748	26,333	26,333	334,549	1,750,176	1,750,176	-
2. Total, Federal Revenues		-	-	-	7,300	18,344	7,300	7,300	18,344	7,300	7,300	18,344	7,300	18,344	117,175	117,175	-
3. Total, Other State Revenues		4,930	4,930	8,874	9,787	9,787	9,787	50,619	9,787	9,787	9,787	50,619	9,787	28,134	216,613	216,613	-
4. Total, Local Revenues		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5. TOTAL REVENUES		4,930	4,930	647,652	23,024	28,131	327,843	63,856	179,747	191,274	92,835	95,295	43,420	381,027	2,083,964	2,083,964	-
B. EXPENDITURES																	
1. Certificated Salaries																	
Certificated Teachers' Salaries	1100	40,951	40,950.94	40,950.94	40,950.94	40,950.94	40,950.94	40,950.94	40,950.94	40,950.94	40,950.94	40,950.94	40,950.94	-	491,411	491,411	-
Certificated Stipends	1101													-	-	-	-
Certificated Pupil Support Salaries	1200		-	-	-	-	-	-	-	-	-	-			-	-	-
Certificated Supervisors' and Administrators' Salaries	1300	9,775	9,774.67	9,774.67	9,774.67	9,774.67	9,774.67	9,774.67	9,774.67	9,774.67	9,774.67	9,774.67	9,774.67	-	117,296	117,296	-
Certificated Bonuses	1400													-	-	-	-
Other Certificated Salaries	1900		-	-	-	-	-	-	-	-	-	-	-		-	-	-
1. Certificated Salaries	1000-1999	50,725.61	50,725.61	50,725.61	50,725.61	50,725.61	50,725.61	50,725.61	50,725.61	50,725.61	50,725.61	50,725.61	50,725.61	-	608,707	608,707	-
2. Non-certificated Salaries	2000-2999	8,063	16,073	16,073	16,073	16,073	16,073	16,073	16,073	16,073	16,073	16,073	16,073	-	184,862	184,862	-
3. Employee Benefits	3000-3999	12,941.73	12,941.73	28,710.63	28,710.63	28,710.63	28,710.63	28,710.63	28,710.63	28,710.63	28,710.63	28,710.63	28,710.63	-	312,990	312,990	-
4. Books and Supplies	4000-4999	25,677.08	72,927.08	16,677.08	34,802.08	16,677.08	16,677.08	59,177.08	16,677.08	10,427.08	10,427.08	10,427.08	1,302.08	-	291,875	291,875	-
5. Services and Other Operating Expenditures	5000-5999	29,988	55,224	48,604	59,714	57,787	49,832	42,867	55,224	56,184	40,304	55,224	39,637	3,790	594,381	594,381	-
6. Capital Outlay	6000-6599	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7. Other Outgo	7100-7299	-	-	-	-	-	-	-	-	-	-	-	-	17,502	17,502	17,502	-
8. TOTAL EXPENDITURES		127,395	207,891	160,790	190,025	169,973	162,018	197,553	167,410	162,120	146,240	161,160	136,448	21,292	2,010,317	2,010,317	-
C. Operating Cash Flow		(122,465)	(202,961)	486,862	(167,001)	(141,842)	165,826	(133,697)	12,337	29,154	(53,405)	(65,865)	(93,028)	359,735	73,648	73,648	
D. OTHER FINANCING SOURCES / USES																	
1. Other Sources	8930-8979														-	-	-
2. Less: Other Uses	7630-7699														-	-	-
E. PRIOR YEAR TRANSACTIONS																	
1. ACCOUNTS RECEIVABLE																	
2. PREPAID EXPENDITURES																	
3. ACCOUNTS PAYABLE																	
4. LOANS PAYABLE		(750,000)													750,000		
NET PRIOR YEAR TRANSACTIONS		750,000	-	-	-	-	-	-	-	-	-	-	-	-			
F. ENDING CASH BALANCE		627,535	424,574	911,436	744,435	602,592	768,418	634,721	647,058	676,212	622,806	556,941	463,913				

Vista Legacy Global Academy
Supporting Documentation

Budget Cash Flow
2024-25

		July	August	September	October	November	December	January	February	March	April	May	June	Accrued	Total	Budget	Variance
Beginning Cash Balance	July 1 Cash =	463,913	650,849	394,892	279,206	218,955	151,943	77,978	120,286	326,620	475,400	566,125	782,951				
A. REVENUES																	
1. LCFF Sources																	
State Aid - Current Year	8011	70,694	70,694	127,249	127,249	127,249	127,249	127,249	410,023	410,023	410,023	410,023		410,023	2,827,745	2,827,745	-
Education Protection Account (EPA) - Current Year	8012				11,875			11,875			11,875			11,875	47,500	47,500	-
State Aid - Prior Years	8019														-	-	-
Transfers to Charter Schools in Lieu of Property Taxes	8096		45,142	90,284	60,189	60,189	60,189	60,189	60,189	105,331	52,666	52,666	52,666	52,666	752,364	752,364	-
Other LCFF Transfers	8091, 8097														-	-	-
1. Total, LCFF Sources		70,694	115,836	217,532	199,313	187,438	187,438	199,313	470,212	515,354	474,563	462,688	52,666	474,563	3,627,609	3,627,609	-
2. Total, Federal Revenues		-	-	-	14,140	38,597	14,140	14,140	38,597	14,140	84,181	38,597	14,140	38,597	309,268	309,268	-
3. Other State Revenues																	
Special Education - State	8311	9,860	9,860	17,749	17,749	17,749	17,749	17,749	17,749	17,749	17,749	17,749	17,749		197,206	197,206	-
Child Nutrition - State	8520				1,767.50	1,767.50	1,767.50	1,767.50	1,767.50	1,767.50	1,767.50	1,767.50	1,767.50	1,767.50	17,675	17,675	-
School Facilities Apportionments	8545							96,362				96,362		64,241	256,965	256,965	-
Mandated Cost Reimbursement	8550					13,272									13,272	13,272	-
State Lottery Revenue	8560						6,769			6,769			6,769	6,769	27,075	27,075	-
ASES	8590														-	-	-
All Other State Revenues	8590														-	-	-
3. Total, Other State Revenues		9,860	9,860	17,749	19,516	32,788	26,285	115,878	19,516	26,285	19,516	115,878	26,285	72,777	512,192	512,192	-
4. Total, Local Revenues		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5. TOTAL REVENUES		80,554	125,696	235,281	232,969	258,822	227,862	329,331	528,325	555,779	578,261	617,163	93,090	585,938	4,449,070	4,449,070	-
B. EXPENDITURES																	
1. Certificated Salaries	1000-1999	103,544.02	103,544.02	103,544.02	103,544.02	103,544.02	103,544.02	103,544.02	103,544.02	103,544.02	103,544.02	103,544.02	103,544.02	-	1,242,528	1,242,528	-
2. Non-certificated Salaries	2000-2999	6,905	25,026	25,026	25,026	25,026	25,026	25,026	25,026	25,026	25,026	25,026	25,026	-	282,194	282,194	-
3. Employee Benefits	3000-3999	25,528.31	25,528.31	57,573.95	57,573.95	57,573.95	57,573.95	57,573.95	57,573.95	57,573.95	57,573.95	57,573.95	57,573.95	-	626,796	626,796	-
4. Books and Supplies	4000-4999	2,604.17	110,210.42	75,616.67	24,635.42	41,932.29	24,635.42	20,279.17	41,932.29	20,279.17	24,635.42	20,279.17	6,960.42	-	414,000	414,000	-
5. Services and Other Operating Expenditures	5000-5999	64,771	117,344	89,206	82,441	97,758	91,047	80,600	93,914	100,576	76,756	93,914	75,055	-	1,063,379	1,063,379	-
6. Capital Outlay	6000-6599	50,000	-	-	-	-	-	-	-	100,000	-	-	-	-	150,000	150,000	-
7. Other Outgo	7100-7299	-	-	-	-	-	-	-	-	-	-	-	-	36,276	36,276	36,276	-
8. TOTAL EXPENDITURES		253,352	381,653	350,967	293,220	325,834	301,827	287,023	321,990	406,999	287,535	300,337	268,159	36,276	3,815,174	3,815,174	-
C. Operating Cash Flow		(172,798)	(255,957)	(115,686)	(60,252)	(67,012)	(73,964)	42,308	206,335	148,780	290,725	316,826	(175,069)	549,662	633,896	633,896	
D. OTHER FINANCING SOURCES / USES																	
1. Other Sources	8930-8979														-	-	-
2. Less: Other Uses	7630-7699														-	-	-
E. PRIOR YEAR TRANSACTIONS																	
1. ACCOUNTS RECEIVABLE		381,027															
2. PREPAID EXPENDITURES																	
3. ACCOUNTS PAYABLE		21,292															
4. LOANS PAYABLE	750,000										200,000	100,000			450,000		
NET PRIOR YEAR TRANSACTIONS		359,735	-	-	-	-	-	-	-	-	(200,000)	(100,000)	-	-			
F. ENDING CASH BALANCE		650,849	394,892	279,206	218,955	151,943	77,978	120,286	326,620	475,400	566,125	782,951	607,882				

Vista Legacy Global Academy
Supporting Documentation

Budget Cash Flow
2025-26

		July	August	September	October	November	December	January	February	March	April	May	June	Accrued	Total	Budget	Variance
Beginning Cash Balance	July 1 Cash =	607,882	905,790	584,543	425,356	369,028	314,796	242,574	210,211	436,434	719,789	760,827	1,017,422				
A. REVENUES																	
1. LCFF Sources																	
State Aid - Current Year	8011	147,957	147,957	266,323	266,323	266,323	266,323	266,323	562,238	562,238	562,238	562,238		562,238	4,438,722	4,438,722	-
Education Protection Account (EPA) - Current Year	8012				17,813			17,813			17,813			17,813	71,250	71,250	-
State Aid - Prior Years	8019														-	-	-
Transfers to Charter Schools in Lieu of Property Taxes	8096		67,713	135,426	90,284	90,284	90,284	90,284	90,284	157,997	78,998	78,998	78,998	78,998	1,128,547	1,128,547	-
Other LCFF Transfers	8091, 8097														-	-	-
1. Total, LCFF Sources		147,957	215,670	401,749	374,420	356,607	356,607	374,420	652,522	720,235	659,049	641,236	78,998	659,049	5,638,519	5,638,519	-
2. Total, Federal Revenues		-	-	-	21,034	57,719	21,034	21,034	57,719	21,034	126,096	57,719	21,034	57,719	462,143	462,143	-
3. Total, Other State Revenues		14,790	14,790	26,623	29,252	49,900	42,790	195,918	29,252	42,790	29,252	195,918	42,790	127,277	841,342	841,342	-
4. Total, Local Revenues		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5. TOTAL REVENUES		162,748	230,461	428,372	424,706	464,227	420,431	591,372	739,493	784,058	814,397	894,874	142,822	844,046	6,942,003	6,942,003	-
B. EXPENDITURES																-	
1. Certificated Salaries																	
Certificated Teachers' Salaries	1100	120,297.31	120,297.31	120,297.31	120,297.31	120,297.31	120,297.31	120,297.31	120,297.31	120,297.31	120,297.31	120,297.31	120,297.31		1,443,568	1,443,568	-
Certificated Stipends	1101													-	-	-	-
Certificated Pupil Support Salaries	1200		-	-	-	-	-	-	-	-	-	-			-	-	-
Certificated Supervisors' and Administrators' Salaries	1300	32,114.67	31,294.53	31,294.53	31,294.53	31,294.53	31,294.53	31,294.53	31,294.53	31,294.53	31,294.53	31,294.53	31,294.53		376,354	375,534	820
Certificated Bonuses	1400													-	-	-	-
Other Certificated Salaries	1900		-	-	-	-	-	-	-	-	-	-	-		-	-	-
1. Certificated Salaries	1000-1999	152,411.98	151,591.84	151,591.84	151,591.84	151,591.84	151,591.84	151,591.84	151,591.84	151,591.84	151,591.84	151,591.84	151,591.84	-	1,819,922	1,819,102	820
2. Non-certificated Salaries	2000-2999	15,797	71,845	71,845	71,845	71,845	71,845	71,845	71,845	71,845	71,845	71,845	71,845	-	806,094	806,094	-
3. Employee Benefits	3000-3999	48,978.14	48,978.14	96,483.43	96,483.43	96,483.43	96,483.43	96,483.43	96,483.43	96,483.43	96,483.43	96,483.43	96,483.43	-	1,062,791	1,062,791	-
4. Books and Supplies	4000-4999	3,906.25	141,133.13	100,773.75	35,011.25	55,190.94	35,011.25	30,198.75	55,190.94	30,198.75	35,011.25	30,198.75	8,718.75	-	560,544	560,544	-
5. Services and Other Operating Expenditures	5000-5999	93,408	138,159	166,865	126,102	143,348	137,720	123,616	138,159	150,584	118,427	138,159	115,711	-	1,590,256	1,590,256	-
6. Capital Outlay	6000-6599	100,000	-	-	-	-	-	150,000	-	-	-	-	-	-	250,000	250,000	-
7. Other Outgo	7100-7299	-	-	-	-	-	-	-	-	-	-	-	-	56,385	56,385	56,385	-
8. TOTAL EXPENDITURES		414,502	551,707	587,559	481,033	518,459	492,652	623,735	513,270	500,703	473,359	488,278	444,350	56,385	6,145,992	6,145,172	820
C. Operating Cash Flow		(251,754)	(321,246)	(159,187)	(56,328)	(54,233)	(72,221)	(32,364)	226,223	283,355	341,038	406,596	(301,528)	787,660	796,011	796,831	
D. OTHER FINANCING SOURCES / USES																	
1. Other Sources	8930-8979														-	-	-
2. Less: Other Uses	7630-7699		-												-	-	-
E. PRIOR YEAR TRANSACTIONS																	
1. ACCOUNTS RECEIVABLE		585,938															
2. PREPAID EXPENDITURES																	
3. ACCOUNTS PAYABLE		36,276															
4. LOANS PAYABLE	450,000										300,000	150,000			-		
NET PRIOR YEAR TRANSACTIONS		549,662	-	-	-	-	-	-	-	-	(300,000)	(150,000)	-	-			
F. ENDING CASH BALANCE		905,790	584,543	425,356	369,028	314,796	242,574	210,211	436,434	719,789	760,827	1,017,422	715,895				

Vista Legacy Global Academy
Supporting Documentation

Budget Cash Flow
2026-27

		July	August	September	October	November	December	January	February	March	April	May	June	Accrued	Total	Budget	Variance
Beginning Cash Balance	July 1 Cash =	715,895	1,199,853	519,955	271,653	260,368	253,244	223,411	404,401	690,833	1,044,403	1,477,473	1,966,975				
A. REVENUES																	
1. LCFF Sources																	
State Aid - Current Year	8011	232,007	232,007	417,612	417,612	417,612	417,612	417,612	726,954	726,954	726,954	726,954		726,954	6,186,842	6,186,842	-
Education Protection Account (EPA) - Current Year	8012				23,750			23,750			23,750			23,750	95,000	95,000	-
State Aid - Prior Years	8019														-	-	-
Transfers to Charter Schools in Lieu of Property Taxes	8096		90,284	180,567	120,378	120,378	120,378	120,378	120,378	210,662	105,331	105,331	105,331	105,331	1,504,729	1,504,729	-
Other LCFF Transfers	8091, 8097														-	-	-
1. Total, LCFF Sources		232,007	322,290	598,179	561,740	537,990	537,990	561,740	847,332	937,616	856,035	832,285	105,331	856,035	7,786,571	7,786,571	-
2. Total, Federal Revenues		-	-	-	28,288	77,202	28,288	28,288	77,202	28,288	168,370	77,202	28,288	77,202	618,617	618,617	-
3. Total, Other State Revenues		19,721	19,721	35,497	39,033	66,564	59,339	227,576	39,033	59,339	39,033	227,576	59,339	149,537	1,041,308	1,041,308	-
4. Total, Local Revenues		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5. TOTAL REVENUES		251,727	342,011	633,676	629,061	681,756	625,617	817,604	963,567	1,025,243	1,063,438	1,137,062	192,958	1,082,774	9,446,495	9,446,495	-
B. EXPENDITURES																	
1. Certificated Salaries																	
Certificated Teachers' Salaries	1100	168,410	168,410.34	168,410.34	168,410.34	168,410.34	168,410.34	168,410.34	168,410.34	168,410.34	168,410.34	168,410.34	168,410.34		2,020,924	2,020,924	-
Certificated Stipends	1101													-	-	-	-
Certificated Pupil Support Salaries	1200		-	-	-	-	-	-	-	-	-	-			-	-	-
Certificated Supervisors' and Administrators' Salaries	1300	31,872	31,872.35	31,872.35	31,872.35	31,872.35	31,872.35	31,872.35	31,872.35	31,872.35	31,872.35	31,872.35	31,872.35		382,468	382,468	-
Certificated Bonuses	1400													-	-	-	-
Other Certificated Salaries	1900		-	-	-	-	-	-	-	-	-	-	-		-	-	-
1. Certificated Salaries	1000-1999	200,282.69	200,282.69	200,282.69	200,282.69	200,282.69	200,282.69	200,282.69	200,282.69	200,282.69	200,282.69	200,282.69	200,282.69	-	2,403,392	2,403,392	-
2. Non-certificated Salaries	2000-2999	21,674	105,584	105,584	105,584	105,584	105,584	105,584	105,584	105,584	105,584	105,584	105,584	-	1,183,102	1,183,102	-
3. Employee Benefits	3000-3999	71,559.76	71,559.76	134,500.74	134,500.74	134,500.74	134,500.74	134,500.74	134,500.74	134,500.74	134,500.74	134,500.74	134,500.74	-	1,488,127	1,488,127	-
4. Books and Supplies	4000-4999	5,208.33	277,858.33	229,708.33	46,068.33	70,143.33	46,068.33	40,568.33	70,143.33	40,568.33	46,068.33	40,568.33	10,708.33	-	923,680	923,680	-
5. Services and Other Operating Expenditures	5000-5999	106,704	166,624	211,902	153,910	178,370	169,013	155,678	166,624	190,736	143,932	166,624	140,261	-	1,950,378	1,950,378	-
6. Capital Outlay	6000-6599	150,000	200,000	-	-	-	-	-	-	-	-	-	-	-	350,000	350,000	-
7. Other Outgo	7100-7299	-	-	-	-	-	-	-	-	-	-	-	-	77,866	77,866	77,866	-
8. TOTAL EXPENDITURES		555,429	1,021,909	881,978	640,346	688,881	655,450	636,614	677,135	671,673	630,368	647,560	591,337	77,866	8,376,545	8,376,545	-
C. Operating Cash Flow		(303,702)	(679,898)	(248,302)	(11,285)	(7,125)	(29,832)	180,989	286,432	353,571	433,070	489,502	(398,379)	1,004,908	1,069,950	1,069,950	
D. OTHER FINANCING SOURCES / USES																	
1. Other Sources	8930-8979														-	-	-
2. Less: Other Uses	7630-7699		-												-	-	-
E. PRIOR YEAR TRANSACTIONS																	
1. ACCOUNTS RECEIVABLE		844,046															
2. PREPAID EXPENDITURES																	
3. ACCOUNTS PAYABLE		56,385															
4. LOANS PAYABLE	-										-				-		
NET PRIOR YEAR TRANSACTIONS		787,660	-	-	-	-	-	-	-	-	-	-	-	-			
F. ENDING CASH BALANCE		1,199,853	519,955	271,653	260,368	253,244	223,411	404,401	690,833	1,044,403	1,477,473	1,966,975	1,568,597				

Vista Legacy Global Academy
Supporting Documentation

Budget Cash Flow
2027-28

		July	August	September	October	November	December	January	February	March	April	May	June	Accrued	Total	Budget	Variance
Beginning Cash Balance	July 1 Cash =	1,568,597	2,382,842	1,828,985	1,665,247	1,773,014	1,873,132	1,965,343	2,277,745	2,370,014	2,526,606	2,771,879	3,087,984				
A. REVENUES																	
1. Total, LCFF Sources		323,280	413,564	762,472	726,032	702,282	702,282	726,032	702,282	792,566	710,985	687,235	105,331	710,985	8,065,330	8,065,330	-
2. Total, Federal Revenues		-	-	-	28,720	77,634	28,720	28,720	77,634	28,720	168,802	77,634	28,720	77,634	622,937	622,937	-
3. Total, Other State Revenues		19,721	19,721	35,497	39,087	66,618	66,162	244,683	39,087	66,162	39,087	244,683	66,162	167,729	1,114,398	1,114,398	-
4. Total, Local Revenues		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5. TOTAL REVENUES		343,001	433,284	797,969	793,839	846,534	797,164	999,435	819,003	887,448	918,874	1,009,552	200,213	956,348	9,802,665	9,802,665	-
B. EXPENDITURES																	
1. Certificated Salaries																	
Certificated Teachers' Salaries	1100	173,463	173,462.65	173,462.65	173,462.65	173,462.65	173,462.65	173,462.65	173,462.65	173,462.65	173,462.65	173,462.65	173,462.65		2,081,552	2,081,552	-
Certificated Stipends	1101													-	-	-	-
Certificated Pupil Support Salaries	1200		-	-	-	-	-	-	-	-	-	-			-	-	-
Certificated Supervisors' and Administrators' Salaries	1300	32,468	32,467.50	32,467.50	32,467.50	32,467.50	32,467.50	32,467.50	32,467.50	32,467.50	32,467.50	32,467.50	32,467.50		389,610	389,610	-
Certificated Bonuses	1400													-	-	-	-
Other Certificated Salaries	1900		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1. Certificated Salaries	1000-1999	205,930.15	205,930.15	205,930.15	205,930.15	205,930.15	205,930.15	205,930.15	205,930.15	205,930.15	205,930.15	205,930.15	205,930.15	-	2,471,162	2,471,162	-
2. Non-certificated Salaries	2000-2999	22,324	112,028	112,028	112,028	112,028	112,028	112,028	112,028	112,028	112,028	112,028	112,028	-	1,254,638	1,254,638	-
3. Employee Benefits	3000-3999	81,318.28	81,318.28	146,091.31	146,091.31	146,091.31	146,091.31	146,091.31	146,091.31	146,091.31	146,091.31	146,091.31	146,091.31	-	1,623,550	1,623,550	-
4. Books and Supplies	4000-4999	5,208.33	299,576.33	245,501.33	47,358.33	74,395.83	47,358.33	41,108.33	74,395.83	41,108.33	47,358.33	41,108.33	11,458.33	-	975,936	975,936	-
5. Services and Other Operating Expenditures																	
Subagreements for Services	5100			19,682		19,682		19,682		19,682					78,729	78,729	-
Travel	5210				12,471.47		12,471.47			24,942.94					49,886	49,886	-
Conference, Convention, Meeting	5220		2,497.26	2,497.26	2,497.26	2,497.26	2,497.26	2,497.26	2,497.26	2,497.26	2,497.26	2,497.26			24,973	24,973	-
Field Trip	5240		3,126.09	3,126.09	3,126.09	3,126.09	3,126.09	3,126.09	3,126.09	3,126.09	3,126.09	3,126.09			31,261	31,261	-
Dues and Memberships	5300	4,231.34	4,231.34	4,231.34	4,231.34	4,231.34	4,231.34	4,231.34	4,231.34	4,231.34	4,231.34	4,231.34	4,231.34		50,776	50,776	-
Insurance	5400	3,427.73	3,427.73	3,427.73	3,427.73	3,427.73	3,427.73	3,427.73	3,427.73	3,427.73	3,427.73	3,427.73	3,427.73		41,133	41,133	-
Operations and Housekeeping Services	5500	1,918.98	1,918.98	1,918.98	1,918.98	1,918.98	1,918.98	1,918.98	1,918.98	1,918.98	1,918.98	1,918.98	1,918.98		23,028	23,028	-
Rent	5610	67,685.90	67,685.90	67,685.90	67,685.90	67,685.90	67,685.90	67,685.90	67,685.90	67,685.90	67,685.90	67,685.90	67,685.90		812,231	812,231	-
Utilities	5620	10,365.47	10,365.47	10,365.47	10,365.47	10,365.47	10,365.47	10,365.47	10,365.47	10,365.47	10,365.47	10,365.47	10,365.47		124,386	124,386	-
Repairs	5640		3,373	3,373	3,373	3,373	3,373	3,373	3,373	3,373	3,373	3,373			33,729	33,729	-
Leasehold Improvement	5650	17,364													17,364	17,364	-
Other Services & Operating Expenses	5800		6,962.96	6,962.96	6,962.96	6,962.96	6,962.96	6,962.96	6,962.96	6,962.96	6,962.96	6,962.96			69,630	69,630	-
Accounting	5810	836.02	836.02	836.02	836.02	836.02	836.02	836.02	836.02	836.02	836.02	836.02	836.02		10,032	10,032	-
Business Services	5813	5,856	5,856	5,856	5,856	5,856	5,856	5,856	5,856	5,856	5,856	5,856	5,856		70,277	70,277	-
Bank Charges	5815		510	510	510	510	510	510	510	510	510	510			5,100	5,100	-
Education Consultants	5817	4,291.52	4,291.52	4,291.52	4,291.52	4,291.52	4,291.52	4,291.52	4,291.52	4,291.52	4,291.52	4,291.52	4,291.52		51,498	51,498	-
Legal	5830			18,879.96			18,879.96			18,879.96			18,879.96		75,520	75,520	-
Professional Development	5840		26,095.17			26,095.17			26,095.17			26,095.17			104,381	104,381	-
Substitute Teachers (Third Party Vendors)	5851		5,880	5,880	5,880	5,880	5,880	5,880	5,880	5,880	5,880	5,880			58,800	58,800	-
Contract Labor	5852			51,400											51,400	51,400	-
Special Education Contractors	5869		28,607.90	28,607.90	28,607.90	28,607.90	28,607.90	28,607.90	28,607.90	28,607.90	28,607.90	28,607.90	28,607.90		314,687	314,687	-
Special Education Encroachment	5872		9,718.07	9,718.07	9,718.07	9,718.07	9,718.07	9,718.07	9,718.07	9,718.07	9,718.07	9,718.07	9,718.07		106,899	106,899	-
Communications	5900	2,905	2,905	2,905	2,905	2,905	2,905	2,905	2,905	2,905	2,905	2,905	2,905		34,854	34,854	-
5. Services and Other Operating Expenditures	5000-5999	118,882	188,288	252,155	174,665	207,971	193,545	181,875	188,288	225,698	162,193	188,288	158,724	-	2,240,572	2,240,572	-
6. Capital Outlay	6000-6599	100,000	100,000	-	-	-	-	-	-	-	-	-	-	-	200,000	200,000	-
7. Other Outgo	7100-7299	-	-	-	-	-	-	-	-	-	-	-	-	80,653	80,653	80,653	-
8. TOTAL EXPENDITURES		533,663	987,142	961,706	686,073	746,416	704,953	687,034	726,734	730,857	673,601	693,447	634,232	80,653	8,846,511	8,846,511	-
C. Operating Cash Flow		(190,663)	(553,857)	(163,738)	107,767	100,118	92,212	312,402	92,269	156,592	245,273	316,105	(434,019)	875,694	956,154	956,154	
D. OTHER FINANCING SOURCES / USES																	
1. Other Sources	8930-8979																
2. Less: Other Uses	7630-7699																
E. PRIOR YEAR TRANSACTIONS																	
1. ACCOUNTS RECEIVABLE		1,082,774															
2. PREPAID EXPENDITURES																	
3. ACCOUNTS PAYABLE		77,866															
4. LOANS PAYABLE	-														-		
NET PRIOR YEAR TRANSACTIONS		1,004,908	-	-	-	-	-	-	-	-	-	-	-	-			
F. ENDING CASH BALANCE		2,382,842	1,828,985	1,665,247	1,773,014	1,873,132	1,965,343	2,277,745	2,370,014	2,526,606	2,771,879	3,087,984	2,653,965				

DocuSign Envelope ID: 7FB48407-3E04-46AB-940A-9B690BECCA9C

VISTA CHARTER PUBLIC SCHOOLS

RESOLUTION No. 2022-08-15-02

The undersigned, on behalf of VISTA CHARTER PUBLIC SCHOOLS, a California nonprofit public benefit corporation (the "Corporation"), hereby certifies that the resolution(s) set forth below were adopted by the Board of Directors (the "Board") of the Corporation, in accordance with Section 5211 (a) of the California Nonprofit Corporation Law and Art. VII of the Corporation's Bylaws, at a duly noticed meeting held on August 15, 2022 at 5:00 p.m., Pacific Time at 2900 W. Temple St., Los Angeles, CA 90026. A quorum of the Board was present at the meeting.

WHEREAS, this corporation (the "Corporation") is established to, among other things, manage, operate, guide, direct, and promote a new charter school, Vista Legacy Global Academy ("VLGA"), a California public charter school;

WHEREAS, the Management of VLGA has requested of this Corporation an advance and loan in the amount of $750,000.00, without interest, contingent upon the approval of the VLGA charter petition by the Los Angeles Unified School District;

WHEREAS, the Corporation has adequate financial resources to make such loan without impairing its growth or profitability, and that said loan is deemed reasonably secure and in the best interests of the Corporation to make;

NOW, THEREFORE, BE IT RESOLVED that:

1. The Corporation issue a loan to VLGA in the amount of $750,000.00 on July 1, 2023 to be repaid in 4 installments ($200,000 in April 2025; $100,000 in May 2025; $300,000 in April 2026; $150,000 in May 2026) with interest of 0% on the unpaid balance;
2. That the loan to VLGA be contingent upon the execution by VLGA to the Corporation promissory notes evidencing said indebtedness.

* * *

[certification page follows]

DocuSign Envelope ID: 7FB46407-3E04-46AB-940A-9B69DBE6CA9C

CERTIFICATE OF ADOPTION

The undersigned hereby certifies that he/she is the duly elected and qualified Secretary and the custodian of the books and records and seal of Vista Charter Public Schools, a California non-profit, tax-exempt corporation duly formed pursuant to the laws of the state of California and that the foregoing is a true record of a resolution duly adopted at a meeting of the Board of Directors and that said meeting was held in accordance with state law and the Bylaws of the above-named Corporation on August 15, 2022, and that said resolution is now in full force and effect without modification or rescission.

I hereby further certify that the foregoing resolution(s) were passed and adopted by the Board of Directors of the Corporation by the following vote:

AYES: 5

NAYS: 0

ABSTAIN: 0

ABSENT: 1

DocuSigned by:
By: Michele Bauer-Bean
CC66A10EABC4489...

Name: Michele Bauer-Bean

Title: Secretary

Secretary, VISTA CHARTER PUBLIC SCHOOLS

Caveats Tab

LCFF Calculator Caveats

v.23.1a **4/18/2022**

Every effort was made to make the calculator as accurate as possible. However, because the calculator is based on estimates and assumptions, actual Local Control Funding Formula (LCFF) funding may differ from the amounts generated by the calculator. In some cases, LEA-specific and unique complexities that exist for a small percentage of local educational agencies (LEAs) may result in errors. Every unique situation is not modeled in the calculator, and **the calculator may not be useful for all LEAs**.

The following bullets highlight these assumptions, and some of the unique situations and known issues that could be identified.

General

The calculator is based on the LCFF statute as currently written, unless otherwise noted in these caveats. In some cases there may be differences in rounding +/- $1.

A proration/(deficit) factor asumption has been built into the LCFF calculator. The proration factor methodology and application is subject to revision should the state choose to apply a proration factor, or other deficit factor, in the future.

The calculator includes cost of living adjustments (COLA) and if applicable proration factors as estimated by the Department of Finance (DOF).

The calculator prepopulates with certified data provided by the California Department of Education (CDE) for the calculation of principal apportionment. Users should independently verify prefilled data, and should make adjustments as needed if revisions have been filed.

The Education Protection Account (EPA) proportionate share percentage is based on estimates released by the CDE that are not yet finalized. Therefore, the percentage will change from what is shown in the calculator through final calculation in February of the following fiscal year.

Charter School Calculations

The calculator is not designed to directly calculate budget estimates for all-charter school districts because of the unique options selected at the time the district converted. It is recommended all-charter school districts contact the CDE to determine the best method for estimating LCFF revenues.

Charter schools that are funded under different funding methodologies due to their pupil population are not included as a single scenario within the calculator. These schools are mainly those authorized by a county board of education.

The calculator is designed for a district to calculate the in lieu taxes and, as such, charter schools should contact their sponsoring authority for in lieu tax amounts to ensure accuracy.

The calculator does not take into account the following:

- -District reorganizations that include a charter school(s) newly authorized by one or more districts affected by the reorganization.
- -Charter schools that operated in the prior year but have been reauthorized by a different agency in the current year and have not been certified within the PASE system.

If either of these situations apply, we recommend working with the CDE and FCMAT to determine if the calculator can be adapted.

Caveats Tab

LCFF Calculator Caveats

v.23.1a **4/18/2022**

School District Calculations

For districts with **necessary small schools** (NSS), the calculator models different combinations of NSS and regular ADA to determine the overall maximum funding available. Districts are encouraged to independently select their funding options and evaluate the results to determine which funding method they will elect to follow.

The calculator does not take into account the following funding adjustments for **basic aid school districts**:

- Basic Aid Choice
- Basic Aid Court-Ordered Voluntary Pupil Transfer
- Basic Aid Open Enrollment
- Basic Aid Supplement Charter School Adjustment

The calculator does not take into account the impact of district reorganizations that have not been certified by the CDE via the PASE system. Furthermore, **historical year projections may not be accurate**. We recommend working with your county office, the CDE and FCMAT to adapt the calculator, if possible.

Instructions Tab

LCFF Calculator Navigation

v.23.1a 4/18/2022

Version Details:

Versions 23.1:

- **Data Entry tab**: Unprotected cells I13:N13 to allow users to modify the Concentration Grant funding rate to calculate funding difference

Versions 23.1:

- Updated to prepopulate with LEA-specific data as certified by the CDE 2021-22 First Principal Apportionment (P-1) and includes 2020-21 Annual and 2019-20 Annual R2 data certifications.
- COLA assumptions have been prepopluated with the estimates projected in the governor's 2022-23 proposed budget released in January 2022.
- EPA assumptions have been updated to include estimates released by the CDE for the third quarter apportionment released February 18, 2022.

Structure:

1 The LCFF Calculator structure has been built to maintain a standard eight-year structure that includes two historical years, one current year and five projection years.

2 The Data Entry tab was designed to cluster data entry sections by projection type (charter school or school district). Charter school data entry sections are intentionally placed at the top of the page due to the limited amount of data required to complete a projection.

3 The workbook contains conditional formatting to guide users through data entry. Once a projection type is identified and all basic questions are answered, only the highlighted sections require data entry; all remaining sections not applicable to the projection will remain grayed out. **No data should be entered in sections that are not highlighted**

Projection Type Not Identified	Charter School Projection	School District Projection
	Data Entry Sections	Data Entry Sections

4 A separate calculation must be prepared for each LEA, either district or charter school.

Data entry cells: prepopulated with the most current certified data; all data entry cells are unlocked for user edit. Prepopulated data cannot be restored after user override.

Tab Navigation Key:

Information tabs: provide important projection information and should be reviewed with each update.

Data Entry tab: single data entry tab for ALL LCFF calculations. Sections to be completed are identified through highlighting upon entry of CDS code and responses to required questions.

Primary calculation results tabs: provide calculations and results summaries only. **No data is entered on these tabs**.

Secondary support calculation tabs: provide details of supporting calculations for components that do not apply to all LEA calculations **. No data is entered on these tabs.**

User editable tabs: preformatted graphs and blank worksheet tabs.

Instructions Tab

LCFF Calculator Navigation

v.23.1a 4/18/2022

Instructions:

1 **Review Caveats**: Important details that may affect LEA calculations are noted in this tab. **This tab should be reviewed with each update**.

2 **Data Entry tab:** Data for all calculation types is entered into the Data Entry tab.

-Start a calculation by entering the five-digit code for a school district's or seven-digit code for a charter school's calculations. Once the LEA code is entered, the LEA type (district or charter) will be identified and the applicable data entry sections will be highlighted for completion.

- New charter schools that do not yet have a CDS code should select "Yes" from the drop-down list following the question below the CDS code box.

Section (1) Universal Assumptions: Prepopulated assumptions are based on the most current data released by the Department of Finance and the California Department of Education. Users can revise assumptions to prepare alternative funding scenarios.

Section (2) Charter School Data Elements Required to Calculate the LCFF: Enter charter school data elements in this section of the Data Entry tab ONLY; all other sections will be grayed out.

Section (3) School District Data Elements Required to Calculate the LCFF: Enter school district data elements in this section of the Data Entry tab ONLY; all other sections will be grayed out. School districts that are the sponsoring LEA for a charter school or are otherwise required to transfer property taxes to a charter school should answer "YES" to the applicable question in this section, then complete section (5) School District In-Lieu of Property Tax Calculation for Charter Schools. School districts that have necessary small schools should answer "YES" to the applicable question in this section, then complete section (4) Necessary Small Schools ADA.

Section (4) Necessary Small Schools ADA: School districts that have necessary small schools must complete section (4) on the Data Entry tab. Prior year data must be entered for each year including historical years, even when the school is funded under LCFF.

- NSS Supporting Calculations: details related to NSS funding determination are located in the NSS Calculation tabs.

Section (5) In-Lieu of Property Tax Calculation for Charter Schools: School districts required to transfer in-lieu taxes to charter schools should select "Yes" from the drop-down list in section (3), then complete **either** section (a) or (b).

- **Section (a)**: To be completed only by districts that use an alternative rate for in-lieu tax transfers. Carefully review and follow the instructions located in the In-lieu tax section.
- **Section (b)**: To be completed by districts that follow the traditional allocation of funding for in-lieu tax transfers. Enter ADA for each charter school separately. The tool has been designed to support basic aid district calculations, which require charter school ADA to be entered by grade span. Non basic aid districts can enter the total charter school ADA for each school in any single grade span, it is not necessary to enter ADA by grade span.

- **In-Lieu of Property Taxes Results:** The supporting calculations and in-lieu of property tax transfer amounts for each charter school are located in the District In-Lieu Taxes tab.

3 **Review LCFF Calculation and EPA Results:** Detailed calculations and results can be viewed on the Calculator, EPA and Summary tabs. No data entry is required on these tabs.

4 **Supporting Calculations**: details related to NSS funding determination and in-lieu tax transfer amounts for each charter school are located in the NSS Calculation and District In-Lieu Taxes tabs.

Resources:

FCMAT LCFF help desk and calculator updates:	www.fcmat.org/lcff
CDE PASE exhibits:	www.cde.ca.gov/fg/aa/pa/exhibitguides.asp
CDE Exhibit Guide:	www.cde.ca.gov/fg/aa/pa/exhibitguides.asp
CDE Funding Rates and Information:	www.cde.ca.gov/fg/aa/pa/lcffcola.asp

Vista Legacy Global Academy
Supporting Documentation

Data Entry Tab

LCFF CALCULATOR

	5 digit District code or 7 digit School code *(from the CDS code)*	LEA:	New LEA
YES	Is this calculation for a new charter school? (select from drop down list)	Projection Title:	
Charter	Projection Type	Created by:	
		Email:	
	Projection Date	Phone:	

	PY3	PY2	PY1	CY	CY1	CY2	CY3	CY4
Vista Legacy Global Academy - Newly Operational Charter	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**	**2026-27**
(1) UNIVERSAL ASSUMPTIONS								
Supplemental Grant %	***20.00%***	***20.00%***	***20.00%***	***20.00%***	***20.00%***	***20.00%***	***20.00%***	***20.00%***
Concentration Grant (>55% population)	***50.00%***	***50.00%***	***65.00%***	*65.00%*	*65.00%*	*65.00%*	*65.00%*	*65.00%*
Statutory COLA & Augmentation/Suspension *(prefilled as calculated by the Department of Finance, DOF)*	**3.26%**	**0.00%**	**5.07237%**	5.33%	3.61%	3.64%	3.62%	3.58%
Statutory COLA	***3.26%***	***2.31%***	***1.70%***	*5.33%*	*3.61%*	*3.64%*	*3.62%*	*3.58%*
Augmentation/(COLA Suspension)	***0.00%***	***-2.31%***	***3.3724%***	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Base Grant Proration Factor	***0.00%***	***0.00%***	***0.00%***	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Add-on, ERT & MSA Proration Factor	***0.00%***	***0.00%***	***0.00%***	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
EPA Entitlement as % of statewide adjusted Revenue Limit (Annual)	**16.13801139%**	**70.06785065%**	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%
EPA Entitlement as % of statewide adjusted Revenue Limit (P-2)	**16.08698870%**	**70.06785065%**	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%
Local EPA Accrual	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Local EPA Accrual - Prior Year								

Vista Legacy Global Academy
Supporting Documentation

Data Entry Tab

Vista Legacy Global Academy - Newly Operational Charter	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
(2) CHARTER SCHOOL DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF								
NEW CHARTER SCHOOLS	**New Charter School Name:**		*Vista Legacy Global Academy*					
	Year that charter starts operation (select from drop down list):		**2023-24**					
(a) TRANSFER OF IN-LIEU PROPERTY TAX	**Note: Charter schools should contact sponsoring district(s) for In-lieu estimate**							
I-4 F-6 / F-7 **In-Lieu of Property Tax**	-	-	-		376,182	752,364	1,128,547	1,504,729
(b) UNDUPLICATED PUPIL PERCENTAGE (UPP)								
A-1.2, A-2.2, A-3.2 **Enrollment (second prior year)**	-	-						
A-1.1, A-2.1, A-3.1 **Enrollment (first prior year)**	-	-						
A-1, A-2, A-3 **Enrollment**	-	-	-		125	250	375	500
B-1.2, B-2.2, B-3.2 **Unduplicated Pupil Count (second prior year)**	-	-						
B-1.1, B-2.1, B-3.1 **Unduplicated Pupil Count (first prior year)**	-	-						
B-1, B-2, B-3 **Unduplicated Pupil Count**	-	-	-		103	206	309	412
	3-yr rolling percentage	*3-yr rolling percentage*	*3-yr rolling percentage*	*3-yr rolling percentage*	*3-yr rolling percentage*	*3-yr rolling percentage*	*3-yr rolling percentage*	*3-yr rolling percentage*
	Single Year Unduplicated Pupil Percentage	0.00%	0.00%	0.00%	0.00%	82.40%	82.40%	82.40%	82.40%
C-1	Unduplicated Pupil Percentage (%)	0.00%	0.00%	0.00%	0.00%	82.40%	82.40%	82.40%	82.40%
(c) CONCENTRATION GRANT FUNDING LIMITATION: District of Physical Location								
Enter the unduplicated pupil percentage (UPP) of the district where the charter school is physically located. If the charter school has a physical location within the boundaries of more than one district, enter the highest disrict UPP of all locations.								
D-3	**Unduplicated Pupil Percentage (%)**	**0.00%**	**0.00%**	**0.00%**		85.62%	85.62%	85.62%	85.62%
	Unduplicated Pupil Percentage: Supplemental Grant	0.00%	0.00%	0.00%	0.00%	82.40%	82.40%	82.40%	82.40%
	Unduplicated Pupil Percentage: Concentration Grant	0.00%	0.00%	0.00%	0.00%	82.40%	82.40%	82.40%	82.40%
(d) AVERAGE DAILY ATTENDANCE (ADA)								
Enter P2 Data - Note: Charter School ADA is always funded on Current Year								
B-1	**Grades TK-3**	-	-	-					
B-2	**Grades 4-6**	-	-	-					
B-3	**Grades 7-8**	-	-	-					
B-4	**Grades 9-12**	-	-	-		118.75	237.50	356.25	475.00
	SUBTOTAL ADA	-	-	-	-	118.75	237.50	356.25	475.00
	RATIO: ADA to Enrollment	-	-	-	-	0.95	0.95	0.95	0.95
(e) OTHER LCFF ADJUSTMENTS								
Miscellaneous Adjustments (line H-2), include adjustments for audit penalties and special legislation. Adjustments can be positive or negative. **Minimum State Aid Adjustments (Line J-5), captures adjustments for audit penalties and special legislation. Adjustments can be positive or negative.**								
H-2	Miscellaneous Adjustments	$ -	$ -	$ -					
J-5	Minimum State Aid Adjustments	$ -	$ -	$ -					

Vista Legacy Global Academy
Supporting Documentation

Data Entry Tab

Vista Legacy Global Academy - Newly Operational Charter		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
(3) SCHOOL DISTRICT DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF									
		NO	Is your district required to transfer in-lieu taxes to a charter school?						
		NO	Does your district have a necessary small school?						
(a) K-3 GRADE SPAN ADJUSTMENT FUNDING DETERMINATION									
	Did your district meet the requirements of funding?	YES	YES	YES	YES	YES	YES	YES	YES
(b) PROPERTY TAXES									
C-1 A-6	**Estimated Property Taxes (excluding RDA)**	$ -	$ -	$ -					
B-5	**Redevelopment Agency Local Revenue**	$ -	$ -	$ -					
	Less In-Lieu Property Tax Transfer	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	Total Local Revenue	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
(c) OTHER LCFF ADJUSTMENTS									
If applicable, enter adjustments for special legislation, instructional time penalties, and class size penalties populated from the Class Size Penalties exhibit. Adjustments can be positive or negative.									
H-2	**Miscellaneous Adjustments**	$ -	$ -	$ -					
J-5	**Minimum State Aid Adjustments**	$ -	$ -	$ -					
(d) UNDUPLICATED PUPIL PERCENTAGE									
A-1.2 / A-3.2	**District Enrollment (second prior year)**	-	-						
A-1.1 / A-3.1	**District Enrollment (first prior year)**	-	-						
A-1 / A-3	**District Enrollment**	-	-	-					
A-2.2 / A-4.2	**COE Enrollment (second prior year)**	-	-						
A-2.1 / A-4.1	**COE Enrollment (first prior year)**	-	-						
A-2 / A-4	**COE Enrollment**	-	-	-					
	Total Enrollment	-	-	-	-	-	-	-	-
B-1.2 / B-3.2	**District Unduplicated Pupil Count (second prior year)**	-	-						
B-1.1 / B-3.1	**District Unduplicated Pupil Count (first prior year)**	-	-						
B-1 / B-3	**District Unduplicated Pupil Count**	-	-	-					
B-2.2 / B-4.2	**COE Unduplicated Pupil Count (second prior year)**	-	-						
B-2.1 / B-4.1	**COE Unduplicated Pupil Count (first prior year)**	-	-						
B-2 / B-4	**COE Unduplicated Pupil Count**	-	-	-					
	Total Unduplicated Pupil Count	-	-	-	-	-	-	-	-
		3-yr rolling percentage	*3-yr rolling percentage*	*3-yr rolling percentage*	*3-yr rolling percentage*	*3-yr rolling percentage*	*3-yr rolling percentage*	*3-yr rolling percentage*	*3-yr rolling percentage*
	Single Year Unduplicated Pupil Percentage	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
C-1	Unduplicated Pupil Percentage (%)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

Vista Legacy Global Academy
Supporting Documentation

Data Entry Tab

	Vista Legacy Global Academy - Newly Operational Charter	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
(e) AVERAGE DAILY ATTENDANCE (ADA)									
Enter ADA by grade span. The calculator will determine the greater of current or prior year ADA (hold harmless) for each year's funding calculation .									
	Current Year ADA: (P-2, Annual for Special Day Class Extended Year)								
B-1, D-6	**Grades TK-3**	-	-	-					
B-2, D-7	**Grades 4-6**	-	-	-					
B-3, D-8	**Grades 7-8**	-	-	-					
B-4, D-9	**Grades 9-12**	-	-	-					
	TOTAL CURRENT YEAR ADA	-	-	-	-	-	-	-	-
	Nonpublic School, NPS-Licensed Children Institutions, Community Day School: (Annual)								
E-1, D-17	**Grades TK-3**	-	-	-					
E-2, D-18	**Grades 4-6**	-	-	-					
E-3, D-19	**Grades 7-8**	-	-	-					
E-4, D-20	**Grades 9-12**	-	-	-					
	TOTAL NPS-CDS (Annual)	-	-	-	-	-	-	-	-
	District Basic Aid ADA funded outside of the LCFF (Court Ordered, Voluntary Tfr. & Open Enrollment) (For calculating EPA only; this ADA is not included in the LCFF funding calculation).								
	DISTRICT TOTAL	-	-	-	-	-	-	-	-
	County Operated Programs, e.g. Community School, Special Ed: (P-2 / Annual)								
E-6, E-11	**Grades TK-3**	-	-	-					
E-7, E-12	**Grades 4-6**	-	-	-					
E-8, E-13	**Grades 7-8**	-	-	-					
E-9, E-14	**Grades 9-12**	-	-	-					
	COUNTY TOTAL	-	-	-	-	-	-	-	-
	RATIO: District ADA-to-Enrollment	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	RATIO: County ADA-to-Enrollment	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
(f) PRIOR YEAR GUARANTEE ADJUSTMENT FOR CHARTER SHIFT									
If applicable, enter prior year ADA for students transferring to or from district-sponsored charter schools. Report the prior year ADA for these students in the current year field, using the grade span the students were enrolled in during the prior year.									
	ADA transfer: Student from District to Charter (cross fiscal year)								
A-6	**Grades TK-3**	-							
A-7	**Grades 4-6**	-							
A-8	**Grades 7-8**	-							
A-9	**Grades 9-12**	-							
		-	-	-	-	-	-	-	-
	ADA transfer: Student from Charter to District (cross fiscal year)								
A-11	**Grades TK-3**	-							
A-12	**Grades 4-6**	-							
A-13	**Grades 7-8**	-							
A-14	**Grades 9-12**	-							
		-	-	-	-	-	-	-	-
	Difference (if diff. < 0, no adj. to PY ADA)	-	-	-	-	-	-	-	-

Data Entry Tab

Vista Legacy Global Academy - Newly Operational Charter	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27

Vista Legacy Global Academy
Supporting Documentation

Data Entry Tab

Vista Legacy Global Academy - Newly Operational Charter			2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
(4) NECESSARY SMALL SCHOOLS ADA										
Enter current and prior year ADA for each school that is eligible to be funded as a necessary small school in the year NSS funding is anticipated.										
1 **NSS #1**									**School Code:**	
A-1	**Current Year P2 ADA:**	**Grades TK-3**	-	-	-					
A-2		**Grades 4-6**	-	-	-					
A-3		**Grades 7-8**	-	-	-					
B-1		**Grades 9-12**	-	-	-					
		TOTAL	-	-	-	-	-	-	-	-
A-5, B-2	**Number of FTE**		-	-	-					
	Is this school eligible for NSS funding?		Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method:		**LCFF**	**LCFF**	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
2 **NSS #2**									**School Code:**	
A-1	**Current Year P2 ADA:**	**Grades TK-3**	-	-	-					
A-2		**Grades 4-6**	-	-	-					
A-3		**Grades 7-8**	-	-	-					
B-1		**Grades 9-12**	-	-	-					
		TOTAL	-	-	-	-	-	-	-	-
A-5, B-2	**Number of FTE**		-	-	-					
	Is this school eligible for NSS funding?		Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method:		**LCFF**	**LCFF**	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF

Vista Legacy Global Academy
Supporting Documentation

Data Entry Tab

Vista Legacy Global Academy - Newly Operational Charter			2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
3	**NSS #3**								**School Code:**	
A-1	**Current Year P2 ADA:**	**Grades TK-3**	-	-	-					
A-2		**Grades 4-6**	-	-	-					
A-3		**Grades 7-8**	-	-	-					
B-1		**Grades 9-12**	-	-	-					
		TOTAL	-	-	-	-	-	-	-	-
A-5, B-2	**Number of FTE**		-	-	-					
	Is this school eligible for NSS funding?		Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method:		**LCFF**	**LCFF**	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
4	**NSS #4**								**School Code:**	
A-1	**Current Year P2 ADA:**	**Grades TK-3**	-	-	-					
A-2		**Grades 4-6**	-	-	-					
A-3		**Grades 7-8**	-	-	-					
B-1		**Grades 9-12**	-	-	-					
		TOTAL	-	-	-	-	-	-	-	-
A-5, B-2	**Number of FTE**		-	-	-					
	Is this school eligible for NSS funding?		Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method:		**LCFF**	**LCFF**	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
5	**NSS #5**								**School Code:**	
A-1	**Current Year P2 ADA:**	**Grades TK-3**	-	-	-					
A-2		**Grades 4-6**	-	-	-					
A-3		**Grades 7-8**	-	-	-					
B-1		**Grades 9-12**	-	-	-					
		TOTAL	-	-	-	-	-	-	-	-
A-5, B-2	**Number of FTE**		-	-	-					
	Is this school eligible for NSS funding?		Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method:		**LCFF**	**LCFF**	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF

Vista Legacy Global Academy
Supporting Documentation

Data Entry Tab

Vista Legacy Global Academy - Newly Operational Charter	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
(5) IN-LIEU OF PROPERTY TAX CALCULATION FOR CHARTER SCHOOLS								
(a) ALTERNATIVE CALCULATION TOOL								
Only use this section to override the calculated in-lieu of property tax results with a locally determined calculation.								
1. Clear the prepopulated number '1' from the box located to the right	1							
2. Local calculation of total in-lieu property taxes								
(b) IN-LIEU TAX CALCULATION BY CHARTER SCHOOL (Note: Charters MUST be numbered to bring results into the District In-Lieu Taxes tab)								
Enter the name and ADA for each charter school. Basic Aid districts are required to transfer in-lieu taxes based on grade span funding rates. To reduce data entry, non-basic aid districts can enter the total ADA for each year into a single grade span.								
1 **Charter Name**								
Charter ADA by grade span								
Grades K-3								
Grades 4-6								
Grades 7-8								
Grades 9-12								
Total ADA	-	-	-	-	-	-	-	-
2 **Charter Name**								
Charter ADA by grade span								
Grades K-3								
Grades 4-6								
Grades 7-8								
Grades 9-12								
Total ADA	-	-	-	-	-	-	-	-
3 **Charter Name**								
Charter ADA by grade span								
Grades K-3								
Grades 4-6								
Grades 7-8								
Grades 9-12								
Total ADA	-	-	-	-	-	-	-	-

Vista Legacy Global Academy
Supporting Documentation

Data Entry Tab

Vista Legacy Global Academy - Newly Operational Charter		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
4	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
5	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
6	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
7	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
8	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-

Vista Legacy Global Academy
Supporting Documentation

Data Entry Tab

Vista Legacy Global Academy - Newly Operational Charter		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
9	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
10	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
11	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
12	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
13	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-

Vista Legacy Global Academy
Supporting Documentation

Data Entry Tab

Vista Legacy Global Academy - Newly Operational Charter		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
14	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
15	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
16	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
17	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
18	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-		-

Vista Legacy Global Academy
Supporting Documentation

Data Entry Tab

Vista Legacy Global Academy - Newly Operational Charter		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
19	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
20	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
21	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
22	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
23	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-

Vista Legacy Global Academy
Supporting Documentation

Data Entry Tab

	Vista Legacy Global Academy - Newly Operational Charter	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
24	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
25	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
26	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
27	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
28	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-

Vista Legacy Global Academy
Supporting Documentation

Data Entry Tab

Vista Legacy Global Academy - Newly Operational Charter		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
29	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
30	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
31	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
32	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
33	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-

Vista Legacy Global Academy
Supporting Documentation

Data Entry Tab

Vista Legacy Global Academy - Newly Operational Charter		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
34	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
35	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
36	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
37	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
38	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-

Vista Legacy Global Academy
Supporting Documentation

Data Entry Tab

Vista Legacy Global Academy - Newly Operational Charter		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
39	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
40	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
41	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-		-
42	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
43	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-

Vista Legacy Global Academy
Supporting Documentation

Data Entry Tab

Vista Legacy Global Academy - Newly Operational Charter		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
44	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
45	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
46	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
47	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
48	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-

Vista Legacy Global Academy
Supporting Documentation

Data Entry Tab

Vista Legacy Global Academy - Newly Operational Charter		2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
49	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-
50	**Charter Name**								
	Charter ADA by grade span								
	Grades K-3								
	Grades 4-6								
	Grades 7-8								
	Grades 9-12								
	Total ADA	-	-	-	-	-	-	-	-

Vista Legacy Global Academy
Supporting Documentation

Calculator Tab

Vista Legacy Global Academy

LOCAL CONTROL FUNDING FORMULA **2019-20**

LCFF ENTITLEMENT CALCULATION

	COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage		
Calculation Factors	3.26%	0.00%	0.00%	0.00%	

	ADA	Base	Grade Span	Supplemental	Concentration	Total
Grades TK-3	-	$ 7,702	$ 801	$ -	$ -	$ -
Grades 4-6	-	7,818		-	-	-
Grades 7-8	-	8,050		-	-	-
Grades 9-12	-	9,329	243	-	-	-
Subtract Necessary Small School ADA and Funding	-	-	-			-
Total Base, Supplemental, and Concentration Grant		$ -	$ -	$ -	$ -	$ -
NSS Allowance		-				-
TOTAL BASE	-	$ -	$ -	$ -	$ -	$ -

ADD ONS:	
Targeted Instructional Improvement Block Grant	$ -
Home-to-School Transportation	-
Small School District Bus Replacement Program	-
ECONOMIC RECOVERY TARGET PAYMENT	-
LCFF ENTITLEMENT	**$** -

STATE AID CALCULATION

Miscellaneous Adjustments	-
Adjusted LCFF Entitlement	-
Local Revenue (including RDA)	-
Gross State Aid	$ -

MINIMUM STATE AID CALCULATION

	12-13 Rate	2019-20 ADA	N/A
2012-13 RL/Charter Gen BG adjusted for ADA	$ -	-	$ -
2012-13 NSS Allowance (deficited)	$ -		-
Minimum State Aid Adjustments			-
Less Current Year Property Taxes/In-Lieu			-
Subtotal State Aid for Historical RL/Charter General BG			-
Categorical funding from 2012-13 net of fair share reduction			-
Charter School Categorical Block Grant adjusted for ADA	-	-	-
Minimum State Aid Guarantee Before Proration Factor			-
Proration Factor			
Minimum State Aid Guarantee			$ -

CHARTER SCHOOL MINIMUM STATE AID OFFSET	
LCFF Entitlement	-
Minimum State Aid plus Property Taxes including RDA	-
Offset	-
Minimum State Aid Prior to Offset	-
Total Minimum State Aid with Offset	-
GROSS STATE AID	$ -
ADDITIONAL STATE AID	**$** -

LCFF Entitlement (before COE transfer, Choice & Charter Supplemental)	$ -
Change Over Prior Year	
LCFF Entitlement Per ADA	$ -
Per-ADA Change Over Prior Year	
Basic Aid Status (school districts only)	-

LCFF SOURCES INCLUDING EXCESS TAXES

	2019-20
State Aid	$ -
Education Protection Account	-
Property Taxes Net of In-Lieu Transfers	-
Charter In-Lieu Taxes	-
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)	$ -

Vista Legacy Global Academy
Supporting Documentation

Calculator Tab

Vista Legacy Global Academy						v.23.1a						
LOCAL CONTROL FUNDING FORMULA						**2020-21**						**2021-22**
LCFF ENTITLEMENT CALCULATION												
		COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage				COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage		
Calculation Factors		0.00%	0.00%	0.00%	0.00%			5.07%	0.00%	0.00%	0.00%	
	ADA	Base	Grade Span	Supplemental	Concentration	Total	ADA	Base	Grade Span	Supplemental	Concentration	Total
Grades TK-3	-	$ 7,702	$ 801	$ -	$ -	$ -	-	$ 8,093	$ 842	$ -	$ -	$ -
Grades 4-6	-	7,818		-	-	-	-	8,215		-	-	-
Grades 7-8	-	8,050		-	-	-	-	8,458		-	-	-
Grades 9-12	-	9,329	243	-	-	-	-	9,802	255	-	-	-
Subtract Necessary Small School ADA and Funding	-	-	-			-	-	-	-			-
Total Base, Supplemental, and Concentration Grant		$ -	$ -	$ -	$ -	$ -		$ -	$ -	$ -	$ -	$ -
NSS Allowance		-				-		-				-
TOTAL BASE	-	$ -	$ -	$ -	$ -	$ -	-	$ -	$ -	$ -	$ -	$ -
ADD ONS:												
Targeted Instructional Improvement Block Grant						$ -						$ -
Home-to-School Transportation						-						-
Small School District Bus Replacement Program						-						-
ECONOMIC RECOVERY TARGET PAYMENT						-						-
LCFF ENTITLEMENT						**$ -**						**$ -**
STATE AID CALCULATION												
Miscellaneous Adjustments						-						-
Adjusted LCFF Entitlement						-						-
Local Revenue (including RDA)						-						-
Gross State Aid						$ -						$ -
MINIMUM STATE AID CALCULATION												
		12-13 Rate	2020-21 ADA			N/A		12-13 Rate	2021-22 ADA			N/A
2012-13 RL/Charter Gen BG adjusted for ADA		$ -	-			$ -		$ -	-			$ -
2012-13 NSS Allowance (deficited)		$ -				-		$ -				-
Minimum State Aid Adjustments						-						-
Less Current Year Property Taxes/In-Lieu						-						-
Subtotal State Aid for Historical RL/Charter General BG						-						-
Categorical funding from 2012-13 net of fair share reduction						-						-
Charter School Categorical Block Grant adjusted for ADA			-	-		-			-	-		-
Minimum State Aid Guarantee Before Proration Factor						-						-
Proration Factor						0.00%						0.00%
Minimum State Aid Guarantee						$ -						$ -
CHARTER SCHOOL MINIMUM STATE AID OFFSET												
LCFF Entitlement						-						-
Minimum State Aid plus Property Taxes including RDA						-						-
Offset						-						-
Minimum State Aid Prior to Offset						-						-
Total Minimum State Aid with Offset						-						-
GROSS STATE AID						$ -						$ -
ADDITIONAL STATE AID						**$ -**						**$ -**
LCFF Entitlement (before COE transfer, Choice & Charter Supplemental)						$ -						$ -
Change Over Prior Year			0.00%	-					0.00%	-		
LCFF Entitlement Per ADA						-						-
Per-ADA Change Over Prior Year			0.00%	-					0.00%	-		
Basic Aid Status (school districts only)						-						-
LCFF SOURCES INCLUDING EXCESS TAXES												
				Increase		2020-21				Increase		2021-22
State Aid			0.00%	-		$ -			0.00%	-		$ -
Education Protection Account						-						-
Property Taxes Net of In-Lieu Transfers			0.00%	-		-			0.00%	-		-
Charter In-Lieu Taxes			0.00%	-		-			0.00%	-		-
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)			0.00%	-		$ -			0.00%	-		$ -

Vista Legacy Global Academy
Supporting Documentation

Calculator Tab

Vista Legacy Global Academy							v.23.1a								v.23.1a
LOCAL CONTROL FUNDING FORMULA							**2022-23**								**2023-24**
LCFF ENTITLEMENT CALCULATION															
		COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage					COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage			
Calculation Factors		5.33%	0.00%	0.00%	0.00%				3.61%	0.00%	82.40%	82.40%		
	ADA	Base	Grade Span	Supplemental	Concentration	Total		ADA	Base	Grade Span	Supplemental	Concentration	Total	
Grades TK-3	-	$ 8,524	$ 886	$ -	$ -	$ -		-	$ 8,832	$ 919	$ 1,607	$ 1,737	$ -	
Grades 4-6	-	8,653		-	-	-		-	8,965		1,477	1,597	-	
Grades 7-8	-	8,909		-	-	-		-	9,231		1,521	1,644	-	
Grades 9-12	-	10,324	268	-	-	-		118.75	10,697	278	1,809	1,955	1,750,176	
Subtract Necessary Small School ADA and Funding	-	-	-			-		-	-	-			-	
Total Base, Supplemental, and Concentration Grant		$ -	$ -	$ -	$ -	$ -			$ 1,270,269	$ 33,012	$ 214,781	$ 232,114	$ 1,750,176	
NSS Allowance		-				-			-				-	
TOTAL BASE	-	$ -	$ -	$ -	$ -	$ -		118.75	$ 1,270,269	$ 33,012	$ 214,781	$ 232,114	$ 1,750,176	
ADD ONS:														
Targeted Instructional Improvement Block Grant						$ -							$ -	
Home-to-School Transportation						-							-	
Small School District Bus Replacement Program						-							-	
ECONOMIC RECOVERY TARGET PAYMENT						-							-	
LCFF ENTITLEMENT						**$ -**							**$ 1,750,176**	
STATE AID CALCULATION														
Miscellaneous Adjustments						-							-	
Adjusted LCFF Entitlement						-							1,750,176	
Local Revenue (including RDA)						-							(376,182)	
Gross State Aid						$ -							$ 1,373,994	
MINIMUM STATE AID CALCULATION														
		12-13 Rate	2022-23 ADA			N/A			12-13 Rate	2023-24 ADA			N/A	
2012-13 RL/Charter Gen BG adjusted for ADA		$ -	-			$ -			$ -	118.75			$ -	
2012-13 NSS Allowance (deficited)						-							-	
Minimum State Aid Adjustments						-							-	
Less Current Year Property Taxes/In-Lieu						-							(376,182)	
Subtotal State Aid for Historical RL/Charter General BG						-							-	
Categorical funding from 2012-13 net of fair share reduction						-							-	
Charter School Categorical Block Grant adjusted for ADA		-	-			-			-	-			-	
Minimum State Aid Guarantee Before Proration Factor						-							-	
Proration Factor						0.00%							0.00%	
Minimum State Aid Guarantee						$ -							$ -	
CHARTER SCHOOL MINIMUM STATE AID OFFSET														
LCFF Entitlement						-							1,750,176	
Minimum State Aid plus Property Taxes including RDA						-							376,182	
Offset						-							-	
Minimum State Aid Prior to Offset						-							-	
Total Minimum State Aid with Offset						-							-	
GROSS STATE AID						$ -							$ 1,373,994	
ADDITIONAL STATE AID						**$ -**							**$ -**	
LCFF Entitlement (before COE transfer, Choice & Charter Supplemental)						$ -							$ 1,750,176	
Change Over Prior Year		0.00%	-						0.00%	1,750,176				
LCFF Entitlement Per ADA						-							14,738	
Per-ADA Change Over Prior Year		0.00%	-						0.00%	14,738				
Basic Aid Status (school districts only)						-							-	
LCFF SOURCES INCLUDING EXCESS TAXES														
			Increase			2022-23				Increase			2023-24	
State Aid		0.00%	-			$ -			0.00%	1,350,244			$ 1,350,244	
Education Protection Account						-							23,750	
Property Taxes Net of In-Lieu Transfers		0.00%	-			-			0.00%	-			-	
Charter In-Lieu Taxes		0.00%	-			-			0.00%	376,182			376,182	
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)		0.00%	-			$ -			0.00%	1,726,426			$ 1,750,176	

Vista Legacy Global Academy
Supporting Documentation

Calculator Tab

Vista Legacy Global Academy						v.23.1a						v.23.1a
LOCAL CONTROL FUNDING FORMULA						**2024-25**						**2025-26**
LCFF ENTITLEMENT CALCULATION												
		COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage				COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage		
Calculation Factors		3.64%	0.00%	82.40%	82.40%			3.62%	0.00%	82.40%	82.40%	
	ADA	Base	Grade Span	Supplemental	Concentration	Total	ADA	Base	Grade Span	Supplemental	Concentration	Total
Grades TK-3	-	$ 9,153	$ 952	$ 1,665	$ 1,800	$ -	-	$ 9,484	$ 986	$ 1,725	$ 1,865	$ -
Grades 4-6	-	9,291		1,531	1,655	-	-	9,627		1,587	1,715	-
Grades 7-8	-	9,567		1,577	1,704	-	-	9,913		1,634	1,766	-
Grades 9-12	237.50	11,086	288	1,874	2,026	3,627,609	356.25	11,487	299	1,942	2,099	5,638,519
Subtract Necessary Small School ADA and Funding	-	-	-			-	-	-	-			-
Total Base, Supplemental, and Concentration Grant		$ 2,632,925	$ 68,400	$ 445,178	$ 481,106	$ 3,627,609		$ 4,092,244	$ 106,519	$ 691,956	$ 747,800	$ 5,638,519
NSS Allowance		-				-		-				-
TOTAL BASE	237.50	$ 2,632,925	$ 68,400	$ 445,178	$ 481,106	$ 3,627,609	356.25	$ 4,092,244	$ 106,519	$ 691,956	$ 747,800	$ 5,638,519
ADD ONS:												
Targeted Instructional Improvement Block Grant						$ -						$ -
Home-to-School Transportation						-						-
Small School District Bus Replacement Program						-						-
ECONOMIC RECOVERY TARGET PAYMENT						-						-
LCFF ENTITLEMENT						**$ 3,627,609**						**$ 5,638,519**
STATE AID CALCULATION												
Miscellaneous Adjustments						-						-
Adjusted LCFF Entitlement						3,627,609						5,638,519
Local Revenue (including RDA)						(752,364)						(1,128,547)
Gross State Aid						$ 2,875,245						$ 4,509,972
MINIMUM STATE AID CALCULATION												
		12-13 Rate	2024-25 ADA			N/A		12-13 Rate	2025-26 ADA			N/A
2012-13 RL/Charter Gen BG adjusted for ADA		$ -	237.50			$ -		$ -	356.25			$ -
2012-13 NSS Allowance (deficited)						-						-
Minimum State Aid Adjustments						-						-
Less Current Year Property Taxes/In-Lieu						(752,364)						(1,128,547)
Subtotal State Aid for Historical RL/Charter General BG						-						-
Categorical funding from 2012-13 net of fair share reduction						-						-
Charter School Categorical Block Grant adjusted for ADA		-	-			-		-	-			-
Minimum State Aid Guarantee Before Proration Factor						-						-
Proration Factor						0.00%						0.00%
Minimum State Aid Guarantee						$ -						$ -
CHARTER SCHOOL MINIMUM STATE AID OFFSET												
LCFF Entitlement						3,627,609						5,638,519
Minimum State Aid plus Property Taxes including RDA						752,364						1,128,547
Offset						-						-
Minimum State Aid Prior to Offset						-						-
Total Minimum State Aid with Offset						-						-
GROSS STATE AID						$ 2,875,245						$ 4,509,972
ADDITIONAL STATE AID						**$ -**						**$ -**
LCFF Entitlement (before COE transfer, Choice & Charter Supplemental)						$ 3,627,609						$ 5,638,519
Change Over Prior Year		107.27%	1,877,433					55.43%	2,010,910			
LCFF Entitlement Per ADA						15,274						15,827
Per-ADA Change Over Prior Year		3.64%	536					3.62%	553			
Basic Aid Status (school districts only)						-						-
LCFF SOURCES INCLUDING EXCESS TAXES												
			Increase			2024-25			Increase			2025-26
State Aid		109.42%	1,477,501			$ 2,827,745		56.97%	1,610,977			$ 4,438,722
Education Protection Account						47,500						71,250
Property Taxes Net of In-Lieu Transfers		0.00%	-			-		0.00%	-			-
Charter In-Lieu Taxes		100.00%	376,182			752,364		50.00%	376,182			1,128,547
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)		105.91%	1,853,683			$ 3,627,609		54.78%	1,987,159			$ 5,638,519

Vista Legacy Global Academy
Supporting Documentation

Calculator Tab

Vista Legacy Global Academy						v.23.1a
LOCAL CONTROL FUNDING FORMULA						**2026-27**
LCFF ENTITLEMENT CALCULATION						
	COLA & Augmentation		Base Grant Proration	Unduplicated Pupil Percentage		
Calculation Factors	3.58%		0.00%	82.40%	82.40%	
	ADA	Base	Grade Span	Supplemental	Concentration	Total
Grades TK-3	-	$ 9,824	$ 1,022	$ 1,787	$ 1,932	$ -
Grades 4-6	-	9,972		1,643	1,776	-
Grades 7-8	-	10,268		1,692	1,829	-
Grades 9-12	475.00	11,898	309	2,012	2,174	7,786,571
Subtract Necessary Small School ADA and Funding	-	-	-			-
Total Base, Supplemental, and Concentration Grant		$ 5,651,550	$ 146,775	$ 955,564	$ 1,032,682	$ 7,786,571
NSS Allowance		-				-
TOTAL BASE	475.00	$ 5,651,550	$ 146,775	$ 955,564	$ 1,032,682	$ 7,786,571
ADD ONS:						
Targeted Instructional Improvement Block Grant						$ -
Home-to-School Transportation						-
Small School District Bus Replacement Program						-
ECONOMIC RECOVERY TARGET PAYMENT						-
LCFF ENTITLEMENT						**$ 7,786,571**
STATE AID CALCULATION						
Miscellaneous Adjustments						-
Adjusted LCFF Entitlement						7,786,571
Local Revenue (including RDA)						(1,504,729)
Gross State Aid						$ 6,281,842
MINIMUM STATE AID CALCULATION						
			12-13 Rate	2026-27 ADA		N/A
2012-13 RL/Charter Gen BG adjusted for ADA			$ -	475.00		$ -
2012-13 NSS Allowance (deficited)						-
Minimum State Aid Adjustments						-
Less Current Year Property Taxes/In-Lieu						(1,504,729)
Subtotal State Aid for Historical RL/Charter General BG						-
Categorical funding from 2012-13 net of fair share reduction						-
Charter School Categorical Block Grant adjusted for ADA			-	-		-
Minimum State Aid Guarantee Before Proration Factor						-
Proration Factor						0.00%
Minimum State Aid Guarantee						$ -
CHARTER SCHOOL MINIMUM STATE AID OFFSET						
LCFF Entitlement						7,786,571
Minimum State Aid plus Property Taxes including RDA						1,504,729
Offset						-
Minimum State Aid Prior to Offset						-
Total Minimum State Aid with Offset						-
GROSS STATE AID						$ 6,281,842
ADDITIONAL STATE AID						**$ -**
LCFF Entitlement (before COE transfer, Choice & Charter Supplemental)						$ 7,786,571
Change Over Prior Year			38.10%	2,148,052		
LCFF Entitlement Per ADA						16,393
Per-ADA Change Over Prior Year			3.58%	566		
Basic Aid Status (school districts only)						-
LCFF SOURCES INCLUDING EXCESS TAXES						
				Increase		2026-27
State Aid			39.38%	1,748,120		$ 6,186,842
Education Protection Account						95,000
Property Taxes Net of In-Lieu Transfers			0.00%	-		-
Charter In-Lieu Taxes			33.33%	376,182		1,504,729
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)			121.38%	2,124,302		$ 7,786,571

Vista Legacy Global Academy
Supporting Documentation

EPA Tab

Vista Legacy Global Academy

EDUCATION PROTECTION ACCOUNT

Certification Period:	*Est. Annual* 2019-20	2020-21	*Est. Annual* 2020-21	2021-22	*Est. Annual* 2021-22	2022-23	2023-24	2024-25	2025-26
EDUCATION PROTECTION ACCOUNT (EPA) MINIMUM ENTITLEMENT									
A-1 Total ADA for EPA Minimum	-	-	-	-	-	-	118.75	237.50	356.25
A-2 Minimum Funding per ADA	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200
A-3 EPA Minimum Funding (A-1 * A-2)	$ -	$ -	$ -	$ -	$ -	$ -	$ 23,750	$ 47,500	$ 71,250
EPA PROPORTIONATE SHARE CAP									
Adjusted Total Revenue Limit	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Current Year Adjusted NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
B-12 Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
B-13 Local Revenue/In-Lieu of Property Taxes	$ -	$ -	$ -	$ -	$ -	$ -	$ 376,182	$ 752,364	$ 1,128,547
B-14 EPA Proportionate Share Cap (B-12 - B-13; If less than 0, B-14 = 0)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
EPA PROPORTIONATE SHARE									
C-1 Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	$-	$ -	$-	$-	$-	$-	$-	$-	$-
C-2 Statewide EPA Proportionate Share Ratio ***(as of P-2 certification)***	*N/A*	70.06785065%	*N/A*	49.17914663%	*N/A*	49.17914663%	49.17914663%	49.17914663%	49.17914663%
C-3 EPA Proportionate Share (C-1 * C-2)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
EPA ENTITLEMENT									
D-1 EPA Entitlement (If C-3 < B-14, then C-3; else B-14); (If C-3 and B-14 < A-3, then A-3)	$ -	$ -	$ -	$ -	$ -	$ -	$ 23,750	$ 47,500	$ 71,250
D-2 Miscellaneous Adjustments**	*$ -*	*$ -*	*$ -*	*$ -*	*$ -*	$-	$-	$-	$-
D-3 Adjusted EPA Entitlement (D-1 + D-2)	-	-	-	-	-	-	23,750	47,500	71,250
D-4 Prior Year Annual Adjustment	*N/A*	*$ -*	*N/A*	*$ -*	*N/A*	-	-	-	-
D-5 P2 Entitlement Net of PY Adjustment	*N/A*	*$ -*	*N/A*	$ -	*N/A*	-	23,750	47,500	71,250
C-2 Statewide EPA Proportionate Share Ratio **(as of Annual certification)**	16.13801139%	70.06785065%	70.06785065%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%
Adjusted EPA Allocation (used to calculate LCFF Revenue)	*N/A*	$ -	*N/A*	$ -	*N/A*	-	*23,750*	*47,500*	*71,250*

Vista Legacy Global Academy
Supporting Documentation

EPA Tab

Vista Legacy Global Academy

EDUCATION PROTECTION ACCOUNT

		Certification Period: 2026-27
EDUCATION PROTECTION ACCOUNT (EPA) MINIMUM ENTITLEMENT		
A-1	Total ADA for EPA Minimum	475.00
A-2	Minimum Funding per ADA	$ 200
A-3	EPA Minimum Funding (A-1 * A-2)	$ 95,000
EPA PROPORTIONATE SHARE CAP		
	Adjusted Total Revenue Limit	$ -
	Current Year Adjusted NSS Allowance	$ -
B-12	Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	$ -
B-13	Local Revenue/In-Lieu of Property Taxes	$ 1,504,729
B-14	EPA Proportionate Share Cap (B-12 - B-13; If less than 0, B-14 = 0)	$ -
EPA PROPORTIONATE SHARE		
C-1	Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	$-
C-2	Statewide EPA Proportionate Share Ratio ***(as of P-2 certification)***	49.17914663%
C-3	EPA Proportionate Share (C-1 * C-2)	$ -
EPA ENTITLEMENT		
D-1	EPA Entitlement (If C-3 < B-14, then C-3; else B-14); (If C-3 and B-14 < A-3, then A-3)	$ 95,000
D-2	Miscellaneous Adjustments**	$-
D-3	Adjusted EPA Entitlement (D-1 + D-2)	95,000
D-4	Prior Year Annual Adjustment	-
D-5	P2 Entitlement Net of PY Adjustment	95,000
C-2	Statewide EPA Proportionate Share Ratio **(as of Annual certification)**	49.17914663%
	Adjusted EPA Allocation (used to calculate LCFF Revenue)	*95,000*

Vista Legacy Global Academy
Supporting Documentation

Summary Tab

Vista Legacy Global Academy	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
SUMMARY OF FUNDING								
General Assumptions								
COLA & Augmentation	*3.26%*	*0.00%*	*5.07%*	*5.33%*	*3.61%*	*3.64%*	*3.62%*	*3.58%*
Base Grant Proration Factor	-	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Add-on, ERT & MSA Proration Factor	-	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
LCFF Entitlement								
Base Grant	$-	$-	$-	$-	$1,270,269	$2,632,925	$4,092,244	$5,651,550
Grade Span Adjustment	-	-	-	-	33,012	68,400	106,519	146,775
Supplemental Grant	-	-	-	-	214,781	445,178	691,956	955,564
Concentration Grant	-	-	-	-	232,114	481,106	747,800	1,032,682
Add-ons: Targeted Instructional Improvement Block Grant	-	-	-	-	-	-	-	-
Add-ons: Home-to-School Transportation	-	-	-	-	-	-	-	-
Add-ons: Small School District Bus Replacement Program	-	-	-	-	-	-	-	-
Total LCFF Entitlement Before Adjustments, ERT & Additional State Aid	**$-**	**$-**	**$-**	**$-**	**$1,750,176**	**$3,627,609**	**$5,638,519**	**$7,786,571**
Miscellaneous Adjustments	-	-	-	-	-	-	-	-
Economic Recovery Target	-	-	-	-	-	-	-	-
Additional State Aid	-	-	-	-	-	-	-	-
Total LCFF Entitlement	**-**	**-**	**-**	**-**	**1,750,176**	**3,627,609**	**5,638,519**	**7,786,571**
LCFF Entitlement Per ADA	**$ -**	**$ -**	**$ -**	**$ -**	**$ 14,738**	**$ 15,274**	**$ 15,827**	**$ 16,393**
Components of LCFF By Object Code								
State Aid (Object Code 8011)	$ -	$ -	$ -	$ -	$ 1,350,244	$ 2,827,745	$ 4,438,722	$ 6,186,842
EPA (for LCFF Calculation purposes)	$ -	$ -	$ -	$ -	$ 23,750	$ 47,500	$ 71,250	$ 95,000
Local Revenue Sources:								
Property Taxes (Object 8021 to 8089)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
In-Lieu of Property Taxes (Object Code 8096)	-	-	-	-	376,182	752,364	1,128,547	1,504,729
Property Taxes net of In-Lieu	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
TOTAL FUNDING	**-**	**-**	**-**	**-**	**1,750,176**	**3,627,609**	**5,638,519**	**7,786,571**
Basic Aid Status	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Excess Taxes	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
EPA in Excess to LCFF Funding	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total LCFF Entitlement	**-**	**-**	**-**	**-**	**1,750,176**	**3,627,609**	**5,638,519**	**7,786,571**

SUMMARY OF EPA								
% of Adjusted Revenue Limit - Annual	16.13801139%	70.06785065%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%
% of Adjusted Revenue Limit - P-2	16.08698870%	70.06785065%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%
EPA (for LCFF Calculation purposes)	$ -	$ -	$ -	$ -	$ 23,750	$ 47,500	$ 71,250	$ 95,000
EPA, Current Year (Object Code 8012) (P-2 plus Current Year Accrual)	$ -	$ -	$ -	$ -	$ 23,750	$ 47,500	$ 71,250	$ 95,000
EPA, Prior Year Adjustment (Object Code 8019) (P-A less Prior Year Accrual)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Accrual (from Data Entry tab)	-	-	-	-	-	-	-	-

Vista Legacy Global Academy
Supporting Documentation

Summary Tab

Vista Legacy Global Academy	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
LCAP PERCENTAGE TO INCREASE OR IMPROVE SERVICES								
Base Grant (*Excludes add-ons for TIIG and Transportation*)	$ -	$ -	$ -	$ -	$ 1,303,281	$ 2,701,325	$ 4,198,763	$ 5,798,325
Supplemental and Concentration Grant funding in the LCAP year	$ -	$ -	$ -	$ -	$ 446,895	$ 926,284	$ 1,439,756	$ 1,988,246
Percentage to Increase or Improve Services	0.00%	0.00%	0.00%	0.00%	34.29%	34.29%	34.29%	34.29%

SUMMARY OF STUDENT POPULATION								
Unduplicated Pupil Population								
Enrollment	-	-	-	-	125	250	375	500
COE Enrollment	-	-	-	-	-	-	-	-
Total Enrollment	**0**	**0**	**0**	**0**	**125**	**250**	**375**	**500**
Unduplicated Pupil Count	-	-	-	-	103	206	309	412
COE Unduplicated Pupil Count	-	-	-	-	-	-	-	-
Total Unduplicated Pupil Count	**0**	**0**	**0**	**0**	**103**	**206**	**309**	**412**
Rolling %, Supplemental Grant	0.0000%	0.0000%	0.0000%	0.0000%	82.4000%	82.4000%	82.4000%	82.4000%
Rolling %, Concentration Grant	0.0000%	0.0000%	0.0000%	0.0000%	82.4000%	82.4000%	82.4000%	82.4000%

Vista Legacy Global Academy
Supporting Documentation

Summary Tab

Vista Legacy Global Academy	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
SUMMARY OF LCFF ADA								
Prior Year ADA for the Hold Harmless - (net of current year charter shift)								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
LCFF Subtotal	-	-	-	-	-	-	-	-
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	-	-	-	-	-
Current Year ADA								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	118.75	237.50	356.25	475.00
LCFF Subtotal	-	-	-	-	118.75	237.50	356.25	475.00
NSS	-	-	-	-	-	-	-	
Combined Subtotal	-	-	-	-	118.75	237.50	356.25	475.00
Change in LCFF ADA (excludes NSS ADA)	-	-	-	-	118.75	237.50	356.25	475.00
	No Change	No Change	No Change	No Change	Increase	Increase	Increase	Increase
Funded LCFF ADA for the Hold Harmless								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	118.75	237.50	356.25	475.00
Subtotal	-	-	-	-	118.75	237.50	356.25	475.00
	Current	*Current*	*Current*	*Current*	*Current*	*Current*	*Current*	*Current*
Funded NSS ADA								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-
	Prior	Prior	Prior	Prior	Prior	Prior	Prior	Prior
NPS, CDS, & COE Operated								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-
ACTUAL ADA ***(Current Year Only)***								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	118.75	237.50	356.25	475.00
Total Actual ADA	-	-	-	-	118.75	237.50	356.25	475.00
TOTAL FUNDED ADA								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	118.75	237.50	356.25	475.00
Total	**-**	**-**	**-**	**-**	**118.75**	**237.50**	**356.25**	**475.00**
Funded Difference (Funded ADA less Actual ADA)	-	-	-	-	-	-	-	-

Vista Legacy Global Academy
Supporting Documentation

Summary Tab

Vista Legacy Global Academy	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
PER-ADA FUNDING LEVELS								
Base, Supplemental and Concentration Rate per ADA								
Grades TK-3	$ 8,503	$ 8,503	$ 8,935	$ 9,410	$ 13,095	$ 13,570	$ 14,060	$ 14,565
Grades 4-6	$ 7,818	$ 7,818	$ 8,215	$ 8,653	$ 12,039	$ 12,477	$ 12,928	$ 13,391
Grades 7-8	$ 8,050	$ 8,050	$ 8,458	$ 8,909	$ 12,396	$ 12,848	$ 13,312	$ 13,789
Grades 9-12	$ 9,572	$ 9,572	$ 10,057	$ 10,592	$ 14,738	$ 15,274	$ 15,827	$ 16,393
Base Grants								
Grades TK-3	$ 7,702	$ 7,702	$ 8,093	$ 8,524	$ 8,832	$ 9,153	$ 9,484	$ 9,824
Grades 4-6	$ 7,818	$ 7,818	$ 8,215	$ 8,653	$ 8,965	$ 9,291	$ 9,627	$ 9,972
Grades 7-8	$ 8,050	$ 8,050	$ 8,458	$ 8,909	$ 9,231	$ 9,567	$ 9,913	$ 10,268
Grades 9-12	$ 9,329	$ 9,329	$ 9,802	$ 10,324	$ 10,697	$ 11,086	$ 11,487	$ 11,898
Grade Span Adjustment								
Grades TK-3	$ 801	$ 801	$ 842	$ 886	$ 919	$ 952	$ 986	$ 1,022
Grades 9-12	$ 243	$ 243	$ 255	$ 268	$ 278	$ 288	$ 299	$ 309
Prorated Base, Supplemental and Concentration Rate per ADA								
Grades TK-3	$ 8,503	$ 8,503	$ 8,935	$ 9,410	$ 9,751	$ 10,105	$ 10,470	$ 10,846
Grades 4-6	$ 7,818	$ 7,818	$ 8,215	$ 8,653	$ 8,965	$ 9,291	$ 9,627	$ 9,972
Grades 7-8	$ 8,050	$ 8,050	$ 8,458	$ 8,909	$ 9,231	$ 9,567	$ 9,913	$ 10,268
Grades 9-12	$ 9,572	$ 9,572	$ 10,057	$ 10,592	$ 10,975	$ 11,374	$ 11,786	$ 12,207
Prorated Base Grants								
Grades TK-3	$ 7,702	$ 7,702	$ 8,093	$ 8,524	$ 8,832	$ 9,153	$ 9,484	$ 9,824
Grades 4-6	$ 7,818	$ 7,818	$ 8,215	$ 8,653	$ 8,965	$ 9,291	$ 9,627	$ 9,972
Grades 7-8	$ 8,050	$ 8,050	$ 8,458	$ 8,909	$ 9,231	$ 9,567	$ 9,913	$ 10,268
Grades 9-12	$ 9,329	$ 9,329	$ 9,802	$ 10,324	$ 10,697	$ 11,086	$ 11,487	$ 11,898
Prorated Grade Span Adjustment								
Grades TK-3	$ 801	$ 801	$ 842	$ 886	$ 919	$ 952	$ 986	$ 1,022
Grades 9-12	$ 243	$ 243	$ 255	$ 268	$ 278	$ 288	$ 299	$ 309
Supplemental Grant	20%	20%	20%	20%	20%	20%	20%	20%
Maximum - 1.00 ADA, 100% UPP								
Grades TK-3	$ 1,701	$ 1,701	$ 1,787	$ 1,882	$ 1,950	$ 2,021	$ 2,094	$ 2,169
Grades 4-6	$ 1,564	$ 1,564	$ 1,643	$ 1,731	$ 1,793	$ 1,858	$ 1,925	$ 1,994
Grades 7-8	$ 1,610	$ 1,610	$ 1,692	$ 1,782	$ 1,846	$ 1,913	$ 1,983	$ 2,054
Grades 9-12	$ 1,914	$ 1,914	$ 2,011	$ 2,118	$ 2,195	$ 2,275	$ 2,357	$ 2,441
Actual - 1.00 ADA, Local UPP as follows:	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*82.40%*	*82.40%*	*82.40%*	*82.40%*
Grades TK-3	$ -	$ -	$ -	$ -	$ 1,607	$ 1,665	$ 1,725	$ 1,787
Grades 4-6	$ -	$ -	$ -	$ -	$ 1,477	$ 1,531	$ 1,587	$ 1,643
Grades 7-8	$ -	$ -	$ -	$ -	$ 1,521	$ 1,577	$ 1,634	$ 1,692
Grades 9-12	$ -	$ -	$ -	$ -	$ 1,809	$ 1,874	$ 1,942	$ 2,012
Concentration Grant (>55% population)	50%	50%	65%	65%	65%	65%	65%	65%
Maximum - 1.00 ADA, 100% UPP								
Grades TK-3	$ 4,252	$ 4,252	$ 5,808	$ 6,117	$ 6,338	$ 6,568	$ 6,806	$ 7,050
Grades 4-6	$ 3,909	$ 3,909	$ 5,340	$ 5,624	$ 5,827	$ 6,039	$ 6,258	$ 6,482
Grades 7-8	$ 4,025	$ 4,025	$ 5,498	$ 5,791	$ 6,000	$ 6,219	$ 6,443	$ 6,674
Grades 9-12	$ 4,786	$ 4,786	$ 6,537	$ 6,885	$ 7,134	$ 7,393	$ 7,661	$ 7,935
Actual - 1.00 ADA, Local UPP >55% as follows:	*0.0000%*	*0.0000%*	*0.0000%*	*0.0000%*	*27.4000%*	*27.4000%*	*27.4000%*	*27.4000%*
Grades TK-3	$ -	$ -	$ -	$ -	$ 1,737	$ 1,800	$ 1,865	$ 1,932
Grades 4-6	$ -	$ -	$ -	$ -	$ 1,597	$ 1,655	$ 1,715	$ 1,776
Grades 7-8	$ -	$ -	$ -	$ -	$ 1,644	$ 1,704	$ 1,766	$ 1,829
Grades 9-12	$ -	$ -	$ -	$ -	$ 1,955	$ 2,026	$ 2,099	$ 2,174

Vista Legacy Global Academy
Supporting Documentation

NSS Calculation Tab

Vista Legacy Global Academy

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

RATES 2020-21 PY2

ADA	Level / # FTE	Allowance
Elementary		
1 - 24	1	163,900
25 - 48	2	327,800
49 - 72	3	491,700
73 - 96	4	655,600
High School		
1 - 19	1	133,045
1 - 19	2	266,090
1 - 19	3	591,360
20 - 38	4	724,405
39 - 57	5	857,450
58 - 71	6	990,495
72 - 86	7	1,123,540
87 - 100	8	1,256,585
101 - 114	9	1,389,630
115 - 129	10	1,522,675
130 - 143	11	1,655,720
144 - 171	12	1,788,765
172 - 210	13	1,921,810
211 - 248	14	2,054,855
249 - 286	15	2,187,900

NSS Add-on per ADA -

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

COLA	0.00%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	7,702	801	-	-
Grades 4-6	7,818	-	-	-
Grades 7-8	8,050	-	-	-
Grades 9-12	9,329	243	-	-

ADA & NSS FTE PY2 — 2020-21

		DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	NPS, CDS, & COE operated
PRIOR YEAR ADA (net of charter shift)								
	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	PRIOR YEAR ADA	-	-	-	-	-	-	
	PRIOR YEAR NUMBER OF FTE		-	-	-	-	-	
CURRENT YEAR ADA								
	Grades TK-3	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-
	CURRENT YEAR ADA	-	-	-	-	-	-	-
	CURRENT YEAR NUMBER OF FTE		-	-	-	-	-	

NSS FUNDING CALCULATIONS

	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS	Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year					
NSS allowance level	0	0	0	0	0
NSS Allowance using PY	-	-	-	-	-
NSS Add-on using PY	-	-	-	-	-
Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on current year					
NSS allowance level	0	0	0	0	0
NSS Allowance using CY	-	-	-	-	-
NSS Add-on using CY	-	-	-	-	-
Total NSS Allowance using CY	-	-	-	-	-
NSS allowance level >0?	NO	NO	NO	NO	NO

NSS Calculation Tab

Vista Legacy Global Academy

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

Vista Legacy Global Academy
Supporting Documentation

NSS Calculation Tab

Vista Legacy Global Academy

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

2020-21			2020-21				
Funded P2 NSS ADA and NSS Allowances	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL
Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:	LCFF	LCFF	LCFF	LCFF	LCFF	
NSS Allowance						
Prior Year						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	**-**	**-**	**-**	**-**	**-**	**-**
Current Year						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	**-**	**-**	**-**	**-**	**-**	**-**
Funding based on						*Current year*
TOTAL Funded ADA						0
Total NSS Allowance						**-**

Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates		Amounts		Total
		Base	**Grade Span**	**Base**	**Grade Span**	
Grades TK-3	-	7,702	801	-	-	-
Grades 4-6	-	7,818	-	-	-	-
Grades 7-8	-	8,050	-	-	-	-
Grades 9-12	-	9,329	243	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	**-**			**-**	**-**	**-**

Adjusted NSS Allowance (Deficited) for EPA	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	
Funded ADA	-	-	-	-	-	
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						**-**

Vista Legacy Global Academy
Supporting Documentation

NSS Calculation Tab

Vista Legacy Global Academy

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

RATES **2021-22**

ADA	Level / # FTE	Allowance
Elementary		
1 - 24	1	172,200
25 - 48	2	344,400
49 - 72	3	516,600
73 - 96	4	688,800
High School		
1 - 19	1	139,795
1 - 19	2	279,590
1 - 19	3	621,060
20 - 38	4	760,855
39 - 57	5	900,650
58 - 71	6	1,040,445
72 - 86	7	1,180,240
87 - 100	8	1,320,035
101 - 114	9	1,459,830
115 - 129	10	1,599,625
130 - 143	11	1,739,420
144 - 171	12	1,879,215
172 - 210	13	2,019,010
211 - 248	14	2,158,805
249 - 286	15	2,298,600

NSS Add-on per ADA -

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

COLA	5.07%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	8,093	842	-	-
Grades 4-6	8,215	-	-	-
Grades 7-8	8,458	-	-	-
Grades 9-12	9,802	255	-	-

ADA & NSS FTE **2021-22**

	DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	NPS, CDS, & COE operated
PRIOR YEAR ADA (net of charter shift)							
Grades TK-3	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	
Grades 9-12	-	-	-	-	-	-	
PRIOR YEAR ADA	-	-	-	-	-	-	
PRIOR YEAR NUMBER OF FTE		-	-	-	-	-	
CURRENT YEAR ADA							
Grades TK-3	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-
CURRENT YEAR ADA	-	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE		-	-	-	-	-	

NSS FUNDING CALCULATIONS	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS	Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year					
NSS allowance level	0	0	0	0	0
NSS Allowance using PY	-	-	-	-	-
NSS Add-on using PY	-	-	-	-	-
Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on current year					
NSS allowance level	0	0	0	0	0
NSS Allowance using CY	-	-	-	-	-
NSS Add-on using CY	-	-	-	-	-
Total NSS Allowance using CY	-	-	-	-	-
NSS allowance level >0?	NO	NO	NO	NO	NO

NSS Calculation Tab

Vista Legacy Global Academy

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

2021-22	2021-22					
Funded P2 NSS ADA and NSS Allowances	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL
Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:	LCFF	LCFF	LCFF	LCFF	LCFF	
NSS Allowance						
Prior Year						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	**-**	**-**	**-**	**-**	**-**	**-**
Current Year						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	**-**	**-**	**-**	**-**	**-**	**-**
Funding based on						*Current year*
TOTAL Funded ADA						0
Total NSS Allowance						**-**

Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates		Amounts		Total
		Base	**Grade Span**	**Base**	**Grade Span**	
Grades TK-3	-	8,093	842	-	-	-
Grades 4-6	-	8,215	-	-	-	-
Grades 7-8	-	8,458	-	-	-	-
Grades 9-12	-	9,802	255	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	**-**			**-**	**-**	**-**

Adjusted NSS Allowance (Deficited) for EPA	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	
Funded ADA	-	-	-	-	-	
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						**-**

NSS Calculation Tab

Vista Legacy Global Academy

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

RATES **2022-23**

ADA	Level / # FTE	Allowance
Elementary		
1 - 24	1	181,375
25 - 48	2	362,750
49 - 72	3	544,125
73 - 96	4	725,500
High School		
1 - 19	1	147,245
1 - 19	2	294,490
1 - 19	3	654,060
20 - 38	4	801,305
39 - 57	5	948,550
58 - 71	6	1,095,795
72 - 86	7	1,243,040
87 - 100	8	1,390,285
101 - 114	9	1,537,530
115 - 129	10	1,684,775
130 - 143	11	1,832,020
144 - 171	12	1,979,265
172 - 210	13	2,126,510
211 - 248	14	2,273,755
249 - 286	15	2,421,000

NSS Add-on per ADA -

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

COLA	5.33%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	8,524	886	-	-
Grades 4-6	8,653	-	-	-
Grades 7-8	8,909	-	-	-
Grades 9-12	10,324	268	-	-

ADA & NSS FTE **2022-23**

	DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	NPS, CDS, & COE operated
PRIOR YEAR ADA (net of charter shift)							
Grades TK-3	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	
Grades 9-12	-	-	-	-	-	-	
PRIOR YEAR ADA	-	-	-	-	-	-	
PRIOR YEAR NUMBER OF FTE		-	-	-	-	-	
CURRENT YEAR ADA							
Grades TK-3	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-
CURRENT YEAR ADA	-	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE		-	-	-	-	-	

NSS FUNDING CALCULATIONS	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS	Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year					
NSS allowance level	0	0	0	0	0
NSS Allowance using PY	-	-	-	-	-
NSS Add-on using PY	-	-	-	-	-
Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on current year					
NSS allowance level	0	0	0	0	0
NSS Allowance using CY	-	-	-	-	-
NSS Add-on using CY	-	-	-	-	-
Total NSS Allowance using CY	-	-	-	-	-
NSS allowance level >0?	NO	NO	NO	NO	NO

NSS Calculation Tab

Vista Legacy Global Academy

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

2022-23			2022-23				
Funded P2 NSS ADA and NSS Allowances	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL
Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:	LCFF	LCFF	LCFF	LCFF	LCFF	
NSS Allowance						
Prior Year						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	**-**	**-**	**-**	**-**	**-**	**-**
Current Year						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	**-**	**-**	**-**	**-**	**-**	**-**
Funding based on						*Current year*
TOTAL Funded ADA						0
Total NSS Allowance						**-**

Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates		Amounts		Total
		Base	**Grade Span**	**Base**	**Grade Span**	
Grades TK-3	-	8,524	886	-	-	-
Grades 4-6	-	8,653	-	-	-	-
Grades 7-8	-	8,909	-	-	-	-
Grades 9-12	-	10,324	268	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	**-**			**-**	**-**	**-**

Adjusted NSS Allowance (Deficited) for EPA	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	
Funded ADA	-	-	-	-	-	
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						**-**

Vista Legacy Global Academy
Supporting Documentation

NSS Calculation Tab

Vista Legacy Global Academy

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

RATES **2023-24**

ADA	Level / # FTE	Allowance
Elementary		
1 - 24	1	187,925
25 - 48	2	375,850
49 - 72	3	563,775
73 - 96	4	751,700
High School		
1 - 19	1	152,560
1 - 19	2	305,120
1 - 19	3	677,580
20 - 38	4	830,140
39 - 57	5	982,700
58 - 71	6	1,135,260
72 - 86	7	1,287,820
87 - 100	8	1,440,380
101 - 114	9	1,592,940
115 - 129	10	1,745,500
130 - 143	11	1,898,060
144 - 171	12	2,050,620
172 - 210	13	2,203,180
211 - 248	14	2,355,740
249 - 286	15	2,508,300
NSS Add-on per ADA		-

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

COLA	3.61%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	8,832	919	1,607	1,737
Grades 4-6	8,965	-	1,477	1,597
Grades 7-8	9,231	-	1,521	1,644
Grades 9-12	10,697	278	1,809	1,955

ADA & NSS FTE — **2023-24**

	DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	NPS, CDS, & COE operated
PRIOR YEAR ADA (net of charter shift)							
Grades TK-3	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	
Grades 9-12	-	-	-	-	-	-	
PRIOR YEAR ADA	-	-	-	-	-	-	
PRIOR YEAR NUMBER OF FTE		-	-	-	-	-	
CURRENT YEAR ADA							
Grades TK-3	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-
CURRENT YEAR ADA	-	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE		-	-	-	-	-	

NSS FUNDING CALCULATIONS

	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS	Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year					
NSS allowance level	0	0	0	0	0
NSS Allowance using PY	-	-	-	-	-
NSS Add-on using PY	-	-	-	-	-
Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on current year					
NSS allowance level	0	0	0	0	0
NSS Allowance using CY	-	-	-	-	-
NSS Add-on using CY	-	-	-	-	-
Total NSS Allowance using CY	-	-	-	-	-
NSS allowance level >0?	NO	NO	NO	NO	NO

Vista Legacy Global Academy
Supporting Documentation

NSS Calculation Tab

Vista Legacy Global Academy

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

2023-24			2023-24				
Funded P2 NSS ADA and NSS Allowances	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL
Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:	LCFF	LCFF	LCFF	LCFF	LCFF	
NSS Allowance						
Prior Year						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	**-**	**-**	**-**	**-**	**-**	**-**
Current Year						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	**-**	**-**	**-**	**-**	**-**	**-**
Funding based on						*Current year*
TOTAL Funded ADA						0
Total NSS Allowance						**-**

Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates		Amounts		Total
		Base	**Grade Span**	**Base**	**Grade Span**	
Grades TK-3	-	8,832	919	-	-	-
Grades 4-6	-	8,965	-	-	-	-
Grades 7-8	-	9,231	-	-	-	-
Grades 9-12	-	10,697	278	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	**-**			**-**	**-**	**-**

Adjusted NSS Allowance (Deficited) for EPA	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	
Funded ADA	-	-	-	-	-	
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						**-**

NSS Calculation Tab

Vista Legacy Global Academy

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

RATES **2024-25**

ADA	Level / # FTE	Allowance
Elementary		
1 - 24	1	194,775
25 - 48	2	389,550
49 - 72	3	584,325
73 - 96	4	779,100
High School		
1 - 19	1	158,115
1 - 19	2	316,230
1 - 19	3	702,120
20 - 38	4	860,235
39 - 57	5	1,018,350
58 - 71	6	1,176,465
72 - 86	7	1,334,580
87 - 100	8	1,492,695
101 - 114	9	1,650,810
115 - 129	10	1,808,925
130 - 143	11	1,967,040
144 - 171	12	2,125,155
172 - 210	13	2,283,270
211 - 248	14	2,441,385
249 - 286	15	2,599,500
NSS Add-on per ADA		-

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

COLA	3.64%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	9,153	952	1,665	1,800
Grades 4-6	9,291	-	1,531	1,655
Grades 7-8	9,567	-	1,577	1,704
Grades 9-12	11,086	288	1,874	2,026

ADA & NSS FTE — 2024-25

	DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	NPS, CDS, & COE operated
PRIOR YEAR ADA (net of charter shift)							
Grades TK-3	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	
Grades 9-12	-	-	-	-	-	-	
PRIOR YEAR ADA	-	-	-	-	-	-	
PRIOR YEAR NUMBER OF FTE		-	-	-	-	-	
CURRENT YEAR ADA							
Grades TK-3	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-
CURRENT YEAR ADA	-	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE		-	-	-	-	-	

NSS FUNDING CALCULATIONS

	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS	Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year					
NSS allowance level	0	0	0	0	0
NSS Allowance using PY	-	-	-	-	-
NSS Add-on using PY	-	-	-	-	-
Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on current year					
NSS allowance level	0	0	0	0	0
NSS Allowance using CY	-	-	-	-	-
NSS Add-on using CY	-	-	-	-	-
Total NSS Allowance using CY	-	-	-	-	-
NSS allowance level >0?	NO	NO	NO	NO	NO

NSS Calculation Tab

Vista Legacy Global Academy

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

2024-25	2024-25					
Funded P2 NSS ADA and NSS Allowances	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL
Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:	LCFF	LCFF	LCFF	LCFF	LCFF	
NSS Allowance						
Prior Year						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	**-**	**-**	**-**	**-**	**-**	**-**
Current Year						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	**-**	**-**	**-**	**-**	**-**	**-**
Funding based on						*Current year*
TOTAL Funded ADA						0
Total NSS Allowance						**-**

Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates		Amounts		Total
		Base	**Grade Span**	**Base**	**Grade Span**	
Grades TK-3	-	9,153	952	-	-	-
Grades 4-6	-	9,291	-	-	-	-
Grades 7-8	-	9,567	-	-	-	-
Grades 9-12	-	11,086	288	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	**-**			**-**	**-**	**-**

Adjusted NSS Allowance (Deficited) for EPA	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	
Funded ADA	-	-	-	-	-	
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						**-**

Vista Legacy Global Academy
Supporting Documentation

NSS Calculation Tab

Vista Legacy Global Academy

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

RATES **2025-26**

ADA	Level / # FTE	Allowance
Elementary		
1 - 24	1	201,825
25 - 48	2	403,650
49 - 72	3	605,475
73 - 96	4	807,300
High School		
1 - 19	1	163,840
1 - 19	2	327,680
1 - 19	3	727,620
20 - 38	4	891,460
39 - 57	5	1,055,300
58 - 71	6	1,219,140
72 - 86	7	1,382,980
87 - 100	8	1,546,820
101 - 114	9	1,710,660
115 - 129	10	1,874,500
130 - 143	11	2,038,340
144 - 171	12	2,202,180
172 - 210	13	2,366,020
211 - 248	14	2,529,860
249 - 286	15	2,693,700
NSS Add-on per ADA		-

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

COLA	3.62%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	9,484	986	1,725	1,865
Grades 4-6	9,627	-	1,587	1,715
Grades 7-8	9,913	-	1,634	1,766
Grades 9-12	11,487	299	1,942	2,099

ADA & NSS FTE — **2025-26**

	DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	NPS, CDS, & COE operated
PRIOR YEAR ADA (net of charter shift)							
Grades TK-3	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	
Grades 9-12	-	-	-	-	-	-	
PRIOR YEAR ADA	-	-	-	-	-	-	
PRIOR YEAR NUMBER OF FTE		-	-	-	-	-	
CURRENT YEAR ADA							
Grades TK-3	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-
CURRENT YEAR ADA	-	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE		-	-	-	-	-	

NSS FUNDING CALCULATIONS

	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS	Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year					
NSS allowance level	0	0	0	0	0
NSS Allowance using PY	-	-	-	-	-
NSS Add-on using PY	-	-	-	-	-
Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on current year					
NSS allowance level	0	0	0	0	0
NSS Allowance using CY	-	-	-	-	-
NSS Add-on using CY	-	-	-	-	-
Total NSS Allowance using CY	-	-	-	-	-
NSS allowance level >0?	NO	NO	NO	NO	NO

NSS Calculation Tab

Vista Legacy Global Academy

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

2025-26			2025-26				
Funded P2 NSS ADA and NSS Allowances	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL
Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:	LCFF	LCFF	LCFF	LCFF	LCFF	
NSS Allowance						
Prior Year						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	**-**	**-**	**-**	**-**	**-**	**-**
Current Year						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	**-**	**-**	**-**	**-**	**-**	**-**
Funding based on						*Current year*
TOTAL Funded ADA						0
Total NSS Allowance						**-**

Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates		Amounts		Total
		Base	**Grade Span**	**Base**	**Grade Span**	
Grades TK-3	-	9,484	986	-	-	-
Grades 4-6	-	9,627	-	-	-	-
Grades 7-8	-	9,913	-	-	-	-
Grades 9-12	-	11,487	299	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	**-**			**-**	**-**	**-**

Adjusted NSS Allowance (Deficited) for EPA	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	
Funded ADA	-	-	-	-	-	
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						**-**

Vista Legacy Global Academy
Supporting Documentation

NSS Calculation Tab

Vista Legacy Global Academy

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

RATES **2026-27**

ADA	Level / # FTE	Allowance
Elementary		
1 - 24	1	209,050
25 - 48	2	418,100
49 - 72	3	627,150
73 - 96	4	836,200
High School		
1 - 19	1	169,705
1 - 19	2	339,410
1 - 19	3	753,540
20 - 38	4	923,245
39 - 57	5	1,092,950
58 - 71	6	1,262,655
72 - 86	7	1,432,360
87 - 100	8	1,602,065
101 - 114	9	1,771,770
115 - 129	10	1,941,475
130 - 143	11	2,111,180
144 - 171	12	2,280,885
172 - 210	13	2,450,590
211 - 248	14	2,620,295
249 - 286	15	2,790,000
NSS Add-on per ADA		-

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

COLA	3.58%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	9,824	1,022	1,787	1,932
Grades 4-6	9,972	-	1,643	1,776
Grades 7-8	10,268	-	1,692	1,829
Grades 9-12	11,898	309	2,012	2,174

ADA & NSS FTE — **2026-27**

	DISTRICT	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	NPS, CDS, & COE operated
PRIOR YEAR ADA (net of charter shift)							
Grades TK-3	-	-	-	-	-	-	
Grades 4-6	-	-	-	-	-	-	
Grades 7-8	-	-	-	-	-	-	
Grades 9-12	-	-	-	-	-	-	
PRIOR YEAR ADA	-	-	-	-	-	-	
PRIOR YEAR NUMBER OF FTE		-	-	-	-	-	
CURRENT YEAR ADA							
Grades TK-3	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-
CURRENT YEAR ADA	-	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE		-	-	-	-	-	

NSS FUNDING CALCULATIONS

	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS	Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year					
NSS allowance level	0	0	0	0	0
NSS Allowance using PY	-	-	-	-	-
NSS Add-on using PY	-	-	-	-	-
Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on current year					
NSS allowance level	0	0	0	0	0
NSS Allowance using CY	-	-	-	-	-
NSS Add-on using CY	-	-	-	-	-
Total NSS Allowance using CY	-	-	-	-	-
NSS allowance level >0?	NO	NO	NO	NO	NO

Vista Legacy Global Academy
Supporting Documentation

NSS Calculation Tab

Vista Legacy Global Academy

NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

2026-27			2026-27				
Funded P2 NSS ADA and NSS Allowances	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	TOTAL
Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:	LCFF	LCFF	LCFF	LCFF	LCFF	
NSS Allowance						
Prior Year						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	**-**	**-**	**-**	**-**	**-**	**-**
Current Year						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	**-**	**-**	**-**	**-**	**-**	**-**
Funding based on						*Current year*
TOTAL Funded ADA						0
Total NSS Allowance						**-**

Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates		Amounts		Total
		Base	**Grade Span**	**Base**	**Grade Span**	
Grades TK-3	-	9,824	1,022	-	-	-
Grades 4-6	-	9,972	-	-	-	-
Grades 7-8	-	10,268	-	-	-	-
Grades 9-12	-	11,898	309	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	**-**			**-**	**-**	**-**

Adjusted NSS Allowance (Deficited) for EPA	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	
Funded ADA	-	-	-	-	-	
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						**-**

District In-Lieu Taxes Tab

IN-LIEU PROPERTY TAX TRANSFER

For an authorizing district, in-lieu of property tax is calculated on the lesser of property taxes per ADA or the LCFF funding per ADA
1. Property Taxes per ADA
2a. Adjusted base revenue per ADA x charter school ADA

For a district with students in county-operated charter, or a basic aid district with students in countywide charter schools, or a district certified as basic aid at prior year annual with students in an SBE-approved charter school, in-lieu of property tax is calculated on the lesser of property taxes per ADA, or adjusted base funding per ADA.
1. Property taxes per ADA x District of Residence ADA
2a. Adjusted base revenue per ADA x District of Residence ADA

To enter your own calculation of In-Lieu use the Alternative Calculation tool on the Data Entry tab

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Local Property Taxes (w/out RDA)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
District LCFF ADA	-	-	-	-	-	-	-	-
Total Charter LCFF ADA	-	-	-	-	-	-	-	-
Total LCFF ADA	-	-	-	-	-	-	-	-
Property Taxes per ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Funding Method:								
Property Taxes per ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
LCFF Funding per ADA	-	-	-	-	-	-	-	-
Alternative Calculation	-	-	-	-	-	-	-	-
Certified In-Lieu Taxes	-	-	-	-	-	-	-	-
In-Lieu of Property Tax Transfer Total	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Prior Year Basic Aid Status		-	-	-	-	-	-	-
1 -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
3 -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
4 -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5 -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
ADA	-	-	-	-	-	-	-	-
1 In-Lieu at Property tax/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2 In-Lieu at LCFF Adj Base grant/ADA	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

Vista Legacy Global Academy
Supporting Documentation

Graphs Tab

Vista Legacy Global Academy

Charts and Graphs

Charts and graphs provided on this tab represent one computational methodology and are not intended to set or communicate any standards of the California Department of Education (CDE) or the Fiscal Crisis and Management Assistance Team (FCMAT). The Graphs tab remains unprotected to allow editing for local standards.

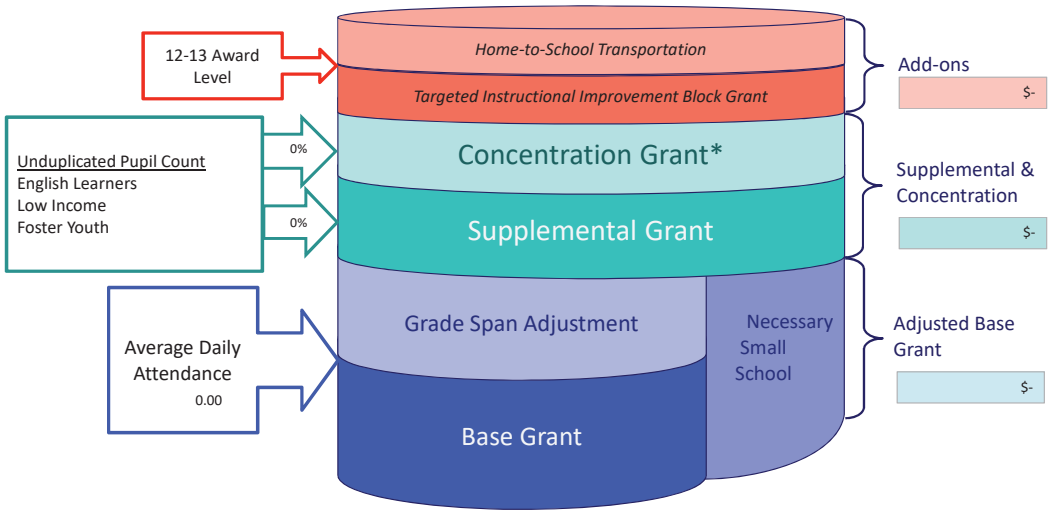
2020-21

Change the fiscal year here to update all of the charts and graphics on this page that only display one fiscal year.

Components of LCFF Entitlement

	2020-21			
Base Grant	$ -		0.00	ADA
Grade Span Adjustment	$ -		$ -	Adjusted Base Grant
Supplemental Grant	$ -	0%		
Concentration Grant	$ -	0%	$ -	Supplemental & Concentration
Add-ons: Targeted Instructional Improvement Block Grant	$ -			
Add-ons: Home-to-School Transportation	$ -			
Add-ons: Small School District Bus Replacement Program	$ -		$ -	Add-ons
Total	$ -		$ -	

Total LCFF Funding: $-



*Unduplicated Pupil Percentage must be above 55% to receive Concentration Grant funding

Vista Legacy Global Academy
Supporting Documentation

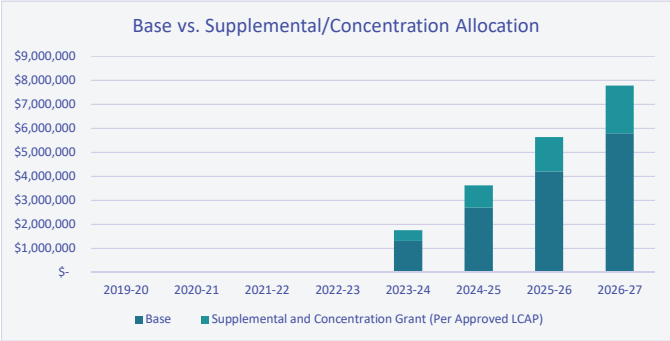
Graphs Tab

Vista Legacy Global Academy

Charts and Graphs

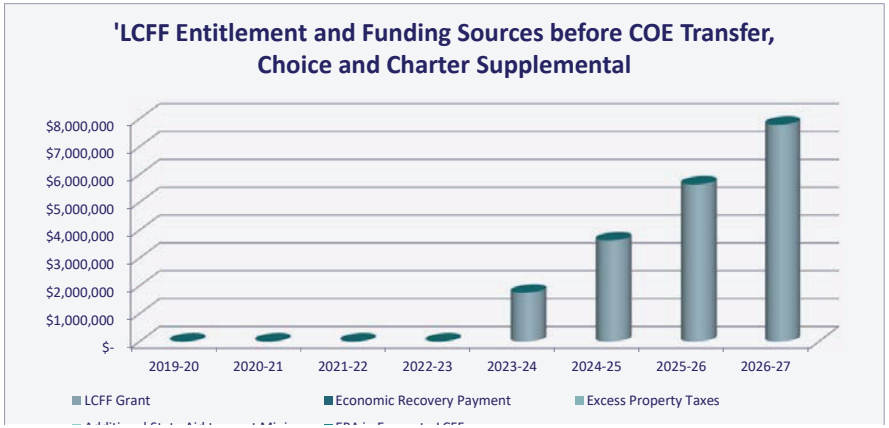
Minimum Proportionality Analysis

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Base	$ -	$ -	$ -	$ -	$ 1,303,281	$ 2,701,325	$ 4,198,763	$ 5,798,325
Supplemental and Concentration Grant (*Per Approved LCAP*)	-	-	-	-	446,895	926,284	1,439,756	1,988,246
Total	$ -	$ -	$ -	$ -	$ 1,750,176	$ 3,627,609	$ 5,638,519	$ 7,786,571



Funding Sources

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Excess Property Taxes	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Additional State Aid to meet Minimum	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
EPA in Excess to LCFF	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Economic Recovery Payment	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
LCFF Grant	$ -	$ -	$ -	$ -	$ 1,750,176	$ 3,627,609	$ 5,638,519	$ 7,786,571
Total General Purpose Funding	$ -	$ -	$ -	$ -	$ 1,750,176	$ 3,627,609	$ 5,638,519	$ 7,786,571



Vista Legacy Global Academy
Supporting Documentation

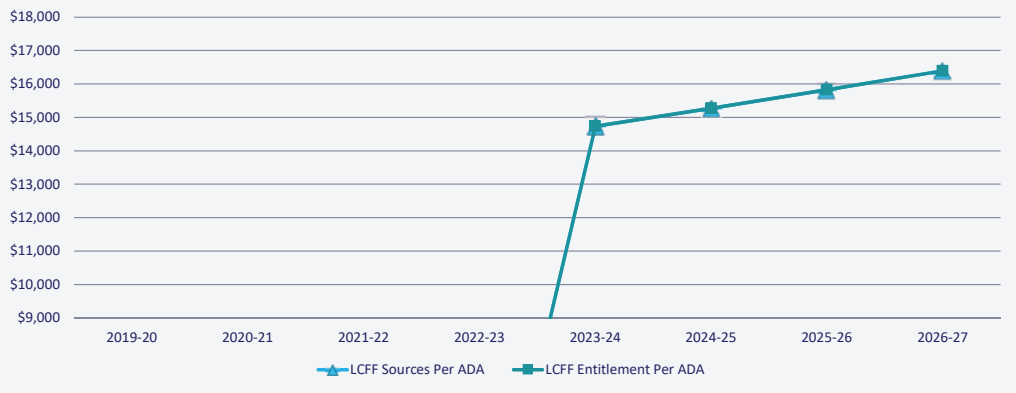
Graphs Tab

Vista Legacy Global Academy

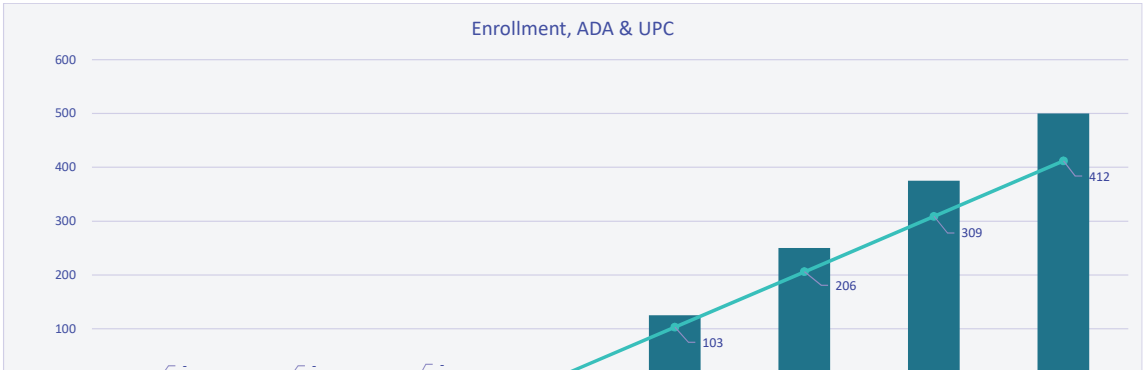
Charts and Graphs

Additional State Aid to meet Minimum EPA in Excess to LCFF

LCFF Entitlement per ADA	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Funded ADA	-	-	-	-	118.75	237.50	356.25	475.00
LCFF Sources per ADA	$ -	$ -	$ -	$ -	$ 14,738.32	$ 15,274.14	$ 15,827.42	$ 16,392.78
Net Change per ADA		$ -	$ -	$ -	$ 14,738.32	$ 535.82	$ 553.28	$ 565.36
Net Percent Change		0.00%	0.00%	0.00%	0.00%	3.64%	3.62%	3.57%
Estimated LCFF Entitlement per ADA	$ -	$ -	$ -	$ -	$ 14,738.32	$ 15,274.14	$ 15,827.42	$ 16,392.78
Net Change per ADA		$ -	$ -	$ -	$ 14,738.32	$ 535.82	$ 553.28	$ 565.36
Net Percent Change		0.00%	0.00%	0.00%	0.00%	3.64%	3.62%	3.57%

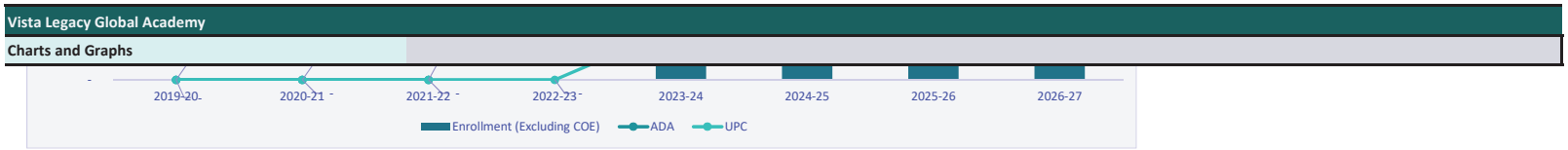


Student Summary	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Enrollment (Excluding COE)	-	-	-	-	125	250	375	500
UPC	-	-	-	-	103	206	309	412
ADA	-	-	-	-	118.75	237.50	356.25	475.00



Vista Legacy Global Academy
Supporting Documentation

Graphs Tab



Budget Narratives

Vista Legacy Global Academy

The following budget narratives has been prepared for Vista Legacy Global Academy. In order to develop an accurate financial projection for the duration of 5 years of the charter, fiscal information and LCFF tools from School Services of California (SSC), Fiscal Crisis & Management Assistance Team (FCMAT), and California charter school fiscal benchmark report has been used. In addition, this budget narrative reflects the most up-to-date information available in regards to the cost-of-living adjustment (COLA), Consumer Price Index (CPI), and Local Control Funding Formula (LCFF).

Assumptions

1.1 Enrollment & Average Daily Attendance

Revenue for VISTA LEGACY will heavily rely on the number of students enrolled and their attendance. Average Daily Attendance (ADA) is the aggregate attendance during a reporting period divided by the number of days the school is in session during that period. Since ADA mostly drives the funding for VISTA LEGACY, this budget assumes a conservative estimate of 95% attendance rate. The following enumerates grade span enrollment figures and ADA projected during the 5 year term of the charter:

	2023-24	**2024-25**	**2025-26**	**2026-27**	**2027-28**
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Enrollment Projection By Grade Level					
Grade 9	125	125	125	125	125
Grade 10		125	125	125	125
Grade 11			125	125	125
Grade 12				125	125
Total Projected Enrollment	**125**	**250**	**375**	**500**	**500**
Attendance Rate	95%	95%	95%	95%	95%
Grade Span ADA Projection					
Tk-3	-	-	-	-	-
Grades 4-6	-	-	-	-	-
Grades 7-8	-	-	-	-	-
Grades 9-12	118.75	237.50	356.25	475.00	475.00
Total Projected ADA	**-**	**-**	**-**	**-**	**-**

1.2 Population & Demographics

Vista Legacy Global Academy intends to enroll a student population that is reflective of the District it resides in. This budget reflects an unduplicated pupil percentage of 82.40% throughout the five years of the charter. This is a conservative estimate based on the unduplicated pupil percentage of other charter schools within the County and that of the authorizing district, Los Angeles Unified, which is currently at 85.62% according to the certified 2021-22 Second Principal Apportionment. It also assumes

a Free or Reduced Price Meals population of 81% and English Learner Population of 19%, a conservative reflection of the student population in the geographic area.

Revenues

2.1 Local Control Funding Formula

The Local Control Funding Formula (LCFF) was enacted in 2013-14 and is currently in its 9th year of implementation. The LCFF revenues were projected for VISTA LEGACY using the FCMAT LCFF Calculator version 23.1a and base rate assumption (In-lieu of Property Taxes, Unduplicated Pupil) from Los Angeles Unified School District's 2021-22 certified P-2 figures. The Year 5 LCFF revenues were projected based on the currently available LCFF Calculator outyears. In-lieu of Property Tax rate of $3,167.85 per ADA has been used, which is based on certified 2021-22 P-2 Local Revenue of Los Angeles Unified School District. The following summarizes the LCFF revenue for VISTA LEGACY, consisting of Net State Aid, EPA, and In-Lieu of Property Taxes:

1. LCFF Sources					
State Aid - Current Year	1,350,244	2,827,745	4,438,722	6,186,842	6,465,601
Education Protection Account (EPA) - Current Year	23,750	47,500	71,250	95,000	95,000
State Aid - Prior Years					
Transfers to Charter Schools in Lieu of Property Taxes	376,182	752,364	1,128,547	1,504,729	1,504,729
Other LCFF Transfers	-	-	-	-	-
Total, LCFF Sources	1,750,176	3,627,609	5,638,519	7,786,571	8,065,330

2.2 Other Revenues

VISTA LEGACY provides special education services and will work with LAUSD Special Education Local Planning Area (SELPA) to ensure resources are provided for compliance and effective delivery of special education services. Special Education revenues for VISTA LEGACY has been projected based on the latest available LAUSD SELPA rates, currently projected at $294.91/ADA for federal apportionment and $830.34/ADA for State apportionment.

National School Lunch Program (NSLP) provides federal and state reimbursements for providing meals to students, based on parent/guardian income levels. The latest available reimbursement rates available on CDE has been used to project NSLP federal and state revenues for VISTA LEGACY.

Based on 82.40% Unduplicated Pupil, 81% Free or Reduced Price Meals, and 19% English Learner percentages, VISTA LEGACY conservatively estimated funding for its Title programs. The following is a summary of anticipated Federal funding, including the estimates for Title I, II, and III:

2. Federal Revenues					
No Child Left Behind	-	-	-	-	-
Special Education - Federal	-	70,041	105,062	140,082	140,082
Child Nutrition - Federal	73,000	141,400	210,340	282,880	287,200
Other Federal Revenues	-	-	-	-	-
Title I	39,188	78,375	117,563	156,750	156,750
Title II	4,988	9,975	14,963	19,950	19,950
Title III	-	9,477	14,216	18,955	18,955
Title IV	-	-	-	-	-
Title V	-	-	-	-	-
PCSGP	-	-	-	-	-
Total, Federal Revenues	117,175	309,268	462,143	618,617	622,937

VISTA LEGACY is eligible to receive the Charter School Facility Grant (SB740) based on the projected FRPM percentage. Funding for SB740 is based on the lesser of the $1,211 per ADA or 75% of the lease cost. For conservative purposes, Pro Rata share has also been calculated at 90% of lease cost reimbursement throughout the 5 years of the charter. The following is a summary of anticipated Other State funding, including the estimates for SB740:

3. Other State Revenues					
Special Education - State	98,603	197,206	295,809	394,412	394,412
Child Nutrition - State	9,125	17,675	26,293	35,360	35,900
School Facilities Appotionments	108,885	256,965	444,443	502,780	548,256
Mandated Cost Reimbursement	-	13,272	20,648	27,531	27,531
State Lottery Revenue	-	27,075	54,150	81,225	108,300
ASES	-	-	-	-	-
All Other State Revenues	-	-	-	-	-
Total, Other State Revenues	216,613	512,192	841,342	1,041,308	1,114,398

Mandate Block Grant has been estimated at $53.72 per ADA, which is the latest certified funding rate for charter schools serving students in grades 9 through 12th grade. Since funding is dependent on the previous year's ADA, VISTA LEGACY did not include MBG funding until the second year of operations.

State Lottery Revenue has been projected at $163 per ADA for Base, and $65 per ADA for Proposition 20. Year 1 revenue will be accrued as funds will be paid during year two of operation.

2.3 Loans & Line of Credit

VISTA LEGACY will receive an inter-district loan of $750,000 from VISTA CHARTER MIDDLE SCHOOL. In addition, VISTA LEGACY anticipates receiving the CDE revolving loan of $250,000. For conservatism, the budget includes only the $750,000 inter-district loan from VISTA CHARTER MIDDLE SCHOOL to help with cash-flow.

VISTA LEGACY anticipates receiving additional start-up funding from local fundraisers and philanthropic donations. To be conservative, these funds have not been included in the budget. If the school receives these additional start-up funds, it will further improve its income statement and cash flow.

Expenditures

3.1 Salaries and Benefits

SALARY POSITIONS ASSUMPTION	2023-24	2024-25	2025-26	2026-27	2027-28
Positions (FTE)					
Certificated Teacher	5	10	15	20	20
Education Specialist	0.25	1	1.5	2	2
SPED Coordinator	0.08	0.13	0.5	1	1
School Psychologist	0.26	0.41	1	2	2
PE Teacher	1	1	1	1	1
Superintendent	0.2	0.23	0.23	0.23	0.23
Assistant Superintendent	0.07	0.5	0.5	0.5	0.5
Principal	0.26	1	1	1	1
Assistant Principal	0.26	0.41	1	1	1
College & Career Counselor	0.26	1	2	3	3
Teacher's Aide	2.07	2.76	8.28	13.8	13.8
Supervision Aide	1.38	1.38	3.45	4.14	4.83
Database Administrator	0.2	0.23	0.23	0.23	0.23
IT Coordinator	0.26	0.41	1	1	1
Office Manager	0.26	0.41	1	1	1
Office Clerk	1	1	2	3	3
Plant Manager	0.26	0.41	1	1	1
Custodian	0.5	1	3	5	5
Culture & Community Coordinator	0	1	1	1	1
Intervention Coordinator	1	1	1	1	1

Projected salaries and benefits expenditures for 2023-24 to 2027-28 are based on the staffing figures encapsulated above. Based on this staffing ratio, VISTA LEGACY is able to maintain an average of 25:1 student to teacher ratio during the five years of the charter. Instruction is further supported by Instructional Aides, an Education Specialist, an Intervention Coordinator, a College & Career Counselor, a School Psychologist and a Physical Education teacher as indicated in the table above.

Position	Annual	Y1	Y2	Y3	Y4	Y5
Teacher	$ 61,053.00	$ 305,265.00	$ 619,687.95	$ 943,543.59	$ 1,277,114.90	$ 1,315,428.34
Teacher P.E.	$ 61,053.00	$ 61,053.00	$ 62,884.59	$ 64,771.13	$ 66,714.26	$ 68,715.69
SPED Coordinator	$ 60,000.00	$ 5,261.04	$ 8,034.00	$ 30,900.00	$ 61,800.00	$ 63,654.00
Intervention Coordinator	$ 60,000.00	$ 61,053.00	$ 62,884.59	$ 64,771.13	$ 66,714.26	$ 68,715.69
Education Specialist	$ 61,053.00	$ 15,263.25	$ 62,884.59	$ 95,297.63	$ 129,598.85	$ 133,486.82
College & Career Counselor	$ 72,500.00	$ 18,850.00	$ 74,675.00	$ 149,415.25	$ 226,397.71	$ 233,189.64
Psychologist	$ 94,869.00	$ 24,665.94	$ 40,063.18	$ 94,869.00	$ 192,584.07	$ 198,361.59
		$ 491,411.23	**$ 931,113.90**	**$ 1,443,567.72**	**$ 2,020,924.05**	**$ 2,081,551.77**
Superintendent	$ 240,000.00	$ 48,000.00	$ 56,856.00	$ 56,856.00	$ 56,856.00	$ 56,856.00
Assistant Superintendent	$ 170,000.00	$ 11,900.00	$ 87,550.00	$ 87,550.00	$ 87,550.00	$ 87,550.00
Principal	$ 121,415.00	$ 31,567.90	$ 125,057.45	$ 128,809.17	$ 132,673.45	$ 136,653.65
Assistant Principal	$ 99,339.00	$ 25,828.14	$ 41,950.86	$ 102,319.17	$ 105,388.75	$ 108,550.41
		$ 117,296.04	**$ 311,414.31**	**$ 375,534.34**	**$ 382,468.19**	**$ 389,610.06**
	Certificated Total	**$ 608,707.27**	**$ 1,242,528.21**	**$ 1,819,102.07**	**$ 2,403,392.24**	**$ 2,471,161.83**
Teacher's Aide	$ 18,315.00	$ 54,945.00	$ 74,908.35	$ 273,675.60	$ 478,405.87	$ 512,758.04
Supervision Aide	$ 16,582.50	$ 33,165.00	$ 34,159.95	$ 109,932.25	$ 154,812.72	$ 176,039.60
		$ 88,110.00	**$ 109,068.30**	**$ 383,607.85**	**$ 633,218.58**	**$ 688,797.64**
Plant Manager	$ 52,845.00	$ 13,739.70	$ 13,063.28	$ 52,845.00	$ 54,430.35	$ 56,063.26
Custodian	$ 32,417.44	$ 16,208.72	$ 33,389.96	$ 99,226.54	$ 167,038.22	$ 172,049.36
		$ 29,948.42	**$ 46,453.25**	**$ 152,071.54**	**$ 221,468.57**	**$ 228,112.63**
Data Administrator	$ 75,988.00	$ 15,197.60	$ 18,001.56	$ 18,001.56	$ 18,001.56	$ 18,001.56
IT Coordinator	$ 55,080.00	$ 14,320.80	$ 23,260.28	$ 81,732.40	$ 81,732.40	$ 84,184.37
		$ 29,518.40	**$ 41,261.84**	**$ 99,733.96**	**$ 99,733.96**	**$ 102,185.93**
Office Manager	$ 49,250.00	$ 12,805.00	$ 20,291.00	$ 75,727.50	$ 102,999.33	$ 106,089.30
Office Clerk	$ 27,880.00	$ 24,480.00	$ 28,716.40	$ 57,457.89	$ 87,061.63	$ 89,673.48
		$ 37,285.00	**$ 49,007.40**	**$ 133,185.39**	**$ 190,060.95**	**$ 195,762.78**
C&C Coordinator	$ 36,403.20	$ -	$ 36,403.20	$ 37,495.30	$ 38,620.15	$ 39,778.76
		$ -	**$ 36,403.20**	**$ 37,495.30**	**$ 38,620.15**	**$ 39,778.76**
	Classified Total	**$ 184,861.82**	**$ 282,193.99**	**$ 806,094.04**	**$ 1,183,102.22**	**$ 1,254,637.74**
	SALARY TOTAL	**$ 793,569.09**	**$ 1,524,722.20**	**$ 2,625,196.10**	**$ 3,586,494.46**	**$ 3,725,799.57**

Teacher salaries for the first year has been projected based on currently operating Vista schools in Los Angeles and Orange County. An average teacher cost (salaries & benefits) is projected to be $89,291 in year 1 and will grow to $108,868 by year 5. This includes a starting average teacher salary of $61,053 in year 1 and a 3% annual salary increase. This competitive salary structure will ensure that VISTA LEGACY recruits qualified talent. VISTA LEGACY will also have a full-time Education Specialist beginning Y2 and a shared School Psychologist to serve students with SPED needs, and a Physical Education teacher to assist students with physical education activities and learning. The school will also have a shared Principal, Assistant Principal, Superintendent, and Assistant Superintendent to provide instructional and operational leadership, with the Principal turning Full-Time starting Year 2 and the Assistant Principal turning Full-Time starting Year 3. Total certificated salaries in Y1 is $608,707 growing to $2,471,162 by Y5.

Non-certificated salaries include positions for Teacher's Aides to further enhance the educational learning experience of the students. In addition, Supervision Aides, Database Administrator, IT Coordinator, Office Manager, Office Clerks, Culture & Community Coordinator, Plant Manager, and Custodians will support with school operations, ensure school safety, and promote a positive learning environment. All of these positions will also assist in ensuring compliance with various reporting requirements with different agencies. Total non-certificated salaries is projected to be $184,862 in year 1 and increase to $1,266,028 in year 5, incorporating an annual salary increase of 3%.

3. Employee Benefits					
State Teachers' Retirement System, certificated positions	116,263.09	237,322.89	347,448.49	459,047.92	471,991.91
State Teachers' Retirement System, classified positions	-				
Public Employees' Retirement System, certificated	-				
Public Employees' Retirement System, classified positions	-	-	-	-	-
OASDI/Medicare/Alternative, certificated positions	8,826.26	18,016.66	26,376.98	34,849.19	35,831.85
OASDI/Medicare/Alternative, classified positions	14,141.93	21,587.84	61,666.19	90,507.32	95,979.79
Health & Welfare Benefits, certificated positions	109,727.65	224,624.19	394,027.05	588,336.47	676,586.94
Health & Welfare Benefits, classified positions	25,145.92	50,533.14	104,637.19	139,647.82	160,595.00
State Unemployment Insurance, certificated positions	20,696.05	42,245.96	61,849.47	81,715.34	84,019.50
State Unemployment Insurance, classified positions	6,285.30	9,594.60	27,407.20	40,225.48	42,657.68
State Employment Training Tax, certificated positions	-				
State Employment Training Tax, classified positions	-				
Workers' Compensation Insurance, certificated positions	9,130.61	18,637.92	27,286.53	36,050.88	37,067.43
Workers' Compensation Insurance, classified positions	2,772.93	4,232.91	12,091.41	17,746.53	18,819.57
Total, Employee Benefits	312,989.73	626,796.11	1,062,790.52	1,488,126.95	1,623,549.66

The table above lists the total projected annual employer costs for all employee benefits for the duration of the 5-year charter term. These benefits are statutory and are determined by state and/or federal mandates and are based on current rate factors. Benefits differ by type of employee (certificated or classified) and by full-time, part-time, and/or hourly employee status. VISTA LEGACY benefits projection includes expenses for CalSTRS, Social Security, Medicare, worker's compensation, and unemployment insurance. VISTA LEGACY will provide medical benefits per eligible employees (employees working 30 hours or more per week) at a conservative rate of $12,000 per year.

3.2 Books and Supplies

4. Books and Supplies					
Approved Textbooks and Core Curricula Materials	56,250.00	69,187.50	80,718.75	96,300.00	108,150.00
Books and Other Reference Materials	31,250.00	43,562.50	48,125.00	55,000.00	62,500.00
Materials and Supplies	15,625.00	31,250.00	46,875.00	62,500.00	62,500.00
Noncapitalized Equipment	97,500.00	93,250.00	121,900.00	356,280.00	383,786.00
Food	91,250.00	176,750.00	262,925.00	353,600.00	359,000.00
Total, Books and Supplies	291,875.00	414,000.00	560,543.75	923,680.00	975,936.00

Under Books and Supplies, many of the core programming cost projections are based on a per pupil allotment. Based on historical expense trends of the currently operating four Vista schools in Los Angeles and Santa Ana, VISTA LEGACY budgeted $450 per student on approved textbooks and $250 per student on books & other reference materials, resulting in a combined amount of $87,500 in Y1 with increase in out-years based on new incoming students. VISTA LEGACY expects to have a 1:1 student to computer ratio for all students, budgeting at $550 per device. Expenses for laptop carts, teacher laptops, and furnishings are also included under non-capitalized equipment. The school also budgeted a 20% replacement cost each year for approved textbooks, books & other reference materials, and student computers each year to accommodate for possible damaged/lost materials. VISTA LEGACY also budgeted for costs associated with having vended meals delivered to the school at a rate of $3.50 per lunch meal, a conservative estimate compared to current meal costs. Total Books and Supplies is projected to be $291,875 in Y1 increasing to $975,936 by Y5. These expense projections are conservative as we expect per unit price reduction with increased buying power of the multiple schools currently operating under Vista Public Schools.

3.3 Services and Operating Expenses

5. Services and Other Operating Expenditures					
Subagreements for Services	10,250.00	15,375.00	20,756.25	46,983.13	78,728.91
Travel	15,160.00	22,740.00	30,699.00	39,908.70	49,885.88
Conference, Convention, Meeting	7,589.00	11,383.50	15,367.73	19,978.04	24,972.55
Field Trip	9,500.00	14,250.00	19,237.50	25,008.75	31,260.94
Dues and Memberships	14,520.00	30,246.00	36,758.30	43,596.22	50,776.03
Insurance	12,500.00	18,750.00	25,312.50	32,906.25	41,132.81
Operations and Housekeeping Services	6,998.00	10,497.00	14,170.95	18,422.24	23,027.79
Rent	161,311.48	380,688.52	658,433.61	744,859.26	812,230.74
Utilities	37,800.00	56,700.00	76,545.00	99,508.50	124,385.63
Repairs	10,250.00	15,375.00	20,756.25	26,983.13	33,728.91
Leasehold Improvement	7,580.00	15,000.00	15,750.00	16,537.50	17,364.38
Other Services & Operating Expenses	21,160.00	31,740.00	42,849.00	55,703.70	69,629.63
Accounting	7,000.00	8,210.00	9,456.30	9,739.99	10,032.19
Business Services	48,000.00	52,800.00	58,080.00	63,888.00	70,276.80
Bank Charges	1,550.00	2,325.00	3,138.75	4,080.38	5,100.47
Education Consultants	15,650.00	23,475.00	31,691.25	41,198.63	51,498.28
Legal	22,950.00	34,425.00	46,473.75	60,415.88	75,519.84
Professional Development	59,680.00	68,632.00	78,926.80	90,765.82	104,380.69
Substitute Teachers (Third Party Vendors)	14,000.00	28,000.00	42,000.00	56,000.00	58,800.00
Contract Labor	15,620.00	23,430.00	31,630.50	41,119.65	51,399.56
Special Education Contractors	65,000.00	130,000.00	210,600.00	277,992.00	314,686.94
Special Education Encroachment (set-aside/admin)	19,720.58	53,449.38	80,174.06	106,898.75	106,898.75
Communications	10,592.00	15,888.00	21,448.80	27,883.44	34,854.30
Total, Services and Other Operating Expenditures	594,381.05	1,063,379.40	1,590,256.29	1,950,377.93	2,240,572.01

Services and Operating expenditures have been calculated based on benchmark expenditures of schools operating under Vista Public Schools as well as similarly sized charter schools that are currently operating in Southern California. The outyears have considered a 2-5% COLA growth on top of student count growth. Travel has been budgeted at $15,160 and conferences budgeted at $7,589 in year 1 with growth in out-years for school leaders and educators to attend conferences and workshops such as the California Charter Schools Association (CCSA) and Charter School Development Center (CSDC). The school also budgeted for field trip expenses, dues and memberships (Edjoin, CCSA, SIS), general liability, business/back-office services, legal services, independent auditor fees, banking and accounting fees, and other operating costs using currently operating Vista schools and average charter school expenditures of similarly sized schools.

The school budgeted $15,650 in educational consultants and $59,680 in professional development in year 1 with increase in out-years to enhance teaching practices and improve the school's academic program, such as Project Lead The Way (PLTW). The funds will be used to continuously improve the quality of instruction and promote instructional leadership.

VISTA LEGACY expects to secure a facility that will be more than adequate in operating a school that is reflective of the enrollment projections. In year 1, VISTA LEGACY will share facilities with Vista Charter Middle School. Beginning year 2, VISTA LEGACY will pursue renting a private-lease facility to support the growing enrollment numbers. For conservative purposes, the budget includes the cost for the second option (higher of the two options), which has been budgeted at $1.60 per SQFT, above current commercial facility rental rate for currently operating Vista schools and charter school facility rental rate around the proposed facility location.

Special Education Contractors cost include all outside service provider costs, which is currently estimated at $65,000 in Y1 and increase in out-years. Since the school expects to employ a shared SPED Coordinator and School Psychologist, other Special Education services will be utilized through an outside agency. In addition, the school included LAUSD SELPA encroachment fees in the budget that align with

current LAUSD SELPA rates. The budget reflects SPED fees (SPED employee, third party vendor, encroachment) that exceed SPED revenues.

VISTA LEGACY also budgeted $10,592 in Y1 with growth in out-years under communication to cover costs for telephone and Internet service, printing, postage, and marketing costs. The school will also apply for E-RATE funding and California Teleconnect Fund to help buffer the costs of Internet Service Provider, Communication, and networking equipment. For conservatism, E-rate funding and CTF has not been included in the budget.

3.4 Other Outgo

District oversight fees are budget at 1% of Local Control for all years. This amounts to $17,502 in Y1 increasing to $80,653 by Y5.

3.5 Reserve Requirement

In each fiscal year, VISTA LEGACY plans to exceed a budget reserve equal to 5% of total annual operating expenditures or $50,000, whichever is greater.

Cash Flow

This financial statement shows positive cash flow months throughout the 5 years of operations. Included in the cash flow is a $750,000 inter-district loan from Vista Charter Middle School which will help VISTA LEGACY with initial start-up costs and buffer cash deficit until funding catches up with the school's operational expenditures. As mentioned previously, although VISTA LEGACY anticipates receiving the CDE revolving loan, VISTA LEGACY did not include these start-up funds for conservatism. Also not included in the budget are the following additional funding sources that VISTA LEGACY will seek **if needed**:

- Receivable Sales from Charter School Capital or Charter Asset Management
- Philanthropic Donations
- Local Fundraising

VISTA LEGACY will engage in active fundraising activities and will request donations from the community to further help with start-up and operational costs. If needed, VISTA LEGACY will engage in receivable sales from Charter School Capital, Charter Asset Management, or similar sources if the school is faced with unexpected costs/loss of revenue/State deferrals that have not been anticipated in this budget.

The school will engage in conservative budget management and implement a fiscal control policy that is approved by the governing board. Strong fiscal management by school leaders and business consultants will result in fiscal solvency and positive financial position.

Vista Legacy Global Academy
Supporting Documentation

Vista Charter Public Schools

Vista Legacy Global Academy

2023-2024

Lottery Application Form

This form only enters your student into the Vista Legacy Global Academy lottery . This does not obligate your child to attend Vista Legacy Global Academy, nor does it guarantee admission. Please read all attachments before you complete the form.

STUDENT INFORMATION			
Legal Last Name	Legal First Name	Legal Mid. Name	Male ☐ Female ☐
Date of birth __ __/__ __/__ __ __ __	Place of birth (City, State, Country)	Grade (Circle) **9 10 11 12**	

PARENT OR GUARDIAN INFORMATION			
Relationship Mother ☐ Father ☐ Legal Guardian ☐ Foster Parent ☐ Other---------- ☐			
Last name:	First name:		
Street address	City	State	ZIP Code
Home phone: ( )	Cell phone:( )	Email:	
LAUSD Resident Yes ☐ No ☐	Current Vista family Yes ☐ No ☐		
How did you hear about Vista Horizon Global Academy? (optional) Word of Mouth ☐ Community Meeting ☐ I received a flier at ---------- ☐			
Parent or Guardian Signature	Date:		

Form Number #	**Received By:**
Date: / /	**Time:**

Vista Legacy Global Academy
Supporting Documentation

Vista Charter Public Schools

Vista Legacy Global Academy

2023-2024

Lottery Application Form

Este formulario ingresa a su estudiante en la lotería de Vista Legacy Global Academy. Esto no obliga a su hijo a asistir a Vista Legacy Global Academy, ni garantiza la admisión. También puede solicitar en línea en www.vistacharterms.org. Por favor, lea todos los archivos adjuntos antes de usted Complete el formulario.

INFORMACIÓN DEL ESTUDIANTE			
Apellido Legal	Primer Nombre Legal	Segundo Nombre	Masculino ☐ Femenino ☐
Fecha de Nacimiento __ __/__ __ /__ __ __ __	Lugar de nacimiento (Ciudad, Estado, País)	Seleccionar uno **9 10 11 12**	

INFORMACIÓN DEL PADRE O TUTOR			
Relación Madre ☐ Padre ☐ Tutor Legal ☐ Padre de crianza ☐ Otro---------- ☐			
Apellido:	Primer Nombre:		
Dirección	Ciudad	Estado	Zona Postal
Teléfono principal: ( )	Segundo teléfono: ( )	Correo electrónico:	
Residente de LAUSD Si ☐ No ☐	Familia de Vista Actual SI ☐ No ☐		
¿Cómo se enteró de Vista Horizon Global Academy? (Opcional) Palabra de boca ☐ Reunión de la comunidad ☐ Recibí un folleto en ---------- ☐			
Firma del padre o tutor:	Fecha: / /		

Número de formulario	**Recibido por:**
Fecha / /	**Hora:**

Vista Legacy Global Academy
Supporting Documentation

Vista Charter Public Schools

2023-2024 ENROLLMENT FORM

VISTA LEGACY GLOBAL ACADEMY

STUDENT INFORMATION (Please PRINT using blue ink) **ID# 6 2 3 __ __ __**

PLEASE READ CAREFULLY, INITIAL EACH PAGE & SIGN THE LAST PAGE

Legal Last Name	Legal First Name	Legal Middle Name	Other/Nickname

Street address	Unit #	City	State CA	Zip Code

Email:

Date of birth / /	☐M ☐F	Place of birth (City, State, Country)	Grade (Circle) 9 10 11 12	Primary Phone Number ( ) -

Is the student Hispanic or Latino? Yes ☐ No ☐ Decline to Specify ☐

Race:	201	Chinese ☐	100	American Indian or ☐	399	Other Pacific Islander ☐	
	202	Japanese ☐	299	Other Asian ☐	400	Filipino ☐	
	203	Korean ☐	301	Hawaiian ☐	600	Black or African American ☐	
	700	Non-Hispanic White ☐	205	Asian Indian ☐	Decline to Specify ☐	Other_ _ _ _ _ _ _ _ ☐	

Student lives with (Check all that apply)

☐Both parents ☐Mother ☐Father ☐Both parents alternately ☐Stepmother
☐Stepfather ☐Relative ☐Guardian ☐Foster home ☐Licensed Children's Institution
☐Group home/Adult residential Facility ☐ Self as emancipated minor ☐Other_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

FAMILY INFORMATION

FATHER		**MOTHER**	
Last name:	First name:	Last name	First name
Home address (if different than student)		Home address (if different than student)	
Home phone: ( )	Cell phone:( )	Home phone: ( )	Cell phone:( )
Work phone:( )	Employer:	Work phone:( )	Employer:
Email :		Email :	
STEPFATHER☐ GUARDIAN☐FOSTER PARENT☐ Etc_____		**STEPMOTHER☐ GUARDIAN☐ FOSTER PARENT☐**	
Last name:	First name:	Last name	First name
Home address (if different than student)		Home address (if different than student)	
Home phone: ( )	Cell phone:( )	Home phone: ( )	Cell phone:( )
Work phone:( )	Employer:	Work phone:( )	Employer:
Email :		Email :	

Is parent or guardian a member of the Armed Forces (Army, Navy, Air Force, Marine Corps, or Coast Guard) or on active duty or full-time National Guard duty? YES ☐ NO ☐

What is the parent's highest education level attained ? **(Mark only one)**

15	☐ Decline to state	12	☐ Some college, AA
14	☐ Not a High School graduate	11	☐ College graduate, BS, BA
13	☐ High School Graduate	10	☐ Completed Graduate School, MS, MA, PHD

What is the parent/guardian home language? English ☐ Spanish ☐ Other_____ ☐

Initial

PRIMARY RESIDENCE

- ☐ Permanent Housing
- ☐ sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason
- ☐ living in motels, hotels, trailer parks, shelters
- ☐ have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings
- ☐ living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
- ☐ Migratory children, qualify as homeless because they are living in similar circumstances listed above

THE STUDENT LIVES WITH

☐ One parent ☐ A qualified relative ☐ An adult that is not the legal guardian
☐ Two parents ☐ Friend(s) ☐ Alone with no adult(s)

COURT ORDERS

ARE THERE ANY COURT ORDERS RESTRICTING THE LEGAL RIGHTS OF EITHER PARENT? Yes ☐ No ☐
IF YOU ANSWERED "YES" PLEASE PROVIDE A COPY OF THE COURT ORDER

EMERGENCY INFORMATION(Authorized person to care for/pick up student if parent/care provider(s)can not be reached.)

To the principal: In case you are enable to reach me during any emergency, you are authorized to contact to any of following. Also you are authorized to release my child to any of the following:

Name:	Relationship:	Address:
Home phone: ( )	Work phone: ( )	Cell phone: ( )
Name:	Relationship:	Address:
Home phone: ( )	Work phone: ( )	Cell phone: ( )
Name:	Relationship:	Address:
Home phone: ( )	Work phone: ( )	Cell phone: ( )

AUTHORIZATION FOR EMERGENCY MEDICAL TREATMENT

The undersigned, as parent/legal guardian of a minor, hereby authorizes the principal or designee, into whose care the student has been entrusted, to consent to any X-ray examination, anesthetic, medical or surgical diagnosis, treatment, and/or hospital care to be rendered to the student upon the advice of any licensed physician and/or dentist. It is understood that this authorization is given in advance of any required diagnosis, treatment, or hospital care and provides authority and power to Vista Charter School to give specific consent to any and all such diagnosis, treatment, or hospital care which a licensed physician or dentist may be deemed necessary. This authorization is given in accordance with Section 49407 of the California Education Code, and shall remain effective until revoked in writing and delivered to the District. I understand that the District, its officers and its employees assume no liability of any nature in relation to the transportation of the student. I further understand that all costs of paramedic transportation, hospitalization, and any examination, X-ray, or treatment provided in relation to this authorization shall be my sole responsibility as the student's parent/guardian.

Doctor:	Hospital plan:	Phone:

My child is allergic to the following medications/foods:

Other medications used:

SIBLING INFORMATION

Brother(s)				**Sister(s)**			
Last name	First name	Age	School Name	Last name	First name	Age	School Name

HOME LANGUAGE SURVEY

What language did this student learn when he/she first began to talk?	English ☐	Spanish ☐	---------- ☐
What language does this student most frequently use at home?	English ☐	Spanish ☐	---------- ☐
What language do you use most frequently to speak to this student?	English ☐	Spanish ☐	---------- ☐
Which language is most often used by adults at home?	English ☐	Spanish ☐	---------- ☐
Has this student received any formal English language instruction(listening, speaking, reading or writing)?			Yes ☐ No ☐
Do you prefer to receive your notifications in	English ☐	Spanish ☐	Other_ _ _ _ _ _☐

Initial

Vista Legacy Global Academy
Supporting Documentation

PREVIOUS SCHOOL INFORMATION

Has student previously attended this school ?	Yes ☐ No ☐	If yes, when?
Date of first U.S. school enrollment / /	State:	Grade
When did your child first attend a public school in California (Specify)	MM/DD/YYYY / /	

Please list last two schools previously attended

Name of school	City/State	Date attended	GRADE	Reason for Leaving
1				School Choice ☐ Change of Address☐ Promoted ☐ Expulsion ☐
2				School Choice ☐ Change of Address☐ Promoted ☐ Expulsion ☐

SPECIAL SERVICES

(If you have any question, please refer to the brochure entitled, "Are You Puzzled By Your Child's Special Needs?")

A- Did this student receive special education services at his/her previous school?	Yes ☐	No ☐
B- Did this student have an Individualized Educational Program (IEP) at his/her previous school?	Yes ☐	No ☐
C- Did this student have a Section 504 Plan at his/her previous school?	Yes ☐	No ☐
D- Does this student have difficulties that interfere with his/her ability to go to school or learn?	Yes ☐	No ☐
E- Did your child receive mental health counseling services at their prior school?	Yes ☐	No ☐
F- Has this student been identified for gifted and talented educational service (GATE)?	Yes ☐	No ☐

If the answer of any of the above question is YES, please provide a copy of related documents.

FEDERAL POVERTY GUIDELINE

How many persons are in the Family Household? ☐

Household Annual Income:

Up to: $12,880 ☐	Up to: $35,580 ☐	Other: ☐
Up to: $17,420 ☐	Up to: $40,120 ☐	$----------
Up to: $21,960 ☐	Up to: $44,600 ☐	
Up to: $26,500 ☐	Up to: $49,140 ☐	
Up to: $31,040 ☐	Up to: $53,680 ☐	

MIGRANT EDUCATION PROGRAM FAMILY QUESTIONNAIRE

Have you ever worked in any of the following industries at least 15 continuous days in the last Three years? ☐ NO ☐ YES

Please check

☐ DAIRY	☐ LIVE STOCK	☐ FORESTRY
☐ FOOD PROCESSING (PACKING)	☐ AGRICULTURE	☐ FISHERY

If your answer was YES and you checked any of above fields, please continue.

If you have worked in one or more of above mentioned industries, your child may be eligible to receive additional free educational services which will help your child be more successful in school.

Please check if you are interested in any of the following programs

☐ Extended Day Programs ☐ Field Trips

Please mention the best day a representative from our office can visit you at your home to register your child to receive our special services

Best time to call - ---------- Best time to visit ----------

Initial

PARENT/GUARDIAN PUBLICITY AUTHORIZATION AND RELEASE

Vista Charter Public Schools requests your permission to reproduce through printed, audio, visual, or electronic means activities in which your pupil has participated in his/her education program. Your authorization will enable us to use specially prepared materials to (1) train teachers and/or (2) increase public awareness and promote continuation and improvement of education programs through the use of mass media, displays, brochures, websites, etc.

a) I, as a parent of guardian, of the student fully authorize and grant Vista Charter Public Schools and its authorized representatives, the right to print, photograph, record, and edit as desired, the biographical information, name, image, likeness, and/or voice of the above named pupil on audio, video, film, slide, or any other electronic and printed formats, currently developed, (known as "Recordings"), for the purposes stated or related to the above.

b) I understand and agree that use of such Recordings will be without any compensation to the pupil or the pupil's parent or guardian.

c) I understand and agree that Vista Charter Public Schools and/or its authorized representatives shall have the exclusive right, title, and interest, including copyright, in the Recordings.

d) I understand and agree that the Vista Charter Public Schools and/or its authorized representatives shall have the unlimited right to use the Recordings for any purposes stated or related to the above.

e) I hereby release and hold harmless Vista Charter Public Schools and its authorized representatives from any and all actions, claims, damages, costs, or expenses, including attorney's fees, brought by the pupil and/or parent or guardian which relate to or arise out of any use of these Recordings as specified above. My initial and signature shows that I have read and understand the release and I agree to accept its provisions.

DIRECTORY INFORMATION OPT OUT OPTION

"Directory information," which is defined as set forth below, may be released to requestors in limited circumstances by Vista Charter Public Schools, without additional notice to you, unless you timely "opt out" of such disclosures, in writing.

State and federal law allow directory information to be disclosed to any requestors, except those who intend to use the information for commercial purposes. However, this school's policy is to not release directory information to any requestor, for any purpose, without specific prior parent/guardian consent in each situation, EXCEPT we will release such information to requestors that engage in political advocacy, lobbying, or information dissemination related to California charter schools, specifically in this instance to the California Charter Schools Association Advocates.

If you do not want Vista Charter Public Schools to disclose your contact and other directory information from your child's records to such persons or entities without your prior written consent, you must notify us in writing by September 1st, of each school year.

Vista Charter Public Schools has designated the following information as directory information:

- parents'/guardians' names;
- Address;
- Electronic mail address;
- Phone number;
- Dates of attendance;
- Participation in officially recognized activities and sports;
- Weight and height of members of athletic teams;
- Degrees, honors, and awards received; and
- The most recent educational agency or institution attended

MEDIA RELEASE

MEDIA RELEASE OF INFORMATION

☐ My child may **be** interviewed, photographed, or filmed by members of the media.

☐ My child may **not be** interviewed, photographed, or filmed by members of the media.

Inicial

STUDENT TECHNOLOGY USE POLICY

Vista Charter Public Schools (VCPS) provides computers and/or computer Internet access available to students. Computers are useful for students to perform research and to allow students to learn how to use computer technology. Use of VCPS computers is for educational and instructional purposes only. It is the policy of VCPS to equip each computer with internet filtering software designed to prevent users from accessing material that is harmful to minors. Students will not be granted laptop access or internet access unless the parent/legal guardian sign this computer-use agreement.

Students are advised that they will not have any privacy of their computer use, including email, and that monitoring of student computer use will be performed by VCPS authorized personnel. Students who misuse school-owned computers or internet access in any way will face disciplinary action as specified in the student handbook.

Computer Guidelines

1. Treat the computer/technology as if it were your own!
2. Inspect computer/technology before use
3. Must use your assigned computer/technology at all times.
4. Clean hands please.
5. Listen for directions.
6. Only use the program/webpage that the teacher says to use.
7. Keep the computer/technology on the assigned desk.
8. Close the computer/technology before walking around.
9. Never download without the teacher's permission.
10. Never put memory sticks, cards or disks from home in school computer/technology.
11. No water bottles or other drinks around the computer/technology.
12. Do not use someone else's computer/technology without permission.
13. Do not access or change any of the computer/technology settings for any reason.
14. If there is any damage the computer/technology due to carelessness or misuse there will be a financial responsible.
15. Sign out when computer is not in use.
16. Please clean hands prior to using your assigned device.

AKNOWLEDGEMENT

Dear Parents and students,

It is your responsibility to read and become familiar with the information contained in the Parent/Student Handbook of Vista Charter Public Schools. Please visit www.vistacharterpublicschools.org and click on "Parent/Student Handbook" to review this document. If you are unable to access this document online, you may obtain a hard copy form the school's main office.

Your signature below, acknowledges that you have read, understood, and agree with the information contained in the Vista Charter Public Schools Parent/Student Handbook.

SIGNATURE

I verify that this information is true and correct.

PRINT YOUR NAME _____ SIGNATURE _____

Date _____

Signature of: ☐ Parent ☐ Other_ _ _ _ _ _ _ _ _

☐ Legal Guardian

Vista Legacy Global Academy
Supporting Documentation

Vista Charter Public Schools
2023-2024 ENROLLMENT FORM
VISTA LEGACY GLOBAL ACADEMY

ESPAÑOL

ID# 6 2 3 __ __ __

INFORMACION SOBRE EL ESTUDIANTE-escribir CON LETRA DE MOLDE con tinta azul.

POR FAVOR, LEA CUIDADOSAMENTE, INICIAL CADA PÁGINA Y FIRME LA ÚLTIMA PÁGINA

APELLIDO LEGAL	NOMBRE LEGAL	SEGUNDO NOMBRE LEGAL	OTRO NOMBRE/APODO

DIRECCION COMPLETA	APTO. #	CIUDAD	ESTADO CA	CODIGO POSTAL

Email:

FECHA DE NACIMIENTO _ _/ _ _ / _ _ _ _	☐M ☐F	LUGAR DE NACIMIENTO (CUIDAD, ESTADO Y PAIS)	AÑO ESCOLAR **9**	Número de teléfono principal ( ) -

¿Es el estudiante Hispano o Latino? Si ☐ No ☐ No quiero responder ☐

Origen **Etnico**	201	Chino ☐	100	Indio Americano o ☐	399	Otro de las Islas del Pacifico ☐	
	202	Japones ☐	299	Otro Asiatico ☐	400	Filipino ☐	
	203	Koreano ☐	301	Hawaiano ☐	600	Africano Americano ☐	
	700	No hispano Blanco ☐	205	Indio Asiatico ☐	No quiero responder☐	Otro_ _ _ _ _ _ _ _ _ ☐	

EL ESTUDIANTE VIVE CON (MARQUE TODO LO QUE CORRESPONDE):

☐ AMBOS PADRES ☐Madre ☐Padre ☐Ambos padres/por turno ☐Padrastro
☐ MADRASTRA ☐Parientes ☐Guardian Legal ☐Casa provisional ☐Institución aprobada para niños
☐Casa grupal/instalación para adultos ☐ Solo como menor de edad emancipado ☐Otro_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

INFORMACIÓN FAMILIAR

PADRE		**MADRE**	
APELLIDO	NOMBRE	APELLIDO	NOMBRE
DOMICILIO (SI ES DISTINTO AL DEL ESTUDIANTE)		DOMICILIO (SI ES DISTINTO AL DEL ESTUDIANTE)	
TELEFONO DE CASA	CELULAR	TELEFONO DE CASA	CELULAR
TELEFONO DE TRABAJO	¿DÓNDE TRABAJA?	TELEFONO DE TRABAJO	¿DÓNDE TRABAJA?
Email :		Email :	
PADRASTRO ☐TUTOR ☐ PADRE DE CRIANZA☐		**MADRASTRA ☐TUTOR ☐ PADRE DE CRIANZA☐**	
APELLIDO	NOMBRE	APELLIDO	NOMBRE
DOMICILIO (SI ES DISTINTO AL DEL ESTUDIANTE)		DOMICILIO (SI ES DISTINTO AL DEL ESTUDIANTE)	
TELEFONO DE CASA	CELULAR	TELEFONO DE CASA	CELULAR
TELEFONO DE TRABAJO	¿DÓNDE TRABAJA?	TELEFONO DE TRABAJO	¿DÓNDE TRABAJA?
Email :		Email :	

¿El padre o guardián fue o es un miembro de las Fuerzas Armadas (Ejército, Marina, Fuerza Aérea, Cuerpo de Marines o Guardacostas) en servicio activo o de tiempo completo de la Guardia Sí ☐ No ☐

Cuál es el nivel de educación más alta que los padres han obtenido? **Marque sólo uno**

15 ☐ No quiere especificar
14 ☐ No se graduó de la escuela secundaria (High School)
13 ☐ Graduado de la escuela secundaria (High School)
12 ☐ Asistió a la Universidad pero no se graduó
11 ☐ Se graduó de la Universidad, BS, BA
10 ☐ Ha completado Post-Grado o doctorado

Cuál es el idioma natal del padre/guardián? Inglés ☐ Español ☐ Otro(por favor especificar)_____ ☐

Iniciales

RESIDENCIA PRIMARIA

- ☐ Vivienda permanente
- ☐ Compartir la vivienda de otras personas debido a la pérdida de vivienda, dificultades económicas o una razón similar
- ☐ Vivir en moteles, hoteles, parques de casas rodantes, albergues
- ☐ Tener una residencia nocturna principal que sea un lugar público o privado no diseñado o utilizado normalmente como un alojamiento habitual para dormir para los seres humanos
- ☐ Que viven en automóviles, parques, espacios públicos, edificios abandonados, viviendas precarias, estaciones de autobuses o
- ☐ Los niños migrantes, califican como personas sin hogar porque viven en circunstancias mencionadas anteriormente

EL ESTUDIANTE VIVE CON

☐ Uno de los padres	☐ Un pariente autorizado	☐ Un adulto que no es el tutor legal
☐ Dos padres	☐ Amigo(s)	☐ Solo sin adulto(s)

ORDENES JUDICIALES

¿EXISTE ALGUNA ORDEN JUDICIAL QUE RESTRINJA LOS DERECHOS LEGALES DE CUALESQUIERA DE LOS PADRES? Sí ☐ No ☐ SI CONTESTO "Sí" , FAVOR ADJUNTE UNA COPIA DE LA ORDEN JUDICIAL

INFORMACION PARA EMERGENCIAS (Persona autorizada para cuidar/recoger al estudiante en caso de que ningún padre este dos posible.

Al director: En caso de no localizarme durante una emergencia, le autorizo a comunicarse y, de ser necesario, entregarle a mi niño a cualquiera de las siguientes personas:

Nombre:	Parentesco:	Domicilio:	
TEL. DEL HOGAR ( )	TEL. CELULAR ( )	TEL. DE TRABAJO ( )	
Nombre:	Parentesco:	Domicilio:	
TEL. DEL HOGAR ( )	TEL. CELULAR ( )	TEL. DE TRABAJO ( )	
Nombre:	Parentesco:	Domicilio:	
TEL. DEL HOGAR ( )	TEL. CELULAR ( )	TEL. DE TRABAJO ( )	

El firmante, como padre/tutor legal de: menor de edad, por medio del presente, autoriza al director o persona designada, habiéndosele encomendado el cuidado del alumno, a acceder a cualquier análisis con radiografía, anestesia, diagnóstico médico o quirúrgico, tratamiento y/o atención en hospital para el alumno, según lo especifique un médico acreditado y/o dentista. Estoy al tanto de que esta autorización se extiende antes de cualquier diagnóstico, tratamiento o atención en hospital necesaria y otorgo la autoridad a Vista Charter School de dar consentimiento a todo y cualquier diagnóstico, tratamiento, o atención en hospital con un médico acreditado o dentista conforme se determine necesario. Esta autorización se extiende de acuerdo al Artículo 49407 del Código de Educación de California, y seguirá en vigencia hasta que se revoque por escrito y dicha revocación se entregue al Distrito. Entiendo que el Distrito, sus funcionarios y empleados no asumen responsabilidad de cualquier índole en relación con el transporte del alumno. También estoy al tanto de que el costo de transporte de paramédicos, hospitalización, análisis, radiografías, o tratamiento que se proporcione en relación con esta autorización será la responsabilidad exclusivamente mía, como padre/tutor del alumno.

Doctor:	Plan de hospital	Teléfono

Mi hijo/a es alérgico/a los siguientes medicamentos/comida

Otros medicamentos usados

INFORMACION SOBRE LOS HERMANOS

HERMANO(S)				**HERMANA(S)**			
APELLIDOS	NOMBRES	EDAD	Nombre de escuela	APELLIDOS	NOMBRES	EDAD	Nombre de escuela

ENCUESTA SOBRE EL IDIOMA EN CASA

¿Qué idioma aprendió el estudiante cuando recién empezó a hablar?	Inglés ☐	Español ☐	Otro---------- ☐
¿Qué idioma usa este estudiante con más frecuencia en el hogar?	Inglés ☐	Español ☐	Otro---------- ☐
¿Qué idioma usa usted con más frecuencia para hablar con este estudiante?	Inglés ☐	Español ☐	Otro---------- ☐
¿Qué idioma es más usado por los adultos en el hogar?	Inglés ☐	Español ☐	Otro---------- ☐
¿Ha recibido este estudiante instrucción académica en el idioma inglés? (escuchar, hablar, leer, o escribir)			Si ☐ No ☐
Idioma preferido para enviar correspondencia al hogar (Marque uno)	Español ☐	inglés ☐	Otro_ _ _ _ _ _☐

Iniciales

Vista Legacy Global Academy
Supporting Documentation

INFORMACIÓN SOBRE LAS ESCUELAS ANTERIORES

¿Ha asistido anteriormente el estudiante a esta escuela? ☐ Sí ☐No Si la respuesta es SÍ, ¿cuándo?				
Cuando fue la primera ves que se inscribió en USA / / Estado Grado				
Cuándo fue la primera vez que su niño(a) asistió a una escuela publica en California MM/DD/YYYY / /				
Por favor indicar las dos últimas escuelas a las que asistió el estudiante				
Nombre de la escuela	Ciudad/Estado	Fecha en que asistió	Grado	Nivel del grado escolar
1				Opción de Escuela☐ Cambio de Dirección☐ Promovido☐ Expulsión☐
2				Opción de Escuela☐ Cambio de Dirección☐ Promovido☐ Expulsión☐

SERVICIOS ESPECIALES

Si tiene dudas sobre esta sección, por favor consulte el folleto titulado "¿LE DESCONCIERTAN LAS NECESIDADES ESPECIALES DE SU HIJO? "

A-¿Recibió este estudiante servicios de educación especial en la escuela a la que asistía anteriormente?	Si ☐	No ☐
B-¿Tenía este estudiante un Programa de Educación Individualizado (IEP) en la escuela anterior?	Si ☐	No ☐
C-¿Tenía este estudiante un Plan de la Sección 504 en la escuela anterior?	Si ☐	No ☐
D-¿Tiene el estudiante dificultades que interfieren en su habilidad para ir a la escuela o para aprender?	Si ☐	No ☐
E- ¿Recibió este estudiante servicios de ayuda mental en la escuela a la que asistía anteriormente?	Si ☐	No ☐
F -¿Ha sido este estudiante identificado para recibir educación como estudiante dotado y talentoso (GATE)?	Si ☐	No ☐

Si la repuesta de cualquiera de las pregunta arriva es SI por favor, tráiganos una copia de los documentos

DIRECTRIZ FEDERAL DE POBREZA

¿Cuántas personas viven en su hogar? ☐

Guía de pobreza a nivel Federal (Ingreso Anual):

Up to: $12,880 ☐	Up to: $35,580 ☐	Other: ☐
Up to: $17,420 ☐	Up to: $40,120 ☐	$----------
Up to: $21,960 ☐	Up to: $44,600 ☐	
Up to: $26,500 ☐	Up to: $49,140 ☐	
Up to: $31,040 ☐	Up to: $53,680 ☐	

PROGRAMA DE EDUCACIÓN PARA MIGRANTE ENCUESTA FAMILIAR

¿Ha trabajado usted al menos 15 días continuos durante los últimos tres anos en alguna de las siguientes industrias? ☐ NO ☐ SI

Favor de marcar

☐ LECHERÍA	☐ FORESTAL	☐ GANADERÍA
☐ PROCESAMIENTO DE COMIDA(Empacadora)	☐ AGRICULTURA	☐ PESCA

Si contestó Sí a las preguntas anteriores, favor de continuar

Si usted ha trabajado en cualquiera de las industrias mencionadas arriba, sus hijos podrían ser elegibles para recibir servicios adicionales de educación gratuitos, lo cual les ayudaría a tener mas existo en la escuela.

Por favor verifique si usted esta interesado en alguno de los siguientes programas

☐ Clases después de escuela ☐ Excursiones

Por favor encierre en un circulo el día de la semana y proporcione la mejor hora en que uno de nuestros representantes le pueda visitar para que su(s) hijo(s) y recibir nuestros servicios.

Mejor hora para llamar :--- ---------- Mejor hora para visita: ----------

Iniciales

AUTORIZACIÓN DE LOS PADRES O TUTORES PARA LA DIVULGACIÓN PUBLICITARIA

Vista Charter Public Schools solicita el permiso de usted para reproducir en forma impresa, auditiva, visual o electronica actividades en las cuales su hijo(a) haya participado en su programa educativo. La autorización que usted nos otorgue nos permitirá emplear materiales preparados especialmente para (1) capacitar a los profesores o (2) para fomentar entre el público una mayor conciencia y promover un mejoramiento continuo de los programas educativos mediante el uso de los medios de comunicaci6n, las exposiciones, los folletos, los domicilios electr6nicos (websites), etc.

a) Yo, como padre, madre, tutor/a del alumno, doy mi autorización plena y concedo a Vista Charter Public Schools y a sus representantes autorizados el derecho para imprimir, fotografiar, grabar y editar - segun lo desee - la información biográfica, el nombre y apellido, las imagenes, las similitudes, o la voz del (de la) alumno(a) antes mencionado(a), en forma auditiva, en videocintas, en filmes, en diapositivas, en cualquier otra forma electr6nica o en formatos impresos que actualmente se desarrollan (se les conoce como "Grabaciones"), para los prop6sitos antes mencionados y declarados.

b) Entiendo y estoy de acuerdo en que el uso de tales Grabaciones se dara sin compensacion alguna para los estudiantes, sus padres o sus tutores.

c) Entiendo y estoy de acuerdo en que Vista Charter Public Schools o sus representantes autorizados tendran el derecho exclusivo, el tftulo, el interes e inclusive el derecho de autor de las Grabaciones.

d) Entiendo y estoy de acuerdo en que Vista Charter Public Schools o sus representantes autorizados tendran el derecho ilimitado para utilizar las Grabaciones para cualquiera de los prop6sitos declarados o relacionados con lo antes mencionado.

e) Por la presente exonero de toda responsabilidad civil a Vista Charter Public Schools y a sus representantes autorizados por la totalidad y cada una de las demandas, reclamos, dafios y perjuicios, costos o gastos, incluso los honorarios de los abogados, que presenten los alumnos, sus padres o sus tutores en lo relacionado a lo que se haya suscitado o pudiera surgir por cualquier uso de estas Grabaciones, conforme se especific6 antes. Mi firma y mis iniciales indican que he leido y que entiendo esta exoneración de toda responsabilidad civil, y estoy de acuerdo en aceptar sus disposiciones.

INFORMACIÓN DEL DIRECTORIO OPCIÓN DE EXCLUSIÓN

La “información de directorio,” lo cual se define abajo, puede ser revelada a los que la pidan en circunstancias limitadas por Vista Charter Public Schools sin noticia adicional a usted, a menos que usted escoja la opción de no divulgación de esta información por escrito y de manera oportuna. La ley estatal y federal permite que la información de directorio se revele a cualquiera que la pida, con excepción de los que pretenden utilizar la información con fines comerciales. Sin embargo, la política de esta escuela es no revelar la información de directorio a nadie, por ninguna razón, sin consentimiento específico del padre o tutor en cada situación, PERO sí revelaremos tal información a alguien si pretende comprometerse con la defensa de causas políticas, el cabildeo o la diseminación de información relacionada con las escuelas chárter de California, específicamente en esta instancia con los Defensores de la Asociación de las Escuelas Chárter de California. Si usted no quiere que Vista Charter Public Schools revele su información de contacto y otra información de directorio de los archivos de su hijo a tales personas o entidades sin su permiso escrito previo, usted tiene que notificarnos por escrito antes del diez de septiembre.

Vista Charter Public Schools ha designado que la siguiente información es la información de directorio:

- Nombres de los padres/tutores;
- La dirección;
- La dirección del correo electrónico;
- El número telefónico;
- Las fechas de asistencia;
- La participación en deportes y actividades que son reconocidos oficialmente;
- El peso y la altura de los miembros de los equipos atléticos;
- Títulos, honores, y premios recibidos; y
- La institución o agencia educacional a la cual más recientemente haya estado matriculado

INFORMACIÓN QUE SE INCLUYE EL DIRECTORIO ESTUDIANTE

INFORMACION QUE SE LE PODRA DIVULGAR A LOS MEDIOS DE DIFUSION

- ☐ Autorizo que el personal de los medios de difusión entreviste, fotografié o filme a mi hijo(a)
- ☐ NO Autorizo que el personal de los medios de difusión entreviste, fotografié o filme a mi hijo(a)

Iniciales

POLIZA DEL ESTUDIANTE PARA EL USO DE COMPUTADORA Y TECNOLOGÍA

Las escuelas Publica Vista Charter (VCPS) provee computadoras y acceso al Internet para todos los estudiantes. Las computadoras son de gran uso, en ellas los estudiantes pueden realizar investigaciones y les permite aprender el uso y manejo de tecnología. El uso de computadoras de VCPS es solamente y únicamente para propósitos educativos y de instrucción. Es la póliza de VCPS de equipar cada computadora con acceso a Internet con programas de filtros designados para prevenir acceso de material dañino para menores .Los estudiantes no tendrán derecho de usar las computadoras hasta que ambos, padres firmen el acuerdo sobre el uso del Internet.
Todos los estudiantes serán advertidos que ellos no tienten ninguna privacidad en el uso de Internet en las computadoras, esto incluye correos electrónicos, y que serán monitoreado por el personal de la escuela VCPS. Los estudiantes que hagan mal uso de las computadoras de la escuela o del acceso al Internet de cualquier manera se les aplicarán acciones disciplinarias como se explica en el Manual Para Padres Y Estudiantes.

Guías Para el Uso de Computadoras

1. Tratar las computadoras y su uso de tecnología como si fueran propios.
2. Revisar la computadora antes de usarla.
3. Debe usar solamente la computadora asignada.
4. Manos limpias por favor!
5. Escuchar atentamente las instrucciones de uso.
6. Solamente usar los programas y/o páginas de internet asignadas por el maestro.
7. Mantener la computadora en el escritorio asignado.
8. Cerrar la computadora antes de dejarla.
9. Nunca baje información sin el permiso del maestro.
10. Nunca poner ningún mecanismo o dispositivo de memoria, tarjeta, o disco (CD).
11. Botellas de agua u otras bebidas no serán permitidas mientras se usa la computadora.
12. No usar la computadora de ningún otro estudiante sin su permiso.
13. El estudiante no tiene acceso para cambiar ninguna configuración por ningún motivo.
14. Si encontramos algún daño a la computadora, debido a la falta de cuidado y mal uso, se aplicaran cargos financieros.
15. Cerrar sesión cuando la computadora no esté en uso.
16. Por favor, limpie las manos antes de usar su dispositivo asignado.

RECONOCIMIENTO

Estimados Padres y Estudiantes,
Es su responsabilidad de leer y familiarizarse con la información contenida en el Manual de Padres / Estudiantes de Vista Charter Public Schools. Por favor visite www.vistacharterpublicschools.org y seleccioné "Parent / Student Handbook" para revisar este documento. Si no puede acceder a este documento sitio web, puede obtener una copia imprimida en la oficina principal de la escuela. Su firma a continuación, reconoce que ha leído, entendido y está de acuerdo con la información contenida en el Manual de Padres y Estudiantes de Vista Charter Public Schools.

FIRMA

Yo confirmo que esta información es verdadera y correcta

Escriba su nombre _____ Firma _____

Fecha _____ Firma de:(Marque Uno) ☐ Padre ☐ Otro_ _ _ _ _ _ _ _ _ _

☐ Tutor Legal

Note: If you have any questions, please view the CTC Online – Written Instructions for Application and Payment page.

Last Name: WILSON
First Name: DONALD
Middle Name: SCOTT

Last Known County of Employment: LOS ANGELES UNIFIED S
Note: Please verify County of Employment is current
Adverse and Commission Actions Indicator:
If flag displayed, click the Adverse and Commission Actions tab. If no flag, review Sta

Document Number	Term	Document Title	Status	Issue Date	Expiration Date	Original Issue
170131690	Clear	Multiple Subject Teaching Credential	Valid	8/1/2017	8/1/2022	7/1/1990
170131691	Clear	Administrative Services Credential	Valid	8/1/2017	8/1/2022	
120550303	Clear	Multiple Subject Teaching Credential	Valid	8/1/2012	8/1/2017	7/1/1990
130069346	Clear	Administrative Services Credential	Valid	4/1/2013	8/1/2017	
123179639	Preliminary	Administrative Services Credential	Valid	8/1/2012	8/1/2013	
070347111	Preliminary	Administrative Services Credential	Valid	8/1/2007	8/1/2012	
070279932	Clear	Multiple Subject Teaching Credential	Valid	8/1/2007	8/1/2012	7/1/1990
020130728	Professional Clear	Multiple Subject Teaching Credential	Valid	8/1/2002	8/1/2007	7/1/1990
970128384	Professional Clear	Multiple Subject Teaching Credential	Valid	8/1/1997	8/1/2002	7/1/1990
950108862	Professional Clear	Multiple Subject Teaching Credential	Valid	8/1/1995	8/1/1997	7/1/1990

Authorization/Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description
R54A	This credential authorizes the holder to provide the following services in grades twelve and below, including preschool, and in classes organized primarily for adults: develop, coordinate, and assess instructional programs; evaluate certificated and classified personnel; provide students discipline, including but not limited to suspension and expulsion; provide certificated and classified employees discipline, including but not limited to suspension, dismissal, and reinstatement; supervise certificated and classified personnel; manage school site, district, or county level fiscal services; recruit, employ, and assign certificated and classified personnel; and develop, coordinate, and supervise student support services including but not limited to extracurricular activities, pupil personnel services, health services, library services, and technology support services.	NONE	

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code	Renewal Description	Additional Description
R15P	The term of this credential is limited by the term of the prerequisite credential. To renew this credential, the holder must also renew the prerequisite credential.	TC Code Not Required

Employment Restrictions

Organization T	Organization	County

Donald S. Wilson, Ed.D.
[redacted]
dwilson@vistacharterpublicschools.org

EDUCATION

2016	**University of Southern California (USC), Los Angeles, CA** Ed.D in Urban Leadership
2005	**California State University Northridge (CSUN), Northridge, CA** Masters of Educational Policy and Administration
1990	**Los Angeles Unified School District, Los Angeles, CA** District Internship Program Graduate
1986	**Brigham Young University (BYU), Provo, Utah** Bachelor of Arts in English Literature Bachelor of Arts in Spanish Literature

Experience

2016 to Present Superintendent, Vista Charter Public Schools

- Direct, coordinate, and supervise overall operation of district administration and instructional programs
- Develop and Oversee annual budget of $11,000,000 of state and federal funds-Title I, Title II, Title III
- Developed LCAP for all schools
- Increased CAASSP scores 5 years in a row
- Oversee Special Education compliance and implemented full inclusion at all campuses
- Opened Vista Condor K-5 Global Academy in Santa Ana, CA
- Opened Vista Horizon Global Academy in Los Angeles, CA
- Opened Vista Meridian Global Academy High School in Santa Ana, CA
- Developed and oversaw the construction of a 30-million-dollar K-8 facility in Santa Ana, Ca
- Obtained a 40-million-dollar bond for VCPS
- Navigated the district successfully through the COVID pandemix
- Implemented and facilitated district wide training for Lucy Calkins readers and writers' workshop, Kagan Cooperative Strategies, Way of Council, and Project Lead the Way
- Monitor student achievement data and support site principals in using data to inform and improve classroom instruction
- Support principals in developing coherent professional development plans, and when appropriate, facilitate professional development at network school sites

- Provide professional development to principals on CCSS transition, teacher evaluation practices, Instructional Leadership Teams, LCAP, and change management frameworks for institutional change
- Wrote and was awarded over $1,300,000 in grants
- Secured funds and oversee $20 million project for construction of new buildings and facilities in Santa Ana, CA
- Implemented one-to-one laptop initiative for all students
- Member for the California School Work Program (SWP) Grant Selection 2021-22 Committee

2015 to 2016 Director of Instruction, LAUSD
Elementary & Secondary site supervisor
Linked Learning

2014 - 2015 Director of Instruction, LAUSD
Elementary & Secondary (Principal Supervisor)
Intensive Support and Innovation Center

2008-2013 Principal, LAUSD
Wonderland Ave. Elementary and Gifted/High Ability Magnet

2007-2008 Third Street Elementary, LAUSD
Assistant Principal, Educational Instruction Specialist

2004-2007 Santa Monica Blvd Community Charter
Administrative Coordinator

1995 - 2004 Manchester Avenue Elementary, LAUSD
Teacher

1992 -1994 Barnes Road Elementary, Beaverton, OR
Teacher

1988 -1992 Twenty-Fourth Street Elementary, LAUSD
Teacher

CERTIFICATION

2012 **The Supes Academy, Los Angeles, CA**
Superintendent preparation and development certificate of completion

2004 UCLA Cognitive Coaching Academy

2001 National Board Certification in English as a New Language

1998 Bilingual Certificate of Competence in Spanish (BCC)

PUBLICATIONS

Los Angeles Parent Magazine, June 2011 Article on children's grieving "From Heartache to Hero."

Anabelle Medina

Skills

More than twenty years of experience providing office support, including handling confidential information. Excellent telephone, filing, and organizational skills. Trained on Word, Excel, PeopleSoft, HRS, Galaxy, Aries, PowerSchool. Typing 63 wpm. Bilingual – Spanish .

Education

California State Los Angeles, CA / present
Pasadena City College, Pasadena, CA / December 2020
Le Cordon Bleu, Pasadena, CA / January 2014
Bryman College, Los Angeles, CA / December 2000

Experience

Vista Charter Middle School / Office Manager August 2017 - Present
Respond to employee/public inquiries by telephone and in person. Process enrollment and transfers of students to and from other schools. Manage office personnel, organize and expedite the work flow of the school site, and offer guidance and direction as needed. Processes documents and materials (e.g., time sheets, work orders, requisitions, travel reimbursements, etc.) for disseminating information in compliance with program, district, state and/or federal requirements. Procure school supplies and custodial materials. Reconcile balances for different categories (e.g., student uniforms, fundraisers, donations, requisitions). Establish, maintain and insure proper use of confidential files, which may include student, personnel, and payroll records. Exercise diplomacy in answering questions and resolve situations involving students, parents, volunteers, public, site staff and school personnel through knowledge of school policies and general rules and regulations. Perform first aid and care for injured/ill students. Maintain and retrieve financial records. Participate in a variety of meetings, workshops, and/or training for providing or receiving information, and supporting the needs of the attendees.

Temporary Financial Aid Assistant, Glendale Community College, Glendale, CA January 2016 –April 2017
Respond to student inquiries for general information regarding financial aid programs and application procedures. Provide customer service to students, parents, faculty and others. Perform data entry of student financial and award data. Process, print and distribute all financial aid notifications. Review and post documents received by the office.

Beverly Hills USD /Accounts Payable Specialist/Payroll/Benefits Technician, January 2014 -December 2015
Performed a variety of accounting clerical work, process payments to vendors, service agreements and contracts. Negotiated with vendors and resolved payment problems, accounting errors. Balance assigned accounts, maintain purchase order balances. Maintained various tables on HRS. Administered employee fringe benefits. Perform billing and tracking of payments for retiree medical and dental premiums. Established and maintained all voluntary and mandated payroll deductions. Audit, reconcile and prepare reports for agencies covering deductions. Processed classified and certificated payroll as directed, processing time reports, distributing payroll warrants, establishing and maintaining all records pertaining to new hires, current employees, terminations, additional assignments, absences and leaves for employees on assigned payroll cycles.

El Rancho USD /School Secretary, October 2011 - June 2013
Responded to employee/public inquiries by telephone and in person. Translated district official letters, memos, reports, etc. Interpret for parents during conferences, meetings, and the front desk. Prepared a variety of letters, arithmetical summaries, and other material, typically using computer software. Ordered, received, and distributed office supplies. Maintained routine bookkeeping and certificated and classified payroll.

Los Angeles Unified School District/Office Technician, July 2000-October 2011
Respond to employee/public inquiries by telephone and in person to provide or request information. Assist in preparing employee time reports and maintaining routine bookkeeping and payroll records. Operate a variety of office equipment, e.g., computers, printers, copiers, calculators, typewriters. Maintain files, records, and other information. Prepare, modify, and update spreadsheets.

Note: If you have any questions, please view the CTC Online – Written Instructions for Application and Payment page.

Last Name: AMAYA ORELLANA
First Name: KAREN
Middle Name: SORAYA

Last Known County of Employment:
Note: Please verify County of Employment is current
Adverse and Commission Actions Indicator:
If flag displayed, click the Adverse and Commission Actions tab. If no flag, review Sta

Document Number	Term	Document Title	Status	Issue Date	Expiration Date	Original Issue
180206322	Clear	Multiple Subject Teaching Credential	Valid	8/30/2018	9/1/2023	6/22/2006
180224243	Clear	Administrative Services Credential	Valid	7/6/2018	8/1/2023	1/1/2015
150028088	Preliminary	Administrative Services Credential	Valid	1/1/2015	7/1/2018	1/1/2015
130110987	Clear	Multiple Subject Teaching Credential	Valid	7/1/2013	7/1/2018	6/22/2006
081039271	Clear	Multiple Subject Teaching Credential	Valid	6/30/2008	7/1/2013	6/22/2006
060152967	Preliminary	Multiple Subject Teaching Credential	Valid	6/22/2006	7/1/2011	6/22/2006
050134966	Intern	Multiple Subject Teaching Credential	Valid	3/10/2005	4/1/2007	
040190588	Emergency	30-Day Substitute Teaching Permit	Valid	9/1/2004	9/1/2005	8/28/2003
000128286		Certificate of Clearance	Valid	5/16/2000	6/1/2005	6/21/2000
040001797	Emergency	30-Day Substitute Teaching Permit	Valid	8/28/2003	9/1/2004	8/28/2003

Authorization/Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description
R54A	This credential authorizes the holder to provide the following services in grades twelve and below, including preschool, and in classes organized primarily for adults: develop, coordinate, and assess instructional programs; evaluate certificated and classified personnel; provide students discipline, including but not limited to suspension and expulsion; provide certificated and classified employees discipline, including but not limited to suspension, dismissal, and reinstatement; supervise certificated and classified personnel; manage school site, district, or county level fiscal services; recruit, employ, and assign certificated and classified personnel; and develop, coordinate, and supervise student support services including but not limited to extracurricular activities, pupil personnel services, health services, library services, and technology support services.	NONE	

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code	Renewal Description	Additional Description
R15P	The term of this credential is limited by the term of the prerequisite credential. To renew this credential, the holder must also renew the prerequisite credential.	TC Code Not Required

Employment Restrictions

Organization T	Organization	County

Karen Amaya
[redacted] | kamaya@vistacharterps.org

PROFESSIONAL SUMMARY

Lifelong educator with 20 years experience in teaching, coaching, and developing Professional Learning Communities and collaborative cultures amongst staff to meet the needs of underserved students.

WORK HISTORY

Principal, Vista Charter Middle School, Vista Charter Public Schools, 2017-present

Assistant Principal, Vista Charter Middle School, Vista Charter Public Schools, 2015-2017

On-Site Administrator, Celerity Troika Charter School, 2014-2015

Curriculum Specialist, Celerity Cardinal Charter School/Celerity Palmati Charter School, 2014

Teacher, Santa Monica Blvd. Community Charter School, 2002-2014

EDUCATION

University of Phoenix, Pasadena, California.
Masters of Arts in Education, June 2006

University of Southern California, Los Angeles, California.
Bachelor of Arts in Spanish, May 2001
Minor in Education, May 2001

PROFESSIONAL GROWTH

California State University: Dominguez Hills, Carson, California.
Administrative Services Credential Tier II (Clear) in June 2018.
Administrative Services Credential Tier I (Preliminary) in May 2014.

Kagan Certification
Cooperative Learning: Day 1 – 5
Cooperative Meetings
Kagan for Els
Kagan Coaching

Way of Council

Adaptive Schools

MEMBERSHIPS AND RECOGNITIONS

Association of California School Administrators (ACSA) Member

Pi Lambda Theta Education Honor Society

Voyage LA: LA's Most Inspiring

SKILLS

Languages: Fluent in Spanish

Strong Communication, Interpersonal and Technology Skills

Michele Bauer

[redacted]

EDUCATION AND CREDENTIALS

• Pepperdine University School of Law	Juris Doctor, 1998
• University of Southern California	Bachelor of Science, 1985
	Multiple Subjects K-12, 1985
• National University	Administrative Services Credential, 2002
• California State University, Los Angeles	Language Development Specialist, 1987
• ACSA Special Education Academy	Certificate Program Participant, current
• Maryland Stat Bar	License to Practice Law, MD

PROFESSIONAL EXPERIENCE

- **Principal**

Torrance Unified School District	July 2011 - present
Pomona Unified School District	August 2007 – July 2011
East Whittier City School District	August 2006 – July 2007

Staff management of 30+ teachers and support providers; labor and employment issues under statutory and contract requirements; implemented, directed and monitored programs to raise student achievement and meet federal NCLB requirements for 540 – 920 Title I and LEP students; general and special education (mild/moderate, moderate/severe, medically fragile, learning center) program management; staff development; increased reflective teaching practices; increased parent/community involvement; conducted home visits; participated in SARB and suspension/expulsion hearings at District level; created a partnership with Cal Poly Pomona's department of teacher education (mathematics and science) to support students, teachers and parents; created a safe school environment; rebuilt and renovated the school library through a Wonder of Reading grant, managed modernization of school; participated in and increased PTA/school fundraising activities, participated in district contract negotiations, participated in committee addressing T.K., lead the adoption and implementation of the Common Core; developed and implemented RTI/intervention system; 2016 Gold Ribbon Award recipient.

- **Assistant Principal**

Los Angeles Unified School District	July 2003 – July 2006

Assisted in maintaining a safe school environment, monitored student achievement; managed the special education department and IEP process, conducted home visits; provided staff development and 'assistance and guidance' to staff, worked with local governmental agencies and officials to strengthen school community, community support referrals, extended parent involvement through partnership with OneLA/IAF.

- **Categorical Coordinator**

Los Angeles Unified School District	July 2001 – June 2003

Monitored the progress of LEP students, assured categorical compliance for all LEP and Title I student programs, implemented state and district testing programs, provided professional development and parent workshops.

- **Elementary School Teacher**

The Mirman School — August 2000 – June 2001
Los Angeles, CA

One Hundred Ninth St. School — May 1998 – June 2000
Los Angeles, CA

The Buckley School — August 1992 – June 1994
Sherman Oaks, CA

Twenty-Fourth St. School — August 1987 – January 1992
Los Angeles, CA

Wilshire Elementary School — August 1986 – June 1987
Los Angeles, CA

Taught elementary level students in traditional, multiage and highly gifted programs; participated in District 'Un-graded Primary' pilot program; held grade level chair positions; member of curriculum committee. Mentor, Teach for America; literacy coach (cognitive coaching model); conducted fund raisers, student assemblies and organized mural painting projects for school; conducted home visits.

- **Law Clerk**

California Association for Public Employees — January 1998 – May 1998
Los Angeles, CA

Labor law practice, investigated and brought to administrative hearing discrimination case under Blain Meek, Esq.

Joe Schleimer, Attorney at Law — January 1996 – May 1996
Los Angeles, CA

Legal research and writing for business attorney.

Public Counsel, The Children's Rights Project — March 1995 - August 1995
Los Angeles, CA

Case management for staff attorneys, case investigation, court translation, presentation of guardianship hearings under Jenny Weis, Esq.

SECOND LANGUAGE

- Spanish, Intermediate Fluency

References furnished upon request.

Charter Schools Division
LOS ANGELES UNIFIED SCHOOL DISTRICT

Name of Board Member:
Michele Bauer
Name of Proposed/Renewing Charter School:
Vista Charter Schools

CHARTER SCHOOL
GOVERNING BOARD MEMBER QUESTIONNAIRE*

Dear Board Member:

As you know, it is a position of great trust and responsibility to serve as a member of the governing board of a charter school. As part of its fiduciary duties, the governing board not only is responsible for ensuring that the school provides a high quality educational opportunity for all students, but also must ensure that all public monies it receives are spent responsibly in accordance with the law and charter.

In order to make its recommendation to the LAUSD Board of Education, the Charter Schools Division (CSD) must determine whether the charter school petition is likely to be successfully implemented (California Education Code §47605(b)). By providing complete and detailed responses to the questions below, you will provide the CSD with critical information necessary to ascertain whether the proposed/renewing charter school will be run in a financially, operationally, and educationally sound manner.

1. Describe at least five of the key roles, functions, and/or responsibilities of a public charter school governing board. Based on your experience and understanding, prioritize them and briefly explain their importance.

   Board members possess a variety of fiscal responsibilities. These responsibilities entail the approval of contract agreements in excess of the authorized amount, adopting the budget for the organization, and hiring an external auditor to ensure that funds are spend in accordance with the budget and mission of the school in the best interst of the students. These fiscal responsibilities are of the utmost importance to uphold the public trust and our obligation to our children. Monies provided by the state and federal government must be used in accordance with the rules, regulations and guidelines provided. It is our ethical obligation to meet these requirements in support the needs of the students.

   Accountability for student learning is another important Board obligation. This touches upon the very purpose of the organization. The Board must be knowledgable student

* This questionnaire must be current within 12 months of petition submission.

Board Member Initials

achievement and ensure that decisions made support continued growth and learning. In addition, the Board must maintain high expectations for student achievement. Data must be monitored and information used to drive continuous improvement.

Ensuring a safe and appropriate educational environment is provided to all students, including ensuring that adequate housing, equipment and supplies are present. This Board responsibility supports student achievement at the most basic level conjuring notions of Maslow's Hierarchy.

2. Describe the innovative features of your petition and how they will lead to improved student outcomes for the community you are planning to serve. Please be specific.

Vista Legacy High School is the natural extention of our Vista education that starts in TK at Vista Horizon Global Acadmey. It takes into consideration the whole child. The Three pillars of Vista Horizon include the following: 1. Social Emotions learning , 2. Global Competence with the International School Studies Network, and 3. STEAM (Science, Tech, Engineering, Arts, and Math). Class size is smaller than the average and enable staff to create enriching and supportive relationships required for learning. The organization strives to create not just a school, but a community. The focus on Global Competence connects students with the greater world learning and community while validating and endorsing each child's diverse background as important part of the global community. The focus on STEAM creates excitement and engagement in learning and prepares students to enter the work force as productive citizens. All decisions are made in line with the Framework for engagement designed by Dr. Wilson and a cohort of USC doctors supporting the three pillars.

An important distiction is that VLGA takes our STEAM and Global approach to the next level with career pathways in International Business and Bio-medical options. Additionally, the school is completing an MOU with Los Angeles Trade Tech to allow for dual enrollment possibilities. Finally, few high schools are mastery based as our will be allowing students to thrive by focusing on what they don't know because teachers and students are clear on what they already know and have mastered.

Instruction is student centered. Teachers facilitate learning with short direct instruction lessons followed with time for guided and independent practice in response to the learning needs of each individual. A workshop model further supports learning by actively engaging students in activities to internalize concepts and information.

The Instructional Leadership Teamplays a strong role in the learning process analyzing and examining student achievement, discussing instructional approaches and designing approaches to respond to students' learning needs. Instructors hold a high level of professional efficacy.

* This questionnaire must be current within 12 months of petition submission.

Board Member
Initials

3. Please describe the specific expertise and experience, as well as personal attributes, that you bring to the board, including service on any other governing boards, and how they will contribute to the board's ability to monitor the school's academic, operational, and fiscal policies and practices.

As a career educator and current school principal with over 30 years of experience, I offer a school management perspective regarding student achievement, instructional pedagogy, fiscal policy and practice, community relations and school operations. As a licensed attorney, I offer a legal perspective that spans the activity of the organization. This combined knowledge and experience can enrich the Board's perspective with a dynamic viewpoint and add to the thoughtful reflection of actions that are being contemplated.

4. Describe a scenario that represents a conflict of interest. Outline the steps, if any, you would expect your governing board to take to address such a conflict.
As a hypothetical example, if one Board member owned a tutoring business that was being used by the school to support student learning, a conflict would exist. The Board member would find it difficult to make independent decisions in the best interest of the school and students and also make business decisions in the best interest of his/her tutoring company. If the school were to want to discontinue the services of the tutoring company, the Board member might be opposed to this for a desire to continue making money by servicing the school. Board members have an obligation to disclose any potential conflicts of interest and remove themselves from situations where conflicts arise.

5. As a decision-making body, what are the most important factors that the charter school's governing board will consider in order to ensure sound decisions?
The most important factor in making any Board decision is always the best interest of the students and student learning. With a strong ethical foundation, decisions made in compliance with legal requirements with the best interest of students and student learning in mind, can't go wrong. Decisions also need to be consistent with the organization's philosophy/mission/vision and purpose.

6. Describe your experience and/or connection with the community that your school proposes to serve.
As a Los Angeleno, I grew up in the Pasadena area, attended the University of Southern California and worked in the Los Angeles Unified School District. My experience has allowed me to serve in the community surrounding U.S.C. and extened out into the boundaries of L.A. County.

7. Describe a difficult professional or financial decision that you have had to make. What

* This questionnaire must be current within 12 months of petition submission.

Board Member Initials

factors did you consider and how did you implement the decision?
As a principal, I was faced with having to spend one time grant money. In order to ensure that this money was used in the most effective manner possible, I examined the needs and goals of the organization and considered options that would yield sustained impact. I settled with the idea that the money would best be spent on technology in support of the school's goal to have a one to one student/computer ratio. I gathered input from all community stakeholders and once the community was in agreement, I moved forward with the expenditure.

8. In the event that the governing board finds it necessary to replace or add a board member, what qualifications and other factors will you expect and/or consider in evaluating candidates?
Qualifications and factors to add or replace a Board member include high ethical standards, a desire to make a positive impact in the community, high expectations for student achievement, the ability to monitor student data and use it to support continuous improvement, the ability to collaborate with other Board members, staff and the community.

9. Please identify your relationship, if any, with each of the following:
   a. Lead petitioner: SELECT ALL DESCRIPTORS THAT APPLY.
      - ☐ Immediate Family (spouse, domestic partner, child, parent) (Specify:_____)
      - ☐ Non-immediate family (Specify:_____)
      - ☒ Professional/business Friend (Specify:Taught at Twenty-Fourth Street School together in the late 1980s.)
      - ☐ Casual/social (Specify:_____)
      - ☐ Other (Specify:_____)
      - ☐ None

   b. Board chair or president: SELECT ALL DESCRIPTORS THAT APPLY.
      - ☐ Immediate Family (spouse, domestic partner, child, parent) (Specify:_____)
      - ☐ Non-immediate family (Specify:_____)
      - ☐ Professional/business Friend (Specify:_____)
      - ☐ Casual/social (Specify:_____)
      - ☐ Other (Specify:_____)
      - ☒ None

* This questionnaire must be current within 12 months of petition submission.

Board Member Initials

Form – REV 05/14/18

c. Proposed executive director/chief executive officer: SELECT ALL DESCRIPTORS THAT APPLY.
- ☐ Immediate Family (spouse, domestic partner, child, parent) (Specify:_____)
- ☐ Non-immediate family (Specify:_____)
- ☐ Professional/business Friend (Specify:_____)
- ☐ Casual/social (Specify:_____)
- ☐ Other (Specify:_____)
- ☒ None

d. Proposed director/principal: SELECT ALL DESCRIPTORS THAT APPLY.
- ☐ Immediate Family (spouse, domestic partner, child, parent) (Specify:_____)
- ☐ Non-immediate family (Specify:_____)
- ☐ Professional/business Friend (Specify:_____)
- ☐ Casual/social (Specify:_____)
- ☐ Other (Specify:_____)
- ☒ None

e. Other members of the governing board: SELECT ALL DESCRIPTORS THAT APPLY.
- ☐ One or more is immediate family (spouse, domestic partner, child, parent) (Specify:_____)
- ☐ One or more is non-immediate family (Specify:_____)
- ☐ I have a professional/business relationship with one or more (Specify:_____)
- ☐ One or more is a friend (Specify:_____)
- ☐ One or more is a casual/social acquaintance (Specify:_____)
- ☐ Other (Specify:_____)
- ☒ None

f. Any prospective employees or vendors, including the on-site financial manager: SELECT ALL DESCRIPTORS THAT APPLY.
- ☐ One or more is immediate family (spouse, domestic partner, child, parent) (Specify:_____)
- ☐ One or more is non-immediate family (Specify:_____)
- ☐ I have a professional/business relationship with one or more (Specify:_____)
- ☐ One or more is a friend (Specify:_____)
- ☐ One or more is a casual/social acquaintance (Specify:_____)
- ☐ Other (Specify:_____)
- ☒ None

* This questionnaire must be current within 12 months of petition submission.

Board Member Initials

Form – REV 05/14/18

Charter Schools Division
LOS ANGELES UNIFIED SCHOOL DISTRICT

10. List other charter schools for which you serve as a board member or of which you are an employee.
☒ None
☐ Specify: _____

11. Do you have a child or any relative who attends the charter school?

☒ None
☐ Yes, specify relationship and grade level _____

Michele Bauer
Printed Name of Board Member

10/27/2021
Date

Signature of Board Member

* This questionnaire must be current within 12 months of petition submission.

Form – REV 05/14/18

Board Member
Initials

Mimi Kim

[redacted]

Professional Summary

Experienced CEO with excellent client and project management skills. Action-oriented with strong ability to communicate effectively with technology, executive and business audiences.

Work History

ChefDance, Founder &CEO **01/2004 to current**

Park City, Utah

- Planned and executed events and marketing programs, producing 15 ChefDance dinner series at Sundance Film Festival in Park City, UT
- Created and produced Storyteller Dinner series under ChefDance in Los Angeles starting September 2017
- Negotiated deals for ChefDance as well as interfacing with agencies, chefs, event managers and PR
- Presented ChefDance opportunities to Fortune 500 companies and executives for collaborative brand activation

Hunter Global Ventures, Founder & CEO **05/1995 to current**

Los Angeles, California

- Managed investment strategies in various companies in real estate, technology, entertainment and retail sectors.
- Identified and evaluated potential investment projects against business plans and budgets.
- Led and built an investment team to analyze potential investment targets and built an investment syndicate to successfully fund projects.
- Operated an investment team with a focus on quantitative analysis
- Consulted in businesses to develop financial models and build projections for Private Placement memorandums.
- Raised money to complete business development projects in entertainment properties in The Highlands, Lure and Mint.
- Invested in various real estate deals in Los Angeles, Park City and New Jersey.
- Recruited new investors to fund project development and operation.

World Streaming Network, Interim CEO **01/1998 to 05/2001**

Kansas City, Missouri

- Served as an Interim CEO for a technology software company
- Worked directly with technology, marketing, finance and human resources department in developing and implanting policies for the Company.
- Monitored development initiatives and established time frame and managed schedule throughout the project.
- Presented and negotiated various deals on behalf of the Company.
- Determine appropriate budgets for various departments and evaluated performances based on budgeted objectives.
- Successfully sold the Company in June 2001.

Education

Columbia University, New York **1986-1988**

Masters in Finance and International Banking

Barnard College, New York **1982-1986**

Bachelors in Economics and East Asian Studies

Skills

Fluent in Korean, great organizational and operational skills, high-level relationship building skills, project development and management skills, financial modeling and analysis, scope development and budget administration

Charter Schools Division
LOS ANGELES UNIFIED SCHOOL DISTRICT

Name of Board Member
Mimi Kim
Name of Proposed/Renewing Charter School
Vista Charter Middle School

CHARTER SCHOOL
GOVERNING BOARD MEMBER QUESTIONNAIRE*

Dear Board Member:

As you know, it is a position of great trust and responsibility to serve as a member of the governing board of a charter school. As part of its fiduciary duties, the governing board not only is responsible for ensuring that the school provides a high quality educational opportunity for all students, but also must ensure that all public monies it receives are spent responsibly in accordance with the law and charter.

In order to make its recommendation to the LAUSD Board of Education, the Charter Schools Division (CSD) must determine whether the charter school petition is likely to be successfully implemented (California Education Code §47605(b)). By providing complete and detailed responses to the questions below, you will provide the CSD with critical information necessary to ascertain whether the proposed/renewing charter school will be run in a financially, operationally, and educationally sound manner.

Please answer all questions, initial each page, including any supplemental pages, and sign at the end of the document. Responses of "Not Applicable" are not acceptable. If your initial response to any question is "yes" or "no", please provide a detailed explanation of the basis for the response.

---

1. Describe at least five of the key roles, functions, and/or responsibilities of a public charter school governing board. Based on your experience and understanding, prioritize them and briefly explain their importance.
   a. Determine the mission and purpose including development, review and revision.
   b. Hire, support and evaluate the ED so the vision and policies are effectively implmented. Provide directions to the ED pursuant to the established policies and constructive feedback.
   c. Conduct regular and timely evaluations of the ED and perfomance of the school, and ensure effective organizational planning by reviewingthe goals with an accountabilty plan.
   d. Adopt a fiscally responsible budget and regularly monitor the fiscal health of the school. Contract with an external auditor t produce an annual financial audit and approval of these annual fiscal and performance audits.
   e. Develop and approve the school calendar and schedule of Board meetings. Adopt, evealuate and update Board policies and precedures consistent with the law and the school's mission.

* This questionnaire must be current within 12 months of petition submission.

2. Describe the innovative features of your petition and how they will lead to improved student outcomes for the community you are planning to serve. Please be specific.
The three pillars of Vista Horizon is Social Emotional Learning, Global Competence with the International School Studies Network and STEAM. All curriculum is taught in a workshop model where teachers are not lecturing all day, but facilitate learningwith short direct instructions and students have plenty of time for guided and independent practices. Serious distributive leadership model with a very strong role for the Instuctional Leadership Team. The high school will extend the three pillars of a Vista educatin with career pathways in international business and Bio-medical options, as well as dual enrollment with local colleges.

3. Please describe the specific expertise and experience, as well as personal attributes, that you bring to the board, including service on any other governing boards, and how they will contribute to the board's ability to monitor the school's academic, operational, and fiscal policies and practices.
I have been in the world of finance for many years and I have a post graduate degree in Finance. I have also started and ran many companies as a CEO where I am responsible for development, operation where I had to continuously practice fiscally responsible policies. Working in a Board setting where I can contribute my expertise in business and financial planning helps monitor the school's academic and fiscal practices.

4. Describe a scenario that represents a conflict of interest. Outline the steps, if any, you would expect your governing board to take to address such a conflict.
I am a CEO of a company that provides culinary events. In the event that the school may require event/catering services, I would present my company to provide a service. As I am the CEO of the company and financial interest, it may be a conflict of interest. I would present the scope of service along with the fee and will let the governing board to investigate alternate plans/options to compare the offered services and then vote (with out me) on the service. The conflict may exist but it is not improper if the service provided is clearly determined is the best option for the school.

5. As a decision-making body, what are the most important factors that the charter school's governing board will consider in order to ensure sound decisions?
I believe it is important to have a check-and-balance to ensure sound decision making process. In order to derive at a proper decision, it is imperative to have sound policies in place to constently monitor and evaluate to make sound decisions.

6. Describe your experience and/or connection with the community that your school proposes to serve.
I have 3 children, and 2 are in Middle School. one of my kids have briefly attended Vista Charter School. I am also deeply involved with the Charitable Organization called Blessings in a Backpack to provide food to students on weekends at public schools in need.

* This questionnaire must be current within 12 months of petition submission.

Charter Schools Division
LOS ANGELES UNIFIED SCHOOL DISTRICT

7. Describe a difficult professional or financial decision that you have had to make. What factors did you consider and how did you implement the decision?
I have always worked in a very intense financial markets since college. It came to time where I needed to reevaluate my life and change the course of my career. If I continued working for a large company, my career would be secure and easy as I was already on a executive path but I needed more. I wanted to build my own company with my vision. I also wanted a more balanced life. I had take a step back and cut on financial gains to start my business but it was worth it as looked toward a long-term goal. I also learned better management skills and operational practices. I am also able to spend more time on philanthropical issues - how and to what causes do I give back, etc.

8. In the event that the governing board finds it necessary to replace or add a board member, what qualifications and other factors will you expect and/or consider in evaluating candidates?
I would look for candidates who are passionate about governance and inspire others. Someone who encourages open communication and constructive debate. A person of integrity, respect and humily.

9. Please identify your relationship, if any, with each of the following:
   a. Lead petitioner: SELECT ALL DESCRIPTORS THAT APPLY.
      - ☐ Immediate Family (spouse, domestic partner, child, parent) (Specify:_____)
      - ☐ Non-immediate family (Specify:_____)
      - ☐ Professional/business Friend (Specify:_____)
      - ☐ Casual/social (Specify:_____)
      - ☐ Other (Specify:_____)
      - ☒ None

   b. Board chair or president: SELECT ALL DESCRIPTORS THAT APPLY.
      - ☐ Immediate Family (spouse, domestic partner, child, parent) (Specify:_____)
      - ☐ Non-immediate family (Specify:_____)
      - ☐ Professional/business Friend (Specify:_____)
      - ☐ Casual/social (Specify:_____)
      - ☐ Other (Specify:_____)
      - ☒ None

* This questionnaire must be current within 12 months of petition submission.

Board Member Initials _____

Charter Schools Division
LOS ANGELES UNIFIED SCHOOL DISTRICT

c. Proposed executive director/chief executive officer: SELECT ALL DESCRIPTORS THAT APPLY.
- ☐ Immediate Family (spouse, domestic partner, child, parent) (Specify:_____)
- ☐ Non-immediate family (Specify:_____)
- ☐ Professional/business Friend (Specify:_____)
- ☐ Casual/social (Specify:_____)
- ☐ Other (Specify:_____)
- ☒ None

d. Proposed director/principal: SELECT ALL DESCRIPTORS THAT APPLY.
- ☐ Immediate Family (spouse, domestic partner, child, parent) (Specify:_____)
- ☐ Non-immediate family (Specify:_____)
- ☐ Professional/business Friend (Specify:_____)
- ☐ Casual/social (Specify:_____)
- ☐ Other (Specify:_____)
- ☒ None

e. Other members of the governing board: SELECT ALL DESCRIPTORS THAT APPLY.
- ☐ One or more is immediate family (spouse, domestic partner, child, parent) (Specify:_____)
- ☐ One or more is non-immediate family (Specify:_____)
- ☐ I have a professional/business relationship with one or more (Specify:_____)
- ☐ One or more is a friend (Specify:_____)
- ☐ One or more is a casual/social acquaintance (Specify:_____)
- ☐ Other (Specify:_____)
- ☒ None

f. Any prospective employees or vendors, including the on-site financial manager: SELECT ALL DESCRIPTORS THAT APPLY.
- ☐ One or more is immediate family (spouse, domestic partner, child, parent) (Specify:_____)
- ☐ One or more is non-immediate family (Specify:_____)
- ☐ I have a professional/business relationship with one or more (Specify:_____)
- ☐ One or more is a friend (Specify:_____)
- ☐ One or more is a casual/social acquaintance (Specify:_____)
- ☐ Other (Specify:_____)
- ☒ None

* This questionnaire must be current within 12 months of petition submission.

Charter Schools Division
LOS ANGELES UNIFIED SCHOOL DISTRICT

10. List other charter schools for which you serve as a board member or of which you are an employee.
☒ None
☐ Specify: _____

11. Do you have a child or any relative who attends the charter school?

☒ None
☐ Yes, specify relationship and grade level _____

Mimi Kim
Printed Name of Board Member

10/22/2021
Date

Signature of Board Member

* This questionnaire must be current within 12 months of petition submission.

Board Member Initials

Form – REV 05/14/18

JODY MOLODOW

[redacted]

EDUCATION

M.A., Education/Special Education, University of Southern California, 1975
B.S., Social Science/English, University of Southern California, Magna Cum Laude, 1974

PROFESSONAL EXPERIENCE

Los Angeles Unified School District

2009-2015 **Coordinator**, Charter Operated Programs
Division of Special Education

2000-2009 **Specialist**, Division of Special Education

1999-2000 **Program Specialist**, Division of Special Education

1993-1999 **Administrative Assistant**
Coordinator, Compensatory Education Program
Coordinator, Bilingual Program
McBride Special Education Center

1993 **Principa**l, Extended School Year
Carlson

1991-1993 **Advisor**, Early Education Program
Special Education Support Services
District Administrative Offices

1989-1991 **Administrative Assistant**
Coordinator, Compensatory Education Program
Coordinator, Bilingual Program
Banneker Special Education Center

1988-1989 **Advisor**, Infant/Toddler Program
Early Intervention – Infant Toddler Program
Central Administrative Office

1986-1988 **Coordinator**, Gifted and Talented Program

Teacher, Kindergarten-First Grade
Teacher, Special Education After-School Early Childhood Program
Shenandoah Street School

1981-1986 **Coordinator/Instructor**, Parent Effectiveness Training Program
Teacher, Third Grade
Resource Specialist Teacher
Laurel School

1981-1985 **Coordinator**, School Interaction Program
Resource Specialist Teacher
Wonderland Avenue School

1979-1981 **Teacher**, Elementary Orthopedically Handicapped/Non Handicapped
Salvin Special Education Center

1975-1979 **Acting Administrative Assistant**
Resource Teacher
Teacher, Elementary Mentally Retarded Severe
Willenberg Special Education Center

PROFESSIONAL SKILLS AND ACHIEVEMENTS

- Coordinated Special Education services and program implementation for students with disabilities in collaboration with charter schools
- Provided technical assistance to Special Education Division department and Support Units, as well as other LAUSD departments regarding charter schools and services
- Provided ongoing meaningful consultation to charter school administrators, teachers, providers, and parents
- Liaisoned with District and chart leaders to assist in SELPA LAUSD reorganization
- Served as direct support for mediating challenging cases that could result in due process hearing
- Successfully organized District-wide Extended School Year, including preparation of manual and training Program Specialists, while decreasing budget deficit and maximizing student services
- Collaborated with charter leaders to develop and implement professional development activities for charter and District employees
- In depth knowledge of District Special Education policies, procedures, and programs as they relate to charter school programs
- Understanding of laws and regulations pertaining to charter schools in general and delivery of special education services relative to charter schools

- In depth knowledge of the Individuals with Disabilities Act and state and local regulations
- Familiarity with developing budget, hiring personnel, opening and closing of classes
- Ability to collaborate and communicate effectively with other offices, community agencies, parents, and school-site staff

CREDENTIALS/CERTIFICATION

- Multicultural/Bilingual Master Plan coursework
- California Administrative Services Credential
- Standard Elementary Credential (Life)
- Specialist, SH and LH Credential (Life)
- Restricted Special Education Credential, OH (Life)
- Resource Specialist Certificate of Competence

REFERENCES

Available on request

Charter Schools Division
LOS ANGELES UNIFIED SCHOOL DISTRICT

Name of Board Member:
Jody Molodow
Name of Proposed/Renewing Charter School:
Vista Charter Middle School

CHARTER SCHOOL
GOVERNING BOARD MEMBER QUESTIONNAIRE*

Dear Board Member:

As you know, it is a position of great trust and responsibility to serve as a member of the governing board of a charter school. As part of its fiduciary duties, the governing board not only is responsible for ensuring that the school provides a high quality educational opportunity for all students, but also must ensure that all public monies it receives are spent responsibly in accordance with the law and charter.

In order to make its recommendation to the LAUSD Board of Education, the Charter Schools Division (CSD) must determine whether the charter school petition is likely to be successfully implemented (California Education Code §47605(b)). By providing complete and detailed responses to the questions below, you will provide the CSD with critical information necessary to ascertain whether the proposed/renewing charter school will be run in a financially, operationally, and educationally sound manner.

Please answer all questions, initial each page, including any supplemental pages, and sign at the end of the document. Responses of "Not Applicable" are not acceptable. If your initial response to any question is "yes" or "no", please provide a detailed explanation of the basis for the response.

1. Describe at least five of the key roles, functions, and/or responsibilities of a public charter school governing board. Based on your experience and understanding, prioritize them and briefly explain their importance.
   It is almost impossible to priortize the roles and responsibilities of a pubic charter school governance body since many must be considered concurrently and, in fact, may change based on the decision being made. Ultimately, it is the Board's responsibility to identify and support the leader in determining and carrying out the mission and vision of the school. The Board must continually monitor and evaluate the services provided by the school, making sure they reflect the mission and goals. The board must help the leader make adjustments as necessary but cannot act as a "rubber stamp" for decisions. At the same time, the Board is responsible for ensuring that state and federal laws are complied with and for abiding with fiduciary responsiblities. Only in this way, can a Board carry out its duty to the school.

* This questionnaire must be current within 12 months of petition submission.

Board Member Initials

Charter Schools Division
LOS ANGELES UNIFIED SCHOOL DISTRICT

2. Describe the innovative features of your petition and how they will lead to improved student outcomes for the community you are planning to serve. Please be specific.
What makes or petition unique is the three pillars incorported in our plan. First, we recognize the importance of STEAM to all students, while incorporating social-emotional learning and global competence. The goals and curriculum were developed by our founder, Don Wilson and Usc schoars. All curriculum is presented in a workshop model, facilitating maximum learning and acheivement of academic goals. The addition of pathways in bio-med and international business, as well as dual enrollment are strong features of our petition.

3. Please describe the specific expertise and experience, as well as personal attributes, that you bring to the board, including service on any other governing boards, and how they will contribute to the board's ability to monitor the school's academic, operational, and fiscal policies and practices.
Prior to join the Board, I worked as a teacher and administrator in the Los Angeles Unifed School District, both in regular and special education. I served children and youth ranging from 3 to 21 years, giving me unique insight into the spectrum of development. My most recent supervisory position as Coordinator of Charter Schools with LAUSD's Division of Special Education gives me knowledge of legal requirements for including children with special needs in the operation of any school. Most importantly, I bring the ability to communicate and work with a variety of stakeholders, including communityagencies, parents, and school personnel. In addition, I am always committed to improving my understanding of evolving requirements by participating in trainings and other development opportunities.

4. Describe a scenario that represents a conflict of interest. Outline the steps, if any, you would expect your governing board to take to address such a conflict.
X Charter School needs after school services. There are several candidate programs. A fellow Board Member is campaigning for one program, directly approaching the school leader and members of the selection team. The Board Member is also a partner in that program. When it learns of this relationship, the Board must meet without the involved member to determine whether a conflict of interest exists. If so, the Board must inform the member of the conflict, likely requesting the program in which he is a partner be removed from consideration and asking him to recuse himself from any involvement in any decisions on the issue. In addition, the Board must ensure that the school leader has not been influenced by the Board member and is following appropriate procedures.

5. As a decision-making body, what are the most important factors that the charter school's governing board will consider in order to ensure sound decisions?

* This questionnaire must be current within 12 months of petition submission.

Board Member Initials

Charter Schools Division
LOS ANGELES UNIFIED SCHOOL DISTRICT

The Board must focus on the "big picture", the governance of the school and support of its mission. We must realize that we are not responsible for day to day management of the school but for establishing a vision for the school and holding school personnel accountable for carrying that out. The Board must always be mindful of legal and financial requirements.

6. Describe your experience and/or connection with the community that your school proposes to serve.
The majority of my experience in the Los Angeles Unified School District has been in communities similar to that in which Vista Horizon Global Academy proposes to operate. Thus, I am familiar with the needs and preferences of such communities.

7. Describe a difficult professional or financial decision that you have had to make. What factors did you consider and how did you implement the decision?
One of my responsibilities in the Los Angeles Unified School District was running the Extended School Year Program district wide. I had a defined budget within which we needed to operate. I had to make often difficult decisions regarding whether classrooms needed to opened or closed, staff hired or terminated, while assuring that legal requirements for the the district and its students were served.

8. In the event that the governing board finds it necessary to replace or add a board member, what qualifications and other factors will you expect and/or consider in evaluating candidates?
In adding or replacing a Board Member, we must look at the current members of the Board, recognizing our own strengths and weaknesses and finding someone who might bring other qualities to enrich our decisions. We must be sure that the prospective member understands and embraces the mission and vision of the school. Any member must be willing to learn and listen and be respectful of others' opinions. Finallly, a new member must be committed to the hardwork and legal responsibilties of Board membership.

9. Please identify your relationship, if any, with each of the following:
   a. Lead petitioner: SELECT ALL DESCRIPTORS THAT APPLY.
      - ☐ Immediate Family (spouse, domestic partner, child, parent) (Specify:_____)
      - ☐ Non-immediate family (Specify:_____)
      - ☐ Professional/business Friend (Specify:_____)
      - ☐ Casual/social (Specify:_____)
      - ☒ Other (Specify:In the capacity of a board member for Vista Charter Public Schools)
      - ☐ None

   b. Board chair or president: SELECT ALL DESCRIPTORS THAT APPLY.

* This questionnaire must be current within 12 months of petition submission.

Board Member Initials

Charter Schools Division
LOS ANGELES UNIFIED SCHOOL DISTRICT

☐ Immediate Family (spouse, domestic partner, child, parent) (Specify:_____)
☐ Non-immediate family (Specify:_____)
☐ Professional/business Friend (Specify:_____)
☐ Casual/social (Specify:_____)
☒ Other (Specify:In the capacity of a board member for Vista Charter Public Schoos)
☐ None

* This questionnaire must be current within 12 months of petition submission.

Board Member Initials

Charter Schools Division
LOS ANGELES UNIFIED SCHOOL DISTRICT

c. Proposed executive director/chief executive officer: SELECT ALL DESCRIPTORS THAT APPLY.
- ☐ Immediate Family (spouse, domestic partner, child, parent) (Specify:_____)
- ☐ Non-immediate family (Specify:_____)
- ☐ Professional/business Friend (Specify:_____)
- ☐ Casual/social (Specify:_____)
- ☒ Other (Specify:In the capacity of a board member for Vista Charter Public Schools)
- ☐ None

d. Proposed director/principal: SELECT ALL DESCRIPTORS THAT APPLY.
- ☐ Immediate Family (spouse, domestic partner, child, parent) (Specify:_____)
- ☐ Non-immediate family (Specify:_____)
- ☐ Professional/business Friend (Specify:_____)
- ☐ Casual/social (Specify:_____)
- ☒ Other (Specify:In the capacity of a board member for Vista Charter Public Schools)
- ☐ None

e. Other members of the governing board: SELECT ALL DESCRIPTORS THAT APPLY.
- ☐ One or more is immediate family (spouse, domestic partner, child, parent) (Specify:_____)
- ☐ One or more is non-immediate family (Specify:_____)
- ☐ I have a professional/business relationship with one or more (Specify:_____)
- ☐ One or more is a friend (Specify:_____)
- ☐ One or more is a casual/social acquaintance (Specify:_____)
- ☒ Other (Specify:In the capacity of a board member for Vista Charter Public Schools)
- ☐ None

f. Any prospective employees or vendors, including the on-site financial manager: SELECT ALL DESCRIPTORS THAT APPLY.
- ☐ One or more is immediate family (spouse, domestic partner, child, parent) (Specify:_____)
- ☐ One or more is non-immediate family (Specify:_____)
- ☐ I have a professional/business relationship with one or more (Specify:_____)
- ☐ One or more is a friend (Specify:_____)
- ☐ One or more is a casual/social acquaintance (Specify:_____)
- ☒ Other (Specify:In the capacity of a board member for Vista Charter Public Schools)
- ☐ None

* This questionnaire must be current within 12 months of petition submission.

Board Member Initials

Vista Legacy Global Academy
Supporting Documentation

Charter Schools Division
LOS ANGELES UNIFIED SCHOOL DISTRICT

10. List other charter schools for which you serve as a board member or of which you are an employee.
    - ☐ None
    - ☒ Specify: APEX

11. Do you have a child or any relative who attends the charter school?
    - ☒ None
    - ☐ Yes, specify relationship and grade level _____

Jody Molodow
Printed Name of Board Member

October 25, 2021
Date

Jody Molodow
Signature of Board Member

* This questionnaire must be current within 12 months of petition submission.

Board Member Initials

DocuSign Envelope ID: 15C1661A-F5ED-4943-A8CB-83C49D2ED400

Charter Schools Division
LOS ANGELES UNIFIED SCHOOL DISTRICT

Name of Board Member:
Dr. Suzie Oh
Name of Proposed/Renewing Charter School:
Vista Legacy Global Academy

CHARTER SCHOOL
GOVERNING BOARD MEMBER QUESTIONNAIRE*

Dear Board Member:

As you know, it is a position of great trust and responsibility to serve as a member of the governing board of a charter school. As part of its fiduciary duties, the governing board not only is responsible for ensuring that the school provides a high quality educational opportunity for all students, but also must ensure that all public monies it receives are spent responsibly in accordance with the law and charter.

In order to make its recommendation to the LAUSD Board of Education, the Charter Schools Division (CSD) must determine whether the charter school petition is likely to be successfully implemented (California Education Code §47605(b)). By providing complete and detailed responses to the questions below, you will provide the CSD with critical information necessary to ascertain whether the proposed/renewing charter school will be run in a financially, operationally, and educationally sound manner.

Please answer all questions, initial each page, including any supplemental pages, and sign at the end of the document. Responses of "Not Applicable" are not acceptable. If your initial response to any question is "yes" or "no", please provide a detailed explanation of the basis for the response.

1. Describe at least five of the key roles, functions, and/or responsibilities of a public charter school governing board. Based on your experience and understanding, prioritize them and briefly explain their importance.
   Board members must possess a variety of skills to be a succesful and support the school.
   First are fiiscal responsibilities. These responsibilities include:
   1: The approval of contract agreements in excess of the authorized amount
   2: Adopting the budget for the organization,
   3: Hiring an external auditor to ensure that funds are spend in accordance with the budget and mission of the school in the best interst of the students. These fiscal responsibilities are of the utmost importance to uphold the public trust and our obligation to our children.
   4 Oversite of Monies provided by the state and federal government that must be used in accordance with the rules, regulations and guidelines provided. It is our ethical obligation to meet these requirements in support the needs of the students.

   Accountability for student learning is another important board obligation. This touches

* This questionnaire must be current within 12 months of petition submission.

DS SD

Board Member Initials

DocuSign Envelope ID: 15C1661A-F5ED-4943-A8CB-83C45D2ED40C

upon the very purpose of the organization. The bored must
1: Be knowledgable about student achievement and ensure that decisions made support continued growth and learning.
2: The bored must maintain high expectations for student achievement. Data must be monitored and information used to drive continuous improvement.

Ensuring a safe and appropriate educational environment is provided to all students, including ensuring that adequate housing, equipment and supplies are present. This bored responsibility supports student achievement at the most basic level conjuring notions of Maslow's Hierarchy.

2. Describe the innovative features of your petition and how they will lead to improved student outcomes for the community you are planning to serve. Please be specific.
Vista Legacy Global Academy will be the logical extension of the Vista Global Academy experience starting in TK at Vista Horizon Global Academy, moving through Vista Charter Middle School and culminating in a dual enrollment pathways high school serving the needs of our students with a strong college and carreer experience.

Like all our schools, the Three pillars of a Vista Global Aacademy experience include: 1. Social Emotions learning 2. Global Competence with the International School Studies Network, and 3. STEAM (Science, Tech, Engineering, Arts, and Math). The focus on SES provides a strong emotional foundation through our Way of Council program where students learn to speak and listen from the heart and see their own humanity in others. Global Competence provides a context for learning through an interdisciplinary project based approach that focuses on using learning to solve real world problems. STEM provides the skills and knowhow to the projects and students future careers.

Legacy takes the TK - 8th grade learning a step further using career pathways based in International Business and Bio-Medical studies. These pathways allow students yet another way to answer the question of, "Why do I need to learn this and how do my basic subject apply to real life?"

Legacy has also teamed with Los Angeles Trade Tech to provide dual enrollment opportunities for our students.

Other inovative features of our program is the use of Kagan strategies to facilitate group interactions and mastery based learning which tracks what students already know and have mastered so they can focus on new learning.

3. Please describe the specific expertise and experience, as well as personal attributes, that you bring to the board, including service on any other governing boards, and how they will contribute to the board's ability to monitor the school's academic, operational, and fiscal policies and practices.

* This questionnaire must be current within 12 months of petition submission.

DS SO

Board Member Initials

DocuSign Envelope ID: 15C1661A-F3ED-4943-A8CB-83C45D2ED400

As and educatore of more than 40 years, an holder of a Doctoral degree from USC, a former LAUSD principal at one of the highest achieving schools in the district (Third Street Elementary) and as a public educational speaker that has delivered educational addresses, seminars, and presentations world wide, my experience is deep and thorough with the experience to help navigate our board and school system through the many issues that educational leaders must confront. Additionally, I have years of experience with school budgets and fundraising which is important for governance and fiduciary responsibility. Last, I have strong ties to the Korean community, which is part of the Tk-12 path we have created and am able to guide our system in a culturally senstitive and responsible way.

4. Describe a scenario that represents a conflict of interest. Outline the steps, if any, you would expect your governing board to take to address such a conflict.
One possible conflict of interest could be if I worked as a sales representative for supplies that could be used by any of our Vista schools and our schools considered ordering those materials from the company I represent. For instance, if I worked for Houghton Mifflin, there could be an issue since we purchace products from them for our Readers and Writers workshop approach. In that scenario, I would expect the governing board to discuss this matter with me being recused from the discussion and vote. Further, I would expect the board to use a different sales representative other than myself to ensure that I didn't receive any monetary or other incentives by the use of those products. .

5. As a decision-making body, what are the most important factors that the charter school's governing board will consider in order to ensure sound decisions?
Above all else, ethics, fiscal honesty, and impact on student learning and our families experince reign among the most important factore we will and do consider to ensure sound decisions. Also, our hiring of high quality people in leadership positions factors into our ability to govern and make sound decisions.

6. Describe your experience and/or connection with the community that your school proposes to serve.
I have lived most of my adult life in Southern California and have served the same student's Vista serves in every school I worked at over the last 40 years. I have worked with thousands of Latino and Korean students, as well as students from every other ethnicity represented by students in the Los Angeles region. Additinally, I am a second language learner and identify deeply with the students who must learn a second language to be succesful in our country.

7. Describe a difficult professional or financial decision that you have had to make. What factors did you consider and how did you implement the decision?
As principal of Third Street Elementary, I received monies for our school from the Friends of Third Booster club. There were many instances where parents gave large donations and

* This questionnaire must be current within 12 months of petition submission.

SO

Board Member Initials

DocuSign Envelope ID: 15C1661A-F5ED-4943-A8CB-83C45D2ED40C

then would feel entitled to special treatment. When this happened, I was always confronted with the dilema of how to honor the generous gift, but not give special accommodations or favortism to the parent. One of the most often asked favor was for a particular teacher and once by the president of the booster club. Before making the decision, I looked at the student and if the requested placement would benefit them (it did not due to language supports not as strong as needed), the impact that favoritism could have on the culture of giving and future demands I might get, and the impact on families and students that didn't have the means to contribute monetarily. Although, it was a hard conversation, I was able to present my ideas and process for putting their child in a different class and one that I believed to be a better placement. A few months in to the year they thanked me for my thoughtful approach and for making the right decision for their child.

8. In the event that the governing board finds it necessary to replace or add a board member, what qualifications and other factors will you expect and/or consider in evaluating candidates?
Currenlty, our board is well represented by incredinle people that bring experience in business, law, special education, education leadership, and teaching. Each member is an outstanding member of their community and have shown the highest ethical standards. In the future, I would expect anyone joining our board to have strong ethics, a committemnt to attend meetings, a thoughtful approach to problems and big thinking, and provide either an important skill or financial support that moves our mission and vision forward.

9. Please identify your relationship, if any, with each of the following:
   a. Lead petitioner: SELECT ALL DESCRIPTORS THAT APPLY.
      - ☐ Immediate Family (spouse, domestic partner, child, parent) (Specify:_____)
      - ☐ Non-immediate family (Specify:_____)
      - ☒ Professional/business Friend (Specify:He served as my AP at Third Street Elementary)
      - ☐ Casual/social (Specify:_____)
      - ☐ Other (Specify:_____)
      - ☐ None

   b. Board chair or president: SELECT ALL DESCRIPTORS THAT APPLY.
      - ☐ Immediate Family (spouse, domestic partner, child, parent) (Specify:_____)
      - ☐ Non-immediate family (Specify:_____)
      - ☐ Professional/business Friend (Specify:_____)
      - ☐ Casual/social (Specify:_____)
      - ☐ Other (Specify:_____)
      - ☒ None

* This questionnaire must be current within 12 months of petition submission.

DS SO

Board Member Initials

DocuSign Envelope ID: 15C1661A-F3ED-4943-A8CB-63C45D2ED40

Charter Schools Division
LOS ANGELES UNIFIED SCHOOL DISTRICT

c. Proposed executive director/chief executive officer: SELECT ALL DESCRIPTORS THAT APPLY.
- ☐ Immediate Family (spouse, domestic partner, child, parent) (Specify:_____)
- ☐ Non-immediate family (Specify:_____)
- ☒ Professional/business Friend (Specify:former AP at Third Street)
- ☐ Casual/social (Specify:_____)
- ☐ Other (Specify:_____)
- ☐ None

d. Proposed director/principal: SELECT ALL DESCRIPTORS THAT APPLY.
- ☐ Immediate Family (spouse, domestic partner, child, parent) (Specify:_____)
- ☐ Non-immediate family (Specify:_____)
- ☒ Professional/business Friend (Specify:Current principal at Vista Middle School)
- ☐ Casual/social (Specify:_____)
- ☐ Other (Specify:_____)
- ☐ None

e. Other members of the governing board: SELECT ALL DESCRIPTORS THAT APPLY.
- ☐ One or more is immediate family (spouse, domestic partner, child, parent) (Specify:_____)
- ☐ One or more is non-immediate family (Specify:_____)
- ☐ I have a professional/business relationship with one or more (Specify:_____)
- ☐ One or more is a friend (Specify:_____)
- ☐ One or more is a casual/social acquaintance (Specify:_____)
- ☐ Other (Specify:_____)
- ☒ None

f. Any prospective employees or vendors, including the on-site financial manager: SELECT ALL DESCRIPTORS THAT APPLY.
- ☐ One or more is immediate family (spouse, domestic partner, child, parent) (Specify:_____)
- ☐ One or more is non-immediate family (Specify:_____)
- ☐ I have a professional/business relationship with one or more (Specify:_____)
- ☐ One or more is a friend (Specify:_____)
- ☐ One or more is a casual/social acquaintance (Specify:_____)
- ☐ Other (Specify:_____)
- ☒ None

* This questionnaire must be current within 12 months of petition submission.

DS SA
Board Member Initials

Form – REV 05/14/18

DocuSign Envelope ID: 15C1661A-F5ED-4943-A8CB-83C45D2ED40C

Charter Schools Division
LOS ANGELES UNIFIED SCHOOL DISTRICT

10. List other charter schools for which you serve as a board member or of which you are an employee.
    - ☐ None
    - ☒ Specify: All schools in the Vista Charter Public School Network

11. Do you have a child or any relative who attends the charter school?
    - ☒ None
    - ☐ Yes, specify relationship and grade level _____

Dr. Suzie Oh
Printed Name of Board Member

October 26, 2021
Date

DocuSigned by:
Suzie Oh
SD33C496723E476...
Signature of Board Member

* This questionnaire must be current within 12 months of petition submission.

Form – REV 05/14/18

Board Member
Initials

RESUME

Dr. Suzie Oh
Educational Consultant
Adjunct Professor, California State University, Los Angeles and Fullerton
Former Principal, Third Street School, Los Angeles Unified School District
[redacted]

AREAS of EXPERTISE:

1. Leadership for School Principals, and CEO's
2. Literacy (Reading & Writing)
3. Teaching and Learning Framework
4. Multicultural Education (Diversity)
5. Gifted Education
6. English Education
7. Thinking Maps

Have been invited to Korea for two decades for numerous speaking engagements at universities, school districts, schools to train principals, teachers and parents.

BOOKS/ARTICLES

1. Handbook for Teaching Korean-American Students by Calif. State Dept. of Education
2. Voices from the City: Practitioners' Perspectives by U.S.C.
3. California Dept. of Education Foreign Language Framework (Curriculum Framework and Criteria Committee Member)

ADMINISTRATIVE AND TEACHING EXPERIENCE with the Los Angeles Unified School District as: Principal, Central District Administrator (Specialist), Instructional Advisor, School Site Program Coordinator, and Classroom Teacher

PRINCIPAL, Third Street School, Los Angeles Unified School District
(Retired as of 7/1/16)
Responsibilities include: Administering a school of diverse student population of 800 students, 40 teachers and 40 other staff members, providing instructional leadership, planning and conducting professional development sessions, counseling and disciplining students, conducting conferences with parents and teachers, evaluating teachers and support staff, directing budgetary accounts, and ensuring the safety and welfare of all staff members and encouraging the active involvement of parents in the school's decision-making process, gaining input from the multiple perspectives of all stakeholders.

Earned Third Street School exceptional recognition as one of the top schools in the district for student achievement and student attendance.

ASSISTANT PRINCIPAL: Hobart Blvd. School
Established on-site counseling services for individual students and families supported by Los Angeles County

SPECIALIST in ESL INSTRUCTION AND MULTICULTURAL EDUCATION (Central District Administrator), Office of Bilingual-ESL Instruction

INSTRUCTIONAL ADVISOR IN ESL INSTRUCTION: Administrative Regions D, H and Area 5.

SCHOOL SITE PROGRAM COORDINATOR

CLASSROOM TEACHER

Taught ESL (English as a Second Language) at high schools

OTHER PART-TIME TEACHING EXPERIENCES
Instructional Leadership at California State University, Los Angeles
Supervising Student Teachers at California State University, Fullerton, CSU Long Beach,
California State Univ. Northridge and U.S.C.
Korean Language Instructor, Santa Monica College
Korean Culture & Language Instructor, Los Angeles Community College

CREDENTIALS
California Administrative Credential (pre-K - adult)
Life California Standard Teaching Credential, K-9, English Teacher

EDUCATION
Doctor of Education Degree (Ed.D.), University of Southern California
Master's Degree in Education, University of Southern California
Teaching and Administrative Credential Programs, University of Southern California

PROFESSIONAL SERVICE AT STATE LEVEL
Curriculum Framework Criteria Committee, California Department of Education Foreign Language Instruction, K-12

AWARDS
- "Principal of the Year" Award by ACSA (Association of California School Association), Region XVI
- "City Lights" Humanitarian Award by Southern California Jewish Counseling Center
- Susan B. Anthony Award by Hollywood Business & Professional Association

Paul Vieyra

Experience

Vista Charter Public Schools Foundation **October 2014 to Present**
-Board President

Uptown Realtors, Whittier, California
Realtor ***October 2007 to Present***
-*Represent buyers and sellers in Real Estate transactions.*
-Coordinate with Escrow, Title, and Lenders to consummate a successful purchase or sale.

Mellon 1st Business Bank, Los Angeles, California
Operations Manager/Business Analyst ***April 1999 to October 2007***
-*Manage Relationship Profitability Module at Bank*
-Streamline and improve core bank processes to improve profitability.
-Training and Implementation of bank products.
-Liaison between Executive Management and Line Managers.

Bank of Los Angeles, Beverly Hills, California
Operations Manager ***April 1994 to March 1999***
-Data Processing Manager, responsible for interbank check processing between Banks and Federal Reserve.

Education

Cal State Los Angeles
2005 - 2006 Business Finance

East Los Angeles College
2002 – 2004 *Associates of Arts*

Charter Schools Division
LOS ANGELES UNIFIED SCHOOL DISTRICT

Name of Board Member:
Paul Vieyra
Name of Proposed/Renewing Charter School: Vista Charter Middle School

CHARTER SCHOOL GOVERNING BOARD MEMBER QUESTIONNAIRE*

Dear Board Member:

As you know, it is a position of great trust and responsibility to serve as a member of the governing board of a charter school. As part of its fiduciary duties, the governing board not only is responsible for ensuring that the school provides a high quality educational opportunity for all students, but also must ensure that all public monies it receives are spent responsibly in accordance with the law and charter.

In order to make its recommendation to the LAUSD Board of Education, the Charter Schools Division (CSD) must determine whether the charter school petition is likely to be successfully implemented (California Education Code §47605(b)). By providing complete and detailed responses to the questions below, you will provide the CSD with critical information necessary to ascertain whether the proposed/renewing charter school will be run in a financially, operationally, and educationally sound manner.

Please answer all questions, initial each page, including any supplemental pages, and sign at the end of the document. Responses of "Not Applicable" are not acceptable. If your initial response to any question is "yes" or "no", please provide a detailed explanation of the basis for the response.

1. Describe at least five of the key roles, functions, and/or responsibilities of a public charter school governing board. Based on your experience and understanding, prioritize them and briefly explain their importance.

The Board of Directors Primary Roles and Responsibilities

Determine the mission and purpose of WCS and keep it clearly in focus. This includes the development, review, or revision of WCS' accountability and mission.

Hiring, supporting, and evaluating the ED of WCS so that the vision, goals and policies of the school can be effectively implemented. This includes, but is not limited to, providing frequent and constructive feedback, providing direction to the ED pursuant to established policies, assisting when board members overstep prerogatives or misunderstand their roles, and complimenting for exceptional accomplishments.

* This questionnaire must be current within 12 months of petition submission.

Board Member Initials

Charter Schools Division
LOS ANGELES UNIFIED SCHOOL DISTRICT

Conducting regular and timely evaluations of the ED based on the vision, goals and performance of the school, and ensuring that the ED does the same for other personnel of WCS.

Ensure effective organizational planning by reviewing the WCS organizational plan for concrete, measurable goals consistent with the charter and accountability plan.

Approval of all contractual agreements that are in excess of the authority granted to the ED or his designee.

Adopting a fiscally responsible budget based on WCS' vision and goals, and regularly monitoring the fiscal health of WCS.

Act as the fiscal agent by receiving funds for the operation of WCS in accordance with charter school laws and the receipt of grants and donations consistent with the mission of WCS.

Contracting with an external auditor to produce an annual financial audit according to generally accepted accounting practices and approval of these annual fiscal and performance audits.

Determine, monitor and strengthen WCS programs and services, by ensuring that programs and services are consistent with the mission and the charter, approving measurable organizational outcomes, approving annual, attainable board and management level goals, monitoring progress in achieving the outcomes and goals, and assessing the quality of the program and services.

The Board may establish committees of parents, students, educators, and community members as necessary, in the support of school programs and the development of a common vision for WCS which is focused on learning and achievement and that is responsive to the needs of all students.

Exercising control of the school in accordance with the State and Federal Constitution, and applicable laws and regulations.

Executing all other responsibilities provided for in the California Corporations Code.

Development and approval of the school calendar and schedule of Board meetings.

Adopting, evaluating, and updating Board policies and procedures consistent with the law and the school's mission.

Review and action on requests for out of state or overnight field trips.

Board Member Initials

* This questionnaire must be current within 12 months of petition submission.

16.Participation in the dispute resolution procedure and complaint procedures when necessary.

Maintaining accountability for student learning by adopting the school's curriculum and monitoring student progress.

Consulting with the ED on his or her recommendations and taking action in consideration of them.

Ensuring that a safe and appropriate educational environment is provided to all students.

Ensuring adequate housing, equipment, supplies and other facilities for the operation of WCS.

Hearing communications, written and/or oral, from citizens and organizations on matters of administration, finance, organization, policy and program.

22. Approval of charter amendments.

23. Approval of personnel discipline (suspensions or dismissals) as needed and/or requested by the ED and in accordance with school policy.

24. Appoint an administrative panel to act as a hearing body and take action on recommended student expulsions.

25. Conducting annual elections of officers and as needed new board members.

2. Describe the innovative features of your petition and how they will lead to improved student outcomes for the community you are planning to serve. Please be specific.
Three pillars of Vista Horizon are 1) Social Emotions learning , Global Competence with the International School Studies Network, and STEAM (Science, Tech, Engineering, Arts, and Math)

All decisions are made in line with the Framework for engagement designed by Dr. Wilson and a cohort of USC doctors.

All curriculum is taught in a workshop model

The high school will include the addition of career pathways and dual enrollment that will help our students complete college or have a skill that pays a living wage after high school.

nal

Student centered where the teacher is not lecturing all day, but facilitating learning with short direct instruction and plenty of time for guided and independent practice

* This questionnaire must be current within 12 months of petition submission.

Serious distributive leadership model with a very strong role for the Instructio Leadership Team

Board Member Initials

Charter Schools Division
LOS ANGELES UNIFIED SCHOOL DISTRICT

3. Please describe the specific expertise and experience, as well as personal attributes, that you bring to the board, including service on any other governing boards, and how they will contribute to the board's ability to monitor the school's academic, operational, and fiscal policies and practices.
I have a 15 year corporate banking background in working with State and Federal regulators; with emphasis on compliance, relationship profitability and improving operational efficiencies. In addition 10 years of experience in Real Estate resale and acquisitions. I feel my background helps me complement and balance our Board's ability to monitor best practices overseeing academic, operations and fiscal policies and efficiencies.

4. Describe a scenario that represents a conflict of interest. Outline the steps, if any, you would expect your governing board to take to address such a conflict.
Any director, principal officer, or member of a committee with governing board delgating powers, who have a financial interest directly or indirectly through business, investment or family is an interested party, and has duty to disclose. If a scenario exists, and the governing board or committee decides that there is a conflict of interst. Board will have a discussion with interested party and determine all material facts. If it is found that their is a violation of the Conflicts of Interest Policy; the governing board of committee shall take appropriate disciplinary and corrective action.

5. As a decision-making body, what are the most important factors that the charter school's governing board will consider in order to ensure sound decisions?
Review and evaluate administration performance. Provide support and guidance to our adminstrator. Review and approve policies and procedures.

6. Describe your experience and/or connection with the community that your school proposes to serve.
I've worked with community advocates to promote our Decennial Census in 1990 and 2010, reaching out to families to ensure everyone is counted. I've participated in parks and recreation sports with my children and helped coaching and mentoring youth. My current occupation as a Real Estate agent, I have a 10 years relationship with educators at Montebello Unified and Montebello Teachers Association Administration and Union Reps.

We as a governing board have supported our school's efforts in promoting and working with our surrounding communities, for example we have offered our school's building to other community organizations to support their community growth and interaction with families.

* This questionnaire must be current within 12 months of petition submission.

Board Member Initials

Charter Schools Division
LOS ANGELES UNIFIED SCHOOL DISTRICT

7. Describe a difficult professional or financial decision that you have had to make. What factors did you consider and how did you implement the decision?
In 2016 we as a board worked with our adminstrator in facing budget challenges due to low enrollment we made evaluated how we could reduce costs and expenses and made a decision to reduce staffing which inluded laying off an assistant principal.

8. In the event that the governing board finds it necessary to replace or add a board member, what qualifications and other factors will you expect and/or consider in evaluating candidates?

Personal Qualities

☐ Has a passion for governance and inspires others ☐ Is approachable and available
☐ Is a good listener and communicator
☐ Shows integrity, respect, and humility

☐ Is a strategist and visionary thinker
☐ Encourages open communication and constructive debate

Commitment to the Board

☐ Engages board members to take ownership of board's work ☐ Celebrates board members' hard work and achievements
☐ Promotes board development and governance best practices ☐ Commits to leading an effectively run board

☐ Upholds legal and ethical standards of conduct
☐ Ensures board plans proactively for the succession of board members and officers

Commitment to the School

☐ Shows understanding and passion for mission, values, and school
☐ Engages board members to demonstrate and encourage their commitment ☐ Understands and respects management/governance boundaries

9. Please identify your relationship, if any, with each of the following:
a. Lead petitioner: SELECT ALL DESCRIPTORS THAT APPLY.
☐ Immediate Family (spouse, domestic partner, child, parent) (Specify:_____)
☐ Non-immediate family (Specify:_____)
☒ Professional/business Friend (Specify:I am on school board that our Lead Petitioner is our Superintendent/Adminstrator.)

* This questionnaire must be current within 12 months of petition submission.

Board Member Initials

Charter Schools Division
LOS ANGELES UNIFIED SCHOOL DISTRICT

- ☐ Casual/social (Specify:_____)
- ☐ Other (Specify:_____)
- ☐ None

b. Board chair or president: SELECT ALL DESCRIPTORS THAT APPLY.

- ☐ Immediate Family (spouse, domestic partner, child, parent) (Specify:_____)
- ☐ Non-immediate family (Specify:_____)
- ☒ Professional/business Friend (Specify:I serve on the same Board.)
- ☐ Casual/social (Specify:_____)
- ☐ Other (Specify:_____)
- ☐ None

* This questionnaire must be current within 12 months of petition submission.

Board Member Initials

Charter Schools Division
LOS ANGELES UNIFIED SCHOOL DISTRICT

c. Proposed executive director/chief executive officer: SELECT ALL DESCRIPTORS THAT APPLY.
- ☐ Immediate Family (spouse, domestic partner, child, parent) (Specify:_____)
- ☐ Non-immediate family (Specify:_____)
- ☒ Professional/business Friend (Specify:Serve on the same Board for past 5 years.)
- ☐ Casual/social (Specify:_____)
- ☐ Other (Specify:_____)
- ☐ None

d. Proposed director/principal: SELECT ALL DESCRIPTORS THAT APPLY.
- ☐ Immediate Family (spouse, domestic partner, child, parent) (Specify:_____)
- ☐ Non-immediate family (Specify:_____)
- ☐ Professional/business Friend (Specify:_____)
- ☐ Casual/social (Specify:_____)
- ☐ Other (Specify:_____)
- ☒ None

e. Other members of the governing board: SELECT ALL DESCRIPTORS THAT APPLY.
- ☐ One or more is immediate family (spouse, domestic partner, child, parent) (Specify:_____)
- ☐ One or more is non-immediate family (Specify:_____)
- ☒ I have a professional/business relationship with one or more (Specify:I have served on same board as other members for 5 years.)
- ☐ One or more is a friend (Specify:_____)
- ☐ One or more is a casual/social acquaintance (Specify:_____)
- ☐ Other (Specify:_____)
- ☐ None

f. Any prospective employees or vendors, including the on-site financial manager: SELECT ALL DESCRIPTORS THAT APPLY.
- ☐ One or more is immediate family (spouse, domestic partner, child, parent) (Specify:_____)
- ☐ One or more is non-immediate family (Specify:_____)
- ☐ I have a professional/business relationship with one or more (Specify:_____)
- ☐ One or more is a friend (Specify:_____)
- ☐ One or more is a casual/social acquaintance (Specify:_____)
- ☐ Other (Specify:_____)
- ☒ None

* This questionnaire must be current within 12 months of petition submission.

Board Member Initials

Charter Schools Division
LOS ANGELES UNIFIED SCHOOL DISTRICT

10. List other charter schools for which you serve as a board member or of which you are an employee.
    - ☒ None
    - ☐ Specify: _____

11. Do you have a child or any relative who attends the charter school?
    - ☒ None
    - ☐ Yes, specify relationship and grade level _____

Paul Vieyra
Printed Name of Board Member

October 5, 2021
Date

Signature of Board Member

* This questionnaire must be current within 12 months of petition submission.

Form – REV 05/14/18

Board Member Initials

Charter Schools Division
LOS ANGELES UNIFIED SCHOOL DISTRICT

Name of Board Member: Geronimo Gaytan
Name of Proposed/Renewing Charter School: Vista Charter School

CHARTER SCHOOL
GOVERNING BOARD MEMBER QUESTIONNAIRE*

Dear Board Member:

As you know, it is a position of great trust and responsibility to serve as a member of the governing board of a charter school. As part of its fiduciary duties, the governing board not only is responsible for ensuring that the school provides a high quality educational opportunity for all students, but also must ensure that all public monies it receives are spent responsibly in accordance with the law and charter.

In order to make its recommendation to the LAUSD Board of Education, the Charter Schools Division (CSD) must determine whether the charter school petition is likely to be successfully implemented (California Education Code §47605(b)). By providing complete and detailed responses to the questions below, you will provide the CSD with critical information necessary to ascertain whether the proposed/renewing charter school will be run in a financially, operationally, and educationally sound manner.

1. Describe at least five of the key roles, functions, and/or responsibilities of a public charter school governing board. Based on your experience and understanding, prioritize them and briefly explain their importance.

Every child deserves to attend an excellent school. Public charter schools are governed by independent boards, and great charter schools need great boards. Serving on a charter school board is an excellent way to have a substantial, and ongoing, impact on a school and in your community. Charter Board Partners supports charter school boards to be their best. This resource 1 is designed to support boards in building the best membership to ensure student success.

Accountability for student learning is another important Board obligation. This touches upon the very purpose of the organization. The Board must be knowledgeable students. achievement and ensure that decisions made support continued growth and Learning. In addition, the Board must maintain high expectations for student achievement. Data must be monitored and information used to drive continuous improvement.

GG
Board Member Initials

* This questionnaire must be current within 12 months of petition submission.

Form – REV 05/14/18

Ensuring a safe and appropriate educational environment is provided to all students, including ensuring that adequate housing, equipment and supplies are present. This Board responsibility supports student achievement at the most basic level conjuring notions of Maslow's Hierarchy.

2. Describe the innovative features of your petition and how they will lead to improved student outcomes for the community you are planning to serve. Please be specific.

Vista Legacy High School is the natural extension of our Vista education that starts in TK at Vista Horizon Global Academy. It takes into consideration the whole child. The Three pillars of Vista Horizon include the following: 1. Social Emotions learning, 2. Global Competence with the International School Studies Network, and 3. STEAM (Science, Tech, Engineering, Arts, and Math). Class size is smaller than the average and enable staff to create enriching and supportive relationships required for learning. The organization strives to create not just a school, but a community. The focus on Global Competence connects students with the greater world learning and community while validating and endorsing each child's diverse background as an important part of the global community. The focus on STEAM creates excitement and engagement in learning and prepares students to enter the workforce as productive citizens. All decisions are made in line with the Framework for engagement designed by Dr. Wilson and a cohort of USC doctors supporting the three pillars.

An important distiction is that VLGA takes our STEAM and Global approach to the next level with career pathways in International Business and Bio-medical options. Additionally, the school is completing an MOU with Los Angeles Trade Tech to allow for dual enrollment possibilities. Finally, few high schools are mastery based as our will be allowing students to thrive by focusing on what they don't know because teachers and students are clear on what they already know and have mastered.

Instruction is student centered. Teachers facilitate learning with short direct instruction lessons followed with time for guided and independent practice in response to the learning needs of each individual. A workshop model further supports learning by actively engaging students in activities to internalize concepts and information.

The Instructional Leadership Teamplays a strong role in the learning process analyzing and examining student achievement, discussing instructional approaches and designing approaches to respond to students' learning needs. Instructors hold a high level of professional efficacy.

3. Please describe the specific expertise and experience, as well as personal attributes, that you

bring to the board, including service on any other governing boards, and how they will contribute to the board's ability to monitor the school's academic, operational, and fiscal policies and practices.

I have worked for Disney Resort for 17 years. I have experience as a supervisor for 17 years. Leading 50 cast members and executing and monitoring resort policies. Addressing any gaps in performances.

Responsible for financial goals and identifying issues with gaps and reporting findings to upper management.

I was a member of the safety team supporting the grand Californian hotel. I was responsible for monthly inventory.

4. Describe a scenario that represents a conflict of interest. Outline the steps, if any, you would expect your governing board to take to address such a conflict.

As a hypothetical example, if one Board member owned a tutoring business that was being used by the school to support student learning, a conflict would exist. The Board member would find it difficult to make independent decisions in the best interest of the school and students and also make business decisions in the best interest of his/her tutoring company. If the school were to want to discontinue the services of the tutoring company, the Board member might be opposed to this for a desire to continue making money by servicing the school. Board members have an obligation to disclose any potential conflicts of interest and remove themselves from situations where conflicts arise.

5. As a decision-making body, what are the most important factors that the charter school's governing board will consider in order to ensure sound decisions?

The most important factor in making any Board decision is always the best interest of the students and student learning. With a strong ethical foundation, decisions made in compliance with legal requirements with the best interest of students and student learning in mind, can't go wrong. Decisions also need to be consistent with the organization's philosophy/mission/vision and purpose.

6. Describe your experience and/or connection with the community that your school proposes to serve.

I grew up in Anaheim. I was one of the parents that fought for palm lane to become a chater. For better education for the kids.
The community chose me to represent them as a member of the board because they trust

*** This questionnaire must be current within 12 months of petition submission.**

me to make the school better.
My son goes to palm lane and as a father I want the best for the childrens.

7. Describe a difficult professional or financial decision that you have had to make. What factors did you consider and how did you implement the decision?

One time when I was the opening shift supervisor, we experienced a significant amount of call outs at 2 of our locations that I was overseeing. In order to best care for our Guest, I made the decision that we would have a delayed opening at our holiday cart and we would redeploy the cast member to the grill location. Otherwise both locations would not have enough cast members to operate. This way the grill location was staffed we'll enough to offer full service. Once we got the cast member in for the afternoon/evening shift early, we were able to open the holiday cart.

8. In the event that the governing board finds it necessary to replace or add a board member, what qualifications and other factors will you expect and/or consider in evaluating candidates?

Qualifications and factors to add or replace a Board member include high ethical standards, a desire to make a positive impact in the community, high expectations for student achievement, the ability to monitor student data and use it to support continuous the ability to collaborate with other Board members, staff and the community.

9. Please identify your relationship, if any, with each of the following:
   a. Lead petitioner: SELECT ALL DESCRIPTORS THAT APPLY.
      ☐ Immediate Family (spouse, domestic partner, child, parent) (Specify:____
      ☐ Non-immediate family (Specify:_____)
      ☐ Professional/business Friend (Specify:_____)
      ☐ Casual/social (Specify:_____)
      ☐ Other (Specify:_____)
      x None

   b. Board chair or president: SELECT ALL DESCRIPTORS THAT APPLY.
      ☐ Immediate Family (spouse, domestic partner, child, parent) (Specify:_____)
      ☐ Non-immediate family (Specify:_____)
      ☐ Professional/business Friend (Specify:_____)
      ☐ Casual/social (Specify:_____)
      ☐ Other (Specify:_____)
      x None

* This questionnaire must be current within 12 months of petition submission.

Form REV 05/14/18

c. Proposed executive director/chief executive officer: SELECT ALL DESCRIPTORS THAT APPLY.
☐ Immediate Family (spouse, domestic partner, child, parent) (Specify:_____)
☐ Non-immediate family (Specify:_____)
☐ Professional/business Friend (Specify:_____)
☐ Casual/social (Specify:_____)
☐ Other (Specify:_____)
x None

d. Proposed director/principal: SELECT ALL DESCRIPTORS THAT APPLY.
☐ Immediate Family (spouse, domestic partner, child, parent) (Specify:_____)
☐ Non-immediate family (Specify:_____)
☐ Professional/business Friend (Specify:_____)
☐ Casual/social (Specify:_____)
☐ Other (Specify:_____)
x None

e. Other members of the governing board: SELECT ALL DESCRIPTORS THAT APPLY.
☐ One or more is immediate family (spouse, domestic partner, child, parent) (Specify:_____)
☐ One or more is non-immediate family (Specify:_____)
☐ I have a professional/business relationship with one or more (Specify:_____)
☐ One or more is a friend (Specify:_____)
☐ One or more is a casual/social acquaintance (Specify:_____)
☐ Other (Specify:_____)
x None

f. Any prospective employees or vendors, including the on-site financial manager: SELECT ALL DESCRIPTORS THAT APPLY.
☐ One or more is immediate family (spouse, domestic partner, child, parent) (Specify:_____)
☐ One or more is non-immediate family (Specify:_____)
☐ I have a professional/business relationship with one or more (Specify:_____)
☐ One or more is a friend (Specify:_____)
☐ One or more is a casual/social acquaintance (Specify:_____)
☐ Other (Specify:_____)
x None

* This questionnaire must be current within 12 months of petition submission.

Form REV 05/14/18

Charter Schools Division
LOS ANGELES UNIFIED SCHOOL DISTRICT

10. List other charter schools for which you serve as a board member or of which you are an employee.
☐ None
x Specify: I was a board member for palm lane charter school.

11. Do you have a child or any relative who attends the charter school?

☐ None
[redacted] and [redacted]

Geronimo Gaytan
Printed Name of Board Member

8/16/2022
Date

Geronimo Gaytan
Signature of Board Member

* This questionnaire must be current within 12 months of petition submission.

Form REV 05/14/18

GERONIMO GAYTAN

CONTACT

[redacted]

ggaytan@vistacharterps.org

PROFILE

I am a person who loves to help and serve his community. Organized and rallied with parents to transform Palm Lane into a charter school.

SKILLS

- Bilingual
- Google Suites
- Manage Large Projects
- Treasurer Responsibilities

EDUCATION

GILBERT HIGH SCHOOL

EXPERIENCE

DISNEYLAND

TA Assistant Manager

2005 - Present

- Program Computers, radios, phones, and registers
- Manage three restaurants, the pool-bar, and 2 bars
-

PALM LANE CHARTER SCHOOL

Treasurer

2018- 2022

- Served on Palm Lane's board as treasurer
- Managed bank accounts for Palm Lane
- Authorized check requests

VISTA CHARTER PUBLIC SCHOOLS

We transform the school experience

2900 West Temple Street
Los Angeles, CA 90026
T 213 269-4767 | F 213 269-4762
www.vistacharterpublicschools.org

Don Wilson Ed.D., Superintendent

ENGLISH LEARNER MASTER PLAN
2021-2022

Educational Program for English Learners

Vista Charter Public Schools (VCPS) believes that in order for English learners to succeed, they need to have a solid foundation in language and literacy. The thread that runs through all of our programs is English Language Development (ELD). Research states that by the age of four, students in low socioeconomic households have an overwhelming lack of exposure to language when compared to students from working class and professional families (Hart and Risley, University of Kansas, 1995). For English learners, the gap is even greater. Our mandate is to help these students close this gap.

The foundation of the program is the new California English Language Development Standards, which are aligned with and serve as a transitional bridge to the state's Common Core State Standards (CCSS) in all subjects. These standards integrate listening, speaking, reading, writing, and language awareness across all content areas. Planning for ELD instruction is data driven and guided by the new ELD standards. Vista Teachers continuously receive professional development on the use of ELD standards, and continue to work with them in their instruction of EL students. Teachers address these standards, using Cooperative Learning Structures, Word Walls, Sentence Frames and other ELD strategies when appropriate, in integrated ELD instruction and in daily language arts, math, social studies and science. Additionally, students receive targeted language support during through the use of adopted curriculum during designated ELD time. On an ongoing basis, teachers review the results of the annual ELPAC, CAASPP Summative and Interim assessments, and internal assessments to identify areas of student growth and areas in which students need to improve to guide instruction.

Students acquire Basic Interpersonal Communicative Skills (BICS) in the formative stages of language acquisition; however, they often lack sufficient Cognitive Academic Language Proficiency Skills (CALPS) (Cummins). By using the ELD standards, teachers are able to ensure that the instruction supports the students' development of rich academic language and access to the common core state standards.

English Learners Identification

- The Home Language Survey, given to all students upon enrollment, identifies English Learners (EL). Those students whose primary language at home is other than English, as indicated on the Home Language Survey, and who have not been previously evaluated at another school, are administered the initial English Language Proficiency Assessment for California (ELPAC).
- If they qualify as an English Learner as a result of the ELPAC, they are tested annually, and their progress is tracked until they are reclassified. Students previously identified as EL at another school according to cumulative records are provided the appropriate instructional services

VISTA CHARTER PUBLIC SCHOOLS

We transform the school experience

2900 West Temple Street
Los Angeles, CA 90026
T 213 269-4767 | F 213 269-4762
www.vistacharterpublicschools.org

Don Wilson Ed.D., Superintendent

according to State and District mandates and the school's EL Master Plan and are administered the annual summative ELPAC.

- Students identified as RFEP are monitored throughout their duration at Vista Charter Public Schools according to State and District guidelines and the school's EL Master Plan to evaluate and maintain progress.
- Additionally, students previously identified as IFEP are noted and monitored. Schools provide outreach services and inform parents with limited English proficiency with important information regarding school matters to the same extent as other parents. Toward this end, schools provide:

    - Translations of parent communications in Home Language
    - Interpreters for meetings
    - Parent outreach on the Charter School's programs and assessment

Instructional Services

English Learners will receive high quality instruction in ELD and all content core subjects to ensure that they acquire English language proficiency and access to California's State Standards.

Integrated ELD

VCPS offers a full immersion program to all students using an integrated model of ELD throughout core classes and student electives, where applicable. Teachers implement ELD strategies on an ongoing basis to provide primary language support for students still developing their English language proficiency. Although the instruction in these classes is in English, teachers recognize that their students are not fluent English speakers, and adjust their instruction accordingly.

Designated ELD

Targeted English instruction in the form of Designated English Language Development is provided for English Learners through the use of adopted school curriculum. Students receive academic support during class on an individual and small group basis based on the curriculum. Throughout the curriculum, teachers utilize researched-based strategies specific to the needs of various levels of English Learners.

Strategies for effective instruction include in Integrated and Designated ELD include:

- Implementation of Cooperative Learning Structures (RoundRobin, RallyRobin, Mix-Pair-Share, etc.)

VISTA CHARTER PUBLIC SCHOOLS

We transform the school experience

2900 West Temple Street
Los Angeles, CA 90026
T 213 269-4767 | F 213 269-4762
www.vistacharterpublicschools.org

Don Wilson Ed.D., Superintendent

- Word Walls
- Sentence Frames to scaffold language production
- Anchor Charts
- Check for Understanding
- Use of graphic organizers
- Use of realia and manipulatives
- Use visuals (drawings, photos, posters, graphs, tables, maps, multimedia presentations, reproductions of paintings, and documents)
- Total Physical Response and gestures
- Slower speech rate, Clear enunciation and Controlled vocabulary
- Pre-teaching/Re-teaching important vocabulary as well as providing background information prior to commencing the lesson
- Speaking and Oral language activities
- Flexible grouping of students/Small group instruction
- Pull out ELD Intervention
- Newcomer Support

Delivery of Services, Programs and Resources

All teachers at Vista Charter Public Schools are all authorized to deliver services to English Language Learners. In addition, all Teaching Assistants are trained on providing ELD support in the classroom and during intervention. VCPS offers a variety of programs and resources to support English Language acquisition:

- Kagan Cooperative Learning
- Kagan for English Learners
- Pearson's iLit 20
- Rosetta Stone
- Lexia Learning
- Readers and Writers Workshop Model
- One-to-One Technology
- Teen Emergent Readers Libraries
- ELD TAs
- Push in/Pull out Intervention

In addition, teachers will guide ELs in understanding that learning is a life-long process by having them partake in inquiry and project-based learning to help them organize their own thinking and learning around projects. Inquiry and project-based learning allows students to pose questions or problems, problem solve, make decisions, and investigative activities (Thomas, 2000).

VISTA CHARTER PUBLIC SCHOOLS

We transform the school experience

2900 West Temple Street
Los Angeles, CA 90026
T 213 269-4767 | F 213 269-4762
www.vistacharterpublicschools.org

Don Wilson Ed.D., Superintendent

The staff at Vista Charter Public Schools will receive professional development on ELA/ELD Framework to continue to engage and support ELs as they progress through the grades to a) unpack meaning in the texts they read and hear across the disciplines, and b) make informed choices about language when producing oral and written disciplinary texts.

Progress Monitoring

VCPS monitors student progress to ensure that all educational programs meet compliance requirements and to determine program effectiveness. Education code and Board policies are followed closely to ensure appropriate implementation of English Learner programs.

- EL progress is monitored on an ongoing basis. A variety of tools are used to determine progress towards students' English language proficiency including: school-based formative and summative assessments, academic performance in content classes, summative ELPAC assessments, Summative and Interim CAASPP assessments, samples of student work and reading levels.
- Student data is disaggregated and reviewed regularly by school administrators and teachers. An ELD monitoring tool is used to track progress towards mastery of standards throughout the duration of the student's time at Vista Charter Public Schools. ELs are expected to show one language proficiency level of growth annually as measured by the ELD monitoring tool until they reach and maintainEnglish proficiency when reclassified.
- Data from the ELD monitoring tool is compiled to identify individual students who are not meeting this expectation, and appropriate instructional strategies in integrated and designated ELD are applied at the school site and interventions as needed.
- Schools' ELAC committee of teachers and parent representatives meet regularly in order to evaluate the program for English learners.

At Risk and Long Term English Learners

An At-Risk English Learner is a student who has been enrolled in a U.S. school for 4-5 years and is at-risk of becoming a Long Term English Learner (LTEL). An LTEL is a student who has been enrolled in U.S. schools for more than six years, is no longer progressing towards English proficiency and is struggling academically. They do not have the English skills needed for academic success, and have accumulated major academic gaps in their elementary school and/or middle school years. There are many factors which contribute to a student becoming a LTEL including a lack of targeted language development, placement in intervention models designed for native English speakers, limited access to the full curriculum, and placement with teachers lacking the professional development needed to address the language needs of ELs, and socio-economic factors including poverty, among others.

VISTA CHARTER PUBLIC SCHOOLS

We transform the school experience

2900 West Temple Street
Los Angeles, CA 90026
T 213 269-4767 | F 213 269-4762
www.vistacharterpublicschools.org

Don Wilson Ed.D., Superintendent

In addition to instructional services, supports and interventions provided to all English Learners, Vista Charter Public School will make an effort to reduce the number of At Risk and Long Term ELs by:

- using the ELPAC summative assessment to identify areas of need and provide intensive intervention
- one-on-one student support
- individual goal-setting and progress monitoring
- use of language objectives

Building relationships with students and parents and creating a positive learning environment where students feel challenged and engaged are also crucial factors in addressing the needs of At-Risk ELs and LTELs. We will:

- engage parents in learning opportunities to continue to support their ELs in the home
- provide tools for school-home collaboration and progress monitoring

Reclassification Criteria

Students who have been identified as EL and who subsequently demonstrate that they are able to compete effectively with English-speaking peers in mainstream classes, will be reclassified to fluent English proficient (RFEP) according to the following guidelines:

Reclassification Criteria	
TK-9	**Annual ELPAC Scores** *Overall annual ELPAC score of 4* **Teacher Evaluation** The teacher judges the student will be successful in a Mainstream English Program based on a review of: ● **Report Card/Progress Monitoring Tool** Report card marks and Progress Monitoring Tool indicating proficiency ● **CAASPP (Grades 3-8)** The student has demonstrated basic grade-level skills on the CAASPP assessment by performing in the Nearly Met band or above *If CAASPP scores are not available*, The student has demonstrated basic grade-level skills on an assessment by performing in the Nearly Met band or above

VISTA CHARTER PUBLIC SCHOOLS

We transform the school experience

2900 West Temple Street
Los Angeles, CA 90026
T 213 269-4767 | F 213 269-4762
www.vistacharterpublicschools.org

Don Wilson Ed.D., Superintendent

- **Norm-Referenced Assessments (Grades TK-2 & 9)**
  The student has demonstrated basic grade-level skills on an assessment by performing in the Nearly Met band or above

Parent Opinion/Consultation
A notice is sent home for parent consultation/approval.

The academic progress of RFEP students is monitored for a minimum of two years, as required by state and federal guidelines. During this monitoring period, ELPAC testing is not required. If their continued linguistic and academic performance declines or stalls, interventions are provided to ensure that these students reach and maintain grade level academic proficiency.

Instructions for completing this Community Impact Assessment Template

Per the *LAUSD Policy and Procedures for Charter Schools*, "To assist in the determination whether the proposed new charter school is demonstrably likely or unlikely to serve the interests of the entire community in which the school proposes to locate, the petitioner must submit a Community Impact Assessment as part of its charter petition application. The Community Impact Assessment will be based on analysis of publicly available information and data (e.g., LAUSD OpenData, LAUSD Unified Enrollment program data, official data from the California Department of Education's website, etc.). Petitioners shall clearly cite and provide sources for all data and information used to inform assertions in their Community Impact Assessment."

As part of the petitioner's digital submission of the new independent charter school petition application, please create a folder titled "TAB 12 - Community Impact Assessment" and include this completed template in the top level of the folder. Within this folder, create separate subfolders to store evidence corresponding to each section of the Community Impact Assessment and title each subfolder accordingly (e.g., "Section 1 Evidence", "Section 2 Evidence", etc.). Please ensure that all pieces of evidence included in each subfolder are clearly labeled with a unique file name.

In all sections below, there are spaces to include a narrative response to a question, as well as a separate area to list all evidence supporting the assertions in the narrative response.

In the **Evidence** table for each section below, list each source of evidence on a separate row with a corresponding number in the "Citation" column. Each row should include the following:

- **File Name:** The name of the file as it appears in the evidence folder submitted to DropBox.
- **Link*** (optional)**:** A URL link to the file's DropBox location (hyperlinks or shortened links are preferred).
- **Description of Evidence:** A brief description of the evidence.

*Please note that some sources of evidence (e.g., CA School Dashboard data) may be updated by a third party. For this reason, a link to a time-stamped copy of the data (e.g., print out, screen shot, etc.) is preferable to a URL address of the original source.

Within the Narrative response(s) of each section below, please clearly cite the specific evidence supporting each statement asserted by the petitioner using the number(s) from the "Citation" column in the Evidence table. If a statement is supported by more than one piece of evidence listed in the Evidence table, include all citation numbers, separated by commas. If a piece of evidence supports statement in multiple sections, please list the evidence in only one section's Evidence table and refer to that citation number in each Narrative response as appropriate.

For example:

> *[Statement asserted by the petitioner]* (1.2). *[Statement asserted by the petitioner]* (1.1, 2.6, and 5.3).

Types of evidence that may be provided as part of the Community Impact Assessment include, but are not limited to, emails and other correspondence, CA Dashboard reports, demographic data, maps, multilingual notices/flyers, presentation materials, meeting agendas, sign-in sheets, etc.

If there are more than 10 pieces of evidence for a particular section, please insert additional rows in the Evidence table for that section and number the citation number accordingly (e.g., 1.11, 1.12, 1.13, etc.).

Please note that "**community**" and "**identified geographical area**" are defined as follows in the *LAUSD Policy and Procedures for Charter Schools*:

> "For purposes of this Policy and Procedures, a 'community' includes all public schools (District and charter), serving similar grade levels as the proposed new charter school, and families and individuals who reside, work, and/or are served in the identified geographical area. The identified geographical area will be based on LAUSD Community of Schools and neighborhoods within a three-mile radius from the location identified by the petitioners of the proposed new charter school. Thus, petitioners will consider the existing District and charter schools operating within the Community of Schools and three-mile radius."

Please ensure that any use of these terms in the narrative response sections below are consistent with the definitions above.

Note: This document is subject to change.

For additional reference, please review the *LAUSD Policy and Procedures for Charter Schools*.

COMMUNITY IMPACT ASSESSMENT TEMPLATE

GENERAL INFORMATION	
Name of Proposed Charter School	Vista Legacy Global Academy
Proposed location (street address, city, and zip code)	2900 W. Temple St., Los Angeles CA 90026
LAUSD Community of Schools	Downtown; MacArthur Park
LAUSD Board District	2
LAUSD Local District	Central
Grade Levels Requested	9-12
Enrollment Capacity by the last year of the term (as reflected in the petition) (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	500

SECTION 1: IDENTIFICATION of the COMMUNITY for the PROPOSED CHARTER SCHOOL
NARRATIVE
a. In the space below, identify and describe the community in which the proposed charter school will be located. (Ensure that the identified geographical area in this description is consistent with all other location-related provisions in the petition).
Vista Legacy Global Academy (VLGA) will be located in close proximity to our two existing LAUSD charter schools, Vista Charter Middle School (VCMS) and Vista Horizon Global Academy (VHGA), creating a full TK-12 span for Vista families. In the first year of operations, VLGA plans to locate at the current private campus of VCMS, located at 2900 W. Temple Street in Los Angeles, 90026 (Temple Street). As detailed below, the Temple Street facility has ample capacity to expand from its current 6-8 enrollment to add 9th grade and 125 students in 2022-23. Vista already is working with our partners at Red Hook Capital to identify and develop a suitable long-term facility for VLGA. The proposed initial site for VLGA is within the Downtown Community of Schools (CoS); the three mile radius from the site also encompasses the MacArthur Park CoS. (We note that LAUSD in some places combines these two CoS's into a single CoS referred to as the Downtown-MacArthur Park CoS. For purposes of this CIA, we refer to them as separate CoS's.) (1.16, 1.17)

The community VGLA will serve is described in detail in the attached charter petition under the section "Student Population to be Served," (Charter, pp. 15-26.)

b. In the space below, identify all public schools (District and charter) operating (currently providing public education to students) in the identified geographical area that serve any of the same grade levels to be served by the proposed new charter school.

VGLA has identified the following schools in the two CoS's and/or within three miles of the proposed Temple Street location (1.1-1.15):

District Schools

Downtown Community of Schools:

Belmont HS (3 academies):
- Los Angeles Academy of Medical and Public Service (LAAMPS):
- Belmont Multimedia Academy (Multimedia):
- School of Science, Art and Green Engineering (SAGE)

Cortines School of Visual and Performing Arts

Downtown Magnets HS (2 magnets and an IB programme):
- Downtown Business Magnet: Academy of Finance and Academy of Fashion Design and Merchandising
- Computer Science/Engineering/Multimedia
- IB Programme

Roybal Learning Center (4 academies):
- Sustainable Business Finance Academy (BFA)
- Academy of Educational Empowerment: School of Medicine and Law (AEE)
- Computer Science Academy (CSA)
- Academy of Social Work & Child Development (SWCD)

MacArthur Park Community of Schools:

Miguel Contreras Complex (4 academies):
- Contreras Learning Center-School of Social Justice
- Contreras Learning Complex-School of Business and Tourism
- Contreras Learning Center-Academic Leadership Community
- Contreras Learning Center-Los Angeles School of Global Studies

Charter Schools within 3.0 Miles of Proposed Site

Alliance College Academy HS #16 (Alliance Ted K. Tajima)
Camino Nuevo Charter HS
Central City Value
Larchmont Charter (Lafayette Campus)
LA Academy of Arts and Enterprise
Rise Kohyang HS

*We have omitted McAlister HS (part of the MacArthur Park Community of Schools) and New Village Girls Academy from this analysis as both are Dashboard Alternative (DASS) schools that serve a special population of pregnant and parenting teen girls (or other at-risk girls); McAlister HS includes multiple sites throughout LAUSD.

EVIDENCE TABLE

(add additional rows as needed)			
Citation	**File Name**	**Link (optional)**	**Description of Evidence**
1.1	1.1 Dashboard Belmont HS.pdf	1.1 Dashboard Belmont HS.pdf	School address on page 1 of dashboard
1.2	1.2 Dashboard Cortines VAPA.pdf	1.2 Dashboard Cortines VAPA.pdf	School address on page 1 of dashboard
1.3	1.3 Dashboard Downtown Business.pdf	1.3 Dashboard Downtown Business.pdf	School address on page 1 of dashboard
1.4	1.4 Dashboard Roybal LC.pdf	1.4 Dashboard Roybal LC.pdf	School address on page 1 of dashboard
1.5	1.5 Dashboard Contreras SJ.pdf	1.5 Dashboard Contreras SJ.pdf	School address on page 1 of dashboard
1.6	1.6 Dashboard Contreras BT.pdf	1.6 Dashboard Contreras BT.pdf	School address on page 1 of dashboard
1.7	1.7 Dashboard Contreras AL.pdf	1.7 Dashboard Contreras AL.pdf	School address on page 1 of dashboard
1.8	1.8 Dashboard Contreras GS.pdf	1.8 Dashboard Contreras GS.pdf	School address on page 1 of dashboard
1.9			Omitted
1.10	1.10 Dashboard Alliance Ted Tajima.pdf	1.10 Dashboard Alliance Ted Tajima.pdf	School address on page 1 of dashboard
1.11	1.11 Dashboard Rise	1.11 Dashboard Rise Kohyang.pdf	School address on page 1 of dashboard

	Kohyang.pdf		
1.12	1.12 Dashboard Larchmont Charter.pdf	1.12 Dashboard Larchmont Charter.pdf	School address on page 1 of dashboard
1.13	1.13 Dashboard Camino Nuevo.pdf	1.13 Dashboard Camino Nuevo.pdf	School address on page 1 of dashboard
1.14	1.14 Dashboard Central City.pdf	1.14 Dashboard Central City.pdf	School address on page 1 of dashboard
1.15	1.15 Dashboard LA Academy.pdf	1.15 Dashboard LA Academy.pdf	School address on page 1 of dashboard
1.16	1.16 Downtown COS.pdf	1.16 Downtown COS.pdf	Downton Community of Schools listing
1.17	1.17 MacArthur Park COS.pdf	1.17 MacArthur Park COS.pdf	MacArthur Park Community of Schools listing

SECTION 2: FACILITIES PLAN
NARRATIVE
In the space below, briefly describe the facilities plan for the proposed charter school including, but not limited to, the steps the petitioner has taken to research and/or secure facilities within the proposed community, and how the facilities plan serves the interests of the entire community. (Please note that there are spaces below to provide more detail for each potential site.)
VGLA will be readily accommodated for Year 1 (2023-24) at our existing Temple Street site for VCMS. The facility can accommodate 600 students (2.1) and is currently serving 359 students in grades 6-8. (2.2) Enrollment capacity for VCMS, as stated in its charter, is 420 students (140 per grade). The Covid-19 pandemic has impacted our recruiting efforts, yet we are currently seeing an upswing in enrollment – from 320 students at the start of 2020-21 to 359 at the start of 2021-22 (we also gained more than 30 students throughout the year last year) -- and expect this trend to continue. Thus even at full capacity for the middle school, the Temple Street facility can accommodate another 180 students. Adding 9th grade to the existing 6-8 campus is a natural progression for our students and their families, who are

excited about continuing their education with Vista. Furthermore, the addition of one grade level and 125 students to an existing private campus will have a negligible impact on the community. (2.3)

For our long-term facilities needs, we already are working to identify an appropriate long-term location with our partners, Red Hook Capital, and Dan Morrar at InsightEFS, a real estate company specializing in helping charters find appropriate buildings and sites. Vista has worked with Red Hook for many years in Orange County, and they built the facility that now houses our three charter schools in Santa Ana. We are confident that these experts will help us find and develop our forever home.

Having served the local Downtown/MacArthur Park community for 11 years, starting with VCMS' opening in 2010, we are aware that facilities availability is limited in our densely populated area. While we reserve the right to apply for a Prop 39 facility from LAUSD should it become necessary, our intention is to rely solely on private facilities.

EVIDENCE TABLE

Citation	File Name	Link (optional)	Description of Evidence
2.1	2.1a Certificate of Occupancy (COO) and 2.1b VMCS COO printed (alternate version)		Certificate of Occupancy
2.2	2.2 VCMS December 2021 Enrollment		Current Enrollment at 2900 W. Temple Street
2.3			See VCMS Charter, p. 23 (Enrollment), to which this CIA is attached.
2.4			
2.5			
2.6			
2.7			
2.8			

2.9			
2.10			

PRIVATE SITES	
Is the petitioner planning to utilize a private site (i.e., non-District site) to locate the proposed charter school at any point in the proposed term?	☒ Yes ☐ No
If the petitioner checked "Yes," please proceed to the next question in this section. If the petitioner checked "No," please skip to the "DISTRICT SCHOOL SITE (Prop. 39)" table below.	
Has the petitioner identified (e.g. has a current site, researched a site, leased a site, etc.) any specific potential private school sites within the target community?	☒ Yes ☐ No
If the petitioner checked "Yes," please complete the remainder of the table below for each potential private site. If the petitioner checked "No," please skip to the "DISTRICT SCHOOL SITE (Prop. 39)" table below. If the petitioner has identified more than two potential private sites, **please copy and re-number the table below, as needed, for each additional site**	
Potential Private Site #1	
In the space below, please describe the specific steps the petitioner has taken/is taking to research and secure this site.	
The Temple Site has been occupied by VCMS since 2015 as a school facility. The facility includes 15 classrooms, 8 offices, 2 playgrounds and 2 common areas for lunch, P.E. and other large gatherings, and outdoor space that includes an upper yard and a lower yard. As noted above, current VCMS enrollment is 351 students (2.2), with a charter "cap" of 420 middle grades schools; well within occupancy limits for the facility at 600 students. (2.1) The addition of 125 9th graders in 2023-24 will not have any impact on the costs of the facility as VCMS already pays for full use of the facility.	

In the space below, please include a specific description, with supporting documentation, of this identified site's ability to accommodate the petitioner's in-district classroom average daily attendance (ADA) projection in its first year of operation and each subsequent year until reaching full enrollment capacity. Please also describe the extent to which the site is approved for the specific use in accordance with requirements of applicable building authorities, applicable laws, and expectations set forth in Section "I" (Facilities) of the *LAUSD Policy and Procedures for Charter Schools*.
As already stated above, the Temple Street facility can hold 600 students (2.1); we currently have 351 in grades 6-8 (2.2). Adding an additional grade level (9th) in 2023-24 with 125 students will be easily accommodated at Temple Street. ADA for VCMS in 2021-22 was 92%, a rate we expect will increase in 2022-23 as the effects of the pandemic (hopefully) wane. With an anticipated ADA in 2023-24 for our middle grades students returning to pre-pandemic levels of 95%, even with full charter capacity (420 students), that represents 399 middle grade students present on any given day. We are projecting 95% ADA for the high school, or 119 9th grade students in 2023-24, all well below facility capacity. The site is already approved for, and used as, a public school facility. We will identify and secure an appropriate facility for the high school's enrollment growth starting in 2024-25, with plans to develop a long-term private facility for VGLA.
Refer to the current Certificate of Occupancy (COO), or equivalent document issued by the applicable jurisdictional authority, for the private site to provide the information requested in the rows below. Please ensure that a copy of the COO (or equivalent) is included in the Section 2 Evidence folder and listed in the Section 2 Evidence Table above.
Address: 2900 W. Temple Street, Los Angeles, CA 90026
Maximum Occupancy: 1331
Approved Use(s): School Building
Issuing Authority (e.g., "City of Los Angeles"): City of LA Department of Building and Safety

Does the site require* any construction-related activities or other facilities improvements to prepare the site for use as described in the petition? *Please refer to "Charter Schools Facilities Requirements" on p. 61 of the *LAUSD Policy and Procedures for Charter Schools* for applicable requirements.	☐ Yes ☒ No

If any construction-related activities or other facilities improvements to the site are necessary to comply with applicable law, please provide a brief description (e.g., scope, itemized construction-related activities, and estimated cost) of these construction-related activities or other facilities improvements in the space below.
We do not anticipate any construction or other improvements to the facility in order to house the 125 9th graders in 2023-24.

Please provide the requested information in the rows below, consistent with the description above.
Projected maximum occupancy of the site as the result of the above-described planned construction-related activities or other facilities improvements: Click or tap here to enter text.
Projected Cost: Click or tap here to enter text.
Projected Schedule (start date / completion date): Click or tap here to enter text.
Potential Private Site #2
In the space below, please describe the specific steps the petitioner has taken/is taking to research and secure this site.
As noted above, we are working with our partners at Red Hook Capital to identify a suitable long-term facility for use by VGLA. We will update the LAUSD Charter Schools Division as a site is identified and secured following charter authorization.
In the space below, please include a specific description, with supporting documentation, of this identified site's ability to accommodate the petitioner's in-district classroom average daily attendance (ADA) projection in its first year of operation and each subsequent year until reaching full enrollment capacity. Please also describe the extent to which the site is approved for the specific use in accordance with requirements of applicable building authorities, applicable laws, and expectations set forth in Section "I" (Facilities) of the *LAUSD Policy and Procedures for Charter Schools*.
TBD
Refer to the current Certificate of Occupancy (COO), or equivalent document issued by the applicable jurisdictional authority, for the private site to provide the information requested in the rows below. Please ensure that a copy of the COO (or equivalent) is included in the Section 2 Evidence folder and listed in the Section 2 Evidence Table above.
Address: Click or tap here to enter text.

Maximum Occupancy: Click or tap here to enter text.	
Approved Use(s): Click or tap here to enter text.	
Issuing Authority (e.g., "City of Los Angeles"): Click or tap here to enter text.	
Does the site require* any construction-related activities or other facilities improvements to prepare the site for use as described in the petition? *Please refer to "Charter Schools Facilities Requirements" on p. 61 of the *LAUSD Policy and Procedures for Charter Schools* for applicable requirements.	☐ Yes ☐ No
If any construction-related activities or other facilities improvements to the site are necessary to comply with applicable law, please provide a brief description (e.g., scope, itemized construction-related activities, and estimated cost) of these construction-related activities or other facilities improvements in the space below.	
Please provide the requested information in the rows below, consistent with the description above.	
Projected maximum occupancy of the site as the result of the above-described planned construction-related activities or other facilities improvements: Click or tap here to enter text.	
Projected Cost: Click or tap here to enter text.	
Projected Schedule (start date / completion date): Click or tap here to enter text.	

DISTRICT SCHOOL SITE (Prop. 39)	
Does the petitioner intend to submit a request for use of District facilities pursuant to Education Code § 47614 (Prop. 39) at any point in the proposed term? Per the LAUSD Policy and Procedures for Charter Schools, a petitioner's stated intention to use District facilities pursuant to Proposition 39, by itself, will not be deemed against the entire community's interest, but the petitioner shall include detailed information and analysis regarding the specific District school site(s) where the petitioner wishes to locate.	☐ Yes ☒ No, though we reserve the right to do so if it should become necessary.

Facts related to District facilities (e.g., sale of property, increases in enrollment, etc.) are subject to change. Any analysis here will be superseded by current conditions and does not guarantee a specific offer of space from the District	
If the petitioner checked "Yes," please complete the table below. If the petitioner checked "No," please skip to the next section.	
NOTE: Completion and submission of this section *does not* constitute a facilities request under California Education Code § 47614 and its implementing regulations.	
In the space below, please include a specific description, with supporting documentation, of each identified District site's ability to accommodate the petitioner's in-district classroom average daily attendance (ADA) projection in its first year of operation and each subsequent year until reaching full enrollment capacity.	

SECTION 3:
EVIDENCE of COMMUNITY ENGAGEMENT

NARRATIVE

a. In the space below, describe and provide documented evidence of transparent, inclusive, and active community engagement activities within the target community (i.e. the community, as defined in the *LAUSD Policy and Procedures for Charter Schools*, that the petitioner proposes to serve) in which the proposed new charter school seeks to locate, including, but not limited to, engagement with the following stakeholder groups:

- Parents in the community
- Existing public schools
- Neighborhood councils
- Community-based organizations
- Elected representatives
- Local District and Community of Schools leadership
- LAUSD Board of Education member(s)

Thanks to our long-time presence in the community, Vista is well-known in the surrounding area, and supported by many partners and community members. The community – especially our parent community – has long expressed interest in Vista opening a high school in the neighborhood.

Parents in the Community
Parents have been coming to us every year requesting a Vista high school so the news was extremely well received. Given that VCMS matriculates between 130-148 8th graders each year, we anticipate that the overwhelming majority of our enrollment will come from VCMS. We have included an enrollment preference for these students in the high school lottery, as has been done with several other charter management organizations operating within LAUSD. (Charter Petition, Element 8.)

While more outreach will take place after the charter is authorized – as is customary for new charters -- and especially in the months leading up to the high school's open enrollment period (fall-winter of 2022-23) and opening in August 2023, here is what has been done for community engagement to date:

Phone blast: VCMS Parents were contacted by phone (3.1) and invited to Coffee with the Principal (3.2) to discuss the new VGLA petition.

Coffee with the Principal: Approximately 40 VCMS parents attended Coffee with the Principal on November 5, 2021 and another on December 3, 2021. (3.3) We announced the planned submission of the high school charter petition. Parents were able to ask questions and make comments about the new high school petition and what the school will offer.

Class Dojo: Two announcements were distributed to families inviting them to an Open Discussion about the new high school on December 13, 2021. (3.4, 3.5.)

Social Media Posts: Repeated social media announcements were made regarding an Open Discussion about VGLA on December 13, 2021. (3.6)

Flyer Distribution: As an introductory announcement to the broader parent community, we distributed 5,000 flyers inviting families to attend an Open Discussion on Zoom on December 13 and learn about the new high school. (3.7) Flyers were distributed to homes in a broad area bounded by Glendale Avenue on the East, Vermont to the West, Sunset to the North and Third Street to the South.

Zoom Open Discussion: Parents/community members were invited to an Open Discussion at the Vista Board meeting on Zoom on December 13 (3.4-3.9). We had a number of parents in attendance who spoke about their experiences at Vista and advocated for the high school.

Open House: On June 14 and 15, 2022, we hosted an open house meeting for interested parents at VCMS regarding the new high school. (3.10)

Lotus Festival: July 9-10, 2022, we distributed information about the new high school at the Lotus Festival, attended by thousands of neighborhood and citywide residents.

Once the charter is authorized, VGLA will engage in additional outreach throughout the surrounding community, including leveraging our VCMS parents as partners in spreading the word (one of the most effective outreach tools we have), hosting Open House sessions about the new school, and distributing more information throughout the community (including, as needed, flyers, articles in local media, advertising, door-to-door canvassing, etc.) to ensure the broader community is aware of this new option for high school. (Charter Petition, Element 7.)

Existing Public Schools
All of the Principals of the existing public schools in the community (identified in Section 1, above) were emailed. (3.11-3.24.) Only Central City Value responded (3.24), offering congratulations and inquiring where we would be located.

Neighborhood Councils
Rampart Village Neighborhood Council: We attended their December 21, 2021 meeting (via Zoom) to announce the new school, which was well-received. (3.25.)
Silverlake: We attended their February 10, 2022 meeting (via Zoom) to announce the new school, which was well-received. (3.26.)

Community Based Organizations
We sent emails with a letter about VGLA to many of our existing community partners and other local community based organizations informing them of our plans for VGLA and welcoming their input. (3.27-3.42.) Several organizations responded with excitement about our plans. Organizations we emailed include:

Bresee Foundation
Children's Institute
Dream Center
El Centro del Pueblo/GRYD
Future Generations
KYYC

LA Care
LA Parks & Rec (Bellevue Recreation Center, Echo Park Rec Center, Lake Street Rec Center, Shatto Rec Center)
Peace Over Violence
Saban Community Clinic
Silverlake Chamber of Commerce
SIPA

We attended a mixer sponsored by the Silverlake Chamber of Commerce, where the high school was announced. Councilman Mitch O'Farrell acknowledged the parent engagement and civic engagement that Vista students and parents were involved in. The news of the high school was well-received.

Once the charter is authorized, we will actively partner with these organizations and others to continue outreach in the community with the children and families they serve and work to extend our partnerships to provide services and support for our families at the high school level.

Elected Representatives
We emailed Councilman Mitch O'Farrell (3.44) and member of the LA County Board of Supervisors Hilda Solis (3.45). Councilman O'Farrell attended the Silverlake Chamber of Commerce "mixer" detailed above.

Local District and Community of Schools Leadership
We emailed the Downtown and MacArthur Park Community of Schools leadership.

LAUSD Board of Education Members
We emailed each LAUSD Board member and meetings were requested with each of them. We held meetings (via Zoom) with staff in Monica Garcia and Nick Melvoin's offices, where we detailed our plans for the new VGLA high school and answered their questions.

b. In the space below, describe how various communications media have been used to reach diverse constituencies and provide a record of outreach efforts and audiences reached. Please provide a record of outreach efforts and audiences reached (e.g. multilingual notices, materials, meeting agendas, sign-in sheets, etc.) in the Evidence Table below.

As detailed in the prior section, Robocall, Class Dojo, social media, emails and flyer distribution all have been used to date to provide the initial announcement about VGLA to the community and seek input. All of our communications to our parents and the broader community are in both English and Spanish.

Element 7 of our charter petition contains a detailed outreach and student recruitment plan, as required. We will engage in all of these outreach steps once the charter is authorized.

c. In the space below, please provide a summary of the responses received from stakeholders. Include in the Evidence Table below, publicly disclosable information/documentation of the stakeholders' responses (to the extent possible) which will

be shared with the LAUSD Board.
Understandably, we received very few direct responses from other schools, organizations or leaders in the community regarding our new school as we conducted this preliminary outreach. One school, Central City Value, did respond to our email, and some of the community organizations similarly congratulated us as indicated in the attached emails. Parent events were well attended. Far more meaningful outreach will occur once the charter is authorized. Community members and parents are understandably not as eager about a new school until it is a reality, and until we can announce that the initial application window is open, with details about our location, founding principal, and more. All of this will take place following charter authorization.

EVIDENCE TABLE
(add additional rows as needed)

Citation	File Name	Link (optional)	Description of Evidence
Parents in the Community			
3.1	3.1 Robocall Legacy Announcement 1025.pdf	3.1 Robocall Legacy Announcement 1025.pdf	Robocall Log to VCMS Parents
3.2	3.2 Legacy Announcement Coffee with Principal.pdf	3.2 Legacy Announcement Coffee with Principal.pdf	Coffee with the Principal Announcement
3.3	3.3 Sign in Sheets for Coffees.pdf	3.3 Sign in Sheets for Coffees.pdf	Coffee with the Principal Sign in Sheets
3.4	3.4 Class Dojo Post 1.png	3.4 Class Dojo Post 1.png	Class Dojo Announcement about Open Discussion
3.5	3.5 Class Dojo Post 2.png	3.5 Class Dojo Post 2.png	Second Class Dojo Announcement about Open Discussion
3.6	3.6 Social Media Post.png	3.6 Social Media Post.png	Sample Social Media Post
3.7	3.7 Vista Legacy – Community Flyer Distribution.pdf	3.7 Vista Legacy – Community Flyer Distribution.pdf	Invoice to Distribute 5,000 Flyers

3.8	3.8 Legacy Open Discussion (8.5 x 11in).pdf	3.8 Legacy Open Discussion (8.5 x 11in).pdf	Flyer about VGLA
3.9	3.9 Parent Presenting at Zoom Open Discussion.png	3.9 Parent Presenting at Zoom Open Discussion.png	Open Discussion Zoom Screen Shot
3.10	3.10 June 2022 Open Houses		June 2022 Open House meetings at VCMS
Tab 1			VLGA Charter Petition, Element 7 (describing planned annual outreach activities).
Existing Public Schools			
3.11-3.24	Folder Existing Public Schools	Folder Existing Public Schools	Emails to Principals of existing traditional and charter high schools in the Downtown and MacArthur Park CoS's and/or within 3.0 miles of Temple Street facility.
3.24	3.24 Email to and Response from Central City Value School.pdf	3.24 Email to and Response from Central City Value School.pdf	Response from Central City Value (only response received)
Neighborhood Councils			
3.25	3.25a-3.25d Emails and Screenshots		Emails and screenshots of Zoom meeting with Rampart Neighborhood Council
3.26	3.26 Silverlake Council		Screenshot of Silverlake Council Zoom meeting
Community Based Organizations			
3.27	3.27 Email to and Response from Bresee Foundation.pdf	3.27 Email to and Response from Bresee Foundation.pdf	Email to and Response from Bresee Foundation

3.28	3.28 Email to Children's Institute Inc.pdf	3.28 Email to Children's Institute Inc.pdf	Email to Children's Institute Inc
3.29	3.29 Email to Dream Center.pdf	3.29 Email to Dream Center.pdf	Email to Dream Center
3.30	3.30 Email to and Response from El Centro del Pueblo.pdf	3.30 Email to and Response from El Centro del Pueblo.pdf	Email to and Response from El Centro del Pueblo
3.31	3.31 Email to Future Generations Now.pdf	3.31 Email to Future Generations Now.pdf	Email to Future Generations Now
3.32	3.32 Email to KYCC.pdf	3.32 Email to KYCC.pdf	Email to KYCC
3.33	3.33 Email to LA Care.pdf	3.33 Email to LA Care.pdf	Email to LA Care
3.34	3.34 Email to Bellevue Recreation Center.pdf	3.34 Email to Bellevue Recreation Center.pdf	Email to Bellevue Recreation Center
3.35	3.35 Email to Echo Park Recreation Center.pdf	3.35 Email to Echo Park Recreation Center.pdf	Email to Echo Park Recreation Center
3.36	3.36 Email to Lake Street Recreation Center.pdf	3.36 Email to Lake Street Recreation Center.pdf	Email to Lake Street Recreation Center
3.37	3.37 Email to Shatto Recreation Center.pdf	3.37 Email to Shatto Recreation Center.pdf	Email to Shatto Recreation Center
3.38	3.38 Email to and Response from Peace Over Violence.pdf	3.38 Email to and Response from Peace Over Violence.pdf	Email to and Response from Peace Over Violence

3.39	3.39 Email to Saban Clinic.pdf	3.39 Email to Saban Clinic.pdf	Email to Saban Clinic
3.40	3.40 Email to Silverlake Chamber of Commerce.pdf	3.40 Email to Silverlake Chamber of Commerce.pdf	Email to Silverlake Chamber of Commerce
3.41	3.41 Email to SIPA.pdf	3.41 Email to SIPA.pdf	Email to SIPA
3.42	3.42 Legacy Comm Partners.docx	3.42 Legacy Comm Partners.docx	Letter Attached to all Community Partner Emails, named “Legacy Comm Partners”
3.43	3.43 Announcement at Mixer – Mitch O’Farrell.png	3.43 Announcement at Mixer – Mitch O’Farrell.png	Screenshot: Announcement at Mixer – Mitch O’Farrell
Elected Representatives			
3.44	3.44 Email to Councilman O'Farrell.pdf	3.44 Email to Councilman O'Farrell.pdf	Email to Councilman O'Farrell
3.45	3.45 Email to Board of Supervisors Hilda Solis.pdf	3.45 Email to Board of Supervisors Hilda Solis.pdf	Email to Board of Supervisors Hilda Solis
Local District and Community of Schools Leadership			
3.46	3.46 Email to Susana Gutierrez.pdf	3.46 Email to Susana Gutierrez.pdf	Email to Susana Gutierrez
3.47	3.47 Email to Charles Smith.pdf	3.47 Email to Charles Smith.pdf	Email to Charles Smith
LAUSD Board of Education Members			
3.48	3.48 Email to Jackie Goldberg.pdf	3.48 Email to Jackie Goldberg.pdf	Email to Jackie Goldberg
3.49	3.49 Email to Kelly	3.49 Email to Kelly Gonez.pdf	Email to Kelly Gonez

	Gonez.pdf		
3.50	3.50 Email to George McKenna.pdf	3.50 Email to George McKenna.pdf	Email to George McKenna
3.51	3.51 Email to Tanya Franklin.pdf	3.51 Email to Tanya Franklin.pdf	Email to Tanya Franklin
3.52	3.52 Email to Scott Schmerelson.pdf	3.52 Email to Scott Schmerelson.pdf	Email to Scott Schmerelson
3.53	3.53 Email to Monica Garcia.pdf	3.53 Email to Monica Garcia.pdf	Email to Monica Garcia
3.54	3.54 Garcia Office - Zoom Screenshot.png	3.54 Garcia Office - Zoom Screenshot.png	Garcia Office - Zoom Screenshot
3.55	3.55 Email to Nick Melvoin and Meeting.pdf	3.55 Email to Nick Melvoin and Meeting.pdf	Email to Nick Melvoin and Meeting

SECTION 4:
ENROLLMENT TRENDS

NARRATIVE

a. In the space below, discuss the enrollment trends of existing schools (both District and charter) within the target community, including, but not limited to, existing space capacity, unmet demand, and/or any over-enrollment or under-enrollment of existing schools. Please ensure to cite sources for any data included in this description.

Consistent with broader trends across LAUSD and the state, enrollment has been declining at several of the local existing high schools, and the high schools in the Downtown CoS in particular appear to have plenty of room for a Prop 39 co-location if that became necessary (again, we do not anticipate needing this). Belmont HS, for example, has had a steady decrease in enrollment – in 2014-15, the school served 978 students, compared to just 663 in 2021-22 – well below the facility's stated capacity of 1,721 students. (All enrollment over time data in this section sourced from https://data1.cde.ca.gov/dataquest/page2.asp?level=School&subject=Enrollment&submit1=Submit.)

Note: Since we were prevented from submitting this new charter petition last winter, we have taken the time to update several pieces of data to reflect 2021-22 figures with this August

2022 submission. We find it curious that all but one of the traditional school's e-car reports show a decline in the capacity of students at their facility. For example, in 2020-21, Belmont HS' e-car report showed a total capacity of 2,037 students, yet for some reason their 2021-22 e-car report shows a total capacity of just 1,721. Cortines' capacity dropped from 1,465 to 1,436, and so on. It is unclear why the facility/enrollment capacity at all of these schools fluctuates. One school, Downtown Magnets, actually shows a modest increase in enrollment capacity in 2021-22, up to 666 from 658 the prior year. Yet Downtown Business, the highest performing school in the neighborhood on several measures, appears to be severely overcrowded: based on their 2020-21 e-Car report, it had 1,035 students enrolled with capacity for 658 students; in 2021-22 they had 907 enrolled with capacity of 658. (This appears to be an error; since at least 2014-15, Downtown Business Magnet has enrolled at least 1,031 students each year consistently.)

In the MacArthur Park Community of Schools, each of the four Contreras Learning Complex (CLC) schools is within roughly 100 students of their site capacity.

For the charter schools, we note that "capacity" is difficult to determine from publicly available records – many of these schools may occupy facilities that limit their capacity in a different way than what they projected in their charter petitions. Larchmont Charter, for example, enrolls approximately 1,609 students in K-12 across four different campuses, only one of which is located in our community, yet their charter projects "enrollment capacity" of 1,841. Larchmont maintains a lengthy wait list for many of its grades so it's difficult to determine whether it has filled its capacity for the Lafayette Campus in our community, which currently houses their 8th-12th grades. It does appear, by comparing 2021-22 enrollment against the charter petition enrollment projections, that LA Academy of Arts and Enterprise is currently under-enrolled.

b. In the rows below, list the public schools (District and charter) operating (currently providing public education to students) within the target community which serve any of the same grade levels to be served by the proposed charter school. For each school listed, indicate both its current enrollment and enrollment capacity (per most recent snapshot in the e-CAR Report for District schools and approved charter for Charter schools.)

Please ensure that each source of enrollment data in the rows below is included in the Section 4 Evidence table at the end of this section.

Note: The data points in the reference sources documents are not necessarily indicative of reality or current circumstances, and the enrollment trend analysis is subject to further information available to the District.

EXISTING SCHOOLS ENROLLMENT
(add additional rows as needed)

School Name	Current Enrollment	Enrollment Capacity
Belmont HS	663	20371721
Cortines School of Visual and Performing Arts	1159	1436

Downtown Magnets HS (Downtown Business)	907	666
Roybal Learning Center	981	1143
Contreras Learning Center-School of Social Justice	434	530
School of Business and Tourism at Contreras Learning Complex	425	487
Contreras Learning Center-Academic Leadership Community	496	586
Contreras Learning Center-Los Angeles School of Global Studies	331	357
Charter Schools		****enrollment capacity based on charter petition intended enrollment, not facility capacity***
Alliance College Academy HS #16 (Alliance Ted K. Tajima)	471	500
Rise Kohyang HS	454	600
Larchmont Charter (four campuses, only one of which is in our target community; Lafayette Campus enrollment/capacity is unclear)	1609	1841
Camino Nuevo Charter HS	508	500
Central City Value	452	480
LA Academy of Arts and Enterprise	296	500

d. In the space below, discuss how the proposed charter school's requested enrollment capacity and enrollment roll-out plan take the enrollment trends in the target community into account.

Include the rationale for selecting the specific enrollment capacity and discuss the plan (including any efforts to date) to achieve the enrollment targets across all school years of the proposed charter term.

VCMS matriculates 130-150 8th grade students each year (see above), typically going to other charter schools for high school. We anticipate – based on long-standing parent/student requests for a Vista high school in Los Angeles – that our high school's enrollment will be filled overwhelmingly with VCMS students. We also recognize that some of our VCMS students will choose to go to other high schools, perhaps for a particular focus (e.g., an arts-

based program), or desiring a larger high school for reasons such as the availability of competitive sports teams. We thus carefully determined that enrollment of 125 students per grade at VGLA is both a realistic projection of enrollment we can achieve, as well as an operationally-sustainable enrollment for the long-term. We note that the addition of Vista Horizon to serve elementary grades in 2019 further strengthens students' and families' ties to Vista and a full K-12 pipeline.

Building on the success of our elementary and middle school models, our new high school is designed to meet the specific needs of our local community (and is adapted from our recently-opened first high school in Orange County). This model includes Vista's Framework for Student Engagement (detailed in the Charter Petition), and a unique combination of global competence, STEAM preparedness, and Social Emotional Learning, with Career Technical Education (CTE) pathways in Health Science, Business and Climate Change.

As detailed in the Charter Petition (pp. 15-24) and Section 6 below, the academic performance of the existing traditional public high schools that are closest to our planned facility (i.e., Belmont, Roybal, Contreras Learning Complex) are all well below state averages. While most of the magnet and charter schools are performing better than the traditional schools, we believe our students and families' enthusiasm for and dedication to Vista means that few students will choose a different charter for high school.

By growing slowly one grade each year, we will carefully leverage resources – including facilities – to meet the needs of the new high school, including achieving full enrollment. Element 7 of the Charter Petition includes a detailed outreach and student recruitment plan, similar to the plans we have used for our other five public charter schools with great success.

EVIDENCE TABLE
(add additional rows as needed)

Citation	File Name	Link (optional)	Description of Evidence
4.1	4.1 ECAR Belmont HS.pdf	4.1 ECAR Belmont HS.pdf	2021-22 E-CAR shows capacity and enrollment
4.2	4.2 ECAR Cortines VAPA.pdf	4.2 ECAR Cortines VAPA.pdf	2021-22 E-CAR shows capacity and enrollment
4.3	4.3 ECAR Downtown Business.pdf	4.3 ECAR Downtown Business.pdf	2021-22 E-CAR shows capacity and enrollment
4.4	4.4 ECAR Roybal LC.pdf	4.4 ECAR Roybal LC.pdf	2021-22 E-CAR shows capacity and enrollment
4.5	4.5 ECAR Contreras SJ.pdf	4.5 ECAR Contreras SJ.pdf	2021-22 E-CAR shows capacity and enrollment

4.6	4.6 ECAR Contreras BT.pdf	4.6 ECAR Contreras BT.pdf	2021-22 E-CAR shows capacity and enrollment
4.7	4.7 ECAR Contreras AL.pdf	4.7 ECAR Contreras AL.pdf	2021-22 E-CAR shows capacity and enrollment
4.8	4.8 ECAR Contreras GS.pdf	4.8 ECAR Contreras GS.pdf	2021-22 E-CAR shows capacity and enrollment
4.9			Omitted.
4.10			Omitted.
4.11	4.11 Petition Alliance Ted Tajima.pdf	4.11 Petition Alliance Ted Tajima.pdf	Capacity stated on page 9
4.12	4.12 Dataquest Enrollment Alliance Ted Tajima.pdf	4.12 Dataquest Enrollment Alliance Ted Tajima.pdf	Shows 2021-22 enrollment by grade
4.13	4.13 Petition Rise Kohyang.pdf	4.13 Petition Rise Kohyang.pdf	Capacity stated on page 10
4.14	4.14 Dataquest Enrollment Rise Kohyang.pdf	4.14 Dataquest Enrollment Rise Kohyang.pdf	Shows 2021-22 enrollment by grade
4.15	4.15 Petition Larchmont Charter.pdf	4.15 Petition Larchmont Charter.pdf	Capacity stated on page 10
4.16	4.16 Dataquest Enrollment Larchmont Charter.pdf	4.16 Dataquest Enrollment Larchmont Charter.pdf	Shows 2020-21 enrollment by grade
4.17	4.17 Petition Camino Nuevo.pdf	4.17 Petition Camino Nuevo.pdf	Capacity stated on page 10
4.18	4.18 Dataquest Enrollment Camino	4.18 Dataquest Enrollment Camino Nuevo.pdf	Shows 2021-22 enrollment by grade

	Nuevo.pdf		
4.19	4.19 Petition Central City.pdf	4.19 Petition Central City.pdf	Capacity stated on page 10
4.20	4.20 Dataquest Enrollment Central City.pdf	4.20 Dataquest Enrollment Central City.pdf	Shows 2021-22 enrollment by grade
4.21	4.21 Petition LA Academy.pdf	4.21 Petition LA Academy.pdf	Capacity stated on page 14
4.22	4.22 Dataquest Enrollment LA Academy.pdf	4.22 Dataquest Enrollment LA Academy.pdf	Shows 2021-22 enrollment by grade

SECTION 5:
ASSESSMENT of DUPLICATION of EXISTING SERVICES, ACADEMIC OFFERINGS, and PROGRAMMATIC OFFERINGS

NARRATIVE

a. In the space below, provide a list of the existing services, academic offerings, and programmatic offerings provided by the public schools (District and charter) operating (currently providing public education to students) within the target community which serve any of the same grade levels to be served by the proposed charter school. Discuss the research conducted to identify these existing services, academic offerings, and programmatic offerings and cite all sources used for the information described herein.

California Education Code Section 457605(7(A-B) requires that a charter petitioner address:

> (A) The extent to which the proposed charter school would substantially undermine existing services, academic offerings, or programmatic offerings.
> (B) Whether the proposed charter school would duplicate a program currently offered within the school district and the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school intends to locate.

In order to respond to this section, Vista has spent several hours researching the existing schools in the community and downloading, labeling and attaching "evidence" (all publicly available, and in some cases, more readily available to LAUSD staff than petitioners) to be responsive to this Section, though we note that the availability of information about the LAUSD-operated schools is inconsistent and often quite limited. We looked at each school's website, and charter petitions. (Notably, SARC reports for each school were not posted on most of their respective websites.) We have attached a sampling of "evidence" for each school – replicating in pdf each school's websites, reports submitted to LAUSD or other documentation even though this request is overly burdensome, time-consuming and unnecessary to meet the requirements of the law. The evidence we have included is all publicly available and readily accessed on each school's website. We also note that it can be quite difficult to segregate a "service" versus an "academic offering" or a "programmatic offering," (we assume the legislature intended the phrase to be comprehensive and inclusive, rather than segregating the different types of offerings since not one of these terms is defined in the law, nor by LAUSD); we have done our best here to be responsive.

In the following paragraphs, we describe each existing school's offerings, and then, in part (b), we attempt to segregate our school model into the framework required, duplicating and summarizing all of the information already included in our attached 268 page Charter Petition (again, we believe this exercise is unduly burdensome on petitioners and unnecessary to meet the requirements of the Education Code). Finally, in part (c), we address the queries posed by the Education Code and confirm that VGLA will not be duplicative of the existing local high schools, nor undermine any of their services, academic offerings or programmatic offerings.

Existing Downtown/MacArthur Park High Schools: The information in this section is largely copied and pasted from schools' websites/materials, though several typos have been corrected and some sections edited for clarity.

Belmont HS: Part of the Belmont Zone of Choice (BZOC), Belmont is a traditional high school that offers three academies:

Los Angeles Academy of Medical and Public Service (LAAMPS): This academy incorporates many features of high school reform movements, which include creating a close-like family atmosphere, integrating academic and career technical education, and establishing viable business partnerships in order to meet key components of the academy model.

- Uses grant funds to implement a career focused curriculum in Medicine.
- Has a team of teachers who use interdisciplinary units, develop motivational activities, and provide workplace learning opportunities.
- Offer career technology education courses such as: Introduction to Medical/Physiology, Medical Terminology, and First Responder.
- Internships and mentorships are available with community partners such as Children's Hospital Los Angeles and USC's Latino Alumni Association.

Belmont Multimedia Academy (Multimedia): This academy focuses on technology to prepare students for university and careers in the Arts, Media, and Entertainment, key economies of Los Angeles, the multimedia capital of the world.

- Students are prepared for 21st C college and career through exciting, real world multimedia projects, with excellent instruction in Science, Math, Social Studies, and English! Many AP classes are available! We have a big school program with very personal service. We get to know our students very well, to help them find their personal path to success! We have the advantages of a comprehensive school with many choices in courses, clubs, sports, activities, leadership, and various academic and afterschool programs to support and engage you!
- The Multimedia Academy has its own counselor to assist you in graduating, and Belmont has a full time college counselor to help in getting into college!
- Our Multimedia Subjects include: Drawing, Animation, Web Design, Video, Music Production, Digital Imaging, Photography, Multimedia Journalism, Advertising Design, Game Design, Drama. Our teachers have decades of experience in media production and instruction!
- Interdisciplinary instruction combines various subject areas into engaging projects!
- Partners that have supported our program: Cal Arts Summer Program, Hollywood Reporter's Women in Entertainment, Film Production with the Philipino Workers Center, Hispanic Fund Summer Symposium at UCLA, and Upward Bound with Occidental College, USC, and LACC
- Mentorship, job shadowing, field trip and career path providers have included: Fox Studios, The Bresee Foundation, The Grammy Museum, Gnomon College, and AT&T, Google and Facebook.

School of Science, Art and Green Engineering (SAGE): This academy offers an academic environment where students become agents of change for themselves and focus on construction-related learning. SAGE, an approved California Partnership Academy, offers an academic setting where our students become agents of change for themselves. We provide all Belmont students the opportunity to explore careers in science, technology, engineering, and mathematics (STEM). Our academy is continuously working to equip students with 21st

Century skills and knowledge necessary to be positive agents of change in their personal lives, their local community and in the global arena.

Belmont has 12 sport teams, 15+ clubs, and 10 AP courses offered. An after-school program offers one hour of tutoring, three days per week. Belmont Health Clinic is open to the public for low-cost health services, free to students.

Cortines: Ramon C. Cortines School of Visual and Performing Arts (Grand Arts), formally known as Central Los Angeles High School No. 9, is an LAUSD comprehensive high school for the visual and performing Arts. Ramon C. Cortines Visual and Performing Arts has four arts academies: Theatre, Visual Arts, Dance and Music. Using the visual and performing arts as a focus and motivational tool for student academic achievement, our school program offers an interdisciplinary approach to academics to provide students with a college-preparatory curriculum and learning goals that are focused on enabling students to meet the needs of a globalized society by developing critical thinkers, responsible and socially aware citizens, and effective communicators.

Cortines is open for enrollment for all BZOC students, plus additional students based on space availability through an application and lottery process. The school offers AP classes, and a counseling department offers both college and psycho-social counseling.

Cortines has a Student Wellbeing Center (SWC), in partnership with the Los Angeles County Department of Public Health, the Los Angeles County Department of Mental Health and Planned Parenthood of Los Angeles to make preventive health care accessible to young people throughout the County by bringing youth-focused health and wellness education and services on campus. The 50 SWC's throughout the County offer services to educate students for lifelong protective practices and promote social/emotional well-being, youth leadership, and sexual health. SWCs will be staffed with Master's level Health Educators and will be open a minimum of 20 hours/week.

Downtown Magnets: As a magnet program(s), enrollment at the school is based on an application and selection basis. A student is not enrolled until they and their parent(s) have completed an "Intake Interview" and "Individual Graduation Plan" review in the spring prior to the start of the school year.

Downtown Magnets High School began in 1981 as the Downtown Business Magnet (DBM), a component of the Los Angeles Unified School District's expanding voluntary integration program. When the Electronic Information Magnet (EIM) was created in 1994, DBM adopted the name "Downtown Magnets" to incorporate both magnets into its name. We now house The Academy of Fashion Design and Merchandising, The Academy of Engineering, The Academy of Information Technology, and Academy of Finance. We have a thriving IB program where almost 100% consistently earn the full International Baccalaureate Diploma.

DBM

Downtown Business Magnet attracts students from throughout the district, and includes the Academy of Finance, and the Academy of Fashion Design and Merchandising. Students in the Finance program enroll in up to eight accelerated courses, one of which is a college course, Foundations of Corporate Finance, taken at the University of Southern California.
Design and Merchandising seniors are placed as interns at various industry sites in the Downtown fashion district. Academy courses include Clothing, Apparel Skills, Design, and Merchandising. The culminating activity is a show featuring fashion lines designed and created by the senior students.
DBM is proud to have been adopted by Ernst & Young, and also maintains strong partnerships with the Fashion Institute of Design and Merchandising, Woodbury University, Cal Mart, and many other businesses.

COMPUTER SCIENCE / ENGINEERING/ MULTIMEDIA

The Computer Science / Engineering/ Multimedia Magnet incorporates technology into all aspects of the educational process and was originally developed with the L.A. Central Library and the UCLA Graduate School of Education. Computer Science / Engineering/ Multimedia includes the Academy of Information Technology, which contains both computer science and digital design pathways, and the Academy of Engineering. A sampling of classes unique to Computer Science / Engineering/ Multimedia includes Engineering Design and Development, Computer Science, Generative Art, Digital Production, and Filmmaking.

IB

IB was introduced to our school 10 years ago with some preparatory courses. The curriculum was very rigorous, and these students sacrificed higher GPA's by remaining in the program. 2017 marked the first graduating cohort of our school's IB Diploma Programme. Of the 104 students over five cohorts who completed the curriculum, 100 received the full diploma, many with extra points.

Downtown Magnets offers AP classes (along with IB classes), Academic Decathalon, after-school tutoring in specific sessions once/week, clubs and sports.

The Academy of Finance offers students courses in entrepreneurship, accounting, corporate finance (financial planning), and international relations. Students will also take a 5-week afterschool class in finance and accounting at USC for college credit during within the first 2 months of the school year. The Academy of Finance receives support from the Los Angeles Education Partnership and the Network for Teaching Entrepreneurship in the form of resume writing/interview skills workshops, mock interviews, internship opportunities, and coaching on how to execute a successful business plan. DBM is proud to be sponsored by CIT Group, PricewaterhouseCoopers, KPMG, Cornerstone OnDemand, and Cognizant.

The Academy of Fashion Design and Merchandising offers students opportunities to learn the necessary skills for careers in the fashion industry. Students will have the opportunity to apply these skills during their senior year through an internship at the California Market Center and our annual Fashion Show. Partnerships have been established with FIDM, Woodbury University, and the California Market Center.

Computer Science/Engineering/MultiMedia: This magnet pathway, also known as Electronic Information Magnet (EIM), incorporates technology and STEM into many students' high school educational process. This academy offers students courses in computer programming, film, multimedia production or engineering. STEM curricular components engage students in hands on project-based learning. Students learn engineering concepts, design, and technology to solve real world problems. Engineering coursework include:

- Intro to Engineering
- Architectural Design
- 3D Solid Modeling
- Principles of Engineering

Downtown Magnets offers a variety of student clubs and sports, a college counseling office, and psycho-social counseling.

Roybal: Also part of the BZOC, Roybal is comprised of four thematic small learning communities:

Sustainable Business Finance Academy (BFA): provides students with a firm academic and technical foundation and an understanding of global economic systems, financial markets, products, services, and institutions. BFA Integrates classroom instruction with workplace experience:

- Allows high school students to achieve the understanding and practical skills they will need to begin careers and make educated choices about the financial service industry.
- Students gain first-hand experience in the world of finance through job shadowing, internships and job interviews.
- Become familiar with people, functions, and organizations in the finance industry.
- Visit banks, financial exchanges, colleges/universities, and public service organizations.

Academy of Educational Empowerment: School of Medicine and Law (AEE): AEE is committed to helping students become college-bound leaders. As an academy, AEE develops and fosters student interest in the fields of Law and Medicine through career exploration assignments and activities in advisory classes. We celebrate student leadership characteristics like: honesty, integrity, respect and academic excellence. These characteristics are acknowledged through AEE assemblies that spotlight our leaders every quarter. Furthermore, we invite guest speakers who currently practice in the field of Medicine and Law to our campus who can engage the students, share their stories and career descriptions, and foster interest in the fields of law and medicine.

AEE recently incorporated Project Lead the Way (PLTW) curriculum and offers a series of Bio-Medical classes that will help educate and empower our students and prepare them for the rigors of college classes with 21st century skills that may have a focus on medicine and biology. These courses are embedded into your instructional program in grades 9, 10, and 11 as part of your college prep course. In addition to PLTW, AEE has also partnered with the Puente Learning Center, working with our 9th and 10th grade advisory classes to provide college and career curriculum.

Lastly, AEE will implement “Writing Across the Curriculum” to offer a network of support to our teachers and students by implementing a uniform method of teaching reading and writing. AEE has plans to revamp a Mentoring Program by creating a teacher-led club that will oversee Senior Mentors and the underclassmen they assist and guide through their high school journey.

Computer Science Academy (CSA): CSA is the place to learn the technological skills and knowledge you'll need to succeed in college and prepare for a career in the 21st Century. We are the only high school academy in the Belmont Zone of Choice that offers the PLTW Computer Science Program. At a time when computer science affects how we work and live, PLTW Computer Science empowers students in grades 9-12 to become creators, instead of merely consumers, of the technology all around them. The program's interdisciplinary courses engage students in compelling, real-world challenges. As students work together to design solutions, they learn computational thinking - not just how to code - and become better thinkers and communicators. Students take from the courses in-demand knowledge and skills they will use in high school and for the rest of their lives, on any career path they take.

Academy of Social Work & Child Development (SWCD): Academy Offerings:

- Spanish-English Dual Language Program
- College Credit from LACC in Child Development
- Certificate Program to work in Early Education Centers

Dual Language Program: SWCD students interested in participating in our Dual Language program will receive rigorous grade-level standards-based instruction in both English and Spanish to develop academic proficiency in both languages. Beginners in our Dual Language program will receive 50% of their academic content in Spanish (Spanish, Algebra 1, Chemistry) and the other 50% in English (Eng. 9A, PE, Health). SWCD is the only academy in the BZOC that offers a dual language program where students get to enjoy the lifelong advantage of bilingualism like: California Seal of Biliteracy, increased academic performance,and awareness and understanding of other cultures.

iCAMP/Roybal LC Film & Television Magnet: Roybal also has a magnet program open to students within and outside of the BZOC, iCAMP, that focuses on film and music production (starting in 2022-23, this program will become the Roybal LC Film and Television Magnet). iCAMP utilizes cinematic art and music production to increase student ownership and understanding of college and career readiness standards.

Additional offerings at Roybal include:

AP courses
Debate
Senior Year Business Internship
12 sports teams
Student clubs
ARC After-School with before and after-school tutoring and enrichments.

Contreras: Contreras Learning Center (CLC) has four smaller learning academies. All students on the campus are invited to be on sports teams and other campus-wide clubs and events.

Academic Leadership Community: ALC is a School for Advanced Studies (SAS), offered to high achieving students as an alternative to the Gifted/High Ability Magnet program in LAUSD. SAS is the GATE program for resident students. The Leadership Development program at ALC is designed to help our students grow as leaders in their communities. Through the LD program, students connect with school-based programs and outside organizations that can match a wide range of student interests. Students are also able to design their own LD program and complete internships at local schools, hospitals, and animal shelters. Our students have worked at city hall and in the offices of school board members. They have shadowed neurosurgeons and presented their own clothing brand to a multi-billion dollar clothing company. They've made films that have landed them in film festivals and worked with internationally-known muralists to design murals for the community. There is no limit to what you can do in LD.

ALC works with dozens of outside organizations to provide leadership opportunities for our students. If you're interested in extreme sports, join Stoked. Stoked exposes students snowboarding, skateboarding, surfing and a whole lot more to get excited about. If you're interested in dance or other fine arts, then Inner City Arts has a ton of great programs for our students to take advantage of. Want to be an architect? We've partnered with the ACE Mentor program to give our students exposure on what it means to design building and further build up our great city.

ALC has a student newspaper, Cobra Chronicles, and an AVID program.

LA School of Global Studies: The Los Angeles School of Global Studies opened in 2006 on the Miguel Contreras Learning Complex and was visited by President Obama in 2009.

LASGS is the only school in the District that was a member of both the New Tech Network and the Linked Learning Alliance. As a Certified Linked Learning school, LASGS integrates college-focused academics, with high-quality career technical education, worked-based learning, and supports to help students prepare for college and career.

Our *Design and Media for Social Change* pathway encourages students interested in a range of subjects - from architecture to community activism to filmmaking to theater to forensic science, and more - to pursue their dreams while still at LASGS. Global students get out in the world.

School of Business and Tourism (BT): Our Linked Learning program is designed to meet students' interests and industry demands by integrating a strong college-preparatory curriculum with career and technical skills within the business, tourism, and hospitality career pathways. By participating in thematic, interdisciplinary models of project-based learning, students will develop skills in interpersonal relations, leadership, effective written and oral communication, problem solving, technology, and teamwork. BT offers AP classes, student clubs and activities, college counseling.

School of Social Justice: The vision of The School of Social Justice at The Miguel Contreras Learning Complex is to provide a college preparatory curriculum that develops career readiness. Through an intensive study of diverse perspectives, this curriculum will explore issues of human rights and social concerns, and stimulate intellectual curiosity. Graduates of The School of Social Justice will continue to educate, organize, and advocate as lifelong champions of dynamic social change.

Existing Charter Schools: The information in this section is largely copied and pasted from schools' websites/materials, though several typos have been corrected and some sections edited for clarity.

Alliance Ted K. Tajima High School: Our mission at Alliance Ted K. Tajima High School is to create a nurturing environment that prepares all scholars for college and beyond through rigorous instruction and individualized supports serving the holistic needs of scholars and their families. Their model includes extended learning time (school year and school day); parent engagement via workshops, volunteering and Parent Leadership and Parent Ambassador programs. Support classes are offered to struggling students. The school offers several AP classes. Alliance Tajima has a School Psychologist and several counselors on staff for one-on-one and group counseling for students, as well as college counseling. Students are required to complete 40 hours of community service (over 4 years) and apply to at least 5 colleges. They offer several clubs and boys/girls basketball and soccer. The school uses iReady assessments three times annually to track student progress and identify the need for supplemental supports. They offer trauma-informed training for educators and SEL

Rise Kohyang: Our vision for Rise Kohyang High School (RKHS) is to create a holistic and inclusive culture of success where all scholars are safe to persevere through challenges and demonstrate personal growth through collaboration, academic excellence, and a devotion to community service. RKHS is operated by Bright Star Schools. As a Bright Star School, RKHS offers our students rigorous academics, inclusive education, social-emotional support, and rich life opportunities beyond the classroom. The school has a 1:90 student:counselor ratio, well below state and national averages. RKHS offers several AP classes. Through our hallmark "Life Experience Lessons" (LELs) and "College Experience Lessons," students access horizon-broadening field trips, see endless possibilities for their lives, and know that all opportunities are available to them. RKMS' incoming 9th graders experience a beginning of the year LEL, and all students experience a grade level end-of-year LEL. RKHS offers several clubs and CIF sports, with free after-school that includes clubs, tutoring and HOLA music. Students participate in extensive community service.

At RKHS, we believe passionately it is the job of our school to open as many doors as possible for our students. As such, our program includes high academic rigor coupled with high expectations, a true commitment to community, and a focus on the celebration of our diversity. As one of the pioneers of social-emotional learning in secondary education, RKHS teaches its scholars to apply the skills needed to understand and manage their emotions, demonstrate empathy, and create positive relationships and opportunities through responsible decision making.

Larchmont Charter (Lafayette Park Campus): Larchmont Charter School exists to provide a socio-economically, culturally and racially diverse community of students with an exceptional public education. We foster creativity and academic excellence; our students learn with and from each other in an experience-centered, inquiry-based learning environment. With participation from our entire community, we strive to instill in each student a dedication to improving the world we inhabit. We fulfill our mission by:

- Providing a challenging, constructivist learning environment, with the arts, sciences and physical education integrated into the standards-based curriculum, that inspires independent thinking, imagination and a passion for learning.

- Maintaining and supporting our diverse student body.
- Teaching our children that they are citizens of the world; creating policies that embrace equal opportunity and the dignity of others; and encouraging the members of our entire school community to be engaged and active in society.
- Nurturing a unique community that includes families, teachers, staff and other community members who are active participants in the education and social and emotional development of our children.
- Giving teachers time, resources, support, and autonomy to: a) continually develop their pedagogical skills in a collaborative, professional learning community; b) create, evaluate and refine curricula; and c) ensure that all students have every opportunity to achieve.
- Using opportunities in and out of the classroom for peer mentoring, multi-age instruction and socialization.
- Instilling a community-wide dedication to volunteerism and family participation so we have adequate support, resources and funds to offer a rich and varied educational program.
- Promoting active communication between the school and the students' homes, and providing meaningful family education programs.
- Creating partnerships within the community, the charter school movement, the school district, and with other educational institutions, including helping other charter schools as they develop.
- Creating a sustainable organization that functions at a consistently high level and attracts highly qualified professionals to ensure the long-term viability of the school.
- Ensuring that our students learn to communicate effectively, seek to understand, share and care, take responsibility and persevere.

LCS offers several AP courses, and electives include VAPA, Mock Trial, poetry, the acclaimed Edible Schoolyard program and more. In 11th grade, students take the Junior Research Seminar course in preparation for the 12th grade Senior Seminar where they complete their Senior Hallmark Project and an imbedded SAT preparation program. The Signature Project, a graduation requirement in the senior year, includes an extensive and well-researched thesis, oral presentation and an action research component focused on an area of each student's interest. There are several competitive sports teams. An after-school program offers tutoring and enrichments.

<u>Camino Nuevo Charter High School, Dalzell Lance campus:</u>
CNCHS serves the students and families of Greater MacArthur Park, Echo Park and Pico-Union in Los Angeles. It is part of a community of high-performing public schools that prepares and empowers students for success in college and in life. Our comprehensive approach integrates academic rigor, community, family, and wellness supports to empower students to thrive in a culturally connected and changing world.

Our mission is to educate students in a college preparatory program to be literate, critical thinkers, and independent problem solvers who are agents of social justice with sensitivity toward the world around them. A key component of our mission is our focus on the whole child where we address students' comprehensive needs ensuring that each student is healthy, supported, engaged and challenged--setting the stage for comprehensive and long-term student success. To that end, we have developed a comprehensive "Continuum of Care" which supports early childhood education, high quality K-12 college pathways, college completion support, and authentic parent engagement. Our Continuum of Care was designed in partnership with our key stakeholders and is meant to acknowledge the unique context of each site and use an approach responsive to community needs. By integrating academic rigor, experiential learning, family, and wellness, we empower students to succeed in school, in college, and in life. Our priorities include:

- Offering hands-on, experiential learning opportunities in the arts and sciences
- Connecting students to wraparound mental health and wellness supports
- Promoting dual language development through our bilingual program option
- Expanding access to and fostering success in higher education
- Engaging authentically with families and our community

Students participate in field trips, community service, job shadowing and internships. College and psycho-social counseling support is provided, including support for alumni. Numerous community partnerships help support students and their families.

Central City Value High School: The Value Schools mission is to establish and support high quality, values based elementary and secondary charter schools for populations of students who have been historically underserved by the public. The Value Schools model is not a "one-size-fits-all" approach. What directs the instructional process is student needs, not the dictates of a particular curriculum or methodology. Good teachers always analyze student needs regardless of who selects the methods and materials. The Value Schools model focuses the teachers' attention first on the needs of the student, and gives responsibility for choosing the most effective means to the teacher in collaboration with the principal and other on-site learning professionals. If the methods and materials are not successful, there is no blame assigned to the curriculum planners for poor decisions; responsibility is immediate and local.

Value Schools is not organized around a particular pedagogical style; rather it is organized around the twin centers of the five core values and the student needs. Educators know a variety of sound pedagogical methods. Using their professional judgment, they determine the learning strengths and needs of each student and the most efficient way for each student to acquire the knowledge or skill set by the curriculum.

Individual and small group counseling is offered as well as college counseling. CCVHS offers AP courses, and a variety of engaging electives in VAPA and topics such as Chicano Studies, Intro to Computer Science, and Women and Gender Studies. There are several sports teams.

LA Academy of Arts and Enterprise: LAAAE is a small 6-12 grade school (just 275 students), originally founded as an option for those who were unable to gain entry to the acclaimed LA County High School for the Arts (LACHSA). The mission of LAAAE is to prepare students for leadership in the arts and business, where creativity, academic knowledge and financial literacy are essential for success. We are developing a generation of diverse, educated, compassionate leaders in the arts and business by providing a dynamic, innovative education that integrates the four lenses of learning: Academics, Arts, Enterprise, and Personal Growth.

As is implied in its name, students have access to a wide variety of courses in the arts (dance, film, music, radio, theater, and visual arts) and business. High school students follow an A-G curriculum and complete coursework in both the arts and business to graduate, including 5 AP courses. Through a partnership with Los Angeles City College (LACC), students can take LACC courses at LAAAE. In 2019, LAAAE launched another dual enrollment pathway with LACC through the K12 Strong Workforce Program. These on- and off-campus dual enrollment classes lead students to certification in animation or cinema. To obtain certification, students must complete two years (concentrator and capstone) of coursework in their respective pathway. During the completion of the respective pathway, students obtain skills needed to

obtain a job in the cinema or animation industry. There are other career-real-world experiences at LAAAE. LAAAE has a robust student services team which collaborates with community-based organizations to provide onsite and offsite individual and group therapy, family therapy, gang prevention, and gang intervention. LAAAE has also partnered with Woodcraft Rangers to provide comprehensive after school and extended break programming and services. Several student clubs and sports teams are offered.

b. In the rows below, provide brief descriptions of the services, academic offerings, and programmatic offerings of the proposed charter school. (Ensure that these descriptions are consistent with the description of the instructional program included in the petition).

SERVICES (add additional rows as needed)	
Service	**Description**
Healthy Meals, including take-home weekend meals in partnership with Blessings in a Backpack	See, e.g., Charter, pp. 11, 139, 145,
On-Site School Psychologist	Charter, pp. 52, 134-35, 179-180
Community Partnerships	Charter, pp. 10-11, throughout the petition.
Operations & Leadership	VGLA will be Vista's sixth charter school. Our organization has well-established policies, procedures and staffing in place to ensure sound operational practices, fiscal solvency, and strong leadership across the organization from Day 1 of this new charter school.
ACADEMIC OFFERINGS (add additional rows as needed)	
Academic Offering	**Description**
Standards- and A-G Aligned Core Curricula	Charter Petition, pp. 77-__, detailing each A-G aligned subject area, applicable standards, and detailed sample course descriptions (including AP course and dual enrollment with LA Trade Tech). Charter, pp. 100-101 (Curricula List for each subject).
Framework for Engagement (personalizing instruction); instructional strategies including problem- and project-based learning, Kagan	"an important lens through which all programs and practices are developed and selected. This framework necessitates that a shift in

Structures, Mastery learning, Relevance, Data-Driven Instruction, etc.	instructional practice is required to ensure the personalized learning experience is created to develop globally competent students. This shift in practice is commonly referred to as a move away from the "sage on the stage" model, in which the teacher directly delivers instruction through lecturing, to the "guide on the side," in which teachers act as a coach and facilitate a more personalized learning experience and is based on a constructivist view in which, optimally, the classroom provides a series of experiences that prompt students to actively construct their own knowledge and learning.[1] At VLGA, we will use this as an important lens through which all programs, processes, and practices are chosen and developed." (Charter, p. 32.) See also Charter, pp. 40-41, 62, 101-106, 120, 152-156.
Teaching global competencies through Community Catalyst Partners International Study Schools Network.[2]	"VLGA, as a part of the VCPS organization, will be a member of the Community Catalyst Partners International Student Study Network (ISSN), which will serve as a foundation for our global studies. Community Catalyst Partners is the leading educational organization dedicated to promoting mutual understanding and strengthening partnerships among peoples, leaders, and institutions of Asia and the United States in a global context. Since its inception, Community Catalyst Partners's ISSN has built a broad network of high-performing, globally oriented schools that demonstrate what a rigorous global education can do for a largely low-income, urban student population. VLGA

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

[2] Asia Society. Center for Global Education International Studies Schools Network. Accessed from https://asiasociety.org/international-studies-schools-network.

	will work with the ISSN to provide a rich, global curriculum that engages students by helping them to investigate and address real-world problems, communicate ideas, and weigh diverse perspectives.[3] Community Catalyst Partners and the ISSN schools have designed a robust approach to performance-based learning and assessment that has implications well beyond the network, offering lessons for policymakers and practitioners concerned about preparing students to live and work in an increasingly complex world." (Charter, p. 35.) See also, Charter pp. 32-36, 62-66.
STEAM: Project Lead the Way and Tech-based learning	See Charter, pp. 67-69; 105 (digital portfolios); 108
CTE Pathways in Health Science (PLTW), Business and Climate Change	Charter, pp. 69, 96-99 (course descriptions), 107-108.
Positive learning environment and social-emotional learning: School Environment, Way of Council, Student Clubs/Enrichment, Uniforms; SEL	"to help them develop into self-motivated, competent, global citizens. Kagan strategies,[4] Way of Council[5] and other acclaimed programs help engage our students and develop their capacity for success." (Charter, p. 33.) Charter, pp. 70-76.
Advisory/Global Hour	Charter, pp. 69-70, 95-96.
College/Career Counseling	Charter, pp. 69-70, 181-82
Teacher Professional Development: Formal PD, Collaborative Planning Time, PLCs, Coaching, Instructional Rounds, etc.	Charter, pp. 116-120
Multi-Tiered System of Supports with data-driven personalization of instruction, Student Success Team	"The MTSS process begins with high-quality instruction and universal screening of all students in the general education classroom.

[3] Asia Society. Center for Global Education International Studies Schools Network. Accessed from https://asiasociety.org/international-studies-schools-network.
[4] Kagan, S. (2003). Kagan structures: Research and rationale in a nutshell. *Kagan Online Magazine*.
[5] Ways of Council. The Council Path. Accessed from https://waysofcouncil.net/the-council-path/.

	Struggling learners may participate in interventions at increasing levels of intensity to accelerate their rate of learning. Advisory/Global Hour is built into the daily schedule to facilitate student time on intervention programs such as Lexia, Fountas & Pinnel, Khan Academy and more, with small group targeted instruction. These services may be offered by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. MTSS is designed for making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by student outcome data." (Charter, pp. 99-100.) Charter, pp. 120-123.
EL Services and Supports: Lexia, SDAIE strategies, designated and integrated ELD	Charter, pp. 123-136.
SpEd and support for our subgroups (including gifted, academically low-achieving, foster/homeless youth).	Charter, pp. 136-139; SpEd MOU with LAUSD
Tutoring	"During Zero Period, students in need of additional support and intervention will be able to receive targeted intervention and support with core teachers leading small group instruction and tutoring. Designated ELD will also occur during Zero Period with ELs working with our ELD Coordinator on focused proficiency development. After-school tutoring and support also will be available, pending funds availability.[6]"

[6] Our charter petition budget is conservatively planned and does not include some start-up funds which we plan to secure, such as grants from the CA Department of Education (Public Charter Schools Grant

	(Charter, p. 114.)
PROGRAMMATIC OFFERINGS **(add additional rows as needed)**	
Programmatic Offering	**Description**
Social capital and student engagement.	"Research identifies the lack of students' social capital as one of the main factors that contributes to performance gaps for urban students. Stanton-Salazar (1997) defines social capital as institutional resources and opportunities, such as knowledge of school programs, academic tutoring and mentoring, and how to access assistance with career decision-making and college admission.[7] For a great number of economically disenfranchised students attending urban schools, access to social capital is severely limited, if not completely absent from their social context.[8] Therefore, VLGA will prioritize increasing our students' social capital within the design of our educational program. VLGA will use a framework applied in recent studies examining the role of engagement in outperforming urban schools. This framework consists of three separate but interrelated types of student engagement: (a) emotional, (b) behavioral, and (c) cognitive.[9] The researchers found that when emotional, behavioral, and cognitive engagement are optimized, students can experience a state of "flow" wherein students are profoundly

Program) and various foundations, as well as after-school funding that is available after our first year of operations. As with our existing schools, we assume that we will be able to offer an engaging after-school program of enriching club and sports activities as well as academic support, pending funds availability.

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

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

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

	absorbed in a task to the point of losing awareness of time and space.[10]" (Charter, pp. 37-38.) See also Charter pp. 37-39.
Parent Engagement: Communications, Workshops/Events, Parent-Teacher Conferences, School Site Council, Surveys, etc.	Charter, pp. 76-77, 169-172; Parent & Community Coordinator job description p. 185.
Zero-Period and After-School Program and Clubs	Charter, pp. 72-73.

c. In the space below, discuss the extent to which the proposed instructional program presented in the petition would or would not duplicate the current services, academic offerings, and programmatic offerings by public schools (District and charter) operating (currently providing public education to students) within the target community which serve any of the same grade levels to be served by the proposed charter school, described in section 5a. above.

Across the five traditional public high schools (which include 14 different smaller learning academies) and six charter schools detailed above, VGLA of course shares some common traits: some of the schools offer PBL and hands-on learning, some offer interdisciplinary learning, some offer PLTW, many have partnerships with community service organizations and businesses; some offer CTE pathways and some offer dual enrollment options; all offer some degree of psycho-social and college counseling (with widely varying capacity), parent engagement (in varying degrees), and student clubs and a variety of electives. Yet none of these schools offers:

- Vista's Framework for Engagement
- Partnership with and curricula from Community Catalyst Partners International Student Study Network (ISSN)
- CTE Pathways in Business (similar pathways focus more on finance/accounting – e.g., Downtown Magnets and Roybal -- or business and tourism (Contreras), rather than our international business focus), or especially our exciting new Climate Change pathway that is currently being developed with university partners. (Roybal's School of Law and Medicine does offer PLTW courses in bio-med). Based on our research, none of the area charter schools offers CTE Pathways and only one, Alliance Tajima, offers dual enrollment classes.

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

- Advisory/Global Hour for *daily* personalized targeted supports and *daily* tutoring during Zero Period.
- Full-time on-site School Psychologist and additional psycho-social supports and SEL throughout the program, including Way of Council.

Nor do any of these schools (traditional or charter) offer VGLA's particular combination of approaches for engaging, personalized, data-driven instruction with a focus on global competencies, STEAM integration, MTSS, integrated and designated ELD, intensive parent engagement strategies including home visits, and intensive teacher PD and coaching with Formal PD, Collaborative Planning Time, PLCs, Coaching, Instructional Rounds, etc. VGLA will build upon the success of our elementary and middle school programs to offer a seamless TK-12 learning experience (only two other nearby schools offer the possibility of a TK-12 span: Larchmont Charter is TK-12, though their elementary and middle grades campuses are located well outside our target community; Rise Kohyang is operated by Bright Star Schools, which also operates elementary and middle schools).

EVIDENCE TABLE
(add additional rows as needed)

Citation	File Name	Link (optional)	Description of Evidence
5.1	5.1 Home - Welcome - Belmont Senior High School.pdf	5.1 Home - Welcome - Belmont Senior High School.pdf	Home - Welcome - Belmont Senior High School
5.2	5.2 LAAMPS - Belmont Senior High School.pdf	5.2 LAAMPS - Belmont Senior High School.pdf	LAAMPS - Belmont Senior High School
5.3	5.3 Multimedia - Belmont Senior High School.pdf	5.3 Multimedia - Belmont Senior High School.pdf	Multimedia - Belmont Senior High School
5.4	5.4 SAGE Pathway Flyer.pdf	5.4 SAGE Pathway Flyer.pdf	SAGE Pathway Flyer
5.5	5.5 Belmont Health Services Clinic Map.pdf	5.5 Belmont Health Services Clinic Map.pdf	Belmont Health Services Clinic Map
5.6	5.6 Cortines School Profile 2018.pdf	5.6 Cortines School Profile 2018.pdf	Cortines School Profile 2018

5.7	5.7 Cortines Admissions.pdf	5.7 Cortines Admissions.pdf	Cortines Admissions
5.8	5.8 Cortines Wellbeing Center.pdf	5.8 Cortines Wellbeing Center.pdf	Cortines Wellbeing Center
5.9	5.9 Downtown Magnets Profile.pdf	5.9 Downtown Magnets Profile.pdf	Downtown Magnets Profile
5.10	5.10 Magnet Pathways – About Us – Downtown Magnets High School.pdf	5.10 Magnet Pathways – About Us – Downtown Magnets High School.pdf	Magnet Pathways – About Us – Downtown Magnets High School
5.11	5.11 Enrollment Requirements.pdf	5.11 Enrollment Requirements.pdf	Enrollment Requirements
5.12	5.12 Downtown Business Magnet (Business_Fashion) – About Us – Downtown Magnets High School.pdf	5.12 Downtown Business Magnet (Business_Fashion) – About Us – Downtown Magnets High School.pdf	Downtown Business Magnet (Business_Fashion) – About Us – Downtown Magnets High School
5.13			Omitted
5.14	5.14 Downtown Magnets H.S Counseling Team – About Us – Downtown Magnets High School.pdf	5.14 Downtown Magnets H.S Counseling Team – About Us – Downtown Magnets High School.pdf	Downtown Magnets H.S Counseling Team – About Us – Downtown Magnets High School
5.15	5.15 BFA Academy	5.15 BFA Academy	BFA Academy
5.16	5.16 Academy of Educational	5.16 Academy of Educational Empowerment	Academy of Educational Empowerment School of Medicine & Law

	Empowerment School of Medicine & Law.pdf	School of Medicine & Law.pdf	
5.17	5.17 Computer Science Academy.pdf	5.17 Computer Science Academy.pdf	Computer Science Academy
5.18	5.18 Academy of Social Work & Child Development.pdf	5.18 Academy of Social Work & Child Development.pdf	Academy of Social Work & Child Development
5.19	5.19 Innovative Cinematic Arts and Music Production Magnet.pdf	5.19 Innovative Cinematic Arts and Music Production Magnet.pdf	Innovative Cinematic Arts and Music Production Magnet
5.20	5.20 Join the Titan Family! – Future Students.pdf	5.20 Join the Titan Family! – Future Students.pdf	Innovative Cinematic Arts and Music Production Magnet
5.21	5.21 Roybal flier.pdf	5.21 Roybal flier.pdf	Roybal flier
5.22	5.22 Roybal flier 2.pdf	5.22 Roybal flier 2.pdf	Roybal flier 2
5.23	5.23 ALCSAS - ALC SAS.pdf	5.23 ALCSAS - ALC SAS.pdf	ALCSAS - ALC SAS
5.24	5.24 ALCSAS - ALC LD.pdf	5.24 ALCSAS - ALC LD.pdf	ALCSAS - ALC LD
5.25	5.25 ALC Cobra Chronicles.pdf	5.25 ALC Cobra Chronicles.pdf	ALC Cobra Chronicles
5.26	5.26 The Los Angeles School of Global Studies.pdf	5.26 The Los Angeles School of Global Studies.pdf	The Los Angeles School of Global Studies

5.27	5.27 School of Business & Tourism.pdf	5.27 School of Business & Tourism.pdf	School of Business & Tourism
5.28	5.28 School of Social Justice.pdf	5.28 School of Social Justice.pdf	School of Social Justice
5.29	5.29 Tajima Mission and Vision.pdf	5.29 Tajima Mission and Vision.pdf	Tajima Mission and Vision
5.29b	5.29b Tajima SARC 2019-20.pdf	5.29b Tajima SARC 2019-20.pdf	Tajima SARC 2019-20
5.30	5.30 Tajima Clubs and Activities.pdf	5.30 Tajima Clubs and Activities.pdf	Tajima Clubs and Activities
5.31	5.31 RKHS Info Sheet.pdf	5.31 RKHS Info Sheet.pdf	RKHS Info Sheet
5.32	5.32 About Rise Kohyang High School.pdf	5.32 About Rise Kohyang High School.pdf	About Rise Kohyang High School
5.33	5.33 Program Page - Rise Kohyang High School.pdf	5.33 Program Page - Rise Kohyang High School.pdf	Program Page - Rise Kohyang High School
5.34	5.34 Larchmont Charter Mission.pdf	5.34 Larchmont Charter Mission.pdf	Larchmont Charter Mission
5.35	5.35 Larchmont Charter Programs.pdf	5.35 Larchmont Charter Programs.pdf	Larchmont Charter Programs
5.36	5.36 About Us - Dalzell Lance – Camino Nuevo Charter Academy High 2.pdf	5.36 About Us - Dalzell Lance – Camino Nuevo Charter Academy High 2.pdf	About Us - Dalzell Lance – Camino Nuevo Charter Academy High 2

5.37	5.37 Programs - Dalzell Lance – Camino Nuevo Charter Academy High 2.pdf	5.37 Programs - Dalzell Lance – Camino Nuevo Charter Academy High 2.pdf	Programs - Dalzell Lance – Camino Nuevo Charter Academy High 2
5.38	5.38 Central City Value High School Mission Values.pdf	5.38 Central City Value High School Mission Values.pdf	Central City Value High School Mission Values
5.39	5.39 Central City Value High School Curriculum.pdf	5.39 Central City Value High School Curriculum.pdf	Central City Value High School Curriculum
5.40	5.40 Central City Value High School Athletics.pdf	5.40 Central City Value High School Athletics.pdf	Central City Value High School Athletics
5.41	5.41 LA Academy of Arts and Enterprise Mission Statement.pdf	5.41 LA Academy of Arts and Enterprise Mission Statement.pdf	LA Academy of Arts and Enterprise Mission Statement
5.42	5.42 LA About_LAAAE.pdf	5.42 LA About_LAAAE.pdf	LA Academy of Arts and Enterprise Academics – About Us Page
5.43	5.43 LA Academy of Arts and Enterprise Woodcraft Rangers.pdf	5.43 LA Academy of Arts and Enterprise Woodcraft Rangers.pdf	LA Academy of Arts and Enterprise Woodcraft Rangers
5.44	5.44 LA Academy of Arts and Enterprise Athletics.pdf	5.44 LA Academy of Arts and Enterprise Athletics.pdf	LA Academy of Arts and Enterprise Athletics

SECTION 6: CONSIDERATION of ACADEMIC PERFORMANCE

NARRATIVE

In the space below, discuss the current academic performance levels of existing public schools (District and charter) within the target community which serve any of the same grade levels to be served by the proposed charter school.

The petitioner may include consideration of how the current academic performance levels of such existing public schools are relevant factors for students and families exercising educational choice, and whether a new charter school is justified to meet the academic needs of students the charter school proposes to serve and to support increased student achievement in the target community.

Please see Charter Petition, pp. 15-26 for a detailed analysis of the academic outcomes for the comparison schools in the community.

Enrollment trends over time are particularly illustrative. All of the charter schools, with the exception of LA Academy of Arts & Enterprise and a slight decrease at Central City Value, have had increases in enrollment or remained steady over the last seven years. Conversely, all of the traditional district schools, however, with the exception of CLC's ALC, have seen declines in enrollment – in some cases quite significant. Belmont HS, a low performer academically, has dropped by 315 student over six years; Cortines, the arts-themed HS, has dropped by 488 students, and Roybal has dropped by 253 students. At CLC, the sole traditional high school in MacArthur Park, enrollment has been more consistent, with one academy, ALC, seeing a 19 student increase, and small declines from 39 to 66 fewer students at the other three CLC academies. Students, it would seem, are drawn to the charter and higher performing schools. With so many high school options within the "target" area proscribed by LAUSD's instructions, the addition of VLGA, with just 500 students at capacity, will not significantly impact any one of these schools, but rather will draw enrollment from across the community and beyond.

School	2014-15 Enrollment	2021-22 Enrollment	+/-
District Schools			
Belmont HS	978	663	-315
Cortines	1,647	1,159	-488
Downtown Magnets	1,060	907	-153
Roybal	1,214	981	-233
CLC-Social Justice	500	434	-66
CLC-Business & Tourism	469	425	-44
CLC-ALC	477	496	19
CLC-Global Studies	370	331	-39
Charter Schools			
Alliance Tajima	303	471	+168

Camino Nuevo Charter HS	469	508	+39
Central City Value HS	470	452	-18
Larchmont Charter (TK-12)	1,362	1,609	+247
LA Academy of Arts & Enterprise (6-12)	345	296	-49
Rise Kohyang HS (6-8)	324	454	+130

Source: https://data1.cde.ca.gov/dataquest/

As detailed above, Vista's families have for many years asking us to open a high school in LAUSD so that their children could continue on with our program. We expect that the overwhelming majority of our high school enrollment will come from our middle school, but we believe our unique model described herein will be of interest to many students in the community who are not satisfied with their current options.

EVIDENCE TABLE
(add additional rows as needed)

Citation	File Name	Link (optional)	Description of Evidence
6.1	6.1 Dashboard Belmont HS.pdf	6.1 Dashboard Belmont HS.pdf	Information found on pages 2 and 3 of Dashboard
6.2	6.2 Dashboard Cortines VAPA.pdf	6.2 Dashboard Cortines VAPA.pdf	
6.3	6.3 Dashboard Downtown Business.pdf	6.3 Dashboard Downtown Business.pdf	
6.4	6.4 Dashboard Roybal LC.pdf	6.4 Dashboard Roybal LC.pdf	
6.5	6.5 Dashboard Contreras SJ.pdf	6.5 Dashboard Contreras SJ.pdf	
6.6	6.6 Dashboard Contreras BT.pdf	6.6 Dashboard Contreras BT.pdf	
6.7	6.7 Dashboard Contreras AL.pdf	6.7 Dashboard Contreras AL.pdf	

6.8	6.8 Dashboard Contreras GS.pdf	6.8 Dashboard Contreras GS.pdf	
			Omitted
6.10	6.10 Dashboard Alliance Ted Tajima.pdf	6.10 Dashboard Alliance Ted Tajima.pdf	
6.11	6.11 Dashboard Rise Kohyang.pdf	6.11 Dashboard Rise Kohyang.pdf	
6.12	6.12 Dashboard Larchmont Charter.pdf	6.12 Dashboard Larchmont Charter.pdf	
6.13	6.13 Dashboard Camino Nuevo.pdf	6.13 Dashboard Camino Nuevo.pdf	
6.14	6.14 Dashboard Central City.pdf	6.14 Dashboard Central City.pdf	
6.15	6.15 Dashboard LA Academy.pdf	6.15 Dashboard LA Academy.pdf	

In the *Current Measurements of School Wide Academic Performance in the Community* table below, provide the most recent performance data, as indicated on the California School Dashboard, for all public schools (District and charter) serving any of the same grade levels to be served by the proposed charter school within the target community.

Each cell of the *Current Measurements of School Wide Academic Performance in the Community* table should include a ***performance level*** at the top of the cell, using either the five colors of the California School Dashboard (Blue, Green, Yellow, Orange, and Red) or, for the English Learner Progress indicator, the five progress levels (Very High, High, Medium, Low, and Very Low), and the corresponding quantitative value to indicate ***status,*** as shown below:

	ELA English Language Arts	**Math** Mathematics	**ELPI** English Learner Progress	**CCI** College/Career	**Chronic Absenteeism**	**Graduation Rate**	**Suspension Rate**

Performance Level **Status**	COLOR (+/- DFS) Points above or below standard*	COLOR (+/- DFS) Points above or below standard*	PROGRESS LEVEL % making progress	COLOR % prepared	COLOR % chronically absent	COLOR % graduated	COLOR % suspended at least once

*For the English Language Arts (ELA) and Mathematics indicators, list the quantitative value denoting *status* as the Distance From Standard (DFS), using a positive value to indicate points *above* standard and a negative value to indicate points *below* standard.

2019 State Average data is provided below as an example of a completed row. Please follow the same format for all applicable schools when completing the *Current Measurements of School Wide Academic Performance in the Community* table.

Existing School Name	**Academic Performance Indicators**				**Academic Engagement Indicators**		**Conditions and Climate Indicator**
	ELA English Language Arts	**Math** Mathematics	**ELPI** English Learner Progress	**CCI** College/Career	**Chronic Absenteeism**	**Graduation Rate**	**Suspension Rate**
2019 State Average	GREEN -2.5 DFS	ORANGE -33.5 DFS	Medium 48.3%	YELLOW 44.1%	ORANGE 10.1%	GREEN 85.9%	YELLOW 3.4%

CURRENT MEASUREMENTS of SCHOOL WIDE ACADEMIC PERFORMANCE in the COMMUNITY **(add additional rows as needed)**							
Existing School Name	**Academic Performance Indicators**				**Academic Engagement Indicators**		**Conditions and Climate Indicator**
	ELA English Language Arts	**Math** Mathematics	**ELPI** English Learner Progress	**CCI** College/Career	**Chronic Absenteeism**	**Graduation Rate**	**Suspension Rate**
Belmont HS[11] (3 academies within it)	RED -48.6 DFS	RED -134.1 DFS	Medium 48.2%	ORANGE 30.7%	N/A	RED 59.9%	BLUE 0%
Cortines School of Visual and Performing Arts	YELLOW +6.1 DFS	ORANGE -103.7 DFS	Low 40%	GREEN 55%	N/A	BLUE 95%	BLUE 0.2%
Downtown Magnets HS (2 magnets that include three programs and	GREEN +89.9 DFS	BLUE +44.8 DFS	High 57.9%	BLUE 80.9%	N/A	BLUE 96.4%	BLUE 0%

[11] We note that is unclear why Belmont, Downtown Magnets and Roybal all report their results as a single school, while Contreras' four academies are treated separately.

an IB programme)							
Roybal Learning Center (4 academies)	GREEN +32.7 DFS	YELLOW -49.8 DFS	Low 41.2%	GREEN 43.5%	N/A	GREEN 83.1%	BLUE 0.2%
Contreras Learning Center-School of Social Justice	ORANGE -49.1 DFS	RED -155.7 DFS	Very Low 31.6%	ORANGE 20.2%	N/A	ORANGE 74.7%	GREEN 0.9%
School of Business and Tourism at Contreras Learning Complex	ORANGE -28.7 DFS	RED -128.6 DFS	Very Low 25.9%	GREEN 65.8%	N/A	GREEN 83%	BLUE 0.2%
Contreras Learning Center-Academic Leadership Community	YELLOW -8.2 DFS	ORANGE -101.5 DFS	Low 39.4%	ORANGE 27%	N/A	RED 62.6%	BLUE 0.2%
Contreras Learning Center-Los Angeles School of Global Studies	ORANGE -57.9 DFS	ORANGE -116.6 DFS	Very Low 25%	ORANGE 32.1%	N/A	ORANGE 68.7%	YELLOW 1%
Alliance College Academy HS #16	GREEN +61.7 DFS	YELLOW -7.5 DFS	Medium 45%	BLUE 92.3%	N/A	BLUE 96.8%	YELLOW 1%
Rise Kohyang HS	NO COLOR +61.3 DFS	NO COLOR -29.7 DFS	High 64.1%	N/A	N/A	N/A	GREEN 0.7%
Larchmont Charter (Lafayette Campus)	BLUE +52.7 DFS	GREEN +19.9 DFS	High 55.4%	BLUE 77.3%	GREEN 5.2%	BLUE 97.3%	YELLOW 1.4%
Camino Nuevo Charter HS	ORANGE -8.4 DFS	YELLOW -107.7 DFS	Very Low 30.2%	ORANGE 41.1%	N/A	ORANGE 76.5%	GREEN 2.9%
Central City Value	GREEN +39.8 DFS	ORANGE -80.5 DFS	Medium 54.7%	GREEN 46.9%	N/A	YELLOW 94.7%	GREEN 0.8%
LA Academy of Arts and Enterprise	YELLOW -50.3 DFS	RED -107.2 DFS	Low 37%	ORANGE 46%	GREEN 6.7%	YELLOW 76.5%	GREEN 0.3%

(OPTIONAL) SECTION 7:
ADDITIONAL INFORMATION

Per the *LAUSD Policy and Procedures for Charter Schools,* ***Petitioners may present additional information for consideration in the Community Impact Assessment, including but not limited to information pertaining to the needs and achievement of historically underserved students (e.g. Foster Youth, English Learners, Socioeconomically Disadvantaged students, etc.), and the proposed allocation of resources and/or investments to improve student outcomes. Petitioners are encouraged to cite and address the District's goals and/or priority areas.***

NARRATIVE

In the space below, present any additional information for consideration in the Community Impact Assessment, consistent with the italicized language above.

EVIDENCE TABLE
(add additional rows as needed)

Citation	File Name	Link (optional)	Description of Evidence
7.1			
7.2			
7.3			
7.4			
7.5			
7.6			
7.7			

7.8			
7.9			
7.10			

SCHOOL PERFORMANCE OVERVIEW

Belmont Senior High

Explore the performance of Belmont Senior High under California's Accountability System.

Suspension Rate

Blue

English Learner Progress

No Performance Color

Graduation Rate

Red

College/Career

Orange

English Language Arts

Red

Mathematics

Red

School Details

NAME
Belmont Senior High

ADDRESS
1575 West 2nd Street
Los Angeles, CA 90026-5701

WEBSITE
http://www.Belmonthig...

GRADES SERVED
9-12

BELMONT SENIOR HIGH

Student Population

Explore information about this school's student population.

Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
860	93.4%	41%	0.6%

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

Red

48.6 points below standard

Declined 8.1 Points ▼

EQUITY REPORT
Number of Student Groups in Each Color

2	1	0
Red	Orange	Yellow
0	0	
Green	Blue	

LEARN MORE

Mathematics

Red

134.1 points below standard

Declined 8.8 Points ▼

EQUITY REPORT
Number of Student Groups in Each Color

2	1	0
Red	Orange	Yellow
0	0	
Green	Blue	

LEARN MORE

English Learner Progress

48.2% making progress towards English language proficiency

Number of EL Students: 170

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

LEARN MORE

College/Career

Orange

30.7% prepared

Declined 5.9% ▼

EQUITY REPORT
Number of Student Groups in Each Color

1	2	0
Red	Orange	Yellow
0	0	
Green	Blue	

BELMONT SENIOR HIGH

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Graduation Rate

Red

59.9% graduated

Declined 4% ▼

EQUITY REPORT
Number of Student Groups in Each Color

3	0	0
Red	Orange	Yellow
0	0	
Green	Blue	

BELMONT SENIOR HIGH

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate

Blue

0% suspended at least once

Maintained 0%

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
0 Green	7 Blue	

SCHOOL PERFORMANCE OVERVIEW

Ramon C. Cortines School of Visual and Performing Arts

Explore the performance of Ramon C. Cortines School of Visual and Performing Arts under California's Accountability System.

Suspension Rate

Blue

English Learner Progress

No Performance Color

Graduation Rate

Blue

College/Career

Green

English Language Arts

Yellow

Mathematics

Orange

School Details

NAME
Ramon C. Cortines School of Visual and Performing Arts

ADDRESS
450 North Grand Avenue
Los Angeles, CA 90012-2123

WEBSITE
http://www.central-laus...

GRADES SERVED
9-12

RAMON C. CORTINES SCHOOL OF VISUAL AND PERFORMING ARTS

Student Population

Explore information about this school's student population.

Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,224	73.1%	5%	0.2%

RAMON C. CORTINES SCHOOL OF VISUAL AND PERFORMING ARTS

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

Yellow

6.1 points above standard

Declined 6.2 Points ▼

EQUITY REPORT

Number of Student Groups in Each Color

1 Red	2 Orange	0 Yellow
0 Green	1 Blue	

LEARN MORE

Mathematics

Orange

103.7 points below standard

Declined 22.5 Points ▼

EQUITY REPORT

Number of Student Groups in Each Color

1 Red	3 Orange	0 Yellow
0 Green	0 Blue	

LEARN MORE

English Learner Progress

40% making progress towards English language proficiency

Number of EL Students: 40

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

LEARN MORE

College/Career

Green

55% prepared

Maintained -0.4%

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	3 Yellow
0 Green	1 Blue	

RAMON C. CORTINES SCHOOL OF VISUAL AND PERFORMING ARTS

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Graduation Rate

Blue

95% graduated

Declined 1.5% ▼

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	2 Yellow

0 Green	2 Blue

RAMON C. CORTINES SCHOOL OF VISUAL AND PERFORMING ARTS

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate

Blue

0.2% suspended at least once

Maintained 0.2%

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	2 Yellow

2 Green	4 Blue

SCHOOL PERFORMANCE OVERVIEW

Downtown Business High

Explore the performance of Downtown Business High under California's Accountability System.

Suspension Rate	English Learner Progress	Graduation Rate	College/Career
Blue	No Performance Color	Blue	Blue

English Language Arts	Mathematics
Green	Blue

School Details

NAME	ADDRESS	WEBSITE	GRADES SERVED
Downtown Business High	1081 West Temple Street Los Angeles, CA 90012-1573	http://www.downtown...	9-12

DOWNTOWN BUSINESS HIGH

Student Population

Explore information about this school's student population.

Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,037	79.8%	2.1%	0.4%

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

Green

89.9 points above standard

Declined 18.6 Points ▼

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
3 Green	0 Blue	

LEARN MORE

Mathematics

Blue

44.8 points above standard

Increased 5.6 Points ▲

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
2 Green	1 Blue	

LEARN MORE

English Learner Progress

57.9% making progress towards English language proficiency

Number of EL Students: 19

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

LEARN MORE

College/Career

Blue

80.9% prepared

Increased 3.4% ▲

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
1 Green	2 Blue	

DOWNTOWN BUSINESS HIGH

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Graduation Rate

Blue

96.4% graduated

Increased 2.2% ▲

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
0 Green	3 Blue	

DOWNTOWN BUSINESS HIGH

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate

Blue

0% suspended at least once

Maintained -0.1%

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
0 Green	7 Blue	

SCHOOL PERFORMANCE OVERVIEW

Edward R. Roybal Learning Center

Explore the performance of Edward R. Roybal Learning Center under California's Accountability System.

Suspension Rate

Blue

English Learner Progress

No Performance Color

Graduation Rate

Green

College/Career

Green

English Language Arts

Green

Mathematics

Yellow

School Details

NAME
Edward R. Roybal Learning Center

ADDRESS
1200 West Colton Street
Los Angeles, CA 90026-5816

WEBSITE
http://www.roybaltitans....

GRADES SERVED
9-12

EDWARD R. ROYBAL LEARNING CENTER

Student Population

Explore information about this school's student population.

Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
829	96.9%	23.4%	0.4%

EDWARD R. ROYBAL LEARNING CENTER

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

Green

32.7 points above standard

Maintained 2.9 Points

EQUITY REPORT

Number of Student Groups in Each Color

1	0	0
Red	Orange	Yellow
2	0	
Green	Blue	

LEARN MORE

Mathematics

Yellow

49.8 points below standard

Declined 15 Points ▼

EQUITY REPORT

Number of Student Groups in Each Color

0	1	2
Red	Orange	Yellow
0	0	
Green	Blue	

LEARN MORE

English Learner Progress

41.2% making progress towards English language proficiency

Number of EL Students: 131

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

LEARN MORE

College/Career

Green

43.5% prepared

Increased 10.4% ▲

EQUITY REPORT

Number of Student Groups in Each Color

0	0	2
Red	Orange	Yellow
2	0	
Green	Blue	

EDWARD R. ROYBAL LEARNING CENTER

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Graduation Rate

Green

83.1% graduated

Increased 1.2% ▲

EQUITY REPORT

Number of Student Groups in Each Color

2	0	0
Red	Orange	Yellow
2	0	

Green Blue

EDWARD R. ROYBAL LEARNING CENTER

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate

Blue

0.2% suspended at least once

Maintained 0.1%

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
0 Green	7 Blue	

SCHOOL PERFORMANCE OVERVIEW

Contreras Learning Center-School of Social Justice

Explore the performance of Contreras Learning Center-School of Social Justice under California's Accountability System.

Suspension Rate

Green

English Learner Progress

No Performance Color

Graduation Rate

Orange

College/Career

Orange

English Language Arts

Orange

Mathematics

Red

School Details

NAME
Contreras Learning Center-School of Social Justice

ADDRESS
322 South Lucas Avenue
Los Angeles, CA 90017-1406

WEBSITE
http://www.socialjustice...

GRADES SERVED
9-12

CONTRERAS LEARNING CENTER-SCHOOL OF SOCIAL JUSTICE

Student Population

Explore information about this school's student population.

Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
461	96.3%	32.5%	0.7%

CONTRERAS LEARNING CENTER-SCHOOL OF SOCIAL JUSTICE

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

Orange

49.1 points below standard

Increased 4.6 Points ▲

EQUITY REPORT
Number of Student Groups in Each Color

1 Red	1 Orange	0 Yellow
0 Green	0 Blue	

LEARN MORE

Mathematics

Red

155.7 points below standard

Declined 14.5 Points ▼

EQUITY REPORT
Number of Student Groups in Each Color

2 Red	0 Orange	0 Yellow
0 Green	0 Blue	

LEARN MORE

English Learner Progress

31.6% making progress towards English language proficiency

Number of EL Students: 114

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

LEARN MORE

College/Career

Orange

20.2% prepared

Declined 7.8% ▼

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	3 Orange	0 Yellow
0 Green	0 Blue	

CONTRERAS LEARNING CENTER-SCHOOL OF SOCIAL JUSTICE

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Graduation Rate

Orange

74.7% graduated

Maintained 0.9%

EQUITY REPORT
Number of Student Groups in Each Color

1	2	0
Red	Orange	Yellow

0	0
Green	Blue

CONTRERAS LEARNING CENTER-SCHOOL OF SOCIAL JUSTICE

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate

Green

0.9% suspended at least once

Maintained 0.2%

EQUITY REPORT

Number of Student Groups in Each Color

0	1	1
Red	Orange	Yellow

2	0
Green	Blue

SCHOOL PERFORMANCE OVERVIEW

School of Business and Tourism at Contreras Learning Complex

Explore the performance of School of Business and Tourism at Contreras Learning Complex under California's Accountability System.

Suspension Rate

Blue

English Learner Progress

No Performance Color

Graduation Rate

Green

College/Career

Green

English Language Arts

Orange

Mathematics

Red

School Details

NAME
School of Business and Tourism at Contreras Learning Complex

ADDRESS
322 Lucas Avenue
Los Angeles, CA 90017-1406

WEBSITE
https://www.btmclc.org

GRADES SERVED
9-12

SCHOOL OF BUSINESS AND TOURISM AT CONTRERAS LEARNING COMPLEX

Student Population

Explore information about this school's student population.

Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
431	97%	26.2%	0.2%

SCHOOL OF BUSINESS AND TOURISM AT CONTRERAS LEARNING COMPLEX

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

Orange

28.7 points below standard

Declined 47.3 Points ▼

EQUITY REPORT
Number of Student Groups in Each Color

0	2	0
Red	Orange	Yellow
0	0	
Green	Blue	

LEARN MORE

Mathematics

Red

128.6 points below standard

Declined 42.2 Points ▼

EQUITY REPORT
Number of Student Groups in Each Color

2	0	0
Red	Orange	Yellow
0	0	
Green	Blue	

LEARN MORE

English Learner Progress

25.9% making progress towards English language proficiency

Number of EL Students: 85

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

LEARN MORE

College/Career

Green

65.8% prepared

Increased 17.9% ▲

EQUITY REPORT
Number of Student Groups in Each Color

0	0	0
Red	Orange	Yellow
2	0	
Green	Blue	

SCHOOL OF BUSINESS AND TOURISM AT CONTRERAS LEARNING COMPLEX

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Graduation Rate

Green

83% graduated

Increased 11.2% ▲

EQUITY REPORT
Number of Student Groups in Each Color

0	0	0
Red	Orange	Yellow

2	0
Green	Blue

SCHOOL OF BUSINESS AND TOURISM AT CONTRERAS LEARNING COMPLEX

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate

Blue

0.2% suspended at least once

Maintained 0%

EQUITY REPORT
Number of Student Groups in Each Color

0	0	0
Red	Orange	Yellow

0	5
Green	Blue

SCHOOL PERFORMANCE OVERVIEW

Contreras Learning Center-Academic Leadership Community

Explore the performance of Contreras Learning Center-Academic Leadership Community under California's Accountability System.

Suspension Rate

Blue

English Learner Progress

No Performance Color

Graduation Rate

Red

College/Career

Orange

English Language Arts

Yellow

Mathematics

Orange

School Details

NAME
Contreras Learning Center-Academic Leadership Community

ADDRESS
322 Lucas Avenue
Los Angeles, CA 90017-1406

WEBSITE
http://www.alccobras.net

GRADES SERVED
9-12

CONTRERAS LEARNING CENTER-ACADEMIC LEADERSHIP COMMUNITY

Student Population

Explore information about this school's student population.

Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
453	96%	36.4%	0.2%

CONTRERAS LEARNING CENTER-ACADEMIC LEADERSHIP COMMUNITY

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

Yellow

8.2 points below standard

Increased 22.2 Points ▲

EQUITY REPORT

Number of Student Groups in Each Color

0	0	2	0	0
Red	Orange	Yellow	Green	Blue

LEARN MORE

Mathematics

Orange

101.5 points below standard

Maintained -0.3 Points

EQUITY REPORT

Number of Student Groups in Each Color

0	1	1	0	0
Red	Orange	Yellow	Green	Blue

LEARN MORE

English Learner Progress

39.4% making progress towards English language proficiency

Number of EL Students: 127

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

LEARN MORE

College/Career

Orange

27% prepared

Declined 17.8% ▼

EQUITY REPORT

Number of Student Groups in Each Color

0	2	1	0	0
Red	Orange	Yellow	Green	Blue

CONTRERAS LEARNING CENTER-ACADEMIC LEADERSHIP COMMUNITY

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Graduation Rate

Red

62.6% graduated

Declined 14.7% ▼

EQUITY REPORT

Number of Student Groups in Each Color

3	0	0
Red	Orange	Yellow

0	0
Green	Blue

CONTRERAS LEARNING CENTER-ACADEMIC LEADERSHIP COMMUNITY

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate

Blue

0.2% suspended at least once

Maintained -0.2%

EQUITY REPORT

Number of Student Groups in Each Color

0	0	0
Red	Orange	Yellow

0	5
Green	Blue

SCHOOL PERFORMANCE OVERVIEW

Contreras Learning Center-Los Angeœs Sdmoocoh pœouacStyl ies

Explore the performance of Contreras Learning Center-Los Angeles dchool of uloyal dt' bies ' nber CaliforniaS Acco' ntayilit. d. stemB

SysGension Rate
NellоP

EngdsmLearner Progress
R o Œrformance Color

pral yation Rate
Y range

Coœege/Career
Y range

EngdsmLangyage Arts
Y range

MatmeD atids
Y range

SdmoocBetaics

NAME
Contreras Learning Center-Los Angeles dchool of uloyal dt' bies

ABBRESS
w33 L' cas A2en' e
Los AngelesvCA , 9901-0794

WETSIUE
http6: lasgsBnet

pRABES SERVEB
, -03

CONURERAS LEARNINp CENUER-LOS ANpELES SCHOOL OF pLOTAL SUYBIES

Styl ent PoGyœation

Explore information ayo' t this schoolS st' bent pop' lationB

EnroœD ent
453

SodioedonoD idœcv Bisal 9antagel
6%50

EngdsmLearners
42.20

Foster foytm
80

CONURERAS LEARNINp CENUER-LOS ANpELES SCHOOL OF pLOTAL SUYBIES

Adal eD id PerhorD ande

/ ieP dt' bent Assessment Ves' lts anb other aspects of school performanceB

LEARN MORE

EngdsmLangyage Arts

Y range

%5.6 Goints uecob stanl arl

Indreasel w%6 Points ▲

EQYIUf REPORU

R' myer of dt' bent uro' ps in Each Color

8	w	8
Veb	Y range	NelloP
8	8	
ureen	Gl' e	

LEARN MORE

MatmeD atids

Y range

331.1 Goints uecob stanl arl

Indreasel 4k.2 Points ▲

EQYIUf REPORU

R' myer of dt' bent uro' ps in Each Color

8	w	8
Veb	Y range	NelloP
8	8	
ureen	Gl' e	

LEARN MORE

EngdsmLearner Progress

w%0 D a: ing Grogress tob arl s Engdsmcangyage Grohidiendv

NyD uer ohEL Styl ents7 22

Progress Le9ecs

/er. High = 45% or higher
High = 55% to less than 45%
Mebi' m = 75% to less than 55%
LoP = w5% to less than 75%
/er. LoP = Less than w5%

LEARN MORE

Cocœge/Career

Y range

4w30 GreGarel

Bedcinel 34.k0 ▼

EQYIUf REPORU

R' myer of dt' bent uro' ps in Each Color

8	4	8
Veb	Y range	NelloP
8	8	
ureen	Gl' e	

CONURERAS LEARNINp CENUER-LOS ANpELES SCHOOL OF pLOTAL SUYBIES

Adal eD id EngageD ent

dee information that shoPs hoP Pell schools are engaging st' bents in their learningB

LEARN MORE

pral yation Rate

Y range

12.50 gral yatel

Maintainel -8.w0

EQYIUf REPORU

R' myer of dt' bent uro' ps in Each Color

3	w	8
Veb	Y range	NelloP
8	8	
ureen	Gl' e	

CONURERAS LEARNINp CENUER-LOS ANpELES SCHOOL OF pLOTAL SUYBIES

Conl itions & CdD ate

/ ieP bata relateb to hoP P ell schools are pro2ibing a health. vsafe anb P elcoming en2ironmentB

LEARN MORE

SysGension Rate

NelloP

30 sysGenl el at œast onde

Indreasel 8.50 ▲

EQYIUf REPORU

R' myer of dt' bent uro' ps in Each Color

8	3	w
Veb	Y range	NelloP
8	w	
ureen	Gl' e	

SCHOOL PERFORMANCE OVERVIEW

Alliance Ted K. Tajima High

Explore the performance of Alliance Ted K. Tajima High under California's Accountability System.

Suspension Rate

Yellow

English Learner Progress

No Performance Color

Graduation Rate

Blue

College/Career

Blue

English Language Arts

Green

Mathematics

Yellow

Basics: Teachers, Instructional Materials, Facilities
STANDARD MET

Implementation of Academic Standards
STANDARD MET

Parent and Family Engagement
STANDARD MET

Local Climate Survey
STANDARD MET

Access to a Broad Course of Study
STANDARD MET

School Details

NAME
Alliance Ted K. Tajima High

ADDRESS
1552 W. Rockwood Street
Los Angeles, CA 90026-5520

WEBSITE
http://www.tajimahigh.o...

GRADES SERVED
9-12

ALLIANCE TED K. TAJIMA HIGH

Student Population

Explore information about this school's student population.

Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
400	95.3%	12.3%	0.3%

ALLIANCE TED K. TAJIMA HIGH

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

Green

61.7 points above standard

Declined 27.1 Points ▼

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
2 Green	0 Blue	

LEARN MORE

Mathematics

Yellow

7.5 points below standard

Declined 18.7 Points ▼

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	2 Yellow
0 Green	0 Blue	

LEARN MORE

English Learner Progress

45% making progress towards English language proficiency

Number of EL Students: 40

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

LEARN MORE

College/Career

Blue

82.3% prepared

Increased 21.1% ▲

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
0 Green	2 Blue	

Local Indicators

LEARN MORE

Implementation of Academic Standards

STANDARD MET

ALLIANCE TED K. TAJIMA HIGH

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Graduation Rate

Blue

96.8% graduated

Increased 13.2% ▲

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
0 Green	2 Blue	

Local Indicators

LEARN MORE

Access to a Broad Course of Study

STANDARD MET

ALLIANCE TED K. TAJIMA HIGH

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate

Yellow

1% suspended at least once

Increased 0.4% ▲

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	1 Orange	2 Yellow
1 Green	0 Blue	

Local Indicators

LEARN MORE

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

LEARN MORE

Parent and Family Engagement

STANDARD MET

LEARN MORE

Local Climate Survey

STANDARD MET

SCHOOL PERFORMANCE OVERVIEW

Rise Kohyang High

Explore the performance of Rise Kohyang High under California's Accountability System.

Suspension Rate

Green

English Learner Progress

No Performance Color

English Language Arts

No Performance Color

Mathematics

No Performance Color

Basics: Teachers, Instructional Materials, Facilities
STANDARD MET

Implementation of Academic Standards
STANDARD MET

Parent and Family Engagement
STANDARD MET

Local Climate Survey
STANDARD MET

Access to a Broad Course of Study
STANDARD MET

School Details

NAME
Rise Kohyang High

ADDRESS
600 South Lafayette Park Place Third Floor
Los Angeles, CA 90057

WEBSITE
http://brightstarschools....

GRADES SERVED
9-12

RISE KOHYANG HIGH

Student Population

Explore information about this school's student population.

Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
288	90.3%	17.7%	0.7%

RISE KOHYANG HIGH

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

No Performance Color

61.3 points above standard

No Data NaN Points

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
0 Green	0 Blue	

LEARN MORE

Mathematics

No Performance Color

29.7 points below standard

No Data NaN Points

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
0 Green	0 Blue	

LEARN MORE

English Learner Progress

64.1% making progress towards English language proficiency

Number of EL Students: 39

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

Local Indicators

LEARN MORE

Implementation of Academic Standards

STANDARD MET

RISE KOHYANG HIGH

Academic Engagement

See information that shows how well schools are engaging students in their learning.

Local Indicators

LEARN MORE

Access to a Broad Course of Study

STANDARD MET

RISE KOHYANG HIGH

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate

Green

0.7% suspended at least once

Maintained 0.2%

EQUITY REPORT

Number of Student Groups in Each Color

0	1	1
Red	Orange	Yellow
0	2	
Green	Blue	

Local Indicators

LEARN MORE

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

LEARN MORE

Parent and Family Engagement

STANDARD MET

LEARN MORE

Local Climate Survey

STANDARD MET

SCHOOL PERFORMANCE OVERVIEW

Larchmont Charter

Explore the performance of Larchmont Charter under California's Accountability System.

Chronic Absenteeism

Green

Suspension Rate

Yellow

English Learner Progress

No Performance Color

Graduation Rate

Blue

College/Career

Blue

English Language Arts

Blue

Mathematics

Green

Basics: Teachers, Instructional Materials, Facilities
STANDARD MET

Implementation of Academic Standards
STANDARD MET

Parent and Family Engagement
STANDARD MET

Local Climate Survey
STANDARD MET

Access to a Broad Course of Study
STANDARD MET

School Details

NAME
Larchmont Charter

ADDRESS
1265 North Fairfax Avenue
West Hollywood, CA
90046-5205

WEBSITE
http://larchmontcharter....

GRADES SERVED
K-12

LARCHMONT CHARTER

Student Population

Explore information about this school's student population.

Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,514	42.8%	8.3%	0.1%

LARCHMONT CHARTER

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

Blue

52.7 points above standard

Maintained 2 Points

EQUITY REPORT
Number of Student Groups in Each Color

0	0	2
Red	Orange	Yellow
3	2	
Green	Blue	

LEARN MORE

Mathematics

Green

19.9 points above standard

Maintained 0.2 Points

EQUITY REPORT
Number of Student Groups in Each Color

0	2	0
Red	Orange	Yellow
3	2	
Green	Blue	

LEARN MORE

English Learner Progress

55.4% making progress towards English language proficiency

Number of EL Students: 83

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

LEARN MORE

College/Career

Blue

77.3% prepared

Increased 8.9% ▲

EQUITY REPORT
Number of Student Groups in Each Color

0	0	0
Red	Orange	Yellow
0	1	
Green	Blue	

Local Indicators

LEARN MORE

Implementation of Academic Standards

STANDARD MET

LARCHMONT CHARTER

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Chronic Absenteeism

Green

5.2% chronically absent

Declined 0.8% ▼

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	1 Orange	3 Yellow
4 Green	0 Blue	

LEARN MORE

Graduation Rate

Blue

97.3% graduated

Increased 1.1% ▲

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
0 Green	1 Blue	

Local Indicators

LEARN MORE

Access to a Broad Course of Study

STANDARD MET

LARCHMONT CHARTER

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate

Yellow

1.4% suspended at least once

Increased 0.3% ▲

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	1 Orange	3 Yellow

2
Green

3
Blue

Local Indicators

LEARN MORE

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

LEARN MORE

Parent and Family Engagement

STANDARD MET

LEARN MORE

Local Climate Survey

STANDARD MET

SCHOOL PERFORMANCE OVERVIEW

Camino Nuevo High #2

Explore the performance of Camino Nuevo High #2 under California's Accountability System.

Suspension Rate

Green

English Learner Progress

No Performance Color

Graduation Rate

Orange

College/Career

Orange

English Language Arts

Blue

Mathematics

Yellow

Basics: Teachers, Instructional Materials, Facilities
STANDARD MET

Implementation of Academic Standards
STANDARD MET

Parent and Family Engagement
STANDARD MET

Local Climate Survey
STANDARD MET

Access to a Broad Course of Study
STANDARD MET

School Details

NAME
Camino Nuevo High #2

ADDRESS
3500 West Temple Street
Los Angeles, CA 90004-3620

WEBSITE
http://dalzelllance.cami...

GRADES SERVED
9-12

CAMINO NUEVO HIGH #2

Student Population

Explore information about this school's student population.

Enrollment
460

Socioeconomically Disadvantaged
97%

English Learners
17.8%

Foster Youth
0.7%

CAMINO NUEVO HIGH #2

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

Blue

35.4 points above standard

Increased 59.8 Points ▲

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
0 Green	2 Blue	

LEARN MORE

Mathematics

Yellow

91.3 points below standard

Increased 40.4 Points ▲

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	2 Yellow
0 Green	0 Blue	

LEARN MORE

English Learner Progress

31.8% making progress towards English language proficiency

Number of EL Students: 44

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

LEARN MORE

College/Career

Orange

40.9% prepared

Declined 26.6% ▼

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	2 Orange	0 Yellow
0 Green	0 Blue	

Local Indicators

LEARN MORE

Implementation of Academic Standards

STANDARD MET

CAMINO NUEVO HIGH #2

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Graduation Rate

Orange

89.3% graduated

Declined 2% ▼

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	2 Orange	0 Yellow
0 Green	0 Blue	

Local Indicators

LEARN MORE

Access to a Broad Course of Study

STANDARD MET

CAMINO NUEVO HIGH #2

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate

Green

1.3% suspended at least once

Declined 1.6% ▼

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	1 Orange	0 Yellow
3 Green	0 Blue	

Local Indicators

LEARN MORE

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

LEARN MORE

Parent and Family Engagement

STANDARD MET

LEARN MORE

Local Climate Survey

STANDARD MET

SCHOOL PERFORMANCE OVERVIEW

CDowvt BCuvs VtB D

Explore the performance of dentral dwtR . alye ynber dalvfornvali gccoyntaCvwtR uRi tem'

Si egDoeuho RtvD s reen	EopBuea LDtnoDn PrhprnDee Ao Serformance dolor	I ntr i twho RtvD BelloN	ChBBDpDGCtnDDn s reen
EopBuea Ltopi tpDAnve s reen	MtvaDd twy/e P ranGe	mteu/ecTDt/aDneU loevwi /whotBMtvDnutBeU Ft/uBuvDe STAN1AR1 MET	Id gBDd Dovtvwho h, A/tr Dd u/ Svtortrre STAN1AR1 MET
PtrDowtor Ftd uBs EoptpDd Dow STAN1AR1 MET	Lh/tBCBud tvDSi n0Ds STAN1AR1 MET	A//Deevht rnhtr Chi neDh, Svirs STAN1AR1 MET	

S/ahhB1 DvtuBe

NAME	A11RESS	WEmSITE	I RA1ES SERVE1
dentral dwtR. alye	YY1 Aorth 2 ei tmorelanb g0enye Wvi gnGelei, dg 9666-5-81:	httpi/....NNN'0alyei chooV	951Y

CENTRAL CIT3 VAL7E

Svir DowPhgi Btwvho

Explore wnformatwon aCoyt thwv i chool Li i tybent popylatwon'

EonhBBl Dow	Sh/uhD/hohd u/t BBs 1uetr 0tovtpDr	EopBuea LDtnoDne	FhevDn3hi va
yv9	. v8y%	2Y84%	f 8y%

CENTRAL CIT3 VAL7E

A/tr Dd u/ PDn,hnd to/D

. veN utybent gi i ei i ment Oei ylti anb other ai pecti of i chool performance'

LEARN MORE

EopBtea Ltopi tpDAnve

s reen

Y. 89 ghuove tbh0D evtor tnr

Mtuovtuo Dr 6▼89 Phuove

EQ7IT3 REPORT

AymCer of utybent s roypi vn Each dolor

f	f	f
Oeb	P ranGe	BelloN
▼	f	
s reen	Hlye	

LEARN MORE

Mtva Dd tw/e

P ranGe

9f 8 ghuove bDBh▲ evtor tnr

1 D/BtoDr v8/ Phuove k

EQ7IT3 REPORT

AymCer of utybent s roypi vn Each dolor

f	▼	f
Oeb	P ranGe	BelloN
f	f	
s reen	Hlye	

LEARN MORE

EopBtea LDtnoDn PrhprDee

5y84% d t: uop grhprDee vh▲tnr e EopBtea Btopi tpD grh,u/uDo/s

Ni d bDnh, EL Svir Dovec 5Y

PrhprDee LD0DBe

. erR =vGh % M 4 or hvGher =vGh % : : 4 to leii than M 4
3 ebwym % - : 4 to leii than : : 4
WoN % v: 4 to leii than - : 4
. erR WoN % Wéii than v: 4

LEARN MORE

ChBBDpDGCtnDDn

s reen

yv8 % grDgtnDr

lo/nDteDr ▼8 % &

EQ7IT3 REPORT

AymCer of utybent s roypi vn Each dolor

f	f	f
Oeb	P ranGe	BelloN
▼	f	
s reen	Hlye	

Lh/t Blor u/t vhne

LEARN MORE

Id gBDd Dovtwho h, A/tr Dd u/ Svtor tnr e

STAN1AR1 MET

CENTRAL CIT3 VAL7E

A/tr Dd u/ Eopt pDd Dow

uee vnformatvon that i hoNi hoN Nell i chooli are enGaGvnG i tybenti vn thevr learnvnG'

LEARN MORE

I ntr i twho RtvD

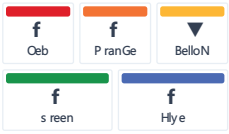
BelloN

. y8!% pntr i tvDr

1 D/BtoDr 28 % k

EQ7 IT3 REPORT

AymCer of utybent s roypi vn Each dolor



Lh/t Blor y/t vhne

LEARN MORE

A//Deevh t mnhtr Chi neDh, Svi r s

STAN1AR1 MET

CENTRAL CIT3 VAL7E

Chor uvdhoe - CBdd t vD

. vsN bata relateb to hoN Nell i chooli are pro0vbvnG a healthR, i afe anb NelcomvnG en0vvonment'

LEARN MORE

Si egDoeuho RtvD

s reen

f 8% ei egDor Dr t w EDtewho/D

1 D/BtoDr 2% k

EQ7 IT3 REPORT

AymCer of utybent s roypi vn Each dolor

s reen Hlye

Lh/t Blor u/t whne

LEARN MORE

nt eu/ecTDt/aDneU loewi /whot BMt vDnut BeU Ft/uBwDe

STAN1AR1 MET

LEARN MORE

PtnDowtor Ftd uBs Eopt pDd Dow

STAN1AR1 MET

LEARN MORE

Lh/t BCBd t vDSi n0Ds

STAN1AR1 MET

SCHOOL PERFORMANCE OVERVIEW

Los Angeles Academy of Arts and Enterprise

Explore the performance of Los Angeles Academy of Arts and Enterprise under California's Accountability System.

Chronic Absenteeism

Green

Suspension Rate

Green

English Learner Progress

No Performance Color

Graduation Rate

Yellow

College/Career

Orange

English Language Arts

Yellow

Mathematics

Red

Basics: Teachers, Instructional Materials, Facilities
STANDARD MET

Implementation of Academic Standards
STANDARD MET

Parent and Family Engagement
STANDARD MET

Local Climate Survey
STANDARD MET

Access to a Broad Course of Study
STANDARD MET

School Details

Optional Narrative Summary

Completed By Los Angeles Academy of Arts and Enterprise

Los Angeles Academy of Arts and Enterprise (LAAAE) is a public charter school which largely serves the west downtown Los Angeles community. Since its founding in 2005, LAAAE has served a predominantly minority, immigrant, and socially and economically underserved population.

NAME
Los Angeles Academy of Arts and Enterprise

ADDRESS
1200 West Colton Street
Building 3
Los Angeles, CA 90026-5816

WEBSITE
http://laaae.org

GRADES SERVED
6-12

LOS ANGELES ACADEMY OF ARTS AND ENTERPRISE

Student Population

Explore information about this school's student population.

Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
287	98.3%	37.3%	0%

LOS ANGELES ACADEMY OF ARTS AND ENTERPRISE

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

Yellow

50.3 points below standard

Increased 10.6 Points ▲

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	1 Orange	2 Yellow
0 Green	0 Blue	

LEARN MORE

Mathematics

Red

107.2 points below standard

Declined 18.9 Points ▼

EQUITY REPORT

Number of Student Groups in Each Color

3 Red	0 Orange	0 Yellow
0 Green	0 Blue	

LEARN MORE

English Learner Progress

37% making progress towards English language proficiency

Number of EL Students: 81

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

LEARN MORE

College/Career

Orange

46% prepared

Declined 6.1% ▼

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	2 Orange	0 Yellow
0 Green	0 Blue	

Local Indicators

LEARN MORE

Implementation of Academic Standards

STANDARD MET

LOS ANGELES ACADEMY OF ARTS AND ENTERPRISE

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Chronic Absenteeism

Green

6.7% chronically absent

Declined 4% ▼

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	1 Yellow
2 Green	0 Blue	

LEARN MORE

Graduation Rate

Yellow

76.5% graduated

Increased 7.9% ▲

EQUITY REPORT

Number of Student Groups in Each Color

1 Red	0 Orange	2 Yellow
0 Green	0 Blue	

Local Indicators

LEARN MORE

Access to a Broad Course of Study

STANDARD MET

LOS ANGELES ACADEMY OF ARTS AND ENTERPRISE

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate

Green

0.3% suspended at least once

Increased 0.3% ▲

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
1 Green	2 Blue	

Local Indicators

LEARN MORE

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

LEARN MORE

Parent and Family Engagement

STANDARD MET

LEARN MORE

Local Climate Survey

STANDARD MET

OUR NEXT TOWN HALL - WEDNESDAY, DECEMBER 15, 2021 @ 5:00PM CLICK TO JOIN

Downtown COS Home Parents Students Educators Partners About U

Downtown Community of Schools

View our Calendar of Events

Connect with Us

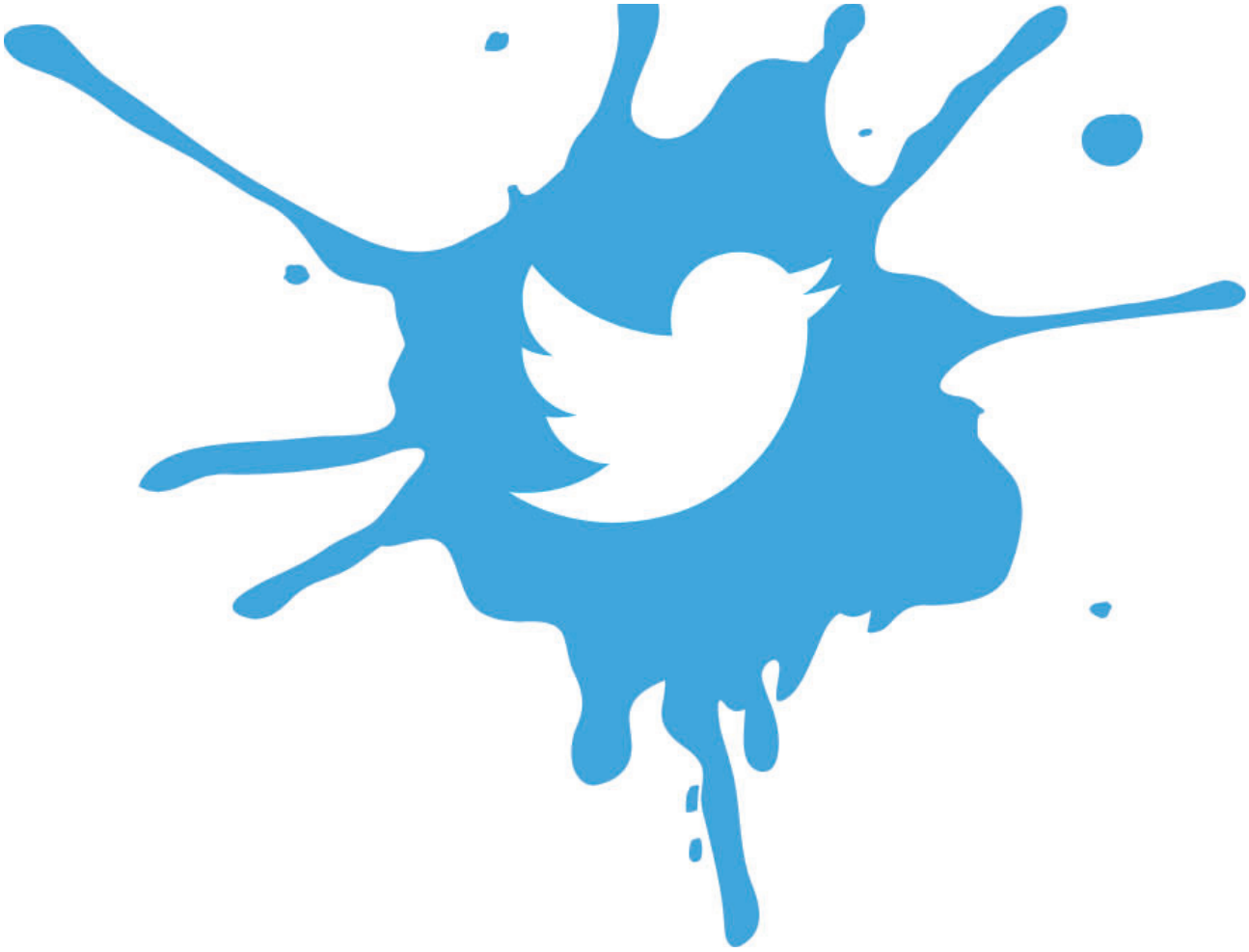
OUR NEXT TOWN HALL - WEDNESDAY, DECEMBER 15, 2021 @ 5:00PM CLICK TO JOIN

Downtown COS Home Parents Students Educators Partners About U

OUR NEXT TOWN HALL - WEDNESDAY, DECEMBER 15, 2021 @ 5:00PM CLICK TO JOIN

Downtown COS Home Parents Students Educators Partners About U

OUR NEXT TOWN HALL - WEDNESDAY, DECEMBER 15, 2021 @ 5:00PM CLICK TO JOIN



Our Vision:

We commit to inspire and cultivate school ecosystems that develop a culture of care throughout institutional, academic, and community spaces to keep students at the center.

OUR NEXT TOWN HALL - WEDNESDAY, DECEMBER 15, 2021 @ 5:00PM CLICK TO JOIN

Quote:

"The greatness of a community is most accurately measured by the compassionate actions of its members."

Coretta Scott King

OUR NEXT TOWN HALL - WEDNESDAY, DECEMBER 15, 2021 @ 5:00PM CLICK TO JOIN

Downtown COS Home Parents Students Educators Partners About U

PARENTS

OUR NEXT TOWN HALL - WEDNESDAY, DECEMBER 15, 2021 @ 5:00PM CLICK TO JOIN

STUDENTS

ɔUR NEXT TOWN HALL - WEDNESDAY, DECEMBER 15, 2021 @ 5:00PM CLICK TO JOIN

EDUCATORS

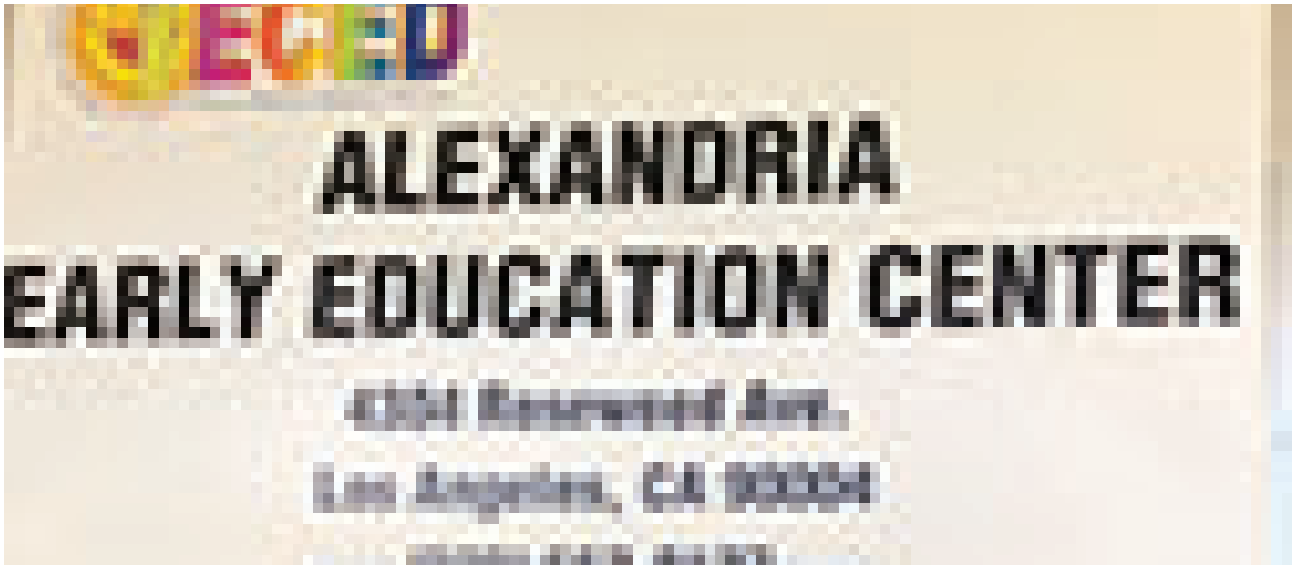
OUR NEXT TOWN HALL - WEDNESDAY, DECEMBER 15, 2021 @ 5:00PM CLICK TO JOIN

NEWS & EVENTS

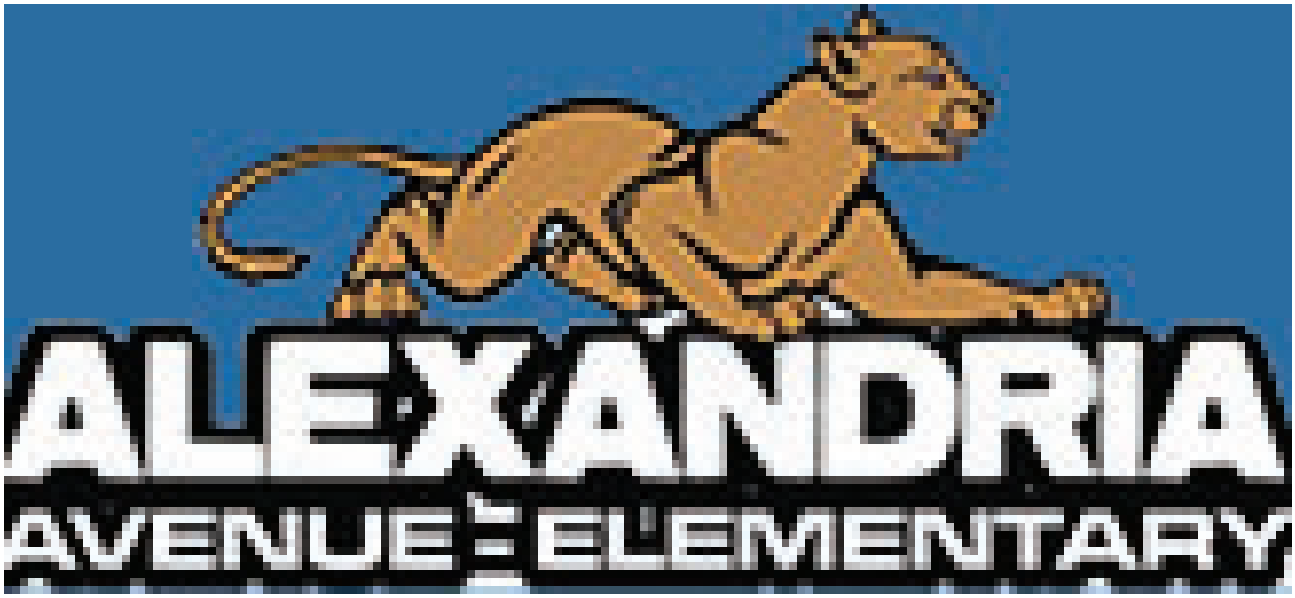
OUR SCHOOLS

OUR NEXT TOWN HALL - WEDNESDAY, DECEMBER 15, 2021 @ 5:00PM CLICK TO JOIN

Downtown COS Home Parents Students Educators Partners About U



Alexandria Early Education Center



Alexandria Avenue Elementary School

OUR NEXT TOWN HALL - WEDNESDAY, DECEMBER 15, 2021 @ 5:00PM CLICK TO JOIN

Downtown COS Home Parents Students Educators Partners About U

Belmont High School

OUR NEXT TOWN HALL - WEDNESDAY, DECEMBER 15, 2021 @ 5:00PM CLICK TO JOIN

Downtown COS Home Parents Students Educators Partners About U

CASTELAR STEAM EARLY EDUCATION CENTER

Castelar Early Education Center

CASTELAR ESTABLISHED 1882

Castelar Elementary School

OUR NEXT TOWN HALL - WEDNESDAY, DECEMBER 15, 2021 @ 5:00PM CLICK TO JOIN

Downtown COS Home Parents Students Educators Partners About U

Central High School Tri-C CDS

GRAND ARTS

Ramón C. Cortines School of Visual and Performing Arts

Cortines School of Visual & Performing Arts

OUR NEXT TOWN HALL - WEDNESDAY, DECEMBER 15, 2021 @ 5:00PM CLICK TO JOIN

Downtown COS Home Parents Students Educators Partners About U

DOWNTOWN MAGNETS HIGH SCHOOL

Downtown Magnet High School

Dr. Sammy Lee Medical Magnet Elementary

OUR NEXT TOWN HALL - WEDNESDAY, DECEMBER 15, 2021 @ 5:00PM CLICK TO JOIN

Downtown COS Home Parents Students Educators Partners About U

Frank Del Olmo Elementary

SBE - VLGA 03175

OUR NEXT TOWN HALL - WEDNESDAY, DECEMBER 15, 2021 @ 5:00PM CLICK TO JOIN

Logan Early Education

OUR NEXT TOWN HALL - WEDNESDAY, DECEMBER 15, 2021 @ 5:00PM CLICK TO JOIN

Downtown COS Home Parents Students Educators Partners About U

Logan Academy of Global Ecology

OUR NEXT TOWN HALL - WEDNESDAY, DECEMBER 15, 2021 @ 5:00PM CLICK TO JOIN

Downtown COS Home Parents Students Educators Partners About U

Sal Castro Middle School

OUR NEXT TOWN HALL - WEDNESDAY, DECEMBER 15, 2021 @ 5:00PM CLICK TO JOIN

Rosemont Early Education Center

OUR NEXT TOWN HALL - WEDNESDAY, DECEMBER 15, 2021 @ 5:00PM CLICK TO JOIN

Rosemont Elementary

OUR NEXT TOWN HALL - WEDNESDAY, DECEMBER 15, 2021 @ 5:00PM CLICK TO JOIN

Downtown COS Home Parents Students Educators Partners About U

ROYBAL TITANS

Roybal Learning Center

OUR NEXT TOWN HALL - WEDNESDAY, DECEMBER 15, 2021 @ 5:00PM CLICK TO JOIN

Downtown COS Home Parents Students Educators Partners About U

Virgil Middle School

OUR NEXT TOWN HALL - WEDNESDAY, DECEMBER 15, 2021 @ 5:00PM CLICK TO JOIN

Downtown Community of Schools

430 N Rosemont Ave.
Los Angeles, CA 90026

Susana Ansley-Gutierrez
Downtown Community of Schools Administrator

TEL: (213) 336-2760
FAX: (213) 336-2765

Local District Central Office

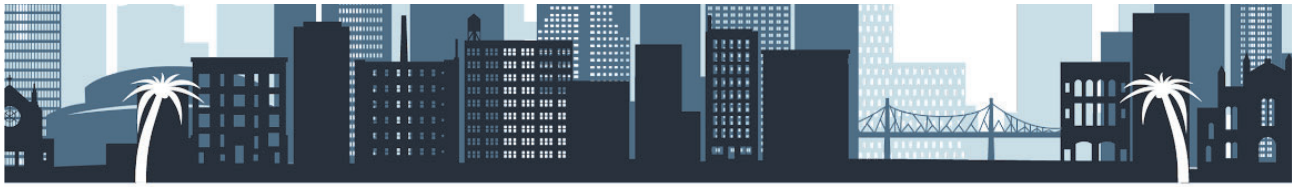
2328 St. James Place
Los Angeles Ca. 90007

LDCentral@lausd.net

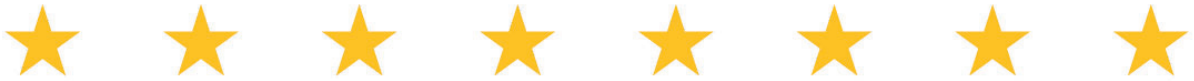
TEL: (213)-241-0126

ɔUR NEXT TOWN HALL - WEDNESDAY, DECEMBER 15, 2021 @ 5:00PM CLICK TO JOIN

Downtown COS Home Parents Students Educators Partners About U



LOCAL DISTRICT CENTRAL



Home of the Champions

OUR NEXT TOWN HALL - TUESDAY, NOVEMBER 16TH @ 5:00PI CLICK TO JOIN

MacArthur Park COS Home Parents Students Back to School

MacArthur Park

Community of Schools

En Espanol

Follow us on:

OUR NEXT TOWN HALL - TUESDAY, NOVEMBER 16TH @ 5:00PI CLICK TO JOIN

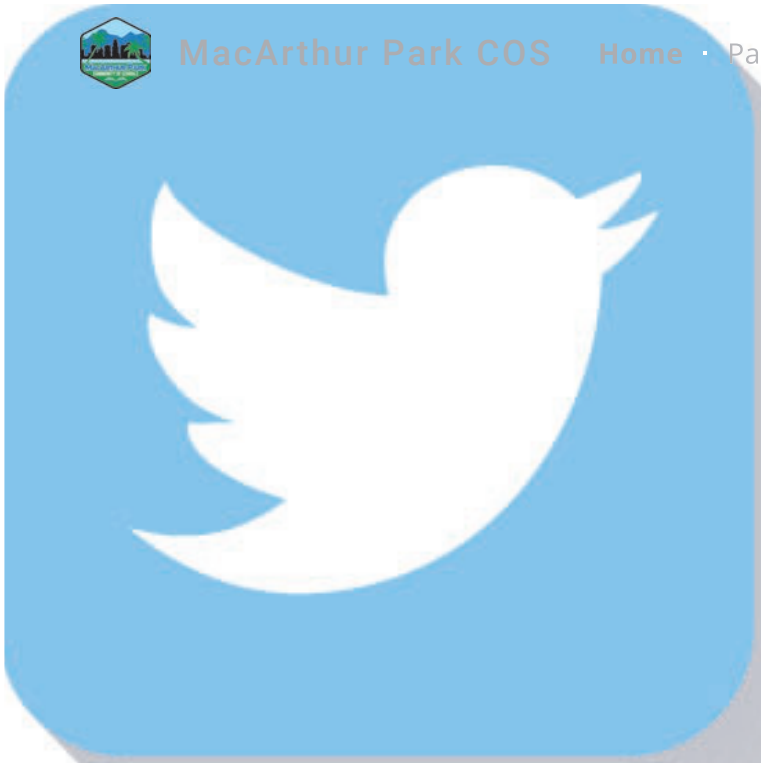
MacArthur Park COS Home Parents Students Back to School

OUR NEXT TOWN HALL - TUESDAY, NOVEMBER 16TH @ 5:00PI CLICK TO JOIN

MacArthur Park COS Home Parents Students Back to School

OUR NEXT TOWN HALL - TUESDAY, NOVEMBER 16TH @ 5:00PI CLICK TO JOIN

MacArthur Park COS Home Parents Students Back to School



OUR NEXT TOWN HALL - TUESDAY, NOVEMBER 16TH @ 5:00PI CLICK TO JOIN

MacArthur Park COS Home Parents Students Back to School

Welcome to the

MacArthur Park Community of Schools Website

Below you will find the latest news about the new school year,

answers to frequently asked questions, and information about our schools.

News and Events

CHOICES Application Information

Apply now!

Window to apply is October 1 - November 12, 2021

See flyer below for details.

OUR NEXT TOWN HALL - TUESDAY, NOVEMBER 16TH @ 5:00PI CLICK TO JOIN

OUR NEXT TOWN HALL - TUESDAY, NOVEMBER 16TH @ 5:00PI CLICK TO JOIN

OUR NEXT TOWN HALL - TUESDAY, NOVEMBER 16TH @ 5:00PI CLICK TO JOIN

Town Hall Information

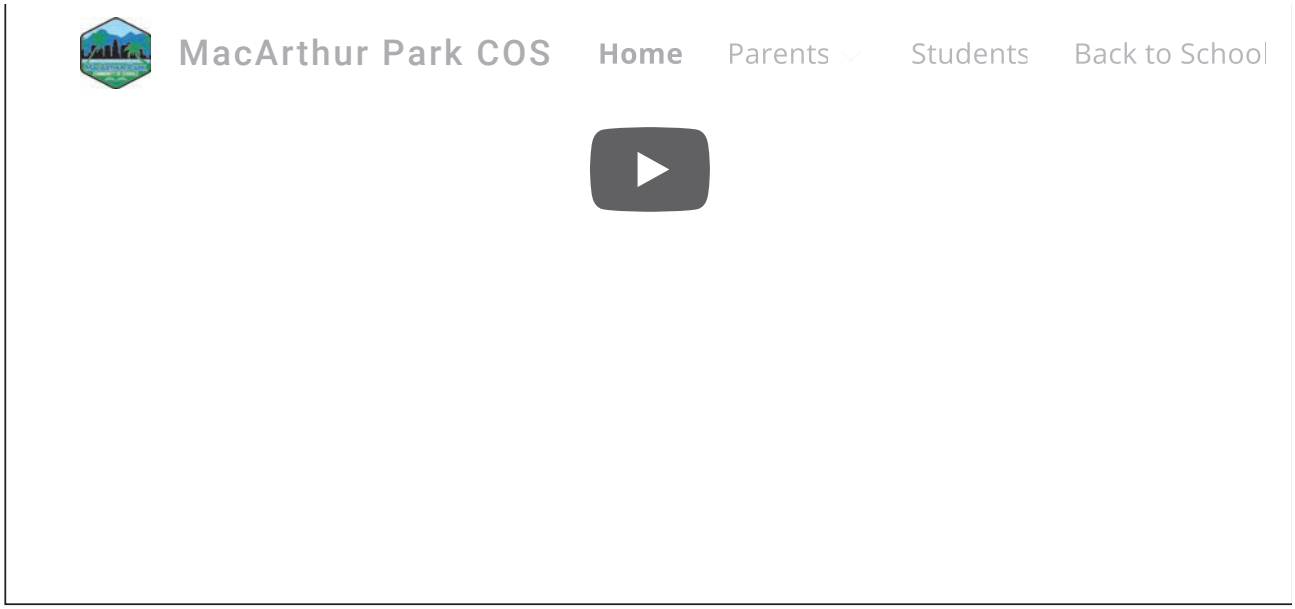
OUR NEXT TOWN HALL - TUESDAY, NOVEMBER 16TH @ 5:00PI CLICK TO JOIN

MacArthur Park COS Home Parents Students Back to School

November Town Hall Flyer.pdf

MacArthur Park Monthly Town Hall Meetings LIVE at 5:00 pm - October 19th

OUR NEXT TOWN HALL - TUESDAY, NOVEMBER 16TH @ 5:00PI CLICK TO JOIN



October Town Hall Replay

Latinx vid montage2.mp4

OUR NEXT TOWN HALL - TUESDAY, NOVEMBER 16TH @ 5:00PI CLICK TO JOIN

Please join us in our series of meetings that will be facilitated by members of those communities. Here is a snippet of what to expect!

Click below for past town halls/Haga clic abajo para ayuntamientos

Workshops

OUR NEXT TOWN HALL - TUESDAY, NOVEMBER 16TH @ 5:00PI CLICK TO JOIN

MacArthur Park COS Home Parents Students Back to School

COS Family Science Flyer (1).pdf

OUR NEXT TOWN HALL - TUESDAY, NOVEMBER 16TH @ 5:00PI CLICK TO JOIN

MacArthur Park COS Home Parents Students Back to School

MacPK COS-Parent Workshop November 30 (1).pdf

Our Community of Schools Newsletter

OUR NEXT TOWN HALL - TUESDAY, NOVEMBER 16TH @ 5:00PI CLICK TO JOIN

MacArthur Park COS Home Parents Students Back to School

OUR NEXT TOWN HALL - TUESDAY, NOVEMBER 16TH @ 5:00PI CLICK TO JOIN

MacArthur Park COS Home Parents Students Back to School

OUR NEXT TOWN HALL - TUESDAY, NOVEMBER 16TH @ 5:00PI CLICK TO JOIN

Click below for past newsletters/Haga clic abajo para boletines anteriores

MacArthur Park COS Home Parents Students Back to School

Events

Commonwealth Voices

Commonwealth voices.mp4

For back to school safety information, click here.

OUR NEXT TOWN HALL - TUESDAY, NOVEMBER 16TH @ 5:00PI CLICK TO JOIN

MacArthur Park COS Home Parents Students Back to School

Return_ENG.pdf

OUR NEXT TOWN HALL - TUESDAY, NOVEMBER 16TH @ 5:00PI CLICK TO JOIN

MacArthur Park COS Home Parents Students Back to School

Return_SPAN.pdf

OUR NEXT TOWN HALL - TUESDAY, NOVEMBER 16TH @ 5:00PI CLICK TO JOIN

MacArthur Park COS Home Parents Students Back to School

Family Guide 11.13.2020-1-1.pdf

OUR NEXT TOWN HALL - TUESDAY, NOVEMBER 16TH @ 5:00PI CLICK TO JOIN

MacArthur Park COS Home Parents Students Back to School

3-FREQUENTLY ASKED QUESTIONS.pdf

OUR NEXT TOWN HALL - TUESDAY, NOVEMBER 16TH @ 5:00PI CLICK TO JOIN

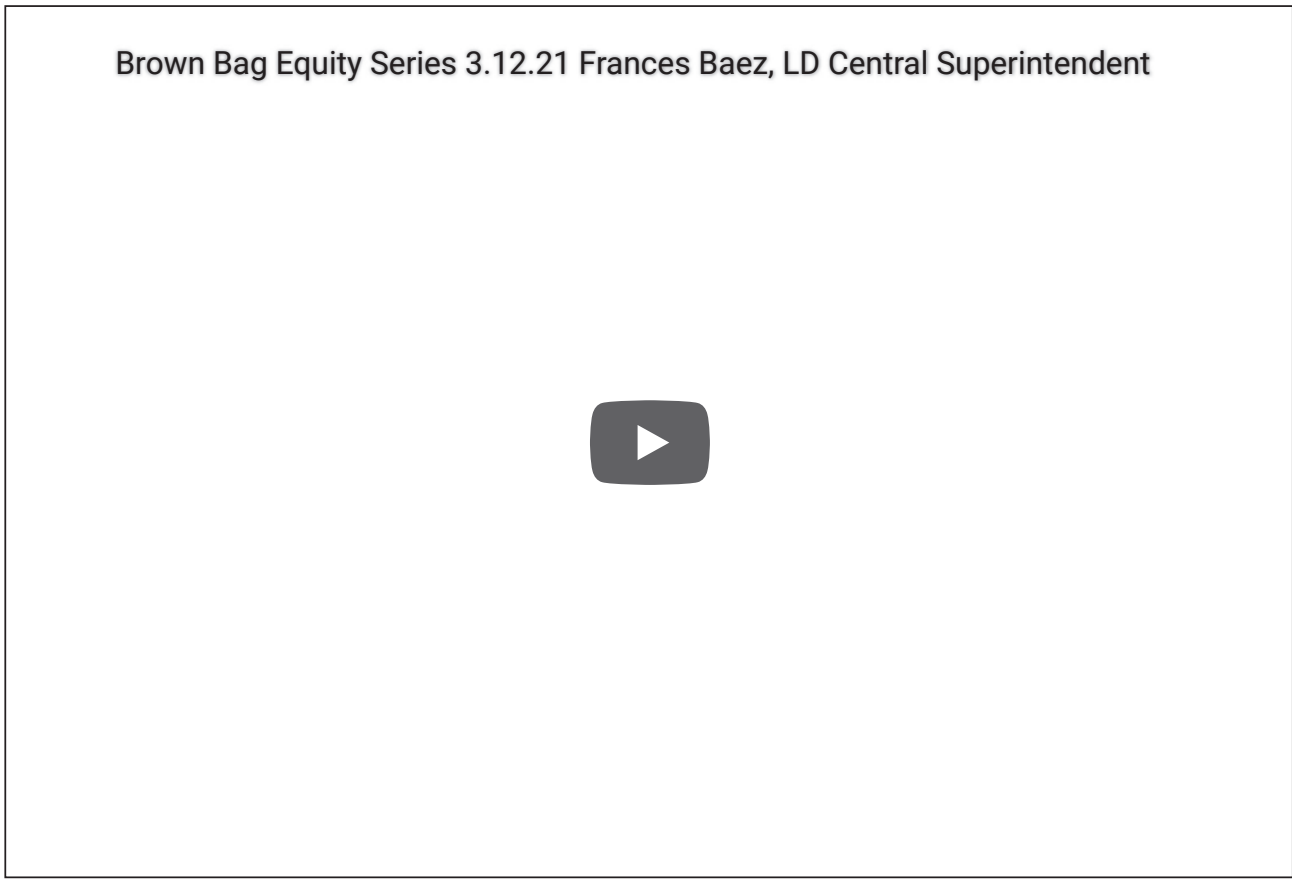
MacArthur Park COS Home Parents Students Back to School

LD Central Superintendent Frances Baez

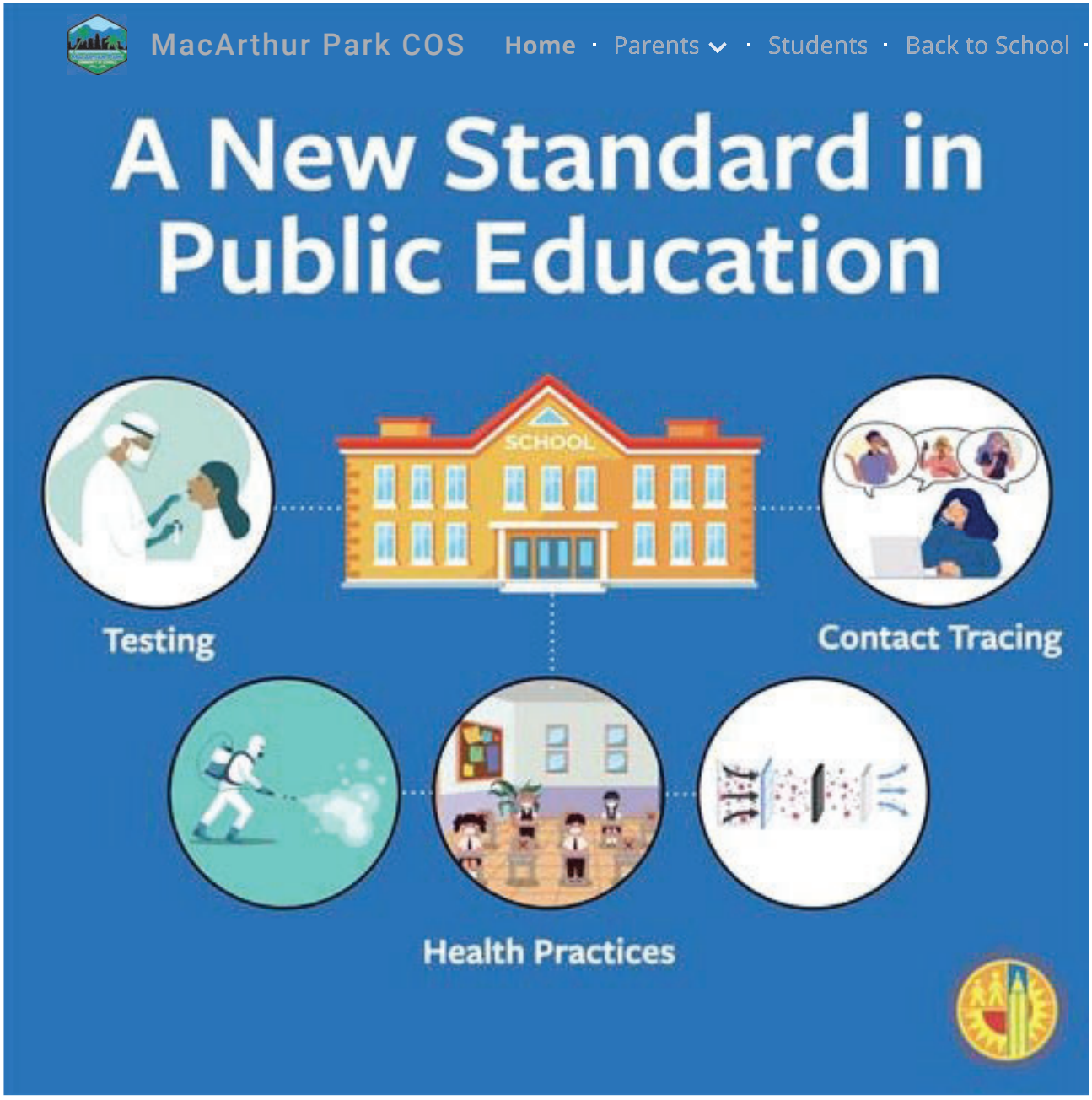
featured on

Brown Bag Equity Series

Watch as LAUSD Brown Bag Equity Series welcomes Frances Baez, Local District Central Superintendent on March 12, 2021 give her speech titled, “Latina Women Leading Equity in L.A. Unified.



OUR NEXT TOWN HALL - TUESDAY, NOVEMBER 16TH @ 5:00PI CLICK TO JOIN



LAUSD COVID-19 TESTING

Click on the images for an update on LAUSD's COVID-19 Testing & Tracing Program

SEE BELOW FOR APPOINTMENTS AND LOCATIONS

OUR NEXT TOWN HALL - TUESDAY, NOVEMBER 16TH @ 5:00PI CLICK TO JOIN

Enrollment

OUR NEXT TOWN HALL - TUESDAY, NOVEMBER 16TH @ 5:00PI CLICK TO JOIN

New to LAUSD, click here to enroll:

Para registrarse a LAUSD oprima aquí:

Explore Our Site

Click on the links below to visit other pages for more information.

OUR NEXT TOWN HALL - TUESDAY, NOVEMBER 16TH @ 5:00PI CLICK TO JOIN

PARENTS

OUR NEXT TOWN HALL - TUESDAY, NOVEMBER 16TH @ 5:00PI CLICK TO JOIN

STUDENTS

OUR NEXT TOWN HALL - TUESDAY, NOVEMBER 16TH @ 5:00PI CLICK TO JOIN

EDUCATORS

OUR NEXT TOWN HALL - TUESDAY, NOVEMBER 16TH @ 5:00PI CLICK TO JOIN

MacArthur Park COS Home Parents Students Back to School

LOCAL DISTRICT CENTRAL

Home of the Champions

NEW WEBSITE

Check out LDC's new website! Find out what is happening in our local district!

Click HERE to explore!

Our Schools

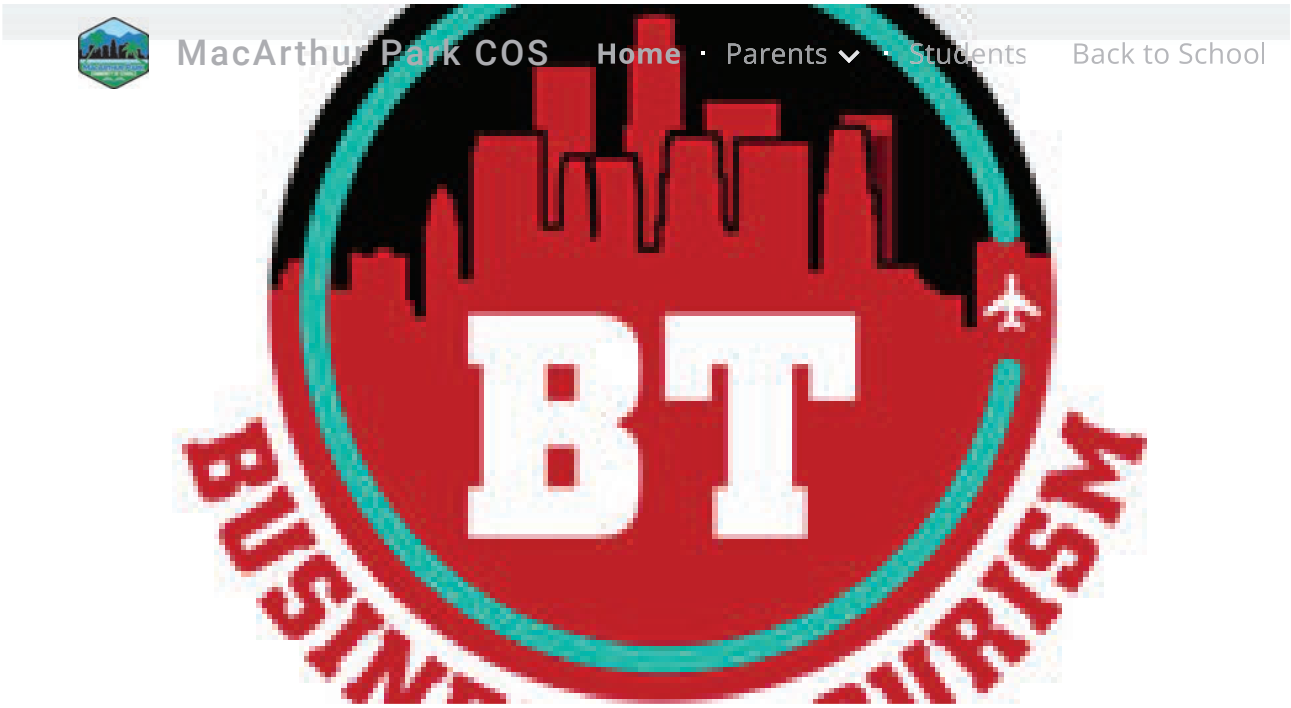
OUR NEXT TOWN HALL - TUESDAY, NOVEMBER 16TH @ 5:00PI CLICK TO JOIN

Contreras Learning Complex-Global Studies

Contreras Learning Center- Academic Leadership Community

OUR NEXT TOWN HALL - TUESDAY, NOVEMBER 16TH @ 5:00PI CLICK TO JOIN

MacArthur Park COS Home · Parents · Students Back to School



Contreras Learning Center- Business & Tourism

Contreras Learning Center- School of Social Justice

OUR NEXT TOWN HALL - TUESDAY, NOVEMBER 16TH @ 5:00PI CLICK TO JOIN

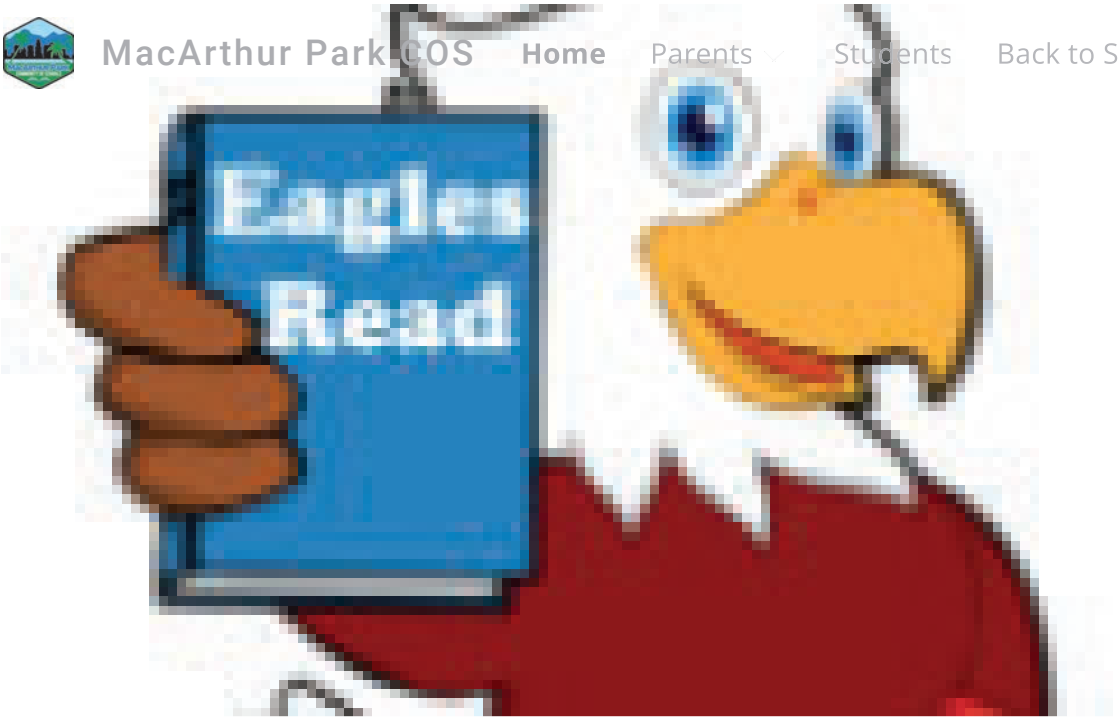
MacArthur Park COS Home Parents Students Back to School

John Liechty Middle School

McAlister High School

OUR NEXT TOWN HALL - TUESDAY, NOVEMBER 16TH @ 5:00PI CLICK TO JOIN

MacArthur Park COS Home Parents Students Back to School



10th Street Elementary School

Commonwealth Avenue Elementary

OUR NEXT TOWN HALL - TUESDAY, NOVEMBER 16TH @ 5:00PI CLICK TO JOIN

MacArthur Park COS Home Parents Students Back to School

Esperanza Elementary School

Gratts Learning Academy for Young Scholars

OUR NEXT TOWN HALL - TUESDAY, NOVEMBER 16TH @ 5:00PI CLICK TO JOIN

MacArthur Park COS Home Parents Students Back to School

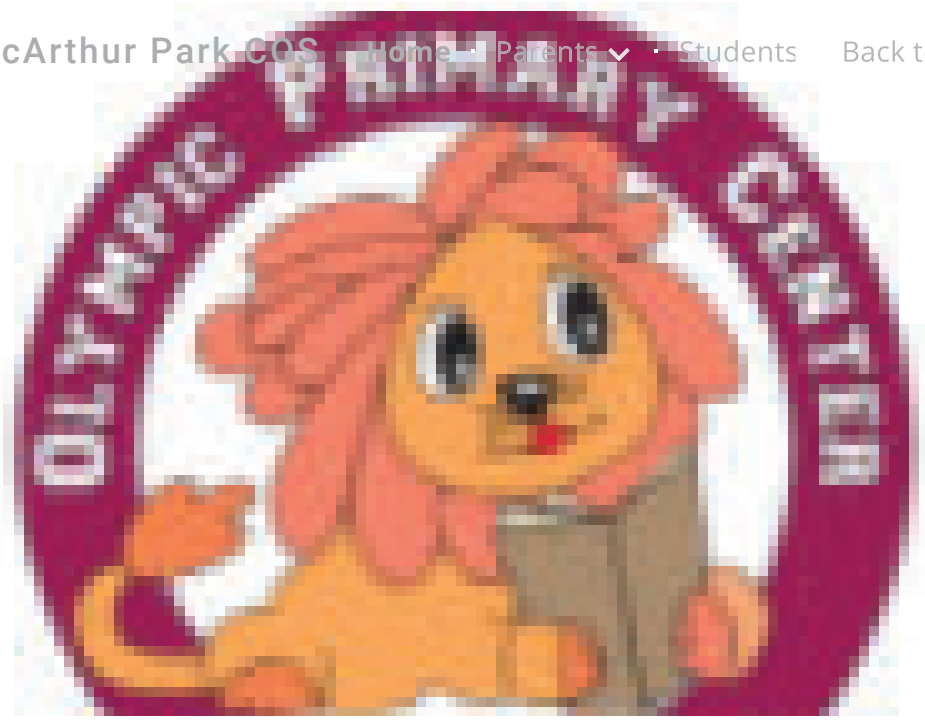
Lake

Lake Street Primary School

MacArthur Park Elementary for VaPA

OUR NEXT TOWN HALL - TUESDAY, NOVEMBER 16TH @ 5:00PI CLICK TO JOIN

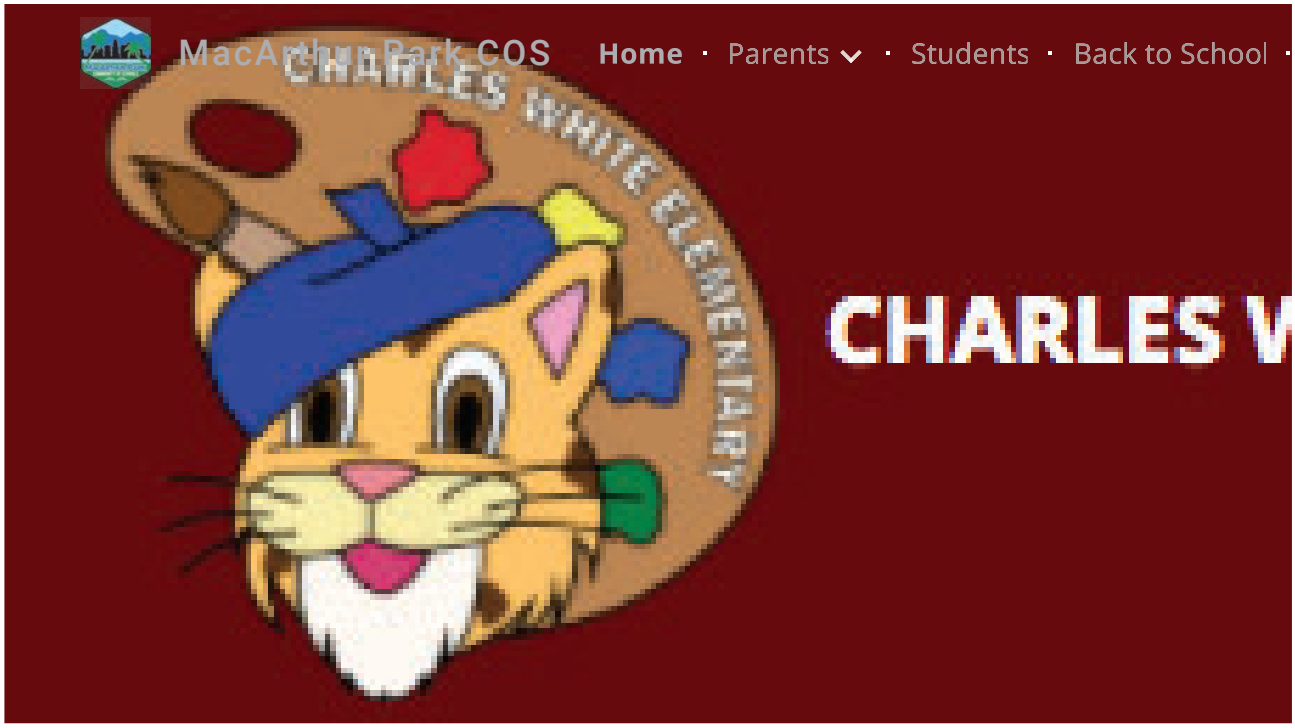
MacArthur Park COS Home Parents Students Back to School



Olympic Primary Center

Union Avenue Elementary School

OUR NEXT TOWN HALL - TUESDAY, NOVEMBER 16TH @ 5:00PI CLICK TO JOIN



Charles White Elementary Visual Arts Magnet

Cruz Early Education Center

OUR NEXT TOWN HALL - TUESDAY, NOVEMBER 16TH @ 5:00PI CLICK TO JOIN

Gratts Early Education Center

Parent Frequently Asked Questions

Let's Go

More Questions?

Contact us or your child's home school

Contact Us

OUR NEXT TOWN HALL - TUESDAY, NOVEMBER 16TH @ 5:00PI CLICK TO JOIN

MacArthur Park Community of Schools
430 N Rosemont Ave.
Los Angeles, CA 90026

TEL: (213) 336-2760
FAX: (213) 336-2765

Charles D. Smith

MacArthur Park Community of Schools Administrator

OUR NEXT TOWN HALL - TUESDAY, NOVEMBER 16TH @ 5:00PI CLICK TO JOIN

MacArthur Park COS Home Parents Students Back to School

CITY OF LOS ANGELES
CALIFORNIA

ANTONIO R VILLARAIGOSA
MAYOR

CERTIFICATE OF OCCUPANCY

OWNER 2900 TEMPLE ST

2900 W TEMPLE ST
LOS ANGELES CA 90026

No building or structure or portion thereof and no trailer park or portion thereof shall be used or occupied until a Certificate of Occupancy has been issued thereof. Section 91.109.1 LAMC

CERTIFICATE: Issued-Valid	DATE:
BY PERRY SINGERMAN	12/15/2008

SITE IDENTIFICATION

ADDRESS 2900 W TEMPLE ST 90026

LEGAL DESCRIPTION

TRACT	BLOCK	LOT(S)	ARB(S)	M.R. BK/PG #	PARCEL PIN	MAP
CABLE ROAD TRACT	B	9		M R 13/55	13A203 79	515-016-002

This certifies that, so far as ascertained or made known to the undersigned, the vacant land, building or portion of building described be ow and located at the above addresses, complies with the applicable construction requirements (Chapter 9) and/or the applicable zoning requirements (Chapter 1) of the Los Angeles Municipal Code for the use and occupancy group in which it is classified and is subject to any effidavits or building and zoning code modifications whether listed or not.

WENT CONVERT OFFICE BUILDING AND PORTION OF PARKING STRUCTURE TO A CHARTER MIDDLE SCHOOL.

USE PRIMARY	OTHER
School Building	(-) None

PERMITS

0801o 10000-03197

STRUCTURAL INVENTORY

ITEM DESCRIPTION	CHANGED	TOTAL
Stories	0 Stories	2 Stories
Length	0 Feet	159 Feet
Width	0 Feet	140 Feet
Height (BC)	0 Feet	32 Feet
Height (ZC)	0 Feet	32 Feet
Floor Area (ZC)	0 Sqft	29960 Sqft
Type III-N Construction		
B Occ Group	-19115 Sqft	2435 Sqft
S4 Occ Group	-7500 Sqft	
E Occ Group	26615 Sqft	26615 Sqft
E Occ Load	1331 Max Occ.	1331 Max Occ.
Parking Req'd for Bldg (Auto+Bicycle)	-17 Stalls	21 Stalls
Provided Disabled for Bldg	-1 Stalls	1 Stalls
Provided Offsite for Bldg	8 Stalls	8 Stalls
Provided Standard for Bldg	-21 Stalls	15 Stalls

CITY LA DBS
DEPARTMENT OF BUILDING AND SAFETY

APPROVAL

CERTIFICATE NUMBER 85154

BRANCH OFFICE	LA
COUNCIL DISTRICT	13
BUREAU	INSPECTN
DIVISION	BLDGINSP
STATUS	CofO Issued
STATUS BY	PERRY SINGERMAN
STATUS DATE	12.15.2008

APPROVED BY PERRY SINGERMAN

EXPIRATION DATE

08-B-95A

January 25, 2022

Document Report

Documents
Digital Image {06e20882-e623-40eb-9875-f5be17bf7ca3}

Document Number(s)
CERT 65154
08016-10000-03197

Record Description
Record ID: 52456019
Doc Type: CERTIFICATE OF OCCUPANCY
Sub Type: None
Doc Date: 12/15/2008
Status: COFO ISSUED
Doc Version: None
AKA Address: None
Project Name: None
Disaster ID: None
Subject: None
Product Name: None
Manufacturer's Name: None
Expired Date: None
Receipt Number: None
Case Number: None
Scan Number: None
Dwelling Units: None
Comments: CONVERT OFFICE BUILDING AND PORTION OF PARKING STRUCTURE TO A CHARTER MIDDLE SCHOOL.

Property Address(es)
2900 2900 W TEMPLE ST 90026-

Legal Description(s)
Tract: CABLE ROAD TRACT
Block: B Lot: 9 Arb:
Map Reference:M R 13-53 Modifier:

Contact
Name: RAFAEL FRANCO

PIN(s)
138A203 79

DEPARTMENT OF BUILDING AND SAFETY

January 25, 2022

Document Report

Assessor Number(s)
5156-016-027

Council District(s)
13

Census Tracts(s)
2086.10

District Offices(s)
LA

Permit Reference(s)
2008LA24195

Film RBF
Type: IDIS O1014; 01502; 0000 thru 01502; 0001

Primary Use
SCHOOL

****

Note: If you have any questions, please visit one of our Records Counter Section open Monday thru Fridays from 7:30 AM to 4:30 PM, EXCEPT on Wednesdays which opens from 9:00 AM to 4:30 PM.

.

Locations: Metro - 201 N. Figueroa St., 1st Floor Rm. 110, Los Angeles CA 90012
Van Nuys - 6262 Van Nuys Blvd, 2nd Floor Van Nuys CA 91401

Vista Charter Middle School 22-23 Year

Enrollment Summary: Scheduling/Reporting Ethnicity as of 08/16/2022 (A)

Vista Charter Middle School

View: Scheduling/Reporting Ethnicity

Students: (●) All Active Enrollments ( ) Current Selection

Date: 08/16/2022

Grade Level	Total in Grade	Decline to Specify	Am-Indian/Alsk-Native	Asian	Korean	Hawaiian/Pcfc Ilander	Filipino	Hispanic/Latino	Black/Afrcn-American	Non-Hispanic White	Two or More/Mix	Unclassified
6	125	1	0	0	0	1	3	118	0	1	0	1
7	109	8	1	0	0	0	6	87	2	1	1	3
8	125	6	0	0	0	0	8	104	3	2	1	1
Total	359	15	1	0	0	1	17	309	5	4	2	5

The Scheduling/Reporting Ethnicity view displays student ethnicity data that is used in scheduling and preconfigured reporting. See the help for more information.

Legend

Icons - Date Entry

SchoolMessenger

Vista Charter Public Schools

Address Book (addresses.php?origin=nav) | Account (account.php) | Help (help/index.php) | Logout (index.php?logout=1)

Dashboard (start.php) | **Broadcasts (lists.php)** | **Reports (reports.php)** | **System (contacts.php)**

Lists (lists.php) Messages (messages.php?reset=1) Broadcasts (jobs.php) Templates (jobtemplates.php) Surveys (surveys.php)

Responses (replies.php?reset=1)

Completed Jobs

My Completed Jobs

Showing 1-100 of 184 records.

Job Name	Description	Type	Start Date	Status	End Date	Responses (Unplayed/Total)	Actions
7th Grade Field Trip	Created with MessageSender	Notification	Dec 16, 2021 7:00 pm	Complete	Dec 16, 2021 7:53 pm	- None -	Edit (job.php?id=2640) | Copy (jobs.php?copy=2640) | Report (reportjobsummary.php?jobid=2640) | Graph
Holiday Office Hours	Created with MessageSender	Notification	Dec 16, 2021 6:00 pm	Complete	Dec 16, 2021 6:55 pm	- None -	Edit (job.php?id=2639) | Copy (jobs.php?copy=2639) | Report (reportjobsummary.php?jobid=2639) | Graph
7th Grade Field Trip	Created with MessageSender	Notification	Dec 15, 2021 6:00 pm	Complete	Dec 15, 2021 6:53 pm	- None -	Edit (job.php?id=2638) | Copy (jobs.php?copy=2638) | Report (reportjobsummary.php?jobid=2638) | Graph
Weekly Updates 12/13 Spanish	Created with MessageSender	Notification	Dec 12, 2021 6:35 pm	Complete	Dec 12, 2021 7:31 pm	**1/1**	Edit (job.php?id=2637) | Copy (jobs.php?copy=2637) | Report (reportjobsummary.php?jobid=2637) | Graph
Weekly Updates 12/13	Created with MessageSender	Notification	Dec 12, 2021 6:30 pm	Complete	Dec 12, 2021 7:25 pm	- None -	Edit (job.php?id=2636) | Copy (jobs.php?copy=2636) | Report (reportjobsummary.php?jobid=2636) | Graph
Weekly Updates 12/6 Spanish	Created with MessageSender	Notification	Dec 5, 2021 7:38 pm	Complete	Dec 5, 2021 8:32 pm	- None -	Edit (job.php?id=2635) | Copy (jobs.php?copy=2635) | Report (reportjobsummary.php?jobid=2635) | Graph
Weekly Updates 12/6	Created with MessageSender	Notification	Dec 5, 2021 7:30 pm	Complete	Dec 5, 2021 8:24 pm	- None -	Edit (job.php?id=2634) | Copy (jobs.php?copy=2634) | Report (reportjobsummary.php?jobid=2634) | Graph
Weekly Updates 11/29 Spanish	Created with MessageSender	Notification	Nov 28, 2021 6:35 pm	Complete	Nov 28, 2021 7:29 pm	- None -	Edit (job.php?id=2633) | Copy (jobs.php?copy=2633) | Report (reportjobsummary.php?jobid=2633) | Graph
Weekly Updates 11/29	Created with MessageSender	Notification	Nov 28, 2021 6:30 pm	Complete	Nov 28, 2021 7:23 pm	- None -	Edit (job.php?id=2632) | Copy (jobs.php?copy=2632) | Report (reportjobsummary.php?jobid=2632) | Graph
Weekly Updates 11/15	Created with MessageSender	Notification	Nov 14, 2021 8:00 pm	Complete	Nov 14, 2021 8:54 pm	- None -	Edit (job.php?id=2630) | Copy (jobs.php?copy=2630) | Report (reportjobsummary.php?jobid=2630) | Graph

Weekly Updates 11/15 Spanish	Created with MessageSender	Notification	Nov 14, 2021 7:55 pm	Complete	Nov 14, 2021 8:53 pm	- None -	Edit (job.php?id=2631) | Copy (jobs.php?copy=2631) | Report (reportjobsummary.php?jobid=2631) | Graph
Weekly Updates 11/8 Spanish	Created with MessageSender	Notification	Nov 7, 2021 6:38 pm	Complete	Nov 7, 2021 7:33 pm	- None -	Edit (job.php?id=2629) | Copy (jobs.php?copy=2629) | Report (reportjobsummary.php?jobid=2629) | Graph
Weekly Updates 11/8	Created with MessageSender	Notification	Nov 7, 2021 6:32 pm	Complete	Nov 7, 2021 7:27 pm	- None -	Edit (job.php?id=2628) | Copy (jobs.php?copy=2628) | Report (reportjobsummary.php?jobid=2628) | Graph
Weekly Updates 11/1 Spanish	Created with MessageSender	Notification	Oct 31, 2021 6:35 pm	Complete	Oct 31, 2021 7:31 pm	- None -	Edit (job.php?id=2627) | Copy (jobs.php?copy=2627) | Report (reportjobsummary.php?jobid=2627) | Graph
Weekly Updates 11/1	Created with MessageSender	Notification	Oct 31, 2021 6:30 pm	Complete	Oct 31, 2021 7:24 pm	- None -	Edit (job.php?id=2626) | Copy (jobs.php?copy=2626) | Report (reportjobsummary.php?jobid=2626) | Graph
High School Charter Petition	Created with MessageSender	Notification	Oct 25, 2021 6:00 pm	Complete	Oct 25, 2021 6:55 pm	- None -	Edit (job.php?id=2625) | Copy (jobs.php?copy=2625) | Report (reportjobsummary.php?jobid=2625) | Graph
Weekly Update 10/25 Spanish	Created with MessageSender	Notification	Oct 24, 2021 6:35 pm	Complete	Oct 24, 2021 7:29 pm	- None -	Edit (job.php?id=2624) | Copy (jobs.php?copy=2624) | Report (reportjobsummary.php?jobid=2624) | Graph
Weekly Updates 10/25	Created with MessageSender	Notification	Oct 24, 2021 6:30 pm	Complete	Oct 24, 2021 7:26 pm	- None -	Edit (job.php?id=2623) | Copy (jobs.php?copy=2623) | Report (reportjobsummary.php?jobid=2623) | Graph
Weekly Updates 10/18 Spanish	Created with MessageSender	Notification	Oct 17, 2021 7:35 pm	Complete	Oct 17, 2021 8:36 pm	- None -	Edit (job.php?id=2622) | Copy (jobs.php?copy=2622) | Report (reportjobsummary.php?jobid=2622) | Graph
Weekly Updates 10/18/21	Created with MessageSender	Notification	Oct 17, 2021 7:30 pm	Complete	Oct 17, 2021 8:26 pm	- None -	Edit (job.php?id=2621) | Copy (jobs.php?copy=2621) | Report (reportjobsummary.php?jobid=2621) | Graph
Weekly Updates 10/11 Spanish	Created with MessageSender	Notification	Oct 11, 2021 6:35 pm	Complete	Oct 11, 2021 7:29 pm	- None -	Edit (job.php?id=2620) | Copy (jobs.php?copy=2620) | Report (reportjobsummary.php?jobid=2620) | Graph
Weekly Updates 10/11	Created with MessageSender	Notification	Oct 11, 2021 6:30 pm	Complete	Oct 11, 2021 7:26 pm	- None -	Edit (job.php?id=2619) | Copy (jobs.php?copy=2619) | Report (reportjobsummary.php?jobid=2619) | Graph
Weekly Updates 10/4 Spanish	Created with MessageSender	Notification	Oct 3, 2021 6:35 pm	Complete	Oct 3, 2021 7:29 pm	- None -	Edit (job.php?id=2618) | Copy (jobs.php?copy=2618) | Report (reportjobsummary.php?jobid=2618) | Graph
Weekly Updates 10/4	Created with MessageSender	Notification	Oct 3, 2021 6:30 pm	Complete	Oct 3, 2021 7:25 pm	- None -	Edit (job.php?id=2617) | Copy (jobs.php?copy=2617) | Report (reportjobsummary.php?jobid=2617) | Graph
Weekly Updates 9/27 Spanish	Created with MessageSender	Notification	Sep 26, 2021 6:34 pm	Complete	Sep 26, 2021 7:29 pm	- None -	Edit (job.php?id=2616) | Copy (jobs.php?copy=2616) | Report (reportjobsummary.php?jobid=2616) | Graph

Coffee with the Principal

Cafe con la directora

11/5/21

SBE - VLGA 03230

Welcome

Bienvenida

Today's Agenda

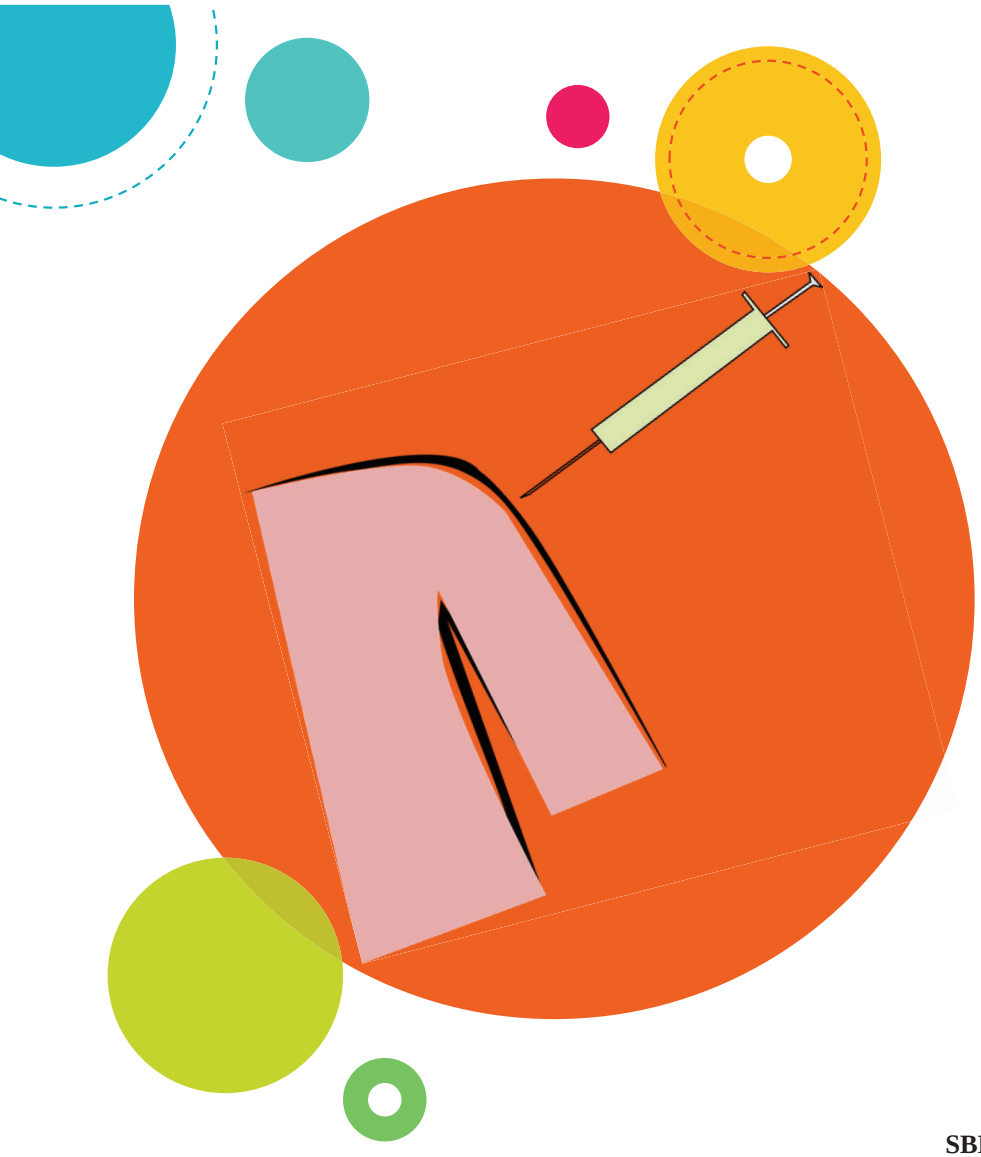
Agenda de hoy

Today's Agenda/Agenda de hoy

1. Covid Updates
   a. Actualizaciones de COVID
2. LCAP Updates
   a. Actualizaciones de LCAP
3. Guest Speakers
   a. Invitados especial
4. Announcements/Important Dates
   a. Anuncios y Fechas Importantes

COVID Updates

Actualizaciones de LCAP



Pfizer Vaccine Approved for 5–11

- FDA and CDC approved the Pfizer vaccine for children 5-11 year olds
  - *La vacuna Pfizer ha sido aprobada para niños 5-1*
- Pediatric shots are about ⅓ of the adult vaccine
  - *Como ⅓ de la dosis de adultos*
- Vaccines are required in two shots 21 days apart
  - *Se requiere dos vacunas con 21 dîas aparte*

Vaccines/*Vacunas*

Vaccinated Eagles		
6th	7th	8th
2	55	40

Vista Vaccine Clinic

Clinica de vacunas en Vista

Parent Consent Required/*Consentimiento requerido*

SBE - VLGA 03237

LCAP Updates

Actualizaciones de LCAP

Our LCAP Goals/Nuestras metas de LCAP

Goal 1: All students have access to an instructional program that promotes engagement through rigor and relevance.

Goal 2: Provide a learning environment and resources that are equitable for all subgroups we serve.

Goal 3: Staff are supported in an equitable way to grow in their development.

Goal 4: Students receive social-emotional supports that allow them to feel safe and successful at school.

Goal 5: Parents are actively engaged as partners.

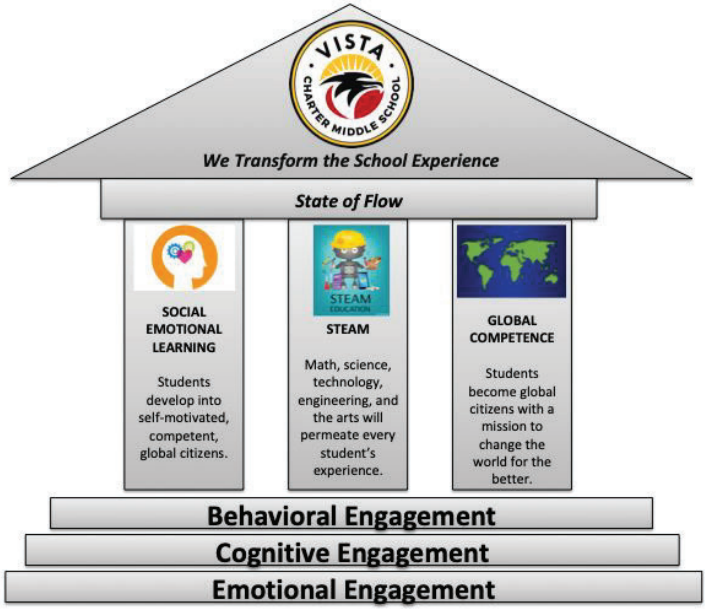
1. Todos los estudiantes tienen acceso a un programa de instrucción que promueve la participación a través del rigor y la relevancia.
2. Proporcionar un ambiente de aprendizaje y recursos que sean equitativos para todos los subgrupos que servimos.
3. El personal es apoyado de una manera equitativa para crecer en su desarrollo profesional.
4. Los estudiantes reciben apoyo social-emocional que les permite sentirse seguros y exitosos en la escuela.
5. Padres como socios activos

1

High Quality Instructional Program

Programa de instrucción de alta calidad

Our Pillars
Nuestros pilares



Social Emotional Learning/
Aprendizaje socioemocional

STEAM/
Ciencias, Technología, Ingeniería, Artes, Matemáticas

Global Competence/
Aprendizaje global

Developing Global Competence

Aprendizaje global

SBE - VLGA 03242

What is Global Competence?
Que es la competencia global?

- Global competence is the capacity and disposition to understand and act on issues of global significance.
  - *La capacidad y disposicion para entender y actuar sobre cuestiones de importancia global.*

Globally competent students…
Estudiantes con competencia global…

- Investigate the World
  - ***Students are asking important questions and conducting research about locally and globally significant issues***
- Recognize Perspectives
  - ***Students recognize perspectives, both of others and themselves, to better understand interactions, situations, and events in our world***

Globally competent students…
Estudiantes con competencia global…

- Communicate Ideas
  - ***Students are communicating ideas in an appropriate manner to diverse audiences to positively impact understanding and collaborate in an interdependent world***
- Take Action
  - ***Students are taking action, both personally and collaboratively, to positively contribute to local, regional, and global issues.***

3

Professional Development

Desarrollo profesional

Kagan Coaching

October 11/October 12

5

Parents as partners

Padres como socios activos

School Site Council/
Consejo escolar

- Zoraya Arbaiza
  - Healthy Eating/
    Comer saludable

Guest Speakers/ *Invitados especiales*

- Sonia Medina
  - Community Engagement Coordinator

Announcements/ Important Dates

Anuncios/Fechas importantes

Dress Code

Students are required to wear their appropriate Vista uniform EVERY DAY.

This includes:

-Vista Polo Shirt with shirt TUCKED IN
-Black-colored slacks or shorts
  -All shorts should be appropriate length
-Students must wear tennis shoes or other close-toed shoes

Students may wear a t-shirt or long-sleeved shirt under the uniform, but not over it.

Students may ONLY wear Vista sweatshirts

Non-Vista sweatshirts and jackets will be confiscated

The following are NOT allowed:
-Large belt buckles or chains
-Caps and hats (except for outdoor field trips)
-Sandals, flip flops, open-toed shoes
-Non-Vista sweatshirt or jacket
-Body piercings
-Makeup or body stickers
-Students are not allowed to mark their bodies
-Hoop earrings

Vista Zip Up

$40

Vista Sweatpants

$20

Vista Legacy Global Academy
Serving Grades 9-12
Opening Fall 2022
VISTA CHARTER PUBLIC SCHOOLS
www.vistcharterms.org
(213) 201-4000

No School/No clases

Thursday/jueves - 11/11

Thanksgiving Break/ Vacaciones de otoño

November 22 to November 26

Afterschool Tutoring Available/

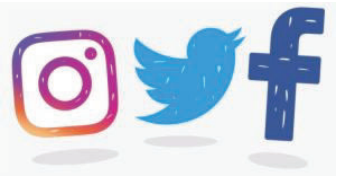
Tutoría despues de escuela disponible

SBE - VLGA 03257

Important Dates/Fechas importantes

- **11/1: ICA #1 Begins**
- **11/11: No School: Veteran's Day**
- **11/18: Make-Up Picture Day**
- **11/22-11/26: No School: Thanksgiving Break**
- **11/29: School Resumes**

- Class Dojo
- PowerSchool
- Social Media



Stay Connected!

Connected!

Thank You

Muchas Gracias

SBE - VLGA 03260

VISTA CHARTER MIDDLE SCHOOL
A Vista Charter Public School

2900 West Temple Street
Los Angeles, CA 90026
T 213 201-4000 | F 213 201-5861
www.vistacharterms.org

Superintendent: Dr. Donald Wilson
Principal: Karen Amaya
Assistant Principal: Daniel Sommer

Coffee with the Principal
November 5, 2021

Student Name	Grade	Parent Name	Phone Number
[redacted]	6	[redacted]	[redacted]
	7		
	7		
	6		
	6		
	6		

VISTA CHARTER MIDDLE SCHOOL
A Vista Charter Public School

2900 West Temple Street
Los Angeles, CA 90026
T 213 201-4000 | F 213 201-5861
www.vistacharterms.org

Superintendent: Dr. Donald Wilson
Principal: Karen Amaya
Assistant Principal: Daniel Sommer

Coffee with the Principal
November 5, 2021

Student Name	Grade	Parent Name	Phone Number
[redacted]	8	[redacted]	[redacted]
	6		
	6		
	8		
	7		
	8		
	8		

VISTA CHARTER MIDDLE SCHOOL
A Vista Charter Public School

2900 West Temple Street
Los Angeles, CA 90026
T 213 201-4000 | F 213 201-5861
www.vistacharterms.org

Superintendent: Dr. Donald Wilson
Principal: Karen Amaya
Assistant Principal: Daniel Sommer

Coffee with the Principal
December 3, 2021

Student Name	Grade	Parent Name	Phone Number
[redacted]	7	[redacted]	
	6		
	7		
	6		
	6		
	8		
	6		
	7		
	6		

VISTA CHARTER MIDDLE SCHOOL
A Vista Charter Public School

2900 West Temple Street
Los Angeles, CA 90026
T 213 201-4000 | F 213 201-5861
www.vistacharterms.org

Superintendent: Dr. Donald Wilson
Principal: Karen Amaya
Assistant Principal: Daniel Sommer

Coffee with the Principal
December 3, 2021

Student Name	Grade	Parent Name	Phone Number
[redacted]	6	[redacted]	[redacted]
	6		
	8		
	7		
	6		
	6		
	8		
	8		
	6		

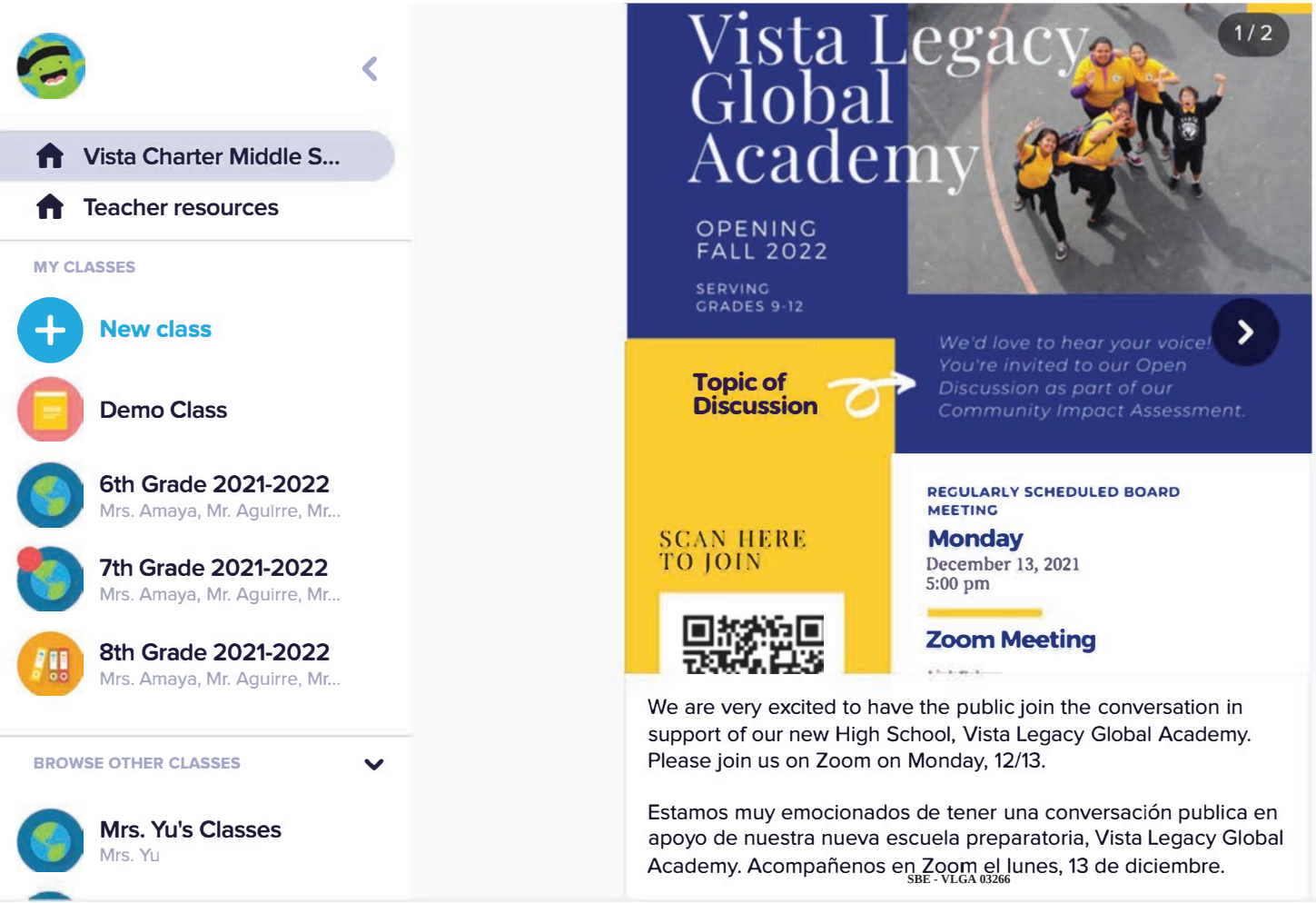
VISTA CHARTER MIDDLE SCHOOL
A Vista Charter Public School

2900 West Temple Street
Los Angeles, CA 90026
T 213 201-4000 | F 213 201-5861
www.vistacharterms.org

Superintendent: Dr. Donald Wilson
Principal: Karen Amaya
Assistant Principal: Daniel Sommer

Coffee with the Principal
December 3, 2021

Student Name	Grade	Parent Name	Phone Number
[redacted]	7th	[redacted]	



We are very excited to have the public join the conversation in support of our new High School, Vista Legacy Global Academy. Please join us on Zoom on Monday, 12/13.

Estamos muy emocionados de tener una conversación publica en apoyo de nuestra nueva escuela preparatoria, Vista Legacy Global Academy. Acompañenos en Zoom el lunes, 13 de diciembre.

teach.classdojo.com/#/schools/51784b04038b65e23400168d/story

Update

Apps | vistacharterschool.org Bookmarks | Trainer: Test Admi... | Vista Charter Mid... | My Drive - Google... | CELDT Training an... | Vista Charter Publ... | PowerSchool | Logi | Reading List

- Vista Charter Middle S...
- Teacher resources

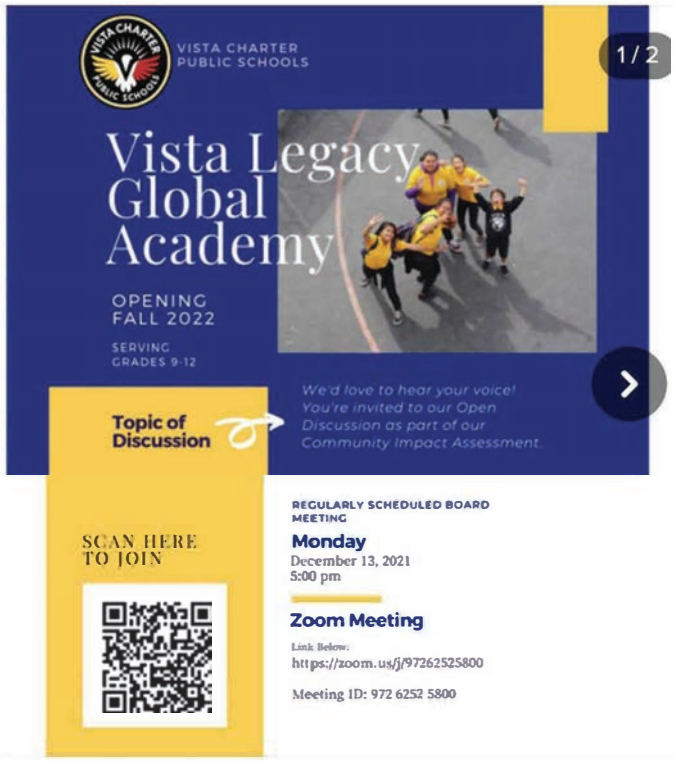
MY CLASSES

- New class
- Demo Class
- 6th Grade 2021-2022 — Mrs. Amaya, Mr. Aguirre, Mr...
- 7th Grade 2021-2022 — Mrs. Amaya, Mr. Aguirre, Mr...
- 8th Grade 2021-2022 — Mrs. Amaya, Mr. Aguirre, Mr...

BROWSE OTHER CLASSES

- Mrs. Yu's Classes — Mrs. Yu

Mr. Bojorquez Dec 8
Vista Charter Middle School



Good morning Vista Families! We will be having an open discussion via Zoom in regards to Vista Legacy Global Academy. Please join us using the information available on the flyer. See you there!

facebook.com/VistaCharterMS/photos/pcb.1737672023095106/1737671989761776/

Update

Apps | vistacharterschool.org Bookmarks | Trainer: Test Admi... | Vista Charter Mid... | My Drive - Google... | CELDT Training an... | Vista Charter Publ... | Reading List

Vista Charter Middle School
Published by Instagram ·
December 7 at 3:22 PM · Instagram ·

Edit

Like | Comment | Share

Comment as Vista C...

The Walking Man, Inc.

801 E. 6th St.
Los Angeles, CA 90021

BILL TO

VISTA CHARTER MIDDLE SCHOOL
2900 W. TEMPLE ST.
LOS ANGELES, CA 90026

DATE	INVOICE #
12/9/2021	F2184

P.O. NO.	TERMS	DUE DATE	DISTRIBUTIO...
		12/9/2021	12/9/2021

QUANTITY	DESCRIPTION	AMOUNT
5,000	DISTRIBUTION	875.00
	Total	$875.00

VISTA CHARTER PUBLIC SCHOOLS

Vista Legacy Global Academy

OPENING FALL 2022

SERVING GRADES 9-12

Topic of Discussion

We'd love to hear your voice! You're invited to our Open Discussion as part of our Community Impact Assessment.

SCAN HERE TO JOIN

REGULARLY SCHEDULED BOARD MEETING

Monday

December 13, 2021
5:00 pm

Zoom Meeting

Link Below:
https://zoom.us/j/97262525800

Meeting ID: 972 6252 5800

VISTA CHARTER PUBLIC SCHOOLS

Vista Legacy Global Academy

APERTURA OTOÑO 2022

SIRVIENDO LOS GRADOS 9-12

Tema de Discusión

Queremos escuchar su voz!
Están invitados a nuestro Dialogo Abierto sobre nuestra Evaluacion de Impacto a la Comunidad

ESCANEAR AQUI PARA UÑIRSE

JUNTA REGULAR DE LA MESA DIRECTIVA

Lunes

13 de diciembre del 2021
5:00 pm

Zoom Meeting

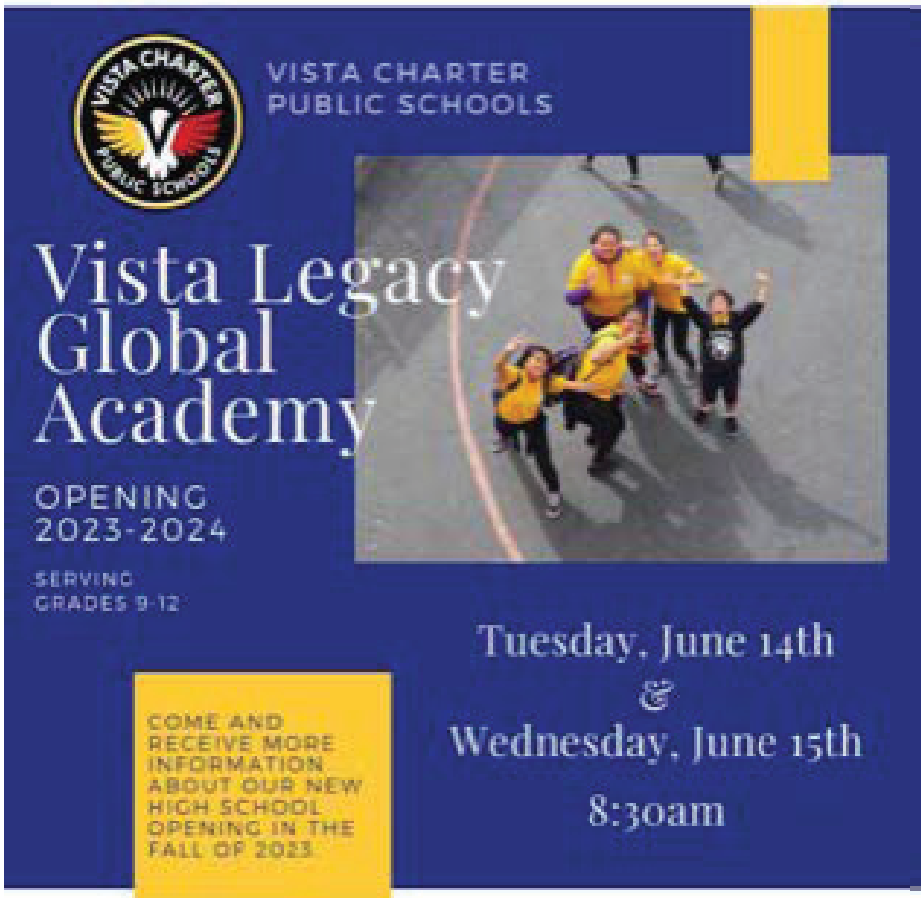
Enlace:
https://zoom.us/j/97262525800

ID de Zoom: 972 6252 5800

SBE - VLGA 03271

zoom.us Meeting View Edit Window Help
90% Mon 5:13 PM Karen Amaya
Zoom Meeting
Recording
View
Luis Hernandez
Karen Amaya
donwilson
leighannedrake
iPad
Mimi Kim
Beatriz Lovera
jose rubio
Michael Rosner
Roxana's iPhone
Roxana's iPhone
A
Ana Carranza
Arturo Garcia
Arturo Garcia
Erika Najera
ICON
Roy Kim
jody molodow
jody molodow
Daniel Sommer
Call-In User_1

VISTACHARTERMS
Posts



View insights Boost post

Liked by silverlakechamber and 57 others

vistacharterms Vista Legacy Global Academy will be opening in the Fall of 2023. Come by and learn about our new high school.

Vista Legacy Global Academy abrera sus puertas el otoño del 2023. Venga y aprenda mas sobre nuestra nueva escuela secundaria.

Gmail

Karen Amaya <kamaya@vistacharterps.org>

Community Impact Assessment for New Vista School

3 messages

Karen Amaya <kamaya@vistacharterps.org> Wed, Dec 15, 2021 at 10:58 AM
To: Don Wilson <dwilson@vistacharterps.org>, "Sommer, Daniel" <dsommer@vistacharterps.org>
Bcc: elsa.mendoza@lausd.net, lori.gambero@lausd.net, sarah.usmani@lausd.net, blanca.cruz@lausd.net, cxq9613@lausd.net, pablo.mejia@lausd.net, nmeza@lausd.net, Jennifer Quinones <j.quinones@newvillagegirlsacademy.org>, Joaquin Arroyo <jarroyo@valueschools.com>, lawrence.boone@caminonuevo.org, Amber Diaz <adiaz@laalliance.org>, ctrigueros@brightstarschools.org, mike.kang@larchmontcharter.org, ddefrenza@laaae.org

Greetings Partners in Education,

I hope this email finds you happy and healthy as well as all your loved ones.

I am reaching out as part of the Community Impact Assessment for a new Vista high school. This is the natural conclusion and extension of our Tk -8 grade pathway in the DTLA area and one with 11 years of history in the historic Filipino Town area. I'm sure you can understand how our parents have hoped and dreamed for this new school for some time. We are seeking to open Vista Legacy Global Academy in the fall of 2022.

Our new high school will be the culmination of our STEAM and International Global approach with pathways in both medicine, business, and climate change. The school will be connected to Los Angeles Technical College for dual enrollment and we are currently developing our Climate Change pathway with the University of California at Irvine. We believe this new high school will benefit our current students and families and those to come.

In collaboration,

--

Karen S. Amaya

Principal at Vista Charter Middle School

A 2900 W Temple St, Los Angeles, CA

P 213-201-4000 **E** kamaya@vistacharterps.org

W www.vistacharterms.org

"We might not change the world, but we can spark the mind that does."

Arroyo, Joaquin <jarroyo@valueschools.com> Wed, Dec 15, 2021 at 12:13 PM
To: Karen Amaya <kamaya@vistacharterps.org>

Hi Ms. Amaya,

Very exciting!

Where will your new high school be located?

[Quoted text hidden]

--

Jay Arroyo
Principal
Central City Value High School
221 N. Westmoreland Avenue
Los Angeles, California 90004
jarroyo@valueschools.com
213.471.4686

Gmail

Karen Amaya <kamaya@vistacharterps.org>

Community Impact Assessment for New Vista School

3 messages

Karen Amaya <kamaya@vistacharterps.org> Wed, Dec 15, 2021 at 10:58 AM
To: Don Wilson <dwilson@vistacharterps.org>, "Sommer, Daniel" <dsommer@vistacharterps.org>
Bcc: elsa.mendoza@lausd.net, lori.gambero@lausd.net, sarah.usmani@lausd.net, blanca.cruz@lausd.net, cxq9613@lausd.net, pablo.mejia@lausd.net, nmeza@lausd.net, Jennifer Quinones <j.quinones@newvillagegirlsacademy.org>, Joaquin Arroyo <jarroyo@valueschools.com>, lawrence.boone@caminonuevo.org, Amber Diaz <adiaz@laalliance.org>, ctrigueros@brightstarschools.org, mike.kang@larchmontcharter.org, ddefrenza@laaae.org

Greetings Partners in Education,

I hope this email finds you happy and healthy as well as all your loved ones.

I am reaching out as part of the Community Impact Assessment for a new Vista high school. This is the natural conclusion and extension of our Tk -8 grade pathway in the DTLA area and one with 11 years of history in the historic Filipino Town area. I'm sure you can understand how our parents have hoped and dreamed for this new school for some time. We are seeking to open Vista Legacy Global Academy in the fall of 2022.

Our new high school will be the culmination of our STEAM and International Global approach with pathways in both medicine, business, and climate change. The school will be connected to Los Angeles Technical College for dual enrollment and we are currently developing our Climate Change pathway with the University of California at Irvine. We believe this new high school will benefit our current students and families and those to come.

In collaboration,

--

Karen S. Amaya

Principal at Vista Charter Middle School

A 2900 W Temple St, Los Angeles, CA

P 213-201-4000 **E** kamaya@vistacharterps.org

W www.vistacharterms.org

"We might not change the world, but we can spark the mind that does."

Arroyo, Joaquin <jarroyo@valueschools.com> Wed, Dec 15, 2021 at 12:13 PM
To: Karen Amaya <kamaya@vistacharterps.org>

Hi Ms. Amaya,

Very exciting!

Where will your new high school be located?

[Quoted text hidden]

--

Jay Arroyo
Principal
Central City Value High School
221 N. Westmoreland Avenue
Los Angeles, California 90004
jarroyo@valueschools.com
213.471.4686

Gmail

Karen Amaya <kamaya@vistacharterps.org>

Community Impact Assessment for New Vista School

3 messages

Karen Amaya <kamaya@vistacharterps.org> Wed, Dec 15, 2021 at 10:58 AM
To: Don Wilson <dwilson@vistacharterps.org>, "Sommer, Daniel" <dsommer@vistacharterps.org>
Bcc: elsa.mendoza@lausd.net, lori.gambero@lausd.net, sarah.usmani@lausd.net, blanca.cruz@lausd.net, cxq9613@lausd.net, pablo.mejia@lausd.net, nmeza@lausd.net, Jennifer Quinones <j.quinones@newvillagegirlsacademy.org>, Joaquin Arroyo <jarroyo@valueschools.com>, lawrence.boone@caminonuevo.org, Amber Diaz <adiaz@laalliance.org>, ctrigueros@brightstarschools.org, mike.kang@larchmontcharter.org, ddefrenza@laaae.org

Greetings Partners in Education,

I hope this email finds you happy and healthy as well as all your loved ones.

I am reaching out as part of the Community Impact Assessment for a new Vista high school. This is the natural conclusion and extension of our Tk -8 grade pathway in the DTLA area and one with 11 years of history in the historic Filipino Town area. I'm sure you can understand how our parents have hoped and dreamed for this new school for some time. We are seeking to open Vista Legacy Global Academy in the fall of 2022.

Our new high school will be the culmination of our STEAM and International Global approach with pathways in both medicine, business, and climate change. The school will be connected to Los Angeles Technical College for dual enrollment and we are currently developing our Climate Change pathway with the University of California at Irvine. We believe this new high school will benefit our current students and families and those to come.

In collaboration,

--

Karen S. Amaya

Principal at Vista Charter Middle School

A 2900 W Temple St, Los Angeles, CA

P 213-201-4000 **E** kamaya@vistacharterps.org

W www.vistacharterms.org

"We might not change the world, but we can spark the mind that does."

Arroyo, Joaquin <jarroyo@valueschools.com> Wed, Dec 15, 2021 at 12:13 PM
To: Karen Amaya <kamaya@vistacharterps.org>

Hi Ms. Amaya,

Very exciting!

Where will your new high school be located?

[Quoted text hidden]

--

Jay Arroyo
Principal
Central City Value High School
221 N. Westmoreland Avenue
Los Angeles, California 90004
jarroyo@valueschools.com
213.471.4686

Gmail

Karen Amaya <kamaya@vistacharterps.org>

Community Impact Assessment for New Vista School

3 messages

Karen Amaya <kamaya@vistacharterps.org> Wed, Dec 15, 2021 at 10:58 AM
To: Don Wilson <dwilson@vistacharterps.org>, "Sommer, Daniel" <dsommer@vistacharterps.org>
Bcc: elsa.mendoza@lausd.net, lori.gambero@lausd.net, sarah.usmani@lausd.net, blanca.cruz@lausd.net, cxq9613@lausd.net, pablo.mejia@lausd.net, nmeza@lausd.net, Jennifer Quinones <j.quinones@newvillagegirlsacademy.org>, Joaquin Arroyo <jarroyo@valueschools.com>, lawrence.boone@caminonuevo.org, Amber Diaz <adiaz@laalliance.org>, ctrigueros@brightstarschools.org, mike.kang@larchmontcharter.org, ddefrenza@laaae.org

Greetings Partners in Education,

I hope this email finds you happy and healthy as well as all your loved ones.

I am reaching out as part of the Community Impact Assessment for a new Vista high school. This is the natural conclusion and extension of our Tk -8 grade pathway in the DTLA area and one with 11 years of history in the historic Filipino Town area. I'm sure you can understand how our parents have hoped and dreamed for this new school for some time. We are seeking to open Vista Legacy Global Academy in the fall of 2022.

Our new high school will be the culmination of our STEAM and International Global approach with pathways in both medicine, business, and climate change. The school will be connected to Los Angeles Technical College for dual enrollment and we are currently developing our Climate Change pathway with the University of California at Irvine. We believe this new high school will benefit our current students and families and those to come.

In collaboration,

--

Karen S. Amaya

Principal at Vista Charter Middle School

A 2900 W Temple St, Los Angeles, CA

P 213-201-4000 **E** kamaya@vistacharterps.org

W www.vistacharterms.org

"We might not change the world, but we can spark the mind that does."

Arroyo, Joaquin <jarroyo@valueschools.com> Wed, Dec 15, 2021 at 12:13 PM
To: Karen Amaya <kamaya@vistacharterps.org>

Hi Ms. Amaya,

Very exciting!

Where will your new high school be located?

[Quoted text hidden]

--

Jay Arroyo
Principal
Central City Value High School
221 N. Westmoreland Avenue
Los Angeles, California 90004
jarroyo@valueschools.com
213.471.4686

Gmail

Karen Amaya <kamaya@vistacharterps.org>

Community Impact Assessment for New Vista School

3 messages

Karen Amaya <kamaya@vistacharterps.org> Wed, Dec 15, 2021 at 10:58 AM
To: Don Wilson <dwilson@vistacharterps.org>, "Sommer, Daniel" <dsommer@vistacharterps.org>
Bcc: elsa.mendoza@lausd.net, lori.gambero@lausd.net, sarah.usmani@lausd.net, blanca.cruz@lausd.net, cxq9613@lausd.net, pablo.mejia@lausd.net, nmeza@lausd.net, Jennifer Quinones <j.quinones@newvillagegirlsacademy.org>, Joaquin Arroyo <jarroyo@valueschools.com>, lawrence.boone@caminonuevo.org, Amber Diaz <adiaz@laalliance.org>, ctrigueros@brightstarschools.org, mike.kang@larchmontcharter.org, ddefrenza@laaae.org

Greetings Partners in Education,

I hope this email finds you happy and healthy as well as all your loved ones.

I am reaching out as part of the Community Impact Assessment for a new Vista high school. This is the natural conclusion and extension of our Tk -8 grade pathway in the DTLA area and one with 11 years of history in the historic Filipino Town area. I'm sure you can understand how our parents have hoped and dreamed for this new school for some time. We are seeking to open Vista Legacy Global Academy in the fall of 2022.

Our new high school will be the culmination of our STEAM and International Global approach with pathways in both medicine, business, and climate change. The school will be connected to Los Angeles Technical College for dual enrollment and we are currently developing our Climate Change pathway with the University of California at Irvine. We believe this new high school will benefit our current students and families and those to come.

In collaboration,

--

Karen S. Amaya

Principal at Vista Charter Middle School

A 2900 W Temple St, Los Angeles, CA

P 213-201-4000 **E** kamaya@vistacharterps.org

W www.vistacharterms.org

"We might not change the world, but we can spark the mind that does."

Arroyo, Joaquin <jarroyo@valueschools.com> Wed, Dec 15, 2021 at 12:13 PM
To: Karen Amaya <kamaya@vistacharterps.org>

Hi Ms. Amaya,

Very exciting!

Where will your new high school be located?

[Quoted text hidden]

--

Jay Arroyo
Principal
Central City Value High School
221 N. Westmoreland Avenue
Los Angeles, California 90004
jarroyo@valueschools.com
213.471.4686

Gmail

Karen Amaya <kamaya@vistacharterps.org>

Community Impact Assessment for New Vista School

3 messages

Karen Amaya <kamaya@vistacharterps.org> Wed, Dec 15, 2021 at 10:58 AM
To: Don Wilson <dwilson@vistacharterps.org>, "Sommer, Daniel" <dsommer@vistacharterps.org>
Bcc: elsa.mendoza@lausd.net, lori.gambero@lausd.net, sarah.usmani@lausd.net, blanca.cruz@lausd.net, cxq9613@lausd.net, pablo.mejia@lausd.net, nmeza@lausd.net, Jennifer Quinones <j.quinones@newvillagegirlsacademy.org>, Joaquin Arroyo <jarroyo@valueschools.com>, lawrence.boone@caminonuevo.org, Amber Diaz <adiaz@laalliance.org>, ctrigueros@brightstarschools.org, mike.kang@larchmontcharter.org, ddefrenza@laaae.org

Greetings Partners in Education,

I hope this email finds you happy and healthy as well as all your loved ones.

I am reaching out as part of the Community Impact Assessment for a new Vista high school. This is the natural conclusion and extension of our Tk -8 grade pathway in the DTLA area and one with 11 years of history in the historic Filipino Town area. I'm sure you can understand how our parents have hoped and dreamed for this new school for some time. We are seeking to open Vista Legacy Global Academy in the fall of 2022.

Our new high school will be the culmination of our STEAM and International Global approach with pathways in both medicine, business, and climate change. The school will be connected to Los Angeles Technical College for dual enrollment and we are currently developing our Climate Change pathway with the University of California at Irvine. We believe this new high school will benefit our current students and families and those to come.

In collaboration,

--

Karen S. Amaya

Principal at Vista Charter Middle School

A 2900 W Temple St, Los Angeles, CA

P 213-201-4000 **E** kamaya@vistacharterps.org

W www.vistacharterms.org

"We might not change the world, but we can spark the mind that does."

Arroyo, Joaquin <jarroyo@valueschools.com> Wed, Dec 15, 2021 at 12:13 PM
To: Karen Amaya <kamaya@vistacharterps.org>

Hi Ms. Amaya,

Very exciting!

Where will your new high school be located?

[Quoted text hidden]

--

Jay Arroyo
Principal
Central City Value High School
221 N. Westmoreland Avenue
Los Angeles, California 90004
jarroyo@valueschools.com
213.471.4686

Gmail

Karen Amaya <kamaya@vistacharterps.org>

Community Impact Assessment for New Vista School

3 messages

Karen Amaya <kamaya@vistacharterps.org> Wed, Dec 15, 2021 at 10:58 AM
To: Don Wilson <dwilson@vistacharterps.org>, "Sommer, Daniel" <dsommer@vistacharterps.org>
Bcc: elsa.mendoza@lausd.net, lori.gambero@lausd.net, sarah.usmani@lausd.net, blanca.cruz@lausd.net, cxq9613@lausd.net, pablo.mejia@lausd.net, nmeza@lausd.net, Jennifer Quinones <j.quinones@newvillagegirlsacademy.org>, Joaquin Arroyo <jarroyo@valueschools.com>, lawrence.boone@caminonuevo.org, Amber Diaz <adiaz@laalliance.org>, ctrigueros@brightstarschools.org, mike.kang@larchmontcharter.org, ddefrenza@laaae.org

Greetings Partners in Education,

I hope this email finds you happy and healthy as well as all your loved ones.

I am reaching out as part of the Community Impact Assessment for a new Vista high school. This is the natural conclusion and extension of our Tk -8 grade pathway in the DTLA area and one with 11 years of history in the historic Filipino Town area. I'm sure you can understand how our parents have hoped and dreamed for this new school for some time. We are seeking to open Vista Legacy Global Academy in the fall of 2022.

Our new high school will be the culmination of our STEAM and International Global approach with pathways in both medicine, business, and climate change. The school will be connected to Los Angeles Technical College for dual enrollment and we are currently developing our Climate Change pathway with the University of California at Irvine. We believe this new high school will benefit our current students and families and those to come.

In collaboration,

--

Karen S. Amaya

Principal at Vista Charter Middle School

A 2900 W Temple St, Los Angeles, CA

P 213-201-4000 **E** kamaya@vistacharterps.org

W www.vistacharterms.org

"We might not change the world, but we can spark the mind that does."

Arroyo, Joaquin <jarroyo@valueschools.com> Wed, Dec 15, 2021 at 12:13 PM
To: Karen Amaya <kamaya@vistacharterps.org>

Hi Ms. Amaya,

Very exciting!

Where will your new high school be located?

[Quoted text hidden]

--

Jay Arroyo
Principal
Central City Value High School
221 N. Westmoreland Avenue
Los Angeles, California 90004
jarroyo@valueschools.com
213.471.4686

Gmail

Karen Amaya <kamaya@vistacharterps.org>

Community Impact Assessment for New Vista School

3 messages

Karen Amaya <kamaya@vistacharterps.org> Wed, Dec 15, 2021 at 10:58 AM
To: Don Wilson <dwilson@vistacharterps.org>, "Sommer, Daniel" <dsommer@vistacharterps.org>
Bcc: elsa.mendoza@lausd.net, lori.gambero@lausd.net, sarah.usmani@lausd.net, blanca.cruz@lausd.net, cxq9613@lausd.net, pablo.mejia@lausd.net, nmeza@lausd.net, Jennifer Quinones <j.quinones@newvillagegirlsacademy.org>, Joaquin Arroyo <jarroyo@valueschools.com>, lawrence.boone@caminonuevo.org, Amber Diaz <adiaz@laalliance.org>, ctrigueros@brightstarschools.org, mike.kang@larchmontcharter.org, ddefrenza@laaae.org

Greetings Partners in Education,

I hope this email finds you happy and healthy as well as all your loved ones.

I am reaching out as part of the Community Impact Assessment for a new Vista high school. This is the natural conclusion and extension of our Tk -8 grade pathway in the DTLA area and one with 11 years of history in the historic Filipino Town area. I'm sure you can understand how our parents have hoped and dreamed for this new school for some time. We are seeking to open Vista Legacy Global Academy in the fall of 2022.

Our new high school will be the culmination of our STEAM and International Global approach with pathways in both medicine, business, and climate change. The school will be connected to Los Angeles Technical College for dual enrollment and we are currently developing our Climate Change pathway with the University of California at Irvine. We believe this new high school will benefit our current students and families and those to come.

In collaboration,

--

Karen S. Amaya

Principal at Vista Charter Middle School

A 2900 W Temple St, Los Angeles, CA

P 213-201-4000 **E** kamaya@vistacharterps.org

W www.vistacharterms.org

"We might not change the world, but we can spark the mind that does."

Arroyo, Joaquin <jarroyo@valueschools.com> Wed, Dec 15, 2021 at 12:13 PM
To: Karen Amaya <kamaya@vistacharterps.org>

Hi Ms. Amaya,

Very exciting!

Where will your new high school be located?

[Quoted text hidden]

--

Jay Arroyo
Principal
Central City Value High School
221 N. Westmoreland Avenue
Los Angeles, California 90004
jarroyo@valueschools.com
213.471.4686

Gmail

Karen Amaya <kamaya@vistacharterps.org>

Community Impact Assessment for New Vista School

3 messages

Karen Amaya <kamaya@vistacharterps.org> Wed, Dec 15, 2021 at 10:58 AM
To: Don Wilson <dwilson@vistacharterps.org>, "Sommer, Daniel" <dsommer@vistacharterps.org>
Bcc: elsa.mendoza@lausd.net, lori.gambero@lausd.net, sarah.usmani@lausd.net, blanca.cruz@lausd.net, cxq9613@lausd.net, pablo.mejia@lausd.net, nmeza@lausd.net, Jennifer Quinones <j.quinones@newvillagegirlsacademy.org>, Joaquin Arroyo <jarroyo@valueschools.com>, lawrence.boone@caminonuevo.org, Amber Diaz <adiaz@laalliance.org>, ctrigueros@brightstarschools.org, mike.kang@larchmontcharter.org, ddefrenza@laaae.org

Greetings Partners in Education,

I hope this email finds you happy and healthy as well as all your loved ones.

I am reaching out as part of the Community Impact Assessment for a new Vista high school. This is the natural conclusion and extension of our Tk -8 grade pathway in the DTLA area and one with 11 years of history in the historic Filipino Town area. I'm sure you can understand how our parents have hoped and dreamed for this new school for some time. We are seeking to open Vista Legacy Global Academy in the fall of 2022.

Our new high school will be the culmination of our STEAM and International Global approach with pathways in both medicine, business, and climate change. The school will be connected to Los Angeles Technical College for dual enrollment and we are currently developing our Climate Change pathway with the University of California at Irvine. We believe this new high school will benefit our current students and families and those to come.

In collaboration,

--

Karen S. Amaya

Principal at Vista Charter Middle School

A 2900 W Temple St, Los Angeles, CA

P 213-201-4000 **E** kamaya@vistacharterps.org

W www.vistacharterms.org

"We might not change the world, but we can spark the mind that does."

Arroyo, Joaquin <jarroyo@valueschools.com> Wed, Dec 15, 2021 at 12:13 PM
To: Karen Amaya <kamaya@vistacharterps.org>

Hi Ms. Amaya,

Very exciting!

Where will your new high school be located?

[Quoted text hidden]

--

Jay Arroyo
Principal
Central City Value High School
221 N. Westmoreland Avenue
Los Angeles, California 90004
jarroyo@valueschools.com
213.471.4686

Gmail

Karen Amaya <kamaya@vistacharterps.org>

Community Impact Assessment for New Vista School

3 messages

Karen Amaya <kamaya@vistacharterps.org> Wed, Dec 15, 2021 at 10:58 AM
To: Don Wilson <dwilson@vistacharterps.org>, "Sommer, Daniel" <dsommer@vistacharterps.org>
Bcc: elsa.mendoza@lausd.net, lori.gambero@lausd.net, sarah.usmani@lausd.net, blanca.cruz@lausd.net, cxq9613@lausd.net, pablo.mejia@lausd.net, nmeza@lausd.net, Jennifer Quinones <j.quinones@newvillagegirlsacademy.org>, Joaquin Arroyo <jarroyo@valueschools.com>, lawrence.boone@caminonuevo.org, Amber Diaz <adiaz@laalliance.org>, ctrigueros@brightstarschools.org, mike.kang@larchmontcharter.org, ddefrenza@laaae.org

Greetings Partners in Education,

I hope this email finds you happy and healthy as well as all your loved ones.

I am reaching out as part of the Community Impact Assessment for a new Vista high school. This is the natural conclusion and extension of our Tk -8 grade pathway in the DTLA area and one with 11 years of history in the historic Filipino Town area. I'm sure you can understand how our parents have hoped and dreamed for this new school for some time. We are seeking to open Vista Legacy Global Academy in the fall of 2022.

Our new high school will be the culmination of our STEAM and International Global approach with pathways in both medicine, business, and climate change. The school will be connected to Los Angeles Technical College for dual enrollment and we are currently developing our Climate Change pathway with the University of California at Irvine. We believe this new high school will benefit our current students and families and those to come.

In collaboration,

--

Karen S. Amaya

Principal at Vista Charter Middle School

A 2900 W Temple St, Los Angeles, CA

P 213-201-4000 **E** kamaya@vistacharterps.org

W www.vistacharterms.org

"We might not change the world, but we can spark the mind that does."

Arroyo, Joaquin <jarroyo@valueschools.com> Wed, Dec 15, 2021 at 12:13 PM
To: Karen Amaya <kamaya@vistacharterps.org>

Hi Ms. Amaya,

Very exciting!

Where will your new high school be located?

[Quoted text hidden]

--

Jay Arroyo
Principal
Central City Value High School
221 N. Westmoreland Avenue
Los Angeles, California 90004
jarroyo@valueschools.com
213.471.4686

Gmail

Karen Amaya <kamaya@vistacharterps.org>

Community Impact Assessment for New Vista School

3 messages

Karen Amaya <kamaya@vistacharterps.org> Wed, Dec 15, 2021 at 10:58 AM
To: Don Wilson <dwilson@vistacharterps.org>, "Sommer, Daniel" <dsommer@vistacharterps.org>
Bcc: elsa.mendoza@lausd.net, lori.gambero@lausd.net, sarah.usmani@lausd.net, blanca.cruz@lausd.net, cxq9613@lausd.net, pablo.mejia@lausd.net, nmeza@lausd.net, Jennifer Quinones <j.quinones@newvillagegirlsacademy.org>, Joaquin Arroyo <jarroyo@valueschools.com>, lawrence.boone@caminonuevo.org, Amber Diaz <adiaz@laalliance.org>, ctrigueros@brightstarschools.org, mike.kang@larchmontcharter.org, ddefrenza@laaae.org

Greetings Partners in Education,

I hope this email finds you happy and healthy as well as all your loved ones.

I am reaching out as part of the Community Impact Assessment for a new Vista high school. This is the natural conclusion and extension of our Tk -8 grade pathway in the DTLA area and one with 11 years of history in the historic Filipino Town area. I'm sure you can understand how our parents have hoped and dreamed for this new school for some time. We are seeking to open Vista Legacy Global Academy in the fall of 2022.

Our new high school will be the culmination of our STEAM and International Global approach with pathways in both medicine, business, and climate change. The school will be connected to Los Angeles Technical College for dual enrollment and we are currently developing our Climate Change pathway with the University of California at Irvine. We believe this new high school will benefit our current students and families and those to come.

In collaboration,

--

Karen S. Amaya

Principal at Vista Charter Middle School

A 2900 W Temple St, Los Angeles, CA

P 213-201-4000 **E** kamaya@vistacharterps.org

W www.vistacharterms.org

"We might not change the world, but we can spark the mind that does."

Arroyo, Joaquin <jarroyo@valueschools.com> Wed, Dec 15, 2021 at 12:13 PM
To: Karen Amaya <kamaya@vistacharterps.org>

Hi Ms. Amaya,

Very exciting!

Where will your new high school be located?

[Quoted text hidden]

--

Jay Arroyo
Principal
Central City Value High School
221 N. Westmoreland Avenue
Los Angeles, California 90004
jarroyo@valueschools.com
213.471.4686

Gmail

Karen Amaya <kamaya@vistacharterps.org>

Community Impact Assessment for New Vista School

3 messages

Karen Amaya <kamaya@vistacharterps.org> Wed, Dec 15, 2021 at 10:58 AM
To: Don Wilson <dwilson@vistacharterps.org>, "Sommer, Daniel" <dsommer@vistacharterps.org>
Bcc: elsa.mendoza@lausd.net, lori.gambero@lausd.net, sarah.usmani@lausd.net, blanca.cruz@lausd.net, cxq9613@lausd.net, pablo.mejia@lausd.net, nmeza@lausd.net, Jennifer Quinones <j.quinones@newvillagegirlsacademy.org>, Joaquin Arroyo <jarroyo@valueschools.com>, lawrence.boone@caminonuevo.org, Amber Diaz <adiaz@laalliance.org>, ctrigueros@brightstarschools.org, mike.kang@larchmontcharter.org, ddefrenza@laaae.org

Greetings Partners in Education,

I hope this email finds you happy and healthy as well as all your loved ones.

I am reaching out as part of the Community Impact Assessment for a new Vista high school. This is the natural conclusion and extension of our Tk -8 grade pathway in the DTLA area and one with 11 years of history in the historic Filipino Town area. I'm sure you can understand how our parents have hoped and dreamed for this new school for some time. We are seeking to open Vista Legacy Global Academy in the fall of 2022.

Our new high school will be the culmination of our STEAM and International Global approach with pathways in both medicine, business, and climate change. The school will be connected to Los Angeles Technical College for dual enrollment and we are currently developing our Climate Change pathway with the University of California at Irvine. We believe this new high school will benefit our current students and families and those to come.

In collaboration,

--

Karen S. Amaya

Principal at Vista Charter Middle School

A 2900 W Temple St, Los Angeles, CA

P 213-201-4000 **E** kamaya@vistacharterps.org

W www.vistacharterms.org

"We might not change the world, but we can spark the mind that does."

Arroyo, Joaquin <jarroyo@valueschools.com> Wed, Dec 15, 2021 at 12:13 PM
To: Karen Amaya <kamaya@vistacharterps.org>

Hi Ms. Amaya,

Very exciting!

Where will your new high school be located?

[Quoted text hidden]

--

Jay Arroyo
Principal
Central City Value High School
221 N. Westmoreland Avenue
Los Angeles, California 90004
jarroyo@valueschools.com
213.471.4686

Gmail

Karen Amaya <kamaya@vistacharterps.org>

Community Impact Assessment for New Vista School

1 message

Karen Amaya <kamaya@vistacharterps.org> Tue, Dec 21, 2021 at 2:20 PM
To: cxv2851@lausd.net
Cc: Don Wilson <dwilson@vistacharterps.org>

Greetings Ms. Vega,

I hope this email finds you happy and healthy as well as all your loved ones.

I am reaching out as part of the Community Impact Assessment for a new Vista high school. This is the natural conclusion and extension of our Tk -8 grade pathway in the DTLA area and one with 11 years of history in the historic Filipino Town area. I'm sure you can understand how our parents have hoped and dreamed for this new school for some time. We are seeking to open Vista Legacy Global Academy in the fall of 2022.

Our new high school will be the culmination of our STEAM and International Global approach with pathways in both medicine, business, and climate change. The school will be connected to Los Angeles Technical College for dual enrollment and we are currently developing our Climate Change pathway with the University of California at Irvine. We believe this new high school will benefit our current students and families and those to come.

In collaboration,

--

Karen S. Amaya

Principal at Vista Charter Middle School

A 2900 W Temple St, Los Angeles, CA

P 213-201-4000 **E** kamaya@vistacharterps.org

W www.vistacharterms.org

"We might not change the world, but we can spark the mind that does."

Gmail

Karen Amaya <kamaya@vistacharterps.org>

Community Impact Assessment for New Vista School

3 messages

Karen Amaya <kamaya@vistacharterps.org> Wed, Dec 15, 2021 at 10:58 AM
To: Don Wilson <dwilson@vistacharterps.org>, "Sommer, Daniel" <dsommer@vistacharterps.org>
Bcc: elsa.mendoza@lausd.net, lori.gambero@lausd.net, sarah.usmani@lausd.net, blanca.cruz@lausd.net, cxq9613@lausd.net, pablo.mejia@lausd.net, nmeza@lausd.net, Jennifer Quinones <j.quinones@newvillagegirlsacademy.org>, Joaquin Arroyo <jarroyo@valueschools.com>, lawrence.boone@caminonuevo.org, Amber Diaz <adiaz@laalliance.org>, ctrigueros@brightstarschools.org, mike.kang@larchmontcharter.org, ddefrenza@laaae.org

Greetings Partners in Education,

I hope this email finds you happy and healthy as well as all your loved ones.

I am reaching out as part of the Community Impact Assessment for a new Vista high school. This is the natural conclusion and extension of our Tk -8 grade pathway in the DTLA area and one with 11 years of history in the historic Filipino Town area. I'm sure you can understand how our parents have hoped and dreamed for this new school for some time. We are seeking to open Vista Legacy Global Academy in the fall of 2022.

Our new high school will be the culmination of our STEAM and International Global approach with pathways in both medicine, business, and climate change. The school will be connected to Los Angeles Technical College for dual enrollment and we are currently developing our Climate Change pathway with the University of California at Irvine. We believe this new high school will benefit our current students and families and those to come.

In collaboration,

--

Karen S. Amaya

Principal at Vista Charter Middle School

A 2900 W Temple St, Los Angeles, CA

P 213-201-4000 **E** kamaya@vistacharterps.org

W www.vistacharterms.org

"We might not change the world, but we can spark the mind that does."

Arroyo, Joaquin <jarroyo@valueschools.com> Wed, Dec 15, 2021 at 12:13 PM
To: Karen Amaya <kamaya@vistacharterps.org>

Hi Ms. Amaya,

Very exciting!

Where will your new high school be located?

[Quoted text hidden]

--

Jay Arroyo
Principal
Central City Value High School
221 N. Westmoreland Avenue
Los Angeles, California 90004
jarroyo@valueschools.com
213.471.4686

Gmail

Karen Amaya <kamaya@vistacharterps.org>

Vista Legacy Global Academy

1 message

Karen Amaya <kamaya@vistacharterps.org> Thu, Oct 28, 2021 at 1:29 PM
To: rampartvillage@gmail.com
Cc: Don Wilson <dwilson@vistacharterps.org>

Greetings Neighbors in Education,

I hope this email finds you happy and healthy as well as all your loved ones.

We are reaching out as part of the Community Impact Assessment for a new Vista high school. This is the natural conclusion and extension of our Tk -8 grade pathway in the DTLA area and one with 11 years history in the historic FilipinoTown area. I'm sure you can understand how our parents have hoped and dreamed for this new school for some time. We are seeking to open Vista Legacy Global Academy in the Fall of 2022.

Our new high school will be the culmination of our STEAM and International Global approach with pathways in both medicine and international business. The school will also be connected to Los Angeles Technical College for dual enrollment. We believe this new high school will benefit our current students and families and those to come. I hope we can speak about this in the near future and, as always, are grateful for your years of support.

Thank you!

Warmly,

--

Karen S. Amaya

Principal at Vista Charter Middle School

A 2900 W Temple St, Los Angeles, CA

P 213-201-4000 **E** kamaya@vistacharterps.org

W www.vistacharterms.org

"We might not change the world, but we can spark the mind that does."

Gmail

Karen Amaya <kamaya@vistacharterps.org>

Next board meeting

4 messages

Karen Amaya <kamaya@vistacharterps.org> Wed, Nov 17, 2021 at 1:52 PM
To: RampartVillage@gmail.com

Greetings,

I was wondering when your next meeting would be taking place.

--

Karen S. Amaya

Principal at Vista Charter Middle School

A 2900 W Temple St, Los Angeles, CA

P 213-201-4000 **E** kamaya@vistacharterps.org

W www.vistacharterms.org

"We might not change the world, but we can spark the mind that does."

President of RVNC <rampartvillage@gmail.com> Wed, Nov 17, 2021 at 2:26 PM
To: Karen Amaya <kamaya@vistacharterps.org>

Good Afternoon Ms. Amaya,

We just met last night and we meet the third Tuesday of the month so our next meeting will be at 6 PM on Tuesday, December 21.

In case it's useful, please find attached a copy of the agenda for last night's meeting.

Please let me know if you have any other questions or if I could be of further assistance.

Thank you.

Diversity Is Our Strength!

Philip Armstrong, President
Rampart Village Neighborhood Council
155 N. Occidental Blvd. Suite 236
Los Angeles, CA 90026
(o) 213.568.3086
(c) 213.275.9322
www.RVNC.org
f: realRVNC

- Immediate life threatening police, fire or medical emergency: **9-1-1**
- Parking enforcement (blocked driveway, parking violation, locate impounded vehicle): **213-485-4184**
- Police non-emergency: **877-ASK-LAPD (877-275-5273)**
- Sanitation (missed trash pick-up, broken container): **800-773-2489**
- Traffic control (signal light out): **213-485-4184**
- Dept. of Water & Power: **800-342-5397**
- Other City issues: **3-1-1**

[Quoted text hidden]

11.16.21RVNC_GeneralBoardAgendaV1.pdf
322K

Karen Amaya <kamaya@vistacharterps.org> Wed, Dec 15, 2021 at 10:19 AM
To: President of RVNC <rampartvillage@gmail.com>

Thank you. I'll be attending the next meeting. I'd just like to make an announcement about the expansion of our school.

thank you,
[Quoted text hidden]

President of RVNC <rampartvillage@gmail.com> Wed, Dec 15, 2021 at 3:00 PM
To: Karen Amaya <kamaya@vistacharterps.org>

Good afternoon Ms. Amaya,

You're welcome. I will send you a copy of the agenda when it is available. The time to make your report will be in Item IV.B, reports by community organizations.

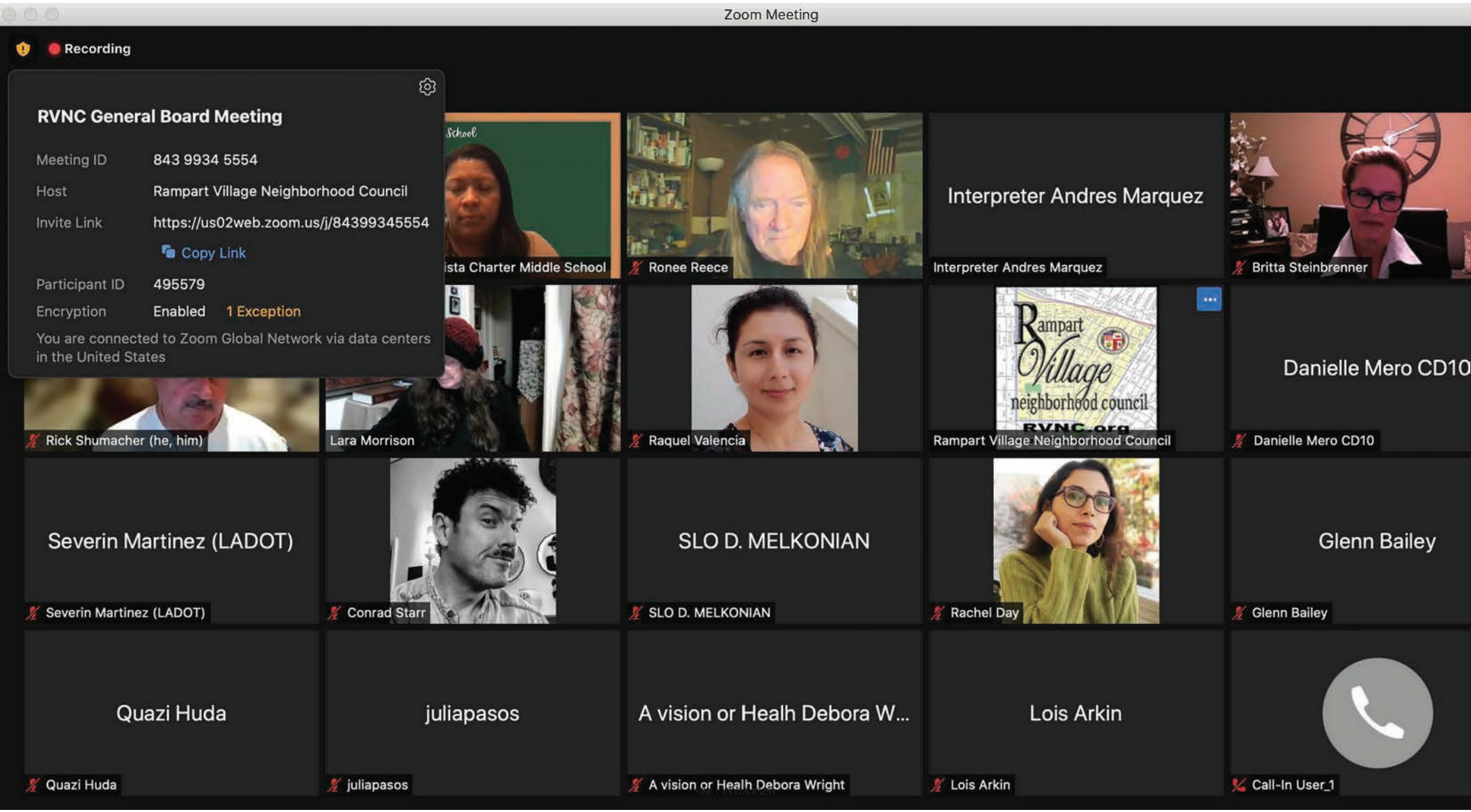
Thank you for joining us.

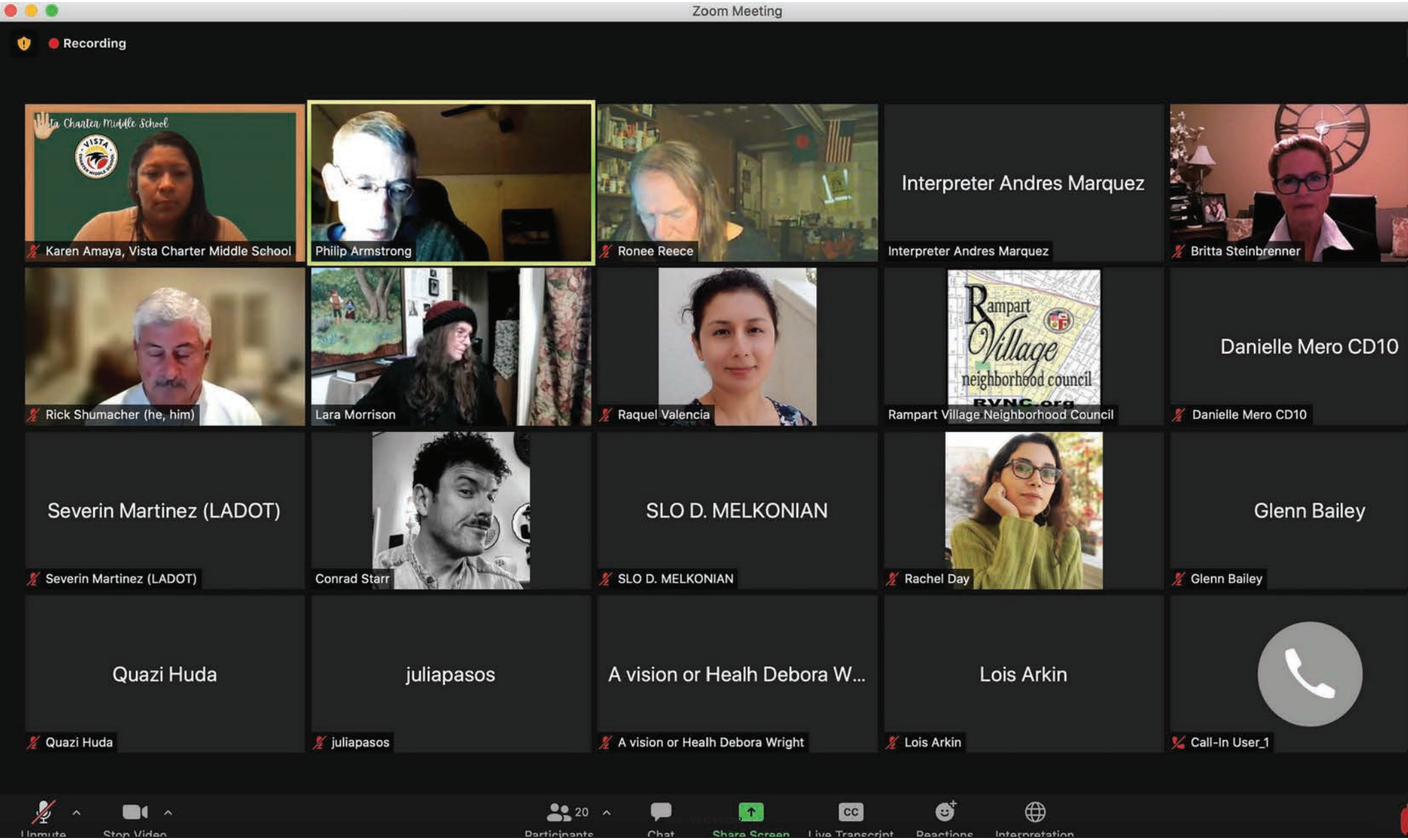
Diversity Is Our Strength!

Philip Armstrong, President
Rampart Village Neighborhood Council
155 N. Occidental Blvd. Suite 236
Los Angeles, CA 90026
(o) 213.568.3086
(c) 213.275.9322
www.RVNC.org
f: realRVNC

- Immediate life threatening police, fire or medical emergency: **9-1-1**
- Parking enforcement (blocked driveway, parking violation, locate impounded vehicle): **213-485-4184**
- Police non-emergency: **877-ASK-LAPD (877-275-5273)**
- Sanitation (missed trash pick-up, broken container): **800-773-2489**
- Traffic control (signal light out): **213-485-4184**
- Dept. of Water & Power: **800-342-5397**
- Other City issues: **3-1-1**

[Quoted text hidden]


Zoom Meeting
Recording
RVNC General Board Meeting
Meeting ID 843 9934 5554
Host Rampart Village Neighborhood Council
Invite Link https://us02web.zoom.us/j/84399345554
Copy Link
Participant ID 495579
Encryption Enabled 1 Exception
You are connected to Zoom Global Network via data centers in the United States
Ronee Reece
Interpreter Andres Marquez
Interpreter Andres Marquez
Britta Steinbrenner
Rick Shumacher (he, him)
Lara Morrison
Raquel Valencia
Rampart Village neighborhood council
RVNC.org
Rampart Village Neighborhood Council
Danielle Mero CD10
Danielle Mero CD10
Severin Martinez (LADOT)
Severin Martinez (LADOT)
Conrad Starr
SLO D. MELKONIAN
SLO D. MELKONIAN
Rachel Day
Glenn Bailey
Glenn Bailey
Quazi Huda
Quazi Huda
juliapasos
juliapasos
A vision or Healh Debora W...
A vision or Healh Debora Wright
Lois Arkin
Lois Arkin
Call-In User_1


Zoom Meeting
Recording
Karen Amaya, Vista Charter Middle School
Philip Armstrong
Ronee Reece
Interpreter Andres Marquez
Interpreter Andres Marquez
Britta Steinbrenner
Rick Shumacher (he, him)
Lara Morrison
Raquel Valencia
Rampart Village neighborhood council
Rampart Village Neighborhood Council
Danielle Mero CD10
Danielle Mero CD10
Severin Martinez (LADOT)
Severin Martinez (LADOT)
Conrad Starr
SLO D. MELKONIAN
SLO D. MELKONIAN
Rachel Day
Glenn Bailey
Glenn Bailey
Quazi Huda
Quazi Huda
juliapasos
juliapasos
A vision or Healh Debora W...
A vision or Healh Debora Wright
Lois Arkin
Lois Arkin
Call-In User_1
Unmute
Stop Video
Participants
20
Chat
Share Screen
Live Transcript
Reactions
Interpretation

zoom.us Meeting View Edit Window Help
90% Mon 5:13 PM Karen Amaya
Zoom Meeting
Recording
View
Luis Hernandez
Karen Amaya
donwilson
leighannedrake
iPad
Mimi Kim
Beatriz Lovera
jose rubio
Michael Rosner
Roxana's iPhone
Roxana's iPhone
A
Ana Carranza
Arturo Garcia
Arturo Garcia
Erika Najera
ICON
Roy Kim
jody molodow
jody molodow
Daniel Sommer
Call-In User_1

Gmail

Karen Amaya <kamaya@vistacharterps.org>

Vista Legacy Global Academy

2 messages

Karen Amaya <kamaya@vistacharterps.org> Tue, Dec 21, 2021 at 11:29 AM
To: Bobby Kelley <bkelley@bresee.org>, Andy Rodriguez <arodriguez@bresee.org>

Greetings Partner in Education

As part of the LAUSD's requirements of the Community Impact Assessment, it gives us great pleasure to inform you of Vista's new high school, Vista Legacy Global Academy. Please see attached letter.

Looking forward to your continued support and collaboration.

--

Karen S. Amaya

Principal at Vista Charter Middle School

A 2900 W Temple St, Los Angeles, CA

P 213-201-4000 **E** kamaya@vistacharterps.org

W www.vistacharterms.org

"We might not change the world, but we can spark the mind that does."

Community-Based Organizations.pdf
187K

Bobby Kelley <bkelley@bresee.org> Tue, Dec 21, 2021 at 1:19 PM
To: Karen Amaya <kamaya@vistacharterps.org>
Cc: Andy Rodriguez <arodriguez@bresee.org>

Greetings Mrs. Amaya

I look forward to our continuous partnership as we continue to serve the youth and their families in the surrounding communities. Merry Christmas and Happy New Year's

Many blessings,
Bobby

Sent from my iPhone

> On Dec 21, 2021, at 11:29 AM, Karen Amaya <kamaya@vistacharterps.org> wrote:
>
> [Quoted text hidden]

Community-Based Organizations.pdf

187K

Gmail

Karen Amaya <kamaya@vistacharterps.org>

Vista Legacy Global Academy

1 message

Karen Amaya <kamaya@vistacharterps.org> Tue, Dec 21, 2021 at 12:02 PM
To: Andria Bibler <abibler@childrensinstitute.org>, Sofia Manzo <smanzo@childrensinstitute.org>, Evelyn Balderas <ebalderas@kyccla.org>, Katerine Alegria <kalegria@kyccla.org>
Cc: Don Wilson <dwilson@vistacharterps.org>

Greetings Partner in Education

As part of the LAUSD's requirements of the Community Impact Assessment, it gives us great pleasure to inform you of Vista's new high school, Vista Legacy Global Academy. Please see attached letter.

Looking forward to your continued support and collaboration.

--

Karen S. Amaya

Principal at Vista Charter Middle School

A 2900 W Temple St, Los Angeles, CA

P 213-201-4000 **E** kamaya@vistacharterps.org

W www.vistacharterms.org

"We might not change the world, but we can spark the mind that does."

Legacy Comm Partners.docx
149K

Gmail

Karen Amaya <kamaya@vistacharterps.org>

Vista Legacy Global Academy

1 message

Karen Amaya <kamaya@vistacharterps.org> Tue, Dec 21, 2021 at 11:24 AM
To: info@dreamcenter.org
Cc: Don Wilson <dwilson@vistacharterps.org>

Greetings Partner in Education

As part of the LAUSD's requirements of the Community Impact Assessment, it gives us great pleasure to inform you of Vista's new high school, Vista Legacy Global Academy. Please see attached letter.

Looking forward to your continued support and collaboration.

--

Karen S. Amaya

Principal at Vista Charter Middle School

A 2900 W Temple St, Los Angeles, CA

P 213-201-4000 **E** kamaya@vistacharterps.org

W www.vistacharterms.org

"We might not change the world, but we can spark the mind that does."

Legacy Comm Partners.docx
149K

Gmail

Karen Amaya <kamaya@vistacharterps.org>

Vista Legacy Global Academy

2 messages

Karen Amaya <kamaya@vistacharterps.org> Thu, Oct 28, 2021 at 12:54 PM
To: Don Wilson <dwilson@vistacharterps.org>
Bcc: Chrystal Alvarez <calvarez@ecdpla.org>, Kimmy Maniquis <kimmy@sipacares.org>, Jamie Michelle Prudencio <jamie@sipacares.org>, Rene Martinez <rene@peaceoverviolence.org>, Sonia Medina <smedina@sabancommunityclinic.org>, Haidy Juarez <HJuarez@lacare.org>

Greetings Partner in Education

As part of the LAUSD's requirements of the Community Impact Assessment, it gives us great pleasure to inform you of Vista's new high school, Vista Legacy Global Academy. Please see attached letter.

Looking forward to your continued support and collaboration.

--

Karen S. Amaya

Principal at Vista Charter Middle School

A 2900 W Temple St, Los Angeles, CA

P 213-201-4000 **E** kamaya@vistacharterps.org

W www.vistacharterms.org

"We might not change the world, but we can spark the mind that does."

Legacy Comm Partners.docx
149K

Chrystal Alvarez <calvarez@ecdpla.org> Thu, Oct 28, 2021 at 12:58 PM
To: Karen Amaya <kamaya@vistacharterps.org>
Cc: Don Wilson <dwilson@vistacharterps.org>

This is awesome. Thank you!
[Quoted text hidden]
--

Chrystal Alvarez / Program Director
GRYD Prevention Rampart 1 & 2 Zones | GRYD Juvenile Reentry
1545 Wilshire Blvd Suite 711, Los Angeles, California 90017.
Office 213-353-4770 | Fax 213-353-4868 | Cell 619-521-4514

Gmail

Karen Amaya <kamaya@vistacharterps.org>

Vista Legacy Global Academy

1 message

Karen Amaya <kamaya@vistacharterps.org> Tue, Dec 21, 2021 at 9:34 AM
To: Mimi Kim <mimikim6464@gmail.com>, Skyler Griswold <skylergriswold1@gmail.com>
Cc: Don Wilson <dwilson@vistacharterps.org>

Greetings Partner in Education

As part of the LAUSD's requirements of the Community Impact Assessment, it gives us great pleasure to inform you of Vista's new high school, Vista Legacy Global Academy. Please see attached letter.

Looking forward to your continued support and collaboration.

--

Karen S. Amaya

Principal at Vista Charter Middle School

A 2900 W Temple St, Los Angeles, CA

P 213-201-4000 **E** kamaya@vistacharterps.org

W www.vistacharterms.org

"We might not change the world, but we can spark the mind that does."

Legacy Comm Partners.docx
149K

Gmail

Karen Amaya <kamaya@vistacharterps.org>

Vista Legacy Global Academy

1 message

Karen Amaya <kamaya@vistacharterps.org> Tue, Dec 21, 2021 at 12:02 PM
To: Andria Bibler <abibler@childrensinstitute.org>, Sofia Manzo <smanzo@childrensinstitute.org>, Evelyn Balderas <ebalderas@kyccla.org>, Katerine Alegria <kalegria@kyccla.org>
Cc: Don Wilson <dwilson@vistacharterps.org>

Greetings Partner in Education

As part of the LAUSD's requirements of the Community Impact Assessment, it gives us great pleasure to inform you of Vista's new high school, Vista Legacy Global Academy. Please see attached letter.

Looking forward to your continued support and collaboration.

--

Karen S. Amaya

Principal at Vista Charter Middle School

A 2900 W Temple St, Los Angeles, CA

P 213-201-4000 **E** kamaya@vistacharterps.org

W www.vistacharterms.org

"We might not change the world, but we can spark the mind that does."

Legacy Comm Partners.docx
149K

Gmail

Karen Amaya <kamaya@vistacharterps.org>

Vista Legacy Global Academy

2 messages

Karen Amaya <kamaya@vistacharterps.org> Thu, Oct 28, 2021 at 12:54 PM
To: Don Wilson <dwilson@vistacharterps.org>
Bcc: Chrystal Alvarez <calvarez@ecdpla.org>, Kimmy Maniquis <kimmy@sipacares.org>, Jamie Michelle Prudencio <jamie@sipacares.org>, Rene Martinez <rene@peaceoverviolence.org>, Sonia Medina <smedina@sabancommunityclinic.org>, Haidy Juarez <HJuarez@lacare.org>

Greetings Partner in Education

As part of the LAUSD's requirements of the Community Impact Assessment, it gives us great pleasure to inform you of Vista's new high school, Vista Legacy Global Academy. Please see attached letter.

Looking forward to your continued support and collaboration.

--

Karen S. Amaya

Principal at Vista Charter Middle School

A 2900 W Temple St, Los Angeles, CA

P 213-201-4000 **E** kamaya@vistacharterps.org

W www.vistacharterms.org

"We might not change the world, but we can spark the mind that does."

Legacy Comm Partners.docx
149K

Chrystal Alvarez <calvarez@ecdpla.org> Thu, Oct 28, 2021 at 12:58 PM
To: Karen Amaya <kamaya@vistacharterps.org>
Cc: Don Wilson <dwilson@vistacharterps.org>

This is awesome. Thank you!
[Quoted text hidden]
--

Chrystal Alvarez / Program Director
GRYD Prevention Rampart 1 & 2 Zones | GRYD Juvenile Reentry
1545 Wilshire Blvd Suite 711, Los Angeles, California 90017.
Office 213-353-4770 | Fax 213-353-4868 | Cell 619-521-4514

Gmail

Karen Amaya <kamaya@vistacharterps.org>

Vista Legacy Global Academy

2 messages

Karen Amaya <kamaya@vistacharterps.org> Tue, Dec 21, 2021 at 12:17 PM
To: maritza.guzman@lacity.org, jeran.bogle@lacity.org, gus.sedano@lacity.org, echopark.rc@lacity.org

Greetings Partners at LA Parks and Recreation

As part of the LAUSD's requirements of the Community Impact Assessment, it gives us great pleasure to inform you of Vista's new high school, Vista Legacy Global Academy. Please see attached letter.

Looking forward to your continued support and collaboration.

--

Karen S. Amaya

Principal at Vista Charter Middle School

A 2900 W Temple St, Los Angeles, CA

P 213-201-4000 **E** kamaya@vistacharterps.org

W www.vistacharterms.org

"We might not change the world, but we can spark the mind that does."

Legacy Comm Partners.docx
149K

Karen Amaya <kamaya@vistacharterps.org> Tue, Dec 21, 2021 at 12:25 PM
To: jimmy.macwilliams@lacity.org

[Quoted text hidden]

Legacy Comm Partners.docx
149K

Gmail

Karen Amaya <kamaya@vistacharterps.org>

Vista Legacy Global Academy

1 message

Karen Amaya <kamaya@vistacharterps.org> Tue, Dec 21, 2021 at 12:17 PM
To: maritza.guzman@lacity.org, jeran.bogle@lacity.org, gus.sedano@lacity.org, echopark.rc@lacity.org

Greetings Partners at LA Parks and Recreation

As part of the LAUSD's requirements of the Community Impact Assessment, it gives us great pleasure to inform you of Vista's new high school, Vista Legacy Global Academy. Please see attached letter.

Looking forward to your continued support and collaboration.

--

Karen S. Amaya

Principal at Vista Charter Middle School

A 2900 W Temple St, Los Angeles, CA

P 213-201-4000 **E** kamaya@vistacharterps.org

W www.vistacharterms.org

"We might not change the world, but we can spark the mind that does."

Legacy Comm Partners.docx
149K

Gmail

Karen Amaya <kamaya@vistacharterps.org>

Vista Legacy Global Academy

1 message

Karen Amaya <kamaya@vistacharterps.org> Tue, Dec 21, 2021 at 12:17 PM
To: maritza.guzman@lacity.org, jeran.bogle@lacity.org, gus.sedano@lacity.org, echopark.rc@lacity.org

Greetings Partners at LA Parks and Recreation

As part of the LAUSD's requirements of the Community Impact Assessment, it gives us great pleasure to inform you of Vista's new high school, Vista Legacy Global Academy. Please see attached letter.

Looking forward to your continued support and collaboration.

--

Karen S. Amaya

Principal at Vista Charter Middle School

A 2900 W Temple St, Los Angeles, CA

P 213-201-4000 **E** kamaya@vistacharterps.org

W www.vistacharterms.org

"We might not change the world, but we can spark the mind that does."

Legacy Comm Partners.docx
149K

Gmail

Karen Amaya <kamaya@vistacharterps.org>

Vista Legacy Global Academy

1 message

Karen Amaya <kamaya@vistacharterps.org> Tue, Dec 21, 2021 at 12:17 PM
To: maritza.guzman@lacity.org, jeran.bogle@lacity.org, gus.sedano@lacity.org, echopark.rc@lacity.org

Greetings Partners at LA Parks and Recreation

As part of the LAUSD's requirements of the Community Impact Assessment, it gives us great pleasure to inform you of Vista's new high school, Vista Legacy Global Academy. Please see attached letter.

Looking forward to your continued support and collaboration.

--

Karen S. Amaya

Principal at Vista Charter Middle School

A 2900 W Temple St, Los Angeles, CA

P 213-201-4000 **E** kamaya@vistacharterps.org

W www.vistacharterms.org

"We might not change the world, but we can spark the mind that does."

Legacy Comm Partners.docx
149K

Gmail

Karen Amaya <kamaya@vistacharterps.org>

Vista Legacy Global Academy

3 messages

Karen Amaya <kamaya@vistacharterps.org> Thu, Oct 28, 2021 at 12:54 PM
To: Don Wilson <dwilson@vistacharterps.org>
Bcc: Chrystal Alvarez <calvarez@ecdpla.org>, Kimmy Maniquis <kimmy@sipacares.org>, Jamie Michelle Prudencio <jamie@sipacares.org>, Rene Martinez <rene@peaceoverviolence.org>, Sonia Medina <smedina@sabancommunityclinic.org>, Haidy Juarez <HJuarez@lacare.org>

Greetings Partner in Education

As part of the LAUSD's requirements of the Community Impact Assessment, it gives us great pleasure to inform you of Vista's new high school, Vista Legacy Global Academy. Please see attached letter.

Looking forward to your continued support and collaboration.

--

Karen S. Amaya

Principal at Vista Charter Middle School

A 2900 W Temple St, Los Angeles, CA

P 213-201-4000 **E** kamaya@vistacharterps.org

W www.vistacharterms.org

"We might not change the world, but we can spark the mind that does."

Legacy Comm Partners.docx
149K

Chrystal Alvarez <calvarez@ecdpla.org> Thu, Oct 28, 2021 at 12:58 PM
To: Karen Amaya <kamaya@vistacharterps.org>
Cc: Don Wilson <dwilson@vistacharterps.org>

This is awesome. Thank you!
[Quoted text hidden]
--

Chrystal Alvarez / Program Director
GRYD Prevention Rampart 1 & 2 Zones | GRYD Juvenile Reentry
1545 Wilshire Blvd Suite 711, Los Angeles, California 90017.
Office 213-353-4770 | Fax 213-353-4868 | Cell 619-521-4514

Rene Martinez <Rene@peaceoverviolence.org> Tue, Dec 21, 2021 at 9:38 AM
To: Karen Amaya <kamaya@vistacharterps.org>, Don Wilson <dwilson@vistacharterps.org>

Mrs. Amaya,

Looking forward to continue our relationship in the near future. You have been a wonderful partner throughout the years and we are looking to improve on that collaboration.

Yours truly,

Rene Martinez

Parent and Community Coordinator.

From: Karen Amaya <kamaya@vistacharterps.org>
Sent: Thursday, October 28, 2021 12:55 PM
To: Don Wilson <dwilson@vistacharterps.org>
Subject: Vista Legacy Global Academy

Greetings Partner in Education

As part of the LAUSD's requirements of the Community Impact Assessment, it gives us great pleasure to inform you of Vista's new high school, Vista Legacy Global Academy. Please see attached letter.

Looking forward to your continued support and collaboration.

--

Karen S. Amaya
Principal at Vista Charter Middle School

A 2900 W Temple St, Los Angeles, CA

P 213-201-4000
E kamaya@vistacharterps.org

W www.vistacharterms.org

[Quoted text hidden]

Gmail

Karen Amaya <kamaya@vistacharterps.org>

Vista Legacy Global Academy

2 messages

Karen Amaya <kamaya@vistacharterps.org> Thu, Oct 28, 2021 at 12:54 PM
To: Don Wilson <dwilson@vistacharterps.org>
Bcc: Chrystal Alvarez <calvarez@ecdpla.org>, Kimmy Maniquis <kimmy@sipacares.org>, Jamie Michelle Prudencio <jamie@sipacares.org>, Rene Martinez <rene@peaceoverviolence.org>, Sonia Medina <smedina@sabancommunityclinic.org>, Haidy Juarez <HJuarez@lacare.org>

Greetings Partner in Education

As part of the LAUSD's requirements of the Community Impact Assessment, it gives us great pleasure to inform you of Vista's new high school, Vista Legacy Global Academy. Please see attached letter.

Looking forward to your continued support and collaboration.

--

Karen S. Amaya

Principal at Vista Charter Middle School

A 2900 W Temple St, Los Angeles, CA

P 213-201-4000 **E** kamaya@vistacharterps.org

W www.vistacharterms.org

"We might not change the world, but we can spark the mind that does."

Legacy Comm Partners.docx
149K

Chrystal Alvarez <calvarez@ecdpla.org> Thu, Oct 28, 2021 at 12:58 PM
To: Karen Amaya <kamaya@vistacharterps.org>
Cc: Don Wilson <dwilson@vistacharterps.org>

This is awesome. Thank you!
[Quoted text hidden]
--

Chrystal Alvarez / Program Director
GRYD Prevention Rampart 1 & 2 Zones | GRYD Juvenile Reentry
1545 Wilshire Blvd Suite 711, Los Angeles, California 90017.
Office 213-353-4770 | Fax 213-353-4868 | Cell 619-521-4514

Gmail

Karen Amaya <kamaya@vistacharterps.org>

Vista Legacy Global Academy

1 message

Karen Amaya <kamaya@vistacharterps.org> Thu, Oct 28, 2021 at 12:51 PM
To: gloriajackpot@gmail.com
Cc: Don Wilson <dwilson@vistacharterps.org>

Greetings Board Member Morales,

As part of the LAUSD's requirements of the Community Impact Assessment, it gives us great pleasure to inform you of Vista's new high school, Vista Legacy Global Academy. Please see attached letter.

Looking forward to your continued support and collaboration.

--

Karen S. Amaya

Principal at Vista Charter Middle School

A 2900 W Temple St, Los Angeles, CA

P 213-201-4000 **E** kamaya@vistacharterps.org

W www.vistacharterms.org

"We might not change the world, but we can spark the mind that does."

Legacy SL COC.docx
149K

Gmail

Karen Amaya <kamaya@vistacharterps.org>

Vista Legacy Global Academy

2 messages

Karen Amaya <kamaya@vistacharterps.org> Thu, Oct 28, 2021 at 12:54 PM
To: Don Wilson <dwilson@vistacharterps.org>
Bcc: Chrystal Alvarez <calvarez@ecdpla.org>, Kimmy Maniquis <kimmy@sipacares.org>, Jamie Michelle Prudencio <jamie@sipacares.org>, Rene Martinez <rene@peaceoverviolence.org>, Sonia Medina <smedina@sabancommunityclinic.org>, Haidy Juarez <HJuarez@lacare.org>

Greetings Partner in Education

As part of the LAUSD's requirements of the Community Impact Assessment, it gives us great pleasure to inform you of Vista's new high school, Vista Legacy Global Academy. Please see attached letter.

Looking forward to your continued support and collaboration.

--

Karen S. Amaya

Principal at Vista Charter Middle School

A 2900 W Temple St, Los Angeles, CA

P 213-201-4000 **E** kamaya@vistacharterps.org

W www.vistacharterms.org

"We might not change the world, but we can spark the mind that does."

Legacy Comm Partners.docx
149K

Chrystal Alvarez <calvarez@ecdpla.org> Thu, Oct 28, 2021 at 12:58 PM
To: Karen Amaya <kamaya@vistacharterps.org>
Cc: Don Wilson <dwilson@vistacharterps.org>

This is awesome. Thank you!
[Quoted text hidden]
--

Chrystal Alvarez / Program Director
GRYD Prevention Rampart 1 & 2 Zones | GRYD Juvenile Reentry
1545 Wilshire Blvd Suite 711, Los Angeles, California 90017.
Office 213-353-4770 | Fax 213-353-4868 | Cell 619-521-4514

VISTA CHARTER PUBLIC SCHOOLS

2900 West Temple Street
Los Angeles, CA 90026
T 213 201-4000 | F 213 201-5861
www.vistacharterps.org

Dr. Don Wilson, Superintendent

Dear Local Community Partner,

First, I would like to thank you from the bottom of my heart. You have been an ardent supporter of Vista Charter Middle School (6-9) and Vista Horizon Global Academy (TK-5) for many years and have participated in many community events at our schools over the years.

We are excited to announce that we are looking to open up a new high school that will give our culminating 8th grade students the ability to continue their Vista education.

Vista Legacy Global Academy will be the logical extension of the Vista Global Academy experience starting in TK at Vista Horizon Global Academy, moving through Vista Charter Middle School and culminating in a dual enrollment pathways high school serving the needs of our students with a strong college and carreer experience. Like all our schools, the Three pillars of a Vista Global Aacademy experience include:

1. Social Emotional Learning
2. Global Competence with the International School Studies Network, and
3. STEAM (Science, Tech, Engineering, Arts, and Math).

The focus on SEL provides a strong emotional foundation through our Way of Council program where students learn to speak and listen from the heart and see their own humanity in others. Global Competence provides a context for learning through an interdisciplinary project based approach that focuses on using learning to solve real world problems. STEM provides the skills and knowhow to the projects and students future careers.

Legacy takes the TK - 8th grade learning a step further using career pathways based in International Business and Bio-Medical studies. These pathways allow students yet another way to answer the question of, "Why do I need to learn this and how do my basic subject apply to real life?" Legacy has also teamed with Los Angeles Trade Tech to provide dual enrollment opportunities for our students. All of this, in addition to our mastery based approach will give our students true college and career preparation. Students following the dual enrollment pathway can actually graduate with an college Associates degree at the time of their high school graduation!

We thank you for your past support and welcome any discussion on how this will impact our community.

Gratefully,
Don Wilson

Gmail

Karen Amaya <kamaya@vistacharterps.org>

Vista Legacy Global Academy

2 messages

Karen Amaya <kamaya@vistacharterps.org> Thu, Oct 28, 2021 at 1:25 PM
To: councilmember.ofarrell@lacity.org, juan.fregoso@lacity.org
Cc: Don Wilson <dwilson@vistacharterps.org>

Greetings Councilman O'Farrell,

I hope this email finds you happy and healthy as well as all your loved ones.

I am reaching out as part of the Community Impact Assessment for a new Vista high school. This is the natural conclusion and extension of our Tk -8 grade pathway in the DTLA area and one with 11 years history in the historic FilipinoTown area. I'm sure you can understand how our parents have hoped and dreamed for this new school for some time. We are seeking to open Vista Legacy Global Academy in the Fall of 2022.

Our new high school will be the culmination of our STEAM and International Global approach with pathways in both medicine and international business. The school will also be connected to Los Angeles Technical College for dual enrollment. We believe this new high school will benefit our current students and families and those to come. I hope we can speak about this in the near future and, as always, are grateful for your years of support.

Thank you!

Warmly,

--

Karen S. Amaya

Principal at Vista Charter Middle School

A 2900 W Temple St, Los Angeles, CA

P 213-201-4000 **E** kamaya@vistacharterps.org

W www.vistacharterms.org

"We might not change the world, but we can spark the mind that does."

Juan Fregoso <juan.fregoso@lacity.org> Wed, Nov 10, 2021 at 12:01 PM
To: Karen Amaya <kamaya@vistacharterps.org>
Cc: Don Wilson <dwilson@vistacharterps.org>

Hi Karen,

Thank you for reaching out to our office. Glad to hear that the school's services are expanding.

Please keep us updated as needed.

We look forward to working with you and your team in the future.

[Quoted text hidden]

--

JUAN FREGOSO
Field Deputy - Echo Park, Rampart Village,
Historic Filipinotown, and Westlake
Councilmember Mitch O'Farrell, 13th District

(213) 207-3015 office | (213) 598-5306 mobile
CD13 Year in Review | CD13.com

***PLEASE NOTE**: E-mail correspondence with the office of Councilmember Mitch O'Farrell (including any attachments) may be subject to public disclosure under the California Public Records Act.*

Gmail

Karen Amaya <kamaya@vistacharterps.org>

Vista Legacy Global Academy

1 message

Karen Amaya <kamaya@vistacharterps.org> Tue, Dec 21, 2021 at 11:40 AM
To: firstdistrict@bos.lacounty.gov
Cc: Don Wilson <dwilson@vistacharterps.org>

Greetings Supervisor Solis

I hope this email finds you happy and healthy as well as all your loved ones.

I am reaching out as part of the Community Impact Assessment for a new Vista high school. This is the natural conclusion and extension of our Tk -8 grade pathway in the DTLA area and one with 11 years history in the historic FilipinoTown area. I'm sure you can understand how our parents have hoped and dreamed for this new school for some time. We are seeking to open Vista Legacy Global Academy in the Fall of 2022.

Our new high school will be the culmination of our STEAM and International Global approach with pathways in both medicine and international business. The school will also be connected to Los Angeles Technical College for dual enrollment. We believe this new high school will benefit our current students and families and those to come. I hope we can speak about this in the near future and, as always, are grateful for your years of support.

Thank you!

Warmly,
--

Karen S. Amaya

Principal at Vista Charter Middle School

A 2900 W Temple St, Los Angeles, CA

P 213-201-4000 **E** kamaya@vistacharterps.org

W www.vistacharterms.org

"We might not change the world, but we can spark the mind that does."

Gmail

Karen Amaya <kamaya@vistacharterps.org>

New Vista High School and Community Impact Analysis

Don Wilson <dwilson@vistacharterps.org> Thu, Oct 28, 2021 at 2:07 PM
To: susana.gutierrez@lausd.net
Cc: Karen Amaya <kamaya@vistacharterps.org>, Josue Cofresi <jcofresi@ccsa.org>

Good Afternoon,

I am also reaching out as part of the Community Impact Assessment for a new Vista high school. This is the natural conclusion and extension of our Tk -8 grade pathway in the DTLA area and one with 11 years history in the historic Filipino Town area. Each year our parents have begged us to open a high school and we are finally in a position to do so. We typically have between 110 and 130 8th graders that want to continue with Vista. Our students typically go on to other charter schools, so we do not expect our new high school to have any impact on LAUSD. We are seeking to open Vista Legacy Global Academy in the fall of 22.

We are also actively seeking a permanent home near our current middle school on Temple, but will also be applying for Prop. 39 for the first year. We have recently completed an 80,000 square foot school complex in Santa Ana and we are working with the same developers to find us our forever home in LA for our elementary and high school in order to not impact LAUSD. We have owned our own facility for 8 years at the Temple location and are very confident we can find and afford a location for the new high school.

Our new high school will be the culmination of our STEAM and International global approach with pathways in both medicine and international business. The school will also be connected to Los Angeles Technical College for dual enrollment. We believe this new high school will benefit our current students and families and those to come.

We have been great partners with LAUSD for over 10 years and look to be good steward and partners for years to come. Please feel free to reach out to me with any questions you might have.

[Quoted text hidden]

Gmail

Karen Amaya <kamaya@vistacharterps.org>

New Vista High School and Community Impact Analysis

2 messages

Don Wilson <dwilson@vistacharterps.org> Thu, Oct 28, 2021 at 2:03 PM
To: cds9991@lausd.net
Cc: Karen Amaya <kamaya@vistacharterps.org>, Josue Cofresi <jcofresi@ccsa.org>

Good Afternoon,

First, what a pleasure to find out you are the director of the McCarther park area. Even more importantly how great to hear your voice and know that you and your family are healthy and happy after the pandemic. LAUSD is so lucky to have you at the helm and in a high leadership position.

I am also reaching out as part of the Community Impact Assessment for a new Vista high school. This is the natural conclusion and extension of our Tk -8 grade pathway in the DTLA area and one with 11 years history in the historic Filipino Town area. Each year our parents have begged us to open a high school and we are finally in a position to do so. We typically have between 110 and 130 8th graders that want to continue with Vista. Our students typically go on to other charter schools, so we do not expect our new high school to have any impact on LAUSD. We are seeking to open Vista Legacy Global Academy in the fall of 22.

We are also actively seeking a permanent home near our current middle school on Temple, but will also be applying for Prop. 39 for the first year. We have recently completed an 80,000 square foot school complex in Santa Ana and we are working with the same developers to find us our forever home in LA for our elementary and high school in order to not impact LAUSD. We have owned our own facility for 8 years at the Temple location and are very confident we can find and afford a location for the new high school.

Our new high school will be the culmination of our STEAM and International global approach with pathways in both medicine and international business. The school will also be connected to Los Angeles Technical College for dual enrollment. We believe this new high school will benefit our current students and families and those to come.

Please feel free to reach out to me with any questions you might have.

Warmly,

Don

Don Wilson, Ed.D.
Superintendent
Vista Charter Public Schools
2900 W Temple St.
Los Angeles, Ca 90026
Work (213) 201-4000
Cell (310) 428-0539
Fax (213) 201-586

Don Wilson <dwilson@vistacharterps.org> Thu, Oct 28, 2021 at 2:07 PM
To: susana.gutierrez@lausd.net
Cc: Karen Amaya <kamaya@vistacharterps.org>, Josue Cofresi <jcofresi@ccsa.org>

Good Afternoon,

I am also reaching out as part of the Community Impact Assessment for a new Vista high school. This is the natural conclusion and extension of our Tk -8 grade pathway in the DTLA area and one with 11 years history in the historic Filipino Town area. Each year our parents have begged us to open a high school and we are finally in a position to do so. We typically have between 110 and 130 8th graders that want to continue with Vista. Our students typically go on to other charter schools, so we do not expect our new high school to have any impact on LAUSD. We are seeking to open Vista

Legacy Global Academy in the fall of 22.

We are also actively seeking a permanent home near our current middle school on Temple, but will also be applying for Prop. 39 for the first year. We have recently completed an 80,000 square foot school complex in Santa Ana and we are working with the same developers to find us our forever home in LA for our elementary and high school in order to not impact LAUSD. We have owned our own facility for 8 years at the Temple location and are very confident we can find and afford a location for the new high school.

Our new high school will be the culmination of our STEAM and International global approach with pathways in both medicine and international business. The school will also be connected to Los Angeles Technical College for dual enrollment. We believe this new high school will benefit our current students and families and those to come.

We have been great partners with LAUSD for over 10 years and look to be good steward and partners for years to come. Please feel free to reach out to me with any questions you might have.

[Quoted text hidden]

Gmail

Karen Amaya <kamaya@vistacharterps.org>

Community Impact Assessment for New Vista High School

3 messages

Don Wilson <dwilson@vistacharterps.org> Tue, Nov 30, 2021 at 11:39 AM
To: george.mckenna@lausd.net
Cc: Karen Amaya <kamaya@vistacharterps.org>, "Sommer, Daniel" <dsommer@vistacharterps.org>, "Erica B. Klein" <eklein@hkschoollaw.com>, Richard Hansberger <rhansberger@hkschoollaw.com>

Good Morning Board Member McKenna,

I hope this email finds you happy and healthy as well as all your loved ones.

I am reaching out as part of the Community Impact Assessment for a new Vista high school. This is the natural conclusion and extension of our Tk -8 grade pathway in the DTLA area and one with 11 years history in the historic Filipino Town area. I'm sure you can understand how our parents have hoped and dreamed for this new school for some time. We are seeking to open Vista Legacy Global Academy in the fall of 22.

We have the ability to open in our current facility next year and are actively seeking a permanent home near our current middle school on Temple. We have recently completed an 80,000 square foot school complex in Santa Ana and we are working with the same developers to find us our forever home in LA for our elementary and high school in order to not impact LAUSD. We have owned our own facility for 8 years at the Temple location and are very confident we can find and afford a location for the new high school.

Our new high school will be the culmination of our STEAM and International global approach with pathways in both medicine, international business, and climate change. The school will also be connected to Los Angeles Technical College for dual enrollment and we are currently developing our climate change pathway with the University of California at Irvine. We believe this new high school will benefit our current students and families and those to come. I hope we can speak about this in the near future and, as always, are grateful for your years of support.

Thank you!

Warmly,

Don
Don Wilson, Ed.D.
Superintendent
Vista Charter Public Schools
2900 W Temple St.
Los Angeles, Ca 90026
Work (213) 201-4000
Cell (310) 428-0539
Fax (213) 201-586

Don Wilson <dwilson@vistacharterps.org> Tue, Nov 30, 2021 at 11:41 AM
To: scott.schmerelson@lausd.net
Cc: Karen Amaya <kamaya@vistacharterps.org>, "Sommer, Daniel" <dsommer@vistacharterps.org>, "Erica B. Klein" <eklein@hkschoollaw.com>, Richard Hansberger <rhansberger@hkschoollaw.com>

Good Morning Board Member Schmerelson,

I hope this email finds you happy and healthy as well as all your loved ones.

I am reaching out as part of the Community Impact Assessment for a new Vista high school. This is the natural conclusion and extension of our Tk -8 grade pathway in the DTLA area and one with 11 years history in the historic Filipino Town area. I'm sure you can understand how our parents have hoped and dreamed for this new school for some time. We are seeking to open Vista Legacy Global Academy in the fall of 22.

We have the ability to open in our current facility next year and are actively seeking a permanent home near our current middle school on Temple. We have recently completed an 80,000 square foot school complex in Santa Ana and we are working with the same developers to find us our forever home in LA for our elementary and high school in order to not impact LAUSD. We have owned our own facility for 8 years at the Temple location and are very confident we can find and afford a location for the new high school.

Our new high school will be the culmination of our STEAM and International global approach with pathways in both medicine, international business, and climate change. The school will also be connected to Los Angeles Technical College for dual enrollment and we are currently developing our climate change pathway with the University of California at Irvine. We believe this new high school will benefit our current students and families and those to come. I hope we can speak about this in the near future and, as always, are grateful for your years of support.

Thank you!

Warmly,

Don

Don Wilson, Ed.D.
Superintendent
Vista Charter Public Schools
2900 W Temple St.
Los Angeles, Ca 90026
Work (213) 201-4000
Cell (310) 428-0539
Fax (213) 201-586

Don Wilson <dwilson@vistacharterps.org> Tue, Nov 30, 2021 at 11:42 AM
To: Jackie.Goldberg@lausd.net
Cc: Sharon.Delugach@lausd.net, Karen Amaya <kamaya@vistacharterps.org>, "Sommer, Daniel" <dsommer@vistacharterps.org>, "Erica B. Klein" <eklein@hkschoollaw.com>, Richard Hansberger <rhansberger@hkschoollaw.com>

Good Morning Board Member Goldberg,

I hope this email finds you happy and healthy as well as all your loved ones.

I am reaching out as part of the Community Impact Assessment for a new Vista high school. This is the natural conclusion and extension of our Tk -8 grade pathway in the DTLA area and one with 11 years history in the historic Filipino Town area. I'm sure you can understand how our parents have hoped and dreamed for this new school for some time. We are seeking to open Vista Legacy Global Academy in the fall of 22.

We have the ability to open in our current facility next year and are actively seeking a permanent home near our current middle school on Temple. We have recently completed an 80,000 square foot school complex in Santa Ana and we are working with the same developers to find us our forever home in LA for our elementary and high school in order to not impact LAUSD. We have owned our own facility for 8 years at the Temple location and are very confident we can find and afford a location for the new high school.

Our new high school will be the culmination of our STEAM and International global approach with pathways in both medicine, international business, and climate change. The school will also be connected to Los Angeles Technical College for dual enrollment and we are currently developing our climate change pathway with the University of California at Irvine. We believe this new high school will benefit our current students and families and those to come. I hope we can speak about this in the near future and, as always, are grateful for your past support.

Thank you!

Warmly,

Don

Don Wilson, Ed.D.

Superintendent
Vista Charter Public Schools
2900 W Temple St.
Los Angeles, Ca 90026
Work (213) 201-4000
Cell (310) 428-0539
Fax (213) 201-586

Gmail

Karen Amaya <kamaya@vistacharterps.org>

A new Vista High School for our TK-8 students!

2 messages

Don Wilson <dwilson@vistacharterps.org> Tue, Nov 30, 2021 at 11:38 AM
To: kelly.gonez@lausd.net
Cc: Karen Amaya <kamaya@vistacharterps.org>, "Sommer, Daniel" <dsommer@vistacharterps.org>, Richard Hansberger <rhansberger@hkschoollaw.com>, "Erica B. Klein" <eklein@hkschoollaw.com>

Good Morning Board Member Gonez,,

I hope this email finds you happy and healthy as well as all your loved ones.

I am reaching out as part of the Community Impact Assessment for a new Vista high school. This is the natural conclusion and extension of our Tk -8 grade pathway in the DTLA area and one with 11 years history in the historic Filipino Town area. I'm sure you can understand how our parents have hoped and dreamed for this new school for some time. We are seeking to open Vista Legacy Global Academy in the fall of 22.

We have the ability to open in our current facility next year and are actively seeking a permanent home near our current middle school on Temple. We have recently completed an 80,000 square foot school complex in Santa Ana and we are working with the same developers to find us our forever home in LA for our elementary and high school in order to not impact LAUSD. We have owned our own facility for 8 years at the Temple location and are very confident we can find and afford a location for the new high school.

Our new high school will be the culmination of our STEAM and International global approach with pathways in both medicine, international business, and climate change. The school will be connected to Los Angeles Technical College for dual enrollment and we are currently developing our climate change pathway with the University of California at Irvine. We believe this new high school will benefit our current students and families and those to come. I hope we can speak about this in the near future and, as always, are grateful for your support in the past.

Thank you!

Warmly,

Don

Don Wilson, Ed.D.
Superintendent
Vista Charter Public Schools
2900 W Temple St.
Los Angeles, Ca 90026
Work (213) 201-4000
Cell (310) 428-0539
Fax (213) 201-586

Karen Amaya <kamaya@vistacharterps.org> Tue, Nov 30, 2021 at 2:20 PM
To: Don Wilson <dwilson@vistacharterps.org>, esmeralda.marcial@lausd.net, megan.vandenbos@lausd.net, michael.menjivar@lausd.net
Cc: kelly.gonez@lausd.net, "Sommer, Daniel" <dsommer@vistacharterps.org>

Good Afternoon,

We'd love to set up a time to further discuss our plans and answer any questions you might have regarding our Charter Petition for Vista Legacy Global Academy. Please let me know if this is feasible and if so, what times would you be available for a zoom meeting.

Thank you,
[Quoted text hidden]
--

Karen S. Amaya
Principal at Vista Charter Middle School

A 2900 W Temple St, Los Angeles, CA
P 213-201-4000 **E** kamaya@vistacharterps.org
W www.vistacharterms.org

"We might not change the world, but we can spark the mind that does."

Gmail

Karen Amaya <kamaya@vistacharterps.org>

Community Impact Assessment for New Vista High School

3 messages

Don Wilson <dwilson@vistacharterps.org> Tue, Nov 30, 2021 at 11:39 AM
To: george.mckenna@lausd.net
Cc: Karen Amaya <kamaya@vistacharterps.org>, "Sommer, Daniel" <dsommer@vistacharterps.org>, "Erica B. Klein" <eklein@hkschoollaw.com>, Richard Hansberger <rhansberger@hkschoollaw.com>

Good Morning Board Member McKenna,

I hope this email finds you happy and healthy as well as all your loved ones.

I am reaching out as part of the Community Impact Assessment for a new Vista high school. This is the natural conclusion and extension of our Tk -8 grade pathway in the DTLA area and one with 11 years history in the historic Filipino Town area. I'm sure you can understand how our parents have hoped and dreamed for this new school for some time. We are seeking to open Vista Legacy Global Academy in the fall of 22.

We have the ability to open in our current facility next year and are actively seeking a permanent home near our current middle school on Temple. We have recently completed an 80,000 square foot school complex in Santa Ana and we are working with the same developers to find us our forever home in LA for our elementary and high school in order to not impact LAUSD. We have owned our own facility for 8 years at the Temple location and are very confident we can find and afford a location for the new high school.

Our new high school will be the culmination of our STEAM and International global approach with pathways in both medicine, international business, and climate change. The school will also be connected to Los Angeles Technical College for dual enrollment and we are currently developing our climate change pathway with the University of California at Irvine. We believe this new high school will benefit our current students and families and those to come. I hope we can speak about this in the near future and, as always, are grateful for your years of support.

Thank you!

Warmly,

Don
Don Wilson, Ed.D.
Superintendent
Vista Charter Public Schools
2900 W Temple St.
Los Angeles, Ca 90026
Work (213) 201-4000
Cell (310) 428-0539
Fax (213) 201-586

Don Wilson <dwilson@vistacharterps.org> Tue, Nov 30, 2021 at 11:41 AM
To: scott.schmerelson@lausd.net
Cc: Karen Amaya <kamaya@vistacharterps.org>, "Sommer, Daniel" <dsommer@vistacharterps.org>, "Erica B. Klein" <eklein@hkschoollaw.com>, Richard Hansberger <rhansberger@hkschoollaw.com>

Good Morning Board Member Schmerelson,

I hope this email finds you happy and healthy as well as all your loved ones.

I am reaching out as part of the Community Impact Assessment for a new Vista high school. This is the natural conclusion and extension of our Tk -8 grade pathway in the DTLA area and one with 11 years history in the historic Filipino Town area. I'm sure you can understand how our parents have hoped and dreamed for this new school for some time. We are seeking to open Vista Legacy Global Academy in the fall of 22.

We have the ability to open in our current facility next year and are actively seeking a permanent home near our current middle school on Temple. We have recently completed an 80,000 square foot school complex in Santa Ana and we are working with the same developers to find us our forever home in LA for our elementary and high school in order to not impact LAUSD. We have owned our own facility for 8 years at the Temple location and are very confident we can find and afford a location for the new high school.

Our new high school will be the culmination of our STEAM and International global approach with pathways in both medicine, international business, and climate change. The school will also be connected to Los Angeles Technical College for dual enrollment and we are currently developing our climate change pathway with the University of California at Irvine. We believe this new high school will benefit our current students and families and those to come. I hope we can speak about this in the near future and, as always, are grateful for your years of support.

Thank you!

Warmly,

Don

Don Wilson, Ed.D.
Superintendent
Vista Charter Public Schools
2900 W Temple St.
Los Angeles, Ca 90026
Work (213) 201-4000
Cell (310) 428-0539
Fax (213) 201-586

Don Wilson <dwilson@vistacharterps.org> Tue, Nov 30, 2021 at 11:42 AM
To: Jackie.Goldberg@lausd.net
Cc: Sharon.Delugach@lausd.net, Karen Amaya <kamaya@vistacharterps.org>, "Sommer, Daniel" <dsommer@vistacharterps.org>, "Erica B. Klein" <eklein@hkschoollaw.com>, Richard Hansberger <rhansberger@hkschoollaw.com>

Good Morning Board Member Goldberg,

I hope this email finds you happy and healthy as well as all your loved ones.

I am reaching out as part of the Community Impact Assessment for a new Vista high school. This is the natural conclusion and extension of our Tk -8 grade pathway in the DTLA area and one with 11 years history in the historic Filipino Town area. I'm sure you can understand how our parents have hoped and dreamed for this new school for some time. We are seeking to open Vista Legacy Global Academy in the fall of 22.

We have the ability to open in our current facility next year and are actively seeking a permanent home near our current middle school on Temple. We have recently completed an 80,000 square foot school complex in Santa Ana and we are working with the same developers to find us our forever home in LA for our elementary and high school in order to not impact LAUSD. We have owned our own facility for 8 years at the Temple location and are very confident we can find and afford a location for the new high school.

Our new high school will be the culmination of our STEAM and International global approach with pathways in both medicine, international business, and climate change. The school will also be connected to Los Angeles Technical College for dual enrollment and we are currently developing our climate change pathway with the University of California at Irvine. We believe this new high school will benefit our current students and families and those to come. I hope we can speak about this in the near future and, as always, are grateful for your past support.

Thank you!

Warmly,

Don

Don Wilson, Ed.D.

Superintendent
Vista Charter Public Schools
2900 W Temple St.
Los Angeles, Ca 90026
Work (213) 201-4000
Cell (310) 428-0539
Fax (213) 201-586

Gmail

Karen Amaya <kamaya@vistacharterps.org>

Community Impact Assessment for a New Vista High School

4 messages

Don Wilson <dwilson@vistacharterps.org> Tue, Nov 30, 2021 at 3:38 PM
To: tanya.franklin@lausd.net
Cc: dwatts2@lausd.net, Karen Amaya <kamaya@vistacharterps.org>, "Sommer, Daniel" <dsommer@vistacharterps.org>, "Erica B. Klein" <eklein@hkschoollaw.com>, Richard Hansberger <rhansberger@hkschoollaw.com>

Good Morning Board Member Franklin,

I hope this email finds you happy and healthy as well as all your loved ones.

I am reaching out as part of the Community Impact Assessment for a new Vista high school. This is the natural conclusion and extension of our Tk -8 grade pathway in the DTLA area and one with 11 years history in the historic Filipino Town area. I'm sure you can understand how our parents have hoped and dreamed for this new school for some time. We are seeking to open Vista Legacy Global Academy in the fall of 22.

We have the ability to open in our current facility next year and are actively seeking a permanent home near our current middle school on Temple. We have recently completed an 80,000 square foot school complex in Santa Ana and we are working with the same developers to find us our forever home in LA for our elementary and high school in order to not impact LAUSD. We have owned our own facility for 8 years at the Temple location and are very confident we can find and afford a location for the new high school.

Our new high school will be the culmination of our STEAM and International global approach with pathways in both medicine, international business, and climate change. The school will be connected to Los Angeles Technical College for dual enrollment and we are currently developing our climate change pathway with the University of California at Irvine. We believe this new high school will benefit our current students and families and those to come. I hope we can speak about this in the near future and, as always, are grateful for your support in the past.

Thank you!

Warmly,

DonDon Wilson, Ed.D.
Superintendent
Vista Charter Public Schools
2900 W Temple St.
Los Angeles, Ca 90026
Work (213) 201-4000
Cell (310) 428-0539
Fax (213) 201-586

Karen Amaya <kamaya@vistacharterps.org> Fri, Dec 3, 2021 at 4:13 PM
To: Don Wilson <dwilson@vistacharterps.org>
Cc: tanya.franklin@lausd.net, dwatts2@lausd.net, "Sommer, Daniel" <dsommer@vistacharterps.org>, "Erica B. Klein" <eklein@hkschoollaw.com>, Richard Hansberger <rhansberger@hkschoollaw.com>

Good Afternoon,

We'd love to set up a time to further discuss our plans and answer any questions you might have regarding our Charter Petition for Vista Legacy Global Academy. Please let me know if this is feasible and if so, what times would you be available for a zoom meeting.

Thank you,
[Quoted text hidden]
--
Karen S. Amaya

Gmail

Karen Amaya <kamaya@vistacharterps.org>

Community Impact Assessment for New Vista High School

3 messages

Don Wilson <dwilson@vistacharterps.org> Tue, Nov 30, 2021 at 11:39 AM
To: george.mckenna@lausd.net
Cc: Karen Amaya <kamaya@vistacharterps.org>, "Sommer, Daniel" <dsommer@vistacharterps.org>, "Erica B. Klein" <eklein@hkschoollaw.com>, Richard Hansberger <rhansberger@hkschoollaw.com>

Good Morning Board Member McKenna,

I hope this email finds you happy and healthy as well as all your loved ones.

I am reaching out as part of the Community Impact Assessment for a new Vista high school. This is the natural conclusion and extension of our Tk -8 grade pathway in the DTLA area and one with 11 years history in the historic Filipino Town area. I'm sure you can understand how our parents have hoped and dreamed for this new school for some time. We are seeking to open Vista Legacy Global Academy in the fall of 22.

We have the ability to open in our current facility next year and are actively seeking a permanent home near our current middle school on Temple. We have recently completed an 80,000 square foot school complex in Santa Ana and we are working with the same developers to find us our forever home in LA for our elementary and high school in order to not impact LAUSD. We have owned our own facility for 8 years at the Temple location and are very confident we can find and afford a location for the new high school.

Our new high school will be the culmination of our STEAM and International global approach with pathways in both medicine, international business, and climate change. The school will also be connected to Los Angeles Technical College for dual enrollment and we are currently developing our climate change pathway with the University of California at Irvine. We believe this new high school will benefit our current students and families and those to come. I hope we can speak about this in the near future and, as always, are grateful for your years of support.

Thank you!

Warmly,

Don
Don Wilson, Ed.D.
Superintendent
Vista Charter Public Schools
2900 W Temple St.
Los Angeles, Ca 90026
Work (213) 201-4000
Cell (310) 428-0539
Fax (213) 201-586

Don Wilson <dwilson@vistacharterps.org> Tue, Nov 30, 2021 at 11:41 AM
To: scott.schmerelson@lausd.net
Cc: Karen Amaya <kamaya@vistacharterps.org>, "Sommer, Daniel" <dsommer@vistacharterps.org>, "Erica B. Klein" <eklein@hkschoollaw.com>, Richard Hansberger <rhansberger@hkschoollaw.com>

Good Morning Board Member Schmerelson,

I hope this email finds you happy and healthy as well as all your loved ones.

I am reaching out as part of the Community Impact Assessment for a new Vista high school. This is the natural conclusion and extension of our Tk -8 grade pathway in the DTLA area and one with 11 years history in the historic Filipino Town area. I'm sure you can understand how our parents have hoped and dreamed for this new school for some time. We are seeking to open Vista Legacy Global Academy in the fall of 22.

We have the ability to open in our current facility next year and are actively seeking a permanent home near our current middle school on Temple. We have recently completed an 80,000 square foot school complex in Santa Ana and we are working with the same developers to find us our forever home in LA for our elementary and high school in order to not impact LAUSD. We have owned our own facility for 8 years at the Temple location and are very confident we can find and afford a location for the new high school.

Our new high school will be the culmination of our STEAM and International global approach with pathways in both medicine, international business, and climate change. The school will also be connected to Los Angeles Technical College for dual enrollment and we are currently developing our climate change pathway with the University of California at Irvine. We believe this new high school will benefit our current students and families and those to come. I hope we can speak about this in the near future and, as always, are grateful for your years of support.

Thank you!

Warmly,

Don

Don Wilson, Ed.D.
Superintendent
Vista Charter Public Schools
2900 W Temple St.
Los Angeles, Ca 90026
Work (213) 201-4000
Cell (310) 428-0539
Fax (213) 201-586

Don Wilson <dwilson@vistacharterps.org> Tue, Nov 30, 2021 at 11:42 AM
To: Jackie.Goldberg@lausd.net
Cc: Sharon.Delugach@lausd.net, Karen Amaya <kamaya@vistacharterps.org>, "Sommer, Daniel" <dsommer@vistacharterps.org>, "Erica B. Klein" <eklein@hkschoollaw.com>, Richard Hansberger <rhansberger@hkschoollaw.com>

Good Morning Board Member Goldberg,

I hope this email finds you happy and healthy as well as all your loved ones.

I am reaching out as part of the Community Impact Assessment for a new Vista high school. This is the natural conclusion and extension of our Tk -8 grade pathway in the DTLA area and one with 11 years history in the historic Filipino Town area. I'm sure you can understand how our parents have hoped and dreamed for this new school for some time. We are seeking to open Vista Legacy Global Academy in the fall of 22.

We have the ability to open in our current facility next year and are actively seeking a permanent home near our current middle school on Temple. We have recently completed an 80,000 square foot school complex in Santa Ana and we are working with the same developers to find us our forever home in LA for our elementary and high school in order to not impact LAUSD. We have owned our own facility for 8 years at the Temple location and are very confident we can find and afford a location for the new high school.

Our new high school will be the culmination of our STEAM and International global approach with pathways in both medicine, international business, and climate change. The school will also be connected to Los Angeles Technical College for dual enrollment and we are currently developing our climate change pathway with the University of California at Irvine. We believe this new high school will benefit our current students and families and those to come. I hope we can speak about this in the near future and, as always, are grateful for your past support.

Thank you!

Warmly,

Don

Don Wilson, Ed.D.

Superintendent
Vista Charter Public Schools
2900 W Temple St.
Los Angeles, Ca 90026
Work (213) 201-4000
Cell (310) 428-0539
Fax (213) 201-586

Gmail

Karen Amaya <kamaya@vistacharterps.org>

Community Impact Analysis for New Vista Charter High School

6 messages

Don Wilson <dwilson@vistacharterps.org> Thu, Oct 28, 2021 at 10:54 AM
To: monica.garcia@lausd.net
Cc: Karen Amaya <kamaya@vistacharterps.org>

Good Morning Monica,

I hope this email finds you happy and healthy as well as all your loved ones.

I am reaching out as part of the Community Impact Assessment for a new Vista high school. This is the natural conclusion and extension of our Tk -8 grade pathway in the DTLA area and one with 11 years history in the historic Filipino Town area. I'm sure you can understand how our parents have hoped and dreamed for this new school for some time. We are seeking to open Vista Legacy Global Academy in the fall of 22.

We are actively seeking a permanent home near our current middle school on Temple, but will also be applying for Prop. 39 for the first year. We have recently completed an 80,000 square foot school complex in Santa Ana and we are working with the same developers to find us our forever home in LA for our elementary and high school in order to not impact LAUSD. We have owned our own facility for 8 years at the Temple location and are very confident we can find and afford a location for the new high school.

Our new high school will be the culmination of our STEAM and International global approach with pathways in both medicine and international business. The school will also be connected to Los Angeles Technical College for dual enrollment. We believe this new high school will benefit our current students and families and those to come. I hope we can speak about this in the near future and, as always, are grateful for your years of support.

Thank you!

Warmly,

Don

Don Wilson, Ed.D.
Superintendent
Vista Charter Public Schools
2900 W Temple St.
Los Angeles, Ca 90026
Work (213) 201-4000
Cell (310) 428-0539
Fax (213) 201-586

Karen Amaya <kamaya@vistacharterps.org> Wed, Nov 17, 2021 at 2:11 PM
To: "Shim, Mindy" <mindy.shim@lausd.net>
Cc: Don Wilson <dwilson@vistacharterps.org>

Hi Mindy,

We'd love to meet with Monica to discuss our plans for Vista new High School. Are you able to tell me if she's available?

Thanks,
[Quoted text hidden]
--

Karen S. Amaya

Principal at Vista Charter Middle School

A 2900 W Temple St, Los Angeles, CA

P 213-201-4000 **E** kamaya@vistacharterps.org

W www.vistacharterms.org

"We might not change the world, but we can spark the mind that does."

Shim, Mindy <mindy.shim@lausd.net> Wed, Nov 17, 2021 at 5:01 PM
To: Karen Amaya <kamaya@vistacharterps.org>
Cc: Don Wilson <dwilson@vistacharterps.org>

Hi Principal Amaya!

I will be taking this meeting on her behalf! Let me know what the timeline is for this meeting to take place – Next Monday and Tuesday I am flexible for a zoom meeting!

--

Best regards,

--

Mindy Kordash-Shim

Director of Policy

Office of Board Member Mónica García

Los Angeles Unified School District

333 S. Beaudry, 24th Fl.

Los Angeles, CA 90017

p. 213.241.4548

c. 949.923.9477

w. garcia.laschoolboard.org

From: Karen Amaya <kamaya@vistacharterps.org>
Date: Wednesday, November 17, 2021 at 2:15 PM
To: Shim, Mindy <mindy.shim@lausd.net>
Cc: Don Wilson <dwilson@vistacharterps.org>
Subject: Fwd: Community Impact Analysis for New Vista Charter High School

CAUTION: EXTERNAL EMAIL

[Quoted text hidden]

Karen Amaya <kamaya@vistacharterps.org> Thu, Nov 18, 2021 at 3:25 PM
To: "Shim, Mindy" <mindy.shim@lausd.net>
Cc: Don Wilson <dwilson@vistacharterps.org>

Awesome!

Would Monday at 11 or 11:30 work for you?

Looking forward to it.
[Quoted text hidden]
--
Kind regards,

Karen Amaya
Principal
Vista Charter Middle School
2900 W. Temple St
Los Angeles, CA
213-201-4000

Shim, Mindy <mindy.shim@lausd.net> Fri, Nov 19, 2021 at 10:15 AM
To: Karen Amaya <kamaya@vistacharterps.org>
Cc: Don Wilson <dwilson@vistacharterps.org>

Monday at 11:00 is great!

--

Best regards,

--

Mindy Kordash-Shim

Director of Policy

Office of Board Member Mónica García

Los Angeles Unified School District

333 S. Beaudry, 24th Fl.

Los Angeles, CA 90017

p. 213.241.4548

c. 949.923.9477

w. garcia.laschoolboard.org

From: Karen Amaya <kamaya@vistacharterps.org>
Date: Thursday, November 18, 2021 at 3:28 PM
To: Shim, Mindy <mindy.shim@lausd.net>
Cc: Don Wilson <dwilson@vistacharterps.org>
Subject: Re: Community Impact Analysis for New Vista Charter High School

CAUTION: EXTERNAL EMAIL

Awesome!

Would Monday at 11 or 11:30 work for you?

Looking forward to it.

On Wed, Nov 17, 2021 at 5:01 PM Shim, Mindy <mindy.shim@lausd.net> wrote:

> Hi Principal Amaya!
>
> I will be taking this meeting on her behalf! Let me know what the timeline is for this meeting to take place – Next Monday and Tuesday I am flexible for a zoom meeting!
>
> --
>
> Best regards,
>
> --
>
> Mindy Kordash-Shim
>
> Director of Policy
>
> Office of Board Member Mónica García
>
> Los Angeles Unified School District
>
> 333 S. Beaudry, 24th Fl.
>
> Los Angeles, CA 90017
>
> p. 213.241.4548
>
> c. 949.923.9477
>
> w. garcia.laschoolboard.org
>
>
>
> [Quoted text hidden]
> [Quoted text hidden]

[Quoted text hidden]

Karen Amaya <kamaya@vistacharterps.org> Fri, Nov 19, 2021 at 10:30 AM
To: "Shim, Mindy" <mindy.shim@lausd.net>
Cc: Don Wilson <dwilson@vistacharterps.org>

Great. Just sent a calendar invite.
[Quoted text hidden]

Zoom Meeting
View
donwilson
Karen Amaya
Mindy Kordash-Shim

Gmail

Karen Amaya <kamaya@vistacharterps.org>

Community Impact Analysis and announcement of new Vista high school

11 messages

Don Wilson <dwilson@vistacharterps.org> Thu, Oct 28, 2021 at 1:50 PM
To: nick.melvoin@lausd.net
Cc: danielle.tenner@lausd.net, Rachel.Sherman@lausd.net, Karen Amaya <kamaya@vistacharterps.org>, Josue Cofresi <jcofresi@ccsa.org>

Good Morning Nick,

I hope this email finds you happy and healthy as well as all your loved ones. It has been too long since we have shaken hands.

Although you are not directly our board representative, you have always been a big supporter of Vista school. I am reaching out as part of the Community Impact Assessment for a new Vista high school. This is the natural conclusion and extension of our Tk -8 grade pathway in the DTLA area and one with 11 years history in the historic Filipino Town area. I'm sure you can understand how our parents have hoped and dreamed for this new school for some time. We are seeking to open Vista Legacy Global Academy in the fall of 22.

We are actively seeking a permanent home near our current middle school on Temple, but will also be applying for Prop. 39 for the first year. We have recently completed an 80,000 square foot school complex in Santa Ana and we are working with the same developers to find us our forever home in LA for our elementary and high school in order to not impact LAUSD. We have owned our own facility for 8 years at the Temple location and are very confident we can find and afford a location for the new high school.

Our new high school will be the culmination of our STEAM and International global approach with pathways in both medicine and international business. The school will also be connected to Los Angeles Technical College for dual enrollment. We believe this new high school will benefit our current students and families and those to come. I hope we can speak about this in the near future and, as always, are grateful for your years of support.

Thank you!

Warmly,

Don

Don Wilson, Ed.D.
Superintendent
Vista Charter Public Schools
2900 W Temple St.
Los Angeles, Ca 90026
Work (213) 201-4000
Cell (310) 428-0539
Fax (213) 201-586Don Wilson, Ed.D.

Don Wilson <dwilson@vistacharterps.org> Wed, Nov 3, 2021 at 1:27 PM
To: "Dubovitsky, Nina" <nina.dubovitsky@lausd.net>
Cc: "Kokenda, Kasey" <kasey.kokenda@lausd.net>, Karen Amaya <kamaya@vistacharterps.org>

Hi Nina,

Thank you for getting back to me. We totally understand Nick's schedule and would be happy to speak to Kasey!

Let me know when a good time to talk would be.

Warmly,

Don

On Nov 3, 2021, at 12:49 PM, Dubovitsky, Nina <nina.dubovitsky@lausd.net> wrote:

Hi Don,

I hope this email finds you well.

Thanks for reaching out! Our office would be happy to chat with you about Vista. Unfortunately, Nick's calendar the next several weeks is quite hectic with board meetings and Superintendent search related meetings. To get this on the calendar sooner rather than later, would you be open to speaking with Nick's Policy Advisor, Kasey Kokenda (copied)? She is our office's point person on charter related issues.

Let us know!

Best,
Nina

--
Nina Dubovitsky
Operations and Administrative Coordinator
Office of Board Vice President Nick Melvoin
Los Angeles Unified School District, Board District 4
Email | Website | (213) 241- 6387
Check out our 2021 Impact Report!

On 10/28/21, 1:50 PM, "Don Wilson" <dwilson@vistacharterps.org> wrote:

CAUTION: EXTERNAL EMAIL

[Quoted text hidden]

[Quoted text hidden]

Kokenda, Kasey <kasey.kokenda@lausd.net> Wed, Nov 3, 2021 at 5:43 PM
To: Don Wilson <dwilson@vistacharterps.org>, "Dubovitsky, Nina" <nina.dubovitsky@lausd.net>
Cc: Karen Amaya <kamaya@vistacharterps.org>

Hi Don,

I would be happy to connect with you.

Would Tuesday November 9th at 2:00 or 2:30pm work? If not, please let me know a couple of days and times that work for you.

Best,

Kasey

Kasey Kokenda (She/Her/Hers)

Policy Advisor

Office of LAUSD Board Vice President Nick Melvoin

w. 213.241.6387 | Website

Check out our 2021 Impact Report!

From: Don Wilson <dwilson@vistacharterps.org>
Date: Wednesday, November 3, 2021 at 1:27 PM
To: "Dubovitsky, Nina" <nina.dubovitsky@lausd.net>
Cc: "Kokenda, Kasey" <kasey.kokenda@lausd.net>, Karen Amaya <kamaya@vistacharterps.org>
Subject: Re: Community Impact Analysis and announcement of new Vista high school

CAUTION: EXTERNAL EMAIL

[Quoted text hidden]

Don Wilson <dwilson@vistacharterps.org> Thu, Nov 4, 2021 at 9:28 AM
To: "Kokenda, Kasey" <kasey.kokenda@lausd.net>
Cc: "Dubovitsky, Nina" <nina.dubovitsky@lausd.net>, Karen Amaya <kamaya@vistacharterps.org>

Hi Kasey,

Next Tuesday at 2:30 works great. Would you like to send an meeting maker?

Thank you,

Don

> On Nov 3, 2021, at 5:43 PM, Kokenda, Kasey <kasey.kokenda@lausd.net> wrote:
>
> Hi Don,
>
> I would be happy to connect with you.
> Would Tuesday November 9th at 2:00 or 2:30pm work? If not, please let me know a couple of days and times that work for you.
>
> Best,
> Kasey
>
> Kasey Kokenda (She/Her/Hers)
> Policy Advisor
> Office of LAUSD Board Vice President Nick Melvoin
> w. 213.241.6387 | Website
> *Check out our 2021 Impact Report!*

[Quoted text hidden]

[Quoted text hidden]

Kokenda, Kasey <kasey.kokenda@lausd.net> Thu, Nov 4, 2021 at 11:36 AM
To: Don Wilson <dwilson@vistacharterps.org>
Cc: Karen Amaya <kamaya@vistacharterps.org>

Hi Don,

I sent you a calendar invite.

See you next week,

Kasey

Kasey Kokenda (She/Her/Hers)

Policy Advisor

Office of LAUSD Board Vice President Nick Melvoin

w. 213.241.6387 | Website

Check out our 2021 Impact Report!

[Quoted text hidden]

Karen Amaya <kamaya@vistacharterps.org> Thu, Nov 4, 2021 at 11:43 AM
To: Don Wilson <dwilson@vistacharterps.org>

I was not on the invite. Can you forward or tell her to add.
Or meet with her and forward the info.
[Quoted text hidden]
--

Karen S. Amaya

Principal at Vista Charter Middle School

A 2900 W Temple St, Los Angeles, CA

P 213-201-4000 **E** kamaya@vistacharterps.org

W www.vistacharterms.org

"We might not change the world, but we can spark the mind that does."

Don Wilson <dwilson@vistacharterps.org> Thu, Nov 4, 2021 at 12:09 PM
To: Karen Amaya <kamaya@vistacharterps.org>

You really need to be on all these calls. They need to get to know you and you should start creating relationships with them. I'll add you.

> On Nov 4, 2021, at 11:43 AM, Karen Amaya <kamaya@vistacharterps.org> wrote:
>
> I was not on the invite. Can you forward or tell her to add.
> Or meet with her and forward the info.
>
> ---------- Forwarded message ---------
> From: **Kokenda, Kasey** <kasey.kokenda@lausd.net>
> Date: Thu, Nov 4, 2021 at 11:36 AM
> Subject: Re: Community Impact Analysis and announcement of new Vista high school
> To: Don Wilson <dwilson@vistacharterps.org>
> Cc: Karen Amaya <kamaya@vistacharterps.org>
>
> Hi Don,
>
> I sent you a calendar invite.
>
> See you next week,
>
> Kasey
>
> Kasey Kokenda (She/Her/Hers)
>
> Policy Advisor
>
> Office of LAUSD Board Vice President Nick Melvoin
>
> w. 213.241.6387 | Website
>
> *Check out our 2021 Impact Report!*
>
> **<image001.png> <image002.png> <image003.png>**
>
> [Quoted text hidden]
> [Quoted text hidden]
>
> [Quoted text hidden]

Don Wilson <dwilson@vistacharterps.org> Thu, Nov 4, 2021 at 12:10 PM
To: "Kokenda, Kasey" <kasey.kokenda@lausd.net>
Cc: Karen Amaya <kamaya@vistacharterps.org>

Would you mind adding Karen Amaya to the call. She is the current principal and is moving into a district role as well.

Thank you,

Don

> On Nov 4, 2021, at 11:36 AM, Kokenda, Kasey <kasey.kokenda@lausd.net> wrote:
>
> <image003.png><image002.png><image001.png>
[Quoted text hidden]

Karen Amaya <kamaya@vistacharterps.org> Thu, Nov 4, 2021 at 12:32 PM
To: Don Wilson <dwilson@vistacharterps.org>

Agreed. I'm just not on the
Meeting maker
[Quoted text hidden]
--
Kind regards,

Karen Amaya
Principal
Vista Charter Middle School
2900 W. Temple St
Los Angeles, CA
213-201-4000

Kokenda, Kasey <kasey.kokenda@lausd.net> Thu, Nov 4, 2021 at 1:49 PM
To: Don Wilson <dwilson@vistacharterps.org>
Cc: Karen Amaya <kamaya@vistacharterps.org>

Hi Don,

I added Karen to the invite.

Kind Regards,

Kasey Kokenda (She/Her/Hers)
Policy Advisor
Office of LAUSD Board Vice President Nick Melvoin
w. 213.241.6387 | Website

On 11/4/21, 12:10 PM, "Don Wilson" <dwilson@vistacharterps.org> wrote:

CAUTION: EXTERNAL EMAIL

[Quoted text hidden]

Karen Amaya <kamaya@vistacharterps.org> Thu, Nov 4, 2021 at 1:50 PM
To: "Kokenda, Kasey" <kasey.kokenda@lausd.net>
Cc: Don Wilson <dwilson@vistacharterps.org>

Thanks so much!
[Quoted text hidden]
[Quoted text hidden]

CAPACITY ASSESSMENT SUMMARY 2021-2022

Cost Ctr Code	**1854301**
School Name	**Belmont SH**
HS Complex	**BELMONT ZOC**
Local District	**C**
COS	**Downtown CoS**
Configuration	**9-12**
Calendar	**1 trk**
Norm Category	**PHBAO**

Dual Language Program(s): 0

Co-Located Charter(s): 0

Magnet Center(s): 0

	2021-2022 Host Program	2021-2022 Magnet Center 1	2021-2022 Magnet Center 2	2021-2022 Magnet Center 3	2021-2022 Magnet Center 4	2021-2022 Language Program	2021-2022 Language Program 2	Total Site Enrollment
K	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0
9	172	0	0	0	0	0	0	172
10	138	0	0	0	0	0	0	138
11	173	0	0	0	0	0	0	173
12	151	0	0	0	0	0	0	151
Elementary SDP	0	0	0	0	0	0	0	0
Secondary SDP	29	0	0	0	0	0	0	29
Total	663	0	0	0	0	0	0	663

Classification Report(s) As Of: 09/17/2021

Classrooms by Allocation	Standard Classrooms			Small Classrooms		
	CR Counts (Prior Year)	CR Counts (Current Year)	Variance	CR Counts (Prior Year)	CR Counts (Current Year)	Variance
Total Counts	100	98	-2	24	23	-1
Special Education	3	3	0	5	5	0
Pre-K	0	0	0	0	0	0
Co-Located Charter	0	0	0	0	0	0
District Set-Aside	20	20	0	8	0	-8
School Set-Aside	14	12	-2	6	4	-2
Out Of Service	0	0	0	0	0	0
Instruction	63	63	0		14	14

Capacity	Assessmt Based on Calendar	Pre-CAP Maximum to Avoid Bussing
2021-2022 Capacity	1721	1752
Current Enrollment	663	663
Capacity vs Enrollment	1058	1089
Total rooms*	98	
Rooms in Use*	67	
Remaining rooms	31	
Estimated capacity in remaining rooms	892	

* includes magnet

Principal/Operator Comments

Change in classroom counts due to reassignment of three classrooms to Castro MS. Under School Set-Asides, the use in room 144 is After School Beat the Streets.

SITE ID	TOTAL AREA	PLAY ACRES	PA REQD
14201	14.47	4.13	9.0

HOSTS ON SITE		Classrooms Standard	Classrooms Small
1804501	Castro MS	23	1
1854301	Belmont SH	98	23
1854501	Newmark HS	15	0
Site Total		136	24

The classroom inventory for this school is complete and accurately reflects the allocation of those spaces at this time. I have reviewed and understand the assessment of this school's enrollment capacity. I am aware that this information will be shared with other LAUSD offices, to be used in the evaluation of future campus needs and in the assessment of potential utilization.

School Representative: Electronically Signed by **ANUSH ALEKSANYAN, Assistant Principal** on **October 19, 2021 08:**

School Representative Email: axa4120@lausd.net

School Mgmt Services: Electronically Signed by **Rena PEREZ**

Vista Legacy Global Academy
Supporting Documentation

CAPACITY

1854301 Belmont SH **Calendar -1 trk** **NormCat - PHBAO** **Config - 9-12**

Allocation of Classrooms for K-5/6 Instruction (6th Grade Included at K-6 schools; K-5 Only at Span Schools)	2021-2022 Enrollment	2021-2022 Norm	Classrooms Needed for Enrollment	2021-2022 2-Semester Operating Capacity
Host Program Enrollment				
K-3 @24:1	0	--	0	0
4-5/6 @27:1	0	--	0	0
Host Program - Classrooms Provided and Capacity	**0**		**0**	**0**
Magnet Center(s)/Norm Category				
K-3 @24:1	0	--	0	0
4-5/6 @27:1	0	--	0	0
Magnet Center(s) - Classrooms Provided and Capacity	**0**		**0**	**0**
Language Program 1				
K-3 @24:1	0	--	0	0
4-5/6 @27:1	0	--	0	0
Language Program 2				
K-3 @24:1	0	--	0	0
4-5/6 @27:1	0	--	0	0
Language Program(s) - Classrooms Provided and Capacity	**0**		**0**	**0**
Totals for Classrooms Needed for Elementary Instruction				
K-3	0		0	0
4-5/6	0		0	0
Elementary Additionl Assigned Teaching Positions			0	
Classrooms Provided and Capacity for Elementary Level Instructional Programs (Excluding Special Day Program)	**0**		**0**	**0**

Allocation of Classrooms for 6-12 Instruction (Applies to Middle and High schools, and to Span Schools With Grade(s) 7 and	Percentage of Students and Periods Per Day	2021-2022 Norm	Rooms Needed	Capacity in Rooms Needed
6-12 at Resident School				
Grades 6 thru 8 AAL	N/A	N/A	0	0
Grade 6 Academic	N/A	N/A	0	0
Grade 7 Academic	N/A	N/A	0	0
Grade 8 Academic	N/A	N/A	0	0
Grades 6-8 Non-Academic	N/A	N/A	0	0
Grades 9 Academic	100%, 4 of 6	30:1	4	120
Grade 10 Academic	100%, 4 of 6	30:1	4	120
Grade 11 Academic	100%, 4 of 6	38.5:1	3	115
Grade 12 Core	100%, 4 of 6	38.5:1	3	115
Grades 9-12 Non-Academic	100%, 2 of 6	38.5:1	5	192
Rooms Needed for 6-12 Non-Magnet Enrollment			19	662
"Secondary Magnet(s)/Norm Category/Type"				
Center				
Center				
Center				
Center				
Rooms Needed for Secondary Magnet Enrollment			0	0
Rooms Needed for All 6-12 Enrollment			19	662
Rooms Allocated for Prep and/or Conference			4	
Rooms for Additionally Assigned Teaching Positions			9	
Total of Classrooms Needed for Secondary Level Instruction			**32**	
Classrooms Available for Secondary Level Instruction			**63**	
Classrooms Provided and Capacity for Secondary Level Instructional Programs			**32**	

1854301 Belmont SH **Calendar -1 trk** **NormCat - PHBAO** **Config - 9-12**

School-Wide Capacity

Total of Classrooms Available for Instruction	63
Total of Classrooms Needed for Instruction	32
Under/Over Allocated Classrooms	31
Capacity in Rooms Needed for All Elementary Instruction	0
Capacity in Rooms Needed for 6-12 Non-Magnet	662
Capacity in Rooms Needed for Secondary Magnets	0
Added Capacity for 6-10 P.E.	138
Capacity in Special Day Classes (All Levels)	29
Adjustment to Capacity for Rooms Under/Over	892

	Total 2-Sem Capacity	Total K-12 Enrollment	Capacity less Total Enrollment
2-Semester Capacity (0% Traveling at Secondary as Applicable)	**1721**	**663**	**1058**
Prep/Conf to be Used if 30% Traveling at Secondary	1		
Added Capacity if 30% Traveling at Secondary	31		
2-Semester Capacity (30% Traveling at Secondary)	1752		

2021-2022 Classroom Utilization Summary

Utilization	Standard	Small
Special Education	3	5
Pre-K	0	0
Co-located Charter	0	0
District Set-Aside	20	0
School Set-Aside	12	4
Out Of Service	0	0
Instruction	23	0
Additionally Assigned Teachers	9	-
Unallocated	31	14
Total	98	23

Total of Standard Classrooms Provided (California Code of Regulations, title 5, section 11969.3(b)(1)) = 32

Total of Small Classrooms Supplementing Standard Classrooms Provided = 0

Vista Legacy Global Academy
Supporting Documentation

CLASSROOM INVENTORY AND ALLOCATION

Location Code: 1854301 **School:** Belmont SH **Norm Category:** PHBAO **Grade Config:** 9-12

Special Education

	2021-2022			2020-2021			
Room	**Allocation**	**Program**	**Size**	**Allocation**	**Program**	**Size**	**Change**
100	Special Education	MD - -Multiple Disabilities	STANDARD	Special Education	MD - -Multiple Disabilities	STANDARD	-
102	Special Education	MDS - Multiple Disabilities/Severe	STANDARD	Special Education	MDS - Multiple Disabilities/Severe	STANDARD	-
114	Special Education	AUT-A - Autism, Alternate Curriculum	STANDARD	Special Education	AUT-A - Autism, Alternate Curriculum	STANDARD	-
116	Special Education	AUT-A - Autism, Alternate Curriculum	SMALL	Special Education	AUT-A - Autism, Alternate Curriculum	SMALL	-
239	Special Education	SLD - Specific Learning Disability	SMALL	Special Education	SLD - Specific Learning Disability	SMALL	-
302	Special Education	SLD - Specific Learning Disability	SMALL	Special Education	SLD - Specific Learning Disability	SMALL	-
304	Special Education	SLD - Specific Learning Disability	SMALL	Special Education	SLD - Specific Learning Disability	SMALL	-
306	Special Education	SLD - Specific Learning Disability	SMALL	Special Education	SLD - Specific Learning Disability	SMALL	-

Pre-K/TK Expansion (at ES only)

No Reported Classrooms

Co-Located Charter

No Reported Classrooms

District Set-Asides

	2021-2022			2020-2021			
Room	**Allocation**	**Program**	**Size**	**Allocation**	**Program**	**Size**	**Change**
143	District Set-Aside	Police	STANDARD	District Set-Aside	Police	STANDARD	-
152	District Set-Aside	Adult School/Program	STANDARD	District Set-Aside	Adult School/Program	STANDARD	-
153	District Set-Aside	Adult School/Program	STANDARD	District Set-Aside	Adult School/Program	STANDARD	-
154	District Set-Aside	Adult School/Program	STANDARD	District Set-Aside	Adult School/Program	STANDARD	-
155	District Set-Aside	Adult School/Program	STANDARD	District Set-Aside	Adult School/Program	STANDARD	-
156	District Set-Aside	Adult School/Program	STANDARD	District Set-Aside	Adult School/Program	STANDARD	-
158	District Set-Aside	Adult School/Program	STANDARD	District Set-Aside	Adult School/Program	STANDARD	-
361	District Set-Aside	Professional Development	STANDARD	District Set-Aside	Professional Development	STANDARD	-
363	District Set-Aside	Professional Development	STANDARD	District Set-Aside	Professional Development	STANDARD	-
365	District Set-Aside	Professional Development	STANDARD	District Set-Aside	Professional Development	STANDARD	-
367	District Set-Aside	Professional Development	STANDARD	District Set-Aside	Professional Development	STANDARD	-
369	District Set-Aside	Professional Development	STANDARD	District Set-Aside	Professional Development	STANDARD	-
370	District Set-Aside	Professional Development	STANDARD	District Set-Aside	Professional Development	STANDARD	-
371	District Set-Aside	Professional Development	STANDARD	District Set-Aside	Professional Development	STANDARD	-
372	District Set-Aside	Professional Development	STANDARD	District Set-Aside	Professional Development	STANDARD	-
373	District Set-Aside	Professional Development	STANDARD	District Set-Aside	Professional Development	STANDARD	-
375	District Set-Aside	Professional Development	STANDARD	District Set-Aside	Professional Development	STANDARD	-
377	District Set-Aside	Professional Development	STANDARD	District Set-Aside	Professional Development	STANDARD	-

Vista Legacy Global Academy
Supporting Documentation

CLASSROOM INVENTORY AND ALLOCATION

Location Code: 1854301 **School: Belmont SH** **Norm Category: PHBAO** **Grade Config: 9-12**

	2021-2022			2020-2021			
Room	**Allocation**	**Program**	**Size**	**Allocation**	**Program**	**Size**	**Change**
461	District Set-Aside	Adult School/Program	STANDARD	District Set-Aside	Adult School/Program	STANDARD	-
463	District Set-Aside	Adult School/Program	STANDARD	District Set-Aside	Adult School/Program	STANDARD	-

School Set-Asides

	2021-2022			2020-2021			
Room	**Allocation**	**Program**	**Size**	**Allocation**	**Program**	**Size**	**Change**
101	School Set-Aside	Textbook	SMALL	School Set-Aside	Textbook	SMALL	-
107	School Set-Aside	Parent Center	STANDARD	School Set-Aside	Parent Center	STANDARD	-
108	School Set-Aside	Computer Lab	STANDARD	School Set-Aside	Computer Lab	STANDARD	-
113	School Set-Aside	Computer Lab	STANDARD	School Set-Aside	Computer Lab	STANDARD	-
144	School Set-Aside	Other(Please Specify)	SMALL	School Set-Aside	Other(Please Specify)	SMALL	-
200	School Set-Aside	College/Career Office	STANDARD	School Set-Aside	College/Career Office	STANDARD	-
206	School Set-Aside	Beyond the Bell (school program)	STANDARD	School Set-Aside	Beyond the Bell (school program)	STANDARD	-
208	School Set-Aside	Wellness Center	STANDARD	School Set-Aside	Other(Please Specify)	STANDARD	Program
212	School Set-Aside	Testing	STANDARD	School Set-Aside	Testing	STANDARD	-
218	School Set-Aside	Office	STANDARD	School Set-Aside	Office	STANDARD	-
234	School Set-Aside	Office	SMALL	School Set-Aside	Office	SMALL	-
300	School Set-Aside	Office	SMALL	School Set-Aside	Office	SMALL	-
308	School Set-Aside	Computer Lab	STANDARD	School Set-Aside	Computer Lab	STANDARD	-
315	School Set-Aside	Office	STANDARD	School Set-Aside	Office	STANDARD	-
319	School Set-Aside	Performing Arts	STANDARD	School Set-Aside	Performing Arts	STANDARD	-
332	School Set-Aside	Storage	STANDARD	School Set-Aside	Storage	STANDARD	-

Classrooms temporarily out-of-service or unsafe

No Reported Classrooms

Instruction

	2021-2022			2020-2021			
Room	**Allocation**	**Program**	**Size**	**Allocation**	**Program**	**Size**	**Change**
105	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
106	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
109	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
110	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
111	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
118	Instruction	Instruction	SMALL	Instruction	Instruction	SMALL	-
120	Instruction	Instruction	SMALL	Instruction	Instruction	SMALL	-
122	Instruction	Instruction	SMALL	Instruction	Instruction	SMALL	-
130	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
140	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-

Vista Legacy Global Academy
Supporting Documentation

CLASSROOM INVENTORY AND ALLOCATION

Location Code: 1854301 **School: Belmont SH** **Norm Category: PHBAO** **Grade Config: 9-12**

	2021-2022			2020-2021			
Room	**Allocation**	**Program**	**Size**	**Allocation**	**Program**	**Size**	**Change**
142	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
142A	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
145	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
151	Instruction	Instruction	SMALL	District Set-Aside	Adult School/Program	SMALL	Allocation/Program
211	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
220	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
230	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
232	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
233	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
235	Instruction	Instruction	STANDARD	School Set-Aside	City Year	STANDARD	Allocation/Program
237	Instruction	Instruction	SMALL	School Set-Aside	Beyond the Bell (school program)	SMALL	Allocation/Program
243	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
301	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
303	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
305	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
307	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
309	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
310	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
311	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
312	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
313	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
314	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
316	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
318	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
320	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
322	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
324	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
326	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
334	Instruction	Instruction	SMALL	Instruction	Instruction	SMALL	-
335	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
337	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
338	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
339	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
362	Instruction	Instruction	SMALL	District Set-Aside	Professional Development	SMALL	Allocation/Program
364	Instruction	Instruction	SMALL	District Set-Aside	Professional Development	SMALL	Allocation/Program

Vista Legacy Global Academy
Supporting Documentation

CLASSROOM INVENTORY AND ALLOCATION

Location Code: 1854301 **School: Belmont SH** **Norm Category: PHBAO** **Grade Config: 9-12**

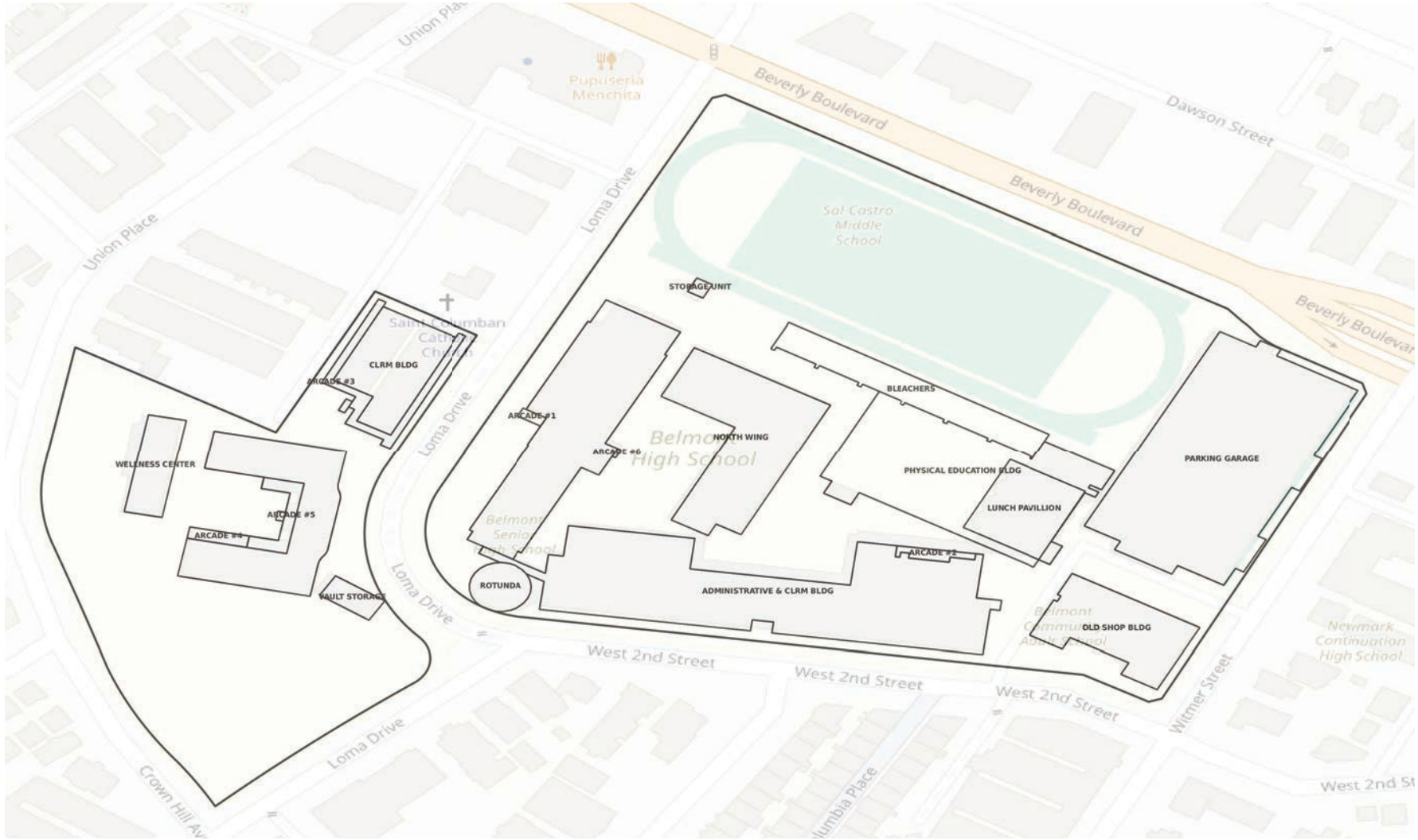
	2021-2022			2020-2021			
Room	**Allocation**	**Program**	**Size**	**Allocation**	**Program**	**Size**	**Change**
366	Instruction	Instruction	SMALL	District Set-Aside	Professional Development	SMALL	Allocation/Program
368	Instruction	Instruction	SMALL	District Set-Aside	Professional Development	SMALL	Allocation/Program
400	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
401	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
402	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
403	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
404	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
406	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
407	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
408	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
409	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
410	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
411	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
412	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
413	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
414	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
416	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
438	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
439	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
462	Instruction	Instruction	SMALL	District Set-Aside	Adult School/Program	SMALL	Allocation/Program
464	Instruction	Instruction	SMALL	District Set-Aside	Adult School/Program	SMALL	Allocation/Program
465	Instruction	Instruction	STANDARD	School Set-Aside	Beyond the Bell (school program)	STANDARD	Allocation/Program
466	Instruction	Instruction	SMALL	District Set-Aside	Adult School/Program	SMALL	Allocation/Program
467	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
468	Instruction	Instruction	SMALL	Instruction	Instruction	SMALL	-
469	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
470	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
471	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
472	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
473	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
475	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
477	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-

*** Allocation and/or Program could not be determined

Vista Legacy Global Academy
Supporting Documentation

ECAR 2021

BELMONT SH Campus Site Plan

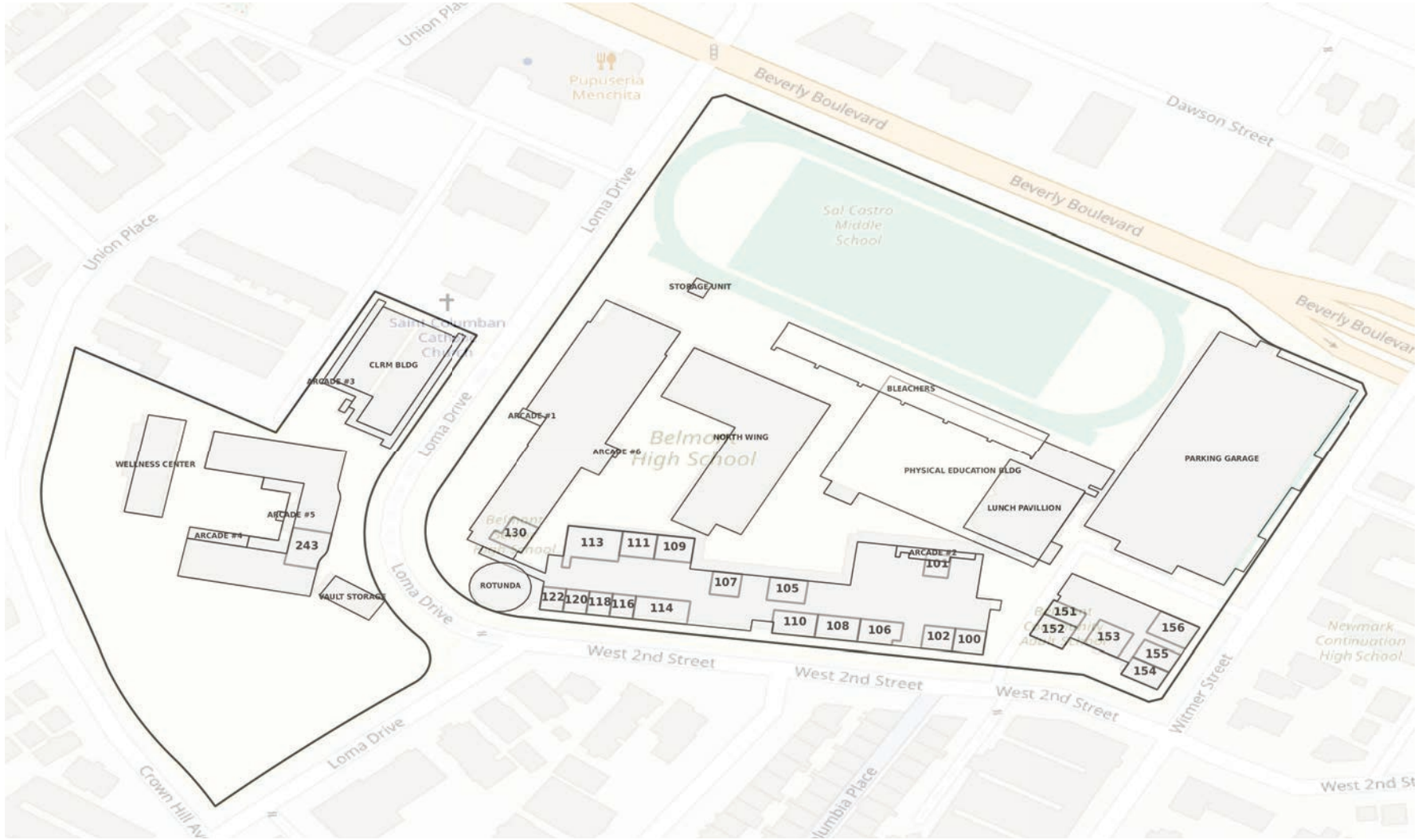


For specifics on classroom utilization, see the preceding pages of this school's E-CAR 2018 document. Please note that the map pages for this school only display the floors where classrooms exist. All other floors, as applicable, are excluded

Vista Legacy Global Academy
Supporting Documentation

ECAR 2021

Floor 1 BELMONT SH 1854301

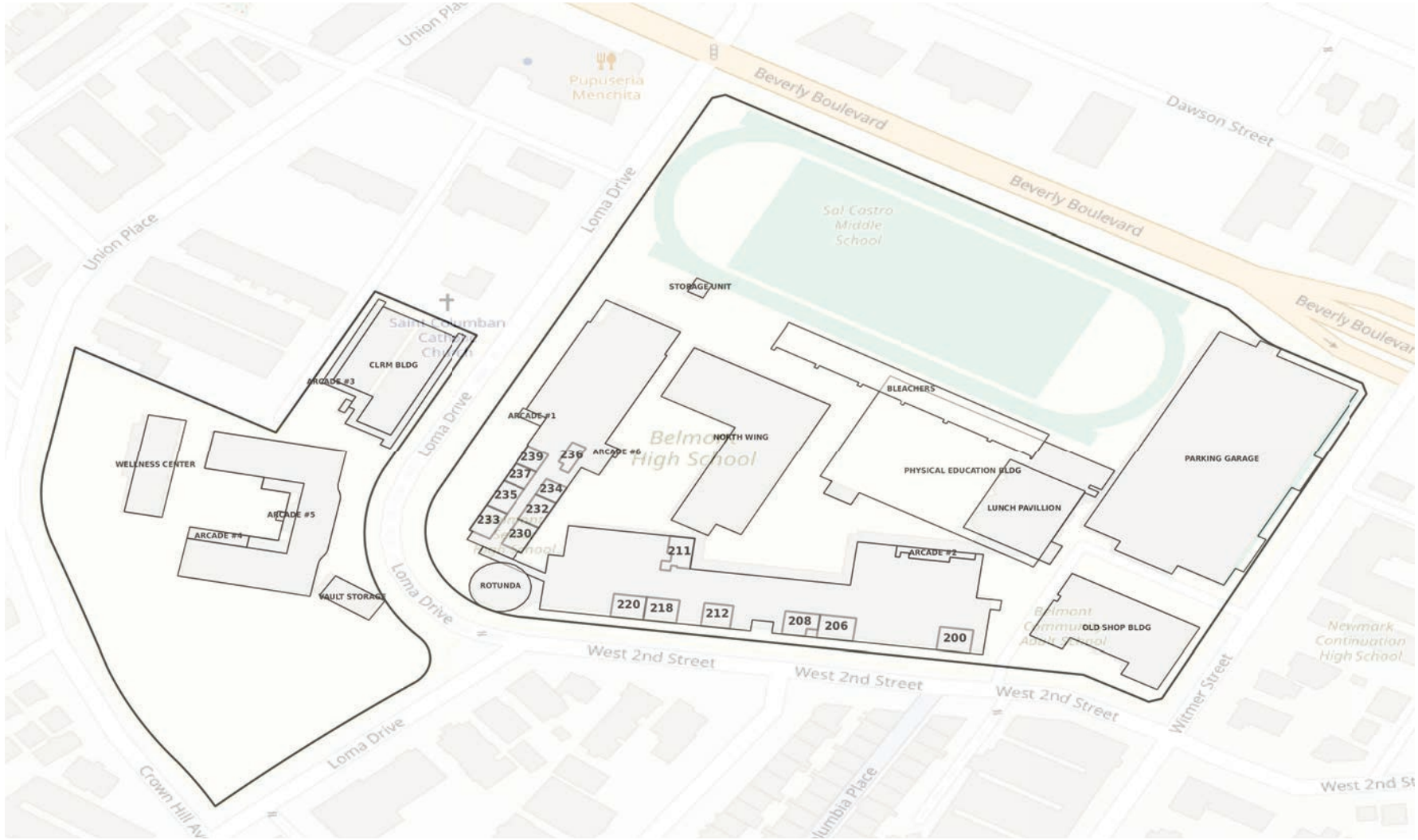


For specifics on classroom utilization, see the preceding pages of this school's E-CAR 2018 document. Please note that the map pages for this school only display the floors where classrooms exist. All other floors, as applicable, are excluded.

Vista Legacy Global Academy
Supporting Documentation

ECAR 2021

Floor 2 BELMONT SH 1854301

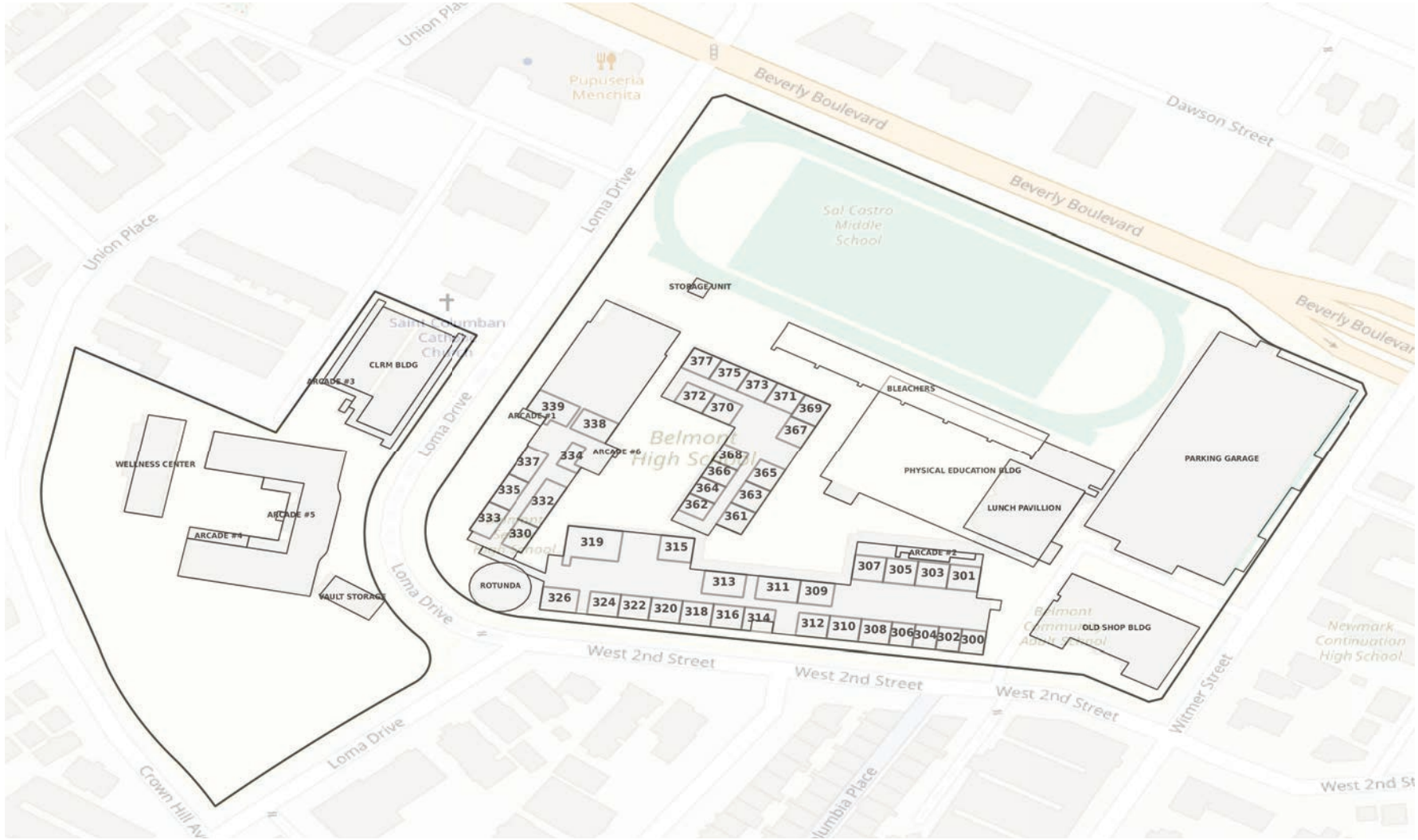


For specifics on classroom utilization, see the preceding pages of this school's E-CAR 2018 document. Please note that the map pages for this school only display the floors where classrooms exist. All other floors, as applicable, are excluded.

Vista Legacy Global Academy
Supporting Documentation

ECAR 2021

Floor 3 BELMONT SH 1854301

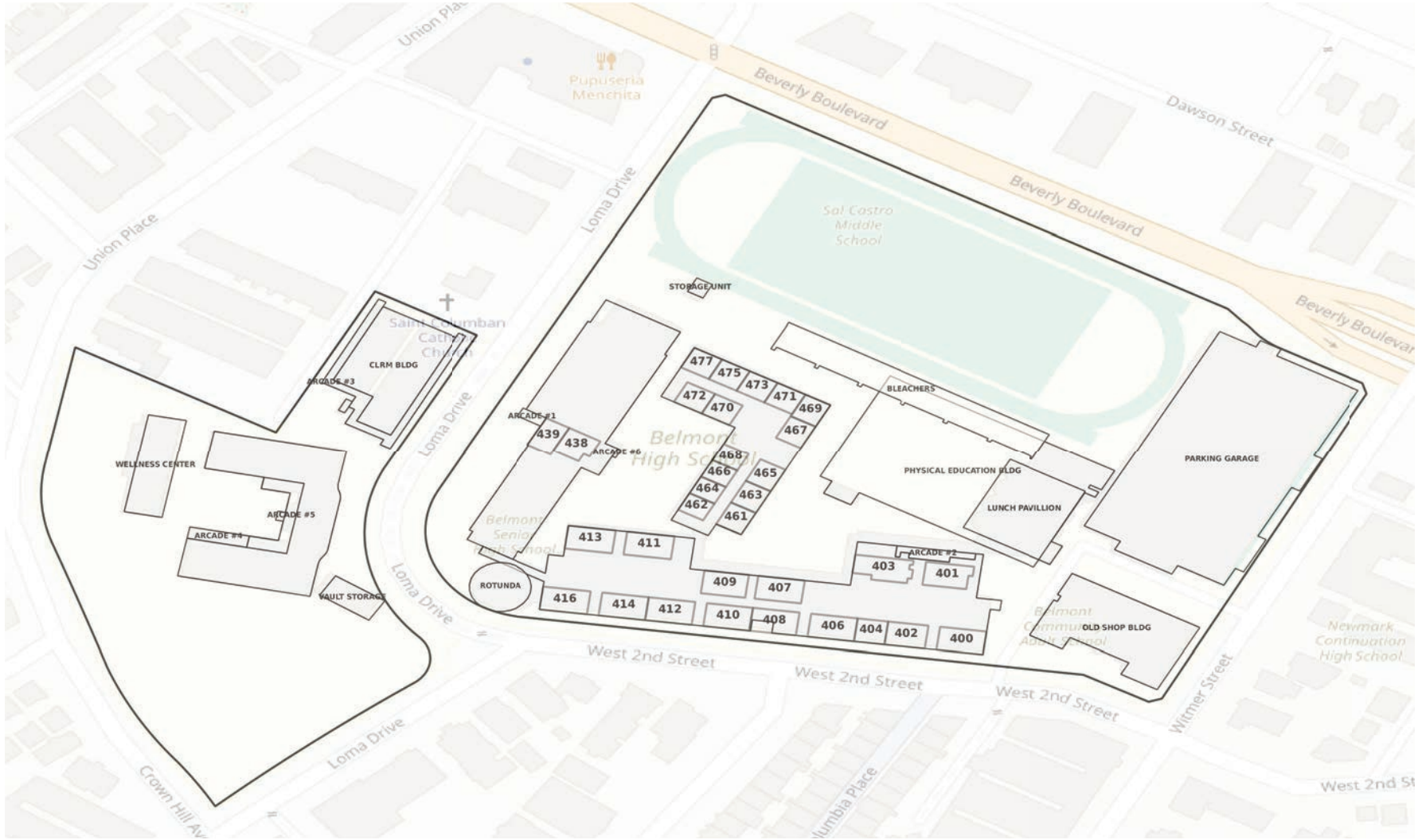


For specifics on classroom utilization, see the preceding pages of this school's E-CAR 2018 document. Please note that the map pages for this school only display the floors where classrooms exist. All other floors, as applicable, are excluded.

Vista Legacy Global Academy
Supporting Documentation

ECAR 2021

Floor 4 BELMONT SH 1854301

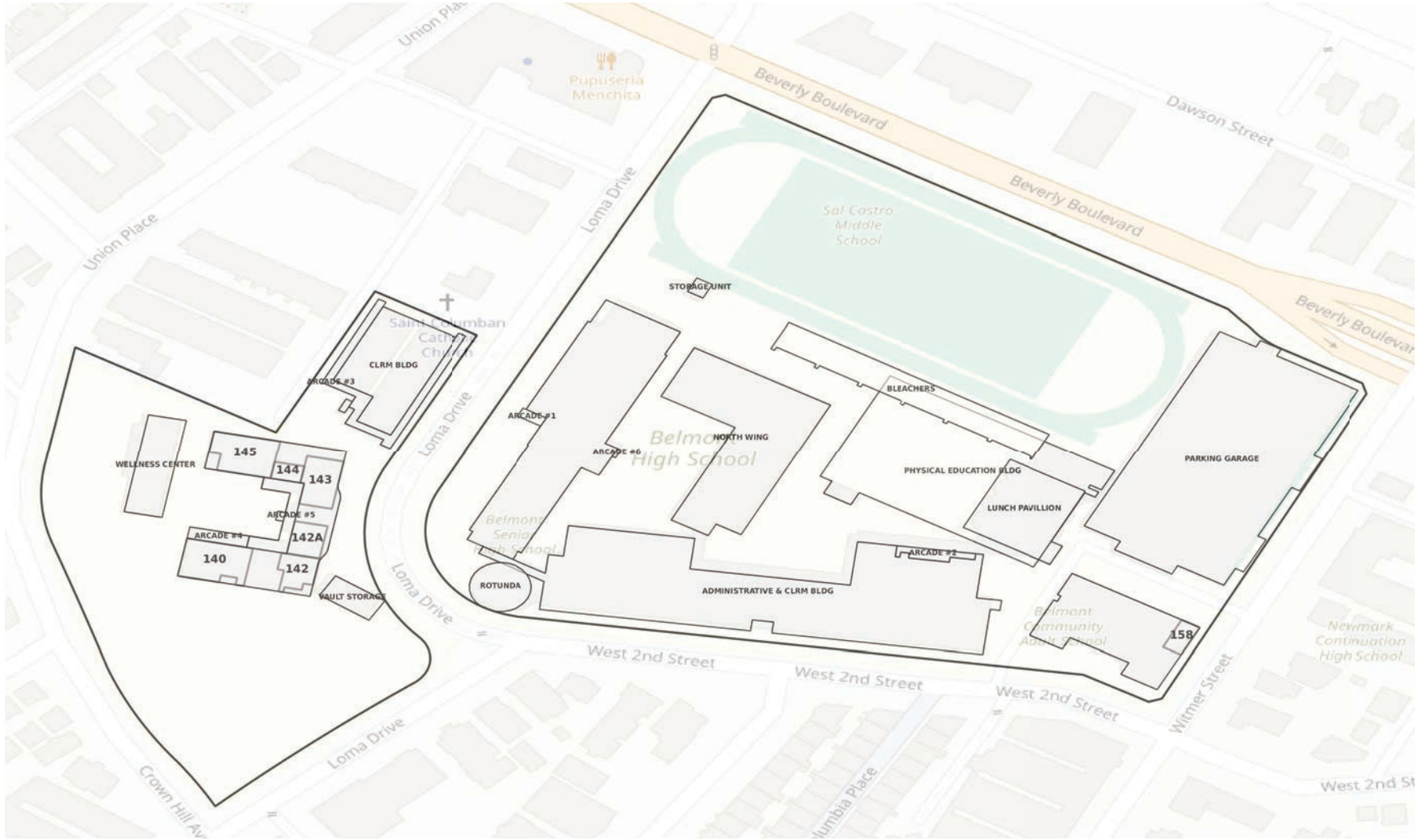


For specifics on classroom utilization, see the preceding pages of this school's E-CAR 2018 document. Please note that the map pages for this school only display the floors where classrooms exist. All other floors, as applicable, are excluded.

Vista Legacy Global Academy
Supporting Documentation

ECAR 2021

Floor B BELMONT SH 1854301



For specifics on classroom utilization, see the preceding pages of this school's E-CAR 2018 document. Please note that the map pages for this school only display the floors where classrooms exist. All other floors, as applicable, are excluded.

Vista Legacy Global Academy
Supporting Documentation

CAPACITY ASSESSMENT SUMMARY 2021-2022

Cost Ctr Code	**1851601**
School Name	**Cortines Sch of VAPA**
HS Complex	**BELMONT ZOC**
Local District	**C**
COS	**Downtown CoS**
Configuration	**9-12**
Calendar	**1 trk**
Norm Category	**PHBAO**

Dual Language Program(s): **0**

Co-Located Charter(s): **0**

Magnet Center(s): **0**

	2021-2022 Host Program	2021-2022 Magnet Center 1	2021-2022 Magnet Center 2	2021-2022 Magnet Center 3	2021-2022 Magnet Center 4	2021-2022 Language Program	2021-2022 Language Program 2	Total Site Enrollment
K	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0
9	288	0	0	0	0	0	0	288
10	275	0	0	0	0	0	0	275
11	291	0	0	0	0	0	0	291
12	285	0	0	0	0	0	0	285
Elementary SDP	0	0	0	0	0	0	0	0
Secondary SDP	20	0	0	0	0	0	0	20
Total	1159	0	0	0	0	0	0	1159

Classification Report(s) As Of: 09/17/2021

Classrooms by Allocation	Standard Classrooms			Small Classrooms		
	CR Counts (Prior Year)	CR Counts (Current Year)	Variance	CR Counts (Prior Year)	CR Counts (Current Year)	Variance
Total Counts	61	61	0	1	1	0
Special Education	8	9	1	0	0	0
Pre-K	0	0	0	0	0	0
Co-Located Charter	0	0	0	0	0	0
District Set-Aside	0	0	0	0	0	0
School Set-Aside	1	2	1	0	0	0
Out Of Service	0	0	0	0	0	0
Instruction	52	50	-2		1	1

Capacity	Assessmt Based on Calendar	Pre-CAP Maximum to Avoid Bussing
2021-2022 Capacity	1436	1500
Current Enrollment	1159	1159
Capacity vs Enrollment	277	341
Total rooms*	61	
Rooms in Use*	56	
Remaining rooms	5	
Estimated capacity in remaining rooms	148	

* includes magnet

Principal/Operator Comments

SITE ID	TOTAL AREA	PLAY ACRES	PA REQD
13295	10.25	1.46	9.0

HOSTS ON SITE		Classrooms Standard	Classrooms Small
1851601	Cortines Sch of VAPA	61	1
Site Total		61	1

The classroom inventory for this school is complete and accurately reflects the allocation of those spaces at this time. I have reviewed and understand the assessment of this school's enrollment capacity. I am aware that this information will be shared with other LAUSD offices, to be used in the evaluation of future campus needs and in the assessment of potential utilization.

School Representative: Electronically Signed by **LORI GAMBERO, Principal** on **November 08, 2021 09:18 AM**

School Representative Email: lori.gambero@lausd.net

School Mgmt Services: Electronically Signed by **Rena PEREZ**

Vista Legacy Global Academy
Supporting Documentation

CAPACITY

1851601 Cortines Sch of VAPA **Calendar -1 trk** **NormCat - PHBAO** **Config - 9-12**

Allocation of Classrooms for K-5/6 Instruction (6th Grade Included at K-6 schools; K-5 Only at Span Schools)	2021-2022 Enrollment	2021-2022 Norm	Classrooms Needed for Enrollment	2021-2022 2-Semester Operating Capacity
Host Program Enrollment				
K-3 @24:1	0	--	0	0
4-5/6 @27:1	0	--	0	0
Host Program - Classrooms Provided and Capacity	**0**		**0**	**0**
Magnet Center(s)/Norm Category				
K-3 @24:1	0	--	0	0
4-5/6 @27:1	0	--	0	0
Magnet Center(s) - Classrooms Provided and Capacity	**0**		**0**	**0**
Language Program 1				
K-3 @24:1	0	--	0	0
4-5/6 @27:1	0	--	0	0
Language Program 2				
K-3 @24:1	0	--	0	0
4-5/6 @27:1	0	--	0	0
Language Program(s) - Classrooms Provided and Capacity	**0**		**0**	**0**
Totals for Classrooms Needed for Elementary Instruction				
K-3	0		0	0
4-5/6	0		0	0
Elementary Additionl Assigned Teaching Positions			0	
Classrooms Provided and Capacity for Elementary Level Instructional Programs (Excluding Special Day Program)	**0**		**0**	**0**

Allocation of Classrooms for 6-12 Instruction (Applies to Middle and High schools, and to Span Schools With Grade(s) 7 and	Percentage of Students and Periods Per Day	2021-2022 Norm	Rooms Needed	Capacity in Rooms Needed
6-12 at Resident School				
Grades 6 thru 8 AAL	N/A	N/A	0	0
Grade 6 Academic	N/A	N/A	0	0
Grade 7 Academic	N/A	N/A	0	0
Grade 8 Academic	N/A	N/A	0	0
Grades 6-8 Non-Academic	N/A	N/A	0	0
Grades 9 Academic	100%, 4 of 6	30:1	7	210
Grade 10 Academic	100%, 4 of 6	30:1	7	210
Grade 11 Academic	100%, 4 of 6	38.5:1	6	231
Grade 12 Core	100%, 4 of 6	38.5:1	5	192
Grades 9-12 Non-Academic	100%, 2 of 6	38.5:1	8	308
Rooms Needed for 6-12 Non-Magnet Enrollment			33	1151
"Secondary Magnet(s)/Norm Category/Type"				
Center				
Center				
Center				
Center				
Rooms Needed for Secondary Magnet Enrollment			0	0
Rooms Needed for All 6-12 Enrollment			33	1151
Rooms Allocated for Prep and/or Conference			6	
Rooms for Additionally Assigned Teaching Positions			6	
Total of Classrooms Needed for Secondary Level Instruction			**45**	
Classrooms Available for Secondary Level Instruction			**50**	
Classrooms Provided and Capacity for Secondary Level Instructional Programs			**45**	

Vista Legacy Global Academy
Supporting Documentation

1851601 Cortines Sch of VAPA **Calendar -1 trk** **NormCat - PHBAO** **Config - 9-12**

School-Wide Capacity

Total of Classrooms Available for Instruction	50
Total of Classrooms Needed for Instruction	45
Under/Over Allocated Classrooms	5
Capacity in Rooms Needed for All Elementary Instruction	0
Capacity in Rooms Needed for 6-12 Non-Magnet	1151
Capacity in Rooms Needed for Secondary Magnets	0
Added Capacity for 6-10 P.E.	117
Capacity in Special Day Classes (All Levels)	20
Adjustment to Capacity for Rooms Under/Over	148

	Total 2-Sem Capacity	Total K-12 Enrollment	Capacity less Total Enrollment
2-Semester Capacity (0% Traveling at Secondary as Applicable)	**1436**	**1159**	**277**
Prep/Conf to be Used if 30% Traveling at Secondary	2		
Added Capacity if 30% Traveling at Secondary	64		
2-Semester Capacity (30% Traveling at Secondary)	1500		

2021-2022 Classroom Utilization Summary

Utilization	Standard	Small
Special Education	9	0
Pre-K	0	0
Co-located Charter	0	0
District Set-Aside	0	0
School Set-Aside	2	0
Out Of Service	0	0
Instruction	39	0
Additionally Assigned Teachers	6	-
Unallocated	5	1
Total	61	1

Total of Standard Classrooms Provided (California Code of Regulations, title 5, section 11969.3(b)(1)) = 45

Total of Small Classrooms Supplementing Standard Classrooms Provided = 0

Vista Legacy Global Academy
Supporting Documentation

CLASSROOM INVENTORY AND ALLOCATION

Location Code: 1851601 **School:** Cortines Sch of VAPA **Norm Category:** PHBAO **Grade Config:** 9-12

Special Education

	2021-2022			2020-2021			
Room	**Allocation**	**Program**	**Size**	**Allocation**	**Program**	**Size**	**Change**
D-312	Special Education	RSP - Resource Specialist Program	STANDARD	Special Education	RSP - Resource Specialist Program	STANDARD	-
Gym	Special Education	Adapted PE	STANDARD	Special Education	Adapted PE	STANDARD	-
M-204	Special Education	RSP - Resource Specialist Program	STANDARD	Special Education	RSP - Resource Specialist Program	STANDARD	-
M-210	Special Education	SLD - Specific Learning Disability	STANDARD	Instruction	Instruction	STANDARD	Allocation/Program
M-212	Special Education	SLD - Specific Learning Disability	STANDARD	Special Education	SLD - Specific Learning Disability	STANDARD	-
T-205	Special Education	DHH - Deaf/Hard of Hearing	STANDARD	Special Education	DHH - Deaf/Hard of Hearing	STANDARD	-
T-206	Special Education	DHH - Deaf/Hard of Hearing	STANDARD	Special Education	DHH - Deaf/Hard of Hearing	STANDARD	-
T-207	Special Education	DHH - Deaf/Hard of Hearing	STANDARD	Special Education	DHH - Deaf/Hard of Hearing	STANDARD	-
T-221	Special Education	DHH - Deaf/Hard of Hearing	STANDARD	Instruction	Instruction	STANDARD	Allocation/Program

Pre-K/TK Expansion (at ES only)

No Reported Classrooms

Co-Located Charter

No Reported Classrooms

District Set-Asides

No Reported Classrooms

School Set-Asides

	2021-2022			2020-2021			
Room	**Allocation**	**Program**	**Size**	**Allocation**	**Program**	**Size**	**Change**
D-404	School Set-Aside	Workroom	STANDARD	School Set-Aside	Workroom	STANDARD	-
V-318	School Set-Aside	Art	STANDARD	Instruction	Instruction	STANDARD	Allocation/Program

Classrooms temporarily out-of-service or unsafe

No Reported Classrooms

Instruction

	2021-2022			2020-2021			
Room	**Allocation**	**Program**	**Size**	**Allocation**	**Program**	**Size**	**Change**
D-303	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
D-309	Instruction	Instruction	STANDARD	Special Education	SLD - Specific Learning Disability	STANDARD	Allocation/Program
D-313	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
D-403	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
D-405	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
D-406	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
D-407	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
D-408	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-

Vista Legacy Global Academy
Supporting Documentation

CLASSROOM INVENTORY AND ALLOCATION

Location Code: 1851601 **School:** Cortines Sch of VAPA **Norm Category:** PHBAO **Grade Config:** 9-12

	2021-2022			2020-2021			
Room	**Allocation**	**Program**	**Size**	**Allocation**	**Program**	**Size**	**Change**
D-409	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
D-410	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
D-412	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
D-413	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
G-103	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
G-110	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
G-201	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
M-101	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
M-110	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
M-114	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
M-115	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
M-201	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
M-206	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
M-208	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
M-209	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
M-214	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
M-215	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
M-216	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
T-202	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
T-203	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
T-204	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
T-209	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
T-218	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
T-219	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
T-220	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
T-223	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
V-102	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
V-103	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
V-104A	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
V-106A	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
V-302	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
V-302A	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
V-303	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
V-305	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
V-306	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-

Vista Legacy Global Academy
Supporting Documentation

CLASSROOM INVENTORY AND ALLOCATION

Location Code: 1851601 **School: Cortines Sch of VAPA** **Norm Category: PHBAO** **Grade Config: 9-12**

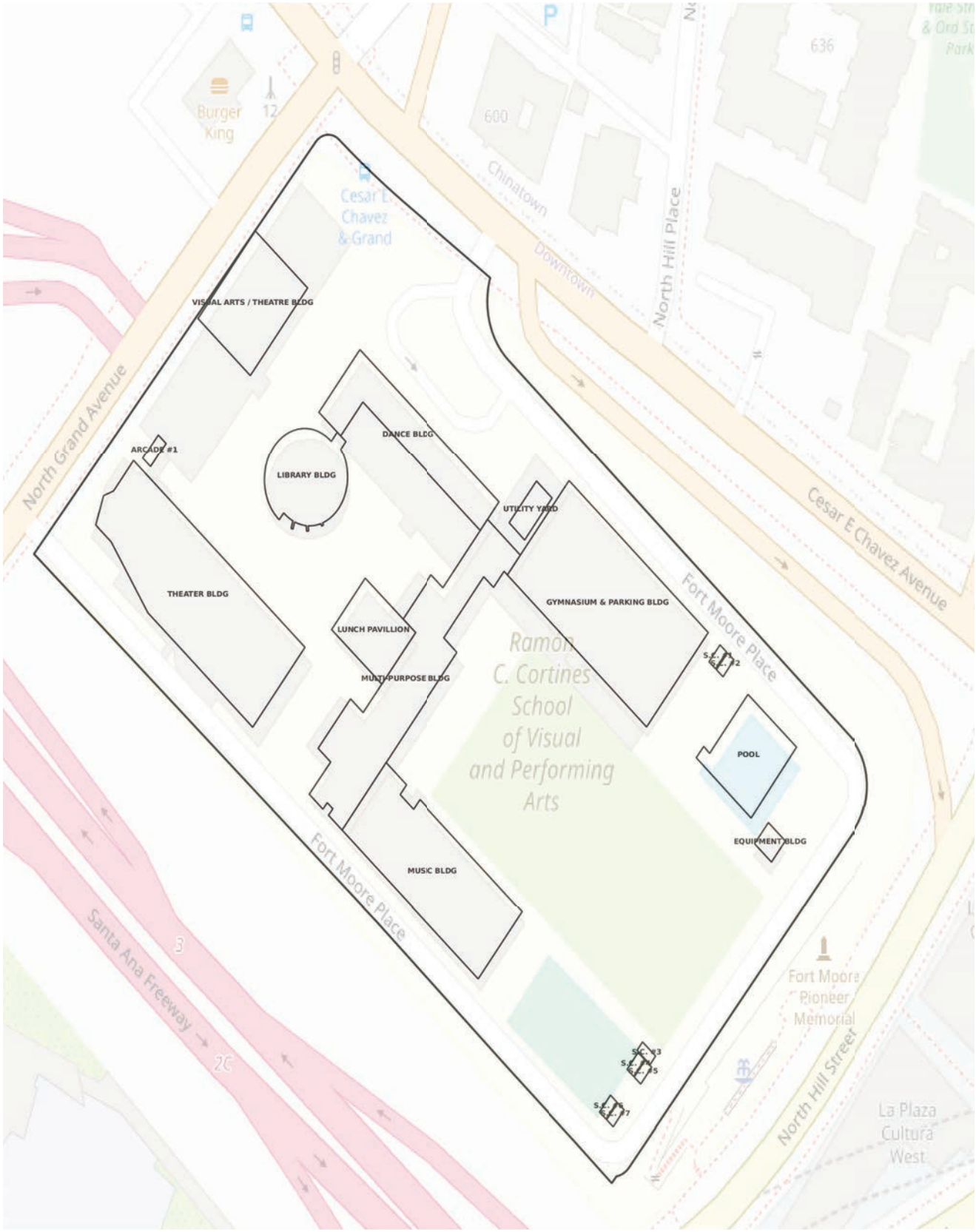
	2021-2022			2020-2021			
Room	**Allocation**	**Program**	**Size**	**Allocation**	**Program**	**Size**	**Change**
V-307	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
V-309	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
V-316	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
V-319	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
V-321	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
V-322	Instruction	Instruction	SMALL	Instruction	Instruction	SMALL	-
V-323	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
4-113	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-

*** Allocation and/or Program could not be determined

Vista Legacy Global Academy
Supporting Documentation

ECAR 2021

CORTINES RAMON C SCHOOL OF VIS PRF ARTS Campus Site Plan

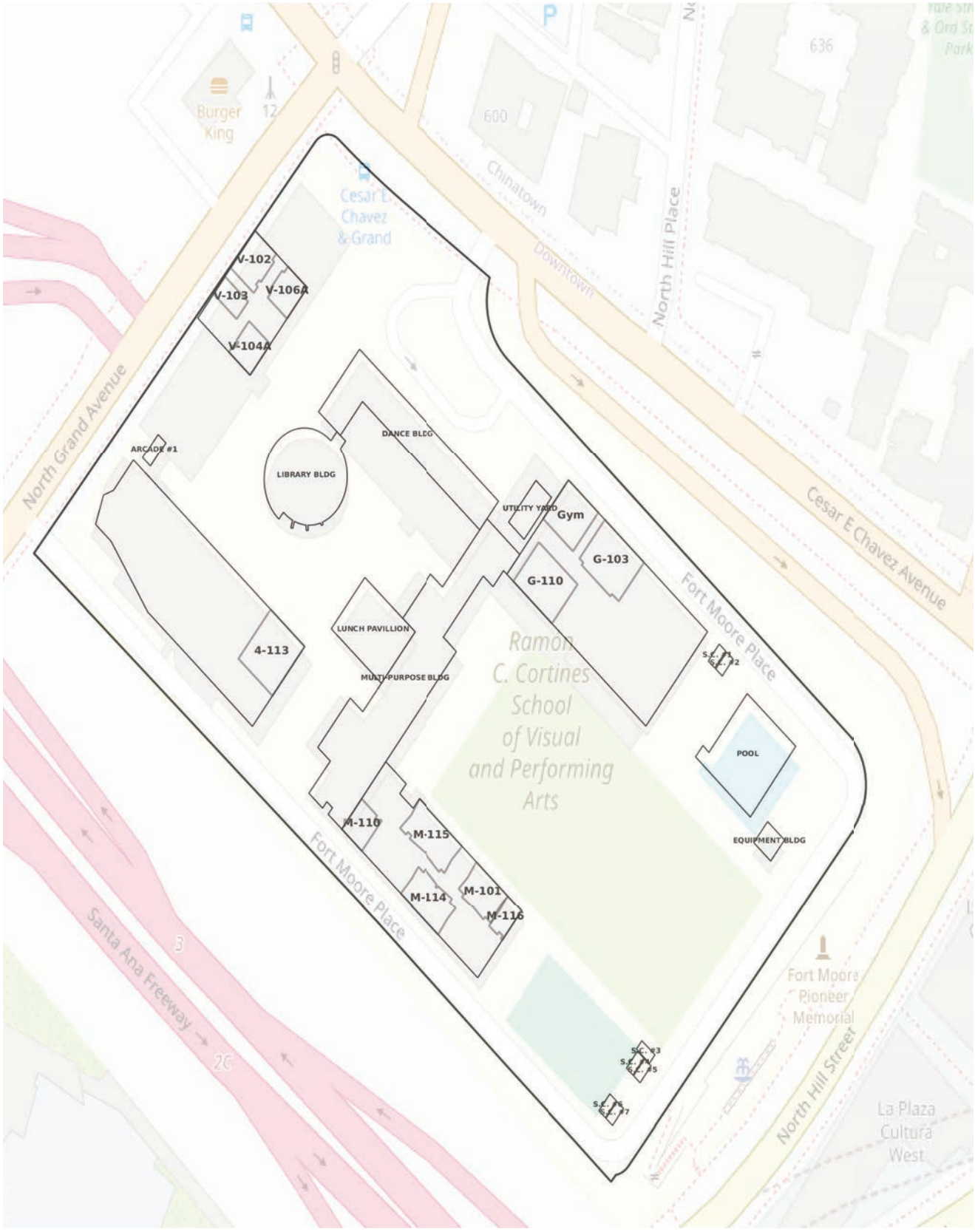


For specifics on classroom utilization, see the preceding pages of this school's E-CAR 2018 document. Please note that the map pages for this school only display the floors where classrooms exist. All other floors, as applicable, are excluded

Vista Legacy Global Academy
Supporting Documentation

ECAR 2021

Floor 1 CORTINES SCH OF VPA 1851601

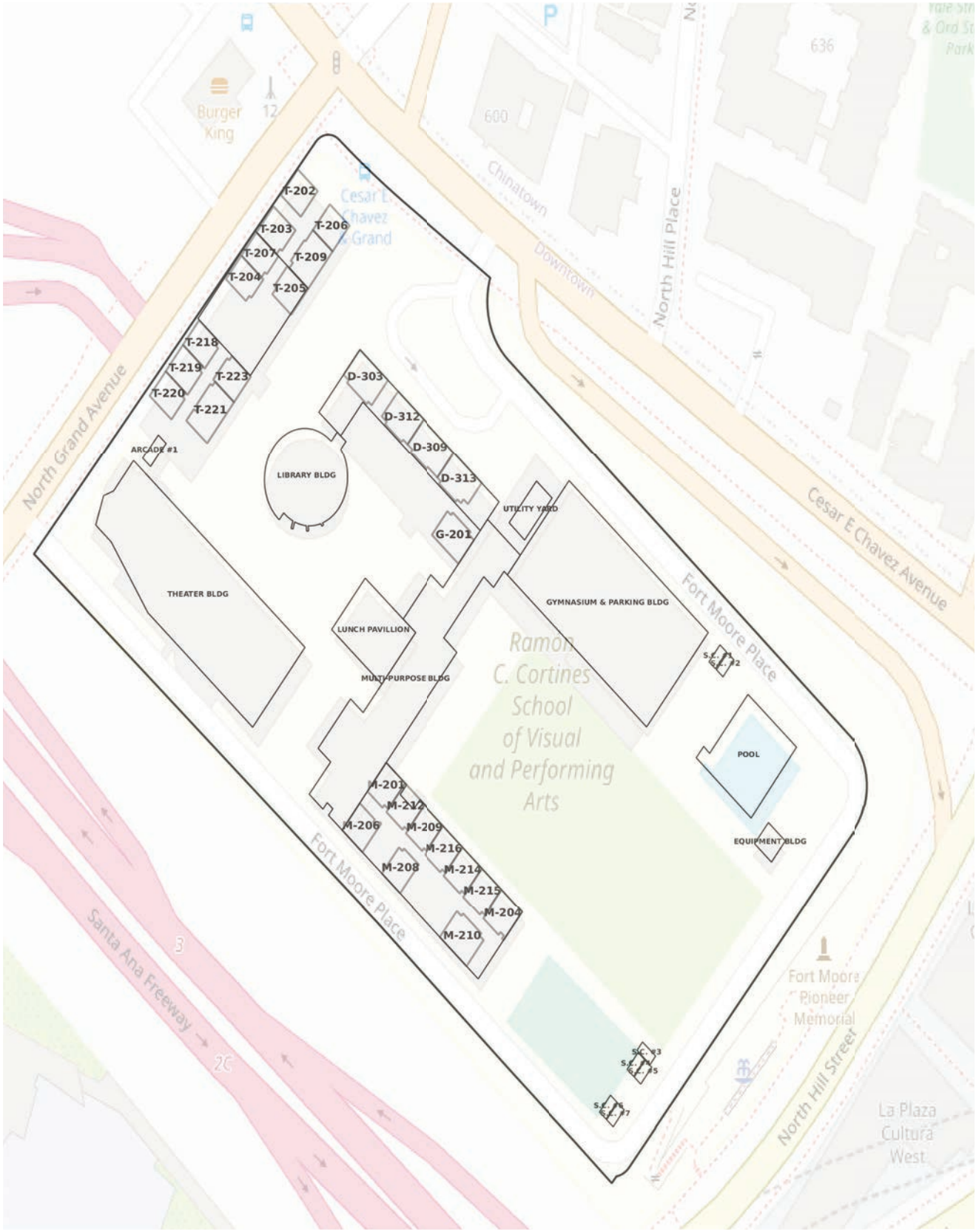


For specifics on classroom utilization, see the preceding pages of this school's E-CAR 2018 document. Please note that the map pages for this school only display the floors where classrooms exist. All other floors, as applicable, are excluded.

Vista Legacy Global Academy
Supporting Documentation

ECAR 2021

Floor 2 CORTINES SCH OF VPA 1851601

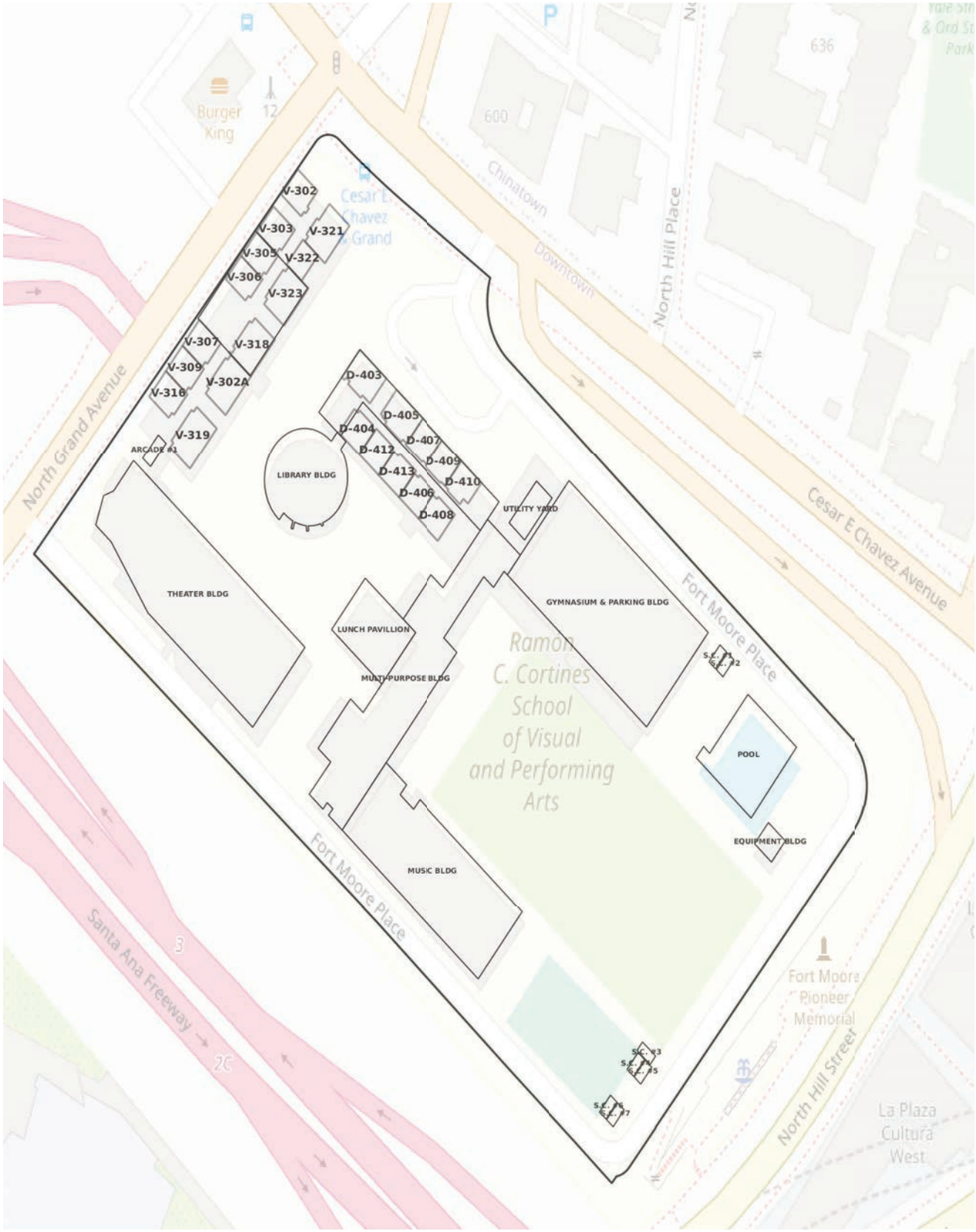


For specifics on classroom utilization, see the preceding pages of this school's E-CAR 2018 document. Please note that the map pages for this school only display the floors where classrooms exist. All other floors, as applicable, are excluded.

Vista Legacy Global Academy
Supporting Documentation

ECAR 2021

Floor 3 CORTINES SCH OF VPA 1851601



For specifics on classroom utilization, see the preceding pages of this school's E-CAR 2018 document. Please note that the map pages for this school only display the floors where classrooms exist. All other floors, as applicable, are excluded.

Vista Legacy Global Academy
Supporting Documentation

CAPACITY ASSESSMENT SUMMARY 2021-2022

Cost Ctr Code	**1873801**
School Name	**DBM**
HS Complex	**BELMONT ZOC**
Local District	**C**
COS	**Downtown CoS**
Configuration	**9-12**
Calendar	**1 trk**
Norm Category	**Magnet 2**

Dual Language Program(s): 0

Co-Located Charter(s): 0

Magnet Center(s): 2

1873801 DOWNTOWN BUS MAG
1873803 DOWNTOWN CSDMAE MAG

	2021-2022 Host Program	2021-2022 Magnet Center 1	2021-2022 Magnet Center 2	2021-2022 Magnet Center 3	2021-2022 Magnet Center 4	2021-2022 Language Program	2021-2022 Language Program 2	Total Site Enrollment
K	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0
9	122	70	0	0	0	0	0	192
10	157	82	0	0	0	0	0	239
11	151	74	0	0	0	0	0	225
12	150	99	0	0	0	0	0	249
Elementary SDP	0	0	0	0	0	0	0	0
Secondary SDP	0	2	0	0	0	0	0	2
Total	580	327	0	0	0	0	0	907

Classification Report(s) As Of: 09/02/2021

	Standard Classrooms			Small Classrooms		
Classrooms by Allocation	**CR Counts (Prior Year)**	**CR Counts (Current Year)**	**Variance**	**CR Counts (Prior Year)**	**CR Counts (Current Year)**	**Variance**
Total Counts	26	26	0	10	10	0
Special Education	0	0	0	0	0	0
Pre-K	0	0	0	0	0	0
Co-Located Charter	0	0	0	0	0	0
District Set-Aside	1	1	0	1	1	0
School Set-Aside	0	0	0	0	0	0
Out Of Service	0	0	0	0	0	0
Instruction	25	25	0		9	9

Capacity	Assessmt Based on Calendar	Pre-CAP Maximum to Avoid Bussing
2021-2022 Capacity	666	721
Current Enrollment	907	907
Capacity vs Enrollment	-241	-186
Total rooms*	26	
Rooms in Use*	26	
Remaining rooms	0	
Estimated capacity in remaining rooms	0	

* includes magnet

Principal/Operator Comments

SITE ID	TOTAL AREA	PLAY ACRES	PA REQD
13269	2.92	.14	9.0

HOSTS ON SITE		Classrooms Standard	Classrooms Small
1873801	DBM	26	10
Site Total		26	10

The classroom inventory for this school is complete and accurately reflects the allocation of those spaces at this time. I have reviewed and understand the assessment of this school's enrollment capacity. I am aware that this information will be shared with other LAUSD offices, to be used in the evaluation of future campus needs and in the assessment of potential utilization.

School Representative: Electronically Signed by **SARAH USMANI, Principal** on **October 18, 2021 11:17 AM**

School Representative Email: sarah.usmani@lausd.net

School Mgmt Services: Electronically Signed by **Rena PEREZ**

Vista Legacy Global Academy
Supporting Documentation

CAPACITY

1873801 DBM **Calendar -1 trk** **NormCat - Magnet 2** **Config - 9-12**

Allocation of Classrooms for K-5/6 Instruction (6th Grade Included at K-6 schools; K-5 Only at Span Schools)	2021-2022 Enrollment	2021-2022 Norm	Classrooms Needed for Enrollment	2021-2022 2-Semester Operating Capacity
Host Program Enrollment				
K-3 @24:1	0	--	0	0
4-5/6 @27:1	0	--	0	0
Host Program - Classrooms Provided and Capacity	**0**		**0**	**0**
Magnet Center(s)/Norm Category				
K-3 @24:1	0	--	0	0
4-5/6 @27:1	0	--	0	0
Magnet Center(s) - Classrooms Provided and Capacity	**0**		**0**	**0**
Language Program 1				
K-3 @24:1	0	--	0	0
4-5/6 @27:1	0	--	0	0
Language Program 2				
K-3 @24:1	0	--	0	0
4-5/6 @27:1	0	--	0	0
Language Program(s) - Classrooms Provided and Capacity	**0**		**0**	**0**
Totals for Classrooms Needed for Elementary Instruction				
K-3			0	0
4-5/6			0	0
Elementary Additionl Assigned Teaching Positions			0	
Classrooms Provided and Capacity for Elementary Level Instructional Programs (Excluding Special Day Program)	**0**		**0**	**0**

Allocation of Classrooms for 6-12 Instruction (Applies to Middle and High schools, and to Span Schools With Grade(s) 7 and	Percentage of Students and Periods Per Day	2021-2022 Norm	Rooms Needed	Capacity in Rooms Needed
6-12 at Resident School				
Grades 6 thru 8 AAL	N/A	N/A	0	0
Grade 6 Academic	N/A	N/A	0	0
Grade 7 Academic	N/A	N/A	0	0
Grade 8 Academic	N/A	N/A	0	0
Grades 6-8 Non-Academic	N/A	N/A	0	0
Grades 9 Academic	N/A	N/A	0	0
Grade 10 Academic	N/A	N/A	0	0
Grade 11 Academic	N/A	N/A	0	0
Grade 12 Core	N/A	N/A	0	0
Grades 9-12 Non-Academic	N/A	N/A	0	0
Rooms Needed for 6-12 Non-Magnet Enrollment			0	0
"Secondary Magnet(s)/Norm Category/Type"				
Center 1873801 DBM Magnet 2 MAGNET CENTER		30:1	18	540
Center 1873803 DOWNTOWN CSDMAE MAG Magnet 2 MAGNET CENTER		30:1	10	300
Center				
Center				
Rooms Needed for Secondary Magnet Enrollment			28	840
Rooms Needed for All 6-12 Enrollment			28	840
Rooms Allocated for Prep and/or Conference			5	
Rooms for Additionally Assigned Teaching Positions			1	
Total of Classrooms Needed for Secondary Level Instruction			**34**	
Classrooms Available for Secondary Level Instruction			**25**	
Classrooms Provided and Capacity for Secondary Level Instructional Programs			**25**	

Vista Legacy Global Academy
Supporting Documentation

1873801 DBM **Calendar -1 trk** **NormCat - Magnet 2** **Config - 9-12**

School-Wide Capacity

Total of Classrooms Available for Instruction	25
Total of Classrooms Needed for Instruction	34
Under/Over Allocated Classrooms	-9
Capacity in Rooms Needed for All Elementary Instruction	0
Capacity in Rooms Needed for 6-12 Non-Magnet	0
Capacity in Rooms Needed for Secondary Magnets	840
Added Capacity for 6-10 P.E.	53
Capacity in Special Day Classes (All Levels)	2
Adjustment to Capacity for Rooms Under/Over	-229

	Total 2-Sem Capacity	Total K-12 Enrollment	Capacity less Total Enrollment
2-Semester Capacity (0% Traveling at Secondary as Applicable)	**666**	**907**	**-241**
Prep/Conf to be Used if 30% Traveling at Secondary	2		
Added Capacity if 30% Traveling at Secondary	55		
2-Semester Capacity (30% Traveling at Secondary)	721		

2021-2022 Classroom Utilization Summary

Utilization	Standard	Small
Special Education	0	0
Pre-K	0	0
Co-located Charter	0	0
District Set-Aside	1	1
School Set-Aside	0	0
Out Of Service	0	0
Instruction	24	9
Additionally Assigned Teachers	1	-
Unallocated	0	0
Total	26	10

Total of Standard Classrooms Provided (California Code of Regulations, title 5, section 11969.3(b)(1)) = 25

Total of Small Classrooms Supplementing Standard Classrooms Provided = 9

Vista Legacy Global Academy
Supporting Documentation

CLASSROOM INVENTORY AND ALLOCATION

Location Code: 1873801 **School:** DBM **Norm Category:** Magnet 2 **Grade Config:** 9-12

Special Education

No Reported Classrooms

Pre-K/TK Expansion (at ES only)

No Reported Classrooms

Co-Located Charter

No Reported Classrooms

District Set-Asides

	2021-2022			2020-2021			
Room	Allocation	Program	Size	Allocation	Program	Size	Change
KLCS	District Set-Aside	Other (Please specify)	SMALL	District Set-Aside	Other (Please specify)	SMALL	-
KLCS Studio	District Set-Aside	Other (Please specify)	STANDARD	District Set-Aside	Other (Please specify)	STANDARD	-

School Set-Asides

No Reported Classrooms

Classrooms temporarily out-of-service or unsafe

No Reported Classrooms

Instruction

	2021-2022			2020-2021			
Room	Allocation	Program	Size	Allocation	Program	Size	Change
A1	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
A10	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
A11	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
A12	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
A13	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
A14	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
A15	Instruction	Instruction	SMALL	Instruction	Instruction	SMALL	-
A16	Instruction	Instruction	SMALL	Instruction	Instruction	SMALL	-
A2	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
A3	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
A4	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
A5	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
A7	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
A8	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
A9	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
B1	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
B10	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-

Vista Legacy Global Academy
Supporting Documentation

CLASSROOM INVENTORY AND ALLOCATION

Location Code: 1873801 **School: DBM** **Norm Category: Magnet 2** **Grade Config: 9-12**

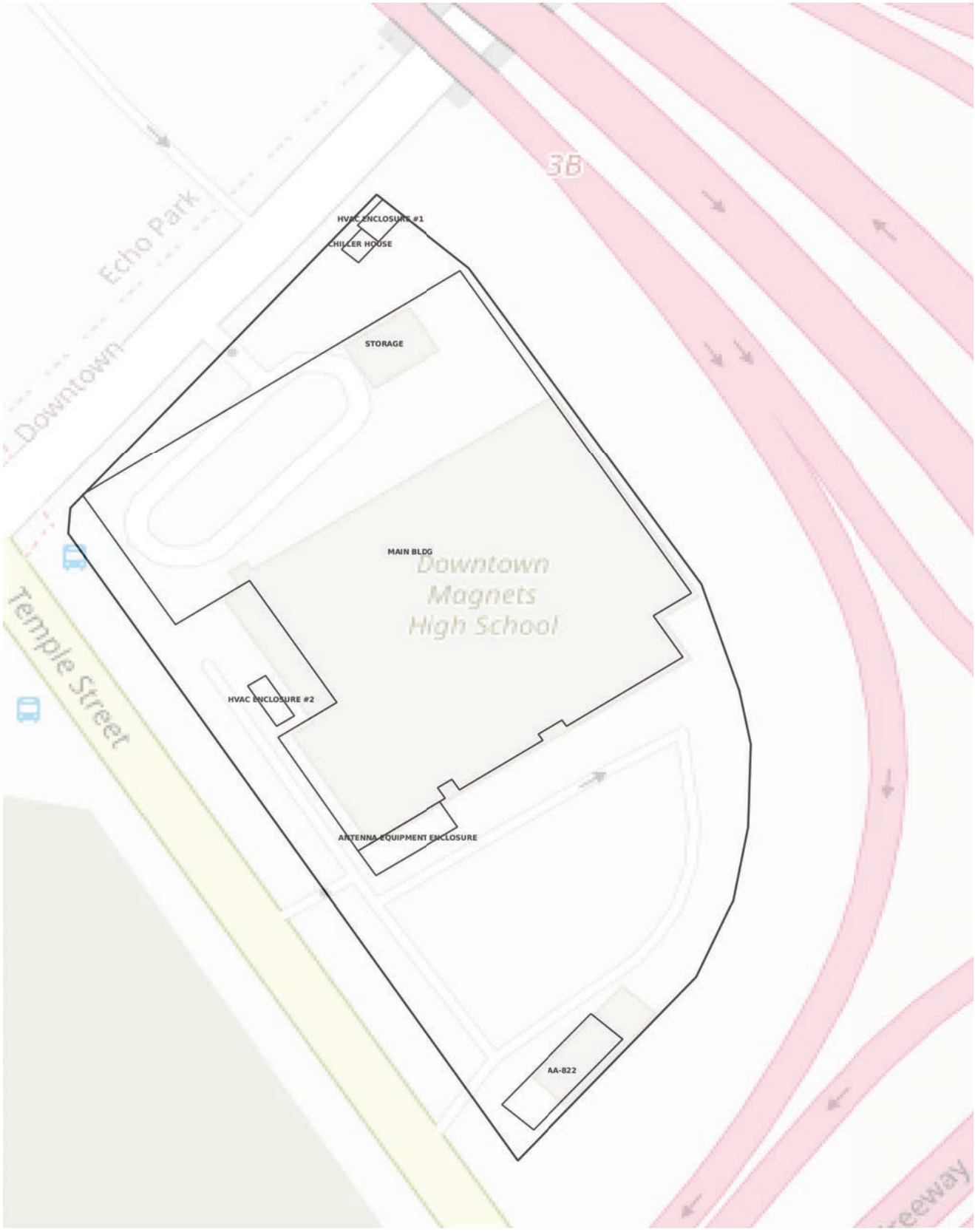
	2021-2022			2020-2021			
Room	**Allocation**	**Program**	**Size**	**Allocation**	**Program**	**Size**	**Change**
B11	Instruction	Instruction	SMALL	Instruction	Instruction	SMALL	-
B12	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
B13	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
B14	Instruction	Instruction	SMALL	Instruction	Instruction	SMALL	-
B15	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
B16	Instruction	Instruction	SMALL	Instruction	Instruction	SMALL	-
B17	Instruction	Instruction	SMALL	Instruction	Instruction	SMALL	-
B18	Instruction	Instruction	SMALL	Instruction	Instruction	SMALL	-
B2	Instruction	Instruction	SMALL	Instruction	Instruction	SMALL	-
B3	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
B4	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
B5	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
B6	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
B7	Instruction	Instruction	SMALL	Instruction	Instruction	SMALL	-
B8	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
B9	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
CC	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-

*** Allocation and/or Program could not be determined

Vista Legacy Global Academy
Supporting Documentation

ECAR 2020

DOWNTWN BUSINESS MG Campus Site Plan

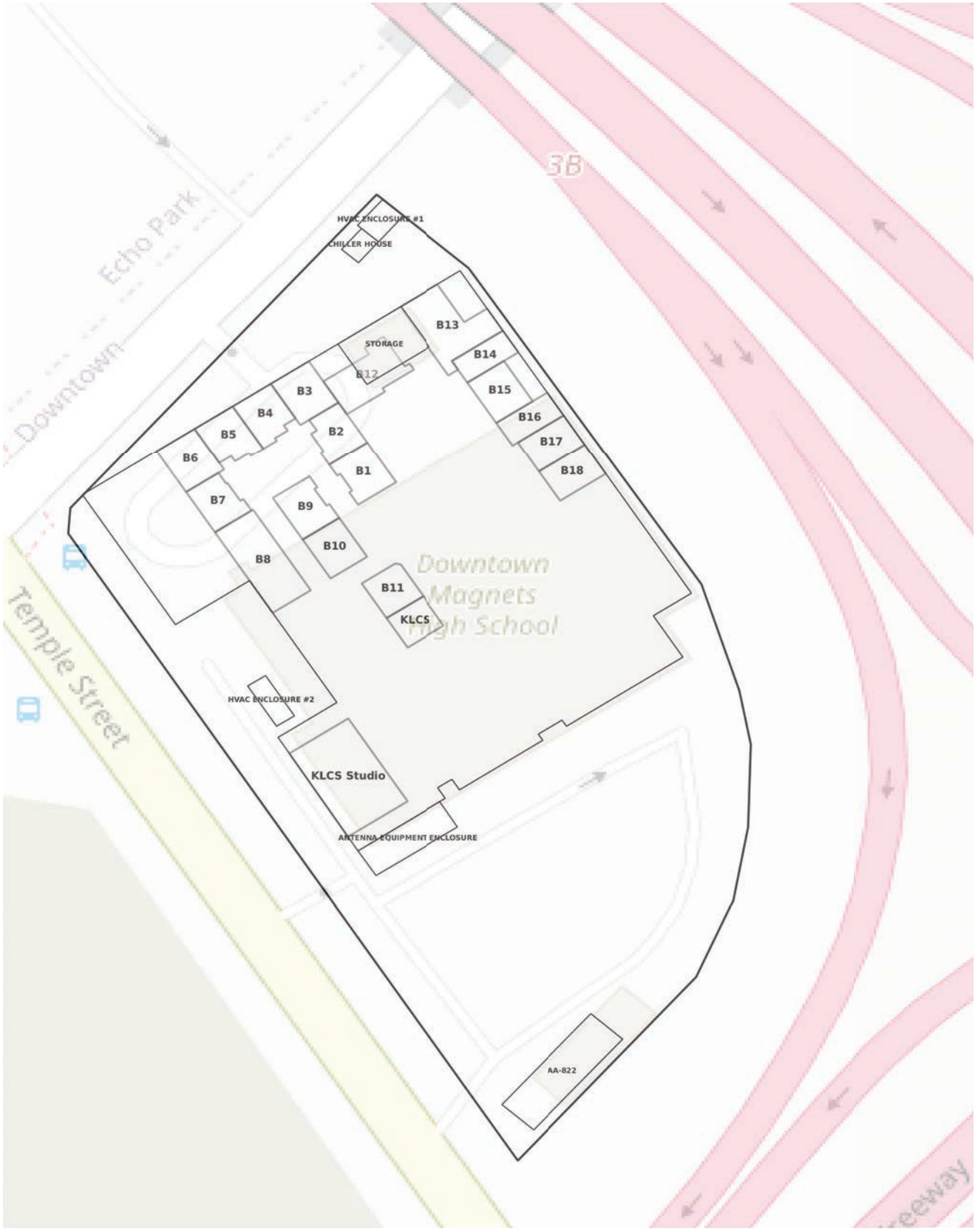


For specifics on classroom utilization, see the preceding pages of this school's E-CAR 2018 document. Please note that the map pages for this school only display the floors where classrooms exist. All other floors, as applicable, are excluded

Vista Legacy Global Academy
Supporting Documentation

ECAR 2020

Floor 1 DOWNTWN BUSINESS MAG 1873801

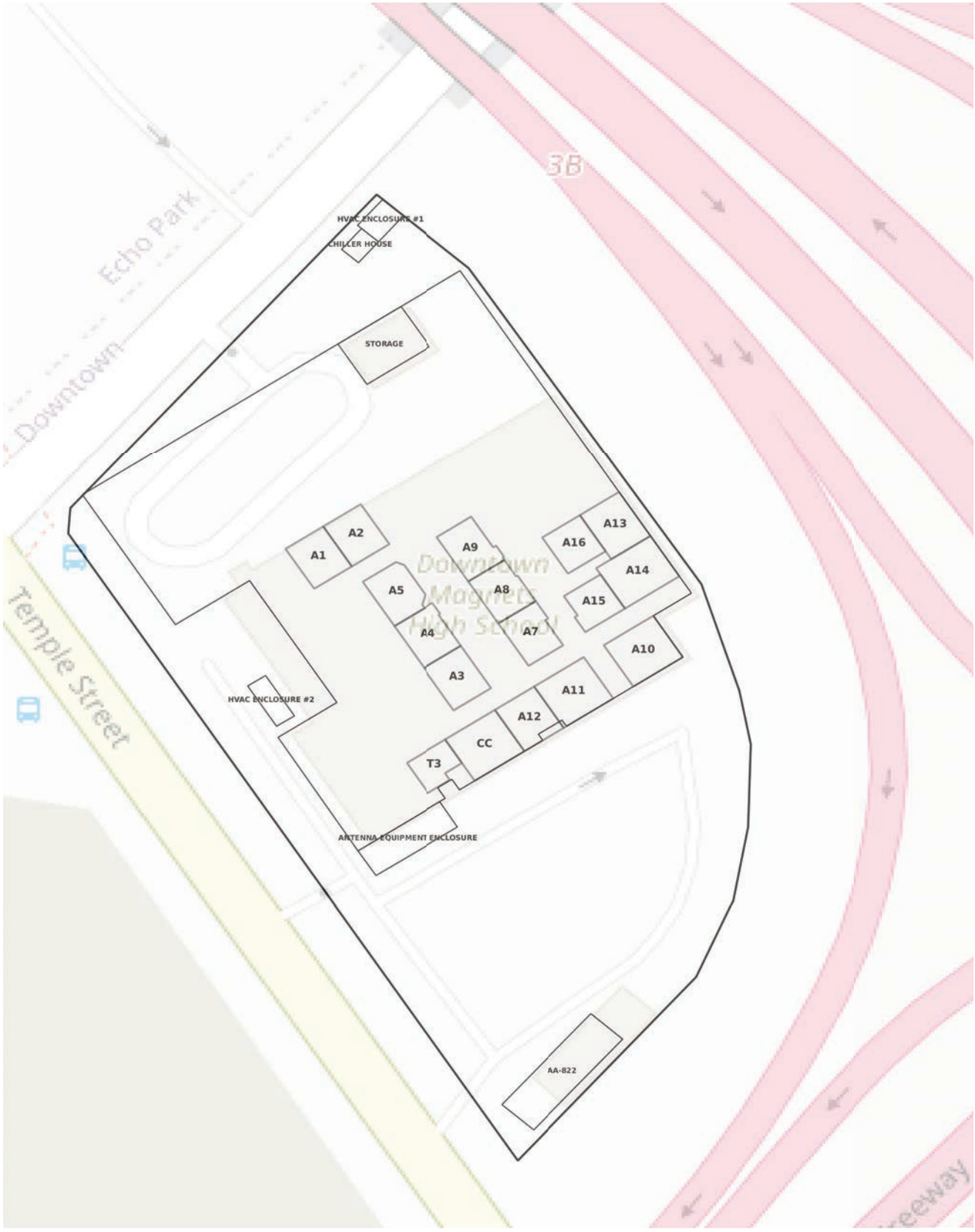


For specifics on classroom utilization, see the preceding pages of this school's E-CAR 2018 document. Please note that the map pages for this school only display the floors where classrooms exist. All other floors, as applicable, are excluded.

Vista Legacy Global Academy
Supporting Documentation

ECAR 2020

Floor 2 DOWNTWN BUSINESS MAG 1873801



For specifics on classroom utilization, see the preceding pages of this school's E-CAR 2018 document. Please note that the map pages for this school only display the floors where classrooms exist. All other floors, as applicable, are excluded.

Vista Legacy Global Academy
Supporting Documentation

CAPACITY ASSESSMENT SUMMARY 2021-2022

Cost Ctr Code	**1854401**
School Name	**Roybal LC**
HS Complex	**BELMONT ZOC**
Local District	**C**
COS	**Downtown CoS**
Configuration	**9-12**
Calendar	**1 trk**
Norm Category	**PHBAO**

Dual Language Program(s): **0**

Co-Located Charter(s): **1**
1821601 LA Acad - Arts & Ent

Magnet Center(s): **1**
1854406 ROYBAL ICAMP MAG

	2021-2022 Host Program	2021-2022 Magnet Center 1	2021-2022 Magnet Center 2	2021-2022 Magnet Center 3	2021-2022 Magnet Center 4	2021-2022 Language Program	2021-2022 Language Program 2	Total Site Enrollment
K	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0
9	244	36	0	0	0	0	0	280
10	233	18	0	0	0	0	0	251
11	177	29	0	0	0	0	0	206
12	143	2	0	0	0	0	0	145
Elementary SDP	0	0	0	0	0	0	0	0
Secondary SDP	99	0	0	0	0	0	0	99
Total	896	85	0	0	0	0	0	981

Classification Report(s) As Of: 09/17/2021

Classrooms by Allocation	Standard Classrooms			Small Classrooms		
	CR Counts (Prior Year)	CR Counts (Current Year)	Variance	CR Counts (Prior Year)	CR Counts (Current Year)	Variance
Total Counts	110	110	0	0	0	0
Special Education	9	14	5	0	0	0
Pre-K	0	0	0	0	0	0
Co-Located Charter	19	19	0	0	0	0
District Set-Aside	12	13	1	0	0	0
School Set-Aside	26	27	1	0	0	0
Out Of Service	0	0	0	0	0	0
Instruction	44	37	-7		0	0

Capacity	Assessmt Based on Calendar	Pre-CAP Maximum to Avoid Bussing
2021-2022 Capacity	1143	1206
Current Enrollment	981	981
Capacity vs Enrollment	162	225
Total rooms*	110	
Rooms in Use*	109	
Remaining rooms	1	
Estimated capacity in remaining rooms	28	

* includes magnet

Principal/Operator Comments

SITE ID	TOTAL AREA	PLAY ACRES	PA REQD
13875	24.18	9.79	9.0

HOSTS ON SITE		Classrooms Standard	Classrooms Small
1854401	Roybal LC	110	0
Site Total		110	0

The classroom inventory for this school is complete and accurately reflects the allocation of those spaces at this time. I have reviewed and understand the assessment of this school's enrollment capacity. I am aware that this information will be shared with other LAUSD offices, to be used in the evaluation of future campus needs and in the assessment of potential utilization.

School Representative: Electronically Signed by **BLANCA CRUZ, Principal** on **September 29, 2021 04:33 PM**

School Representative Email: blanca.cruz@lausd.net

School Mgmt Services: Electronically Signed by **Rena PEREZ**

Vista Legacy Global Academy
Supporting Documentation

CAPACITY

1854401 Roybal LC **Calendar -1 trk** **NormCat - PHBAO** **Config - 9-12**

Allocation of Classrooms for K-5/6 Instruction (6th Grade Included at K-6 schools; K-5 Only at Span Schools)	2021-2022 Enrollment	2021-2022 Norm	Classrooms Needed for Enrollment	2021-2022 2-Semester Operating Capacity
Host Program Enrollment				
K-3 @24:1	0	--	0	0
4-5/6 @27:1	0	--	0	0
Host Program - Classrooms Provided and Capacity	**0**		**0**	**0**
Magnet Center(s)/Norm Category				
K-3 @24:1	0	--	0	0
4-5/6 @27:1	0	--	0	0
Magnet Center(s) - Classrooms Provided and Capacity	**0**		**0**	**0**
Language Program 1				
K-3 @24:1	0	--	0	0
4-5/6 @27:1	0	--	0	0
Language Program 2				
K-3 @24:1	0	--	0	0
4-5/6 @27:1	0	--	0	0
Language Program(s) - Classrooms Provided and Capacity	**0**		**0**	**0**
Totals for Classrooms Needed for Elementary Instruction				
K-3	0		0	0
4-5/6	0		0	0
Elementary Additionl Assigned Teaching Positions			0	
Classrooms Provided and Capacity for Elementary Level Instructional Programs (Excluding Special Day Program)	**0**		**0**	**0**

Allocation of Classrooms for 6-12 Instruction (Applies to Middle and High schools, and to Span Schools With Grade(s) 7 and	Percentage of Students and Periods Per Day	2021-2022 Norm	Rooms Needed	Capacity in Rooms Needed
6-12 at Resident School				
Grades 6 thru 8 AAL	N/A	N/A	0	0
Grade 6 Academic	N/A	N/A	0	0
Grade 7 Academic	N/A	N/A	0	0
Grade 8 Academic	N/A	N/A	0	0
Grades 6-8 Non-Academic	N/A	N/A	0	0
Grades 9 Academic	100%, 4 of 6	30:1	6	180
Grade 10 Academic	100%, 4 of 6	30:1	6	180
Grade 11 Academic	100%, 4 of 6	38.5:1	4	154
Grade 12 Core	100%, 4 of 6	38.5:1	3	115
Grades 9-12 Non-Academic	100%, 2 of 6	38.5:1	5	192
Rooms Needed for 6-12 Non-Magnet Enrollment			24	821
"Secondary Magnet(s)/Norm Category/Type"				
Center 1854406 ROYBAL ICAMP MAG Magnet 2 MAGNET CENTER Center Center Center Center		30:1	3	90
Rooms Needed for Secondary Magnet Enrollment			3	90
Rooms Needed for All 6-12 Enrollment			27	911
Rooms Allocated for Prep and/or Conference			5	
Rooms for Additionally Assigned Teaching Positions			4	
Total of Classrooms Needed for Secondary Level Instruction			**36**	
Classrooms Available for Secondary Level Instruction			**37**	
Classrooms Provided and Capacity for Secondary Level Instructional Programs			**36**	

Vista Legacy Global Academy
Supporting Documentation

1854401 Roybal LC **Calendar -1 trk** **NormCat - PHBAO** **Config - 9-12**

School-Wide Capacity

Total of Classrooms Available for Instruction	37
Total of Classrooms Needed for Instruction	36
Under/Over Allocated Classrooms	1
Capacity in Rooms Needed for All Elementary Instruction	0
Capacity in Rooms Needed for 6-12 Non-Magnet	821
Capacity in Rooms Needed for Secondary Magnets	90
Added Capacity for 6-10 P.E.	105
Capacity in Special Day Classes (All Levels)	99
Adjustment to Capacity for Rooms Under/Over	28

	Total 2-Sem Capacity	Total K-12 Enrollment	Capacity less Total Enrollment
2-Semester Capacity (0% Traveling at Secondary as Applicable)	**1143**	**981**	**162**
Prep/Conf to be Used if 30% Traveling at Secondary	2		
Added Capacity if 30% Traveling at Secondary	63		
2-Semester Capacity (30% Traveling at Secondary)	1206		

2021-2022 Classroom Utilization Summary

Utilization	Standard	Small
Special Education	14	0
Pre-K	0	0
Co-located Charter	19	0
District Set-Aside	13	0
School Set-Aside	27	0
Out Of Service	0	0
Instruction	32	0
Additionally Assigned Teachers	4	-
Unallocated	1	0
Total	110	0

Total of Standard Classrooms Provided (California Code of Regulations, title 5, section 11969.3(b)(1)) = 36

Total of Small Classrooms Supplementing Standard Classrooms Provided = 0

Vista Legacy Global Academy
Supporting Documentation

CLASSROOM INVENTORY AND ALLOCATION

Location Code: 1854401 **School:** Roybal LC **Norm Category:** PHBAO **Grade Config:** 9-12

Special Education

	2021-2022			2020-2021			
Room	**Allocation**	**Program**	**Size**	**Allocation**	**Program**	**Size**	**Change**
3-219	Special Education	SLD - Specific Learning Disability	STANDARD	Instruction	Instruction	STANDARD	Allocation/Program
3-245	Special Education	AUT-A - Autism, Alternate Curriculum	STANDARD	Special Education	AUT-A - Autism, Alternate Curriculum	STANDARD	-
3-241	Special Education	AUT-A - Autism, Alternate Curriculum	STANDARD	Special Education	AUT-A - Autism, Alternate Curriculum	STANDARD	-
3-263	Special Education	IEP evaluations	STANDARD	Special Education	IEP evaluations	STANDARD	-
3-251	Special Education	IDM - Intellectually Disabled (Moderate)	STANDARD	Instruction	Instruction	STANDARD	Allocation/Program
3-247	Special Education	AUT-A - Autism, Alternate Curriculum	STANDARD	Special Education	AUT-A - Autism, Alternate Curriculum	STANDARD	-
3-269	Special Education	RSP - Resource Specialist Program	STANDARD	Instruction	Instruction	STANDARD	Allocation/Program
3-226	Special Education	MD - -Multiple Disabilities	STANDARD	Instruction	Instruction	STANDARD	Allocation/Program
3-224	Special Education	IDM - Intellectually Disabled (Moderate)	STANDARD	Special Education	IDM - Intellectually Disabled (Moderate)	STANDARD	-
3-351	Special Education	SLD - Specific Learning Disability	STANDARD	Special Education	SLD - Specific Learning Disability	STANDARD	-
3-347	Special Education	SLD - Specific Learning Disability	STANDARD	Instruction	Instruction	STANDARD	Allocation/Program
3-211	Special Education	SLD - Specific Learning Disability	STANDARD	Special Education	SLD - Specific Learning Disability	STANDARD	-
3-125	Special Education	MD - -Multiple Disabilities	STANDARD	Special Education	MD - -Multiple Disabilities	STANDARD	-
3-220	Special Education	MDS - Multiple Disabilities/Severe	STANDARD	Instruction	Instruction	STANDARD	Allocation/Program

Pre-K/TK Expansion (at ES only)

No Reported Classrooms

Co-Located Charter

	2021-2022			2020-2021			
Room	**Allocation**	**Program**	**Size**	**Allocation**	**Program**	**Size**	**Change**
3-236	Co-Located Charter	Below The Line (alt agreement)	STANDARD	Co-Located Charter	Below The Line (alt agreement)	STANDARD	-
3-302	Co-Located Charter	Instruction	STANDARD	Co-Located Charter	Instruction	STANDARD	-
3-326	Co-Located Charter	Instruction	STANDARD	Co-Located Charter	Instruction	STANDARD	-
3-325	Co-Located Charter	Instruction	STANDARD	Co-Located Charter	Instruction	STANDARD	-
3-324	Co-Located Charter	Special Education	STANDARD	Co-Located Charter	Special Education	STANDARD	-
3-336	Co-Located Charter	Below The Line (alt agreement)	STANDARD	Co-Located Charter	Below The Line (alt agreement)	STANDARD	-
3-332	Co-Located Charter	Below The Line (alt agreement)	STANDARD	Co-Located Charter	Below The Line (alt agreement)	STANDARD	-
3-330	Co-Located Charter	Below The Line (alt agreement)	STANDARD	Co-Located Charter	Below The Line (alt agreement)	STANDARD	-
3-323	Co-Located Charter	Instruction	STANDARD	Co-Located Charter	Instruction	STANDARD	-
3-319	Co-Located Charter	Instruction	STANDARD	Co-Located Charter	Instruction	STANDARD	-
3-120	Co-Located Charter	Below The Line (alt agreement)	STANDARD	Co-Located Charter	Below The Line (alt agreement)	STANDARD	-
3-317	Co-Located Charter	Instruction	STANDARD	Co-Located Charter	Instruction	STANDARD	-
3-313	Co-Located Charter	Instruction	STANDARD	Co-Located Charter	Instruction	STANDARD	-
3-311	Co-Located Charter	Instruction	STANDARD	Co-Located Charter	Instruction	STANDARD	-
3-306	Co-Located Charter	Instruction	STANDARD	Co-Located Charter	Instruction	STANDARD	-

Vista Legacy Global Academy
Supporting Documentation

CLASSROOM INVENTORY AND ALLOCATION

Location Code: 1854401 **School:** Roybal LC **Norm Category:** PHBAO **Grade Config:** 9-12

	2021-2022			2020-2021			
Room	**Allocation**	**Program**	**Size**	**Allocation**	**Program**	**Size**	**Change**
3-307	Co-Located Charter	Instruction	STANDARD	Co-Located Charter	Instruction	STANDARD	-
3-305	Co-Located Charter	Instruction	STANDARD	Co-Located Charter	Instruction	STANDARD	-
3-301	Co-Located Charter	Instruction	STANDARD	Co-Located Charter	Instruction	STANDARD	-
3-232	Co-Located Charter	Below The Line (alt agreement)	STANDARD	Co-Located Charter	Below The Line (alt agreement)	STANDARD	-

District Set-Asides

	2021-2022			2020-2021			
Room	**Allocation**	**Program**	**Size**	**Allocation**	**Program**	**Size**	**Change**
1-106	District Set-Aside	Lease to Local Agency	STANDARD	District Set-Aside	Lease to Local Agency	STANDARD	-
1-105	District Set-Aside	Lease to Local Agency	STANDARD	District Set-Aside	Lease to Local Agency	STANDARD	-
1-234	District Set-Aside	Clinic	STANDARD	District Set-Aside	Clinic	STANDARD	-
3-175	District Set-Aside	Student Health and Human Services	STANDARD	District Set-Aside	Student Health and Human Services	STANDARD	-
3-173	District Set-Aside	Student Health and Human Services	STANDARD	District Set-Aside	Student Health and Human Services	STANDARD	-
3-167	District Set-Aside	Student Health and Human Services	STANDARD	District Set-Aside	Student Health and Human Services	STANDARD	-
3-163	District Set-Aside	Student Health and Human Services	STANDARD	District Set-Aside	Student Health and Human Services	STANDARD	-
3-151	District Set-Aside	Explorers/School Police	STANDARD	District Set-Aside	Explorers/School Police	STANDARD	-
3-141	District Set-Aside	Adult School/Program	STANDARD	District Set-Aside	Adult School/Program	STANDARD	-
3-179	District Set-Aside	Police	STANDARD	District Set-Aside	Police	STANDARD	-
3-126	District Set-Aside	Other LAUSD school	STANDARD	School Set-Aside	Itinerant	STANDARD	Allocation/Program
3-136	District Set-Aside	Other LAUSD school	STANDARD	School Set-Aside	Itinerant	STANDARD	Allocation/Program
3-169	District Set-Aside	Student Health and Human Services	STANDARD	District Set-Aside	Student Health and Human Services	STANDARD	-

School Set-Asides

	2021-2022			2020-2021			
Room	**Allocation**	**Program**	**Size**	**Allocation**	**Program**	**Size**	**Change**
1-117	School Set-Aside	Technology Storage	STANDARD	School Set-Aside	STEM/STEAM Lab	STANDARD	Program
1-102	School Set-Aside	Technology Hub	STANDARD	School Set-Aside	Storage	STANDARD	Program
1-103	School Set-Aside	Computer Lab	STANDARD	School Set-Aside	Computer Lab	STANDARD	-
1-113	School Set-Aside	Testing	STANDARD	Special Education	SLD - Specific Learning Disability	STANDARD	Allocation/Program
1-104	School Set-Aside	Storage	STANDARD	School Set-Aside	Storage	STANDARD	-
1-227	School Set-Aside	Testing	STANDARD	School Set-Aside	Testing	STANDARD	-
1-231	School Set-Aside	Records	STANDARD	School Set-Aside	Records	STANDARD	-
1-230	School Set-Aside	Testing	STANDARD	Instruction	Instruction	STANDARD	Allocation/Program
1-238	School Set-Aside	Computer Lab	STANDARD	Instruction	Instruction	STANDARD	Allocation/Program
2-116	School Set-Aside	Band Practice Room	STANDARD	School Set-Aside	Conference/meeting room	STANDARD	Program
2-115	School Set-Aside	Theatre	STANDARD	School Set-Aside	Theatre	STANDARD	-
3-105	School Set-Aside	College/Career Office	STANDARD	School Set-Aside	Parent Center	STANDARD	Program
3-101	School Set-Aside	Computer Lab	STANDARD	School Set-Aside	Computer Lab	STANDARD	-

Vista Legacy Global Academy
Supporting Documentation

CLASSROOM INVENTORY AND ALLOCATION

Location Code: 1854401 **School:** Roybal LC **Norm Category:** PHBAO **Grade Config:** 9-12

	2021-2022			2020-2021			
Room	**Allocation**	**Program**	**Size**	**Allocation**	**Program**	**Size**	**Change**
3-144	School Set-Aside	SLC collaboration room	STANDARD	School Set-Aside	SLC collaboration room	STANDARD	-
3-145	School Set-Aside	Professional Development	STANDARD	District Set-Aside	Police	STANDARD	Allocation/Program
3-107	School Set-Aside	Gear-Up	STANDARD	School Set-Aside	Gear-Up	STANDARD	-
3-111	School Set-Aside	Gear-Up	STANDARD	School Set-Aside	Gear-Up	STANDARD	-
3-137	School Set-Aside	Beyond the Bell (school program)	STANDARD	School Set-Aside	Computer Lab	STANDARD	Program
3-139	School Set-Aside	Beyond the Bell (school program)	STANDARD	School Set-Aside	Beyond the Bell (school program)	STANDARD	-
3-341	School Set-Aside	Leadership	STANDARD	Instruction	Instruction	STANDARD	Allocation/Program
3-345	School Set-Aside	Storage	STANDARD	Instruction	Instruction	STANDARD	Allocation/Program
3-207	School Set-Aside	Speech therapy	STANDARD	Instruction	Instruction	STANDARD	Allocation/Program
3-206	School Set-Aside	SLC collaboration room	STANDARD	School Set-Aside	SLC collaboration room	STANDARD	-
3-369	School Set-Aside	Professional Development	STANDARD	School Set-Aside	Professional Development	STANDARD	-
3-352	School Set-Aside	STEM/STEAM Lab	STANDARD	School Set-Aside	STEM/STEAM Lab	STANDARD	-
3-252	School Set-Aside	Science Lab	STANDARD	Instruction	Instruction	STANDARD	Allocation/Program
3-223	School Set-Aside	Storage	STANDARD	School Set-Aside	Storage	STANDARD	-

Classrooms temporarily out-of-service or unsafe

No Reported Classrooms

Instruction

	2021-2022			2020-2021			
Room	**Allocation**	**Program**	**Size**	**Allocation**	**Program**	**Size**	**Change**
1-235	Instruction	Instruction	STANDARD	School Set-Aside	Science Lab	STANDARD	Allocation/Program
1-112	Instruction	Instruction	STANDARD	School Set-Aside	STEM/STEAM Lab	STANDARD	Allocation/Program
1-111	Instruction	Instruction	STANDARD	School Set-Aside	STEM/STEAM Lab	STANDARD	Allocation/Program
1-237	Instruction	Instruction	STANDARD	School Set-Aside	Science Lab	STANDARD	Allocation/Program
1-114	Instruction	Instruction	STANDARD	School Set-Aside	Testing	STANDARD	Allocation/Program
1-226	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
3-356	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
3-256	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
3-373	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
3-367	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
3-363	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
3-205	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
3-201	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
3-217	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
3-213	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
3-346	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-

Vista Legacy Global Academy
Supporting Documentation

CLASSROOM INVENTORY AND ALLOCATION

Location Code: 1854401 **School: Roybal LC** **Norm Category: PHBAO** **Grade Config: 9-12**

	2021-2022			2020-2021			
Room	**Allocation**	**Program**	**Size**	**Allocation**	**Program**	**Size**	**Change**
3-342	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
3-275	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
3-279	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
3-273	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
3-339	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
3-132	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
3-130	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
3-124	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
3-123	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
3-119	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
3-115	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
3-113	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
3-147	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
3-156	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
3-152	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
3-225	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
3-230	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
3-239	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
3-246	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
3-242	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
3-377	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-

*** Allocation and/or Program could not be determined

Vista Legacy Global Academy
Supporting Documentation

ECAR 2021

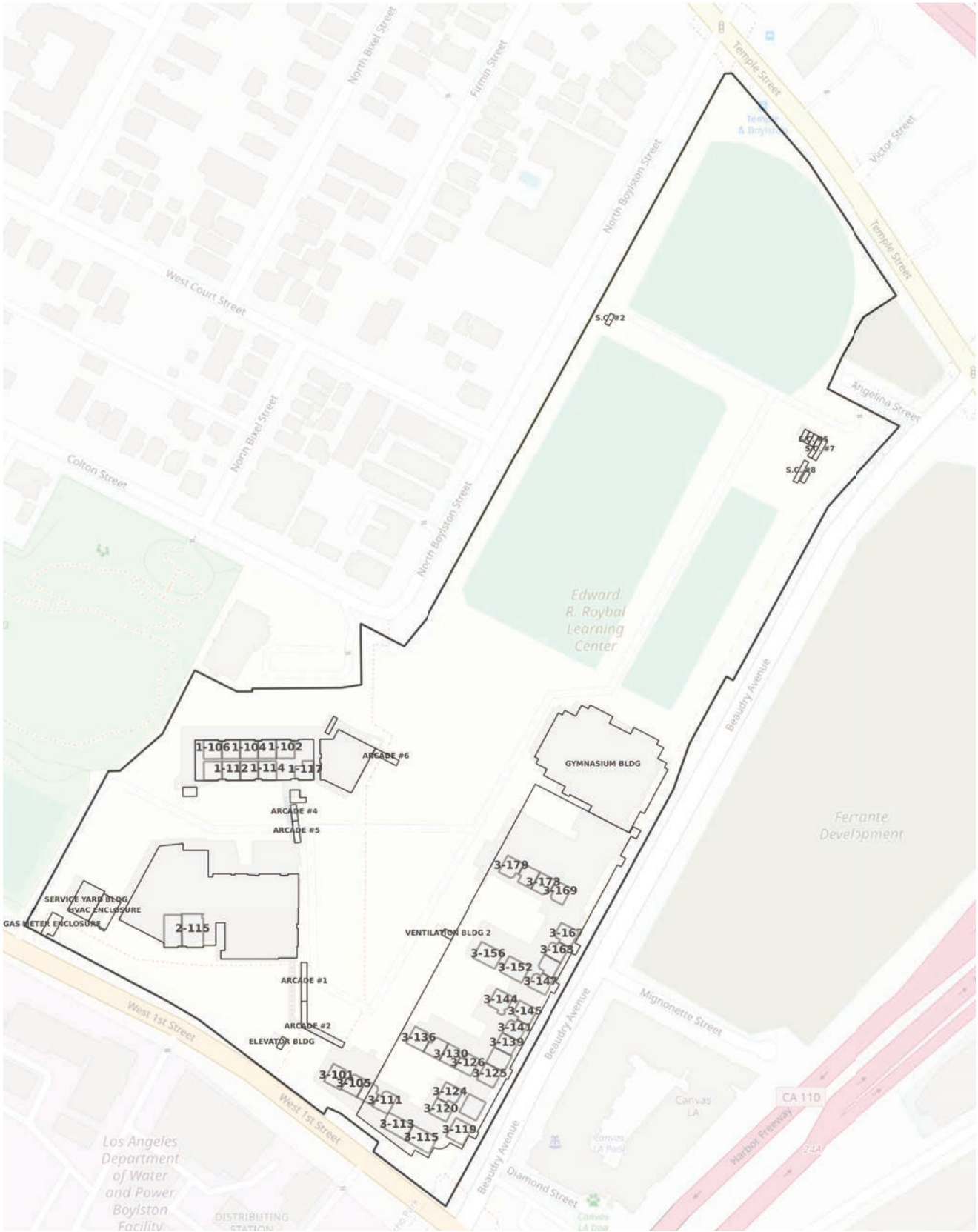
ROYBAL LC Campus Site Plan

For specifics on classroom utilization, see the preceding pages of this school's E-CAR 2018 document. Please note that the map pages for this school only display the floors where classrooms exist. All other floors, as applicable, are excluded

Vista Legacy Global Academy
Supporting Documentation

ECAR 2021

Floor 1 ROYBAL LC 1854401

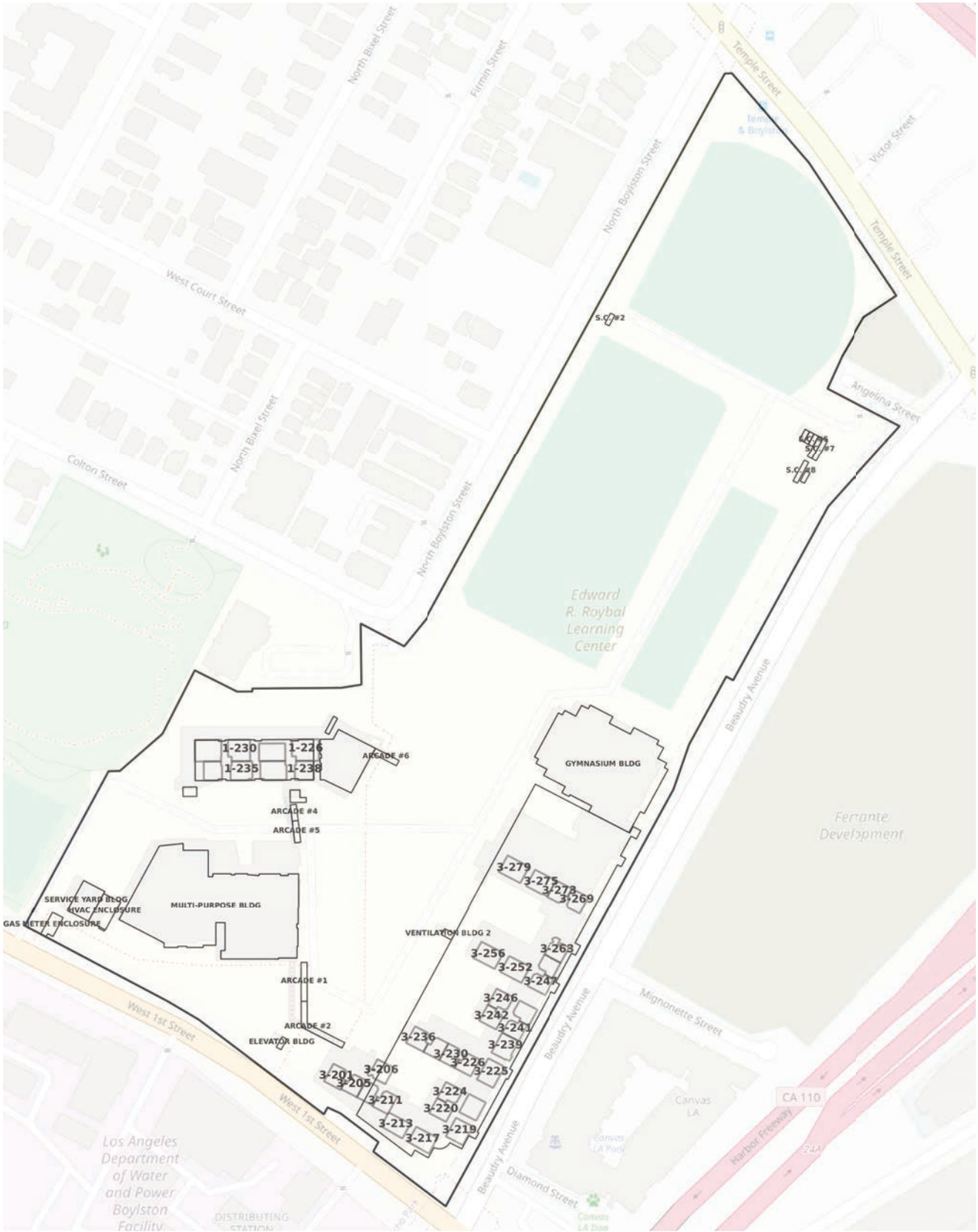


For specifics on classroom utilization, see the preceding pages of this school's E-CAR 2018 document. Please note that the map pages for this school only display the floors where classrooms exist. All other floors, as applicable, are excluded.

Vista Legacy Global Academy
Supporting Documentation

ECAR 2021

Floor 2 ROYBAL LC 1854401



For specifics on classroom utilization, see the preceding pages of this school's E-CAR 2018 document. Please note that the map pages for this school only display the floors where classrooms exist. All other floors, as applicable, are excluded.

Vista Legacy Global Academy
Supporting Documentation

ECAR 2021

Floor 3 ROYBAL LC 1854401

For specifics on classroom utilization, see the preceding pages of this school's E-CAR 2018 document. Please note that the map pages for this school only display the floors where classrooms exist. All other floors, as applicable, are excluded.

Vista Legacy Global Academy
Supporting Documentation

CAPACITY ASSESSMENT SUMMARY 2021-2022

Cost Ctr Code	**1852701**
School Name	**Contreras LC Soc Jus**
HS Complex	**BELMONT ZOC**
Local District	**C**
COS	**MacArthur Park CoS**
Configuration	**9-12**
Calendar	**1 trk**
Norm Category	**PHBAO**

Dual Language Program(s): **0**

Co-Located Charter(s): **0**

Magnet Center(s): **0**

	2021-2022 Host Program	2021-2022 Magnet Center 1	2021-2022 Magnet Center 2	2021-2022 Magnet Center 3	2021-2022 Magnet Center 4	2021-2022 Language Program	2021-2022 Language Program 2	Total Site Enrollment
K	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0
9	91	0	0	0	0	0	0	91
10	109	0	0	0	0	0	0	109
11	141	0	0	0	0	0	0	141
12	91	0	0	0	0	0	0	91
Elementary SDP	0	0	0	0	0	0	0	0
Secondary SDP	2	0	0	0	0	0	0	2
Total	434	0	0	0	0	0	0	434

Classification Report(s) As Of: 09/02/2021

	Standard Classrooms			Small Classrooms		
Classrooms by Allocation	**CR Counts (Prior Year)**	**CR Counts (Current Year)**	**Variance**	**CR Counts (Prior Year)**	**CR Counts (Current Year)**	**Variance**
Total Counts	22	22	0	0	0	0
Special Education	0	0	0	0	0	0
Pre-K	0	0	0	0	0	0
Co-Located Charter	0	0	0	0	0	0
District Set-Aside	0	0	0	0	0	0
School Set-Aside	4	4	0	0	0	0
Out Of Service	0	0	0	0	0	0
Instruction	18	18	0		0	0

Capacity	Assessmt Based on Calendar	Pre-CAP Maximum to Avoid Bussing
2021-2022 Capacity	530	561
Current Enrollment	434	434
Capacity vs Enrollment	96	127
Total rooms*	22	
Rooms in Use*	22	
Remaining rooms	0	
Estimated capacity in remaining rooms	0	

* includes magnet

Principal/Operator Comments

SITE ID	TOTAL AREA	PLAY ACRES	PA REQD
13932	19.31	6.87	9.0

HOSTS ON SITE		Classrooms Standard	Classrooms Small
1820701	Contreras LC ALC	21	0
1851701	Contreras LC Bus Tr	18	2
1852701	Contreras LC Soc Jus	22	0
1877401	Contreras LC Glbl St	11	2
Site Total		72	4

The classroom inventory for this school is complete and accurately reflects the allocation of those spaces at this time. I have reviewed and understand the assessment of this school's enrollment capacity. I am aware that this information will be shared with other LAUSD offices, to be used in the evaluation of future campus needs and in the assessment of potential utilization.

School Representative: Electronically Signed by **NOVA MEZA, Principal** on **October 18, 2021 01:25 PM**

School Representative Email: nmeza@lausd.net

School Mgmt Services: Electronically Signed by **Rena PEREZ**

Vista Legacy Global Academy
Supporting Documentation

CAPACITY

1852701 Contreras LC Soc Jus **Calendar -1 trk** **NormCat - PHBAO** **Config - 9-12**

Allocation of Classrooms for K-5/6 Instruction (6th Grade Included at K-6 schools; K-5 Only at Span Schools)	2021-2022 Enrollment	2021-2022 Norm	Classrooms Needed for Enrollment	2021-2022 2-Semester Operating Capacity
Host Program Enrollment				
K-3 @24:1	0	--	0	0
4-5/6 @27:1	0	--	0	0
Host Program - Classrooms Provided and Capacity	**0**		**0**	**0**
Magnet Center(s)/Norm Category				
K-3 @24:1	0	--	0	0
4-5/6 @27:1	0	--	0	0
Magnet Center(s) - Classrooms Provided and Capacity	**0**		**0**	**0**
Language Program 1				
K-3 @24:1	0	--	0	0
4-5/6 @27:1	0	--	0	0
Language Program 2				
K-3 @24:1	0	--	0	0
4-5/6 @27:1	0	--	0	0
Language Program(s) - Classrooms Provided and Capacity	**0**		**0**	**0**
Totals for Classrooms Needed for Elementary Instruction				
K-3	0		0	0
4-5/6	0		0	0
Elementary Additionl Assigned Teaching Positions			0	
Classrooms Provided and Capacity for Elementary Level Instructional Programs (Excluding Special Day Program)	**0**		**0**	**0**

Allocation of Classrooms for 6-12 Instruction (Applies to Middle and High schools, and to Span Schools With Grade(s) 7 and	Percentage of Students and Periods Per Day	2021-2022 Norm	Rooms Needed	Capacity in Rooms Needed
6-12 at Resident School				
Grades 6 thru 8 AAL	N/A	N/A	0	0
Grade 6 Academic	N/A	N/A	0	0
Grade 7 Academic	N/A	N/A	0	0
Grade 8 Academic	N/A	N/A	0	0
Grades 6-8 Non-Academic	N/A	N/A	0	0
Grades 9 Academic	100%, 4 of 6	30:1	3	90
Grade 10 Academic	100%, 4 of 6	30:1	3	90
Grade 11 Academic	100%, 4 of 6	38.5:1	3	115
Grade 12 Core	100%, 4 of 6	38.5:1	2	77
Grades 9-12 Non-Academic	100%, 2 of 6	38.5:1	3	115
Rooms Needed for 6-12 Non-Magnet Enrollment			14	487
"Secondary Magnet(s)/Norm Category/Type"				
Center				
Center				
Center				
Center				
Rooms Needed for Secondary Magnet Enrollment			0	0
Rooms Needed for All 6-12 Enrollment			14	487
Rooms Allocated for Prep and/or Conference			3	
Rooms for Additionally Assigned Teaching Positions			1	
Total of Classrooms Needed for Secondary Level Instruction			**18**	
Classrooms Available for Secondary Level Instruction			**18**	
Classrooms Provided and Capacity for Secondary Level Instructional Programs			**18**	

Vista Legacy Global Academy
Supporting Documentation

1852701 Contreras LC Soc Jus **Calendar -1 trk** **NormCat - PHBAO** **Config - 9-12**

School-Wide Capacity

Total of Classrooms Available for Instruction	18
Total of Classrooms Needed for Instruction	18
Under/Over Allocated Classrooms	0
Capacity in Rooms Needed for All Elementary Instruction	0
Capacity in Rooms Needed for 6-12 Non-Magnet	487
Capacity in Rooms Needed for Secondary Magnets	0
Added Capacity for 6-10 P.E.	41
Capacity in Special Day Classes (All Levels)	2
Adjustment to Capacity for Rooms Under/Over	0

	Total 2-Sem Capacity	Total K-12 Enrollment	Capacity less Total Enrollment
2-Semester Capacity (0% Traveling at Secondary as Applicable)	**530**	**434**	**96**
Prep/Conf to be Used if 30% Traveling at Secondary	1		
Added Capacity if 30% Traveling at Secondary	31		
2-Semester Capacity (30% Traveling at Secondary)	561		

2021-2022 Classroom Utilization Summary

Utilization	Standard	Small
Special Education	0	0
Pre-K	0	0
Co-located Charter	0	0
District Set-Aside	0	0
School Set-Aside	4	0
Out Of Service	0	0
Instruction	17	0
Additionally Assigned Teachers	1	-
Unallocated	0	0
Total	22	0

Total of Standard Classrooms Provided (California Code of Regulations, title 5, section 11969.3(b)(1)) = 18

Total of Small Classrooms Supplementing Standard Classrooms Provided = 0

Vista Legacy Global Academy
Supporting Documentation

CLASSROOM INVENTORY AND ALLOCATION

Location Code: 1852701 **School:** Contreras LC Soc Jus **Norm Category:** PHBAO **Grade Config:** 9-12

Special Education

No Reported Classrooms

Pre-K/TK Expansion (at ES only)

No Reported Classrooms

Co-Located Charter

No Reported Classrooms

District Set-Asides

No Reported Classrooms

School Set-Asides

	2021-2022			2020-2021			
Room	Allocation	Program	Size	Allocation	Program	Size	Change
2318	School Set-Aside	Office	STANDARD	School Set-Aside	Office	STANDARD	-
2321	School Set-Aside	Office	STANDARD	School Set-Aside	Office	STANDARD	-
4001	School Set-Aside	Computer Lab	STANDARD	School Set-Aside	Computer Lab	STANDARD	-
4021	School Set-Aside	Parent Center	STANDARD	School Set-Aside	Parent Center	STANDARD	-

Classrooms temporarily out-of-service or unsafe

No Reported Classrooms

Instruction

	2021-2022			2020-2021			
Room	Allocation	Program	Size	Allocation	Program	Size	Change
2302	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
2303	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
2304	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
2305	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
2306	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
2311	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
2312	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
2313	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
2317	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
2322	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
2323	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
2324	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
2325	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
2326	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
4013	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-

Vista Legacy Global Academy
Supporting Documentation

CLASSROOM INVENTORY AND ALLOCATION

Location Code: 1852701 **School: Contreras LC Soc Jus** **Norm Category: PHBAO** **Grade Config: 9-12**

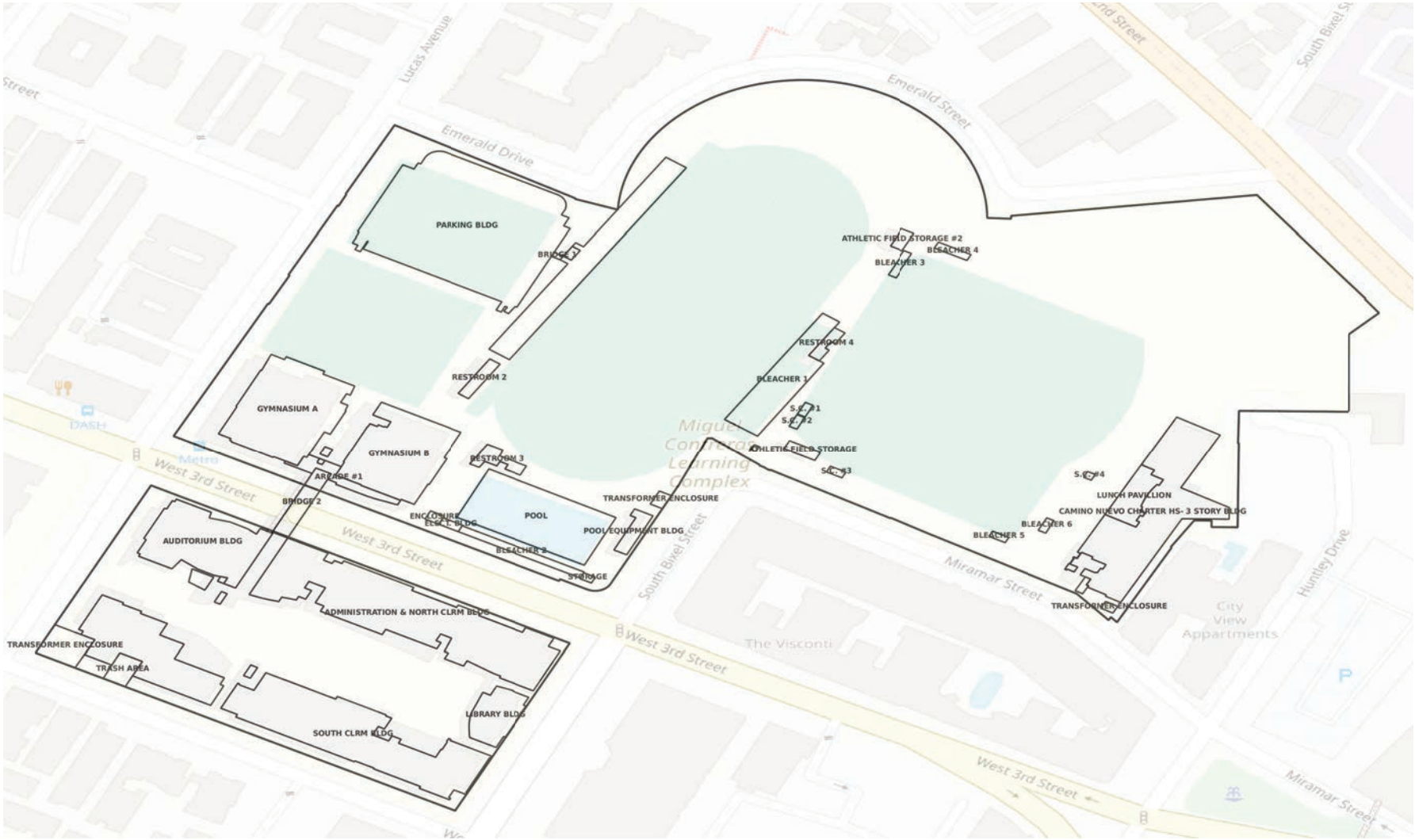
	2021-2022			2020-2021			
Room	**Allocation**	**Program**	**Size**	**Allocation**	**Program**	**Size**	**Change**
4301	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
4309	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
4310	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-

*** Allocation and/or Program could not be determined

Vista Legacy Global Academy
Supporting Documentation

ECAR 2020

CONTRERAS MIGUEL LEARNING COMPLEX Campus Site Plan

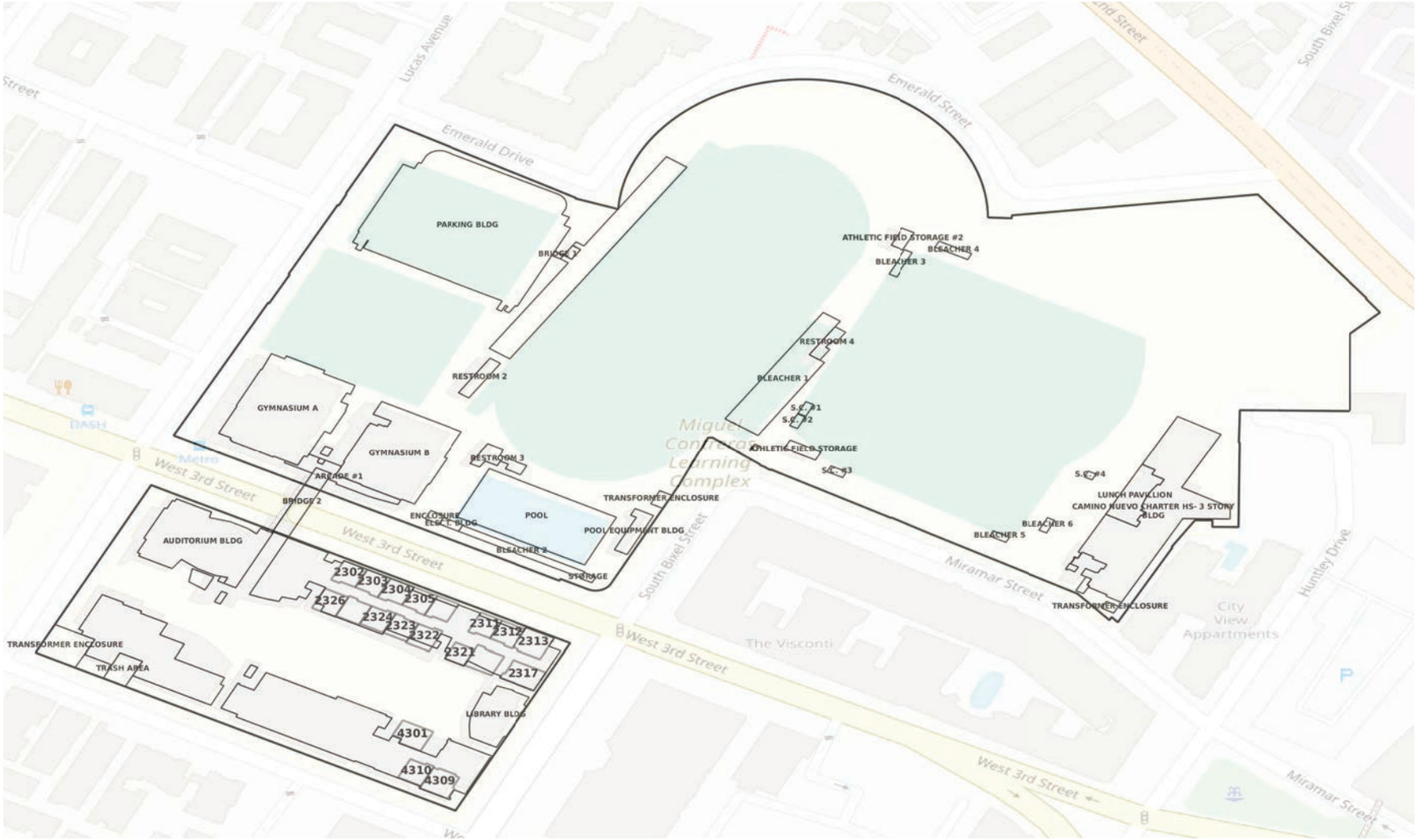


For specifics on classroom utilization, see the preceding pages of this school's E-CAR 2018 document. Please note that the map pages for this school only display the floors where classrooms exist. All other floors, as applicable, are excluded

Vista Legacy Global Academy
Supporting Documentation

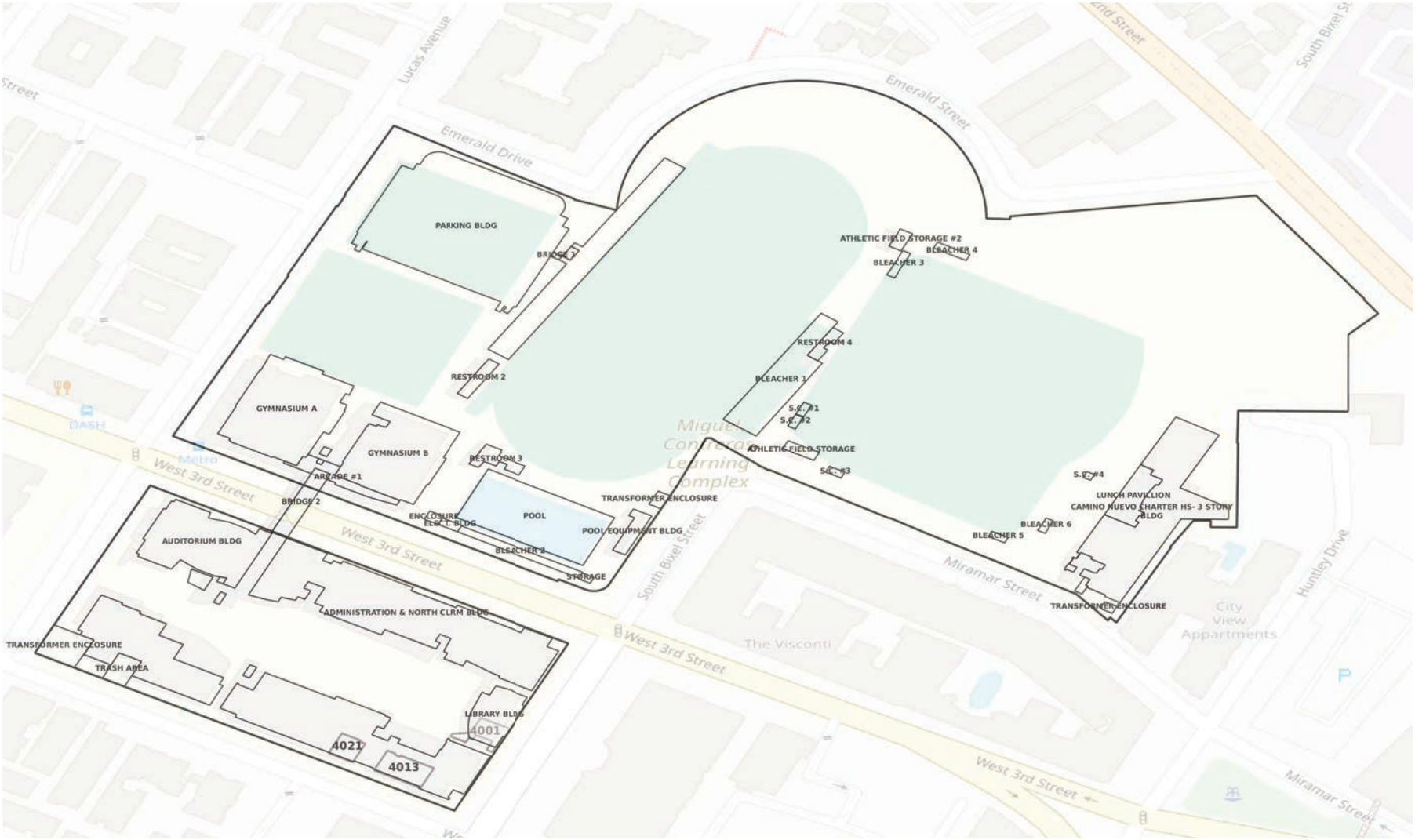
ECAR 2020

Floor 3 CONTRERAS LC SOC JUS 1852701



For specifics on classroom utilization, see the preceding pages of this school's E-CAR 2018 document. Please note that the map pages for this school only display the floors where classrooms exist. All other floors, as applicable, are excluded.

Vista Legacy Global Academy
Supporting Documentation
ECAR 2020
Floor B CONTRERAS LC SOC JUS 1852701



For specifics on classroom utilization, see the preceding pages of this school's E-CAR 2018 document. Please note that the map pages for this school only display the floors where classrooms exist. All other floors, as applicable, are excluded.

Vista Legacy Global Academy
Supporting Documentation

CAPACITY ASSESSMENT SUMMARY 2021-2022

Cost Ctr Code	**1851701**
School Name	**Contreras LC Bus Tr**
HS Complex	**BELMONT ZOC**
Local District	**C**
COS	**MacArthur Park CoS**
Configuration	**9-12**
Calendar	**1 trk**
Norm Category	**PHBAO**

Dual Language Program(s): **0**

Co-Located Charter(s): **0**

Magnet Center(s): **0**

	2021-2022 Host Program	2021-2022 Magnet Center 1	2021-2022 Magnet Center 2	2021-2022 Magnet Center 3	2021-2022 Magnet Center 4	2021-2022 Language Program	2021-2022 Language Program 2	Total Site Enrollment
K	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0
9	115	0	0	0	0	0	0	115
10	97	0	0	0	0	0	0	97
11	107	0	0	0	0	0	0	107
12	81	0	0	0	0	0	0	81
Elementary SDP	0	0	0	0	0	0	0	0
Secondary SDP	25	0	0	0	0	0	0	25
Total	425	0	0	0	0	0	0	425

Classification Report(s) As Of: 09/17/2021

Classrooms by Allocation	Standard Classrooms			Small Classrooms		
	CR Counts (Prior Year)	CR Counts (Current Year)	Variance	CR Counts (Prior Year)	CR Counts (Current Year)	Variance
Total Counts	18	18	0	2	2	0
Special Education	1	1	0	1	1	0
Pre-K	0	0	0	0	0	0
Co-Located Charter	0	0	0	0	0	0
District Set-Aside	0	0	0	0	0	0
School Set-Aside	1	1	0	1	1	0
Out Of Service	0	0	0	0	0	0
Instruction	16	16	0		0	0

Capacity	Assessmt Based on Calendar	Pre-CAP Maximum to Avoid Bussing
2021-2022 Capacity	487	518
Current Enrollment	425	425
Capacity vs Enrollment	62	93
Total rooms*	18	
Rooms in Use*	18	
Remaining rooms	0	
Estimated capacity in remaining rooms	0	

* includes magnet

Principal/Operator Comments

SITE ID	TOTAL AREA	PLAY ACRES	PA REQD
13932	19.31	6.87	9.0

HOSTS ON SITE		Classrooms Standard	Classrooms Small
1820701	Contreras LC ALC	21	0
1851701	Contreras LC Bus Tr	18	2
1852701	Contreras LC Soc Jus	22	0
1877401	Contreras LC Glbl St	11	2
Site Total		72	4

The classroom inventory for this school is complete and accurately reflects the allocation of those spaces at this time. I have reviewed and understand the assessment of this school's enrollment capacity. I am aware that this information will be shared with other LAUSD offices, to be used in the evaluation of future campus needs and in the assessment of potential utilization.

School Representative: Electronically Signed by **PABLO MEJIA, Principal** on **September 28, 2021 01:29 PM**

School Representative Email: pablo.mejia@lausd.net

School Mgmt Services: Electronically Signed by **Rena PEREZ**

Vista Legacy Global Academy
Supporting Documentation
CAPACITY

1851701 **Contreras LC Bus Tr** **Calendar -1 trk** **NormCat - PHBAO** **Config - 9-12**

Allocation of Classrooms for K-5/6 Instruction (6th Grade Included at K-6 schools; K-5 Only at Span Schools)	2021-2022 Enrollment	2021-2022 Norm	Classrooms Needed for Enrollment	2021-2022 2-Semester Operating Capacity
Host Program Enrollment				
K-3 @24:1	0	--	0	0
4-5/6 @27:1	0	--	0	0
Host Program - Classrooms Provided and Capacity	**0**		**0**	**0**
Magnet Center(s)/Norm Category				
K-3 @24:1	0	--	0	0
4-5/6 @27:1	0	--	0	0
Magnet Center(s) - Classrooms Provided and Capacity	**0**		**0**	**0**
Language Program 1				
K-3 @24:1	0	--	0	0
4-5/6 @27:1	0	--	0	0
Language Program 2				
K-3 @24:1	0	--	0	0
4-5/6 @27:1	0	--	0	0
Language Program(s) - Classrooms Provided and Capacity	**0**		**0**	**0**
Totals for Classrooms Needed for Elementary Instruction				
K-3	0		0	0
4-5/6	0		0	0
Elementary Additionl Assigned Teaching Positions			0	
Classrooms Provided and Capacity for Elementary Level Instructional Programs (Excluding Special Day Program)	**0**		**0**	**0**

Allocation of Classrooms for 6-12 Instruction (Applies to Middle and High schools, and to Span Schools With Grade(s) 7 and	Percentage of Students and Periods Per Day	2021-2022 Norm	Rooms Needed	Capacity in Rooms Needed
6-12 at Resident School				
Grades 6 thru 8 AAL	N/A	N/A	0	0
Grade 6 Academic	N/A	N/A	0	0
Grade 7 Academic	N/A	N/A	0	0
Grade 8 Academic	N/A	N/A	0	0
Grades 6-8 Non-Academic	N/A	N/A	0	0
Grades 9 Academic	100%, 4 of 6	30:1	3	90
Grade 10 Academic	100%, 4 of 6	30:1	3	90
Grade 11 Academic	100%, 4 of 6	38.5:1	2	77
Grade 12 Core	100%, 4 of 6	38.5:1	2	77
Grades 9-12 Non-Academic	100%, 2 of 6	38.5:1	3	115
Rooms Needed for 6-12 Non-Magnet Enrollment			13	449
"Secondary Magnet(s)/Norm Category/Type"				
Center				
Center				
Center				
Center				
Rooms Needed for Secondary Magnet Enrollment			0	0
Rooms Needed for All 6-12 Enrollment			13	449
Rooms Allocated for Prep and/or Conference			3	
Rooms for Additionally Assigned Teaching Positions			1	
Total of Classrooms Needed for Secondary Level Instruction			**17**	
Classrooms Available for Secondary Level Instruction			**16**	
Classrooms Provided and Capacity for Secondary Level Instructional Programs			**16**	

Vista Legacy Global Academy
Supporting Documentation

1851701 Contreras LC Bus Tr **Calendar -1 trk** **NormCat - PHBAO** **Config - 9-12**

School-Wide Capacity

Total of Classrooms Available for Instruction	16
Total of Classrooms Needed for Instruction	17
Under/Over Allocated Classrooms	-1
Capacity in Rooms Needed for All Elementary Instruction	0
Capacity in Rooms Needed for 6-12 Non-Magnet	449
Capacity in Rooms Needed for Secondary Magnets	0
Added Capacity for 6-10 P.E.	41
Capacity in Special Day Classes (All Levels)	25
Adjustment to Capacity for Rooms Under/Over	-28

	Total 2-Sem Capacity	Total K-12 Enrollment	Capacity less Total Enrollment
2-Semester Capacity (0% Traveling at Secondary as Applicable)	**487**	**425**	**62**
Prep/Conf to be Used if 30% Traveling at Secondary	1		
Added Capacity if 30% Traveling at Secondary	31		
2-Semester Capacity (30% Traveling at Secondary)	518		

2021-2022 Classroom Utilization Summary

Utilization	Standard	Small
Special Education	1	1
Pre-K	0	0
Co-located Charter	0	0
District Set-Aside	0	0
School Set-Aside	1	1
Out Of Service	0	0
Instruction	15	0
Additionally Assigned Teachers	1	-
Unallocated	0	0
Total	18	2

Total of Standard Classrooms Provided (California Code of Regulations, title 5, section 11969.3(b)(1)) = 16

Total of Small Classrooms Supplementing Standard Classrooms Provided = 0

Vista Legacy Global Academy
Supporting Documentation

CLASSROOM INVENTORY AND ALLOCATION

Location Code: 1851701 **School:** Contreras LC Bus Tr **Norm Category:** PHBAO **Grade Config:** 9-12

Special Education

	2021-2022			2020-2021			
Room	**Allocation**	**Program**	**Size**	**Allocation**	**Program**	**Size**	**Change**
4222	Special Education	SLD - Specific Learning Disability	STANDARD	Special Education	SLD - Specific Learning Disability	STANDARD	-
4226	Special Education	LC - Learning Center	SMALL	Special Education	LC - Learning Center	SMALL	-

Pre-K/TK Expansion (at ES only)

No Reported Classrooms

Co-Located Charter

No Reported Classrooms

District Set-Asides

No Reported Classrooms

School Set-Asides

	2021-2022			2020-2021			
Room	**Allocation**	**Program**	**Size**	**Allocation**	**Program**	**Size**	**Change**
4020	School Set-Aside	College/Career Office	SMALL	School Set-Aside	College/Career Office	SMALL	-
4205	School Set-Aside	Office	STANDARD	School Set-Aside	Office	STANDARD	-

Classrooms temporarily out-of-service or unsafe

No Reported Classrooms

Instruction

	2021-2022			2020-2021			
Room	**Allocation**	**Program**	**Size**	**Allocation**	**Program**	**Size**	**Change**
4007	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
4201	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
4202	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
4203	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
4204	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
4206	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
4210	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
4213	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
4214	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
4215	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
4220	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
4223	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
4224	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
4225	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
4306	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-

Vista Legacy Global Academy
Supporting Documentation

CLASSROOM INVENTORY AND ALLOCATION

Location Code: 1851701 **School: Contreras LC Bus Tr** **Norm Category: PHBAO** **Grade Config: 9-12**

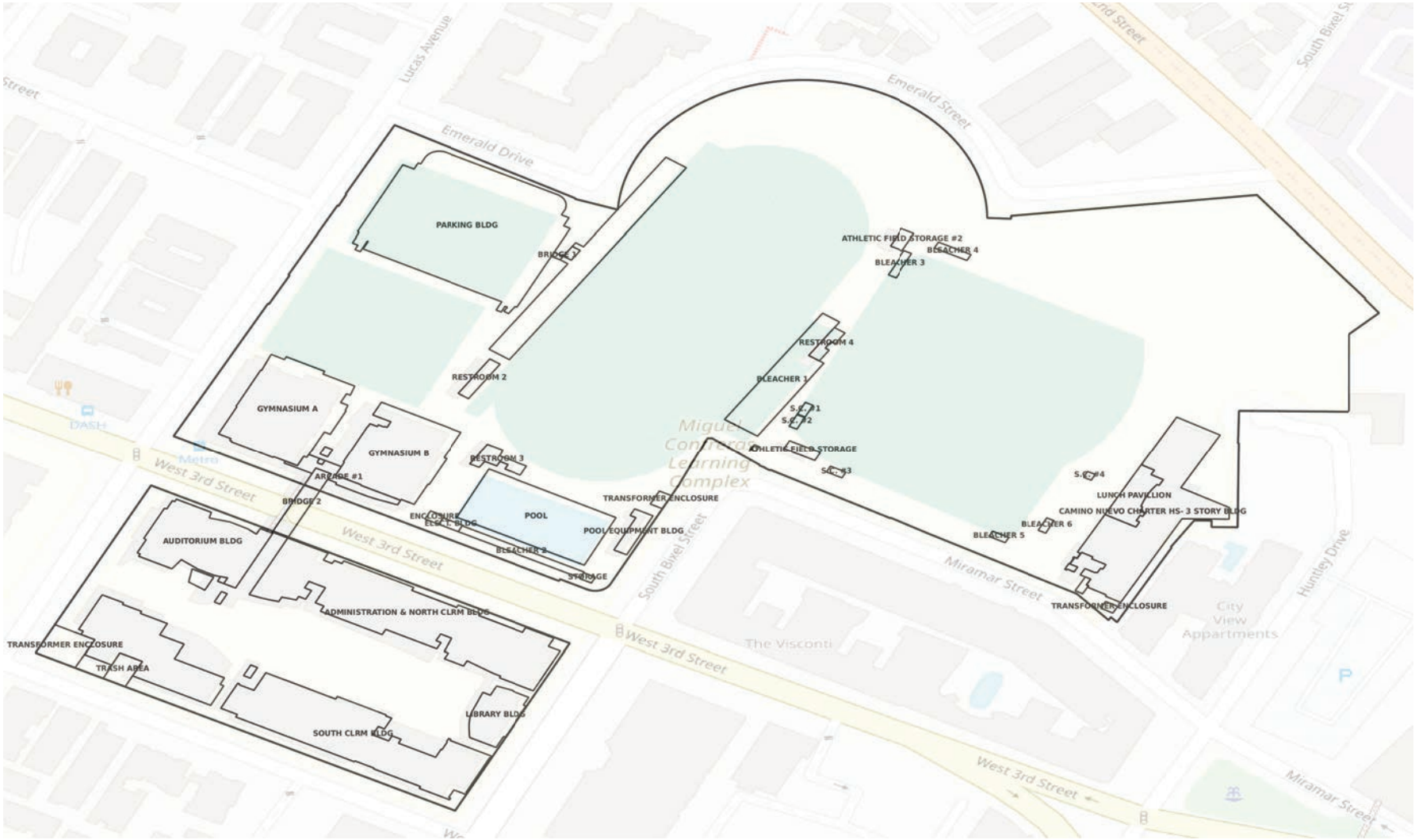
	2021-2022			2020-2021			
Room	**Allocation**	**Program**	**Size**	**Allocation**	**Program**	**Size**	**Change**
4311	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-

*** Allocation and/or Program could not be determined

Vista Legacy Global Academy
Supporting Documentation

ECAR 2021

CONTRERAS MIGUEL LEARNING COMPLEX Campus Site Plan

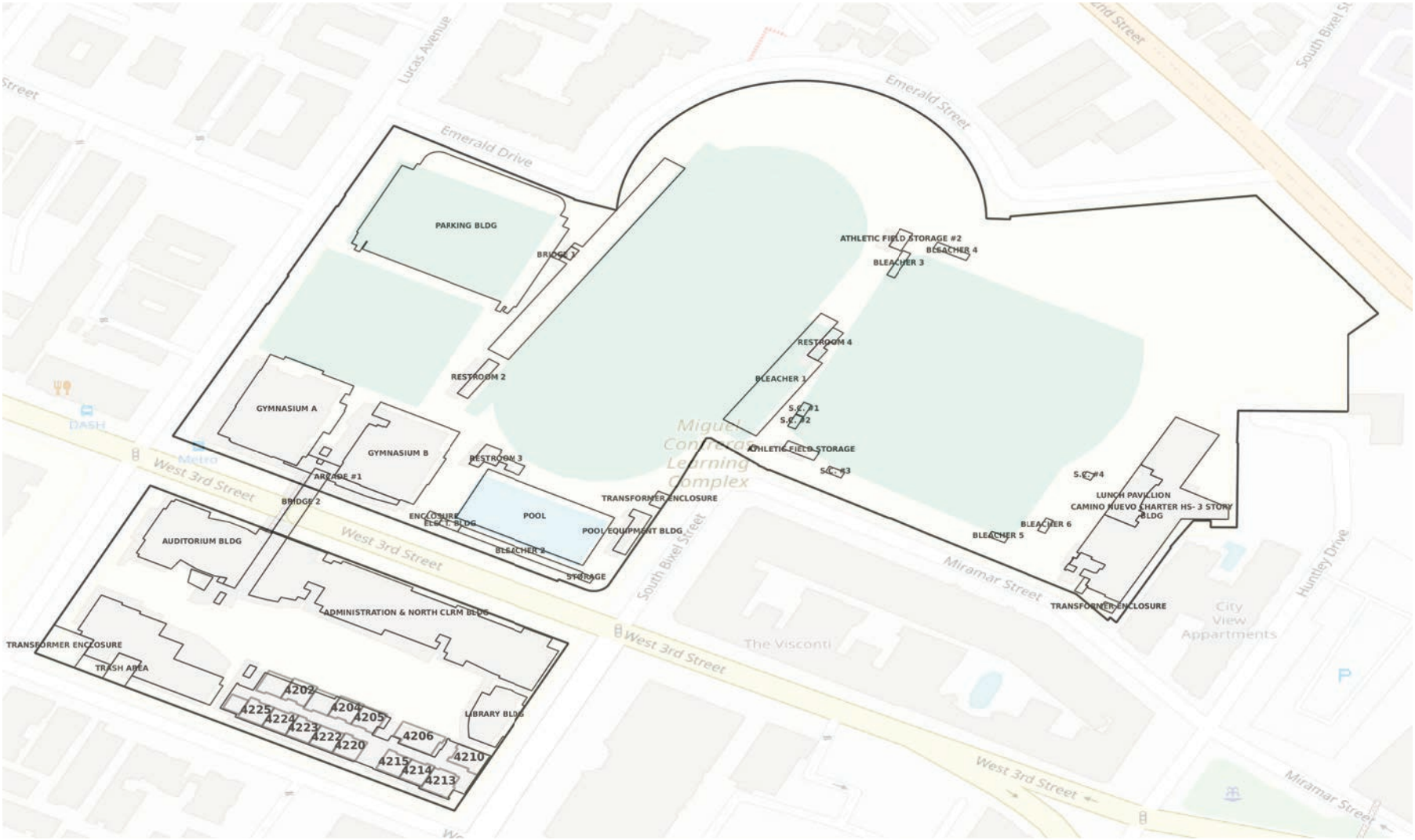


For specifics on classroom utilization, see the preceding pages of this school's E-CAR 2018 document. Please note that the map pages for this school only display the floors where classrooms exist. All other floors, as applicable, are excluded

Vista Legacy Global Academy
Supporting Documentation

ECAR 2021

Floor 2 CONTRERAS BUS TOUR 1851701

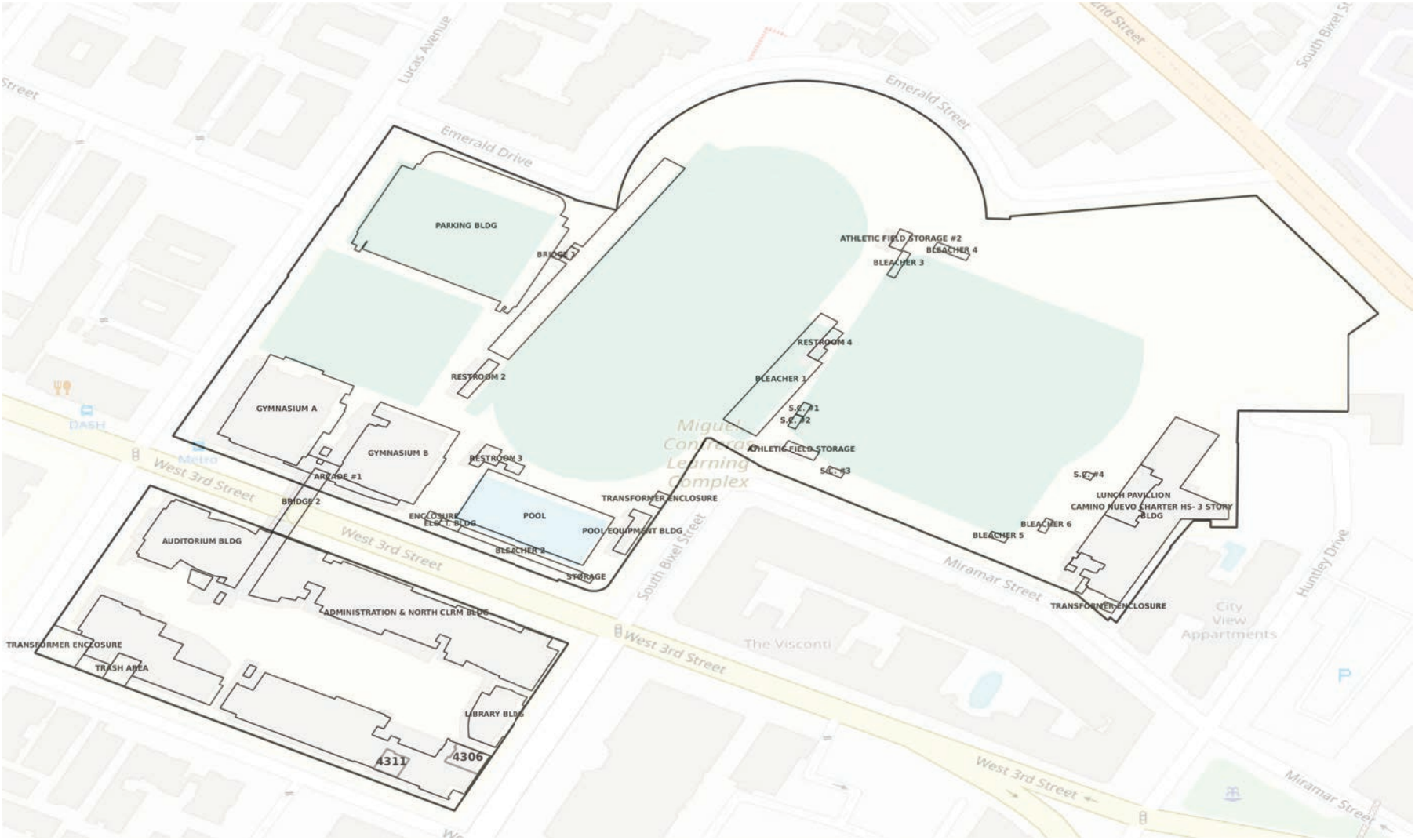


For specifics on classroom utilization, see the preceding pages of this school's E-CAR 2018 document. Please note that the map pages for this school only display the floors where classrooms exist. All other floors, as applicable, are excluded.

Vista Legacy Global Academy
Supporting Documentation

ECAR 2021

Floor 3 CONTRERAS BUS TOUR 1851701

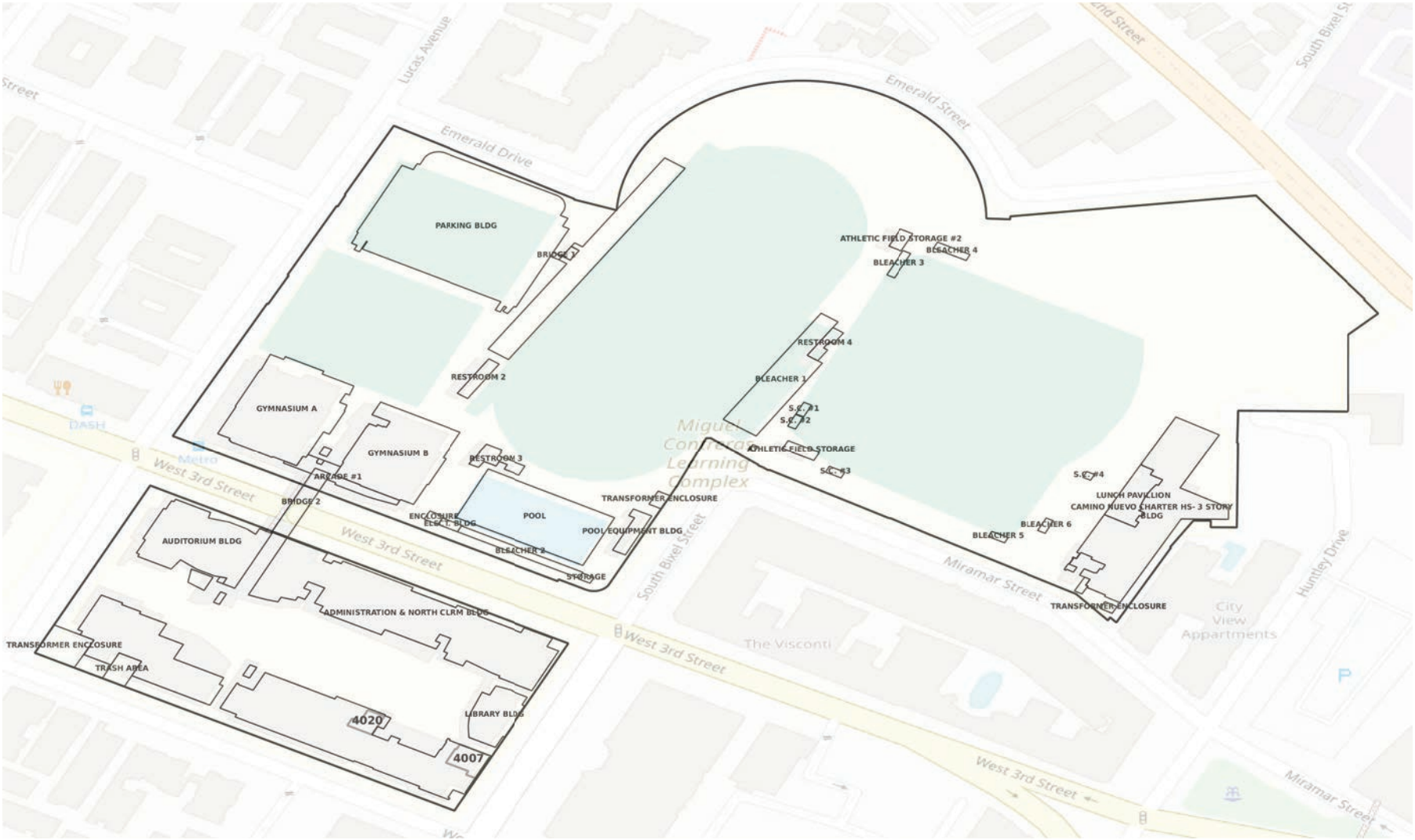


For specifics on classroom utilization, see the preceding pages of this school's E-CAR 2018 document. Please note that the map pages for this school only display the floors where classrooms exist. All other floors, as applicable, are excluded.

Vista Legacy Global Academy
Supporting Documentation

ECAR 2021

Floor B CONTRERAS BUS TOUR 1851701



For specifics on classroom utilization, see the preceding pages of this school's E-CAR 2018 document. Please note that the map pages for this school only display the floors where classrooms exist. All other floors, as applicable, are excluded.

Vista Legacy Global Academy
Supporting Documentation

CAPACITY ASSESSMENT SUMMARY 2021-2022

Cost Ctr Code	**1820701**
School Name	**Contreras LC ALC**
HS Complex	**BELMONT ZOC**
Local District	**C**
COS	**MacArthur Park CoS**
Configuration	**9-12**
Calendar	**1 trk**
Norm Category	**PHBAO**

Dual Language Program(s): **0**

Co-Located Charter(s): **0**

Magnet Center(s): **0**

	2021-2022 Host Program	2021-2022 Magnet Center 1	2021-2022 Magnet Center 2	2021-2022 Magnet Center 3	2021-2022 Magnet Center 4	2021-2022 Language Program	2021-2022 Language Program 2	Total Site Enrollment
K	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0
9	134	0	0	0	0	0	0	134
10	150	0	0	0	0	0	0	150
11	124	0	0	0	0	0	0	124
12	75	0	0	0	0	0	0	75
Elementary SDP	0	0	0	0	0	0	0	0
Secondary SDP	13	0	0	0	0	0	0	13
Total	496	0	0	0	0	0	0	496

Classification Report(s) As Of: 09/17/2021

	Standard Classrooms			Small Classrooms		
Classrooms by Allocation	**CR Counts (Prior Year)**	**CR Counts (Current Year)**	**Variance**	**CR Counts (Prior Year)**	**CR Counts (Current Year)**	**Variance**
Total Counts	21	21	0	0	0	0
Special Education	1	1	0	0	0	0
Pre-K	0	0	0	0	0	0
Co-Located Charter	0	0	0	0	0	0
District Set-Aside	0	0	0	0	0	0
School Set-Aside	2	2	0	0	0	0
Out Of Service	0	0	0	0	0	0
Instruction	18	18	0		0	0

Capacity	Assessmt Based on Calendar	Pre-CAP Maximum to Avoid Bussing
2021-2022 Capacity	586	618
Current Enrollment	496	496
Capacity vs Enrollment	90	122
Total rooms*	21	
Rooms in Use*	21	
Remaining rooms	0	
Estimated capacity in remaining rooms	0	

* includes magnet

Principal/Operator Comments

SITE ID	TOTAL AREA	PLAY ACRES	PA REQD
13932	19.31	6.87	9.0

HOSTS ON SITE		Classrooms Standard	Classrooms Small
1820701	Contreras LC ALC	21	0
1851701	Contreras LC Bus Tr	18	2
1852701	Contreras LC Soc Jus	22	0
1877401	Contreras LC Glbl St	11	2
Site Total		72	4

The classroom inventory for this school is complete and accurately reflects the allocation of those spaces at this time. I have reviewed and understand the assessment of this school's enrollment capacity. I am aware that this information will be shared with other LAUSD offices, to be used in the evaluation of future campus needs and in the assessment of potential utilization.

School Representative: Electronically Signed by **CYNTHIA VEGA, Principal** on **September 29, 2021 04:47 PM**

School Representative Email: cxv2851@lausd.net

School Mgmt Services: Electronically Signed by **Rena PEREZ**

Vista Legacy Global Academy
Supporting Documentation

CAPACITY

1820701 Contreras LC ALC **Calendar -1 trk** **NormCat - PHBAO** **Config - 9-12**

Allocation of Classrooms for K-5/6 Instruction (6th Grade Included at K-6 schools; K-5 Only at Span Schools)	2021-2022 Enrollment	2021-2022 Norm	Classrooms Needed for Enrollment	2021-2022 2-Semester Operating Capacity
Host Program Enrollment				
K-3 @24:1	0	--	0	0
4-5/6 @27:1	0	--	0	0
Host Program - Classrooms Provided and Capacity	**0**		**0**	**0**
Magnet Center(s)/Norm Category				
K-3 @24:1	0	--	0	0
4-5/6 @27:1	0	--	0	0
Magnet Center(s) - Classrooms Provided and Capacity	**0**		**0**	**0**
Language Program 1				
K-3 @24:1	0	--	0	0
4-5/6 @27:1	0	--	0	0
Language Program 2				
K-3 @24:1	0	--	0	0
4-5/6 @27:1	0	--	0	0
Language Program(s) - Classrooms Provided and Capacity	**0**		**0**	**0**
Totals for Classrooms Needed for Elementary Instruction				
K-3	0		0	0
4-5/6	0		0	0
Elementary Additionl Assigned Teaching Positions			0	
Classrooms Provided and Capacity for Elementary Level Instructional Programs (Excluding Special Day Program)	**0**		**0**	**0**

Allocation of Classrooms for 6-12 Instruction (Applies to Middle and High schools, and to Span Schools With Grade(s) 7 and	Percentage of Students and Periods Per Day	2021-2022 Norm	Rooms Needed	Capacity in Rooms Needed
6-12 at Resident School				
Grades 6 thru 8 AAL	N/A	N/A	0	0
Grade 6 Academic	N/A	N/A	0	0
Grade 7 Academic	N/A	N/A	0	0
Grade 8 Academic	N/A	N/A	0	0
Grades 6-8 Non-Academic	N/A	N/A	0	0
Grades 9 Academic	100%, 4 of 6	30:1	3	90
Grade 10 Academic	100%, 4 of 6	30:1	4	120
Grade 11 Academic	100%, 4 of 6	38.5:1	3	115
Grade 12 Core	100%, 4 of 6	38.5:1	2	77
Grades 9-12 Non-Academic	100%, 2 of 6	38.5:1	3	115
Rooms Needed for 6-12 Non-Magnet Enrollment			15	517
"Secondary Magnet(s)/Norm Category/Type"				
Center				
Center				
Center				
Center				
Rooms Needed for Secondary Magnet Enrollment			0	0
Rooms Needed for All 6-12 Enrollment			15	517
Rooms Allocated for Prep and/or Conference			3	
Rooms for Additionally Assigned Teaching Positions			0	
Total of Classrooms Needed for Secondary Level Instruction			**18**	
Classrooms Available for Secondary Level Instruction			**18**	
Classrooms Provided and Capacity for Secondary Level Instructional Programs			**14**	

Vista Legacy Global Academy
Supporting Documentation

1820701 Contreras LC ALC **Calendar -1 trk** **NormCat - PHBAO** **Config - 9-12**

School-Wide Capacity

Total of Classrooms Available for Instruction	18
Total of Classrooms Needed for Instruction	18
Under/Over Allocated Classrooms	0
Capacity in Rooms Needed for All Elementary Instruction	0
Capacity in Rooms Needed for 6-12 Non-Magnet	517
Capacity in Rooms Needed for Secondary Magnets	0
Added Capacity for 6-10 P.E.	56
Capacity in Special Day Classes (All Levels)	13
Adjustment to Capacity for Rooms Under/Over	0

	Total 2-Sem Capacity	Total K-12 Enrollment	Capacity less Total Enrollment
2-Semester Capacity (0% Traveling at Secondary as Applicable)	**586**	**496**	**90**
Prep/Conf to be Used if 30% Traveling at Secondary	1		
Added Capacity if 30% Traveling at Secondary	32		
2-Semester Capacity (30% Traveling at Secondary)	618		

2021-2022 Classroom Utilization Summary

Utilization	Standard	Small
Special Education	1	0
Pre-K	0	0
Co-located Charter	0	0
District Set-Aside	0	0
School Set-Aside	2	0
Out Of Service	0	0
Instruction	18	0
Additionally Assigned Teachers	0	-
Unallocated	0	0
Total	21	0

Total of Standard Classrooms Provided (California Code of Regulations, title 5, section 11969.3(b)(1)) = 18

Total of Small Classrooms Supplementing Standard Classrooms Provided = 0

Vista Legacy Global Academy
Supporting Documentation

CLASSROOM INVENTORY AND ALLOCATION

Location Code: 1820701 **School:** Contreras LC ALC **Norm Category:** PHBAO **Grade Config:** 9-12

Special Education

	2021-2022			2020-2021			
Room	**Allocation**	**Program**	**Size**	**Allocation**	**Program**	**Size**	**Change**
4105	Special Education	IDS - Intellectually Disabled (Severe)	STANDARD	Special Education	IDS - Intellectually Disabled (Severe)	STANDARD	-

Pre-K/TK Expansion (at ES only)

No Reported Classrooms

Co-Located Charter

No Reported Classrooms

District Set-Asides

No Reported Classrooms

School Set-Asides

	2021-2022			2020-2021			
Room	**Allocation**	**Program**	**Size**	**Allocation**	**Program**	**Size**	**Change**
2125	School Set-Aside	College/Career Office	STANDARD	School Set-Aside	College/Career Office	STANDARD	-
2133	School Set-Aside	Office	STANDARD	School Set-Aside	Office	STANDARD	-

Classrooms temporarily out-of-service or unsafe

No Reported Classrooms

Instruction

	2021-2022			2020-2021			
Room	**Allocation**	**Program**	**Size**	**Allocation**	**Program**	**Size**	**Change**
2105	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
2108	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
2114	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
2115	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
2120	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
2121	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
2128	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
4012	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
4105A	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
4106	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
4107	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
4110	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
4111	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
4117	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
4118	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
4120	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-

Vista Legacy Global Academy
Supporting Documentation

CLASSROOM INVENTORY AND ALLOCATION

Location Code: 1820701 **School: Contreras LC ALC** **Norm Category: PHBAO** **Grade Config: 9-12**

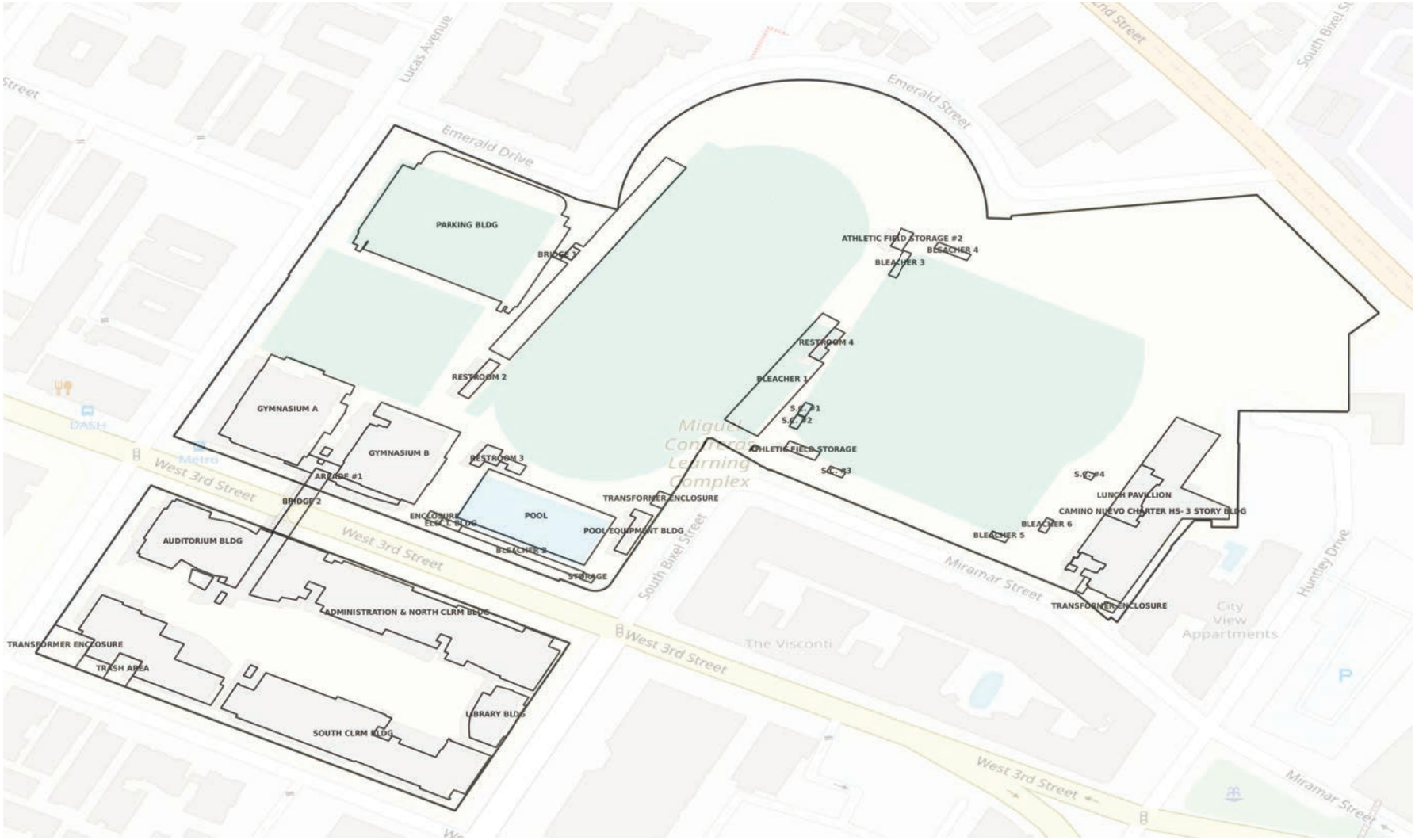
	2021-2022			2020-2021			
Room	**Allocation**	**Program**	**Size**	**Allocation**	**Program**	**Size**	**Change**
4121	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
4122	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-

*** Allocation and/or Program could not be determined

Vista Legacy Global Academy
Supporting Documentation

ECAR 2021

CONTRERAS MIGUEL LEARNING COMPLEX Campus Site Plan

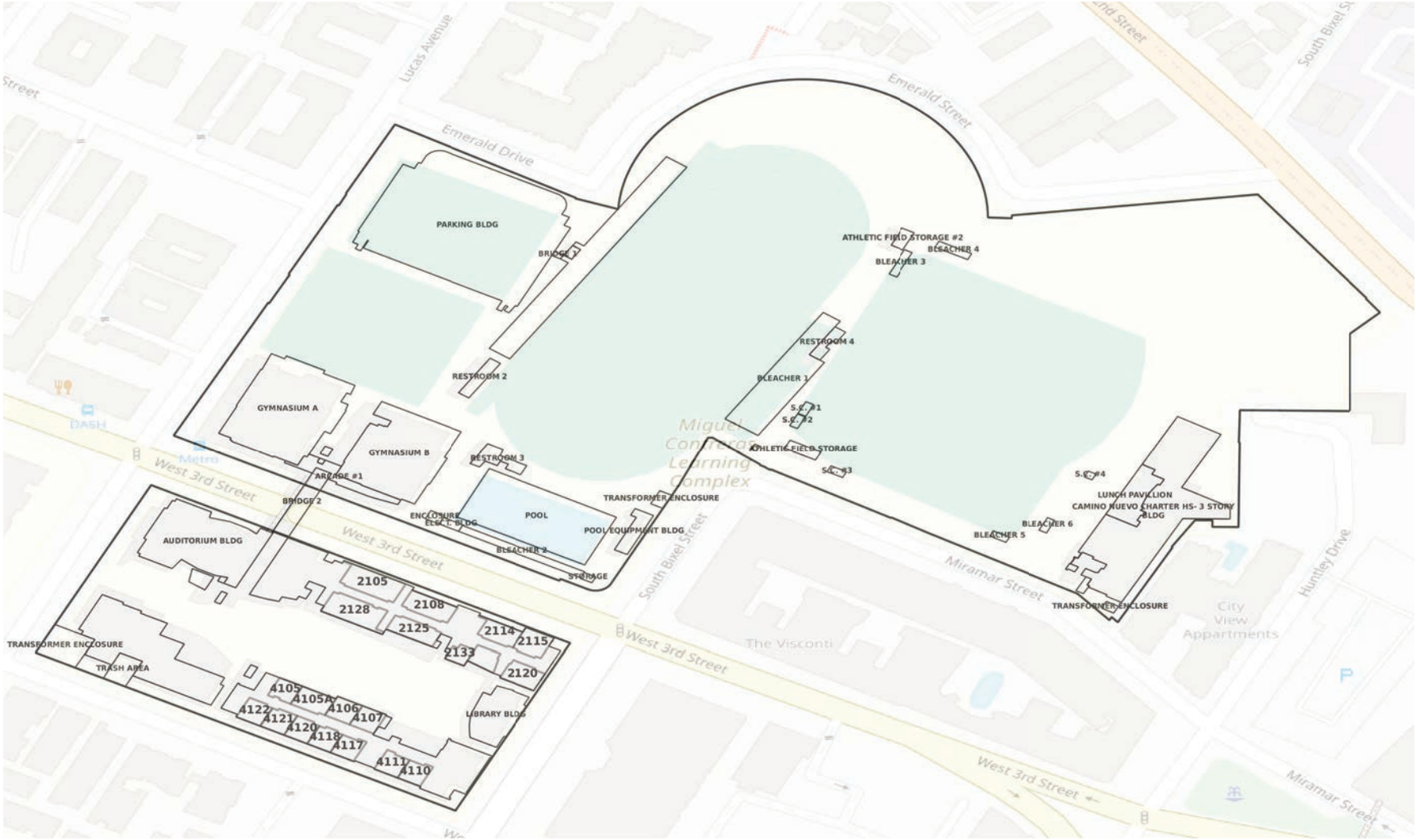


For specifics on classroom utilization, see the preceding pages of this school's E-CAR 2018 document. Please note that the map pages for this school only display the floors where classrooms exist. All other floors, as applicable, are excluded

Vista Legacy Global Academy
Supporting Documentation

ECAR 2021

Floor 1 CONTRERAS LC ALC 1820701

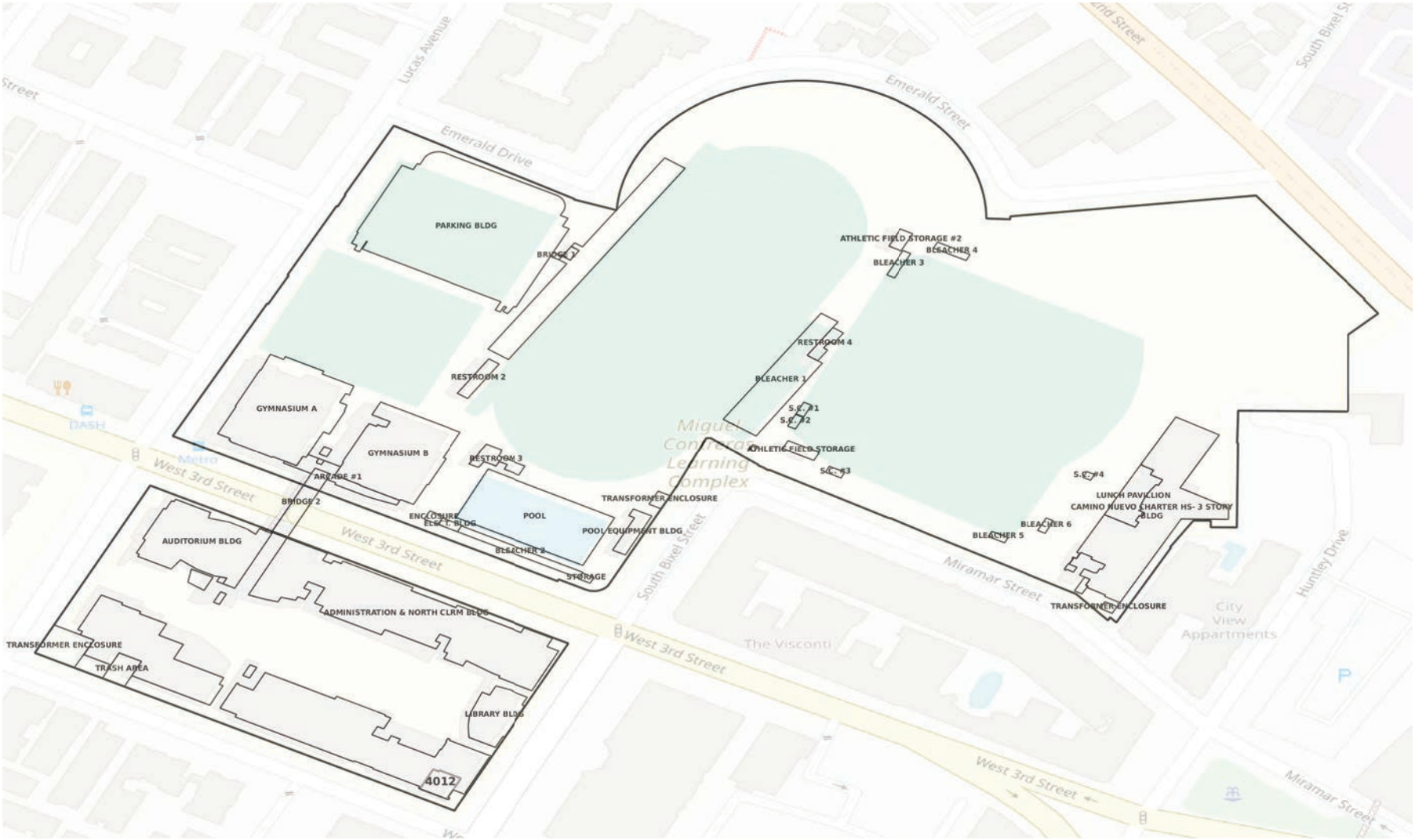


For specifics on classroom utilization, see the preceding pages of this school's E-CAR 2018 document. Please note that the map pages for this school only display the floors where classrooms exist. All other floors, as applicable, are excluded.

Vista Legacy Global Academy
Supporting Documentation

ECAR 2021

Floor B CONTRERAS LC ALC 1820701



For specifics on classroom utilization, see the preceding pages of this school's E-CAR 2018 document. Please note that the map pages for this school only display the floors where classrooms exist. All other floors, as applicable, are excluded.

Vista Legacy Global Academy
Supporting Documentation

CAPACITY ASSESSMENT SUMMARY 2021-2022

Cost Ctr Code	**1877401**
School Name	**Contreras LC Glbl St**
HS Complex	**BELMONT ZOC**
Local District	**C**
COS	**MacArthur Park CoS**
Configuration	**9-12**
Calendar	**1 trk**
Norm Category	**PHBAO**

Dual Language Program(s): **0**

Co-Located Charter(s): **0**

Magnet Center(s): **0**

	2021-2022 Host Program	2021-2022 Magnet Center 1	2021-2022 Magnet Center 2	2021-2022 Magnet Center 3	2021-2022 Magnet Center 4	2021-2022 Language Program	2021-2022 Language Program 2	Total Site Enrollment
K	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0
9	87	0	0	0	0	0	0	87
10	62	0	0	0	0	0	0	62
11	91	0	0	0	0	0	0	91
12	90	0	0	0	0	0	0	90
Elementary SDP	0	0	0	0	0	0	0	0
Secondary SDP	1	0	0	0	0	0	0	1
Total	331	0	0	0	0	0	0	331

Classification Report(s) As Of: 09/17/2021

Classrooms by Allocation	Standard Classrooms			Small Classrooms		
	CR Counts (Prior Year)	CR Counts (Current Year)	Variance	CR Counts (Prior Year)	CR Counts (Current Year)	Variance
Total Counts	11	11	0	2	2	0
Special Education	0	0	0	0	0	0
Pre-K	0	0	0	0	0	0
Co-Located Charter	0	0	0	0	0	0
District Set-Aside	0	0	0	0	1	1
School Set-Aside	0	0	0	0	0	0
Out Of Service	0	0	0	0	0	0
Instruction	11	11	0		1	1

Capacity	Assessmt Based on Calendar	Pre-CAP Maximum to Avoid Bussing
2021-2022 Capacity	357	389
Current Enrollment	331	331
Capacity vs Enrollment	26	58
Total rooms*	11	
Rooms in Use*	11	
Remaining rooms	0	
Estimated capacity in remaining rooms	0	

* includes magnet

Principal/Operator Comments

SITE ID	TOTAL AREA	PLAY ACRES	PA REQD
13932	19.31	6.87	9.0

HOSTS ON SITE		Classrooms Standard	Classrooms Small
1820701	Contreras LC ALC	21	0
1851701	Contreras LC Bus Tr	18	2
1852701	Contreras LC Soc Jus	22	0
1877401	Contreras LC Glbl St	11	2
Site Total		72	4

The classroom inventory for this school is complete and accurately reflects the allocation of those spaces at this time. I have reviewed and understand the assessment of this school's enrollment capacity. I am aware that this information will be shared with other LAUSD offices, to be used in the evaluation of future campus needs and in the assessment of potential utilization.

School Representative: Electronically Signed by **CHRISTIAN QUINTERO, Principal** on **October 14, 2021 09:21 AM**

School Representative Email: cxq9613@lausd.net

School Mgmt Services: Electronically Signed by **Rena PEREZ**

Vista Legacy Global Academy
Supporting Documentation

CAPACITY

1877401 Contreras LC Glbl St **Calendar -1 trk** **NormCat - PHBAO** **Config - 9-12**

Allocation of Classrooms for K-5/6 Instruction (6th Grade Included at K-6 schools; K-5 Only at Span Schools)	2021-2022 Enrollment	2021-2022 Norm	Classrooms Needed for Enrollment	2021-2022 2-Semester Operating Capacity
Host Program Enrollment				
K-3 @24:1	0	--	0	0
4-5/6 @27:1	0	--	0	0
Host Program - Classrooms Provided and Capacity	**0**		**0**	**0**
Magnet Center(s)/Norm Category				
K-3 @24:1	0	--	0	0
4-5/6 @27:1	0	--	0	0
Magnet Center(s) - Classrooms Provided and Capacity	**0**		**0**	**0**
Language Program 1				
K-3 @24:1	0	--	0	0
4-5/6 @27:1	0	--	0	0
Language Program 2				
K-3 @24:1	0	--	0	0
4-5/6 @27:1	0	--	0	0
Language Program(s) - Classrooms Provided and Capacity	**0**		**0**	**0**
Totals for Classrooms Needed for Elementary Instruction				
K-3	0		0	0
4-5/6	0		0	0
Elementary Additionl Assigned Teaching Positions			0	
Classrooms Provided and Capacity for Elementary Level Instructional Programs (Excluding Special Day Program)	**0**		**0**	**0**

Allocation of Classrooms for 6-12 Instruction (Applies to Middle and High schools, and to Span Schools With Grade(s) 7 and	Percentage of Students and Periods Per Day	2021-2022 Norm	Rooms Needed	Capacity in Rooms Needed
6-12 at Resident School				
Grades 6 thru 8 AAL	N/A	N/A	0	0
Grade 6 Academic	N/A	N/A	0	0
Grade 7 Academic	N/A	N/A	0	0
Grade 8 Academic	N/A	N/A	0	0
Grades 6-8 Non-Academic	N/A	N/A	0	0
Grades 9 Academic	100%, 4 of 6	30:1	2	60
Grade 10 Academic	100%, 4 of 6	30:1	2	60
Grade 11 Academic	100%, 4 of 6	38.5:1	2	77
Grade 12 Core	100%, 4 of 6	38.5:1	2	77
Grades 9-12 Non-Academic	100%, 2 of 6	38.5:1	3	115
Rooms Needed for 6-12 Non-Magnet Enrollment			11	389
"Secondary Magnet(s)/Norm Category/Type"				
Center				
Center				
Center				
Center				
Rooms Needed for Secondary Magnet Enrollment			0	0
Rooms Needed for All 6-12 Enrollment			11	389
Rooms Allocated for Prep and/or Conference			2	
Rooms for Additionally Assigned Teaching Positions			0	
Total of Classrooms Needed for Secondary Level Instruction			**13**	
Classrooms Available for Secondary Level Instruction			**11**	
Classrooms Provided and Capacity for Secondary Level Instructional Programs			**11**	

1877401 Contreras LC Glbl St **Calendar -1 trk** **NormCat - PHBAO** **Config - 9-12**

School-Wide Capacity

Total of Classrooms Available for Instruction	11
Total of Classrooms Needed for Instruction	13
Under/Over Allocated Classrooms	-2
Capacity in Rooms Needed for All Elementary Instruction	0
Capacity in Rooms Needed for 6-12 Non-Magnet	389
Capacity in Rooms Needed for Secondary Magnets	0
Added Capacity for 6-10 P.E.	27
Capacity in Special Day Classes (All Levels)	1
Adjustment to Capacity for Rooms Under/Over	-60

	Total 2-Sem Capacity	Total K-12 Enrollment	Capacity less Total Enrollment
2-Semester Capacity (0% Traveling at Secondary as Applicable)	**357**	**331**	**26**
Prep/Conf to be Used if 30% Traveling at Secondary	1		
Added Capacity if 30% Traveling at Secondary	32		
2-Semester Capacity (30% Traveling at Secondary)	389		

2021-2022 Classroom Utilization Summary

Utilization	Standard	Small
Special Education	0	0
Pre-K	0	0
Co-located Charter	0	0
District Set-Aside	0	1
School Set-Aside	0	0
Out Of Service	0	0
Instruction	11	1
Additionally Assigned Teachers	0	-
Unallocated	0	0
Total	11	2

Total of Standard Classrooms Provided (California Code of Regulations, title 5, section 11969.3(b)(1)) = 11

Total of Small Classrooms Supplementing Standard Classrooms Provided = 1

Vista Legacy Global Academy
Supporting Documentation

CLASSROOM INVENTORY AND ALLOCATION

Location Code: 1877401 **School: Contreras LC Glbl St** **Norm Category: PHBAO** **Grade Config: 9-12**

Special Education

No Reported Classrooms

Pre-K/TK Expansion (at ES only)

No Reported Classrooms

Co-Located Charter

No Reported Classrooms

District Set-Asides

	2021-2022			2020-2021			
Room	**Allocation**	**Program**	**Size**	**Allocation**	**Program**	**Size**	**Change**
2225	District Set-Aside	Clinic	SMALL	Instruction	Instruction	SMALL	Allocation/Program

School Set-Asides

No Reported Classrooms

Classrooms temporarily out-of-service or unsafe

No Reported Classrooms

Instruction

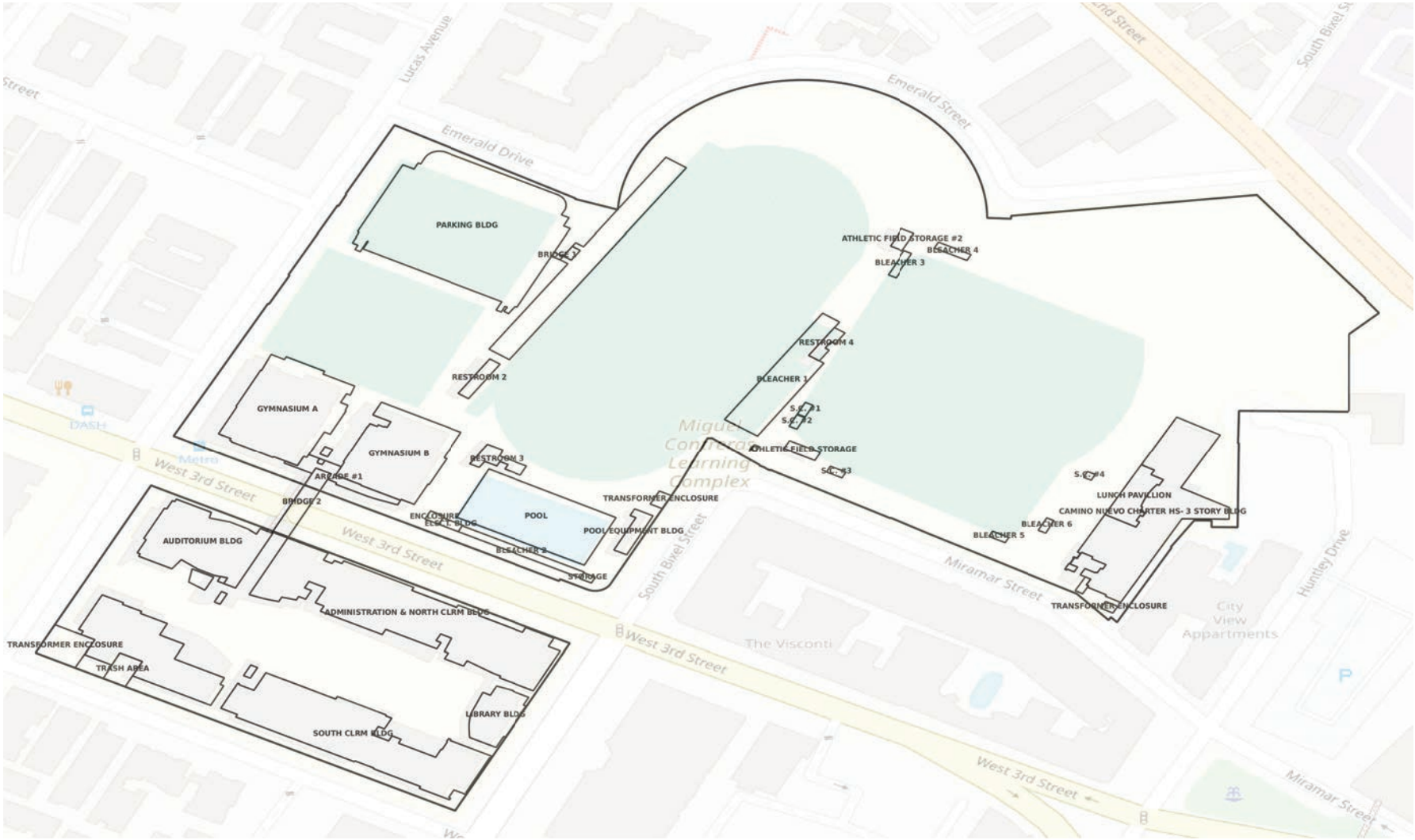
	2021-2022			2020-2021			
Room	**Allocation**	**Program**	**Size**	**Allocation**	**Program**	**Size**	**Change**
OFF1	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	Room Number
1212	Instruction	Instruction	SMALL	Instruction	Instruction	SMALL	-
2204	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
2206	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
2207	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
2214	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
2216	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
2220	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
2221	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
2228	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
2230	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-
6104	Instruction	Instruction	STANDARD	Instruction	Instruction	STANDARD	-

*** Allocation and/or Program could not be determined

Vista Legacy Global Academy
Supporting Documentation

ECAR 2021

CONTRERAS MIGUEL LEARNING COMPLEX Campus Site Plan

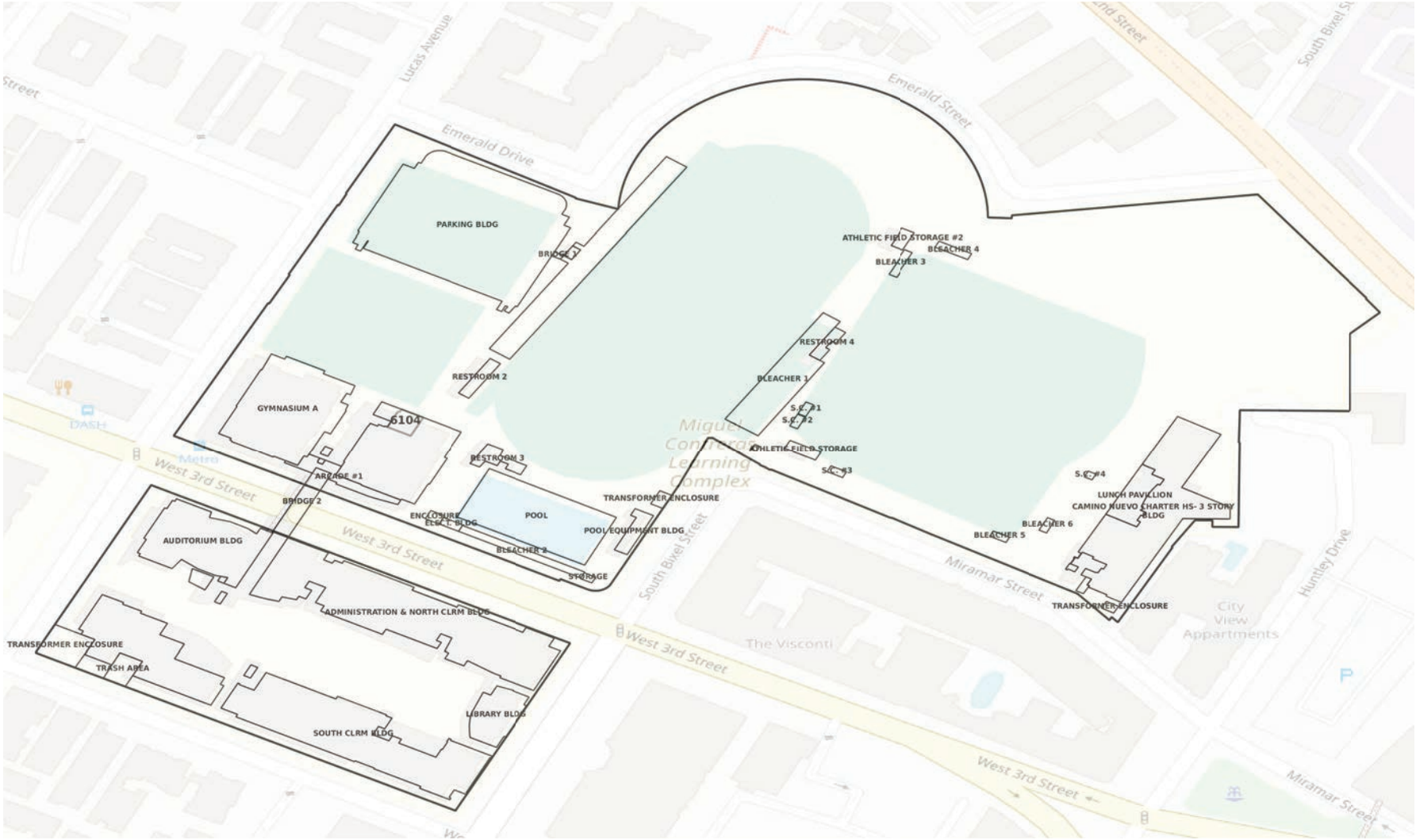


For specifics on classroom utilization, see the preceding pages of this school's E-CAR 2018 document. Please note that the map pages for this school only display the floors where classrooms exist. All other floors, as applicable, are excluded

Vista Legacy Global Academy
Supporting Documentation

ECAR 2021

Floor 1 CONTRERAS LC GLBL ST 1877401

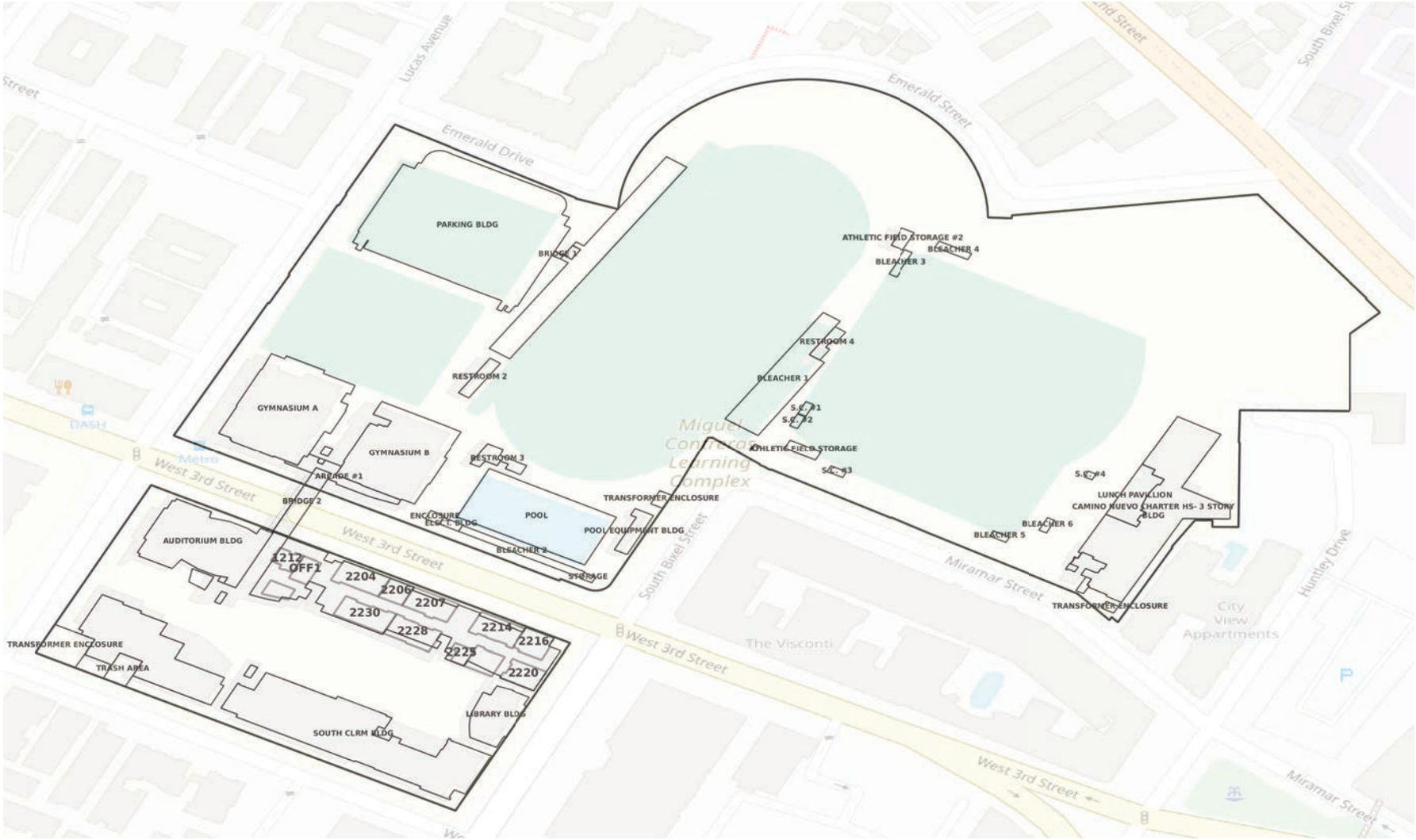


For specifics on classroom utilization, see the preceding pages of this school's E-CAR 2018 document. Please note that the map pages for this school only display the floors where classrooms exist. All other floors, as applicable, are excluded.

Vista Legacy Global Academy
Supporting Documentation

ECAR 2021

Floor 2 CONTRERAS LC GLBL ST 1877401



For specifics on classroom utilization, see the preceding pages of this school's E-CAR 2018 document. Please note that the map pages for this school only display the floors where classrooms exist. All other floors, as applicable, are excluded.

ALLIANCE
College-Ready Public Schools
Where **Exceptional** is the **Rule**

LAUSD BOARD APPROVED
11/24/20
(BR 118-20/21)
TERM: 2021-2026

Alliance Ted K. Tajima High

Belmont High School Area
Los Angeles Unified School District

Charter Renewal Petition
Submitted September 1, 2020

Request for Five-Year Renewal Term
July 1, 2021 to June 30, 2026

TABLE OF CONTENTS

Assurances, Affirmations, and Declarations 3
ELEMENT 1: The Educational Program 5
ELEMENT 2: Measurable Pupil Outcomes and....74
ELEMENT 3: Method by which Pupil Progress Toward Outcomes will be Measured 74
ELEMENT 4: Governance 80
ELEMENT 5: Employee Qualifications 91
ELEMENT 6: Health and Safety Procedures 105
ELEMENT 7: Means to Achieve Racial and Ethnic Balance 110
ELEMENT 8: Admission Requirements....112
ELEMENT 9: Annual Financial Audits....116
ELEMENT 10: Suspension and Expulsion Procedures 118
ELEMENT 11: Employee Retirement Systems 129
ELEMENT 12: Public School Attendance Alternatives 130
ELEMENT 13: Rights of District Employees 131
ELEMENT 14: Mandatory Dispute Resolution 132
ELEMENT 15: Charter School Closure Procedures....136
Additional Provisions....143

Assurances, Affirmations, and Declarations

Alliance Ted K. Tajima High (also referred to herein as "Tajima" and "Charter School") shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter "Ed. Code") § 47605(e)(1).)

- Not charge tuition. (Ed. Code § 47605(e)(1).)

- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)

- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)

- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)

- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School's capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as "LAUSD" and "District"). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)

- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards

authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)

- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

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

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

ELEMENT 1: The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

SELPA Reorganization

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

Use of District's Special EducationPolicies and Procedures and Data Systems

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

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

GENERAL INFORMATION	
• The contact person for the Charter School is:	Amber Diaz, Principal
• The contact address for the Charter School is:	Alliance Ted K. Tajima High 1552 W. Rockwood St. Los Angeles, CA 90026
• The contact phone number for the Charter School is:	(213) 241-8533
• The current address of the Charter School is: o (Please note: As charter schools' eligibility for and allocation of Proposition 39 facilities are determined on an annual basis, a charter school's current occupancy of Proposition 39 facilities is subject to change in subsequent school years.)	Alliance Ted K. Tajima High 1552 W. Rockwood St. Los Angeles, CA 90026
• This location is in the LAUSD Board District:	2
• This location is in the LAUSD Local District:	Central
• The grade configuration of the Charter School is:	9-12
• The number of students in the first year will be:	442
• The grade level(s) of the students in the first year will be:	9-12
• The Charter school's scheduled first day of instruction in 2021-2022:	August 12, 2021
• The enrollment capacity:[4]	500
• The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	Extended Day/Year
• The bell schedule for the Charter School will be:	8:00 am to 3:45 pm
• The term of this Charter for Middle and High performing schools:[5]	July 1, 2021-June 30, 2026
• If approved, the term of this Charter for low performing schools:	July 1, 2021-June 30, 2023

Community Need for Charter School

Alliance Ted K. Tajima High School is located near downtown Los Angeles in an urban community known as Westlake or Historic Filipino town. The area is densely populated and is recognized as low income. According to the 2010 U.S. Census, 52% of its 67,869 residents earn less than $30,000 with 76% of its population living in renter-occupied housing units. Foreign-born non-citizen immigrants primarily from Mexico, Central America, Korea and other Asian countries primarily populate the neighborhood. Alliance Ted K. Tajima High School has been dedicated to meeting the needs of the community for the past 10 years and will celebrate our 7th graduating class in June of 2021. Our vision is for all scholars, through a shared love of learning, to graduate from college and become enthusiastic, self-aware and influential leaders who, by uplifting their communities, positively impact the world. We are proud of the accomplishments and continued growth of our students, families, faculty and staff. To best serve our families, our instructional team has worked diligently to ensure that we continue to implement highly rigorous instruction that focuses on providing the highest caliber learning experiences for all students using data driven instruction, collaborative learning, and supportive instructional resources.

In spring 2018, Tajima was named a Gold Medal school by U.S. News and World Report, a special distinction only given to the top 2% of schools in the country. In spring 2019, Tajima continued to be recognized as a Top LA Public School by US News and World Report and made the US News and World Report Best High Schools in America list. Of the more than 17,000 high schools ranked across the nation, Tajima was ranked #324 in the nation, placing Tajima in the top 2% of the country's high schools based on its academic performance, college-readiness and graduation rates.

Our mission at Alliance Ted K. Tajima High School is to create a nurturing environment that prepares all scholars for college and beyond through rigorous instruction and individualized supports serving the holistic needs of scholars and their families. It is our belief that the recognition of our scholars' success and the school performance data to follow provides evidence of the school's success in supporting our scholars to achieve our mission and to have a positive, profound impact on the Westlake neighborhood of Los Angeles

School Performance Over the Charter Term

One of the areas that we are the proudest of at Alliance Tajima High School is our demonstrated ability to consistently support all students in reaching the highest levels of academic achievement through strong instructional systems that support the whole student. Incoming cohorts of students come to Tajima from a wide-ranging selection of middle schools in our community. Regardless of their level upon entering our school, students at Alliance Tajima High School receive the support they need to grow and succeed at a level far beyond their peers at neighboring schools and even beyond their peers across the state (see California School Dashboard 5x5 Placement Report for English and Math). We have come to recognize that the root of this success year after year is having consistent systems for identifying student needs, providing support, and tracking progress to ensure high levels of learning and achievement.

Systems that support exceptional teaching and learning experiences are at the center of our school's success. These systems begin with a thorough planning process that takes high quality curriculum resources and provides space for teachers to intellectually prepare for teaching lessons by internalizing the key moves of the lesson. Teachers begin by unpacking standards to

ensure instruction is aligned to rigorous expectations before completing all student tasks from the perspective of a student, completing exemplary responses and identifying key look-fors during the lesson that will reveal whether students are succeeding or struggling. Teachers also design scaffolds and support to use when monitoring reveals that students are struggling. This intellectual preparation process is done in a collaborative space with department peers, and led by a content specific instructional leader coach, ensuring that teachers design lessons that are both rigorous and differentiated to support the needs of all scholars.

The effectiveness of teaching and learning in our classrooms is monitored through a regular observation and feedback cycle that incorporates student data analysis. In 2019-20, we have six Instructional Leader (IL) coaches who have been trained to conduct regular observation feedback cycles with assigned teachers. These cycles span a 3-week span, beginning with a video-taped observation in week one, continuing with a one-on-one debrief in week two, and ending with a one-on-one practice session between coach and teacher. In the debrief session, student exit ticket data from the observation is analyzed to identify a high leverage student gap that prevented mastery for students. This student performance gap is then connected to teacher planning and execution to name a teacher action step. This action step is then practiced in the third week practice session. This cycle is designed to ensure that teachers are teaching strong lessons and that students are learning what is being taught, and it is predicated on the belief that strong instruction is the most essential aspect of student learning.

This reflective data analysis process ultimately informs planning at the unit level as well. Each quarter, the entire staff takes two days to engage in detailed analysis of interim assessment performance, identifying student gaps and integrating re-teach plans into upcoming lesson cycles. These quarterly step backs provide necessary space for teachers to work within and across departments to make necessary adjustments to their instruction in order to meet student needs.

These systems for supporting teachers in delivering a high quality classroom learning experience work in tandem with supports for students' social emotional needs. This past 2018-2019 school year has seen a continued emphasis on supporting the whole student, work that has been led by our Dean of Students and supported by a student support team that includes a full time School Psychologist and two College Counselors. Our focus as a school has been refining systems for identifying student needs and meeting them with both on site services and off-site referrals when available. The families we serve have often cited Tajima's supportive environment for all students, which we have worked to codify in consistent systems that can be replicated year after year.

Ultimately, the true measure of all of these systems is the accomplishing of our mission as a school. Our mission at Alliance Ted K. Tajima High School is to create a nurturing environment that prepares all scholars for college and beyond through rigorous instruction and individualized supports serving the holistic needs of scholars and their families. Year after year our students graduate from high school (97% Cohort Graduation Rate for 2018-2019 on the California School Dashboard 5x5 Placement Report) and are accepted to college (87% acceptance rate to four-year colleges and universities in 2018-2019 according to internal data tracking student acceptance to college). We believe that with the systems that we have put in place, and are regularly refining, this success will be consistent in the years to come, ensuring all scholars that come through our doors graduate from college and become enthusiastic, self-aware and influential leaders who, by uplifting their communities, positively impact the world.

California School Dashboard *English Language Arts Indicator*

California School Dashboard 5x5 Placement Report - English Language Arts Indicator				
School	Status		Distance from Standard	
	2018	2019	2018	2019
All Students				
Tajima	Very High	High	+90.4	+61.7
LAUSD	Low	Low	-29.2	-23.7
State	Low	Medium	-6.0	-2.5
Hispanic				
Tajima	Very High	High	+88.5	+62.2
LAUSD	Low	Low	-38.5	-32.5
State	Low	Low	-31.3	-26.6
Socioeconomically Disadvantaged				
Tajima	Very High	High	+92.1	+62.3
LAUSD	Low	Low	-39.2	-33.5
State	Low	Low	-34.7	-30.1

Alliance Ted K. Tajima High School has outperformed LAUSD and Statewide peers in the area of English Language Arts. Our scholars performed High in English Language Arts in 2019 and in the Very High in 2018. Both Hispanic and Socioeconomically Disadvantaged student subgroups far outperformed both the LAUSD and state averages in each category. This success is attributed to our instructional focus on close reading of complex texts, short writing justification tasks, and focusing on student data to drive instruction. We expect this continued focus to drive English results in the 2020-2021 school year and beyond.

Though there was a decrease in performance from 2018-2019 from Very High to High, we are confident that the systems in place to support student learning and achievement will ensure continued academic results that exceed expectations. Specifically, our teachers work to implement high quality English curriculum from Collegeboard's SpringBoard program that puts emphasis on careful close reading of complex texts. This instruction is then evaluated through a regular process of data analysis of student performance in weekly coaching sessions between instructional leaders and teachers. Students are identified for additional support and tutoring both inside and outside of class time. Our student subgroups with demonstrated needs (such as English Language Learners and Students with Disabilities) receive additional supports in line with their specific needs. English Language Learners receive embedded ELD supports in their core classes as well as designated ELD instruction during one period of the day. Students with disabilities receive both push in supports and additional supports outside the classroom from resource specialists. All of these together ensure that students are receiving strong instructional supports to ensure learning and achievement.

California School Dashboard Mathematics Indicator

California School Dashboard 5x5 Placement Report - Mathematics Indicator				
School	Status		Distance from Standard	
	2018	2019	2018	2019
All Students				
Tajima	High	Medium	+11.4	-7.5
LAUSD	Low	Low	-59.4	-54.1
State	Low	Low	-36.4	-33.5
Hispanic				
Tajima	High	Medium	+6.0	-6.7
LAUSD	Low	Low	-69.6	-64.3
State	Low	Low	-65.8	-62.2
Socioeconomically Disadvantaged				
Tajima	High	Medium	+16.2	-6.5
LAUSD	Low	Low	-69.6	-64.2
State	Low	Low	-67.4	-63.7

Mathematics for our school-wide student groups in 2019-20. This is a decrease from the previous year, but it still exceeds the performance of both LAUSD schools and state-wide performance. Both Hispanic and Socioeconomically Disadvantaged subgroups also performed their peers at the district and state level; in 2019 Tajima's Hispanic students performed at the Medium level while LAUSD and Statewide averages were both at the Low level while Tajima's Socioeconomically Disadvantaged students also performed at the Medium level in comparison to their LAUSD and statewide peers who performed at the Low level. In order to improve our student's performance in Mathematics, we will continue to refine our implementation of curriculum, provide professional development to support teachers in personalizing lessons and responding to student learning data. In addition, we will continue to invest time in planning collaboratively as a department to ensure that we meet the needs of all students.

Though there was a decrease in performance from 2018-2019 from High to Medium, we are confident that the systems in place to support student learning and achievement will ensure continued academic results that exceed expectations. Specifically, our teachers work in collaborative department spaces embedded within the school day to unpack and internalize high quality College Preparatory Mathematics (CPM) curriculum materials. This instruction is then evaluated through a regular process of data analysis of student performance in weekly coaching sessions between instructional leaders and teachers. These sessions culminate in planning reteaches to be integrated into class time and tutoring spaces. Our most vulnerable students receive additional supports in line with their specific needs. English Language Learners receive embedded ELD supports in their core classes, including math courses. Students with disabilities receive both push in supports and additional supports outside the classroom from resource specialists in the area of mathematics. All of these together ensure that students are receiving strong instructional supports to ensure learning and achievement.

California School Dashboard Suspension Indicator

California School Dashboard 5x5 Placement Report - Suspension Indicator

School	Status		Suspension Rate	
	2018	2019	2018	2019
All Students				
Tajima	Very Low	Low	0.5%	1.0%
LAUSD	Very Low	Very Low	0.5%	0.4%
State	Medium	Medium	3.5%	3.4%
Hispanic				
Tajima	Low	Low	0.6%	1.0%
LAUSD	Very Low	Very Low	0.3%	0.3%
State	Medium	Medium	3.6%	3.5%
Socioeconomically Disadvantaged				
Tajima	Low	Low	0.6%	1.0%
LAUSD	Very Low	Very Low	0.5%	0.4%
State	Medium	Medium	4.4%	4.3%

Though the schoolwide suspension rate increased slightly in 2019 from 0.5% to 1.0%, Tajima High School is still at a 1% suspension rate that is below the state level. To maintain this, we will continue communicating with parents, offer counselor support, and ensure classroom routines and procedures training for teachers. Specifically, Tajima has worked to embed restorative approaches in every area of the school. This work has included education both students and teachers on what a restorative approach to student behavior entails. Specific practices in place are a tiered Response to Intervention (RTI) model that empowers teachers to respond to minor behaviors in the classroom and defines a specific restorative process to be followed in the case that behaviors require someone other than the teacher to intervene. We will continue to focus on alternatives to suspension as well and will continue to monitor behavioral data to ensure the effectiveness of our approach.

California School *Dashboard College and Career Indicator*

California School Dashboard 5x5 Placement Report - College and Career Indicator				
School	Status		College/Career Preparedness Rate	
	2018	2019	2018	2019
All Students				
Tajima	High	Very High	59%	82%
LAUSD	Medium	Medium	38%	38%
State	Medium	Medium	42%	44%
Hispanic				
Tajima	High	Very High	58%	81%
LAUSD	Medium	Medium	37%	37%
State	Low	Medium	34%	36%
Socioeconomically Disadvantaged				
Tajima	High	Very High	59%	82%

LAUSD	Medium	Medium	38%	37%
State	Low	Medium	34%	36%

The College and Career Indicator is another measure in which Alliance Ted K. Tajima High School has seen consistent success. Over 82% of scholars overall (81% of Hispanic students and 82% of Socioeconomically Disadvantaged students) met the college readiness benchmark, far exceeding both the LAUSD and state-wide performance; Tajima exceeded the LAUSD average by 44 percentage points and exceeded the statewide average by 38 percentage points. This success is a direct result of our persistent focus on supporting students though our school's rigorous academic program and ensuring that they meet and exceed the requirements of college and beyond.

To maintain college and career readiness moving forward, we will continue to focus on implementing a rigorous, college going academic program. Some of the key features of that program include working with teachers in collaborative department spaces to plan and internalize lessons that are aligned to rigorous standards and that meet the differentiated needs of all students. Teachers will also examine student performance data with instructional coaches to determine additional supports and reteach opportunities to make sure all students are given what they need to succeed. Students will be given opportunities in line with our standards based grading system to attend tutoring and complete reassessments that demonstrate their improved level of mastery of key skills and content. Finally, we will continue to provide preparation opportunities for high stakes tests that allow students access to competitive colleges, including PSAT and SAT. Each of these will ensure a strong instructional program that ensures scholars are college ready upon graduation.

California School *Dashboard Graduation Indicator*

California School Dashboard 5x5 Placement Report - Graduation Indicator				
School	**Status**		**Graduation Rate**	
	2018	**2019**	**2018**	**2019**
All Students				
Tajima	Medium	Very High	83%	97%
LAUSD	Medium	Medium	83%	82%
State	Medium	Medium	84%	86%
Hispanic				
Tajima	Medium	Very High	82%	97%
LAUSD	Medium	Medium	82%	82%
State	Medium	Medium	81%	84%
Socioeconomically Disadvantaged				
Tajima	Medium	Very High	83%	97%
LAUSD	Medium	Medium	84%	83%
State	Medium	Medium	81%	83%

The Graduation Indicator is another measure in which Alliance Ted K. Tajima High School has

seen consistent success. 97% of our scholars met this benchmark in 2019, far exceeding the state and LAUSD. Our high graduation numbers are a testament to the daily efforts made by all stakeholders to ensure that students are known and supported in completing a rigorous instructional program.

In order to continue to maintain our success with high graduation rates we will first and foremost continue to provide our students with a high-quality educational program as described earlier. We will also continue to use weekly data on student performance to identify needs that can be immediately addressed in the classroom or in after school tutoring. Students will be given multiple opportunities to improve their performance and demonstrated that through reassessment opportunities on high priority standards. Our counseling team will also work closely with students and parents in regular meetings to ensure all stakeholders are clear on student progress with required A-G courses, ensuring each student is on track to graduate and compete for admissions at the most competitive colleges. We will also continue to hold regular college readiness meetings in which teachers, parents, and students can discuss the specific progress of students, review data, and define a plan for continued support.

California *School Dashboard English Learner Progress Indicator*

California School Dashboard 5x5 Placement Report - English Learner Progress Indicator		
School	2019	
	Status	% making progress towards English language proficiency
English Learners		
Tajima	Medium	45.0%
LAUSD	Medium	45.0%
State	Medium	48.3%

From Tajima's inception, we have taken great pride in serving the needs of the English Language Learners in our community. This has resulted in a robust program that works to understand the needs of distinct ELL students and provide support through designated and integrated ELD instruction. Continuing the progress of our English Learners begins with an intentional school-wide focus on literacy that includes reading, writing, listening, and speaking every day in every class. This regular language practice is vital to the development of academic English skills for our ELLs. Within this core literacy instruction, our program provides additional supports in the form of bilingual instructional aides that push in to support ELLs in the mainstream classrooms. These teachers support the mainstream teachers in providing necessary accommodations such as annotated texts, graphic organizers and sentence stems for writing and discussion. In designated ELD classes, students receive instruction using high quality ELD instructional materials including English 3D for lower level ELs and Springboard ELD for higher level ELs and LTELs.

Smarter Balanced Assessment Consortium (SBAC) Analysis

Mathematics SBAC - Students Meeting/Exceeding Standards

	2016-17		2017-18		2018-19	
	Tajima	Resident Schools Median	Tajima	Resident Schools Median	Tajima	Resident Schools Median
All Students	27.3%	14.6%	55.0%	13.2%	53.7%	14.6%
English Learner	0.0%	0.0%	*	0.0%	7.1%	0.0%
Hispanic or Latino	27.9%	12.5%	54.6%	12.0%	53.8%	14.8%
Socioeconomically Disadvantaged	26.8%	14.4%	56.6%	12.7%	53.8%	14.8%

Source: California Department of Education, *DataQuest*

2018-19 Resident School List: Academy for Multilingual Arts and Sci at Mervyn M. Dymally High, Ambassador School of Global Leadership, Belmont Senior High, Communication and Technology at Diego Rivera Learning Complex, Contreras Learning Center-Academic Leadership Community, Contreras Learning Center-Los Angeles School of Global Studies, Contreras Learning Center-School of Social Justice, Diego Rivera Learning Complex Green Design STEAM Academy, Dr. Maya Angelou Community High, Edward R. Roybal Learning Center, John C. Fremont Senior High, Los Angeles High School of the Arts, Manual Arts Senior High, NAVA College Preparatory Academy, New Open World Academy K-12, Performing Arts Community at Diego Rivera Learning Complex, Public Service Community at Diego Rivera Learning Complex, Ramon C. Cortines School of Visual and Performing Arts, Santee Education Complex, School for the Visual Arts and Humanities, School of Business and Tourism at Contreras Learning Complex, Susan Miller Dorsey Senior High, Thomas Jefferson Senior High, UCLA Community K-12, West Adams Preparatory High

Schoolwide performance on the Math CAASPP assessment decreased by 1.29% from the 2017-2018 school year to the 2018-2019 school year. Both Latino and SED students also declined slightly (by 0.77% and 2.82% respectively). Over the past five years of CAASPP testing, Tajima HS juniors have performed on average at 40.6% Meets/Exceeds Standards, with both of the past two years over 50% Met/Exceeds Standard. Though slight, we also examined this decrease, considering a variety of factors that may have contributed to overall performance of students.

Tracking the same internal assessment data as for English Language Arts/Literacy (ELA), the 2018-2019 cohort of CAASPP test takers also demonstrated conceptual math gaps related to major work of middle school grade levels that necessitated robust interventions. One structural change that was implemented was an 11th grade math support course designed to address underlying conceptual gaps that persisted for student from previous years of math instruction. We also implemented the same tiered advisory intervention in which student Interim Comprehensive Assessment (ICA) data was used to provide differentiated instruction to support student growth. These interventions resulted in the 2018-2019 performance data, which reflected significant growth from middle school performance on CAASPP Math assessments (despite the fact that it represented an 1.29% decrease from our previous cohort's data – see below chart). When tested in 7th grade at their respective middle schools, only 18% of the 2018-2019 cohort Met/Exceeded standard in Math. When tested in 8th grade, that number increased slightly to 21% Met/Exceeded standard (this data was taken from public data sources and disaggregated into cohort trends internally). Given this cohort data (and our Resident School Median Average of 14.55% for 11th grade performance) the 2018-2019 cohort's performance of 53.71% Met/Exceeded standard in Math represents significant achievement and growth, suggesting that the provided instructional program and intervention structure are fundamentally strong (though always needing to be adjusted to meet the needs of individual students in each year's cohort). In the 2019-2020 year we have continued the same systems, and our internal assessment data for 11th grade is predicting the highest percentage of students Meeting and Exceeding standard for any year of our school's existence.

English Language Arts SBAC - Students Meeting/Exceeding Standards						
	2016-17		2017-18		2018-19	
	Tajima	Resident Schools Median	Tajima	Resident Schools Median	Tajima	Resident Schools Median
All Students	72.7%	43.2%	83.6%	38.7%	75.0%	37.8%
English Learner	42.9%	1.5%	*	2.2%	35.7%	1.2%
Hispanic or Latino	72.1%	45.0%	82.1%	37.2%	75.5%	36.0%
Socioeconomically Disadvantaged	73.2%	44.1%	83.3%	39.0%	74.5%	38.5%

Source: California Department of Education, *DataQuest*

2018-19 Resident School List: Academy for Multilingual Arts and Sci at Mervyn M. Dymally High, Ambassador School of Global Leadership, Belmont Senior High, Communication and Technology at Diego Rivera Learning Complex, Contreras Learning Center-Academic Leadership Community, Contreras Learning Center-Los Angeles School of Global Studies, Contreras Learning Center-School of Social Justice, Diego Rivera Learning Complex Green Design STEAM Academy, Dr. Maya Angelou Community High, Edward R. Roybal Learning Center, John C. Fremont Senior High, Los Angeles High School of the Arts, Manual Arts Senior High, NAVA College Preparatory Academy, New Open World Academy K-12, Performing Arts Community at Diego Rivera Learning Complex, Public Service Community at Diego Rivera Learning Complex, Ramon C. Cortines School of Visual and Performing Arts, Santee Education Complex, School for the Visual Arts and Humanities, School of Business and Tourism at Contreras Learning Complex, Susan Miller Dorsey Senior High, Thomas Jefferson Senior High, UCLA Community K-12, West Adams Preparatory High

As described above, schoolwide performance on the ELA CAASPP assessment decreased by 8.61% from the 2017-2018 school year to the 2018-2019 school year. Both Latino and SED students also declined (by 6.67% and 8.80% respectively). Over the past five years of CAASPP testing, Tajima HS juniors have performed on average at 70.6% Meets/Exceeds Standards, with 2 of those five years exceeding the 2018-2019 performance of 75% and 2 years underperforming that average of 75%; in short, the 75% of students Meeting/Exceeding Standard in English in 2018-2019 is the median value over a five year span This is a decrease that we have examined closely, and considered a variety of factors that may have contributed to overall performance of students.

We noted as early as 10th grade that the 2018-2019 cohort of CAASPP test takers was lagging behind the previous year students' performance in English. This was attributed to gaps in student ability to engage in decoding and analysis of complex grade level texts in that cohort. In response, we launched an exhaustive intervention program to work with students during their 11th grade year to provide targeted English supports in literacy skills (with a particular emphasis on close reading). These interventions included a tiered advisory intervention in which student Interim Comprehensive Assessment (ICA) data was used to provide differentiated instruction to support student growth. These interventions resulted in the 2018-2019 performance data, which reflected significant growth from middle school performance on CAASPP English assessments (despite the fact that it represented an 8% decrease from our previous cohort's data). When tested in 7th grade at their respective middle schools, only 20% of the 2018-2019 cohort Met/Exceeded standard in English. When tested in 8th grade, that number increased to 41% Met/Exceeded standard (this data was taken from public data sources and disaggregated into cohort trends internally). . Given this cohort data (and our Resident School Median Average of 37.84% for 11th grade performance) the 2018-2019 cohort's performance of 75% Met/Exceeded standard in English represents significant achievement and growth, suggesting that the provided instructional program and intervention structure are fundamentally strong (though always needing to be adjusted to meet the needs of individual students in each year's cohort). In the 2019-2020 school year, internal assessment data is once again predicting strong

performance in English in line with.

Reclassification

California Department of Education DataQuest Reclassification Rate				
	2016-17	**2017-18**	**2018-19**	**2019-20**
Tajima	13%	18%	29%	12%
Resident School Median	12%	10%	13%	n/a
California	13%	15%	14%	14%

The high 29% rate of reclassification for the 2018-2019 school year is a result of a comprehensive system of supports for English Language learners, including both integrated and designated ELD instruction. In our new era of ELPAC and CAASPP, we have taken advantage of the synergy in the high stakes assessments English Learners must perform well on in order to demonstrate fluency in English. Specifically, the skills required for success on ELPAC are the same skills required for success on CAASPP English items. Whereas past students in 9th and 10th grade worked toward the level of rigor reflected on the previous measure of language acquisition (CELDT) in their ELD classes, students are now working toward success on the much more rigorous ELPAC assessment items. Our 2018-2019 cohort of EL students has engaged in rigorous practice activities aligned to the ELPAC items, which has meant students are engaging in significantly more rigorous and extensive practice in reading, writing, listening, and speaking that pay dividends on the ELPAC as well as their eventual performance on CAASPP English in 11th grade. The pattern that we have observed in recent years is that almost all EL students are able to reclassify in their junior year as a result of this emphasis on rigorous literacy skills that culminates in the end of their 11th grade year with CAASPP. Those students who continue into their senior year still classified as EL students are largely students with unique learning challenges (many of whom have dual designations as both an English Language Learner and a Student with a disability).

English Language Learners who come to our school as Long Term English Learners (LTEL) are provided with rigorous literacy-based instruction with appropriate scaffolds across all of their classes that results in significant growth and achievement. Our ELD coordinator works in conjunction with our mainstream teachers to provide strategies for differentiating supports for ELLs that maximize engagement with both core concepts and texts. These are provided to teachers through ongoing professional development. Our school wide focus on close reading, justification using evidence, and teacher monitoring and feedback is the seam focus for our ELLs, ensuring all students demonstrate fluency in literacy skills required for success in college.

An additional support that we provide for our ELLs (including LTELs) is regular check ins that include goal setting and progress monitoring. The goal of these meetings (conducted by our EL coordinator) is to clearly outline the requirements for reclassification and to connect those to concrete behaviors in and out of class that can help to improve performance. It is our belief that students have a strong desire to achieve fluency in English, and when given clear opportunities to improve literacy skills, students are excited to put in necessary work to improve.

Cohort Dropout Rate

Cohort Dropout Rate

	2016-17	2017-18	2018-19
Tajima	2%	3%	2%
LAUSD	11%	11%	11%
State	9%	10%	9%

Source: CA Department of Education *DataQuest*

The 2% Cohort Dropout Rate at 2-3% year after year is a testament to the hard work done at Tajima High School to ensure all scholars succeed. Despite the challenging realities for many students, Tajima supports students in persevering through adversity to graduation and beyond.

This commitment to the success of every student begins from the very beginning of ninth grade when students are given an extensive introduction to the support systems and expectations for scholars in terms of academics. These high expectations coupled with extensive supports (in the form of in and out of class teacher interventions) continue throughout all four years, with increased attention to at risk students at key moments in the school year. Beyond academic supports, however, what really makes the difference in terms of the cohort dropout rate is connecting students to our school culture in the form of relationships with adults and their peers. Students at Tajima know that they have a wealth of resources that they can draw on, which means that students would rather be at Tajima that anywhere else. This inevitably results in investment in academic work and persistence through the ups and downs of high school on the way to graduation.

Graduates meeting UC/CSU Requirements

Graduates Meeting UC/CSU Requirements			
	2016-17	**2017-18**	**2018-19**
Tajima	100%	100%	98%
LAUSD	64%	66%	64%
State	50%	50%	51%

Source: CA Department of Education *DataQuest*

The mission of Alliance Ted K. Tajima High School is college graduation, so it would make sense that 100% of our scholars meet the UC/CSU requirements at graduation.

The Alliance mission is predicated on the belief that all students deserve access to a 4-year university. In order to reach that goal, students are required to take and pass A-G courses that meet and exceed the minimum requirements for eligibility to the public university system in California. At Tajima, this has been the norm since our opening, and we have been pushing students to consider what it looks like to not just meet the minimum requirements for application, but instead pushing for A's in classes that will make them stand out from a competitive field of applicants. At Tajima, we believe all students can learn at the highest levels when given the opportunity to work with exceptional teachers who are willing to do whatever it takes for their students to learn.

Student Population to be served

Alliance Ted K. Tajima High is an independent charter high school that serves students in grades 9-12, providing an alternative choice of quality education in the community of Westlake.

Alliance Ted K. Tajima High provides a sound educational program for all students in attendance through its rigorous standards-based curriculum, culture of high expectations, highly effective and qualified teachers, and principal leadership in a small personalized learning environment where students know their teachers well and are known by adults.

The publicly available SBAC data and the California Accountability Dashboard for schools in the community to be served reflects a large, urban student population and provides an objective rationale for the need of the proposed instructional program. Tajima seeks to recruit middle and high school students in the Belmont High School area community to improve academic performance as a priority.

Enrollment by Grade-Level

5 Year Enrollment Roll-Out Plan					
Grade	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**
9	111	115	115	125	125
10	111	111	115	125	125
11	110	111	111	115	125
12	110	110	110	110	125
Total	**442**	**447**	**451**	**475**	**500**

Goals and Philosophy

Mission

Our mission at Alliance Ted K. Tajima High School is to create a nurturing environment that prepared all scholars for college and beyond through rigorous instruction and individualized supports, serving the holistic needs of scholars and their families.

Vision

Our vision at Alliance Ted K. Tajima High School is for all scholars, through a shared love of learning, to graduate from college and become enthusiastic, self-aware and influential leaders who, by uplifting their communities, positively impact the world.

Key Program Elements

Tajima students, staff and community embrace the following five Alliance program elements to establish and maintain the culture of the school:

1. **High Expectations for All Students** - All students, including students in historically underachieving communities, can successfully learn at high levels and have a fundamental right to high expectations and quality instruction that prepare them to enter and succeed in college[1]. All students must pass the A-G college entrance course requirements with a grade of C or better to graduate and be at least proficient in core academic standards (reading, writing, math, science, history/social science) to be ready for success in college.

2. **Small Personalized Schools and Classrooms** - Students learn best in small learning communities where their education is personalized so that students know their teachers

[1] *Doug Lemov, Teach Like a Champion, March 2010*

and are well known as individuals by all adults in the school. Blended-learning classrooms, like those at Tajima, offer even more personalized and individualized instruction that targets individual student learning needs, takes them from where they are and accelerates their learning to where they need to be in order to graduate ready for success in college.

3. **Increased Instructional Time** - All students must have sufficient time in school to learn successfully. The school offers a longer school year and ongoing opportunities for extended learning time through intervention or enrichment to meet individual student needs. Daily learning time is structured in longer instructional blocks of time to allow for focused in-depth learning. Students will also have access to online resources, be able to replay online content, and access other features allowed by using technology, creating many out-of-classroom learning opportunities. Research demonstrates how increased learning time can lead to higher achievement[2]

4. **Highly Qualified Principals and Teachers** – All Alliance schools must have exemplary principals who are capable instructional leaders and entrepreneurs in managing resources, and who are given opportunities for ongoing leadership training. Knowing that students learn best with teachers who know their subject field, are well trained to deliver rigorous instruction, and can attend to the diverse needs of individual students, these skills are at the forefront when selecting and developing teachers. Our teachers work in collaborative teams with common planning time where lessons are studied as a learning community and where accountability for student success is a shared responsibility.

5. **Working with Parents as Partners** - Parents at all Alliance schools are meaningfully and actively engaged in their children's education. They have a right to choose to send their children to excellent high performing schools. Parents must be responsible and accountable for supporting their children's learning at school and at home. They must understand what it will take to prepare their children for college, and they are encouraged to support the goals of the school through their voice and through volunteering.

What it Means to Be an Educated Person in the 21st Century

A well-educated person in the 21st Century must be highly proficient in a rigorous set of competencies in language, reasoning/problem solving, reading, writing, computation, interpersonal relationships, social/ economic studies, the use of technology, and personal work habits in order to succeed in a global economy.

A well-educated person recognizes that the world is constantly changing, and is a self-directed lifelong learner prepared to continually adapt to changes that require new skills and competencies to be successful in their lifetime. An educated person understands that creative thinking leads to opportunity, that talent can be turned into true skill, and that all human beings are equal and important.[3]

The Tajima curriculum, instructional methodology, and environment are designed to instill and develop these skills in our students so that they can achieve success in college and in their

[2] *Massachusetts 2020, More Time for Learning: Promising Practices and Lessons Learned, 2010.*

[3] *Douglas Kellner, New Media and New Literacies: Reconstructing Education for the New Millennium, UCLA, 2000*

chosen careers, and can continue to be self-directed learners, highly skilled critical thinkers, and effective communicators throughout their lives.

How Learning Best Occurs

At Tajima, we believe that we believe exceptional teaching is at the heart of student success in high school, college, and beyond. Every day, with every student, we exemplify this belief through the academic commitments below. We believe learning occurs best when classrooms are characterized by the attributes below:

SPARK *Our students are enthusiastic learners who work hard every day to master challenging content.*

- Teachers celebrate students' effort and foster students' curiosity by cultivating a passion for learning and reinforcing the conviction that with hard work, every student can succeed.
- Students enthusiastically read, write, analyze, discuss, research, experiment, and solve challenging problems and self-advocate for what they need to succeed.

CHALLENGE *Our students learn best when we provide challenging content that builds strong learning habits and life skills.*

- Teachers support students to lead the cognitive thinking in a lesson by providing challenging academic content, skills, and experiences that prepare them for success in high school, college, and beyond. Challenging content pushes every student to exceed their own expectations, achieving exceptional results through struggle and hard work.
- Students wrestle with complex ideas and persevere in their work even when they are not sure of the answer.

SCHOLAR TO SCHOLAR Our *students deepen their understanding of content and build skills through lively discussions and meaningful collaboration with their peers.*

- Teachers provide students with a variety of opportunities to engage in robust academic discussions and to collaborate to solve real-world problems.
- Students use evidence to support their thinking, respectfully disagree with differing perspectives, and revise their own thinking in light of other students' ideas.

PERSONALIZED *Our students thrive with thoughtful scaffolding and individualized supports to meet our high bar for academic rigor.*

- Teachers use data to strategically tailor instruction based on what their students need, keeping the bar for academic rigor high.
- Students employ a variety of tools and strategies, including technology, to accelerate their learning, build knowledge and skills, and obtain feedback on their performance

Annual Goals for Local Control Funding Formula (LCFF)

NOTE: The goals, action/services, metrics, and targets below have not been approved by the Alliance Governing Board or School Site Advisory Council, but are based on stakeholder engagement conducted during the 2019-20 school year. As a result of the Covid-19 pandemic,

the State of California delayed the 2020-23 Local Control and Accountability Plan for a year, resulting in a July 1, 2020 development and approval deadline for the new 2021-24 LCAP. Therefore, the table provided below and the targets therein are subject to change.

NOTE: Subgroups which are not statistically significant as of the current data reporting year are denoted with an "*" in the table below.

LCFF STATE PRIORITIES

GOAL #1

Basic Service - All scholars have access to the personnel and resources that they need to support learning, including quality teachers and administrators, in-classroom assistance, well-maintained facilities, and a well-operated school environment.

Related State Priorities:
☒ 1 ☐ 4 ☐ 7
☐ 2 ☐ 5 ☐ 8
☐ 3 ☐ 6

Local Priorities:
☐:
☐:

Specific Annual Actions to Achieve Goal

- *Ensure that all scholars have access to rigorous, standards-aligned instructional materials and technology to support academic achievement*
- *Ensure that scholars have access to teachers that are appropriately assigned in all classrooms as well as in-classroom assistance*
- *Provide adequate administrative support to ensure a safe and orderly environment that supports the instruction of rigorous academic standards.*
- *Maintain adequate support, resources, and supplies to ensure a safe, clean, and orderly campus and to operate the site effectively*
- *Provide teachers, staff, and administration access to high-quality professional development, including regular observations, feedback, and coaching*

Expected Annual Measurable Outcomes

Outcome #1: Access to Standards-Aligned Instructional Materials
Metric/Method for Measuring: Percentage of Students with Access to Standards-Aligned Instructional Materials

Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*
Foster Youth	*	*	*	*	*	*

Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: Facilities Maintenance
Metric/Method for Measuring: Number of Instances in which Facilities Do Not Meet the "Good Repair" Standard as measured by the School Accountability Report Card facilities rubric

Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	*0*	*0*	*0*	*0*	*0*	*0*
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	*0*	*0*	*0*	*0*	*0*	*0*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*0*	*0*	*0*	*0*	*0*	*0*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: Access to Full-Credentialled Teachers Credentialled Teachers
Metric/Method for Measuring: Percentage of Fully-Credentialed Teachers as measured on the School Accountability Report Card

Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #4: Appropriately Assigned Teachers
Metric/Method for Measuring: Percentage of Appropriately Assigned Teachers as measured on the School Accountability Report Card

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

LCFF STATE PRIORITIES

GOAL #2

Instructional Program - All scholars have access to a robust instructional program that supports scholar achievement.

Related State Priorities:
☐ 1 ☒ 4 ☒ 7
☒ 2 ☐ 5 ☐ 8
☐ 3 ☐ 6

Local Priorities:
☐:
☐:

Specific Annual Actions to Achieve Goal

- *Ensure that, each day, scholars are working toward a clearly identified mathematical concept through 1-2 core tasks for each lesson, all of which are identified in intellectual preparation, and are actively discussing the math with their peers. Moreover, Math teachers will structure and guide the discussion of core tasks so that scholars demonstrate mastery of the mathematical concept by the end of the lesson as well as provide scaffolds and supports that allow English Learners, scholars with Disabilities, and struggling scholars to access the core tasks and participate in academic discussions in a meaningful way. (No expenditures)*
- *Ensure that, each day, scholars read and analyze grade-level complex texts and engage, through discussion and/or writing, with strategically sequenced text-dependent questions ("TDQ") that lead them to the big ideas and key understandings of the text, topic, and/or author's craft. Moreover, ELA teachers will provide scaffolds and supports that allow English Learners, scholars with Disabilities, and struggling scholars to access the text and participate in academic discussions in a meaningful way. (No expenditures)*
- *Ensure that all scholars have access to rigorous, standards-aligned instructional materials and technology to support academic achievement 4. Ensure that all scholars have access through A-G courses and are on track to meet A-G requirements by their senior year of high school*

Expected Annual Measurable Outcomes

Outcome #1:Implementation of State Standards
Metric/Method for Measuring: Percentage of Implemented or Fully Implemented Standards

Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*

Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: English Language Arts
Metric/Method for Measuring: California Dashboard English Language Arts (ELA) Indicator Status

Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	High	High	High	Very High	Very High	Very High
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	High	High	High	Very High	Very High	Very High
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	High	High	High	Very High	Very High	Very High
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: Mathematics
Metric/Method for Measuring: California Dashboard Mathematics Indicator Status

Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	Medium	Medium	Medium	High	High	High
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	Medium	Medium	Medium	High	High	High
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	Medium	Medium	Medium	High	High	High
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #4: Science

Metric/Method for Measuring: Percentage of Students Meeting or Exceeding Standards on the California Science Test (CAST)

Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	34%	36%	38%	40%	42%	44%
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	33%	35%	37%	39%	41%	43%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	33%	35%	37%	39%	41%	43%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #5: A-G Completion
Metric/Method for Measuring: Percentage of Graduates Meeting University of California (UC)/California State University (CSU) Requirements

Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	98%	100%	100%	100%	100%	100%
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	98%	100%	100%	100%	100%	100%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	98%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #6: English Learner Progress
Metric/Method for Measuring: California Dashboard English Learner Progress Indicator Status

Applicable	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026

Student Groups						
All Students (Schoolwide)	*	*	*	*	*	*
English Learners	Medium	Medium	Medium	High	High	High
Socioecon. Disadv./Low Income Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #7: Reclassification
Metric/Method for Measuring: Reclassification Rate

Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	*	*	*	*	*	*
English Learners	29%	31%	33%	35%	37%	39%
Socioecon. Disadv./Low Income Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #8: Advanced Placement
Metric/Method for Measuring: Percentage of Students Passing Two or More Advanced Placement (AP) Exams with a Score of 3 or Higher

Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	59%	61%	63%	65%	67%	69%

English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	58%	61%	63%	65%	67%	69%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	60%	61%	63%	65%	67%	69%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #9: Early Assessment Program - English
Metric/Method for Measuring: Percentage of College Ready Students as Measured by the Early Assessment Program (EAP)

Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	50%	52%	54%	56%	58%	60%
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	50%	52%	54%	56%	58%	60%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	50%	52%	54%	56%	58%	60%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #10: Early Assessment Program - Mathematics
Metric/Method for Measuring: Percentage of College Ready Students as Measured by the Early Assessment Program (EAP)

Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	23%	25%	27%	29%	31%	33%
English Learners	*	*	*	*	*	*

Socioecon. Disadv./Low Income Students	23%	25%	27%	29%	31%	33%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	23%	25%	27%	29%	31%	33%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #11: Course Access
Metric/Method for Measuring: Percentage of Students with Disabilities Who Are in the General Education for at Least 80% of the Day

APPLICABLE STUDENT GROUPS	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

LCFF STATE PRIORITIES

GOAL #3

Families as Partners - All parents are provided meaningful involvement opportunities to support their child's education at home and at school.	Related State Priorities: ☑ 1 ☐ 4 ☐ 7 ☐ 2 ☐ 5 ☐ 8 ☒ 3 ☐ 6 Local Priorities: ☐: ☐:

Specific Annual Actions to Achieve Goal

- *Provide support and resources for parent engagement events and parent communication*
- *Parents are invited to attend and take part in decision-making and governance structures, including the parents of English Learners, scholars with Disabilities, and special subgroups (No expenditures)*

Expected Annual Measurable Outcomes

Outcome #1: Parent Engagement
Metric/Method for Measuring: Percentage of Parents Attending 2 or More Parent Engagement Events

Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	TBD	Baseline + "1%"	Baseline + "2%"	Baseline + "3%"	Baseline + "4%"	Baseline + "5%"
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	TBD	Baseline + "1%"	Baseline + "2%"	Baseline + "3%"	Baseline + "4%"	Baseline + "5%"
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	TBD	Baseline + "1%"	Baseline + "2%"	Baseline + "3%"	Baseline + "4%"	Baseline + "5%"
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: Parent Satisfaction
Metric/Method for Measuring: Percentage of Respondents who Indicated that They Agreed or Strongly Agreed Overall on the Parent Satisfaction Survey

Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026

All Students (Schoolwide)	100%	95%	95%	95%	95%	95%
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

LCFF STATE PRIORITIES

GOAL #4

4. Scholar Culture, Staff Culture, and Engagement - All scholars and staff have a voice and feel supported within their school community through a shared decision-making process, clear expectations, and a discipline process grounded in positive behavior interventions.

Related State Priorities:
☐ 1 ☐ 4 ☐ 7
☐ 2 ☒ 5 ☒ 8
☐ 3 ☐ 6

Local Priorities:
☐:
☐:

Specific Annual Actions to Achieve Goal

- *Provide scholars and staff with opportunities to participate in community and culture building activities as well as positive incentives and rewards to promote a healthy school culture and attendance*

Expected Annual Measurable Outcomes

Outcome #1: Attendance
Metric/Method for Measuring: Average Daily Attendance Rate

Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	97%	97%	97%	97%	97%	97%

English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	97%	97%	97%	97%	97%	97%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	97%	97%	97%	97%	97%	97%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2:Chronic Absenteeism
Metric/Method for Measuring: Chronic Absenteeism Rate

Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	5%	3%	2%	2%	2%	2%
English Learners	8%	6%	4%	2%	2%	2%
Socioecon. Disadv./Low Income Students	5%	3%	2%	2%	2%	2%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	10%	8%	6%	4%	2%	2%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	5%	3%	2%	2%	2%	2%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: High School Dropout
Metric/Method for Measuring: Cohort Dropout Rate

Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	2%	<2%	<2%	<2%	<2%	<2%
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	2%	<2%	<2%	<2%	<2%	<2%
Foster Youth	*	*	*	*	*	*

Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	2%	<2%	<2%	<2%	<2%	<2%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #4: High School Graduation
Metric/Method for Measuring: California Dashboard Graduation Indicator Status

Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	Very High	Very High	Very High	Very High	Very High	Very High
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	Very High	Very High	Very High	Very High	Very High	Very High
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	Very High	Very High	Very High	Very High	Very High	Very High
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #5: Suspension
Metric/Method for Measuring: California Dashboard Suspension Indicator Status

Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	Low	Low	Low	Very Low	Very Low	Very Low
English Learners	Medium	Medium	Low	Low	Very Low	Very Low
Socioecon. Disadv./Low Income Students	Low	Low	Low	Very Low	Very Low	Very Low
Foster Youth	*	*	*	*	*	*
Students with Disabilities	Medium	Medium	Low	Low	Very Low	Very Low
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*

Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	Low	Low	Low	Very Low	Very Low	Very Low
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #6: Expulsion
Metric/Method for Measuring: Expulsion Rate

Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	0%	<1%	<1%	<1%	<1%	<1%
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	0%	<1%	<1%	<1%	<1%	<1%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	0%	<1%	<1%	<1%	<1%	<1%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

LCFF STATE PRIORITIES

GOAL #5

5. College Success - Promote a college-going culture with a focus on supporting each scholar's journey to and through college.

Related State Priorities:
☑ 1 ☐ 4 ☐ 7
☐ 2 ☐ 5 ☒ 8
☐ 3 ☐ 6

Local Priorities:
☐:
☐:

Specific Annual Actions to Achieve Goal

- *Provide scholars with access to resources and enrichment activities to support college awareness and their process toward college admissions*

Expected Annual Measurable Outcomes

Outcome #1: Satisfaction
Metric/Method for Measuring: Percentage of Respondents who Indicated that They Agreed or Strongly Agreed on the Parent Satisfaction Survey that the School Prepares their Child for Success in College

Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2:College/Career Readiness
Metric/Method for Measuring: California Dashboard College/Career Indicator Status

Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	Very High	Very High	Very High	Very High	Very High	Very High
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	Very High	Very High	Very High	Very High	Very High	Very High
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	Very High	Very High	Very High	Very High	Very High	Very High

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

LCFF Narrative on supporting self-motivated, competent, and life-long learners

LCAP Goal	Supporting self-motivated, competent, and life-long learners
Goal 1: All scholars have access to the personnel and resources that they need to support learning, including quality teachers and administrators, in-classroom assistance, well-maintained facilities, and a well-operated school environment.	In order to support students' academic growth and socioemotional wellbeing, they must have access to the necessary learning environment and resources.
Goal 2: All scholars have access to a robust instructional program that supports scholar achievement.	In order to allow our students to meet their potential, they must have access to a strong instructional program.
Goal 3: All parents are provided meaningful involvement opportunities to support their child's education at home and at school.	By engaging parents in their children's school experience, they are able to provide valuable insights to support learning and emotional wellbeing.
Goal 4: All scholars and staff have a voice and feel supported within their school community through a shared decision-making process, clear expectations, and a discipline process grounded in positive behavior interventions.	By ensuring all students feel engaged and supported, our school enables them to grow to their potential.
Goal 5: Promote a college-going culture with a focus on supporting each scholar's journey to and through college.	By focusing on a college-going culture, rather than just academics, our school enables our students to gain the tools for long-term success.

Instructional Design

Curriculum and Instruction

The educational model for curriculum and instruction at Tajima is guided by our key program elements, our beliefs about how learning best occurs and by [4] best practices researched in high performing high schools that consistently produce well-educated students prepared to successfully enter and succeed in college. The philosophical base and the organizational structure for Tajima's curriculum are student centered and are in accordance with accountability

[4] G. Sue Shannon, Nine Characteristics of High Performing High Schools, 2001

for meeting or exceeding grade level Common Core, Next Generation Science Standards, ELD and other state college readiness standards.

Each school year students are enrolled in a variety of core and non-core classes that support their academic growth and success. Each class is purposely designed to provide appropriate academic intervention or foundation, or an opportunity to explore interests and skills. Core and non-core classes are developed to support student success beyond Tajima. As a result, per grade level all students are enrolled in core classes, such as English, math, science and history per California Education code. Students also enroll in non-core classes such as math and English support classes that provide appropriate intervention for students who are falling behind in math or English, as well as World Languages, Art and other social studies electives.

Specifically, Tajima employs a standards-aligned curriculum that prepares students to excel academically, with increased focus on Math and English scores. Research from ACT's seminal study[5] on college readiness found that students' ability to comprehend complex text is the factor that differentiates college-ready readers from their non-ready peers. The study also highlighted the importance of reading across the curriculum, given that of the students not meeting the ACT Reading Benchmark, only 5% met the ACT Science benchmark. In addition, research consistently shows that building student knowledge via informational text is crucial to developing students' literacy ability. Finally, in order to access grade-level, complex texts, students must have repeated exposure and practice with complex text through close reading across content areas that requires reading, speaking, and writing grounded in evidence[6,7,8] .

Given this strong body of research, Tajima educational program positions literacy skills as the gateway skills that position students for success across all content areas. In every course, students are required to analyze complex text, cite textual evidence through discussion and writing and justify their thinking. In Science and Social Studies, students engage in informational texts, such as primary source documents (e.g. US Constitution) or domain-specific texts (e.g. scientific journal article), which demand careful reading and analysis to make meaning. In mathematics, students engage in daily tasks that require solving real-world problems and justifying (orally and through writing) their mathematical thinking. Finally, across all subjects, all students are pushed to carry the cognitive and intellectual thinking required by the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS), as well as the English Language Development (ELD) Standards/Framework[9].

Tajima attests that each pupil in the school will have sufficient instructional materials in each subject area .

---

[5] ACT (2006). Reading between the lines: What the ACT reveals about college readiness in reading. Iowa City, IA

[6] Ericsson, K. A., Krampe, R. T., & Tesch-Römer, C. (1993). The role of deliberate practice in the acquisition of expert performance. Psychological Review, 100(3), 363

[7] Intersegmental Committee of the Academic Senates of the California Community Colleges, the California State University, and the University of California, (2002) Academic literacy: A statement of competencies expected of students entering California's public colleges and universities. Sacramento, CA

[8] Cervetti, G., Jaynes, C., & Hiebert, E. (2009). Increasing opportunities to acquire knowledge through reading. In Reading more, reading better (pp. 79-100). The Guilford Press.

[9] California ELD Framework https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter2.pdf

Each spring, the principal, in consultation with staff, identifies areas of need and orders materials for the following year. Recent studies published by the Center for American Progress, Brown Center on Educational Policy at Brookings Institute, and RAND Corporation[10,11] consistently find that the quality of instructional materials teachers use in the classroom has a measurable impact on student performance. Curriculum materials are selected based on their alignment to the CCSS/NGSS/ELD standards and instructional shifts and materials must prepare students to graduate ready for college.

In alignment to the Tajima's educational program, curriculum materials across content areas provide students with daily assignments that require careful reading of complex text as well as writing and discussion grounded in evidence. In accordance to the CCSS instructional shifts in English Language Arts, a variety of genres and text types are used, with the majority of texts being informational texts. Additionally, across content areas teachers use a number of instructional strategies like multiple reads, text-dependent questions and annotation to ensure all students have access to the material. In mathematics, curriculum materials deeply focus on student mastery of California Common Core State Standards through problem-based lessons. Finally, in every course, teachers carefully align daily objectives, activities and formative assessments to the standards and monitor progress against the standards through our standards-based grading system. While a full list of curriculum materials is found on the next page, the key features and components of our English Language Arts and Mathematics curriculum is summarized below:

Tajima relies on both core instructional materials (digital or hard copy) and supplemental instructional materials (digital or hard copy). Below are lists of all current curriculum materials and resources utilized by the school for each grade level and subject. Programs that have specific tools to support English learners are also indicated.

Digital Content/Resources									
	Subject(s)					Grade Level			
Publisher	Math	English	Science	Social Studies	English Language Development	9	10	11	12
SpringBoard English		X				X	X	X	X
SpringBoard ELD					X	X	X	X	X
CPM Math	X					X	X	X	X
Discovery Science			X			X	X	X	

A target ratio of one computer and/or iPad for every student ensures students adequate access to technology for effective use in student learning, common core and digital classroom instruction, data management, SBAC online state assessments and communication. Classroom teachers are also provided iPads or laptops and use consistent data systems for monitoring student performance, managing grades, and internal school and network communication with other schools.

[10] https://cdn.americanprogress.org/wp-content/uploads/2015/10/06111518/CurriculumMatters-report.pdf
[11] https://www.brookings.edu/wp-content/uploads/2016/06/0410_curriculum_chingos_whitehurst.pdf

Textbooks			
Subject	**Grade(s)**	**Title**	**Publisher**
Common Core English 9-12	9-12	Springboard English Language Arts	College Board
English Language Development 1-4	9-12	Springboard ELD	College Board
English Language Development 1-4	9-12	English 3D	Houghton Mifflin Harcourt
AP English Language	11	The Language of Composition	Bedford St. Martins
Integrated Math 1-3	9-11	College Preparatory Math Integrated Math 1-3	CPM
Precalculus	11-12	College Preparatory Math Precalculus	CPM
AP Calculus	12	Calculus: Graphical, Numerical, Algebraic	Prentice Hall
World History	10	World History: Patterns of Interaction	Holt McDougal
US History	11	America: Pathways to the Present: Modern American History	Prentice Hall
Government	12	Government in America: People, Politics, and Policy	Pearson
Economics	12	Economics	McGraw Hill
The Living Earth	9	Science Techbook	Discovery Education
Chemistry in the Earth System	10	Science Techbook	Discovery Education
Physics of the Universe	11	Science Techbook	Discovery Education
AP Biology	12	Campbell Biology	Pearson
AP Physics	12	College Physics	Addison-Wesley
AP Spanish Language	10-12	Temas	Vista Higher Learning
AP Spanish Literature	11-12	Abriendo Puertas	Holt McDougal
Criminal Justice	9-12	Criminal Justice in America	Cengage
AP Psychology	11-12	Understanding Psychology	McGraw Hill
Art 1	9	College Board Pre-AP Art	College Board
Health and Physical Education	9	Teen Health (Course 1 and 2)	Glencoe

As noted previously, the needs of the school are evaluated each year and core and supplemental curriculum materials and digital resources are adjusted accordingly.

Current Comprehensive Course List

The table below shows all current course offerings for all grades served by Tajima. Those with an asterisk indicate courses which meet A-G and graduation requirements.

Comprehensive Course List								
Subject Area	**9th Grade**		**10th Grade**		**11th Grade**		**12th Grade**	
	1st Semester	***2nd Semester***	***1st Semester***	***2nd Semester***	***1st Semester***	***2nd Semester***	***1st Semester***	***2nd Semester***
English/ Language Arts (4 years required – 40 credits)	*Common Core English 9A	*Common Core English 9B	*Common Core English 10A *CC English Honors 10A	*Common Core English 10B *CC English Honors 10B	*Common Core English 11A *AP English Language and Composition A	*Common Core English 11B *AP English Language and Composition B	*CSU Expository Reading & Writing A *AP English Literature A	*CSU Expository Reading & Writing B *AP English Literature B
English Language Development	*English Language Development 1A *CC High School Success- ELD 9A	*English Language Development 1B *CC High School Success- ELD 9B	*English Language Development 2A *CC High School Success- ELD 10A	*English Language Development 2B *CC High School Success- ELD 10B	*English Language Development 3A *CC High School Success- ELD 11A	*English Language Development 3B *CC High School Success- ELD 11B	*English Language Development 4A *CC High School Success- ELD 12A	*English Language Development 4B *CC High School Success- ELD 12B
Special Education Resource Lab								
Mathematics (3 years required – 30 credits)	*CC Integrated Math 1A *CC Integrated Math 2A	*CC Integrated Math 1B *CC Integrated Math 2B	*CC Integrated Math 2A *CC Integrated Math 3A	*CC Integrated Math 2B *CC Integrated Math 3B	*CC Integrated Math 3A *AP Calculus AB A	*CC Integrated Math 3B *AP Calculus AB B	*Pre-Calculus A *AP Calculus AB A *AP Calculus BC A	*Pre-Calculus B *AP Calculus AB B *AP Calculus BC B
History/Social Science (2 years required – 20 credits)			*World History A *World History Honors A	*World History B *World History Honors B	*US History A *AP US History A	*US History B *AP US History B	*Economics	*US Government *AP Government and Politics United States
Laboratory Science (2 years required - 20 credits; 3 years recommended) May not be offered online unless "wet lab" is offered	*The Living Earth A	*The Living Earth B	*Chemistry in the Earth Systems A	*Chemistry in the Earth Systems B	*Physics of the Universe A *AP Physics 1A	*Physics of the Universe B *AP Physics 1B	*Anatomy & Physiology A *AP Physics 1A *AP Biology A	*Anatomy & Physiology B *AP Physics 1B *AP Biology B
Visual & Performing Arts (1 year required – 10 credits) May not be offered online	*Art 1A	*Art 1B	*Drama A *AP Drawing A *AP 2-D Art and Design A	*Drama B *AP Drawing B *AP 2-D Art and Design B	*Drama A *Play Production A *AP Drawing A *AP 2-D Art and Design A	*Drama B *Play Production B *AP Drawing B *AP 2-D Art and Design B	*Drama A *Play Production A *AP Drawing A *AP 2-D Art and Design A	*Drama B *Play Production B *AP Drawing B *AP 2-D Art and Design B
Health/Physical Education - PE not required (Introduction to Kinesiology offered as a G – see below)								
Language Other Than English (2 years required – 20 credits)	*Spanish 1A *Spanish Native Speakers 1A *Spanish Native Speakers 2A	*Spanish 1B *Spanish Native Speakers 1AB *Spanish Native Speakers 2B	*Spanish 2A *Spanish Native Speakers 2A *AP Spanish Language A	*Spanish 2B *Spanish Native Speakers 2B *AP Spanish Language B	*Spanish Native Speakers 3A *AP Spanish Language A *AP Spanish Literature A	*Spanish Native Speakers 3B *AP Spanish Language B *AP Spanish Literature B	*AP Spanish Language A *AP Spanish Literature A	*AP Spanish Language B *AP Spanish Literature B
Electives & Other Courses/ Areas of Study Required for Graduation/A-G Requirements (1 year Academic Electives required – 10 credits: two semesters @ 5 credits each) Can include an extra year of science, foreign language, mathematics, social science, visual/performing arts	*Leadership A *CC Integrated Math Support 1A* *Physical Education/ Health 9A*	*Leadership B *CC Integrated Math Support 1B* *Physical Education/ Health 9A*	*Leadership A *Criminal Justice A *Yearbook A*	*Leadership B *Criminal Justice B *Yearbook B*	*Leadership A *Criminal Justice A *AP Psychology A *Yearbook A* *Common Core English Support 11A*	*Leadership B *Criminal Justice B *AP Psychology B *Yearbook B* *Common Core English Support 11B*	*Leadership A *Criminal Justice A *AP Psychology A *Introduction to Kinesiology A *Yearbook A*	*Leadership A *Criminal Justice A *AP Psychology A *Introduction to Kinesiology A *Yearbook A*

**Denotes courses that meet A-G and graduation requirements*

Upon enrollment, all students are given a series of diagnostic survey assessments. These indicate student needs in mathematics, language arts, and the student's English Language status. Results of initial diagnostic testing for entering students determine student placement in math and determine students' need for intervention supports. All students have access to the grade level core curriculum, and alternative curriculum when designated in a student's Individualized Education Plan (IEP). Students-at-risk participate in extended learning through after school tutoring or Saturday to provide more time for learning and to accelerate their progress. All students are eligible to take all classes, including Advanced Placement (in grades 9-12). Students who show a continued lack of progress are served as detailed under *Elementary and Secondary Schools Act (ESSA)* and/or the *Meeting the Needs of All Students* section below, depending on individual student needs.

Comprehensive Alliance Course Catalogue with Course Descriptions

ENGLISH LANGUAGE ARTS COURSES

COMMON CORE ENGLISH 9A- 321301
COMMON CORE ENGLISH 9B- 321302
(Year) Freshman
Network-wide UC Approved (B)
Prerequisite: *None*
In CC English 9, scholars develop their reading, writing and communication skills in alignment with CCSS for ELA/Literacy. As readers, scholars read a variety of classic, contemporary and multicultural tests (ex: essays, myths, non-fiction, novels, plays, poems, and short stories) and apply analytic and critical thinking skills to their interpretation. Writing instruction extends scholars' understanding of the writing process in the development of informational and argumentative writing forms. Scholars engage in a variety of speaking and listening activities such as classroom discussions, evaluating point of view, and presenting to the class.

COMMON CORE ENGLISH 10A - 321311
COMMON CORE ENGLISH 10B - 321312
(Year) Sophomore
Network-wide UC Approved (B)
Prerequisite: *None*
Scholars in English 10 build on their CCSS aligned reading, writing, and communication skills. Scholars read broadly and engage in critical analysis and discussion of a variety of literary and informational texts, including world and multicultural texts. As writers, scholars deepen their informational and argumentation and research writing skills when they solidify their understanding of the writing process to produce well-organized and well-supported writing projects that address a clear target audience. Scholars further refine their speaking and listening skills through classroom discourse, collaborative projects, and presentations.

COMMON CORE ENGLISH 11A- 321321
COMMON CORE ENGLISH 11B- 321322
(Year) Junior
Network-wide UC Approved (B)
Prerequisite: *None*
English 11 scholars read widely from foundational and contemporary works of American literature, as well as nonfiction texts of historical or literary significance. (ex: essays, poetry, short stories, novels, historic speeches, and other informational texts). As scholars explore trends and traditions in American literature, analytical reading instruction will extend scholars' understanding of literary

devices, elements, and language. Scholars continue to write in a variety of styles – informational and argumentative – with greater sophistication, as well as engage in effective discourse, collaboration, and reflection on learning. English 11 provides scholars with the final preparations for Smarter Balanced and additional college-readiness assessments.

COMMON CORE ENGLISH 12A - 321331
COMMON CORE ENGLISH 12B - 321332
(Year) Senior
Network-wide UC Approved (B)
Prerequisite: *None*
College-ready scholars in English 12 continue to build upon their knowledge of language and literature with continued practice critically reading classic and contemporary texts with universal and timeless themes. From medieval classics to essays that reflect current public discourse, scholars immerse themselves in the issues and conversations that have stood the test of time. Additionally, scholars push themselves to write clearer, more polished writings in a variety of modes and for a variety of audiences. English 12 provides scholars with the final preparations for their continued success in college-level English coursework and beyond.

AP ENGLISH LANGUAGE & COMPOSITION A - 230125
AP ENGLISH LANGUAGE & COMPOSITION B - 230126
(Year) Junior & Senior
Network-wide UC Approved (B)
An AP English Language and Composition course cultivates the reading and writing skills that scholars need for college success and for intellectually responsible civic engagement. The course guides scholars in becoming curious, critical, and responsive readers of diverse texts, and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing scholars do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations. The course cultivates the rhetorical understanding and use of written language by directing scholars' attention to writer/reader interactions in their reading and writing of various formal and informal genres (e.g., memos, letters, advertisements, political satires, personal narratives, scientific arguments, cultural critiques, research reports).

Reading and writing activities in the course also deepen scholars' knowledge and control of formal conventions of written language (e.g., vocabulary, diction, syntax, spelling, punctuation, paragraphing, genre). The course helps scholars understand that formal conventions of the English language in its many written and spoken dialects are historically, culturally, and socially produced; that the use of these conventions may intentionally or unintentionally contribute to the effectiveness or ineffectiveness of a piece of writing in a particular rhetorical context; and that a particular set of language conventions defines Standard Written English, the preferred dialect for academic discourse.

ENGLISH LANGUAGE DEVELOPMENT COURSES

ENGLISH LANGUAGE DEVELOPMENT 1A – 230153
ENGLISH LANGUAGE DEVELOPMENT 1B – 230154
(Year) Freshman, Sophomore, Junior, Senior
Network-wide UC Approved (B)
Prerequisite: *Scholars who take ELD I have been identified as speaking a primary or home language other than English. Determination of placement will be based on results from the*

ELPAC, and local assessments, class work, teacher input, years enrolled in U.S. schools, and foreign transcripts.

This course provides instruction designed specifically for English learners to develop their listening, speaking, reading and writing skills in English. This course introduces scholars to basic structures and vocabulary of the English language. Scholars learn strategies in order to advance their reading, listening, and pronunciation skills. They expand oral comprehensibility and write complete sentences, a standard paragraph, and short content-based essays. They utilize level-appropriate conventions of grammar and punctuation with a minimum of errors.

ENGLISH LANGUAGE DEVELOPMENT 2A – 230155
ENGLISH LANGUAGE DEVELOPMENT 2B – 230156
(Year) Freshman, Sophomore, Junior, Senior
Network-wide UC Approved (B)
Prerequisite: *Scholars who take ELD II have been identified as speaking a primary or home language other than English. Determination of placement will be based on results from the ELPAC, and local assessments, class*
work, teacher input, years enrolled in U.S. schools, and foreign transcripts.

This course provides instruction designed specifically for English learners to develop their listening, speaking, reading and writing skills in English. English language learners discover how to use and extend their vocabulary, grammar, and communication skills. It focuses on syntax, continued vocabulary development, reading, listening comprehension, speaking and pronunciation skills, and writing multiple-paragraph compositions that demonstrate organization of ideas, use of a thesis statement, and supportive elements. Intensive grammar instruction that supports academic writing skills is emphasized. This course contributes to skills needed in mainstream classes.

ENGLISH LANGUAGE DEVELOPMENT 3A - 230157
ENGLISH LANGUAGE DEVELOPMENT 3B – 230158
(Year) Freshman, Sophomore, Junior, Senior
Network-wide UC Approved (B)
Prerequisite: *Scholars who take ELD III have been identified as speaking a primary or home language other than English. Determination of placement will be based on results from the ELPAC, and local assessments, class*

This course provides instruction designed specifically for English learners to develop their listening, speaking, reading and writing skills in English delivered through research-based instructional strategies appropriate for English learners in the intermediate level of language proficiency. The scholar learning and performance goals for the course are based on the California ELD Standards for grades 9-12. Emphasis is placed on the reading and writing processes and scholars learn the distinctions among the various reading and writing genres. Scholars communicate ideas and information orally and in writing with increased confidence and for different audiences and purposes. Instruction continues to assist scholars in developing appropriate academic language and learning strategies. Scholars continue to explore bilingual/bicultural career opportunities.

ENGLISH LANGUAGE DEVELOPMENT 4A – 230159
ENGLISH LANGUAGE DEVELOPMENT 4B - 230160
(Year) Freshman, Sophomore, Junior, Senior
Network-wide UC Approved (B)
Prerequisite: *Scholars who take ELD IV have been identified as speaking a primary or home language other than English. Determination of placement will be based on results from the*

ELPAC, and local assessments, class work, teacher input, years enrolled in U.S. schools, and foreign transcripts.

This course provides instruction designed specifically for English learners to develop their listening, speaking, reading and writing skills in English delivered through research-based instructional strategies appropriate for English learners. The scholar learning and performance goals for the course are based on the California ELD Standards for grades 9-12. This course is designed to engage English learners in higher-level speaking, reading, writing, listening, and evaluating exercises using a variety of reading in essays, novels, short stories, drama and expository genres.

MATH COURSES

AP CALCULUS AB –A - 310701
AP CALCULUS AB –B - 310702
(Year) Junior, Senior
Network-wide UC Approved (C)
Prerequisite*: Pre-Calculus Honors with a minimum of a "C" average.*
This class is the beginning of calculus. Topics covered include functions, limits, continuity, and differentiation rules for elementary functions, trig functions, logarithmic and exponential functions. Applications of the derivative are covered extensively. An introduction to the definite integral and integration are also included.

PRE-CALCULUS A- 310505
PRE-CALCULUS B- 310506
(Year) Sophomore, Junior, Senior
Network-wide UC Approved (C)
Pre-Calculus Non-Honors begins the year with an in-depth review of some of the topics of Algebra II such as: conic sections, exponential and logarithmic functions, sequences and series, statistics and probability, and matrices and determinants. Vectors, polar and parametric equations, and limits are also introduced. The second semester studies Trigonometry including triangle trigonometry, trigonometric graphs and identities, and trigonometric applications. This course is designed for those scholars who will be taking Calculus in college.

COMMON CORE INTEGRATED MATH 1A - 324255
COMMON CORE INTEGRATED MATH 1B - 324256
(Year) Freshman
Network-wide UC approved (C)
Prerequisite*: Successful completion of Common Core 8 or Honors Common Core Math 7 (accelerated course)*
Integrated Math 1 is the first of a sequence of three courses from Integrated Math 1, 2, and 3. The first half of the course focuses on functions, algebra, and the number system. It uses functions as models of real situations and spends most of the time on linear functions, linear equations, and linear inequalities. The second half of the course is focused on Geometry: defining and constructing geometric constructs, using rigid motions to develop proofs of congruence and other geometric properties, and using geometric shapes to model natural objects. The second half also includes Statistics: scholars summarize, represent, and interpret various types of data.

COMMON CORE INTEGRATED MATH 2A - 324265
COMMON CORE INTEGRATED MATH 2B - 324266
(Year) Sophomore
Network-wide UC approved (C)

***Prerequisite**: Successful completion of Common Core Integrated Math 1*
Integrated Math 2 is the second of a sequence of three courses: Integrated Math 1, 2, and 3. The first half of the course explores algebraic representations of geometric figures and quadratic functions and equations, including complex numbers. It uses quadratic functions as models of real situations and explores graphs, functions, and equations. The second half of the course focuses on similarity, exponential functions, probability, and geometric models.

COMMON CORE INTEGRATED MATH 3A - 324275
COMMON CORE INTEGRATED MATH 3B - 324276
(Year) Junior
Network-wide UC approved (C)
***Prerequisite**: Successful completion of Common Core Integrated Math 2*
Integrated Math 3 is the third of a sequence of three courses, Integrated Math 1, 2, and 3. The first half of the course extends previous work with geometry to circular objects and trigonometry. It uses trigonometric functions as models of real situations and explores them as graphs, functions, and equations. The second half of the course focuses on volume, general principles about polynomials and rational expressions, functions, and making conclusions about a population from sample data.

HISTORY/SOCIAL SCIENCE COURSES

WORLD HISTORY A -370127
WORLD HISTORY B - 370128
(Year) Freshman, Sophomore
Network-wide UC Approved (A)
Scholars study major turning points that shaped the modern world, from the late 18th century through the present. Scholars trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues. Scholars will develop an understanding of current world issues and relate them to historical, geographic, political, economic, and cultural contexts. Assignments focus on historical methods and critical thinking skills by analyzing a variety of primary resource documents, visuals, artifacts, and maps.

UNITED STATES HISTORY A - 370129
UNITED STATES HISTORY B - 370130
(Year) Junior
Network-wide UC Approved (A)
This course traces the development of the United States from the Spanish American War to the present. Scholars will review the significant factors responsible for the emergence of the United States as a major world leader.

SOCIAL SCIENCE ELECTIVES

ECONOMICS - 370905
(Semester) Senior
Network-wide UC Approved (G)
Scholars study fundamental economic concepts such as scarcity, opportunity costs and trade-offs, productivity, economic systems, economic institutions and incentives. The course will also include such microeconomics concepts as market and prices, supply and demand, competition and market structure, income distribution and the role of government. Macroeconomics concepts include international trade, unemployment, inflation and deflation, and fiscal and monetary policy.

AP PSYCHOLOGY A- 370417
AP PSYCHOLOGY B- 370418
(Year) Junior, Senior
Network-wide UC Approved (G)
AP Psychology is designed to introduce scholars to the systematic and scientific study of behavior and mental processes of human beings and other animals. Scholars are exposed to the psychological facts, principals, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

CRIMINAL JUSTICE A - 370805
CRIMINAL JUSTICE B - 370806
(Year) Junior, Senior
Network-wide UC Approved (G)
Prerequisites: *English 9, English 10*
This class examines the criminal justice system in the United States. It focuses on three basic areas: police, courts, and corrections. Scholars will look at the juvenile justice system as it relates to Los Angeles. Through discussions, simulations, and projects, we will explore how people, especially young people, end up in the "system," and how everything from family to jobs promote or take away from our ability to live successful lives. As a class, scholars will then make suggestions as to what they can do so that they are less drawn to crime, and how they can help reform those who desperately need a new vision for life.

SCIENCE COURSES

THE LIVING EARTH A - 361313
THE LIVING EARTH B - 361314
(Year) Freshman, Sophomore
Network-wide UC Approved (D)
Prerequisite*: None*
This course replaces Biology A&B. The sequence presented here spirals in scale, starting with ecosystems as a whole (looking at both living and nonliving components), progressing into connections within ecosystems describing the cycling of matter in two important life processes photosynthesis and respiration while also emphasizing the nonliving parts of these cycles. Then the course moves into evolution (where evidence is based in both living and non-living systems) and then links evolution to the study of heredity. From there the course zooms in more (progressing to smaller scales) on what defines characteristics of life from the cell to multicellular organisms. The course ends by coming back full circle to ecosystems and the impacts that humans have on them especially in relationship to climate change. A culminating project for this course should present a synthesis of how life on Earth is dependent on both biotic and abiotic factors.

CHEMISTRY IN EARTH SYSTEMS A - 361411
CHEMISTRY IN EARTH SYSTEMS B - 361412
(Year) Freshman, Sophomore, Junior, Senior
Network-wide UC Approved (D)
Prerequisite*: Completion of Integrated Math with "C" or higher in both semesters ("B" or higher is recommended)*
The sequence of this course is based on a specific storyline about climate change with a tangible example of combustion and food calorimetry. The combustion of fossil fuels and release of heat, carbon dioxide, and water is a fundamental thread that ties together most of the sections of the

course and ensures that chemistry concepts are able to be placed in the context of Earth's systems. In the end, scholars will have explored the fundamentals of chemistry and essential roles that these processes play in Earth's solid geosphere, its liquid hydrosphere, and its gaseous atmosphere.

PHYSICS OF THE UNIVERSE A - 361513
PHYSICS OF THE UNIVERSE B - 361514
(Year) 9-12
Network-wide UC Approved (D)
***Corequisite**: Integrated Mathematics 1*
This course is about discovering the laws and mysteries of the physical world. This class provides the framework to understand everyday phenomena through hands-on activities, model building and experimentation. The course of study includes: Newtonian mechanics (motion, conservation of energy and momentum, forces and motion) waves, vibrations, sound, electrostatics, magnetism, heat and light (reflection, refraction, diffraction and interference). This course emphasizes the Next Generation Science Standards and combines the traditional physics principles with earth and space concepts. The laboratory work will provide scholars with sound laboratory techniques and engineering practices to ensure that scholars develop reasoning power and the ability to apply physics principles to their course work in preparation for their college experiences.

AP BIOLOGY A - 360707
AP BIOLOGY B- 360708
(Year) Junior, Senior
Network-wide UC Approved (D)
***Prerequisite**: Completion of Biology with a minimum of a "B" in both semesters; Completion of Chemistry highly recommended.*
AP Biology is designed to be equivalent to a first year college-level general biology course. Scholars will study materials presented in a rigorous, biochemical oriented introductory college biology course. Required laboratory experiments are part of the course. Scholars are expected to be independent learners and to devote extensive studying beyond the basic concepts. Details of molecules, Chemistry, cells, genetics, evolution, organisms and populations are included in this course. Scholars will be prepared to take the Advanced Placement Biology exam in May.

AP PHYSICS 1A - 361507
AP PHYSICS 1B - 361508
(Year) 11-12
Network-wide UC Approved (D)
***Prerequisite**: Integrated Math II (Prerequisite)*
Integrated Math III (Corequisite)
AP Physics 1 is structured around the "big ideas" of physics, which encompass core scientific principles, theories, and processes of the discipline. The framework encourages instruction that allows scholars to make connections across domains through a broader way of thinking about the physical world. Big ideas cut across the traditional physics principles and are supported with enduring understandings, which incorporate the core concepts that scholars should retain from their learning experiences. Scholars will cultivate their understanding of physics and science practices as they explore the following topics: kinematics, dynamics, circular motion and universal gravitation, simple harmonic motion, linear momentum, energy and conservation of energy, rotational motion, mechanical waves, electrostatics, and DC circuitry. Laboratory work is a key component of the course, with an emphasis on inquiry-based investigations that provide scholars

with opportunities to demonstrate the foundational physics principles and apply all seven science practices defined in the curriculum framework.

WORLD LANGUAGES

AP SPANISH LANGUAGE & CULTURE A - 256023
AP SPANISH LANGUAGE & CULTURE B - 256024
(Year) Senior or others with instructor's approval
Network-wide UC Approved (E)
Prerequisite: Instructor's approval
The AP Spanish Language course should help prepare scholars to demonstrate their level of Spanish proficiency across three communicative modes (Interpersonal [Interactive communication], Interpretive [receptive communication], and Presentational [productive communication]), and the five goal areas outlined in the Standards for Foreign Language Learning in the 21st Century (Communication, Cultures, Connections, Comparisons and Communities). The course is equivalent to an intermediate level college course in Spanish. Students cultivate their understanding of Spanish language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges.

SPANISH LITERATURE HONORS A - 256019
SPANISH LITERATURE HONORS B - 256020
(Year) Juniors, Senior or others with instructor's approval
Network-wide UC Approved (E)
Prerequisite: *Successful completion of Spanish 3 (on instructor's approval)*
This course gives scholars an understanding of Spanish literature of the XIV-XX centuries. Part of that understanding is rooted in the learning of the historical and social context of each piece. Scholars will understand each piece of literature holds a positive and negative critique from a reader's point of view. It is the responsibility of each scholar to be able to understand analyze and explain each critique of the literature pieces read in class.

VISUAL & PERFORMING ART COURSES

ART 1A - 200105
ART 1B - 200106
(Year) Freshman, Sophomore, Junior, Senior
Network-wide UC Approved (F)
Prerequisite: *None*
This course provides instruction in two and three-dimensional art forms. Scholars will be given the opportunity to develop their skills in drawing, painting and perspective through practice. Scholars will have exposure to various artists and cultures. Design will be investigated through problem solving activities such as printmaking, sculpture and paper-mache. This course is designed to accommodate beginning and experienced art scholars.

PHYSICAL EDUCATION

PHYSICAL EDUCATION/HEALTH 9A - 330117
(Fall Semester) Freshmen
NOT UC APPROVED
Prerequisite: *None*

In addition to the Physical Education 9A course, scholars will have health lessons using the book *Lifetime Health* published by Holt. In the scholars' health lessons, scholars will analyze their health and well being in regards to fitness, disease, abuse, prevention and awareness, communication, family and environmental health. Scholars will have an opportunity to personalize assignments in order to reflect and develop plans that will foster health habits.

Innovative Curricular Components of the Educational Program

In addition to the description provided in the section "Integrated and Instructional Technology", we are proud of the innovative components we have developed to align to our theme of college readiness:

Tajima has implemented a comprehensive system that supports exceptional teaching and learning experiences for all scholars. These systems begin with the process of teachers internalizing curricular resources and scripting out execution moves, a process we refer to as intellectual preparation. It is a thorough planning process that takes high quality curriculum resources and provides space for teachers to intellectually prepare for teaching lessons by internalizing the key moves of the lesson. Teachers begin this process by unpacking standards to ensure instruction is aligned to rigorous expectations before completing all student tasks from the perspective of a student, completing exemplary responses and identifying key look-fors during the lesson that will reveal whether students are succeeding or struggling. Teachers also design scaffolds and support to use when monitoring reveals that students are struggling. This intellectual preparation process is done in a collaborative space with department peers, and led by a content specific instructional leader coach, ensuring that teachers design lessons that are both rigorous and differentiated to support the needs of all scholars. This departmental collaboration space was built into the schedule each day and is at the core of our high quality instructional program.

A second element of our instructional systems at Tajima is a regular process of coaching and feedback. Specifically, the effectiveness of teaching and learning in our classrooms is monitored through a regular observation and feedback cycle that incorporates student data analysis. This year we have six Instructional Leader (IL) coaches who have been trained to conduct regular observation feedback cycles with assigned teachers. These cycles span a 3-week period, beginning with a video-taped observation in week one, continuing with a one-on-one debrief in week two, and ending with a one-on-one practice session between coach and teacher. In the debrief session, student exit ticket data from the observation is analyzed to identify a high leverage student gap that prevented mastery for students. This student performance gap is then connected to teacher planning and execution to name a teacher action step. This action step is then practiced in the third week practice session. This cycle is designed to ensure that teachers are teaching strong lessons and that students are learning what is being taught, and it is predicated on the belief that strong instruction is the most essential aspect of student learning.

This reflective data analysis process ultimately informs planning at the unit level as well. Each quarter, the entire staff takes two days to engage in detailed analysis of interim assessment performance, identifying student gaps and integrating re-teach plans into upcoming lesson cycles. These quarterly step backs provide necessary space for teachers to work within and across departments to make necessary adjustments to their instruction in order to meet student needs.

These systems for supporting teachers in delivering a high quality classroom learning experience work in tandem with supports for students' social emotional needs. We have continued to give more attention and energy each year as a school to refining systems for identifying student needs and meeting them with both on site services and off-site referrals when available. Tajima has always been known in the community as a supportive environment

for all students, and this year we our working to codify these values in consistent systems that can be replicated year after year.

Instructional Methods and Strategies

Students learn best when there are rigorous standards based curriculum where students lead the cognitive thinking of challenging content that builds strong learning habits and life skills; when students enthusiastically read, write, analyze, discuss, research, experiment and solve challenging problems; when students participate in robust scholar to scholar academic discussions that deepen their understanding of challenging content; when students employ a variety of tools and strategies, including technology, to accelerate their learning, build skills and obtain feedback on their performance.

Instructional methods and strategies include, but are not limited to, students engage in close reading of complex texts across a variety of genres, apply mathematical concepts to real world problems, and conduct laboratory experiments that deepen their understanding of a scientific phenomenon. All academic experiences build the skills and knowledge students need to be successful in college and beyond.

Implementation of Common Core State Standards

Tajima has fully implemented Common Core State Standards, using CCSS-aligned curriculum. Next Generation Science Standards are being implemented in science and the Social Studies/History, Science & Technical Studies Common Core literacy standards are integrated into science and history/social science courses. In addition, the ELD standards are integrated throughout all content area instruction. The instructional methodologies, curriculum, and instructional materials have been chosen as they align with the CCSS and are designed to ensure student mastery of the standards.

Tajima is focused on deepening teachers' understanding of the expectations of CCSS and NGSS through ongoing professional support in instructional planning, interim data analysis and feedback on instructional practice. New teachers to the school also receive professional development on the CCSS and NGSS standards and instructional shifts as part of their onboarding.

Integrated and Instructional Technology

To be successful, productive citizens in a 21st century economy, students must attain technology literacy and fluency.

We define technology literacy as the ability to responsibly, creatively and effectively use appropriate technology to communicate; access, collect, manage, integrate and evaluate information; solve problems and create solutions; build and share knowledge; and improve and enhance learning in all subject areas and experiences. Technology Fluency is demonstrated when students: apply technology to real-world experiences; adapt to changing technologies; modify current and create new technologies; and personalize technology to meet personal needs, interests and learning style.

To reach these goals, students have access to one tablet and/or laptop (all SBAC-ready) to ensure adequate access to technology for effective use in student learning. Students use technology regularly to access research online, develop standards-based multimedia projects and presentations, and access instructional materials and assignments. Students also access instructional technology to receive personalized support that best meets their individual learning

needs.[12] Alliance interim assessments are also designed to help prepare students to take SBAC online assessments.

All classroom teachers are provided a computing device and use Alliance-wide data systems for managing grades, student performance data, and internal school and network communication with other schools.

Alliance Ted K. Tajima High Graduation Requirements

Tajima's graduation requirements are in alignment with the University of California (UC) and California State University (CSU) "A-G" minimum undergraduate admission requirements (see table below). Our high school program and course schedule is designed to enable all students to meet graduation requirements, "A-G" minimum undergraduate admission requirements, and the CDE's College/Career Indicator within four years.

A-G REQUIREMENTS	
Subject	**Requirements**
(A) History-Social Science	1 year of U.S. History 1 year of World History
(B) English Language Arts	4 years of college preparatory English
(C) Mathematics	3 years of college preparatory Mathematics (Integrated Math 1, Integrated Math 2, Integrated Math 3, Pre-Calculus, Calculus or Statistics); 4 years recommended.
(D) Science	2 years of Science, one physical and one biological; 3 years strongly recommended
(E) Language other than English	2 years of the same language other than English
(F) Visual and Performing Arts	1 year chosen from dance, music, theater or the visual arts
(G) College Preparatory Elective	1 year of additional academic electives (*e.g.*, ELA/math intervention, third year of science or foreign language, fourth year of math, social science, advanced visual or civics and performing arts)

Alliance Ted K. Tajima High Graduation Requirements:

- Course Requirements
- Passage of A-G Course Requirements as stated here and in the chart below.
- Scholars pass all courses, including elective and non-A-G courses, with a grade of C or higher (basic proficiency).
- Scholars must complete 11 out of 15 A-G courses by the end of 11th grade (with a letter grade of C or better) to meet minimum UC admissions requirements.
- In addition to the A-G history/social science courses, it is a California State graduation requirement that all scholars must complete one semester in American Government & Civics and one semester in Economics. Alliance high schools have determined that these courses must also be A-G approved.

[12] *US Department of Education, Evaluation of Evidence-Based Practices in Online Learning, 2010*

- Scholars pass two years of Physical Education to meet the California State graduation requirements, unless the pupil has been exempted pursuant to the provisions of Education Code Section 51241.
- At the discretion of the principal, Alliance high schools may require scholars to complete community service requirements in order to participate in graduation activities.

Our mission is that all high school students will pass all A-G and elective courses with a grade of C or better to graduate in 4 years with a minimum of 230 credits. To best serve students who are not on track to meet these goals, the following supports are provided:

- Online Credit Recovery which is offered after school and in summer session.
- Tutoring After School or Saturdays

These supports are provided for all students in need including all subgroups and students transferring into the school. Students that transfer into the school after the start of freshman year work closely with their counselor to ensure that any needed classes are made up either in their regular schedule, after school, or in summer session. Individual graduation checks are done with each student at least once a semester.

Students who are still unsuccessful in meeting the 230 credit "A-G" high school graduation requirement by the end of the summer following their 4th year, are welcomed to attend a 5th year.
In addition to our instructional program fully meeting the A-G high school graduation requirements, the program provides students with the instructional opportunities necessary to meet the California Department of Education's College and Career indicator at the Prepared level. English and Mathematics courses in 9th, 10th and 11th grades are tightly aligned to the Common Core State Standards and our interim assessment system is built in alignment to the Smarter Balanced assessment blueprint and item specifications. Our interims provide data throughout the year on students' mastery of the Common Core State Standards so we can carefully monitor and adjust instruction to ensure students meet the expectations of Smarter Balanced Assessments in 11th grade.

Finally, Tajima strives to prepare students to take and pass Advanced Placement courses during their high school careers in preparation for college. All AP teachers have been certified to teach the course and use curricula that meets the needs of their students.

Western Association of Schools and Colleges (WASC) Accreditation

Alliance Ted K. Tajima High is fully accredited by the Western Association of Schools.

The school will work to complete periodic evaluation and improvement of our program and school-wide action plan, in alignment with our LCAP, through the WASC-required self-study, mid-cycle progress reports, as well as WASC on-site visits to ensure accreditation is maintained for subsequent graduating classes with support from the Alliance Home Office.

The school oversees the accreditation process including the development of their self-study and interim progress reports with support from the Alliance Home Office.

Transferability of Courses

All A-G courses are transferable to other public schools and meet the rigorous requirements for admission to California state university systems. Parents receive notification of course transferability in student recruitment and student enrollment materials, which are available in both English and Spanish.

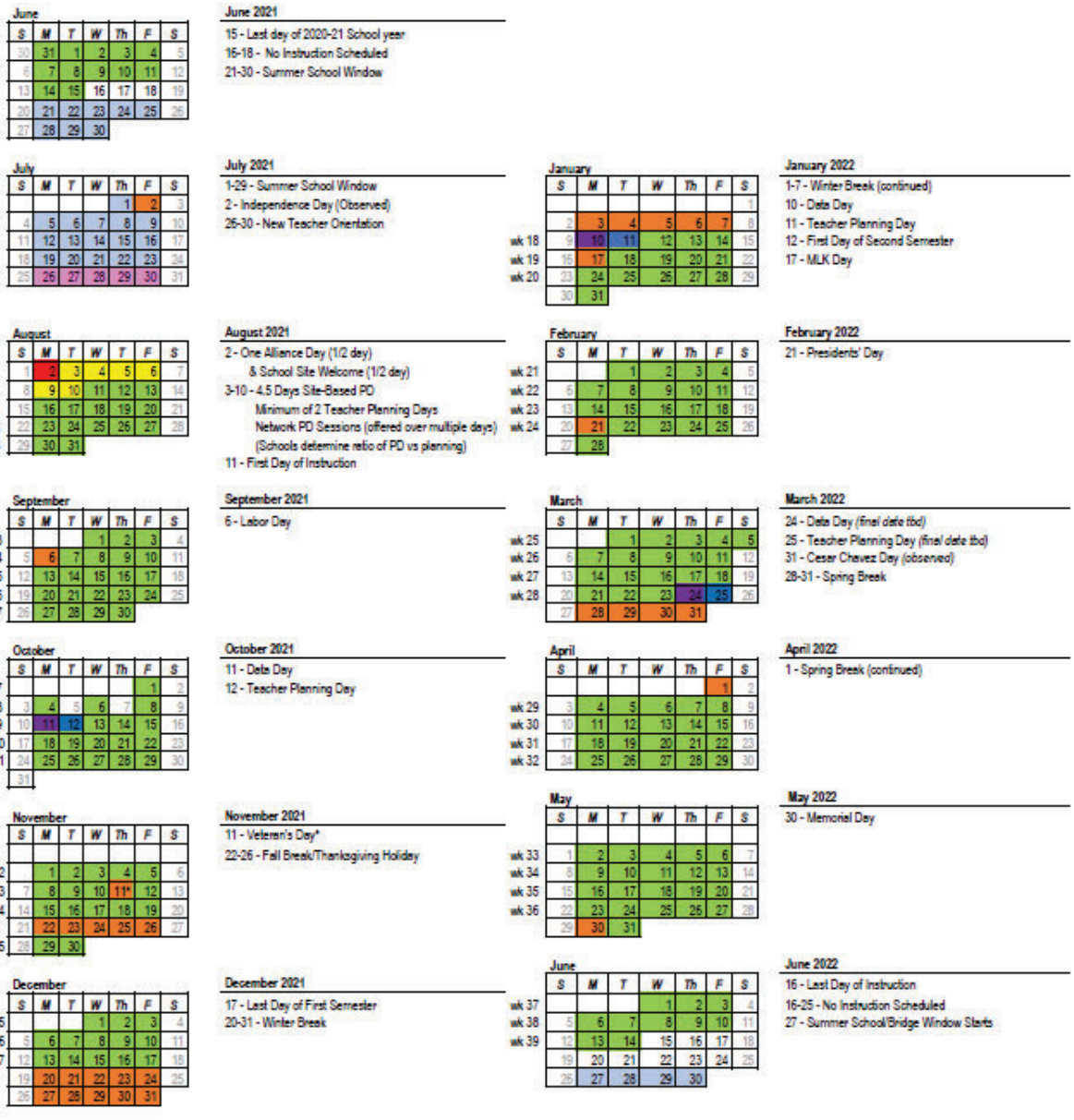
Also, transferability and rigor of courses can be found in the Scholar/Parent Handbook. Tajima college counselors also work closely with students and families to ensure that they are well aware of requirements and where each child stands in relation to those requirements. This is done at least once a semester with students and at least once a semester with students and parents combined if a student is not currently on track to graduate. Additionally graduation requirements are included in the Scholar-Parent Handbook.

Academic Calendar

The calendar below is a draft of the 2021-22 academic calendar. The calendar provided here will be revised based on input from various stakeholder groups and subject to Board approval.

ALLIANCE
College-Ready Public Schools

Draft Academic Calendar 2021-22



Bell Schedules
The following bell schedules will be in place for the 2020-21 school year.

Regular Day

Mondays/Thursdays (Odd Periods) Tuesdays/Fridays (Even Periods)	Start and End Times	Instructional Minutes
1/2	8:00am - 9:40am	100
3/4	10:00am - 11:45am	100
5/6	12:20pm - 2:00pm	100
Advisory	2:05pm - 2:38pm	33
7	2:43pm - 3:45pm	62

Early Dismissal Day

Wednesdays	Start and End Times	Instructional Minutes
1	8:00am - 8:48am	48
2	8:53am - 9:41am	48
3	9:46am - 10:34am	48
4	10:39am - 11:27am	48
5	12:04pm - 12:52pm	48
6	12:57pm - 1:45pm	48

Bell Schedules
The following bell schedules will be in place for the 2020-21 school year.

Regular Day

Mondays-Wednesday	Start and End Times	Instructional Minutes
First Period of the Day (varies)	8:00am - 9:28am	88
Second Period of the Day (varies)	9:47am - 11:15am	88
Advisory	11:18am - 11:43am	25
Third Period of the Day (varies)	12:16pm - 1:44pm	88
Fourth Period of the Day (varies)	1:47pm - 3:15pm	88

Thursday (Extended Advisory)

Thursday	Start and End Times	Instructional Minutes
First Period of the Day (6)	8:00am - 9:28am	88
Second Period of the Day (7)	9:47am - 11:15am	88
Advisory	11:18am - 12:09pm	51
Third Period of the Day (1)	12:42pm - 1:57pm	75

Fourth Period of the Day (2)	2:00pm - 3:15pm	75

Friday (No Advisory)

Friday	Start and End Times	Instructional Minutes
First Period of the Day (3)	8:00am - 9:15am	75
Second Period of the Day (4)	9:36am - 10:51am	75
Third Period of the Day (5)	10:54am - 12:09pm	75
Fourth Period of the Day (6)	12:42pm - 1:57pm	75
Fifth Period of the Day (7)	2:00pm - 3:15pm	75

Sample Daily Student Course Schedules

6 periods per week: Monday/Thursday (odd periods); Tuesday/Friday (even periods); Wednesday/early dismissal/minimum day (all periods)

9th Grade

Advisory	Advisory 9
Period 1 / 2	Art 1 (or ELD as required) | The Living Earth
Period 3 / 4	Physical Education/ Health 9 | Common Core English 9
Period 5 / 6	CC Integrated Math 1 | Spanish Native Speakers 1

10th Grade

Advisory	Advisory 10
Period 1 / 2	Spanish Native Speakers 2 | World History
Period 3 / 4	Common Core English 10 | Drama (or ELD as required)
Period 5 / 6	CC Integrated Math 2 | Chemistry in the Earth Systems

11th Grade

Advisory	Advisory 11
Period 1 / 2	AP Spanish Language | CC Integrated Math 3
Period 3 / 4	AP United States History | AP Psychology (or ELD as required)
Period 5 / 6	AP English Language and Composition | Physics of the Universe

12th Grade

Advisory	Advisory 12
Period 1 / 2	Anatomy and Physiology (or ELD as required) | AP Psychology
Period 3 / 4	Pre-Calculus | AP Spanish Literature
Period 5 / 6	AP English Literature and Composition | Economics

Instructional Days and Minutes Calculator

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	No	0	0	0	0	0	0	0	0	0	36000	0	-36000
1	No	0	0	0	0	0	0	0	0	0	50400	0	-50400
2	No	0	0	0	0	0	0	0	0	0	50400	0	-50400
3	No	0	0	0	0	0	0	0	0	0	50400	0	-50400
4	No	0	0	0	0	0	0	0	0	0	54000	0	-54000
5	No	0	0	0	0	0	0	0	0	0	54000	0	-54000
6	No	0	0	0	0	0	0	0	0	0	54000	0	-54000
7	No	0	0	0	0	0	0	0	0	0	54000	0	-54000
8	No	0	0	0	0	0	0	0	0	0	54000	0	-54000
9	Yes	144	377	39	375	0	240	0	0	183	64800	68913	4113
10	Yes	144	377	39	375	0	240	0	0	183	64800	68913	4113
11	Yes	144	377	39	375	0	240	0	0	183	64800	68913	4113
12	Yes	144	377	39	375	0	240	0	0	183	64800	68913	4113

Professional Development

Teacher Recruitment

Students learn best with teachers who are knowledgeable of their subject field and are well trained to deliver rigorous instruction and attend to the diverse needs of each student as an individual. Tajima, led by the principal, recruits highly qualified new and experienced credentialed teachers who demonstrate satisfactory progress toward full certification, fully meet the Every Student Succeeds Act (ESSA) criteria, and are committed to the school's key program elements and beliefs. Recruitment of qualified candidates begins in November and is conducted via partnership with teacher pipeline programs; partnerships with university and non-university teacher pipeline programs; use of relevant online tools such as EdJoin and social media; and referrals from current staff within the school/Alliance. Applicants are carefully assessed through a rigorous selection process conducted by both the Alliance Staffing Team and school administrators. Once selected, teachers participate in New Teacher Orientation before the opening of school and professional development throughout the school year.

Ongoing Professional Development

During school level professional development, teachers are supported by their principal and the school's instructional leadership team to develop their practice. Professional development agendas include content-based sessions, site-based sessions, and a variety of instructional workshops designed to address needs evidenced by data.

In addition, Alliance-wide PD events and supplementary trainings provide targeted supports in a variety of ways. Below is a sample of current professional development opportunities available to teachers. These opportunities are subject to change as, in order to be most effective, professional development must be adaptable to address the needs of teachers and students.

> ***Alliance-wide One Alliance Day & Strong Start –*** *Held prior to the start of the school year, professional learning for staff includes site-based and network-led sessions. Topics may include:*

- Data-driven instruction
- Workshops focused on Social Emotional Learning and Trauma-Informed, Resilience-Focused Learning
- Sharing research, resources and best practices
- Effective strategies to meet individual student needs

Alliance-wide Data & Planning Days – *Held immediately following each interim assessment window, these days offer an opportunity for teachers and leaders to deeply analyze interim data and plan for future instruction. Data days are held network-wide and/or at school-sites. During Data Days, teachers and leaders:*

- Analyze student performance and student work
- Create an action plan to address student performance data
- Adjust future unit and lesson plans to better meet the needs of students

Ongoing School Site PD Sessions *– Regular, targeted and relevant professional development is led by the school principal and site-based leadership team on the designated Professional Development Early Dismissal Day. The draft professional development calendar below serves as a sample of topics to be covered:*

Professional Development Calendar 2021-22

FALL SEMESTER	
Month	**Topic**
August	• School Year Strong Start Topics • Grade Level Collaboration on Student Interventions • Department Intellectual Preparation Meetings • Departmental Coach Supported Data Analysis • Differentiated Scholar Support Planning (SWD, EL, Most Vulnerable (MV) Students)
September	• Instructional Deep Dive on Weekly Lesson Launch • School Culture Building • Grade Level Collaboration on Student Interventions • Department Intellectual Preparation Meetings • Departmental Coach Supported Data Analysis • Differentiated Scholar Support Planning (SWD, EL, MV Students)
October	• Instructional Deep Dive on Conducting Student Seminars • Quarterly Step Back and Data Analysis • Grade Level Collaboration on Student Interventions • Department Intellectual Preparation Meetings • Departmental Coach Supported Data Analysis • Differentiated Scholar Support Planning (SWD, EL, MV Students)
November	• Instructional Deep Dive on Effective Practice and Assessment • School Culture Building • Grade Level Collaboration on Student Interventions • Department Intellectual Preparation Meetings • Departmental Coach Supported Data Analysis • Differentiated Scholar Support Planning (SWD, EL, MV Students)
December	• End of Semester Reflection and Celebration • Grade Level Collaboration on Student Interventions • Department Intellectual Preparation Meetings • Departmental Coach Supported Data Analysis

	● Differentiated Scholar Support Planning (SWD, EL, MV Students)
SPRING SEMESTER	
Month	**Topic**
January	● Quarterly Step Back and Data Analysis ● Grade Level Collaboration on Student Interventions ● Department Intellectual Preparation Meetings ● Departmental Coach Supported Data Analysis ● Differentiated Scholar Support Planning (SWD, EL, MV Students)
February	● Instruction Deep Dive: Phase 1 of Close Reading ● School Culture Building ● Grade Level Collaboration on Student Interventions ● Department Intellectual Preparation Meetings ● Departmental Coach Supported Data Analysis ● Differentiated Scholar Support Planning (SWD, EL, MV Students)
March	● Instruction Deep Dive: Phase 2 of Close Reading ● Grade Level Collaboration on Student Interventions ● Department Intellectual Preparation Meetings ● Departmental Coach Supported Data Analysis ● Differentiated Scholar Support Planning (SWD, EL, MV Students)
April	● Quarterly Step Back and Data Analysis ● Instruction Deep Dive: Phase 3 of Close Reading ● School Culture Building ● Grade Level Collaboration on Student Interventions ● Department Intellectual Preparation Meetings ● Departmental Coach Supported Data Analysis ● Differentiated Scholar Support Planning (SWD, EL, MV Students)
May	● Instruction Deep Dive: Phase 4 of Close Reading ● Grade Level Collaboration on Student Interventions ● Department Intellectual Preparation Meetings ● Departmental Coach Supported Data Analysis ● Differentiated Scholar Support Planning (SWD, EL, MV Students)
June	● EOY Reflection and Celebration ● Grade Level Collaboration on Student Interventions ● Department Intellectual Preparation Meetings ● Departmental Coach Supported Data Analysis ● Differentiated Scholar Support Planning (SWD, EL, MV Students)

Supplementary Alliance-wide PD *– Held throughout the year, the Alliance Academic Team and schools provide targeted professional development to teachers that support their ongoing development. PD sessions target specific content-areas or subset of teachers such as:*

- Special Education Coordinators and teachers
- ELD teachers
- New teachers
- Teacher leaders

New Teacher Professional Development – *Alliance College Ready Public Schools builds on its investment in leader and teacher development through its New Teacher Support (NTS) program. New Teacher Support provides professional development support for early career Alliance teachers. Network level supports focus on supplying early career teachers with resources and tools to strengthen their classroom management and instructional planning skills. Supports include:*

- Designing and implementing a week-long New Teacher Orientation (NTO),

- Providing Induction program options and/or support to general education and education specialist teachers clearing their preliminary credentials

Meeting the Needs of All Students

English Learners

Tajima believes that every student brings assets that enrich our classrooms and our school community, regardless of race, language, learning needs, and culture. To ensure each student's success, the school will provide guidance, resources, training and support to teachers, staff and parents to build an equitable, rigorous learning environment for our English Learner Scholars. Our practices are grounded on guidelines established by our Board-approved EL Masterplan.

Proper identification of ELs helps ensure that the school is meeting scholar's academic needs. State and federal regulations require that if the student's Home Language Survey indicates a language other than English is used at home, the student's English language proficiency level must be assessed.

State and federal guidelines require each English learner to be assessed annually to determine their progress in acquiring English language proficiency. This assessment is given within 30 calendar days of the beginning of the school year, or within 30 days of enrollment if the student enrolls later in the school year as prescribed by California *Education Code*. Alliance ensures that each English Learner is assessed annually within the prescribed timeline.

English Language Development Program

The California Department of Education (CDE) defines English Language Development (ELD) as a specialized program of English language instruction appropriate for the English Learners' (ELs) identified level of language proficiency. The ELD program at Tajima designed to promote second language acquisition of listening, speaking, reading, and writing in academic English. A broad range of instructional practices and strategies should be employed in supporting ELs to learn content area concepts as they learn the English language. All English Learners will be placed in a Designated ELD course based on English language proficiency level, years in the program and teacher recommendation. In addition, all English Learners will receive Integrated ELD in their content classes. All scholars classified as EL will:

- Be enrolled in daily Designated ELD instruction, Monday through Friday (time equivalent in secondary block scheduled sites)
- Will not be removed from other core content instruction in order to receive designated ELD instruction
- Can be placed in an Advisory class focused on supporting ELs but this advisory cannot replace an ELD course
- Will have full access to grade-level content in all disciplines, as well as access to Honors and AP courses
- Will be enrolled in grade-level ELA unless they are a Newcomer with less than one year of schooling in the US

Designated ELD

Designated English Language Development (ELD) courses are protected time during the regular school day that teachers are able to strategically target scholars' language needs. Designated ELD courses are based on ELD year (ELD 1,2,3,4) and placement is based on a

scholar's proficiency level (Emerging, Expanding and Bridging). Instruction in these courses is designed, implemented and scaffolded to meet the needs of the group (emerging, expanding, bridging). These courses are aligned to the California English Language Development Standards (2012) and are University of California Office of the President (UCOP) approved.

Designated ELD instruction must reflect the California ELA/ELD Framework. Because secondary EL scholars are a diverse group of learners in terms of their educational backgrounds, native language literacy, and socioeconomic status, acquiring English proficiency requires the use of a variety of strategies. Designated ELD courses integrate all four language domains (listening, speaking, reading and writing) into instruction.

Integrated ELD

The mastery of content requires that teachers of ELs use appropriate ELD strategies to make content comprehensible and accessible. It requires instruction to be organized to support scholars while teaching cognitively demanding, grade-level content. Instruction in Integrated ELD is based on content Common Core State Standards and other content standards (i.e. NGSS and California History Standards) and is provided by content teachers utilizing appropriate strategies to ensure comprehensibility of instruction:

- All ELs will receive Integrated ELD in all content classes throughout their school day
- Integrated ELD teachers will receive professional development that focuses on topics such as ELD Standards, key features of Integrated ELD, the ELA/ELD Framework and strategies that support scholars to develop proficiency in reading, writing, listening and speaking within the content area
- Integrated ELD content courses are taught by teachers with the appropriate state authorizations

To maximize opportunities for language uses and content mastery teachers need to create a safe environment that promotes academic risk taking. Classroom instruction focuses on both language acquisition and helping scholars attain the knowledge outlined in the content area standards. Attainment and improvement of language and literacy are at the heart of instruction. Integrated classrooms are comprised of ELs with mixed levels and abilities; However, the common goal is to promote Academic language. Classrooms that foster language acquisition include:

1. Explicit instruction and use of language structures and vocabulary that are comprehensible to scholars
2. Integration of listening, speaking, reading and writing skills
3. Use of scaffolds in the learning environment (such as response frames, word banks, graphic organizers) in order to maximize the number of scholars able to access the content
4. Providing multiple opportunities in every class period for academic discourse using structured group roles, precision partnering and response frames.
5. Frequent checks for understanding and purposefully monitoring class during independent and or group work
6. Weekly scholar work analysis (formative assessments)
7. Literature within the scholar's appropriate Lexile level range, available in classroom and school libraries

Interventions

Tajima monitors and regularly assesses the progress of all English Learners, in both English language proficiency and content knowledge throughout the school year. Monitoring scholar progress identifies scholars who are not making appropriate progress and allows the school to provide additional support to enable ELs to reach English proficiency, as well as ensuring that the school is providing ELs meaningful access to grade-level core content instruction and remedying any academic deficits in a timely manner.

Tajima has established documented, monitoring systems that include periodic benchmarks to monitor ELs' progress over time, determine when scholars are not making appropriate progress, notify parents of progress and provide additional support to enable ELs to reach English proficiency and gain grade level content knowledge. The EL Progress Monitoring report is sent to families after each quarterly progress report and includes the following:

- Performance in grade level content classes
- Performance in ELD course
- Scholar Reading level and or SBAC performance

Students that are not meeting grade-level expectations will be provided with additional supports including but not limited to after-school tutoring, additional accommodations in content courses, additional support classes such as math and ELA support, review of ELD course placement, parent meetings, etc.

Staffing EL Programs

Recruiting, developing, and retaining excellent educators is essential to the success of our EL scholars. Tajima will hire teachers that maintain authorization to teach English Learners , and core-content teachers who are highly qualified in their field as well as trained to support EL scholars. These teachers must meet state requirements and have mastered the skills necessary to effectively teach in the EL program.

Teachers teaching departmentalized ELD courses must have (in addition to their teaching credential) a specific EL Authorization that is aligned to ELD in a departmentalized setting. Examples of aligned EL Authorizations include: ELA1, BA**[13], R1WL/ELD, S22/S-22, R-3/R3B, S6/S-6, and S14, as long as the prerequisite credential is not a Designated Subjects Adult Education Teaching Credential, Child Development Instructional Permit, or a Child Development Supervision Permit.

Per the California Commission on Teacher Credentialing: "California statute requires that every teacher who provides instructional services to an English Learner be authorized to provide specialized instruction for those learners. To provide scholars with teaching personnel who hold appropriate credentials necessary to instruct English Learners, Alliance College-Ready Public Schools actively recruits and hires teachers who are fully EL Authorized. If candidates who hold an EL Authorization are not available, the Human Resources Department obtains the necessary documents from qualified candidates to apply for an Emergency EL Authorization Permit. These permit holders must hold either an active permit or full EL Authorization to continue in their assignment. Failure to take timely action may result in a change of employment status. Teachers who are new to Alliance and do not have the required EL Authorization are required to sign an EL Authorization Agreement indicating their intentions to complete the requirement.

[13] **References the two-letter code for the specific language authorized, such as "BASP" for Spanish.

Annual progress toward the EL Authorization is monitored by the Credential Manager, but it is the teacher's responsibility to earn the authorization.

Identification and Assessment
The English Language Proficiency Assessment for California (ELPAC) is the assessment is given to all new students whose home language survey indicates that a language other than English is spoken in the home. The ELPAC is used to determine how well scholars speak, listen, read and write in English when it is not their primary language. There are two exams:

Initial ELPAC: initial identification of scholars as English Learners

Summative ELPAC: an annual summative assessment to measure an English Learner's progress and determine their English language proficiency

ELPAC results are used to identify each scholar's proficiency level and to assess progress in acquiring English Proficiency according to the CA ELD standards. The ELPAC results are used to properly place ELs in the appropriate ELD course. The overall score and the domain specific scores are analyzed to determine the scholar's instructional needs to support and accelerate progress toward English proficiency.

Reclassification
Reclassification is the process when a scholar's English language proficiency level changes from English Learner to Reclassified Fluent English Proficiency (RFEP) (EC Section 313(f)). The goal is to prepare scholars for reclassification as quickly as possible and monitor their progress for four years after reclassification (20 U.S.C. § 6841[a][4][5]; 5 CCR § 11304).

English Learners are reclassified to fluent-English proficient based on the following multiple criteria, in alignment with California EC and the State Board of Education recommendations:

1. Assessment of language proficiency, using an objective assessment instrument, including but not limited to, the state test of English language development
2. Teacher evaluation, including but not limited to, a review of the scholar's curriculum mastery
3. Comparison of scholar performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient scholars of the same age
4. Parent/guardian opinion and consultation

The chart below outlines the 2020-21 reclassification criteria used by all Alliance schools:

Reclassification Criteria	
1. Assessment of Language Proficiency	ELPAC - Score of 4
2. Teacher Evaluation	ELA Grade of C (2.0) or higher (Fall Reclass Cycle – semester 1 or 2 of 2019-2020 school year Spring Reclass Cycle – Semester 1 (Fall 2020)

<table>
<tr><td></td><td></td></tr>
<tr><td>3. Basic Skills Assessment</td><td>Lexile Level OR CAASPP
<table>
<tr><td></td><td>MS</td><td>HS</td></tr>
<tr><td>Lexile Level</td><td>740</td><td>830</td></tr>
<tr><td>CAASPP</td><td colspan="2">Score of “Nearly Met Standard” (2)</td></tr>
</table></td></tr>
<tr><td>4. Parent Opinion and Consultation</td><td>Once the scholar meets the reclassification criteria, the parent/guardian is sent the Notification of Reclassification letter and acknowledges scholar’s change in language classification to Reclassified Fluent English Proficient (RFEP). If the parent/guardian is not in agreement with reclassification, a meeting will be held with the parent and the Reclassification Team to address parent concerns and determine the best placement option for the scholar.</td></tr>
</table>

The EL Master Plan and reclassification criteria provided here will be revised based on input from various stakeholder groups and is subject to Board approval.
Scholars with disabilities, including those on the alternate curriculum, are to be provided the same opportunities to be reclassified as scholars without disabilities. Therefore, IEP teams may determine appropriate measures of English Language Proficiency (ELP) and performance in basic skills, and minimum levels of proficiency on these measures that would be equivalent to a native English-speaking peer with similar disabilities in the same grade level.

When scholars do not meet the four criteria for reclassification as established by the school, it is possible for the IEP team to consider reclassification based upon the process outlined in this plan which considers the impact of his/her disability on ELP. Note: If the IEP team believes that a scholar would still benefit from ELD support because he/she has not fully developed English language proficiency, reclassification may not be appropriate.

IEP teams are authorized to follow the process outlined in the EL Master Plan. In accordance with federal and state law, the IEP team may address the individual needs of each EL with a disability using multiple criteria in concert with the four reclassification criteria in EC Section 313(f). Other criteria may be used to supplement the four required criteria to ensure the most appropriate decision is made for each scholar. However, at no time does the IEP team have the authority to omit any of the four required criteria or substitute them with alternate criteria.

Monitoring Reclassified Students

After scholars have been reclassified as RFEP, the school will continue to monitor their progress for four years to ensure correct classification, placement and academic support as needed. (20 U.S.C. § 6841[a][4][5]; 5 CCR § 11304). If an exited English Learner is not progressing academically and monitoring suggests a persistent language need, the school will provide additional supports, including but not limited to tutoring, accommodations and support classes, including ELD courses. RFEP Monitoring reports will be mailed to families after each quarterly progress report. The accountabilities include:

- Monitoring the academic achievement of RFEP scholars in their core courses (ELA, Math, Science, Social Science)
- Notifying parents of their child's ongoing progress after reclassification
- Providing targeted intervention services for RFEP scholars who are not making adequate academic progress

Non-standard English Speakers

Recognizing that many students at Tajima may not be Standard English speakers, many of the same guidelines and programs listed above are followed to support their acquisition of Academic Standard English. The school's objectives are to have all students achieve proficient/advance performance in reading and writing as assessed by the English Language Arts California Assessment of Student Performance and Progress (CAASPP). Tajima school leaders and teachers engage in professional development to support struggling students. Specific strategies include:

1. Modeling Academic English
2. Explicit instruction and use of language structures and vocabulary that are comprehensible to scholars
3. Integration of listening, speaking, reading and writing skills
4. Use of scaffolds in the learning environment (such as response frames, word banks, graphic organizers) in order to maximize the number of scholars able to access the content
5. Providing multiple opportunities in every class period for academic discourse using structured group roles, precision partnering and response frames.
6. Frequent checks for understanding and purposefully monitoring class during independent and or group work
7. Weekly scholar work analysis (formative assessments)

In addition, the Alliance Home Office Data team provides data reports and analysis of (Tajima's student progress including improvement in English proficiency level, progress in English language arts and Alliance Interim data disaggregated by subgroups. Progress of Long-term English Learners (LTELs) and students At-Risk of becoming LTEL is monitored by the School's Leadership Team. At least once per semester, the School Leadership Team reviews the performance, progress, program placement and goals for meeting the reclassification criteria of LTELs and for students At-Risk of becoming LTEL to determine the effectiveness of the supports in place.

Program Evaluation

Evaluating EL program, practices and procedures involves systematic planning and implementation, aggregating and synthesizing various types of data, to learn about program success. Both formative and summative evaluation should be applied to questions about practices, services and procedures. The following chart outlines the EL program goals, evaluation questions and measures used to assess overall effectiveness of the EL program:

English Language Development Program Goals, Evaluation Questions & Measures (by Goal)		
EL Program Goal	*Evaluation Questions*	*Measures/Scores*
ELs are identified and placed in appropriate ELD course based on English Proficiency	a. Are all ELs identified in the prescribed time frame? b. Are all ELs placed in their ELD course based on proficiency level?	• Master Schedule • Observations of Home Language Survey administration and communication • Staff Moodle Training • Initial ELPAC • EL Passports • Student Schedules
ELs with disabilities are accurately identified	a. What proportion of ELs are referred to Special Education services? b. How many ELs are identified as having learning disabilities? Of this group how many are LTELs?	• Referrals • Student Support and Progress Team (SSPT) documentation • IEP review
High quality ELD instruction is provided	a. Are ELs progressing academically per expectations? b. Is there a high quality, standards-aligned ELD curriculum available consistently? c. Is instruction for ELs with disability high quality?	• Classroom observations and walkthroughs • Curriculum Review • Student work analysis
High quality integrated ELD content instruction is provided	a. To what extent are ELs provided with differentiated supports in academic content areas?	• Classroom observations and walkthroughs • ELD PD presentations and sign-in • Student work analysis

ELs and RFEP students have access to Honors and Advanced Placement (AP) courses	a. What percentage of ELs take part in AP and honors courses. b. How does EL participation in AP and Honors compare to the general population? c. What are the AP Passage rates for ELs?	• Enrollment in AP and Honors • Pass rates in AP and • Early college courses • College information/data: applications, enrollment without remediation, and completion data
Parent outreach is consistent, culturally sensitive and communication is available in the home language	a. What types of orientation and training opportunities are parents offered? b. What measures are used to ensure that parents of ELs are knowledgeable about EL program placement and their academic progress? c. To what extent are parents participating in and consistently supporting students' academic development? d. What evidence is there that suggests that ELAC recommendations are implemented at the school?	• Parent orientations/trainings offered and attended regarding *English Learner Master Plan* • EL instructional program options, advanced academic opportunities • English Learner Parent Committee (ELPC) agendas, sign-in and yearly needs assessment • Parent Satisfaction surveys
ELs achieve English Proficiency	a. Are ELs making progress towards English language proficiency b. Did the number of students being reclassified increase by at least 1%?	• Reclassification rates • Movement on ELPAC • EL Monitoring documentation • ELA CAASPP
School and classroom environments are safe and positive.	a. Does the school have a welcoming school climate for ELs? b. Does the school provide EL parents with a welcoming tool-kit? c. Are classrooms reflective of the culturally diverse students it serves?	• Classroom walkthrough • Student satisfaction survey • Parent satisfaction survey

[1] "English Learner Authorization," CCTC, https://www.ctc.ca.gov/educator-prep/ela, (March 2, 2018).

Gifted and Talented Students and Students Achieving Above Grade-Level

As all students are challenged to reach their intellectual potential within the instructional program, Tajima will not offer a formal, separate gifted and talented program. Instead Tajima will continue to identify students who are outstanding performers as measured through, but not limited to, college prep exams (such as the PSAT) and GPA. When reviewing college prep exams students must be considered college ready in both math and English starting in their 9th grade year. When reviewing GPA, students are identified as high achievers by achieving a 4.0 GPA or higher starting in their 9th grade year.

As students transition from grade level to grade level, their level of achievement is continuously monitored by counselors, teachers, and the school administrative team using grade level checks for GPA, and by reviewing their data each time they are provided with opportunities to participate in a college ready level assessment.

To support these students throughout the day, the staff may differentiate instruction based upon the individual needs of the students and will provide an opportunity to excel for those students who are achieving at high levels or demonstrate a specific ability or talent, as identified through student data or evidence of a pupil's capacity. Teachers will differentiate in the forms of acceleration, depth, complexity, and novelty and will differentiate the process, content, or product to meet the needs of gifted and talented students. Examples of instructional models which may be employed with gifted and talented students at Tajima are, but not limited to:

- Access to advanced placement and honors courses from grades 9 to 12
- Utilizing higher levels of questioning and thinking skills
- Ensuring there is a wide variety of materials at different skill levels that engage a wide variety of interest
- Field trips, and participation in partnered programs and college courses, to broaden experience base and capacity to be accepted into elite colleges
- Ensuring that the curriculum is sufficiently challenging

By using data from core assessments, teachers will be able to make the necessary modifications and adjustments to best support students who require additional academic challenge. All students at Tajima will be valued for their individualism and their interests and passions will be cultivated. Further, the teachers will work together to develop plans to best support students in driving forward their academic achievement and pursuits in relation to the students' learning profiles and specific talents. In order to ensure that the needs of all students are being met, the staff has utilized the Student Support and Progress Team (SSPT) process (monitored and led by the principal or his or her designee) for students who have been identified as consistently achieving well above the norms (as measured by formative, summative and standardized tests, as well as other measures, including teacher, staff or administrator-identified concerns), just as they would use the process for identifying students who struggle.

Students Achieving Below Grade-Level

In an effort to improve the performance for all students including low achieving or at risk of retention, Tajima monitors student performance and progress of these students throughout the year. Data is accessible at the student- and subgroup-levels; through school leaders, school leadership teams, which consist of department and grade level chairs, and classroom teachers monitor standards and student achievement in order to identify all students earning below a grade of C, flagging students at risk based on interim assessments, grades, and/or credit deficiencies. Advisory teachers review student data/progress reports of each of their advisory students. Parents review and sign 5-week progress and 10 week-report cards. The following takes place for those specifically identified as low achieving:

- To identify low-achieving students, incoming students are given diagnostic tests upon entry to the school. State assessment results and grades showing students who are not meeting, or nearly meeting standards are also used to assess student achievement levels.
- Where additional supports and/or interventions are required, the school's academic

team will consult with the parent/guardian to share results and develop a plan to support and ensure growth

- The student receives supplemental support through remediation support classes in ELA and math in addition to regular courses. In the areas where the student is struggling most, the classroom teacher may employ the use of online digital content providers to support one-on-one instruction targeted to specific individual needs.

In order to ensure that the needs of all students are being met, the staff has utilized the Student Support and Progress Team (SSPT) process (monitored and led by the principal or his or her designee) for students who have been identified as consistently achieving below the norms (as measured by formative, summative and standardized tests, as well as other measures, including teacher, staff or administrator-identified concerns), just as they would use the process for identifying students who struggle.

Socioeconomically Disadvantaged/Low Income Students

Low-income students will be identified by eligibility for the federal lunch program. Between 2016-17 and 2018-19, approximately 97% of the students enrolled at Tajima have qualified for this program. As such, the overwhelming majority of all students enrolled at Tajima meet this subgroup identification. Our school program is designed to meet the needs of traditionally coming in behind grade levels through various supports and systems including, but not limited to the, use of standards based grading, scaffolded and differentiated learning, support classes, and after school tutoring. We believe all students can learn at high levels regardless of economic status. These students progress is monitored through a variety of ways including through interim assessments, college ready exams such as the P/SAT and Advanced Placement exams and state exams such as the California Assessment of Student Performance and Progress (CAASPP). In general, due to the large population of SED/low income students their level of performance mirrors the overall school level outcomes.

However, in order to ensure that the needs of all students are being met, the staff has utilized the Student Support and Progress Team (SSPT) process (monitored and led by the owner of the SSPT) for students within this subgroup who have been identified as needing additional supports (as measured by formative, summative and standardized tests, as well as other measures, including teacher, staff or administrator-identified concerns).

Students with Disabilities

Please refer to the District Required Language included at the beginning of Element 1.

Students in Other Subgroups

Foster youth, and related subgroups such as homeless students, are identified by school personnel through the registration and enrollment process and supported through coordinated activities with other entities/agencies, identified according to the needs of the specific situation. Once students have been identified, students will be indicated in PowerSchool, and the Alliance Home Office will work with the school staff (usually the School Operations Manager) to locate additional support services on a case by case basis. The students will be provided with tutoring, counseling, transportation and coordination of services as needed to best meet their individual needs using the COST Process (Coordination of Services Team) made up of an administrator, counselors, school psychologist, and other certificated personnel as relevant, such as a classroom teacher. A quarterly evaluation of academic performance for all students in this subgroup will be implemented by the administration and counselor to assess the level of

response to services, and adjustments to curriculum will be made as necessary to nurture a positive environment.

“A Typical Day at Alliance Ted K. Tajima High”

A typical day at Alliance Ted K. Tajima High School begins and ends with a relational connection with adults and peers who care deeply about the holistic well-being of each student on campus. In between these moments that bookend the day, a typical day is full of challenging academic experiences delivered by caring teachers and staff. Throughout this day, any careful observer would note Tajima’s mission to create a nurturing environment that prepares all scholars for college and beyond through rigorous instruction and individualized supports serving the needs of scholars and their families.

The day begins for students with walking on campus and being greeted by multiple compassionate adults who welcome you with a smile. These adults include our campus aides who know each student by name and our school Principal who takes the time each morning to check in with scholars as they enter the building. Walking down the hallway with college banners hung from the rafters and scholars gathered in groups reviewing school work for the day, any visitor would feel the strong sense of college going purpose. Perhaps, as a visitor, you would stop in our college center on the first floor, which is always a hub of activity. There you would find scholars working alongside peer mentors and college counselors to apply to college, complete enrichment program applications, or simply discuss their future. Another stop may be the front office, where you would be greeted by bilingual staff who would cheerfully ask how they could be of help. Here you would notice the depth and breadth of resources presented on the front counter for our families and you would likely hear parents, scholars and staff in supportive conversations.

The place that students rightly spend the bulk of their day is in classrooms. These bright and cheerful classrooms would immediately stand out as places of student-focused learning. You would hear students discussing the work of the day. You would see teachers and students using technology to interact with the content and each other. You would see reading, writing and (most importantly) student thinking. You would see evidence of student work and teacher feedback displayed in the classroom, reflecting our core practices of standards based grading and mastery learning. If you took a moment to ask students what they were learning, they would likely cite the learning objective for the day and show you the strategically sequenced lesson activities they had been working on that day.

In between classes, students spend nutrition and lunch breaks in cheerful groups of their peers. Many of these groups are centered around a teacher in the classroom who has given up their lunch break to hang out with students for a variety of purposes. Outside in the quad you would see a variety of sports being played simultaneously with the Downtown Los Angeles skyline as a backdrop. Ultimately, the bell will ring and students will head back to class. Each class, like the last will challenge students to grow and affirm the value of their experiences that they bring to the classroom each day. Above all, anyone who come to visit our school would see a community of students and adults who feel safe and at home on the Tajima campus. A group of individuals who once were strangers to each other and who now are more like family.

ELEMENT 2: Measurable Pupil Outcomes and
ELEMENT 3: Method by which Pupil Progress Toward Outcomes will be Measured

"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school." **(Ed. Code § 47605(c)(5)(B).)**

"The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card." **(Ed. Code § 47605(c)(5)(C).)**

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(d)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

Measurable Goals of the Educational Program

Tajima is committed to providing a consistent educational environment and experience for students that prepares them with the skills, experience, and knowledge to enter and succeed in college.

Annual goals set as a means of achieving this objective are outlined in the school's Local Control and Accountability Plan (LCAP). For further information on these goals, actions and performance targets, please see the LCFF State Priorities table provided in Element 1.

Measurable Pupil Outcomes: Summative Assessment Performance Targets

Performance Targets Aligned to State Priorities

Specific Performance Targets for all pupils and for each subgroup
Please see the LCFF State Priorities table provided in Element 1.

Other Performance Targets
For all other measurable goals, please see the LCFF State Priorities table provided in Element 1.

Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment
Assessments are a foundational component of the teaching and learning process. To ensure that all students have access to the learning experiences necessary for college persistence and career success, Tajima will employ high-quality, purposeful, actionable and strategically-sequenced assessments for learning and of learning.

Using the Common Core and CA Standards where applicable, Tajima has clearly defined what students should know in each core subject at each grade/course level. We will monitor the progress of all subgroups against target goals by disaggregating data for all assessments and grades through Illuminate, Schoolzilla and PowerSchool, our student information systems.

Up to three times a year in English, Mathematics and Science, Tajima implements standards aligned interim assessments. These assessments are built by the Smarter Balanced Assessment Consortium, and are aligned to the Common Core State Standards and NGSS standards. Data from each interim is immediately available to Tajima staff and broken down at the student, item and standard level. Data is then used to identify common misconceptions and student supports. After each interim, teachers use the data to re-teach standards through daily instruction. The expectation is that students will improve in their mastery of standards over the course of the year to best position them to fully meet the performance expectations of Smarter Balanced.

Below is the current list of assessments used to monitor student progress towards college and career readiness standards. These assessments are subject to pending any changes in state-mandated assessments.

Assessment Type	Frequency	Grades/Content	Description
Interim Assessments	3x per year	Grade 9-11; ELA, Math, Science	Interim Assessments at Alliance align to the standards covered and suggested pacing in each grade/content. These assessments are aligned with the CCSS and SBAC and provide important information to teachers for planning, instruction and supports for students.
Reading Level Assessments	3x per year	All grades	Assessment to measure students' progress and performance on reading comprehension skills.
Smarter Balanced Summative Assessments	1x per year	Grade 11; ELA and Math	The Smarter Balanced Summative Assessments are comprehensive end-of-year assessments in English language arts/literacy (ELA) and Math that are aligned with the Common Core State

			Standards (CCSS) for English language arts/literacy (ELA) Mathematics.
California Alternate Assessment (CAA)	1x per year	Grade 11; Identified students only	Students with cognitive disabilities take the CAA Instead of the Smarter Balanced Summative Assessment. This test is modified to appropriately assess the ELA/Literacy and mathematics progress and performance of specific students designated to engage in a modified curriculum as specified in their IEP.
California Science Test (CAST)	1x per year	Grades 11	CA NGSS Summative assessment. Administered in the spring.
English Language Proficiency Assessments for California (ELPAC)	Initial and Annual; varies by student	All grades, English learners	The ELPAC measures provides both initial and annual assessment of an English Learner's proficiency in Reading, Writing, Listening and Speaking. This test will be the main assessment tool used to measure growth and progress for reclassification.
Physical Fitness Test	1x per year	Grade 9	Students participate in this State-required assessment on basic components of CA Physical Education Standards.

** All grade levels unless otherwise denoted*

Tajima tests independently of LAUSD. Assessments and standardized testing of students with disabilities is conducted using state and district guidelines for modifications and accommodations.

The assessment structure includes, in addition to other standards-based and performance-based assessment tools, comprehensive final exams in each of the core academic subjects, quizzes and tests, homework assignments, essays and research reports, and teacher evaluation of in class performance. These measurements are weighted and combined into a comprehensive educational program assessment to determine student achievement and promotion to the next grade level. The aggregate results are issued as a report card to the community evaluating the measurable goals and terms outlined in the charter.

Alliance interim assessments are administered online in order to prepare students for SBAC online assessments and represent the level of rigor required for students to meet the proficiency level (3 or 4) as measured on Smarter Balanced assessments. Every student has an SBAC ready computing device.

Data Analysis and Reporting

Data informs our decisions regarding the need to continue, modify, improve, add to or discontinue instructional strategies and programs to best meet the needs of our scholars and provide the intervention and support necessary to accelerate their progress. Data is also regularly shared with stakeholders throughout the year to inform them of school performance.

Below is a sample of data gathered and its use.

Type of Data Gathered	Role & Use of Data
Classroom observations	● To provide actionable feedback to teachers on the effectiveness of their classroom instruction. ● To inform the content used for common planning time and professional development needs (individual teachers, academic departments and school-wide).
Instructional walk-throughs	● To assess the degree of and consistency with which grade - appropriate standards-based instruction is taking place. ● To identify trends and best practices to inform school- and network-level professional development.
Individual scholar work analysis and classroom assessments	● To identify scholar misunderstandings and misconceptions. ● To adjust lesson plans and unit plans. ● To appropriately plan for reteaching standards missed by a majority of scholars.
Results from network and/or state assessments	● To assess the degree to which students are on track to meet network and state expectations for proficiency. ● To adjust classroom instruction and provide intervention and support for scholars who are off-track.
Scholar and parent surveys	● To assess the degree to which parents and scholars are satisfied that our school is meeting their needs and addressing the goals in our charter.

Grading, Progress Reporting, and Promotion/Retention

Academic Grades

Grades reflect a scholar's academic performance so scholars and families have clear indicators of the scholar's preparedness for college success and 21st century careers throughout a scholar's career at an Alliance school. The grading scale at each Alliance school campus is based on the degree to which scholars demonstrate proficiency on content standards.

Alliance-Wide Grading Scale

All Alliance schools use the following grading scale for academic courses and advisory. The grade scale below shows equivalent rubric scores to letter grades on individual assignments and semester grades.

Please note that Scholars with Disabilities are required by law to be given accommodations and/or necessary supports on assessments and assignments as stated in their IEP.

Rubric Score	Letter Grade[14]	Descriptor *Below are optional performance descriptors - schools/teachers may use others*
4.0	A	Above standard on grade-level course content
3.7		
3.4	A-	
3.2	B+	At standard on grade-level course content

14

3.0	B	
2.7	B-	
2.5	C+	Below standard on grade-level course content
2.3	C	
2.0	C-	
1.7	NP	Far Below standard on grade-level course content
1.5		
1.3		
1.0		
Note: These 2 codes are only to be used as semester grades	D	Final semester grade option only for scholars who have a D grade as an option in their IEP. Use 1.5 - 1.99 for the semester average range.
	INC	A scholar is determined to not have completed enough content to receive a semester grade for a specific course.
Note: These 4 codes are only to be used on individual assignments	X	Excused missed assignment or standard not taught
	S	Grade pending accommodation / designated support
	Z	Assignment not submitted and/or blank (which includes only having a scholar's name on the paper) and is a grade of zero.
	E	Ethics violation and is a grade of zero.

Incomplete Grades
The grade of "I" (Incomplete) may only be given at the end of the semester when extended illness or other unusual circumstances warrant giving the student additional time to fulfill the course work. These grades must be removed within six weeks of the next semester, or they become an "NP".

Tajima issues student progress reports every ten weeks based on student proficiency on grade level/subject standards and expectations designated for the quarter. The student progress report is based on multiple measures including teacher assessments, portfolio/exhibits, and specific assessments to quantify student performance. Formative and summative assignments and assessments are used to determine student performance.

Student course grades to meet graduation requirements including A-G are A, B, C or NP (Not Proficient) grades. Student reports are issued and recorded through our data system. Parents of students performing below/far below proficient performance participate in a scheduled parent conference to discuss the parents' and the teachers' plan to improve their child's performance. Teachers and advisors meet together to analyze these reports and to make necessary adjustments in the program being offered to students who are showing a lack of progress.

Promotion and Retention of Students
Tajima is committed to helping students achieve the necessary skills to progress from grade to grade yearly and does not endorse social promotion. Because of the linguistic and socioeconomic barriers this student population may have faced, readiness to move to the next grade level is examined on an individual basis. Each student is assessed individually according to his/her total needs.

The school has clearly defined expectations for what students should know and be able to do at each grade level in each subject in an effort to equip all students with the academic skills that enable them to be ready for entrance to and success in college. Promotion and retention of students is based on multiple indicators of academic achievement that are laid out in the parent-student handbook, including:

- Assessment measures to determine if the student is advanced, proficient, partially proficient, or not proficient - assessment measures include the student progress report, degree of proficiency and teacher recommendations. Students whose average rubric score classification is “not proficient” on the final student progress report for the academic year are eligible for retention.
- Attendance – students with excessive absences (15 or more) may be eligible for retention.

The principal or administrative designee, in conjunction with school teaching and counseling staff, prepares a written determination to specify the reasons for retention. The written determination includes recommendations for interventions that are necessary to assist the student to attain acceptable levels of academic achievement. The written determination is provided to and discussed in a meeting with the student’s parents/guardians, teachers, and principal.

Students identified for retention will work closely with the counselor and are encouraged to participate in a remediation program that includes after-school activities, tutoring, and summer school. All students are also provided additional in-class support, which ensures that students who cannot participate outside of school hours are also supported. The student’s academic performance is reassessed at the end of the remediation program, and the decision to retain or promote the student is reevaluated at that time.

Appeals Process for Retention

The retention of a student is at the discretion of the principal or administrative designee. Parent/guardians shall be notified in advance of the enactment of the retention and can appeal a student's retention. A retention appeal shall be submitted in writing to the school’s designated support team and shall be heard if requested within five (5) school days of the notification of retention by the school. Upon consideration, the designated support team’s decision shall be final. The decision regarding the appeal will be made within five (5) school days of the appeal submission to the school’s designated support team. Parents/guardians will be notified of the decision in writing within three (3) school days following the decision.

ELEMENT 4: Governance

***"The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement."* (Ed. Code § 47605(c)(5)(D).)**

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall comply with the Ralph M. Brown Act ("Brown Act"). All meetings of the Charter School's governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School's website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(c).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the California Public Records Act.

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and

shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not

a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Governance Structure

Alliance Ted K. Tajima High is a directly funded independent charter and shall be operated by Alliance College-Ready Public Schools ("Alliance" or the "Corporation"), a California nonprofit public benefit corporation. The Charter School is one of 25 charter schools that are currently operated by Alliance College-Ready Public Schools.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the District has complied with all oversight responsibilities required by law.

Alliance Chief Schools Officer

Employed by the Alliance, the CSO supervises and supports school leadership in implementing measurable and achievable goals focused on student academic growth.

Requirements:
Education and Experience:

- Master's degree or higher from an accredited college or university is preferred.
- Minimum of 10 combined years of school administrative experience and leadership experience in a large educational organization or urban school system.
- Proven record of increasing student achievement and improving educator effectiveness.
- Expertise in leadership development, building effective teams, executive-level coaching, and ensuring professional growth for team members.
- Proven strategic planning and project management skills with the ability to translate strategies to action.

Skills, Beliefs, and Mindset:

- Comfort in and enthusiasm for using large amounts of data to drive decisions at multiple levels.

- Possess strong interpersonal skills, with the ability to develop strong relationships with a variety of stakeholders and constituent groups, including external partners.
- Superior communication skills with an ability to articulate a clear and compelling vision and lead others to implement it.
- Unyielding belief that all students can achieve at high levels.
- Belief in and alignment with Alliance's core beliefs and educational philosophy
- Entrepreneurial spirit to thrive in a fast-paced and achievement-oriented environment
- Willingness to go above and beyond to contribute to the success of a dynamic team committed to a new future for urban education
- Understanding of the nuances of urban school environments and school culture

Alliance Chief Business Officer and Vice President, Accounting

Employed by the Alliance, the CBO and Vice President, Accounting set up the school financial system, school accounts for receipt of funds and work directly with the principal on managing and providing data for input into the system.

Requirements:
Education and Experience:

- Bachelor's degree in finance, accounting or a related field from an accredited college or university. A master's degree in business administration or a Certified Public Accountant desired.
- Five to seven years of financial experience and management experience with the day-to-day financial operations of an organization. Experience in a senior financial-management role, partnering with executive staff, resulting in the development and implementation of creative financial management strategies.

*Skills, Beliefs, and Mindset***:**

- Generally accepted accounting practices, procedures and standards.
- Policy and procedure development techniques.
- Principles of cost/benefit analysis.
- Fiscal monitoring and control mechanisms.
- Functions of revenue, expenditures and collections.
- Not-for-profit accounting, including fund and grant accounting, compliance, and reporting.
- General office software, particularly the Microsoft Office Suite and MIP software (or other similar not-for-profit general ledger software) and use of databases.
- Federal, state, and local laws, codes, ordinances and regulations as they pertain to charter schools is a plus.
- Create and assess financial statements and budget documents.
- Demonstrate leadership ability, team management, and interpersonal skills.
- Demonstrate analytical and abstract reasoning skills, plus excellent organization skills
- Respond to all financial and accounting related inquiries, including requests from funding organizations, the School Board of Directors, local, state, and federal agencies.

Charter School

Alliance Ted K. Tajima High is a directly funded independent charter school that is operated by a nonprofit public benefit corporation. The affairs of the Charter School are managed and its powers are exercised solely under the authority of the Alliance Board of Directors ("Board," "Charter School's Board of Directors," or "Board of Directors"), whose responsibility for key

operational matters includes but is not limited to: (1) the governance and operation of the Charter School in compliance with applicable law and the Charter; and (2) the Charter School's financial management, viability, and accountability, including but not limited to expenditures and accounting of all public funds received by the Charter School.

The Charter School operates under the charter authorization of the District. Charter School abides by the current published, communicated and defined District policy for charter schools. The Charter School is and will be solely responsible for the debts and obligations of the Charter School.

Board of Directors

The process and potential considerations for selecting Board members, including qualifications, will be determined from time to time based upon action by the Board, as authorized by governing law and the Bylaws.

The Board of Directors shall consist of not less than 5 nor more than 11 directors. The Board meets regularly, operating in accordance with the Brown Act, Education Code Section 47604.1(c), its Articles of Incorporation and its Bylaws.

As set forth in the Bylaws, the Board shall be a self-perpetuating board. Directors shall be elected or re-elected at a regular or special meeting of the Board. To provide for a Board with staggered terms, the directors, at the first regular meeting, shall divide themselves into three approximately equal Classes, designated as Class A, Class B, and Class C, with each Class to serve initial terms of one, two, or three-years, respectively. The Board shall maintain approximately equal distribution between the Classes by assigning duly-elected directors to either Class A, Class B, or Class C, each of whom shall thereafter serve an initial term equal to the term then remaining for their respective Class of directors. After an initial term, directors shall serve a term of three years. Unless the director dies, resigns or is removed from office, each director shall hold office for the term for which the director was elected and thereafter until the director's successor is elected. The Board may, from time to time, adopt resolutions providing for limits to the number of consecutive or non-consecutive terms or years that directors may serve on the Board. In the absence of any such resolution, duly adopted, directors may be re-elected for additional terms, provided that no director may be elected for an additional term that, when combined with the director's previous terms in office, would result in the director's serving as a director for more than 12 consecutive years.

Pursuant to Section 47604(c) of the California Education Code, each school district that has granted a charter for the establishment of a charter school operated by the corporation shall be entitled to designate a single representative to serve on the Board as a director. Unless the director dies, resigns or is removed from office, each director designated by a school district shall hold office for a term expiring on the third 30th of June occurring after the commencement of the director's term of office. The authorized number of directors shall be deemed increased by twice the number of directors serving that have been designated by a school district.

The Board, the Charter School's administrative staff, and their respective representatives are responsible for all aspects of the day-to-day operations of the Charter School, including, but not limited to, making necessary provisions for accounting, budgeting, payroll, purchasing, liability, insurance, and the like. In accordance with California law applicable to nonprofit public benefit corporations, some of the responsibilities of the Board may be delegated to committees of the Board or officers of the Corporation.

A quorum of the Board for the transaction of business is the majority of directors then in office. An act or decision done or made by a majority vote of the directors then in office at a meeting duly held at which a quorum is present is the act of the Board, unless a different number, or the same number after disqualifying one or more directors from voting, is required by law, by the Articles of Incorporation, or by the Bylaws, including but not limited to those provisions relating to appointment of committees and indemnification of directors.

All meetings of the Board shall be held at the principal office of the Corporation or at such other place as shall be determined from time to time by resolution of the Board, provided that, during any period that the Corporation is operating one or more charter schools within the State of California, all meetings of the Board shall be held at locations meeting the requirements of Section 47604.1(c) of the California Education Code.

For each meeting of the Board, the Corporation shall establish a two-way teleconference location at the school site of each charter school operated by the Corporation, in compliance with the requirements of Section 47604.1(c) of the Education Code, and may establish such additional teleconference locations as the Corporation deems appropriate. The Board shall post agendas at all teleconference locations and conduct teleconference meetings in a manner compliant with the Brown Act. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconference location shall be accessible to the public. The agenda shall provide an opportunity for members of the public to address the Board directly at each teleconference location. During the teleconference, at least a quorum of the members of the Board shall participate from locations within the boundaries of the jurisdictions of the charter authorizers that have approved the charter petitions of the charter schools operated by the Corporation. Participation in a meeting through use of teleconferencing pursuant to this subsection constitutes presence in person at that meeting as long as all members participating in the meeting are able to hear one another. All votes taken during a teleconferenced meeting shall be by roll call. Any abstention from a board vote will be noted in the board minutes. For the purposes of this subsection (i), “teleconference” means a meeting of the Board, the members of which are in different locations, connected by electronic means, through either audio or video, or both. Nothing in this subsection shall prohibit the Corporation from providing the public with additional teleconference locations.

The Board of Directors is responsible for providing fiscal accountability by approving and monitoring the budget. The Board helps ensure effective organizational planning by approving long-range goals and annual objectives, monitoring the general policies including but not limited to: compliance mandates, health and safety, use and maintenance of facilities, and overseeing that the Charter School resources are managed effectively. The day-to-day operations and management of the Charter School are provided by the officers of the Corporation, management staff responsible for school services and supervision and administrative staff.

A copy of the Articles of Incorporation, Bylaws, Conflict of Interest Code and the names of Board members are provided to District Charter Schools Division. Any changes made to these documents that materially alter the charter must first be approved through the District’s charter amendment process.

The Charter School complies with the Brown Act, Political Reform Act, and Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1. The Charter School posts Board agendas for regular meetings at least 72 hours in advance at a visible location in

the Charter School office as well as on the Charter School's website in English and Spanish or other dominant language as needed by the community served. The Corporation maintains a record book of meeting agendas and minutes. Copies of the Board agenda and minutes are posted on the Charter School website in both English and Spanish. All meetings of the Board of Directors are open to the public, excluding closed sessions as permitted by the Brown Act.

School Coordinating Council

The School Coordinating Council ("School Site Advisory Council" or "SCC") with a membership of 10 to 20 stakeholders representing various stakeholder groups, will be an advisory body to the Principal on the management of the school, including, but not limited to, school policies, the academic performance, and annual development of the LCAP and the budget. This council shall be composed of a majority of teacher and parent members and include a classified employee and certificated administrator. Members of the SCC are representatives from various stakeholder groups, with the majority being made up of teachers and parents who self-nominate to serve on the council. The SCC will help guide the decisions that best serve the families. Based on suggestions and recommendations from the SCC, the Principal will reflect this feedback in their decisions and operations. The SCC will meet at the Charter School site a minimum of four (4) times per year. Should topics or recommendations warrant a discussion with the Charter School Board of Directors, directors will attend SCC meetings. The SCC will strive to create a collaborative and transparent decision-making process that includes the input of all stakeholder groups. The Charter School Board of Directors shall have final authority on all Charter School related matters.

Parent/Community Town Hall Meetings

Approximately once a month, the Charter School holds meetings in a Town Hall Meeting format that all parents, community and staff members are welcome to attend. Topics for discussion or presentation include school-wide topics of interest related to achieving the goals of the Charter School and its students. Meetings are generally attended by the principal and administrative staff of the Charter School and, if the subjects to be discussed warrant it, members of the Charter School Board.

The school also maintains a website to keep parents and members of the community abreast of its events. All meetings are calendared in advance, with the goal of engaging all parents.

Business and Operations Assistance

Alliance provides for the Charter School certain back-office services, including budgeting/forecasting, accounts set up (insurance, benefits, attendance tracking), payroll, compliance, required reporting, vendor management and select service vendor contract negotiations, and purchasing. Alliance also supports the Board in its role of providing oversight and monitoring adherence to the Charter School's fiscal policies and any applicable law. The Los Angeles County Office of Education ("LACOE") receives and forwards public funds for the Charter School directly to the Charter School's operating account. Alliance maintains separate financial records for the Charter School and assures that all accounting complies with generally accepted accounting principles.

Parent Engagement

Parents have a right to choose to send their children to excellent high-performing schools and have a right and the responsibility to participate actively in ensuring the success of their child and the school. The Charter School understands the importance of active parent involvement in the education of their children.

Parents of the Charter School students are meaningfully and actively engaged in their children's education. Parents are responsible and accountable for supporting their children's learning at school and at home through their participation in understanding what it takes for children to achieve college-readiness, and by their active voice in achieving the goals of the school through volunteering. At the Charter School, it is anticipated that:

- Parents are actively engaged as members of the ongoing School Coordinating Council.
- Parents of participating Title 1 students participate in an Annual Charter School Title 1 meeting. The Charter School applied for and obtained the status Schoolwide Program.
- Parents are guaranteed access to the school, school leaders and classroom teachers to support their children's education.
- After the enrollment of a student, each parent and each student meet with the principal.
- Parents are provided multiple opportunities to develop awareness of college readiness benchmarks and what their children must achieve to be successful. Parents are supported in their participation in monitoring their child's individual learning plan towards college readiness.
- Parents are encouraged to participate in a minimum of four Parent Education Academies each year.
- Parents are encouraged to accept responsibility and accountability for committing to support the Charter School and to participate as parent mentors.
- The Charter School seeks to establish partnerships with effective parent engagement leaders such as *Families in Schools* which has a proven track record of meaningfully engaging the voice of parents and the community as partners in schools.
- Meetings are arranged with individual classroom teachers, with the student's instructional team and with the student's advisor.
- Parent-teacher conferences are held quarterly to share and discuss the progress and needs of each individual student.
- Parents are encouraged to participate in town hall meetings, training opportunities, coordinating council, so that each parent feels part of the school and understands their responsibility to the school.

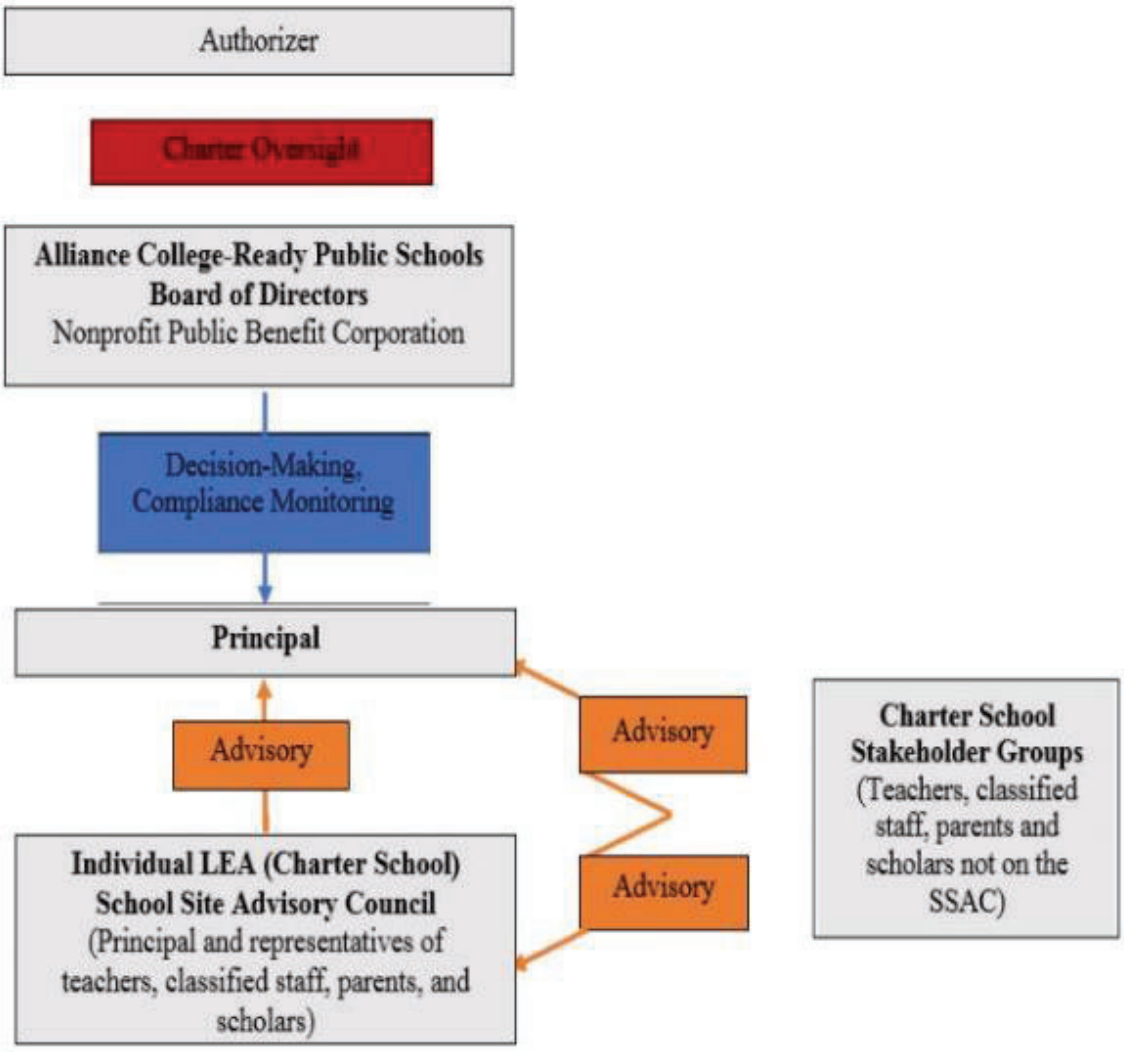
The Charter School makes every effort to fully inform parents as to the curriculum offered and their child's progress. In addition to representation on the School Coordinating Council, Parent/Community Town Hall Meetings are held to address school related issues, including, but not limited to, parent/teacher/student relations. While we strongly encourage parents and guardians to engage in supporting the school, parent/guardian participation is not required and has no effect on a student's enrollment, grades, credits or ability to graduate.

Community Engagement

If Charter School is to be effective, it must be part of the community. To that end, the school employs a Parent Engagement Specialist who supports the leadership in representing the interests of the community.

- Members of the community at large are solicited to support the school in various functions.
- Community resources, such as parks, libraries, athletic and classroom facilities are part of the Charter School. The Charter School believes that by using community facilities, it becomes an integral member of the community in which it is located.

Organizational Chart



ELEMENT 5: Employee Qualifications

***"The qualifications to be met by individuals to be employed by the charter school."* (Ed. Code § 47605(c)(5)(E).)**

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

All employees must furnish or be able to provide:

- Legal documents establishing identity and employment authorization

Administrative Structure

The principal and assistant principal are the primary school site administrators. The chairman of the Charter School Board of Directors and the principal confer regularly to address planning and management issues, student progress, and progress with the implementation of the educational program.

Principal: Provides instructional, administrative, and technological leadership to the professional staff and students. Demonstrates hands-on use of technology competencies in all aspects of leadership and management of the educational program. Understands that leadership has a responsibility to ensure digital equity. Acknowledges the need for alignment as technology is integrated across the curriculum and shares the Alliance's vision for technology consistent to the overall educational vision for academic student success.

Essential Responsibilities:

- Drive instructional excellence by setting aspirational school goals and ensuring that teachers receive appropriate, targeted coaching and professional development to meet goals.

- Prepare all scholars to apply to, enroll, attend, and succeed in college by implementing a college-ready curriculum and supporting instructional activities, and by using multiple data points and ongoing data analysis to continually revise and improve the school's instructional program.
- Supervise, coach, develop, and evaluate teachers via regular observations, feedback, and coaching as part of Alliance's rigorous teacher development and support system.
- Create a culture of high expectations with a relentless focus on student achievement, college and career readiness, operational efficiency, and self-improvement.
- Maintain a safe and positive school environment in which students thrive, develop and grow.
- Develop a work environment to retain and develop exceptionally talented staff.
- Foster an environment of deep collaboration with families and caregivers, building strong relationships and encouraging their direct engagement in their students' school experiences.
- Partner with the Alliance Home Office to secure and allocate the resources and supports necessary to maintain the school's organizational health.

Requirements:
Education and Experience:

- A graduate degree in education, educational leadership, public administration or a related field from an accredited college or university.
- Two or more years of extensive, directly related and progressive experience.

THE STRONGEST CANDIDATES WILL HAVE/BE:

- A belief in and alignment with Alliance's educational philosophy to prepare students for the intellectual rigor of college and the skills required for 21st century careers
- Deep understanding of the nuances of urban school environments and school culture
- A proven track record of leading, managing, and coaching other educators to increase student achievement with a similar student population as Alliance schools in an urban or charter school
- Demonstrated experience working with diverse student populations and leading differentiated instructional support for special populations and different levels of learners
- Expertise in building a positive and collaborative adult culture
- Deep instructional expertise, including knowledge of Common Core-aligned instruction, developing student-centered classrooms, promoting personalized learning, and using instructional technology
- Excellent communication skills, both verbal and written
- An entrepreneurial spirit with an interest in innovative practices
- Ability to thrive in settings with autonomy, independence, and high levels of personal flexibility
- Strong interpersonal skills and ability to build and cultivate relationships with adult stakeholders
- A willingness to go above and beyond to contribute to the success of a dynamic team
- Collaborates actively with other colleagues.

The principal hires an assistant principal, dean of students, and/or director of instruction depending on their desired program structure.

Assistant Principal: In supervising and providing education and administrative leadership to the professional staff and students; plans, directs, assists and supervises the work performed by

teachers, clerical, and facilities staff; provides responsible and professional staff assistance in the supervision of the assigned educational program.

Essential Responsibilities:

Instructional Leadership

- Lead teachers and teacher leaders in dramatically improving scholar outcomes through the implementation of a rigorous data-driven instructional cycle, high-quality professional development, aligned to identified gaps, and ongoing observation and feedback.
- Coach, manage, evaluate, support, and inspire a set of teachers and staff via observations with feedback that accurately captures strength and growth areas and supports measurable progress.
- Set high standards for achievement so that students are on track to be college-ready.
- Ensure that school-wide curriculum, assessments, differentiated instruction, and more detailed instructional strategies are aligned to the Common Core State Standards.

Vision and Cultural Leadership

- Project and encourage a positive, cooperative atmosphere within the school.
- Oversee systems and supports that ensure a positive school climate in which students can develop a love for learning and a sense of responsibility, self-worth, and good citizenship.
- Build and maintain strong relationships with families, students, and colleagues at the school site and the Alliance Home Office.
- Build a productive, positive staff culture in which staff members grow, learn, collaborate, thrive, and feel supported in achieving high expectations.
- Lead non-instructional school functions that vary by school site, but potentially include: testing coordination, compliance reporting, student activities/enrollment, etc.
- Other duties as assigned.

Requirements:
Education and Experience:

- A graduate degree in education, educational leadership, public administration or a related field from an accredited college or university.
- Two or more years of extensive, directly related and progressive experience.

THE STRONGEST CANDIDATES WILL HAVE/BE*:*

- A belief in and alignment with Alliance's educational philosophy to prepare students for the intellectual rigor of college and the skills required for 21st century careers
- Deep understanding of the nuances of urban school environments and school culture
- Expertise in building a positive and collaborative adult culture
- Instructional expertise, including knowledge of Common Core-aligned instruction, student-centered classrooms, personalized learning, and instructional technology
- Ability to thrive in settings with autonomy, independence, and high levels of personal flexibility
- Strong interpersonal skills and ability to build and cultivate relationships with students and adults
- Deep belief in growth mindset

- Excellent communication skills, both verbal and written
- Ability to thrive in a fast-paced and achievement-oriented environment
- A willingness to go above and beyond to contribute to the success of a dynamic team
- Strong computer skills; e.g. school information systems

Director of Instruction: Assists the principal in leading the implementation of the Alliance educational model and its key program elements; ensures that the school's academic achievement goals are met; ensures classrooms consistently reflect rigorous standards-based instruction.

Essential functions include, but are not limited to:

- Projects and encourages a positive, cooperative atmosphere within the school and seeks to motivate all staff toward the fulfillment of the school's mission statement.
- Shares responsibility for the improvement of instruction within the school.
- Promotes curriculum improvement and insures that instructional programs and courses are implemented consistent with the State standards.
- Assists principal with organizing and coordinating in-service activities for the staff.
- Works constructively in securing staff involvement and support for the development and implementation of instructional changes.
- Keeps informed and up to date regarding new developments in curriculum, instruction and administration, i.e. workshops, meetings, credit classes, etc.
- Assists the principal in the planning for all aspects of instruction, including all types of scheduling, registration of students, and the development of a master schedule.
- Helps coordinate and conduct faculty meetings/professional development on a weekly basis.
- Participates in the review and selection of new equipment and instructional supplies.
- Manages an adequate system of teacher and pupil records.
- Maintains effective relations with parents and parent groups; interprets the goals, objectives and programs of the school to parents.
- Maintains communications with all appropriate Alliance College-Ready Public Schools.

Requirements:
Education and Experience:

- A degree in teaching, curriculum and instruction or a related field from an accredited college or university is required
- Three or more years of successful secondary teaching experience.

Skills, Beliefs, and Mindset:

- Principles, theories, practices, methods, and techniques used in classroom instruction.
- Methods and approaches to planning specialized instructional programs.
- Evaluation and assessment techniques used in determining proper teaching and instructional methods.
- Federal, state, and local laws, codes, ordinances and regulations as they pertain to charter schools.
- Personnel management principles and practices, including selection, training, supervision, and performance evaluation.
- Assume responsibility for the administration of a school.
- Provide effective education leadership to assigned teachers and instruction support staff.

- Identify, plan, and articulate future educational programs, approaches, and methods to meet student needs.
- Participate in the process of staff development and teacher training.
- Communicate, effectively, orally and in writing.

Dean of Students: Is responsible for facilitating the development and support of a school community that encourages a culture of high student achievement, individual accountability and collective responsibility.

Essential functions included, but not limited to**:**

- Strive to attain a positive school climate in which students can mature and develop a sense of responsibility, self-worth, and good citizenship.
- Coordinate and supervise student activities to include school related activities outside of regular school hours, i.e. career exploration, field trips, service learning, etc.
- Assume responsibility for the overall safety and well-being of all students.
- Follow procedures designed to protect and enhance the safety of students and staff and to promote the security of property and equipment.
- Monitors attendance, develops and/or updates administrative procedures to comply with legal mandates and helps update and distribute student/parent handbooks.
- Develop and implement appropriate student programs that promote positive behavior.
- Assist staff and parents in developing student behavioral expectations.
- Assist in the planning, developing and implementing of individual student behavior plans.
- Serve as a resource to teachers and staff in dealing with classroom management issues.
- Counsel students and their families about the school's policies.
- Confer appropriate consequences for behavior including detention, in school suspension and out of school suspension.
- Conduct parent conferences for behavior/attendance related issues as needed.
- Monitor student academic and behavioral progress.
- Uphold and follow school policies and procedures.
- Other duties as assigned by the Principal.

Requirements:
Education and Experience:

- Bachelor's degree from an accredited college or university.
- A graduate degree in teaching, curriculum and instruction, or administration or a related field from an accredited college or university is preferred
- Three or more years of successful secondary teaching experience preferred.

Skills, Beliefs, and Mindset:

- Effective approaches to addressing student attendance and/or behavioral issues.
- Appropriate and restorative discipline techniques for secondary school level students.
- Federal, state, and local laws, codes, ordinances and regulations as they pertain to charter schools.
- Demonstrate commitment to accomplishing the school's mission and academic goals.
- Keep and maintain accurate records.
- Communicate, effectively, orally and in writing

Counselor: Development and support students to be prepared for, admitted to, and successful through college. The counselor develops strategies and implements activities to address the needs of the students to meet this goal; consults and collaborates with school staff; and works with parents/guardians to support students' success.

Essential functions included, but not limited to:

- Provide orientation activities for incoming 9th graders and students new to the school.
- Participate in orientation programs for parent/guardians and students.
- Inform students and their parents/guardians of test results and their implication for educational planning.
- Provide resources and information to assist students to develop a rigorous academic course schedule, aligned with students' skills and interests.
- Evaluate students' graduation status and inform students of their status for graduation
- Assist in registration and schedule changes/conflicts for all students.
- As necessary, develop or support development of 504 plans, participate in Individual Education Plan meetings, and contribute in the development of the Student's Individual Transition Plan (ITP).
- Facilitate and/or participate in Student Support and Progress Team (SSPT) meetings
- Counsel, motivate and work with students who are underachieving or performing poorly academically.
- Coordinate at-risk programs.

Requirements**:**

Education and Experience

- A Master's Degree in School Counseling, Education, Psychology, Social Work, or another related field.
- Possess a valid California Pupil Personnel Services Credential (PPS) with an authorization in School Counseling.

Skills, Beliefs, and Mindset

- Ability to learn quickly and effectively function in a fast-paced and dynamic environment.
- Willingness to go above and beyond to contribute to the success of a dynamic team.
- Flexible, optimistic approach, and comfort with change and ambiguity.
- Commitment to the success of all Alliance students and specifically to raising the academic achievement of children in high-poverty communities.

Teaching Staff: Essential functions include, but are not limited to:

- Drives outstanding student achievement for all students in the classroom and supports colleagues in driving student achievement school-wide.
- Creates a culture of high expectations and continuous improvement with a relentless focus on student achievement and college and career readiness.
- Creates a positive, achievement-oriented, and supportive learning environment that excites and invests students in learning.
- Leverages Alliance resources and supports to develop and implement powerfully engaging curriculum and lessons designed to prepare all students to succeed in college and beyond.
- Utilizes a wide variety of teaching methods to create differentiated opportunities for deep understanding for all learners, including students with special needs.
- Utilizes a variety of data to drive instruction and intervention.
- Utilizes technology to support student learning.

- Works collaboratively with families and Alliance colleagues to support the achievement of all students and the mission and vision of the school.

Requirements:
Education and Experience

- Bachelor's degree from an accredited college or university.
- Valid California Teaching Credential in the assigned subject area(s) and a valid English Learner authorization (e.g. CLAD, BCLAD).

Skills, Beliefs, and Mindset:

- Strong instructional and classroom management skills, as well as content expertise.
- Deep knowledge of effective evaluation and assessment techniques to drive student learning.
- Strong interpersonal, communication, and relationship-building skills with both children and adults.
- Passion for and commitment to the success of all Alliance students, and specifically to raising the academic achievement of children from high-poverty communities.
- Willingness to go above and beyond to contribute to the success of a dynamic team
- Flexible, optimistic, and comfortable with change and ambiguity.
- Ability to learn quickly, open to feedback and eager to develop professionally as a master educator.
- Entrepreneurial spirit to thrive in a fast-paced and achievement-oriented environment.
- Understanding of the nuances of urban school environments and school culture.

School Operations Manager: Essential functions include, but are not limited to:

- Hires, manages, coaches, and develops school operations team members (including front office staff and vendors) to meet established goals and objectives
- Ensures all district, state and federal compliance requirements are completed on time
- Supports school audits and inspections from regulatory agencies and/or charter authorizers
- Collaborates with Alliance Home Office Operations Department to manage the implementation of and training on the school's operational procedures with all stakeholders to ensure efficient, effective, and compliant execution
- On-boards and manages payroll and time reporting for all school employees
- Oversees procurement and purchasing for the school including placing orders, inventorying items received, and handling returns/exchanges
- Manages cash receipts, deposits, and staff reimbursement forms. Ensures effective implementation of Alliance's financial policies and procedures
- Manages student recruitment strategy (i.e. lottery, waitlist management, and enrollment)
- Manages student information system and attendance reporting process; ensures accuracy and security of files and all information pertaining to students, parents, staff, and community
- Oversees the school nutrition program, including managing servers, coordinating with vendor, placing orders, ensuring compliance, conducting food safety audits, and ensuring the program's financial health
- Coordinates supervision of students during arrival, breakfast, nutrition, lunch and after school
- Manages school health, safety and compliance processes, including: administering trainings, coordinating drills and safety audits, assisting in emergency responses, and preparing/ submitting incident reports

- Acts as School Testing Coordinator for state testing assessments (as needed) and supports set-up and accounts maintenance for school
- Manages routine maintenance requests for school, ensuring maintenance, janitorial and pest control services are properly carried out; oversees the upkeep of the school's facilities and coordinates with Alliance Home Office team to implement school facility projects
- Manages school calendar and plans/coordinates logistics (including transportation) for school field trips, events, and activities such as: Back-to-School Night, Open House, parent conferences, recruitment/enrollment fairs, student orientations, graduation, staff celebrations
- Prepares correspondence, reports, bulletins, and memorandums in relation to assigned projects and may review and edit material prepared by others
- Maintains and distributes up-to-date parent/student and staff handbook
- Serves as the school's point person for special services including foster and homeless youth
- Participates in/leads cross-network school operations initiatives, pilots, and projects; promotes best practice sharing within and across schools
- Oversees other tasks or special projects as needed.

Requirements:
Education and Experience:

- Bachelor's degree from an accredited college/university or equivalent, relevant experience required. MBA or Masters in a related field preferred.
- Minimum two years of professional experience; four preferred with at least one year experience managing others and leading multiple large-scale projects.

Skills, Beliefs, and Mindset:

- Demonstrated management and leadership skills; ability to lead, influence, and hold others accountable to upholding high standards of operational excellence.
- Strong project and time management skills; ability to set priorities and manage multiple projects while meeting customer expectations.
- Strong analytical, critical thinking, and problem-solving skills; aptitude for proactively building systems.
- Strong customer service mindset with sense of humility; demonstrated sense of urgency and ability to make timely decisions.
- Acute attention to detail.
- Highly proficient in Microsoft Word, PowerPoint, Excel and Outlook and Google Apps.
- Ability to remain calm under pressure, especially in difficult conversations with parents/staff.
- Ability to treat sensitive issues with respect and empathy, and maintain confidentiality where required.
- Team player with demonstrated ability to successfully build trusting relationships with staff and stakeholders.
- Commitment to Alliance's mission and a passion for improving urban public education.
- Strong sense of integrity, ethics, and drive to achieve and grow.
- Spanish language fluency is a plus.

Office Manager: Essential functions include, but are not limited to:

- Maintains a welcoming atmosphere in the school office for parents, students, staff, and visitors.
- Maintains employee time reporting and student attendance records.
- Responsible for school bookkeeping, equipment and textbook inventory systems.
- Develops and recommends procedures for the compilation, maintenance, and presentation of data and maintains data used to assist in the determination of school policies, procedures, and programs.
- Supervises the installation and maintenance of complex clerical procedures, including the preparation of instructions, dissemination of information, and functional supervision of the implementation of the procedures.
- Maintains clerical procedures, performance standards, office records, and related matters in order to advise the principal.
- Explains school policies and procedures and speaks for an administrator in personal and telephone contacts and meetings.
- Prepares correspondence, reports, bulletins, and memorandums in relation to assigned projects and may review and edit material prepared by others.
- Searches records and obtains information from other schools, offices and agencies.
- Acts as the office resource in technology-related matters.
- Performs related duties as assigned.

Education and Experience:

- BA or AA and/or 4-5 years applicable work experience is preferred.

Skills, Beliefs, and Mindset:

- Experience with Microsoft Office (ex. Word, Excel, PowerPoint) – advanced experience with Excel.
- Excellent interpersonal skills and demonstrated success building trusting relationships with teachers and school site administrators.
- Ability to set priorities and manage multiple projects simultaneously while meeting customer expectations.
- Strong customer service orientation, responding to customer needs in a timely manner
- Analytical and problem-solving skills.
- Strong oral and writing skills.
- Ability to learn quickly.
- Flexibility to adapt to constantly changing environments.
- Passion for improving urban public education and a willingness to make a long-term commitment to K-12 education.

Office Clerk: Essential functions of office personnel include, but are not limited to:

- Receives calls and inquires, provides information, and makes proper referrals.
- Greets the public, guests and directs them to proper destinations.
- Processes incoming and outgoing mail.
- Prepares and maintains files.
- Photocopies correspondence, memos, reports, etc.
- Maintains adequate office supplies.
- Performs related duties as assigned.

Requirements:

Education and Experience:

- Completion of high school or the equivalent.
- 6-12 months of relevant experience.

Skills, Beliefs, and Mindset:

- Operate telephone equipment.
- Maintain accurate and orderly records.
- Develop and maintain effective working relationships.
- Friendly outgoing personality.
- Ability to multi-task and collaborate in a fast-paced environment.
- Proficient in Microsoft Suite, including Word, Excel, Outlook.
- Prior school office experience desired.
- Knowledge and familiarity of PowerSchool, Global Scholar Pinnacle, and TeleParent desired.
- Typing of 45+ words per minute.
- Bilingual, fluent English-Spanish speaker preferred.
- Belief in and alignment with Alliance's core beliefs and educational philosophy.
- Excellent communication skills, both verbal and written.
- Willingness to go above and beyond to contribute to the success of a dynamic team committed to a new future for urban education

Technology Assistant: Essential functions include, but are not limited to:

- Work cooperatively with school staff and faculty in assisting and resolving user technical problems.
- Provide technical support to users regarding hardware, software, and network related problems.
- Provide hardware and software installation, configuration, maintenance, and upgrades to both computers (Windows & Mac) and networks (Windows).
- Document technical and network related problems.
- Prepare hardware, software, and procedural documentation.
- Maintain records and prepare reports related to equipment inventory, maintenance, installations, warranties and system defects.
- Assist administration in educating staff on usage of technology through regularly scheduled professional development.
- Participate in discussions involving vendors, suppliers and Alliance personnel regarding parts, equipment and program operations and new technology.
- Maintain current knowledge of technological advances in computers and peripheral equipment, software, operating systems, and networks.
- Collaborate with Director of Information Technology to ensure proper maintenance of hardware, software, and other technical equipment.
- Cross training with other technicians.
- Perform other related job duties as assigned.

Requirements:

Education and Experience

- A High School diploma is required. An Associate's Degree in computer science, information systems, or a related field from an accredited college or university is preferred.
- One to three years of experience in the maintenance, installation, configuration, upgrades of hardware, software, and operating systems of computers and local area networks.

Skills, Beliefs, and Mindset:

- Experience with Microsoft Office (ex. Word, Excel, PowerPoint), Mac OS, iOS, Windows OS, MacBooks, iPads and PC laptops.

- Excellent interpersonal skills and demonstrated success building trusting relationships with teachers and school site administrators.
- Ability to set priorities and manage multiple projects simultaneously while meeting customer expectations.
- Strong customer service orientation, responding to customer needs in a timely manner
- Analytical and problem-solving skills.
- Strong oral and writing skills.
- Ability to learn quickly.
- Experience with PowerSchool and *Illuminate* or equivalent assessment platform
- Flexibility to adapt to constantly changing environments.
- Passion for improving urban public education and a willingness to make a long-term commitment to K-12 education.

Parent Engagement Specialist: Primary job duties include organizing the school's parent volunteer program to secure active and meaningful parent engagement at school and at home; educating parents to support learning and college-readiness; supporting recruitment and fundraising activities.

Essential functions include, but are not limited to:

- Plan, carryout, and evaluate parent engagement activities in partnership with school staff members and community partners
- Establish a regular workshop series and serve as the school's parent educator
- Identify and promote parent volunteer activities
- Create a welcoming school environment
- Establish and staff the school's parent center
- Refer families to school and/or community resources
- Train parent leaders to support charter advocacy activities
- Support school recruitment activities
- Support school fundraising activities
- Participate in professional development
- Satisfy reporting requirements
- Provide translation services when needed
- Perform related duties as assigned

Requirements**:**
Education and Experience:

- A Bachelor's Degree or currently enrolled as an undergraduate at an accredited college or university.
- 2 years of related experience.
-

Skills, Beliefs, and Mindset:

- Parent engagement strategies to support learning and college-readiness.
- K-12 instructional and assessment strategies.
- Competent oral and written English usage.
- Proficiency in Microsoft Office.
- Oral and written Spanish language usage preferred.
- Lead planning efforts and implement and evaluate parent engagement programming.
- Serve as the school's parent educator and facilitate educational workshops.
- Train parent leaders.
- Collaborate with school leaders, teachers, staff, parents and community members.
- Promote the school and recruit new students and families.

- Fundraise
- Speak in front of large groups of school and community stakeholders.
- Prepare annual reports.
- Record and maintain various written records.
- Follow verbal and written instructions

Instructional Assistants: Essential functions include, but are not limited to:

- Works with individual students or small groups to reinforce learning material or skills introduced by the teacher.
- Operates and cares for equipment or instructional materials used in the classroom for instructional purposes.
- Helps student master equipment or instructional materials assigned by the teacher.
- Distributes and collects workbooks, papers, and/or instructional materials as directed by the teacher.
- Guides independent study, enrichment work, and remedial work as assigned by the teacher.
- Assists with the supervision of students during meals, emergency drills, assemblies, break periods, or field trips.
- Assists with the supervision of daily routines and schedules.
- Provides information and assistance to a substitute teacher should one be assigned.
- Participates in appropriate staff development as required to ensure professional growth.
- Participates in staff meetings as required by the job assignment.
- Performs other duties as assigned.

Requirements:

Education and Experience:

- Completion of at least 48 college semester units or 60 college quarter units. Associate's degree preferred
- 0-2 years of experience developing caring relationships with students in a school setting

Skills, Beliefs, and Mindset:

- Knowledge of appropriate and effective approaches to discipline.
- Knowledge of school objectives, policies and regulations.
- Ability to work with students and staff in maintaining a safe and welcoming school campus.
- Ability to establish and maintain cooperative relationships with all members of the school community.
- Follow verbal and written instructions.
- Ability to work cooperatively with others and maintain a positive attitude in the work environment.
- Ability to use good judgment in problem-solving and decision-making
- Use time productively.
- Ability to follow district policies and procedures.
- Ability to accept supervisory direction and desire to improve job skills.
- Ability to demonstrate tact, courtesy and helpfulness in dealing with staff, students, parents, and visitors to the school.
- Belief in and alignment with Alliance’s core beliefs and educational philosophy.
- Excellent communication skills, both verbal and written.
- Willingness to go above and beyond to contribute to the success of a dynamic team committed to a new future for urban education.
- Belief in and alignment with Alliance’s core beliefs and educational philosophy.

- Excellent communication skills, both verbal and written.
- Entrepreneurial spirit to thrive in a fast-paced and achievement-oriented environment.
- Strong interpersonal skills and ability to build and cultivate relationships with teachers, coaches, school leaders and other Alliance home office departments.
- Willingness to go above and beyond to contribute to the success of a dynamic team committed to a new future for urban education.
- Understanding of the nuances of urban school environments and school culture.

Campus Assistants: Essential functions include, but are not limited to:

- Develops appropriate interpersonal relationships with students in order to earn their respect and cooperation in following directions and school rules.
- Assists in supervising student activity areas during the break and lunch periods.
- Assists in general supervision of the campus as directed by the principal.
- Communicates and enforces school policies and procedures regarding student behavior and discipline; reports incidents to administrators where appropriately.
- Intervenes to deter and modify inappropriate student behaviors of a relatively minor nature; reports serious infractions to administration for possible disciplinary action.
- Positively interacts with parents and other members of the school community.
- Performs related duties as assigned.

Requirements:
Education and Experience:

- High School Diploma or equivalent.
- 0-2 years of related experience.

Skills, Beliefs, and Mindset:

- Knowledge of appropriate and effective approaches to discipline.
- Knowledge of school objectives, policies and regulations.
- Work with students and staff in maintaining a safe and welcoming school campus.
- Establish and maintain cooperative relationships with all members of the school community.
- Follow verbal and written instructions.
- Belief in and alignment with Alliance's core beliefs and educational philosophy
- Excellent communication skills, both verbal and written.
- Willingness to go above and beyond to contribute to the success of a dynamic team committed to a new future for urban education.
- Belief in and alignment with Alliance's core beliefs and educational philosophy
- Excellent communication skills, both verbal and written.
- Entrepreneurial spirit to thrive in a fast-paced and achievement-oriented environment.
- Strong interpersonal skills and ability to build and cultivate relationships with teachers, coaches, school leaders and other Alliance home office departments.
- Willingness to go above and beyond to contribute to the success of a dynamic team committed to a new future for urban education.
- Understanding of the nuances of urban school environments and school culture.

Custodian Essential functions include, but are not limited to:

- Ensures classrooms, restrooms, and common areas are cleaned and maintained.
- Cleans, dusts, and wipes furniture; empties waste receptacles, replaces light bulbs.
- Sweeps, scrubs, mops, seals, waxes, and polishes floors and stairways.
- Cleans and sanitizes restrooms using established practices and procedures, and replenishes supplies.

- Vacuums and shampoos carpets, and strips, cleans, buffs and applies floor sealer and floor finish to hard surface floors.
- Washes windows.
- Secures the building in the evening.
- Performs small painting jobs and minor building, yard, and outdoor maintenance.
- Cleans lunch area daily.
- Arranges chairs and tables daily.
- Orders cleaning products and maintains stock.
- Cleans vents, light fixtures, walls, and ceilings.
- Assists with the setup of facilities for meetings, classrooms, conferences, events, etc.
- Uses and maintains assigned power equipment and hand tools; buffers, auto scrubbers, extractors, high pressure washers, high speed buffers and vacuums, brooms, mops, and squeegees for the cleaning and general maintenance of floors, walls, carpets, furniture, etc.
- Performs related duties as required.

Requirements:
Education and Experience:

- No requirement.

Skills, Beliefs, and Mindset:

- Ability to read, write and comprehend Basic English.
- Ability to operate floor polishers, buffers and shampooers.
- Belief in and alignment with Alliance's core beliefs and educational philosophy.
- Excellent communication skills, both verbal and written.
- Entrepreneurial spirit to thrive in a fast-paced and achievement-oriented environment.
- Strong interpersonal skills and ability to build and cultivate relationships with teachers, coaches, school leaders and other Alliance home office departments.
- Willingness to go above and beyond to contribute to the success of a dynamic team committed to a new future for urban education.
- Understanding of the nuances of urban school environments and school culture.

ELEMENT 6: Health and Safety Procedures

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall rquire all of the following:
(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237
(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.
(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school." **(Ed. Code § 47605(c)(5)(F).)**

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District's Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan ("Plan"), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School's requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel" if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code section 49475) offered by or on behalf of Charter School.

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and dettraermined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Chater School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves

pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

ELEMENT 7: Means to Achieve Racial and Ethnic Balance

"The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District's Student Integration Services (collectively the "Court-ordered Integration Program"). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD's Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW*)). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District's Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District's goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

Written Plan to Achieve and Maintain LAUSD Ethnic Balance Goal

- Distribute notification about enrollment opportunities at Tajima to communities in Los Angeles Unified School District, including those that serve diverse populations.
- Publicize Tajima through flyers, the Alliance website, the school website and notices to neighborhood schools and families about available openings.
- Target a diverse set of students throughout the student recruitment process in order to achieve and maintain the LAUSD ethnic balance goal upon enrollment.

Tajima will make every effort to recruit students of various racial and ethnic groups to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of LAUSD.

Schedule of Events

- School tours: Ongoing October-June
- School information sessions: Ongoing October-June
- Student orientation session: July – first week of August

Information sessions and school tours will be advertised on the school's website and through direct mail to the parents of students who attend elementary, middle and high schools in the

target community, and using postcards and flyers (printed in English and Spanish) distributed at local businesses and community organizations, youth organizations, social service providers, faith-based organizations, grocery stores, public libraries and other local schools. Information sessions will be conducted in English and in Spanish and held at different venues throughout the community.

Tajima will conduct annual student orientation sessions in English and in Spanish prior to the opening of school. The typical schedule for this orientation session is one weekday and/or one Saturday in July or August.

Outreach Materials

Annual outreach will include:

- Posting banners in front of the school announcing, “now enrolling”
- Distributing printed flyers announcing major activities such as: the enrollment period, deadline for applications, dates and times of information sessions.
- Information sessions and school tours will include information on the school’s performance track record, the Alliance school mission, Alliance and school goals, what it means to be an Alliance school, school policies and procedures, and school calendar.

Tajima will make every effort to recruit and maintain students of various racial and ethnic groups, Students with Disabilities, and English Learners, including Redesignated Fluent English Proficient pupils, to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of LAUSD by targeting enrollment and marketing efforts to surrounding communities. Information with regard to race and ethnicity of students is not, however, gathered until students have been enrolled.

ELEMENT 8: Admission Policies and Procedures

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

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

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment.

The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

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

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

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

SEXUAL HARASSMENT POLICY NOTICE

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

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

Admission Requirements

Each student interested in enrolling at Tajima must be a resident of California and submit an application form to the school. If the number of interested students exceeds the number of seats available by the application deadline, admittance shall be determined by a public random drawing.

Student Recruitment

The intent of Tajima is to serve students living in and attending schools within a 4-mile radius of the campus. As such, the school's marketing efforts will be targeted to students residing in the community or attending schools in the community served, which includes primarily students within LAUSD.

Tajima is committed to serving all students. As detailed in Element 7, the Outreach Plan includes targeted efforts to recruit all students regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any

other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, equal rights, and opportunities in admission. This includes students who are at risk of low achievement, socioeconomically disadvantaged students, and students with disabilities.

Methods of recruiting students may include:

- Announcements mailed to families attending neighboring elementary, middle and high schools
- Marketing brochures and flyers (in English and Spanish) distributed throughout the local community
- Local newspaper announcements
- Open houses and information sessions at the school site
- Open House at the school site prior to the opening of school
- The use of English and Spanish marketing collateral and materials.

Lottery Preferences and Procedures

Existing students are guaranteed admission in the following school year and are exempt from the public random drawing (lottery).

During the lottery, the following preferences shall be extended:

- Students living within the boundaries of the Los Angeles Unified School District.
- Siblings currently attending Tajima. (Siblings must share at least one biological parent or legal guardian.)

Children of current Tajima staff members not to exceed 10% of total enrollment.
In an effort to keep families together, in situations where siblings apply to Tajima together and they do not have any other siblings currently attending Tajima, if one of the children gains admission, he/she will automatically be considered a currently enrolled student and lottery preferences would apply.

Application Form

Each student interested in enrolling at an Alliance school must submit an application form to the school before the application deadline. There must be one application for each child. Applications received after the deadline shall be placed on the waitlist in the order they are received.

Open Enrollment Period

The open enrollment period for the upcoming school year will start at the beginning of October of the current school year and last until the lottery takes place (as needed), and no later than May 30. Parents/guardians of students who submitted applications and interested parties will be provided information about the timeline and procedures to be followed during the open enrollment and lottery process upon request. This information will be made available verbally, online and in print form.

Lottery Procedures

The lottery will be held on Tajima's campus unless a larger venue is required. If needed, the lottery will take place on a weekday afternoon or evening or during the weekend to help ensure all interested parties can attend. The specific date, time and location will be determined one week following the application due date, and will be communicated to families and interested parties verbally or through written communications (e.g., text messages, emails, postings in school main office) as needed. Lottery procedures will be followed and related materials will be

made available upon request. Interested parties are welcome to observe the random public drawing should one be necessary.

If the number of applicants exceeds the number of available seats on the application due date, a lottery will be hosted and the applicants will be randomly drawn to fill the available seats. The lottery will follow the school's lottery preferences. Applicants that are not accepted during the lottery will be placed on the waitlist in the order their names are drawn. All applications and a record of the order in which they are drawn will be kept on file at the Charter School. The Charter School may choose to conduct the lottery using an online enrollment system. The online enrollment system allows families to apply online and allows the school to run the lottery using a secure computer algorithm so that rules and lottery preferences are followed every time and families can be assured of an equitable process.

After the offered list is set, a waitlist shall be created and maintained. Should vacancies occur, admission will be offered to applicants on the waitlist in the order their names appear. The school can utilize the online enrollment system to manage the waitlist to ensure seats are offered to students in the order they appear on the waitlist.

Communication

The offered list and waitlist will be made available following the lottery (if needed) and upon request. Parents/guardians of applicants on the offered list and waitlist will be contacted by designated school office staff via phone and/or in writing. Multiple communications on different days will be attempted. Communication attempts will be logged by school staff.

Parents/guardians of applicants will have 5 school days from initial contact to respond to the designated contact person. The parents can respond via phone, in writing or by accepting the seat through the online enrollment system. If parents do not respond within the timeline, the applicant will be removed from the waitlist and the next applicant's parents/guardians on the waitlist will be contacted. We use an enrollment database system to log and document the fair execution of our lottery and waitlist.

ELEMENT 9: Annual Financial Audits

"The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority." **(Ed. Code § 47605(c)(5)(I).)**

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(c)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

a. Provisional Budget – Spring prior to operating fiscal year
b. Final Budget – July of the budget fiscal year
c. First Interim Projections – November of operating fiscal year
d. Second Interim Projections – February of operating fiscal year
e. Unaudited Actuals – July following the end of the fiscal year
f. Audited Actuals – December 15 following the end of the fiscal year
g. Classification Report – monthly according to Charter School's Calendar
h. Statistical Report – monthly according to Charter School's Calendar of Reports
   In addition:
   - P1, first week of January
   - P2, first week of April
i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

As per the Alliance College-Ready Public Schools' board approved Fiscal Policies and Procedures, the Alliance Home Office Chief Business Officer, in coordination with the Alliance Audit Committee, is responsible for the selection of a qualified independent auditor to conduct the required annual financial audit. The auditor is retained by the Alliance accounting team, led by its Vice President, Accounting and Chief Business Officer, to coordinate the completion of an annual audit of the Charter School's financial books and records.
The selection process will include confirmation that any recommended firm be on the State Controller's list of approved auditors to conduct charter school audits. The Board of Directors considers a resolution annually providing the Alliance Audit Committee the authority to select the financial auditor. This audit will be conducted in accordance with the applicable Generally Accepted Accounting Principles. To the extent required by law, the scope of this audit will be expanded to include any relevant items or processes identified by the Office Management and Budget such as Circular A-133. All audit services are handled centrally by the Alliance Accounting Team, as per the Charter School's Administrative Services Agreement with the Alliance.

Any deficiencies, findings, material weaknesses, or audit exceptions are reported to Alliance Audit Committee. The Alliance Accounting Team, led by its Vice President, Accounting, will work with the Charter School's leadership and Board of Directors, to immediately develop and

implement a corrective action plan. Any such exception, as well as the corrective action plan, will be reviewed at the December Board of Directors meeting.

The Vice President, Accounting ensures that the auditor sends the completed audit to the required agencies by the statutory deadline. As per relevant requirements, the Charter School's audit is submitted to the State Controller, County Office of Education, California Department of Education and LAUSD.

As outlined in prior sections, the Alliance provides specific back-office services to the Charter School, including budgeting/forecasting, accounts set up (insurance, benefits, attendance tracking), payroll, compliance, required reporting, service vendor contract negotiations and management, and purchasing. The Alliance also provides oversight and monitors adherence by the Board of Directors to the charter process and any applicable law. The Alliance maintains separate financial records for Charter School and assures that all accounting complies with generally accepted accounting principles.

ELEMENT 10: Suspension and Expulsion Procedures

"The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:
(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.
(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
***(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)."* **(Ed. Code § 47605(c)(5)(J).)**

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy.. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein,
"involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures

Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student's disability?
B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  A. Was the misconduct caused by, or directly and substantially related to the student's disability?
  B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

Student Discipline System

The Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at Tajima. Although the Charter School is exempt from Education Code section 48900 et seq., the policy, procedures and grounds for suspension/expulsion are based on Education Code 48900 et seq. schools also follow the District's Discipline Foundation Policy, including the school-wide positive behavior supports, alternatives to suspension (e.g., behavioral contracts, student detention, parent conferences, counseling), and restorative justice. At the beginning of each school year, the principal or administrative designee (e.g., assistant principal, dean of students) will provide professional development to school staff in order to communicate and model the school's discipline policy to the school community. The focus of the training will be around ensuring school practices are consistently applied and may address topics such as: school-wide behavior expectations, the school's philosophy around positive behavioral suspension & supports and/or restorative justice, and procedures for addressing student behavior issues in classrooms. Throughout the school year, administrators and staff will regularly review school-wide and subgroup discipline data to identify areas to improve upon its practices and provide additional training and support as needed to prevent and mitigate the need for future disciplinary measures.

Tajima develops, maintains, and implements a comprehensive student discipline policy. The discipline policy is not biased or discriminatory, and follows the principles of due process. In the case of a student who has an IEP, or a student who has a 504 Plan, the school will ensure that it follows the correct disciplinary procedures to comply with the mandates of applicable state and federal laws.

By signing the school's Parent-Student Handbook, students and parents acknowledge their understanding of and their responsibility to the standards set forth in the discipline policy. The discipline policy will define student responsibilities, unacceptable behavior, and the consequences for such.

Tajima believes in a student discipline philosophy that is progressive in nature, but also emphasizes positive behavior supports to provide students with opportunities to improve. These include, but are not limited to: positive recognition, restorative practices (e.g., restorative circles, mediation, regular conferencing), increased family and community collaboration, acknowledgement and reinforcement of appropriate behavior, clear definition of expectations, team-based implementation, and data-based decision making. The school will have access to a student discipline dashboard to track and monitor student suspensions and expulsions on a regular basis.

Students who violate the school rules are also subject to, but not limited to, the following progressive actions:

- Verbal warning
- Phone call to parent/guardian
- Loss of privileges (e.g. attending after school activities, interscholastic sports, special non-instructional activities held during the school day, one-to-one assigned technology)

- Detention
- Conference with student and parent/guardian
- Suspension
- Expulsion

Grounds for Suspension and Expulsion

Tajima has adopted the *Los Angeles Unified School District Suspension and Expulsion Matrix* as identified below (Education Code section 48915(b)). As such, a student may be suspended or expelled for prohibited misconduct, as outlined in the matrix, if the act occurs:

1) While on school grounds,
2) While going to or coming from school,
3) During the lunch period whether on or off the school campus,
4) During, or while going to or coming from, a school-sponsored activity.

Suspended students and students in in-school suspension shall be excluded from participating in all school and school-related activities unless otherwise agreed upon by the principal or administrative designee (e.g., assistant principal, dean of students) and the parent/guardian during the period of suspension. The maximum number of days for out-of-school or in-school suspensions will not exceed five (5) school days per incident and ten (10) school days in one academic year for students with Individualized Education Programs (IEPs) or twenty (20) school days in one academic year for general education students.

Expelled students shall be excluded from participating in all school and school-related activities.

LAUSD Suspension and Expulsion Matrix

Category I Student Offenses with No Principal Discretion (except as otherwise precluded by law)	Category II* Student Offenses with Limited Principal Discretion	Category III* Student Offenses with Broad Principal Discretion
Principal **shall immediately** suspend and recommend expulsion when the following occur at school or at a school activity off campus. **[E.C. 48915(c)]**	Principal **must** recommend expulsion when the following occur at school or at a school activity off campus **unless** the principal determines that the expulsion is inappropriate. **[E.C. 48915(a)(1)]**	Principal **may** recommend expulsion when the following occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity. **[E.C. 48915(b) and (e)]**
1. Possessing, selling, or furnishing a firearm. E.C. 48915(c)(1); 48900(b)	1. Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1)(A); 48900(a)(1), maybe also 48900(a)(2)	1. Caused, attempted to cause, or threatened to cause physical injury to another person. **(Unless, in the case of "caused," the injury is serious. [See II.1])** E.C. 48900(a)(1); 48915(b) 2. Possession/Under influence of marijuana (1st offense < 1 oz.) or controlled substance or alcohol or any intoxicant. E.C. 48900(c); 48915(b) 3. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 48915(b)
2. Brandishing a knife at another person. E.C. 48915(c)(2); 48900(a)(1) and 48900(b)	2. Possession of any knife or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(1)(B); 48900(b)	4. Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e) 5. Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e) 6. Possessed or used tobacco. E.C. 48900(h); 48915(e) 7. Committed an obscene act or engaged in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3); 48900(c)	3. Unlawful possession of any controlled substance (except for the first offense of no more than an ounce of marijuana, and over-the-counter and prescribed medication) E.C. 48915(a)(1)(C); 48900(c)	8. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e) 9. Disrupted school (-wide) activities. (suspension only by administrator, no expulsion) E.C. 48900(k)**; 48915(e) 10. Knowingly received stolen school or private property. E.C. 48900(l); 48915(e) 11. Possessed an imitation firearm. E.C. 48900(m); 48915(e) 12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4**; 48915(e)
4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900[n]). E.C. 48915(c)(4); 48900(n)	4. Robbery or extortion. E.C. 48915(a)(1)(D); 48900(e)	13. Engaged in sexual harassment. E.C. 48900.2**; 48915(e) 14. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. E.C. 48900.3**; 48915(e) 15. Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e) 16. Willfully used force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)
5. Possession of an explosive E.C. 48915(c)(5); 48900 (b)	5. Assault or battery upon any school employee. E.C. 48915(a)(1)(E); 48900(a)(1) and 48900(a)(2)	17. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. E.C. 48900(o); 48915(e) 18. **Any behavior listed in Category I or II that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus. E.C. 48915(b)** 19. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e) 20. Engaged in, or attempted to engage in, hazing. E.C. 48900(q); 48915(e) 21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915(e) 22. Aided or abetted the infliction of physical injury to another person (suspension only). E.C. 48900(t); 48915(e)

* For Categories II and III, the school must provide evidence of one or both of the following ***additional findings***: (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct, (2) Due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the pupil or others.

** Grades 4 through 12 inclusive.

Source: Los Angeles Unified School District Scholar Discipline & Expulsion Support Unit (October 10, 2016)

As used in this section, "school property" includes, but is not limited to, electronic files and databases.

The offenses noted above are annotated excerpts from Education Code Section 48900. The school will use the above referenced grounds and procedures in determining suspension and expulsion.

Not Grounds for Suspension/Expulsion

Tajima's policy prohibits suspension and expulsion from being used as corrective measures in response to student misconduct of willful defiance as described in Education Code section 48900(k)(1).

Suspension Procedures

Rules and Procedures

The process for investigating incidents and collecting evidence for suspensions and expulsions will be fair and thorough. Suspension is preceded by a conference conducted by the principal or administrative designee (e.g., assistant principal, dean of students) with the student and the student's parent/guardian. The conference may be omitted if the administrative staff determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without a conference, the parent/guardian is notified of the suspension, a request for a conference is to be made as soon as possible, and the conference is to be held as soon as

possible.

Notice to Parents/Guardians

At the time of suspension (both out-of-school and in-school), the principal or administrative designee will contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension in the primary language of the guardian. This notice shall state the specific offense(s) committed by the student. In addition, the notice shall also state the date and time the student may return to school. The principal or administrative designee shall request to confer with the parent/guardian regarding matters pertinent to the suspension; parents/guardians are strongly encouraged to respond without delay as student violations of school rules may result in student expulsion from the school.

In-school suspensions will be served in either the school's main office or in an open classroom and will be supervised by a certificated staff member. During in-school suspensions, the student's teachers will provide coursework to be completed in the in-school suspension setting.

Length of Suspension

Suspensions (both out-of-school and in-school), when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. During the term of the suspension, Tajima shall provide the student with meaningful access to education. Missed assignments can be accessed virtually through class websites or arranged for pick-up or delivery with the parent/guardian. The student shall also be given the opportunity to take make-up tests if they were missed during the term of the suspension.

Upon a recommendation of expulsion by the principal or administrative designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the principal or administrative designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. Students who receive an extended suspension may be offered an interim placement at an LAUSD school, another Alliance school, or coursework from the attending school. Students shall not be suspended for more than a total of twenty (20) school days in a school year, unless a suspension has been extended up to 30 school days pending an expulsion hearing.

Suspension Appeals

The suspension of a student is at the discretion of the principal or administrative designee. Parents/guardians shall be notified in advance of the enactment of the suspension and can appeal a student's suspension. A suspension appeal shall be submitted in writing to the Alliance Home Office Chief Schools Officer, and shall be heard if requested within five (5) school days of the notification of suspension by the principal or administrative designee. Upon consideration of the evidence presented in the appeal, the Chief Schools Officer's decision shall be final. The student shall be considered suspended until a meeting is convened to hear the appeal. The decision regarding the appeal will be made within one (1) school day of the appeal hearing. Parents/guardians will be notified of the decision in writing within three (3) school days. For students who are recommended for expulsion, any appeal of the suspension will be considered concurrently with the expulsion process.

Expulsion Procedures

Rules and Procedures

The process for investigating incidents and collecting evidence for suspensions and expulsions will be fair and thorough. Upon a recommendation of expulsion by the principal or administrative designee, the pupil and the pupil's parent/guardian or representative will be invited, by letter or by phone, to a pre-expulsion conference within five (5) school days. During the conference, they will have the right to respond to the allegation. If necessary, they will be given three (3) additional school days after the conference to respond. This conference will also provide an opportunity to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the principal or administrative designee.

Authority to Expel

A student may be expelled by a three (3) member panel, known as the Expulsion Panel that is designated by the Board of Directors. The Expulsion Panel shall be selected by the Board Chair and will consist of Alliance College-Ready Public Schools and Alliance's affiliated schools' staff. The members of the Expulsion Panel shall meet the following criteria:

1) The members shall have no knowledge or previous familiarity of the student or situation, and
2) The members are not school employees.

Expulsion Hearing

A hearing to determine whether the student should be expelled is required for recommendation for expulsion. The hearing shall be held within 30 school days after the principal makes his/her expulsion recommendation. The hearing shall be presided over by the Expulsion Panel described above.

The principal or administrative designee provides written notice of the hearing to the student and the student's parent/guardian within ten (10) calendar days before the date of the hearing. The notice shall be in the primary language of the guardian. The notice will include information regarding reasonable accommodations and language support, presentation and cross-examination of witnesses and other evidence, representation by counsel or other advocates, and other due process protections and rights. As necessary, the notice will also provide special rules and procedures for incidents involving sexual assault and/or battery (e.g., provide complaining witness with a copy of applicable disciplinary rules and advisement of rights, postponement of expulsion hearing for one school day to accommodate the special physical, mental and emotional needs of complaining witness, provide a nonthreatening environment for complaining witness to speak freely and accurately of his/her experiences, breaks during testimony as needed, advisement of complaining witness and accused pupil to refrain from personal or telephonic contact). The documentary evidence packet shall be made available to the student and/or parents/guardians upon request.

An audio recording of the hearing and proceedings will be created and retained.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence in which reasonable persons can rely in the conduct of serious affairs. A determination by the panel to expel must be supported by substantial evidence that the student committed an expellable offense. Also, in accordance to the LAUSD Suspension and Expulsion Matrix, for Category II and II offenses (Ed Code 48915(b)), the school must provide evidence of one or both of the following additional findings: (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct, (2) Due to the nature of the act, the student's presence causes a continuing danger to

the physical safety of the pupil or others.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Expulsion Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. The decision of the panel to expel must be supported by substantial evidence presented at the hearing that the student committed an expellable offense. Also, in accordance to the LAUSD Suspension and Expulsion Matrix, for Category II and II offenses, the school must provide evidence of one or both of the following additional findings: (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct, (2) Due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the pupil or others.

The decision of the Expulsion Panel shall be in the form of written findings of fact. The final decision by the panel shall be made within three (3) school days following the conclusion of the hearing.

If the Expulsion Panel decides not to expel and the student is still enrolled, the pupil shall immediately be returned to his/her educational program or be given the opportunity to transfer to another Alliance school with mutual agreement of the parent and the other Alliance school.

Written Notice to Expel

Following a decision of the Expulsion Panel to expel, the principal or administrative designee shall send to the student and parent/guardian written notice of the decision to expel. The notice shall be in the primary language of the guardian. This notice will include the findings of fact, recommendations, referral to alternative placement, recommended rehabilitation plan, recommended expulsion order and appeal procedures. This notice to expel a student will be sent by certified U.S. mail. Records of the proceeding will be made available at anytime upon request to the Principal.

Appeal of Expulsion

An expulsion decision may be appealed within 30 calendar days of the date of the Expulsion Panel's written decision to expel. The parent/guardian must submit the appeal in writing to the principal who will inform the School Board Chair. An Expulsion Appeal Panel shall be convened within 30 school days of receipt of the written appeal, at which time the student's parent/guardian must attend to present his/her appeal either verbally or in writing. Language support shall be provided upon request. The Expulsion Appeal Panel shall have three (3) members. The panel shall be selected by the School Board Chair. Panel members shall not be school employees (they may be Alliance Home Office employees or staff members from other Alliance schools), shall have no familiarity of the incident or student, and shall not be the same individuals that served on the Expulsion Panel. The scope of review of the panel shall be limited to whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the expulsion hearing. The decision of the Expulsion Appeal Panel shall be final. Parents will be notified of the Expulsion Appeal Panel's decision, in writing, within two (2) school days of the hearing. The notice shall be in the primary language of the guardian. In the event that Expulsion Appeal Panel reverses the expulsion, the student shall be immediately reinstated.

Alternative Placement

In the event of a decision to expel a student, the school will work cooperatively with student's home school district, the county and/or other schools to find alternative placement for the student.

Rehabilitation Plans

Pupils who are expelled from an Alliance school shall be given a rehabilitation plan upon expulsion as developed by the Expulsion Panel at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to the Alliance school for readmission.

Readmission

The school shall receive the documentary evidence from parents/guardians or LAUSD as per the student's rehabilitation plan in the findings of fact. This evidence will be reviewed to determine if the plan's requirements have been met to allow for readmission. Upon completion of the readmission process and pending the availability of open seats, the school shall readmit the pupil, unless the school's principal makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the Charter School, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

Reinstatement

Upon completion of the readmission process and a determination that the student has met the terms of the rehabilitation plan, the school shall reinstate the student upon the conclusion of the expulsion period.

ELEMENT 11: Employee Retirement Systems

"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security." (Ed. Code § 47605(c)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School's participation in, and/or coverage of its staff members by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a "government plan" governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School's existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Retirement Benefits

CalSTRS and CalPERS contributions are reported through the Los Angeles County Office of Education (LACOE). The Charter School will continue its participation (under its existing County-District-School (CDS) code) in these programs for the duration of its existence and operation.

STRS - All certificated employees who are eligible participate in the State Teachers Retirement System (CalSTRS). Eligible certificated employees deposit a percentage of their pre-tax creditable earnings in CalSTRS and the School matches this contribution. As of 7/01/2020, certificated employees contribute 10.205% (if subject to PEPRA) or 10.25% (if not subject to PEPRA) and Tajima contributes 16.15%. All withholdings from employees and the Charter School are forwarded to the STRS Fund as required. Employees accumulate service credit years in the same manner as all other members of STRS.

PERS - All classified employees who are eligible participate in the Public Employees Retirement System (CalPERS). Eligible classified employees deposit a percentage of their pre-tax creditable earnings in CalPERS and that the School matches this contribution. As of 7/01/2020, employees contribute 7% (if subject to PEPRA) or 7% (if not subject to PEPRA) and Tajima contributes 20.7%. All withholdings from employees and the charter school are forwarded to the PERS Fund as required. Employees accumulate service credit years in the same manner as all other members of PERS. Social Security payments are contributed for all qualifying PERS members.

OASDI, PARS and Others - Tajima participates in Old Age Survivor special Insurance (OASDI) for non-PERS/STRS eligible part-time employees. The Board of Directors retains the option to consider any other public or private retirement plans, such as the Public Agency Retirement System (PARS), and to coordinate such participation with existing programs as it deems appropriate.

ELEMENT 12: Public School Attendance Alternatives

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." (Ed. Code § 47605(c)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

As a public charter school authorized to operate within the boundaries of the Los Angeles Unified School District, Alliance Ted K. Tajima High provides a quality alternative to attending District schools. Students may choose to attend other public schools in the district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of LAUSD.

Alliance Ted K. Tajima High is a school of choice; no student is required to attend. This information is communicated to families through informational meetings.

ELEMENT 13: Rights of District Employees

"The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school." (Ed. Code § 47605(c)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

ELEMENT 14: Mandatory Dispute Resolution

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

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, ("Dispute") shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys' fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party's attorneys' fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys' fees, costs and/or expenses, or mediator's or arbitrator's fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. ("Proposition 39"), shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
Alliance Ted K. Tajima High

1552 Rockwood St, Los Angeles, CA 90026

2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
Alliance Ted K. Tajima High
1552 Rockwood St, Los Angeles, CA 90026

2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The

arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

ELEMENT 15: Charter School Closure Procedures

"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." (Ed. Code § 47605(c)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a "Closure Action". A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5,

sections 11962 and 11962.1, and are based on "Charter Schools Closure - Requirements and Recommendations" posted on the California Department of Education website. All references to "Charter School" apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The students' school districts of residence

4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure

2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school

2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the

District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. Make final federal tax payments (employee taxes, etc.)

c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

In the event that the Charter School closes, the Alliance Home Office Chief Business Officer, supported by the Alliance Home Office Vice President of Accounting will serve as the Charter School's closure agent.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in

and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:

    (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

    (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

Minimum Payments or Charges to be Paid to District Arising from the Facilities:

(i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of

1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

(ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

  (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

  (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District

policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be

maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be $1,000,000 per occurrence/$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of $500,000 per occurrence and $500,000 general aggregate.

6. Professional Educators Errors and Omissions liability coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

7. Sexual Molestation and Abuse coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

8. Employment Practices Legal Liability coverage with limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

9. Excess/Umbrella Liability insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named

additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificatesof insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

> "Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of sst education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days' notice to Charter School. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours' notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). (Ed. Code § 47606.5(b).)

ADDENDUM

Assurances, Affirmations, and Declarations

Alliance Ted K. Tajima (also referred to herein as "Tajima" and "Charter School") shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter "Ed. Code") § 47605(e)(1).)

- Not charge tuition. (Ed. Code § 47605(e)(1).)

- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)

- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)

- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)

- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School's capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as "LAUSD" and "District"). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)

- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the

pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)

- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

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

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

Element 1 – The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

of Education Code section 56195.3(b). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

SELPA Reorganization

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

Use of District's Special EducationPolicies and Procedures and Data Systems

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

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

Element 2 – Measurable Pupil Outcomes and
Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school." **(Ed. Code § 47605(c)(5)(B).)**

"The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card." **(Ed. Code § 47605(c)(5)(C).)**

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(d)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

Element 4 – Governance

***"The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement."* (Ed. Code § 47605(c)(5)(D).)**

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall comply with the Ralph M. Brown Act ("Brown Act"). All meetings of the Charter School's governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School's website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(c).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the California Public Records Act.

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements

with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other

formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of

ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Element 5 – Employee Qualifications

"The qualifications to be met by individuals to be employed by the charter school." **(Ed. Code § 47605(c)(5)(E).)**

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Element 6 – Health and Safety Procedures

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:
(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237
(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.
(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school." **(Ed. Code § 47605(c)(5)(F).)**

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District's Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan ("Plan"), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School's requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations

- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel" if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code section 49475) offered by or on behalf of Charter School.

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and dettraermined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent

as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

Element 7 – Means to Achieve Racial and Ethnic Balance

"The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District's Student Integration Services (collectively the "Court-ordered Integration Program"). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD's Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW*)). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District's Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District's goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

Element 8 – Admission Policies and Procedures

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

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

NON-DISCRIMINATION

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

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

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

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents

regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

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

SEXUAL HARASSMENT POLICY NOTICE

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

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

Element 9 – Annual Financial Audits

"The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority." **(Ed. Code § 47605(c)(5)(I).)**

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(c)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

a. Provisional Budget – Spring prior to operating fiscal year
b. Final Budget – July of the budget fiscal year
c. First Interim Projections – November of operating fiscal year
d. Second Interim Projections – February of operating fiscal year
e. Unaudited Actuals – July following the end of the fiscal year
f. Audited Actuals – December 15 following the end of the fiscal year
g. Classification Report – monthly according to Charter School's Calendar
h. Statistical Report – monthly according to Charter School's Calendar of Reports
   In addition:
   - P1, first week of January
   - P2, first week of April
i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

"The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates

the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)." **(Ed. Code § 47605(c)(5)(J).)**

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy.. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student's disability?
B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed

- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  A. Was the misconduct caused by, or directly and substantially related to the student's disability?
  B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has

not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

Element 11 – Employee Retirement Systems

"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security." (Ed. Code § 47605(c)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School's participation in, and/or coverage of its staff members by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a "government plan" governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School's existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Element 12 – Public School Attendance Alternatives

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." (Ed. Code § 47605(c)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Element 13 – Rights of District Employees

"The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school." (Ed. Code § 47605(c)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

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

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization,

non-renewal, revision, and/or revocation of this Charter, ("Dispute") shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys' fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party's attorneys' fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys' fees, costs and/or expenses, or mediator's or arbitrator's fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. ("Proposition 39"), shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal

Alliance Ted K. Tajima High
1552 W. Rockwood Street
Los Angeles, CA 90026

2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written

Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
Alliance Ted K. Tajima High
1552 W. Rockwood Street
Los Angeles, CA 90026

2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the

date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." (Ed. Code § 47605(c)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a "Closure Action". A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on "Charter Schools Closure - Requirements and Recommendations" posted on the California Department of Education website. All references to "Charter School" apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The students' school districts of residence

4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure

2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school

2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding

cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. Make final federal tax payments (employee taxes, etc.)

c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to

observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:

  (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

  (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising from the Facilities:

  (i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

  (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to

inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

(i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall

provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be $1,000,000 per occurrence/$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of $500,000 per occurrence and $500,000 general aggregate.

6. Professional Educators Errors and Omissions liability coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

7. Sexual Molestation and Abuse coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

8. Employment Practices Legal Liability coverage with limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

9. Excess/Umbrella Liability insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

> "Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members,

officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,

- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days' notice to Charter School. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours' notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). (Ed. Code § 47606.5(b).)

California Department of Education

DataQuest Home / Enrollment Report

2021-22 Enrollment by Ethnicity and Grade

Alliance College-Ready Academy High No. 16 Report (19-64733-0123141)

+ Report Description

+ Report Options and Filters

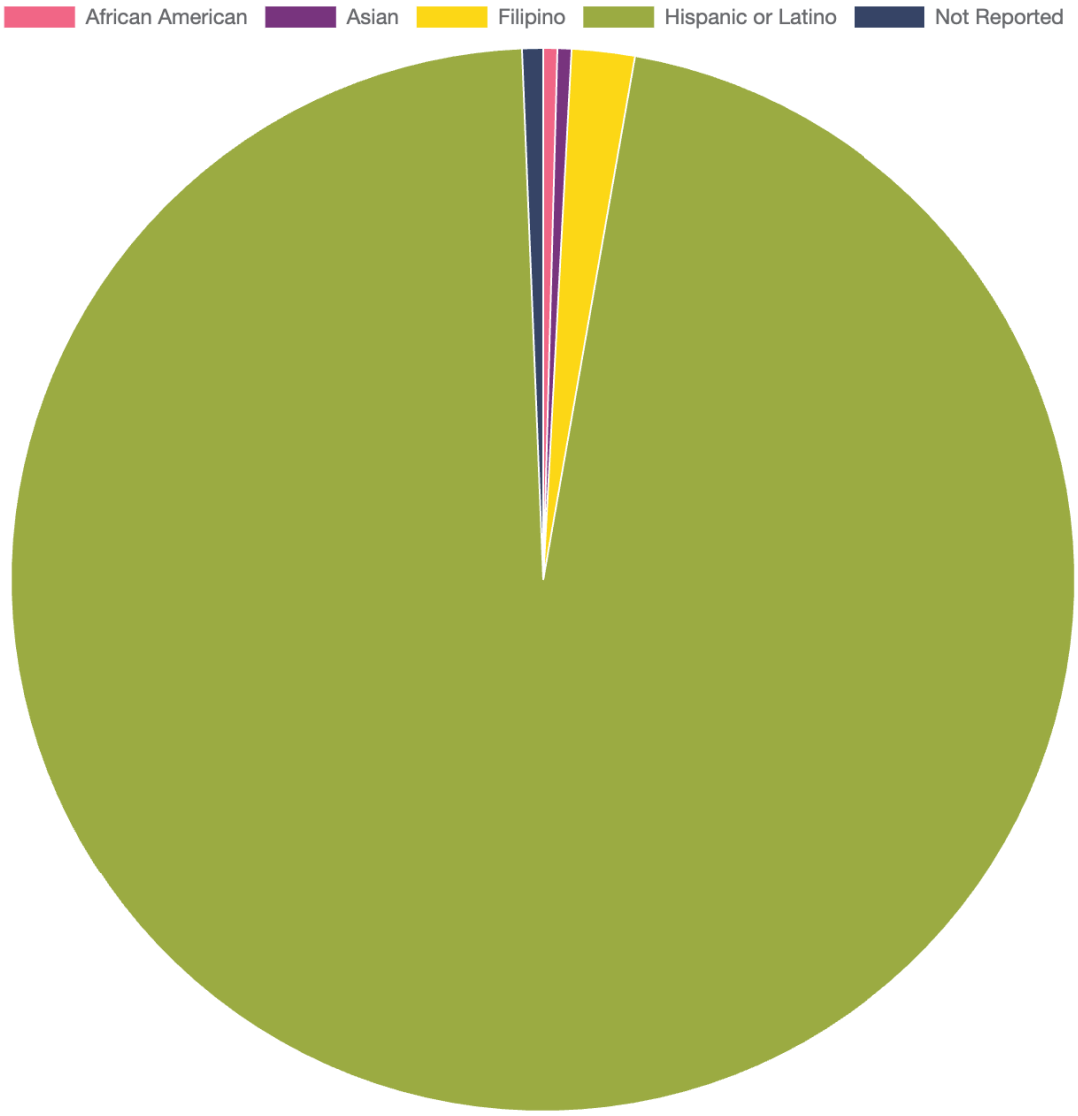
Ethnicity	Total	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Ungr Elem	G
African American	**2**	0	0	0	0	0	0	0	0	0	0	
Asian	**2**	0	0	0	0	0	0	0	0	0	0	
Filipino	**9**	0	0	0	0	0	0	0	0	0	0	
Hispanic or Latino	**455**	0	0	0	0	0	0	0	0	0	0	
Not Reported	**3**	0	0	0	0	0	0	0	0	0	0	
Total	**471**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	

Report Totals

Name	Total	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
Alliance Ted K. Tajima High	**471**	0	0	0	0	0	0	0	0
Los Angeles Unified	**548,338**	47,831	38,424	39,654	40,471	41,363	42,483	40,434	40,117
Los	**1,336,558**	107,263	90,423	93,301	95,833	97,856	99,594	99,728	98,598

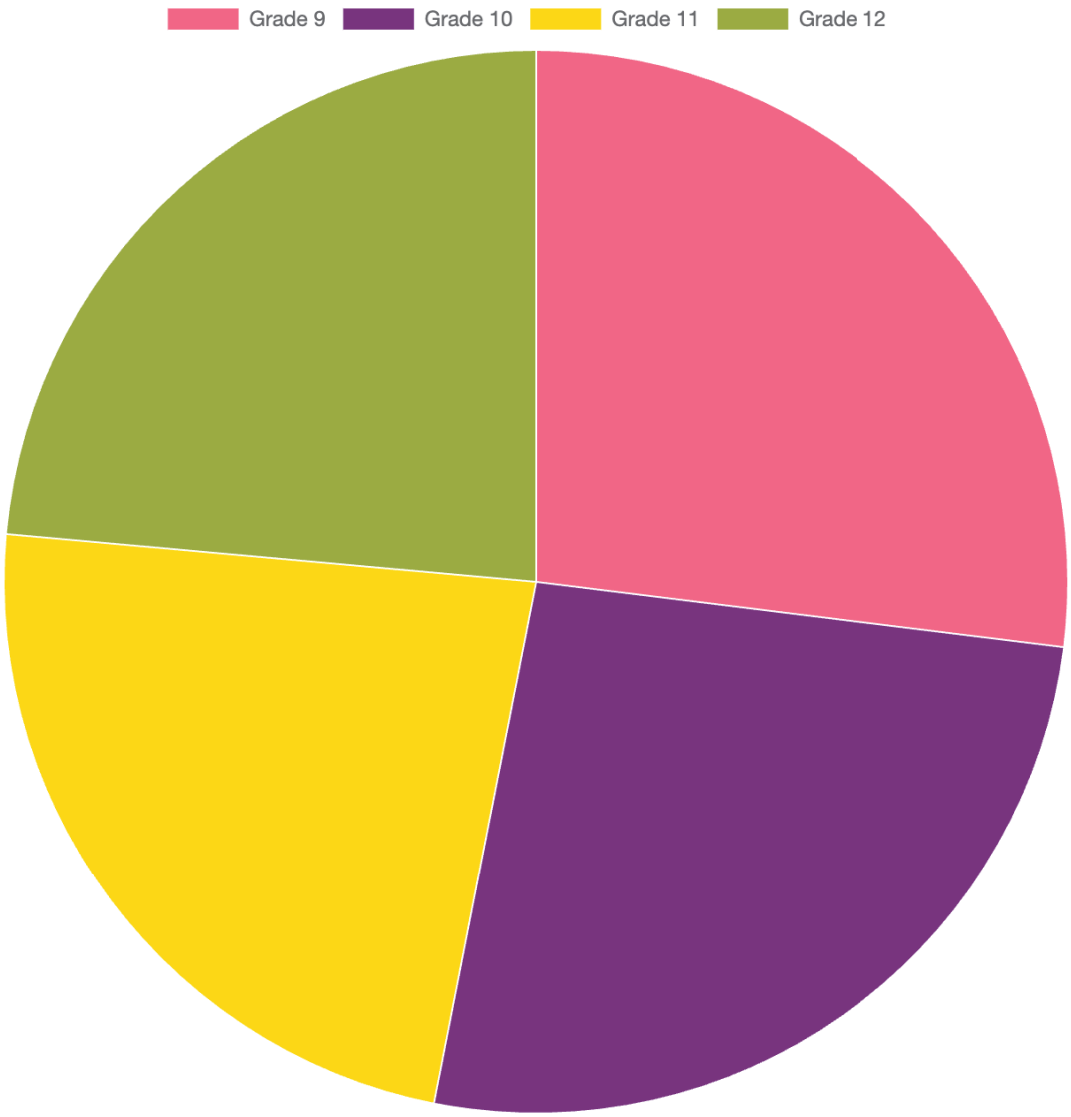
Angeles County									
Statewide	**5,892,240**	469,928	408,671	421,662	427,015	433,523	441,608	441,390	435,779

Enrollment by Ethnicity



+ Enrollment by Ethnicity Chart Data

Enrollment by Grade



✚ Enrollment by Grade Chart Data

LAUSD BOARD APPROVED
12/08/20
(BR 171-20/21)
TERM: 2021-2026

RISE KOHYANG HIGH SCHOOL
A BRIGHT STAR SCHOOL

Petition for Charter Renewal 2021-2026

Respectfully Submitted to the

Los Angeles Unified School District

September 14, 2020

Contents

Assurances, Affirmations and Declarations 6

Element 1: The Educational Program 7

General Information 10

1.1: General Information 10

1.2: Community Need for Charter School 10

1.2b: Innovative Features of the Educational Program 12
Successes and Challenges of RKHS's Educational Program 17

1.2c: Success of RKHS's Educational Program 18

1.2d: Areas of Challenge Experienced and How RKHS has improved and/or Will Improve 24
Student Population to be Served 29

1.3: Charter School's target student population 29

1.4: Five-year Enrollment Plan 30
Goals and Philosophy 30

1.6. Define and describe briefly the characteristics of an "educated person" in the 21st century. 31

1.7: How learning best occurs. 32

1.8: Description of the school's annual goals, for all pupils and for each subgroup of pupils, by the California Local Control Funding Formula (LCFF) legislation 33

1.9: How the school's goals will enable students to become and remain self-motivated, competent, and lifelong learners. 53
Instructional Design 54

1.10: The educational program's overall curricular and instructional design, including how the school will structure and staff the educational program. 54
Curriculum and Instruction 57

1.11: Curriculum 57
"A" Courses - History / Social Science -CORE 58
"B" Courses – English: CORE 60
"C" Courses - Mathematics / CORE 62
"D" Courses - Laboratory Science / CORE 65
"E" Courses - Foreign Language/CORE 67

1.11b: Innovative Curricular Components of the Proposed Educational Program 70

1.11c: Intervention and Enrichment Programs 72

1.11d: Textbooks and Materials 75

1.12. Comprehensive course list 76

1.14: Instructional methodologies and curriculum, including instructional materials, to support implementation and ensure student mastery of the California content and performance standards 82

1.15. Student Use of Technology. 82

1.16. Graduation Requirements 83

1.17: How the school will ensure it provides sufficient credit recovery opportunities and support 84

1.18: Western Association of Schools and Colleges (WASC) Accreditation. 84

1.19: How the charter school will inform parents, including parents with limited English, about the transferability of

courses to other public high schools and the eligibility of courses to meet college entrance requirements. 84
Academic Calendar and Schedules 85

1.21: Academic calendar for the first year of the new charter term 85

1.22 Sample Daily Schedules 85

1.23: "Instructional Days and Minutes Calculator" table 90

1.24 is N/A to RKHS 90
Professional Development 91

1.25: Professional Development 91

1.26: Describe how the school will recruit credentialed teachers who are qualified to deliver the educational program, including any innovative components of the program. 92
Meeting the Needs of All Students 93

1.27: Meeting Needs of ELs 93
Gifted and Talented (GATE) Students and Students Achieving Above Grade Level 99

1.28: Meeting the Needs of Gifted and Talented Students and Students Achieving Above Grade Level 99

1.29: Describe how the charter school will meet the needs of students achieving below grade level. 100
Socioeconomically Disadvantaged/Low Income Students 100

1.30: Describe how the charter school will meet the needs of socioeconomically disadvantaged/low income students separate and apart from the needs of low achieving students. 100
Students in Other Subgroups 101

1.31a: Foster Youth 101
"A Typical Day" 101

1.32: "A Typical Day" at RKHS 101
Element 2: Measurable Pupil Outcomes and Element 3: Method by which Pupil Progress Toward Outcomes will be Measured 104

Measurable Goals of the Educational Program 104

2.1: Describe the measurable goals and objectives of the school's educational program. 104
Measurable Pupil Outcomes: Summative Assessment Performance Targets 104

2.2: Specific performance targets (pupil outcomes), for all pupils (i.e.,schoolwide) and for each subgroup of pupils identified pursuant to Education Code § 52052, that align with the eight (8) state priorities identified in Education Code § 52060(d). 104

3.3: School's annual measurable goals using a standardized assessment for each grade not participating in CAASPP (SBA) and the school's plan for assessing student academic growth and achievement of the standards and measurable goals for the grade level. 105
Other Performance Targets 106

3.4: All other measurable goals, including goals for any key features in the program, identify each goal, the annual assessment tool(s) or other means to be used to measure levels of performance regarding the goal, and specific annual performance target(s) or outcomes. 106
Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment 106

3.5: How the school will monitor and measure student progress toward mastery of state standards and the other goals identified above. 106
Data Analysis and Reporting 107

3.6a: Outline the school's plan for collecting, analyzing, using, and reporting academic performance and other data. 107

3.6b: The role and use of data to inform curriculum, instruction, tiered intervention, and enrichment 108

3.6c: The role and use of data to monitor and improve the charter school's educational program and operations by the

staff, school site leadership, executive leadership, and governing board 108
Grading, Progress Reporting, and Promotion/Retention 109
3.7a: Grading and Reporting 109
3.7b: Type And Frequency Of Progress Reporting 110
3.7c: Promotion/Retention Policy And Procedures 111
Element 4: Governance 113
Governance Structure 115
4.2 Composition of the Board 119
4.3: Board Member Selection 119
4.4- 4.5: Governance Procedures And Operations 119
4.6: Stakeholder Involvement 120
Element 5: Employee Qualifications 122
5.1 : Employee Positions -- Bright Star Schools 122
5.2 : Employee Positions – Campus Employees 128
5.3 : Employee Positions – Other Roles 137
Element 6: Health and Safety Procedures 138
Element 7: Means to Achieve Racial and Ethnic Balance 142
Court Ordered Integration 142
7.1 : Schools Plan To Achieve and Maintaining LAUSD's Racial And Ethnic Balance Goal. 142
7.2 How this plan will achieve and maintain the LAUSD's Racial and Ethnic Balance goal 143
7.3 Charter School's plan for achieving and maintaining the LAUSD's Special Education population percentages 144
7.4 Charter School's plan for achieving and maintaining the LAUSD's English learner population percentages, including redesignated fluent English proficient pupil 144
Element 8: Admission Policies and Procedures 145
8.1: Admissions Policies and Procedures 146
8.2: Student Recruitment 147
8.3a: Lottery Preferences and Procedures: Identification and Rationale of Admission Preferences 147
8.3b: Lottery Preferences and Procedures: The Manner in which the School Will Implement a Public Random Drawing in the Event that Applications for Enrollment Exceed School Capacity. 149
Element 9: Annual Financial Audits 153
9.1: Annual Financial Audits 153
Element 10: Suspension and Expulsion Practices 154
10.1: Discipline Foundation Policy 157
10.2: Suspension and Expulsion Policy and Procedures 158
Element 11: Employee Retirement Systems 173
11.1 Employee Retirement Systems 173
Element 12: Public School Attendance Alternatives 175
12.1 Public School Attendance Alternatives 175

Element 13: Rights of District Employees 176
Element 14: Mandatory Dispute Resolution 177
Element 15: Charter School Closure Procedures 180
Additional Provisions 186

Assurances, Affirmations and Declarations

Rise Kohyang High School (also referred to herein as "RKHS" and "Charter School") shall:

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

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

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

Element 1: The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

SELPA Reorganization

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

Use of District's Special EducationPolicies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs ("IEPs") and tracking of related services provided to students during the course of their education.
All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data.

General Information

1.1: General Information

The contact person for the Charter School is	Mr. Elias Pappas
• The contact address for the Charter School is	600 S. La Fayette Park Place – Third Floor, Los Angeles, CA - 90057
The contact phone number for the Charter School is:	(323) 284-2553
The current address of the Charter School is *(Please note: As charter schools' eligibility for and allocation of Proposition 39 facilities are determined on an annual basis, a charter school's current occupancy of Proposition 39 facilities is subject to change in subsequent school years.)*	600 S. La Fayette Park Place, Los Angeles, CA – 90057
This location is in the LAUSD Board District	2
This location is in the LAUSD Local District	Central
The grade configuration of the Charter School is	9 - 12th grades
The number of students in the first year will be	600
The grade level(s) of the students in the first year will be:	9 – 12th grades
The Charter school's scheduled first day of instruction in 2021-2022	August 25, 2021
The enrollment capacity	600
The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be	Traditional
The bell schedule for the Charter School will be	8:05 - 3:30
The term of this Charter for Middle and High performing schools	July 1, 2021-June 30, 2026
If approved, the term of this Charter for low performing schools	July 1, 2021-June 30, 2023

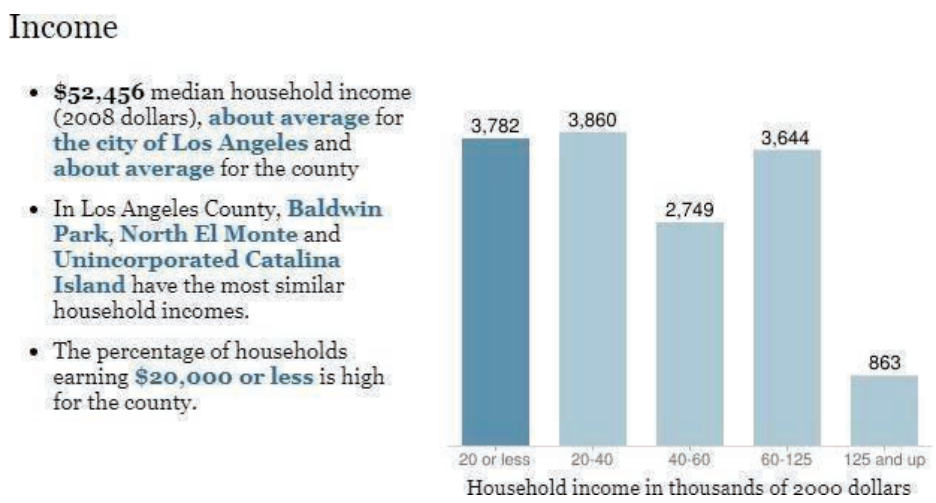
1.2: Community Need for Charter School

Rise Kohyang High School (RKHS) is a Bright Star school, predominantly serve students living in the Koreatown region of Los Angeles, California. Bright Star Schools operates on the cluster model, with Rise Kohyang Elementary School serving transitional kindergarten (TK) through fifth grade, Rise Kohyang Middle School serving 6th - 8th grade, and Rise Kohyang High School serving 9th - 12th grades. Thus, students will have the option of a full TK-12th grade experience of high-quality education in Koreatown.

Koreatown is a dynamic neighborhood, filled with art, history and a diverse community. This rich diversity brings a set of challenges, which we are prepared to work in partnership with our community.

The chart below indicates the average income in Koreatown is $30,558, with 32.6% of households in their community making less than $20,000. Additionally, 68% of Koreatown residents are foreign born and 79.6% of residents older than age 25 have not attended institutions of higher education.

CHART: KOREATOWN'S SOCIO-ECONOMIC BACKGROUND[1]



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

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

1. To create a small school community with a focus on college prep and character education to address the unique challenges in the local community.
2. To create a successful and contiguous TK -12 programmatic option for students and families in this community
3. To partner with the LAUSD schools in our local community to raise our collective educational excellence, especially relative to high school graduation rates as well as familiarity & access to the college application, acceptance and matriculation processes.

RKHS believes it is the job of middle school to ensure when students are promoted from 8th grade, they are able to confidently complete the A-G requirements in high school, as necessary for college acceptance.

To achieve this, RKHS has built the educational program to focus on strong literacy and numeracy skills, as well as social-emotional preparation, development of identity, building confidence, empathy and leadership values. Rise Kohyang High School was founded in 2016 to help complete the vision of creating a TK-12 option for families in our Koreatown corridor.RKHS scholars will become lifelong learners who are empathetic self-advocates, who celebrate diversity, and are empowered to succeed in college and life.

Part of the innovation in our program is our systematic approach to Social Emotional Learning which was born from our partnership with 21st Century Thinking. Social Emotional Learning is embedded in our entire program including advisory, academics, and school culture. Self-regulation and coping strategies are emphasized through the curriculum and supported by our social emotional counseling program. The school is restorative in nature, focusing on positive behavioral management

[1] 1 Source: http://maps.latimes.com/neighborhoods/neighborhood/koreatown/

and mindfulness. The social emotional focus empowers our school to provide a rigorous academic program which includes AP course offerings from 9th grade with a 70% pass rate on the AP exam.

Our school also offers a full CIF Sports program which feeds into the overall culture of the school, and students have created a plethora of culturally relevant extracurricular clubs. They include over nine CIF sports for both male and females like Volleyball, Cross Country, Wrestling, Basketball, Soccer, Softball, Baseball, Swimming, Tennis, and Golf. Extracurricular activities are based on student interest and currently include Culinary Club, GSA, B2CM Mental Health, Videogame, Pre-Medical Society, Junior Statement Association, Anime/Art, Latin Dance, Black Student Union, Korean Culture, French Club, Associated Students, and many more.

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

1.2b: Innovative Features of the Educational Program

Bright Star Schools have several innovative features incorporated throughout our programming, but there are three distinct programs that differentiate our approach from other local schools in order to reach the whole child. The following innovative features are incorporated at all Bright Star Schools (BSS), and already have demonstrated an impact on the educational program of RKHS:

- The Connections Program and Family Services
- Restorative Justice Programs
- Life Experience Lessons (LELs)

1. **The Connections Program and Family Services:** The Connections Program is our most comprehensive program created to meet the academic, social and emotional needs of our mainly low-income and minority students and their families. The program consists of three strategic initiatives:

    - Student Services
    - Family Services
    - Alumni Support

Bright Star Schools designed the Connections Program so every student has an ally on staff. Bright Star Schools counselors' primary purpose is to help their students prepare for and graduate from high school, be prepared to succeed in a four-year college or university and/or equipped with a viable post-secondary career plan. At RKHS, we have a cohort of Counselors who provide support and facilitate communication among students and their teachers, administrators, parents, coaches, and prospective colleges. Upon enrollment each student is assigned to a Counselor who will work closely with the student and family to inform them of the expectations and policies of the program, make them feel welcomed and assist in a successful transition to Bright Star's learning environment. The Connections Program focuses on three key components:

1. **Family Services:** At Bright Star we recognize that the families in our community may need additional support and education to help their students become successful learners. Parent education, parent volunteer opportunities, and parent engagement resources are provided by our Counselors to ensure that each family is provided with the resources and opportunities they need to be successful at our schools.
2. **Student Services:** The primary role of each Counselor is to ensure that each student receives academic counseling and support, college counseling and the social services necessary to assist them while at Bright Star Schools and beyond.
3. **Alumni Support:** In addition to school culture, Counselors have a strong impact on college acceptance rate, as well as college persistence rate. Through the Alumni Support and College Success program, Counselors work directly with students and families to help them select the college that is likely to be the best fit for them, including for their personality, economic needs

and career goals. Additionally, we have used historical persistence data gathered directly from alumni to inform and drive our strategic initiatives. For example, when Counselors asked students why they left their university before completion, they found it was largely due to financial concerns. With this data, Bright Star Schools created an initiative that promotes Counselors to work directly with students and families prior to entering college to prepare them for the likelihood of experiencing said-challenge. Counselors will help students and families create contingency plans, so they are prepared to meet potential financial challenges and are less likely to drop out due to financial reasons**.**

In addition, The Connections Program provides every BSS student with individual guidance counseling, academic support, and social service referrals from their personal advocate, a fully PPS (Pupil Personnel Services) credentialed School Counselor. The section below will detail the impact both the counselors and the family services have on our student population.

Program Impact: Our parent satisfaction data is highly positive, with 98% of our parents positively rating the school and overall education their children receive. We believe that it is also necessary to educate the majority of our parents about America's higher education system so they can effectively plan for their student's future. We also see it as our responsibility to assist our families' in navigating their child's educational program to be able to successfully advocate for their child and families, to ensure successful outcomes for their child. RKHS values their trust in ensuring we provide quality education and supplementary services to ensure their child succeeds.

CHART: "I AM SATISFIED WITH THE OVERALL EDUCATION MY CHILD IS RECEIVING."

Year	Response
2016-2017	94%
2017-2018	96%
2018-2019	96%
2019-2020	98%

Additionally, RKHS is proud to have graduated its founding class in the 2019-2020 school year at a rate of 97.8%, which is above the LAUSD rate of 78% for 2019.

RKHS Grad rate	
2019-20 (*Graduated in June 2020*)	**98%**

While there is no persistence data for this graduating class yet, RKHS looks forward to continuing to work alongside these students to navigate their post-secondary plans with support through the Alumni Support and College Success Team.

1. **Restorative Justice Programs:** Bright Star has implemented an ongoing effort to enact meaningful forms of correction and restorative practices on the campus. All Counselors and Deans have received extensive training in leading restorative justice circles and both routinely implement in their ongoing work with students.

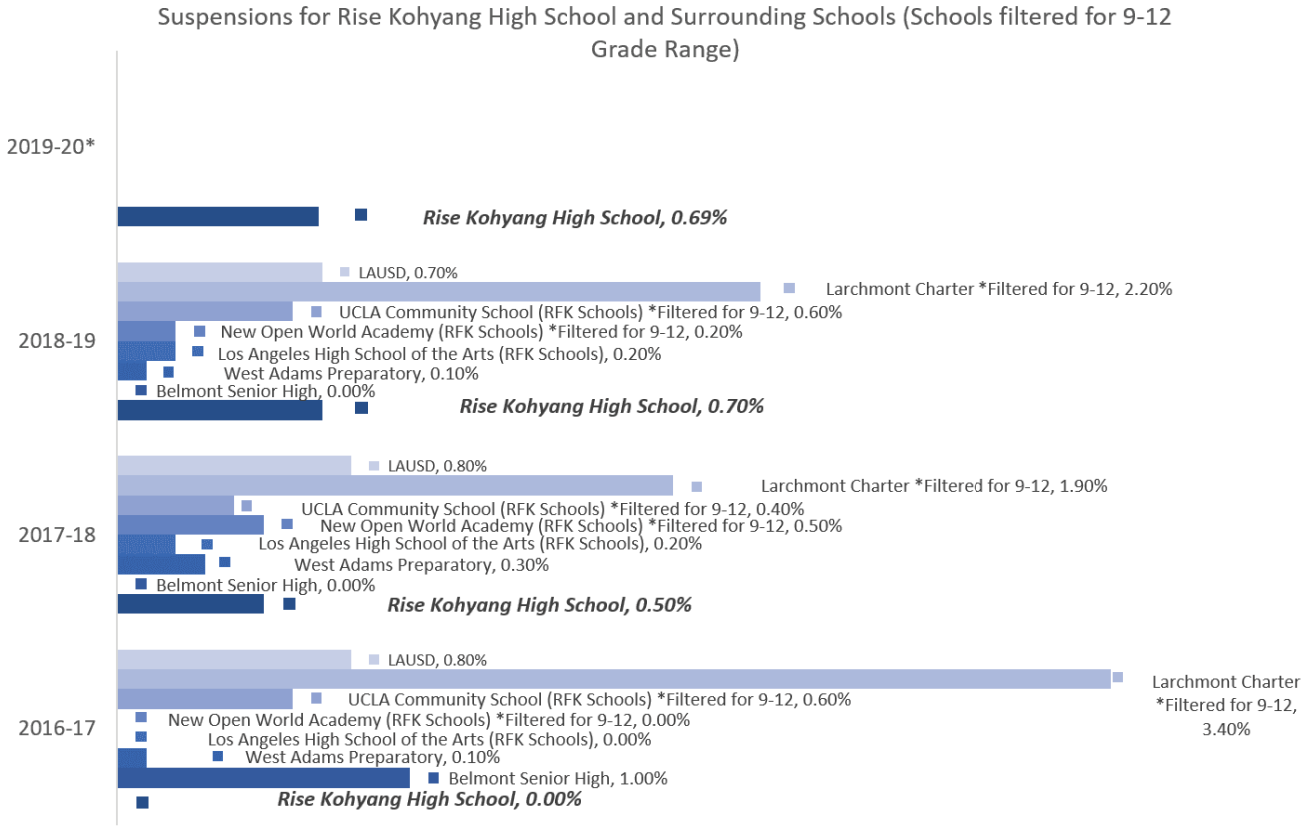
Training on restorative practices are offered to staff members through a variety of workshops on and off site. These trainings focus on the theory and practice of restorative justice in schools. When applicable, we utilize the services of Circle Ways to facilitate harm circles or restorative conferences with involved students, parents, staff and/or community members.

Other means of correction commonly used are:

- Opportunities for students to reflect on their behavior, including perceived or actual consequences for themselves and others
- Logical consequences that relate to the misbehavior
- When needed, formal restorative conferences with students and parents and other key stakeholders including administration, teachers, and counselors are facilitated by trained professionals
- Provision of any number of resources or referrals to community-based organizations offering youth programs or supports
- Opportunities for school-based counseling through our partnerships with Didi Hirsch Mental Health Services and the Phoenix House
- Push-in support services from campus support staff

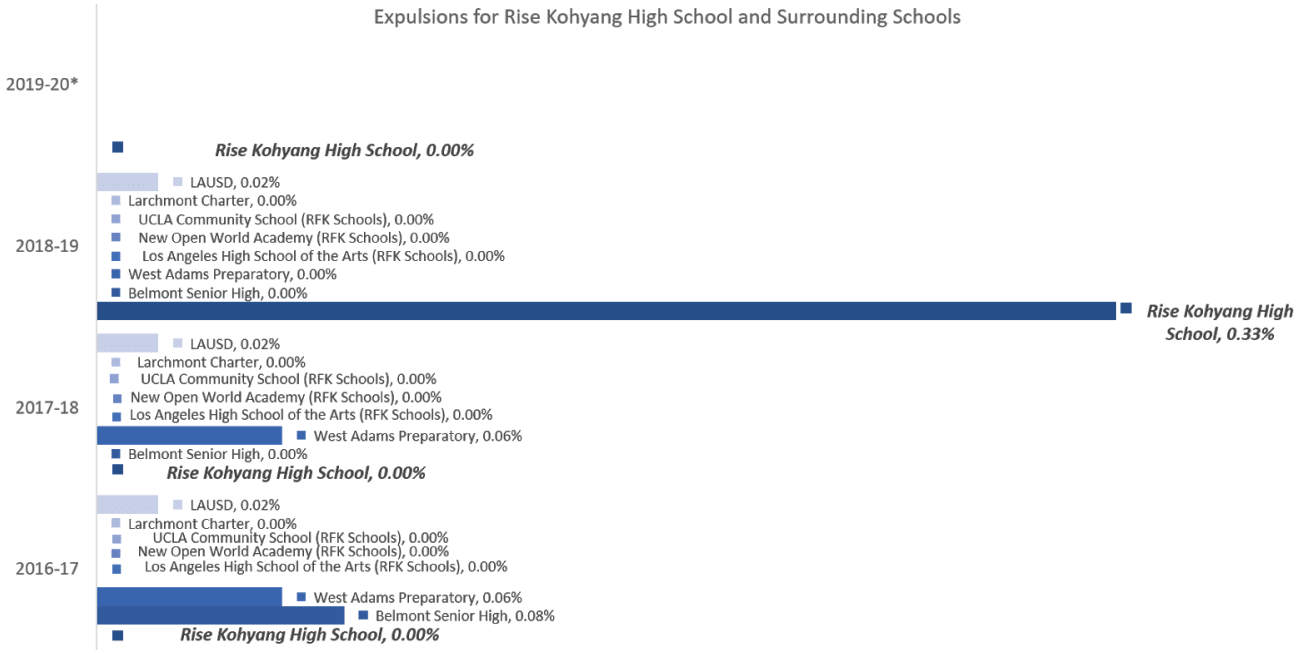
Listed below are the suspension and expulsion rates for RKHS over the last five years, compared to other local schools.

CHART: COMPARATIVE SUSPENSION RATES OVER THE LAST FIVE YEARS[2]



[2] Source: California Department of Education

CHART 1.5: COMPARATIVE EXPULSION RATES OVER THE LAST FIVE YEARS[3]



In reviewing these charts, it is important to note that prior to 2019-20, the suspension rates were lower than, or at par with local suspension rates. With 2019 being a unique year due to COVID closures on campus, it is difficult to properly assess how the year compares to previous years and to other schools.

Additionally, RKHS places great emphasis on building a school culture based on community, relationships and creating a level of consistency that helps to avoid the majority of discipline concerns, while also valuing the involvement of all stakeholders. We have done this through the implementation of several programs and initiatives, including:

- **Mindful Reflection**: Instead of simply punishing students for mistakes through a process like detention, we instead have adopted what we call Mindful Reflection- a place where students meet in small groups with an instructor to discuss the meaning behind their actions, set goals, monitor their own progress, and learning how to manage their behaviors through the use of mindfulness meditation.
- **Relationship-Based Culture**: All teachers and staff use numerous strategies to build healthy, collaborative relationships with students and their families.
- **Family Engagement**: Providing opportunities to interact with and learn from our school staff through on-site classes, technology support, workshops, additional support for parents of students with special needs, and numerous volunteer opportunities.
- **Mentoring**: Creating the opportunity for every student to have a student mentor in the grade level ahead of them. This has fostered a community of support and encouragement that provides students with a sense of belonging. Additionally, all students have an adult mentor who supports them through as they learn to have greater autonomy over their learning.
- **Culture Walks**: Continually monitoring the health of the school culture to ensure that expectations are being met by teachers and students. Culture Walks are conducted by Admin and teachers to ensure that everyone has a clear understanding of where the school needs, and where to increase our support.
- **Culturally Relevant Student Activities**: Through the use of ceremonies, student recognition programs, assemblies, field days, and celebrations for important events like Women's History Month, Latinx Heritage Month, and Black History Month. We engage students in fun and exciting events that

[3] Source: California Department of Education

also lead them to making better and more inclusive decisions.

1. **Life Experience Lessons (LEL):** Life Experience Lessons (LELs) have been a hallmark of Bright Star's program since we were founded. We believe students must be offered opportunities to enhance their education with real-life experiences if they are going to succeed in life outside the classroom. Each year, a majority of RKHS students participate in LELs. These trips are mostly paid for by Bright Star Schools. Parents are asked for a small donation as a way to ensure commitment, but it is important to note that no eligible child is ever turned away for not contributing to the donation. It is our goal that every student will have attended at least one LEL by the end of their time at RKHS.

Students are selected to attend the LELs through an application process, which includes a personal statement as to why the student believes he or she will benefit from the experience. The chart shows recent and upcoming LELs.

CHART: RECENT LELS

	2019-2020	2018-2019	2017-2018	2016-2017
9th	Camp Round Meadow (BOTY) 120 students	Camp Round Meadow (BOTY) 120 students	Camp Round Meadow (BOTY) 100 students	Camp Round Meadow (BOTY) 85 students
9-11	N/A Due to COVID-19 and school closures	Oregon Coast Trip (EOTY) 35 students (9-11 grade) 18-19 EOTY LEL Stats Girls Self Defense Retreat 5 students	Washington DC (EOTY) 36 students (9/10 grade) Girls Self Defense Retreat 5 students	Channel Islands (EOTY) 17 students (9 grade)
12th	Senior Summit (Oxnard/Ventura Beach) 80 students Boys Summit 3 students	--	--	--

Successes and Challenges of RKHS's Educational Program

The following paragraphs will detail the school's strengths and areas for growth with a focus on the school's academic outcomes. The school has only one year of data and is therefore in the middle track according to the State's new renewal

criteria as it does not have two years' worth of data on the California Dashboard.

While the majority of the narrative addresses academic outcomes we know that a school's ability to build a strong school culture and engage parents is critical to creating an effective educational program. Therefore, in addition to discussing the successes and challenges of student's academic outcomes the school will also discuss non-academic areas as well.

1.2c: Success of RKHS's Educational Program

RKHS has a diverse student body, with students from all over the world and having a range of life experiences. The most common primary language spoken by RKHS families is Spanish and Korean. As noted in Chart 1.7 below the vast majority of RKHS, students qualify for free and reduced lunch and are considered to be socio-economically disadvantaged. The upcoming section (section 1.3a: Student Population to be Served) details specific demographic breakdowns.

Regardless of the challenges our students face, all student populations are performing at high levels relative to their peers at surrounding schools.

In the table below, we share the CAASPP results school- wide and for significant student populations. Both performance metrics indicate that all groups are performing at high levels, especially when compared with surrounding schools.

CHART: SCHOOLWIDE AND COMPARATIVE CAASPP PERFORMANCE BY SUBGROUP

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)		71.08%	43.0%	45.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)		38.55%	32.0%	34.0%	38.0%	39.0%

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded

All Students	83	83	100.00%	0.00%	71.08%
Male	44	44	100.00%	0.00%	56.82%
Female	39	39	100.00%	0.00%	87.18%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	25	25	100.00%	0.00%	84.00%
Filipino					
Hispanic or Latino	52	52	100.00%	0.00%	67.31%
Native Hawaiian or Pacific Islander					
White					
Two or More Races					
Socioeconomically Disadvantaged	71	71	100.00%	0.00%	69.01%
English Learners	12	12	100.00%	0.00%	16.66%

Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

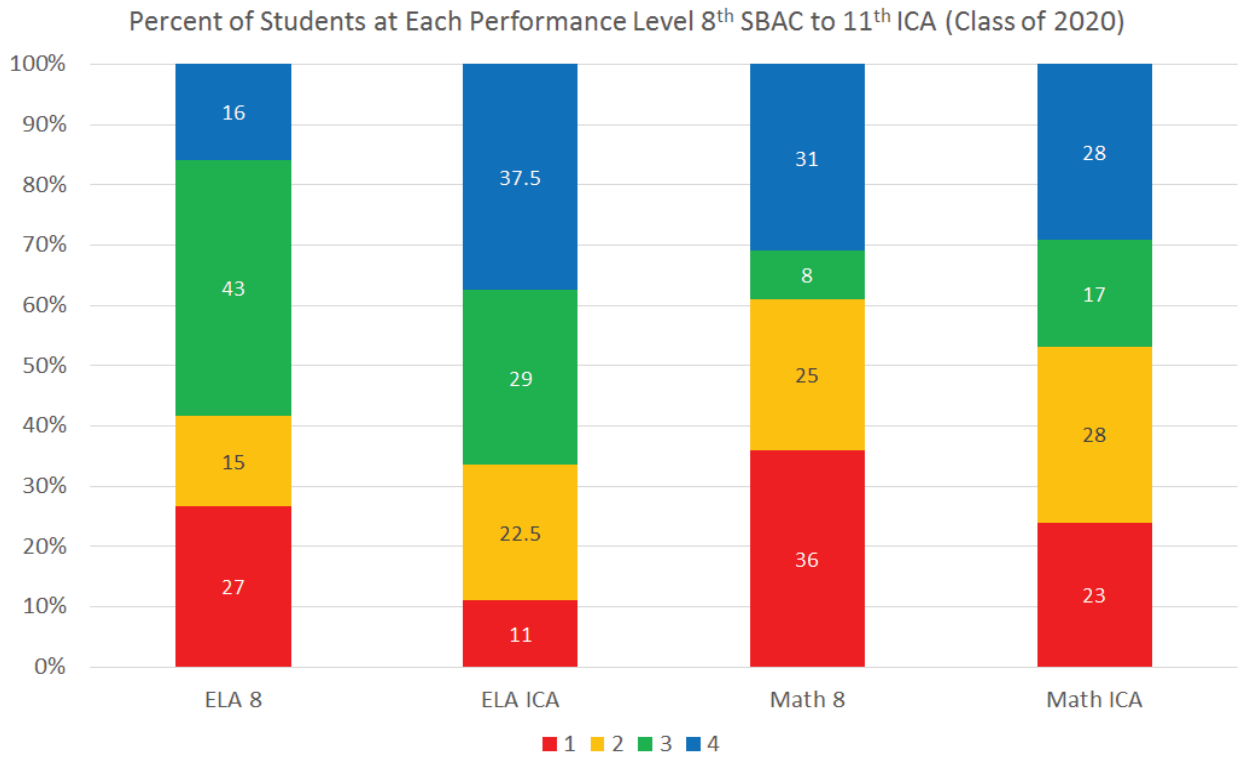
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	83	83	100.00%	0.00%	38.55%
Male	44	44	100.00%	0.00%	36.36%
Female	39	39	100.00%	0.00%	41.03%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	25	25	100.00%	0.00%	80.00%

Filipino					
Hispanic or Latino	52	52	100.00%	0.00%	21.15%
Native Hawaiian or Pacific Islander					
White					
Two or More Races					
Socioeconomically Disadvantaged	71	71	100.00%	0.00%	35.21%
English Learners	12	12	100.00%	0.00%	0%
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

RKHS has measured internal growth from grade-level proficiency in 8th grade, to approximate 11th grade-level proficiency using the CAASPP created Internal Comprehensive Assessments in both Math and ELA for our 11th grade cohort. Eleventh graders took these assessments this Fall, and the chart below indicates the results:

CHART: THE PERFORMANCE LEVEL DISTRIBUTIONS FOR RKHS'"S 11TH GRADE COHORT, FROM 8TH GRADE SPRING TO 11TH GRADE FALL (SBAC 8 TO ICA 11) IN BOTH ELA AND

MATH.



The chart above reflects significant improvement in both the overall percent proficiency in both subjects, as well as a precipitous decline in the percent of students in the lowest performance band. The 11th grade ICA indicates that 66.5% of students are performing proficiently in ELA, compared to 59% proficient on their 8th grade SBAC; in Math, 45% of students are now performing proficiently, a net 7% increase from 8th grade (39%). In addition to this, one of our biggest areas of success is reflected in the dramatic decline of students in the lowest performance levels in both subjects. In ELA, there is a startling 56% change in the lowest performance level, with only 11% of students in this band compared to 27% in 8th grade. Similarly, in Math more than one third of students in the lowest performance level have improved an entire performance band (36% to 23%). We also recognize that the highest performance band level in ELA has more than doubled since students assessed in 8th grade. These growth indicators are seen across the board, at all performance levels and in both subjects. These improvements are now our expectations for desired growth on Spring SBAC assessments.

Our school is uniquely situated to measure performance of subgroups not just compared to the county/state at large, but internally. Our two main ethnographic subgroups are Latinx and Asian, the latter of which is predominantly of Korean heritage. We also have significant/measurable populations of students with IEPs and English Language learners, as well as socio-economically disadvantaged students (which is almost our entire student population). Because of this advantage, we are able to measure our progress on our own internal achievement gap data from enrollment to current. Below are two charts of SBAC 8 data compared to ICA 11, broken down by our two primary ethnicity groups; the first represents ELA growth and the second chart reflects Math growth.

CHART: THE PERFORMANCE LEVEL DISTRIBUTIONS FOR RKHS"S 11TH GRADE COHORT, FROM 8TH GRADE SPRING TO 11TH GRADE FALL (SBAC 8 TO ICA 11) IN ELA, BROKEN DOWN BY THE TWO MEASURABLE ETHNOGRAPHIC SUBGROUPS.

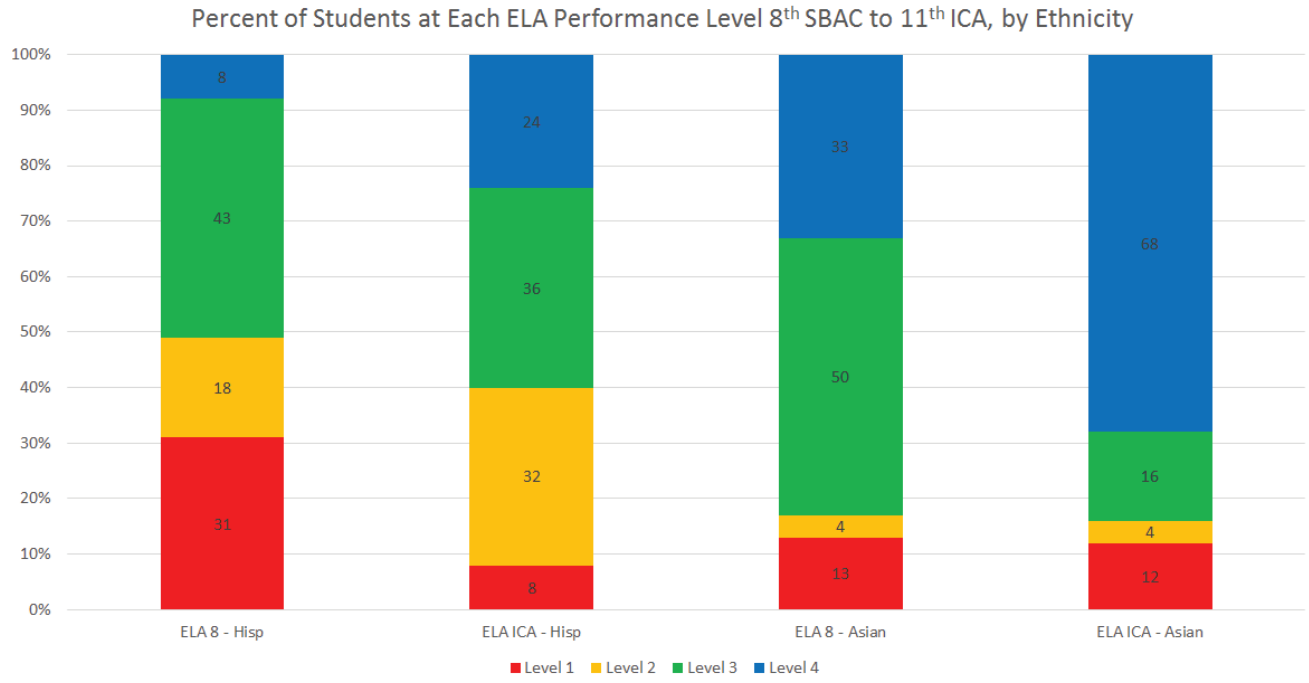
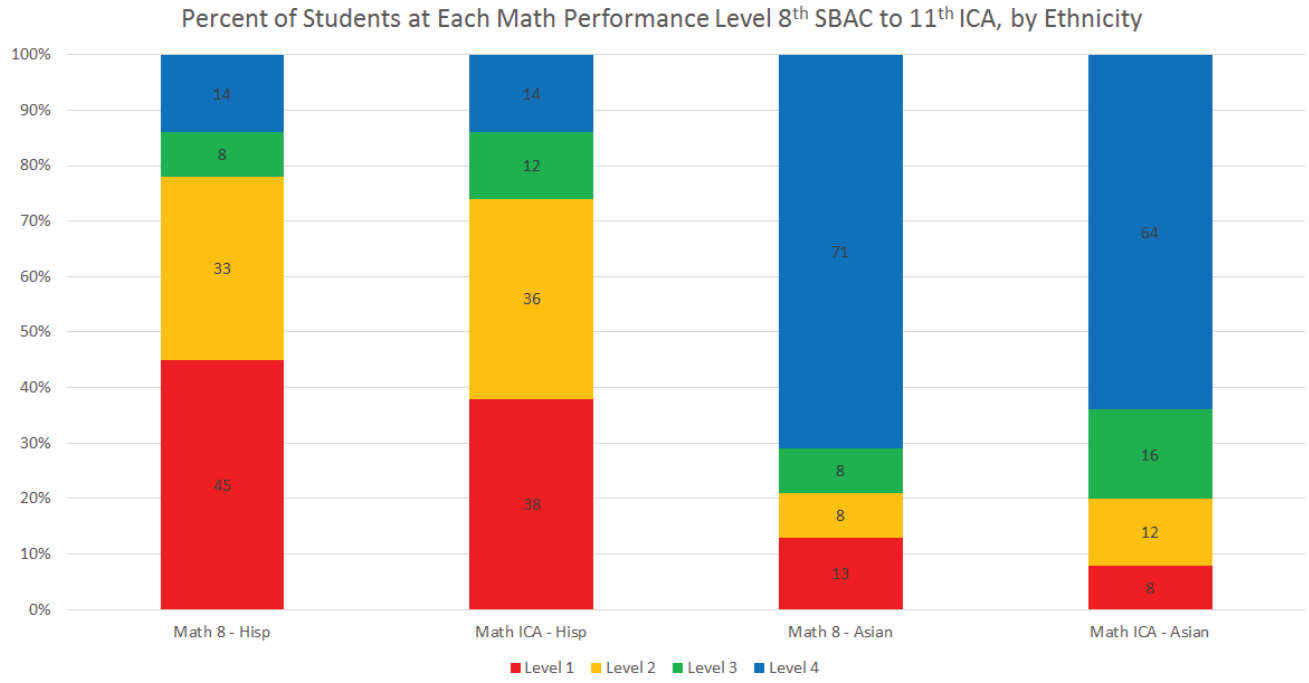


Chart. The performance level distributions for RKHS's 11th grade cohort, from 8th grade Spring to 11th grade Fall (SBAC 8 to ICA 11) in Math, broken down by the two measurable ethnographic subgroups.



In both subjects, the 8th grade SBAC data indicates large gaps in overall achievement between the preparation received by these two subgroups prior to enrollment at our school. It is astounding to see these gaps of educational access persist at this level across in our own community; it does, however, make our charge to reduce the achievement gap that much

more imperative.

In ELA, we can see significant progress in this regard. The achievement gap on the ICA relative to the SBAC 8 has improved by 25%, from a 32% gap in 8th grade to 24% in 11th. Additionally, in the lowest performance level for Latinx students there is a remarkable 74% improvement in the number of students assessed at this level, approximately matching the percentage of students at this level in the Asian subgroup (8% and 12% respectively). In Math, a modest 4% net change in proficiency is reflected, however a large gap remains in overall proficiency between these two subgroups. The lowest performance band decreased similarly across both subgroups, with a 16% improvement (net 7% decline) for Latinx students and a net 5% decline for Asian students for an overall lowest performance level at 8%.

Assessing proficiency of other subgroup populations, like English Learners and students with IEPs, continues to be a challenge with these types of assessments. We did observe an almost tripling in the proficiency rate of students with IEPs in ELA from 8th to 11th, however the rates for Math, as well as the proficiency in both subjects for English Learners remains quite low. However, student success for these student populations is highly dependent on implementation of individualized supports, for which standardized assessments are poor mediums. We believe a better indication of performance for these two subgroups is their On-Target percentage, meaning the percentage of students who are on track to meet their A-G / graduation requirements within four years. Our school's OT percentages indicate that EL's and students with IEPs are by and large successful in their A-G courses with the proper instructional supports in place; seventy-nine percent of students with IEPs and 83% of English Learners are on track for A-G completion and on-time graduation, compared with 93% of RKHS students. This reflects a much higher level of readiness across the board and a responsiveness to the high level of individualized support students receive in our academic program.

In the following section we will dig a deeper into how RKHS's educational program has supported students in EL reclassification and ELPAC passage rate. Each of these rates has been compared to the surrounding schools our students would have otherwise attended.

1.2d: Areas of Challenge Experienced and How RKHS has improved and/or Will Improve

There are three main areas of challenge RKHS has experienced in the last five years: *English Language Development, Support for Students Within Subgroups, and Improving Math Scores.* See below for information on how RKHS plans to improve, as well as anticipated areas of developing for the next five years.

1. **English Language Development:** Throughout the years, RKHS has experienced success in meeting the academic needs of our students, as evidenced in their performance on the CAASPP state exam. In 2018-19, 72% of RKHS students Met and Exceeded the performance standards in English Language Arts, which was higher than the Resident Schools Median of 26.75%. Additionally, 39% of RKHS's students Met and Exceeded the performance standards in Math, which was also higher than the Resident Schools Median of 16.33%.

   However, the data also showed opportunities for growth in the statistics for our English Language Learners. With respect to FEP reclassification, RKHS has experienced an influx of international students over the last three who are coming in at a proficiency level of 1. Although their language skills are steadily improving as evidenced by their performance in A-G courses and cohort on-target graduation data, the school still strives to accelerate the rate at which our students attain fluency skills. Additionally, our population of Long Term English Language Learners is 8.27%, which is higher than the district average of 6.2%%.

   Below we include the comparative data for Students who are Redesignated Fluent English Proficient (RFEP).

Students Redesignated FEP		
	RKHS	**LAUSD**
2016-2017	0.0%	16.8 %
2017-2018	15.4 %	20.1 %
2018-2019	21.4 %	22.8 %
2019-2020	11.8 %	15.8 %

This data has led to RKHS placing an increased focus on our students with English Language Development needs. With our English Language Development Coordinator, we have created a plan to integrate support for all teachers in fully implementing SDAIE ("*Specially designed academic instruction in English*") in instruction of all students, including those with needs in English Language Development. Our English Language Development Coordinator, along with her ELD Instructional Assistant, will observe teachers daily, providing feedback on SDAIE integrated strategy implementation, as well as supporting students in the classroom. Additionally, we offer designated support for these students during our True Targeted Intervention (TTI) tutoring block in what is called the ELD Resource Lab. During this time, our ELD coordinator will meet with targeted groups to support in their efforts for reclassification.

2. **Supports for Students Within Subgroups:** After seeing a decline in performance for students with special needs in both Math and ELA, we have made several additions to the program to allow Resource and General Education teachers more opportunities to provide support to these students. Student benchmark and all assessment data is reviewed by teachers, administrators and counseling staff members on a consistent basis. We have designed supports specifically for our students that are at-risk of not meeting grade level standards mastery, and our other subgroups, including students with special needs. At RKHS, we have the following programs to address intervention, enrichment, and struggling/at-risk students:
    1. <u>English Language Program:</u> Identification, Assessment, and Placement:
        A. RKHS's English Language Master Plan includes a five step process for the identification of English Learners including: 1) Initial Identification, 2) EL Proficiency Assessment, 3) Primary Language Assessment, 4) Parent Notification, and 5) Program Placement. Bright Star provides ongoing training for administrators and teachers on the identification process.
    2. Instructional Program
        A. EL students are served through a variety of programs designed to meet their needs. These include ELD Programs (Levels 1- 4), Structured English Immersion and English Language Mainstream. These programs are built into the individual school's master schedule and take place within the school day. RKHS works with the Human Resources Department to ensure appropriate staffing and authorizations for teachers in these courses.
        B. Bright Star School and RKHS offer professional development throughout the school year to ensure teachers can effectively deliver EL/ELD instruction and provide support that meets the needs of all EL students.
            I. ELD Program- scripted curriculum- specific curriculum to promote second language acquisition of listening, speaking, reading, and writing. It has four distinct components: Distinct time from ELA, explicit daily oral language opportunities, explicit instruction in grammar and language functions, vocab development and reading comprehension
            II. English Language Development Class-students are in classes with our EO students and fluent English proficient students- students receive SDAIE until they reclassify.
                1. Program includes- differentiated instruction to prepare for reclassification or recoup from academic deficits
    3. Monitoring of Progress and reclassification

A. EL programs are monitored on an annual basis. The English Language Development (ELD) program at Rise Kohyang High School (RKHS) is fully-aligned with the California English Language Development Standards (Kindergarten through Grade 12). Students who are ELD level 1 and 2, as well as higher level students who are still level 1 and 2 in the reading component of the CELDT/ELPAC, receive an hour of specialized instruction per week during the Wednesday tutoring block in addition to daily period 4 support from the ELD Coordinator as indicated in our master schedule. These segments include language acquisition programs like Rosetta Stone as well as 1:1 language instruction support. In addition, we meet the needs of our English Learner population via Specially Designed Academic Instruction in English (SDAIE) across all content areas to foster their English Language Proficiency like KWL charts, choral reading, collaborative dialog, and graphic organizers.

EL Students' language development progress is frequently monitored through the tracking and evaluation of CELDT/ELPAC scores, common benchmark assessment (ACT Aspire), the Scholastic Reading Inventory (SRI), and listening and speaking activities/projects throughout all content areas. Teachers use this data to inform future language lessons and to form small group or partnerships for differentiated instruction.The academic progress for this subgroup is also monitored weekly through our on-track report, which measures the overall percentage of EL students who are on-track and compares it to the school as a whole (as well as to other subgroups). An example of this comparison is below:

A-G On Track	Week 1	Week 2	Week 3	Week 4
All RKHS	38.0%	70.7%	80.4%	90.7%
Not IEP or EL	40.8%	72.8%	84.7%	95.1%
IEP	33.0%	65.0%	66.7%	72.2%
EL	25.9%	57.9%	66.7%	81.5%
Asian w/o IEP	42.2%	74.2%	89.2%	94.5%
Latinx w/o IEP	42.0%	74.0%	76.6%	93.5%

Students who pass the yearly language monitoring assessment (CELDT/ELPAC) are then assessed with the Scholastic Reading Inventory (SRI). Students who meet the grade level for reading comprehension are then eligible for reclassification. This can also be demonstrated through meeting or exceeding standard on ELA SBAC.The detailed description of this process is written in our EL Master Plan.The RKHS team (including EL teachers, the English Department and administrators) reviews the data from internal and norm referenced assessments. The data from these assessments are used for student placement in EL programs, the determination of which programs are needed each school year, and reclassification. The data is used to make recommendations to the RKHS English Language Advisory Committee (ELAC) and School Site Council (SSC) for programmatic and budgetary decisions.

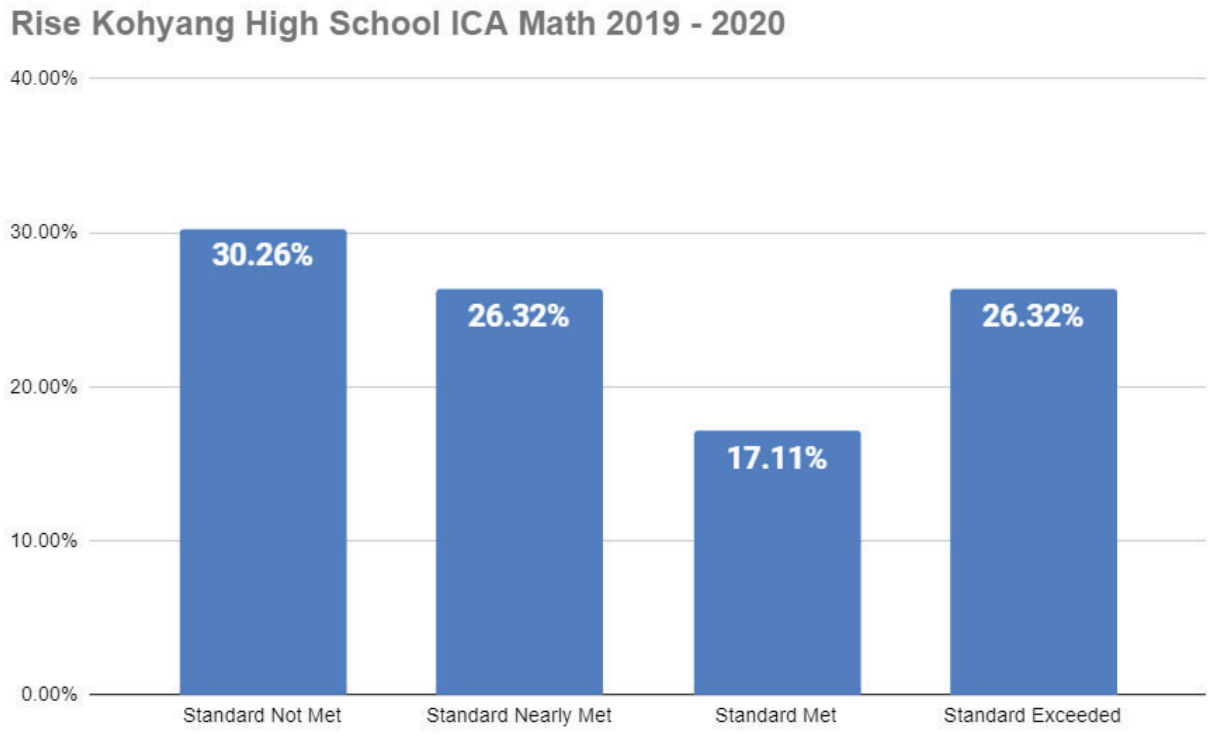
Other Supports for Subgroups Include:

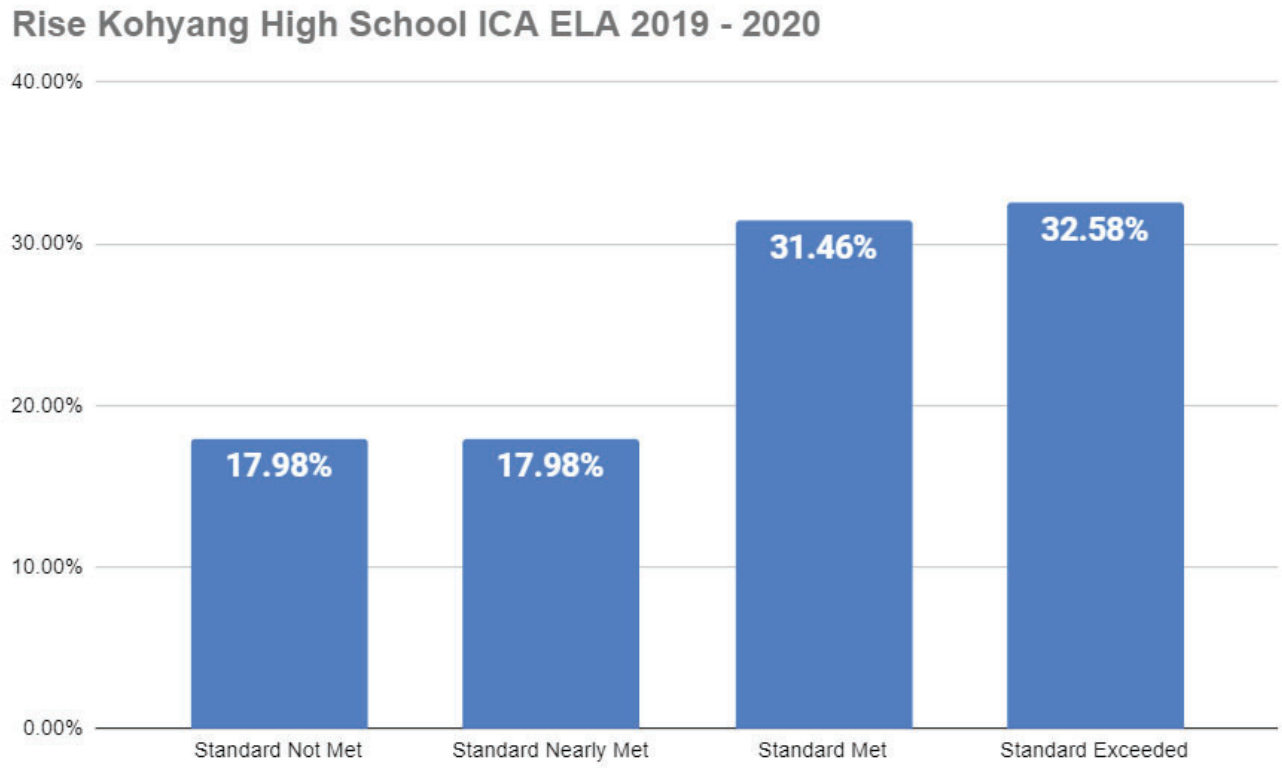
- **Instructional Aides (IAs)**: RKHS utilizes up to 5 instructional aids that help with push-in and pull-out services. The instructional aides also provide small group testing accommodations.
- **Inclusion Specialists (ISTs):** The Inclusion Teachers provide push-in and pullout supports for students. ISTs help teach the resource lab classes, these teachers re- teach and pre-teach concepts for struggling students in small groups of up to 10 students.
- **True Targeted Intervention:**

- **Tutoring**: We host embedded tutoring for students struggling in all academic classes: History, Science, ELA, Mathematics, World Languages, and Electives. We also offer additional support during this time for students with IEPs, and students needing additional ELD supports. *In order to monitor student growth, we incorporate several metrics, including:*
    - Each unit, RKHS admisiters a norm referenced district assessments to measure growth in ELA, Math, and NGSS-based Science standards
    - Student cognitive skill growth, using our project-based learning platform;
    - Student grades, the ACT Aspire benchmark assessment, and Smarter Balanced Interim Compliance Assessment exams also monitor content- specific growth.
- **Clubs:** Because we understand the power of students engaging with academic ideas in varied environments, we offer enrichment through our club programming. Some examples of clubs available to students are Culinary club, B2CM, GSA, Anime/Art, Videogame, Latin dance, Band, and many more.

- **Home Visits**: RKHS counselors and culture team will visit homes of students who struggle academically and behaviorally to put appropriate supports in place.
- **The Connections Program**: Each grade level has one counselor supporting the student's socio-emotional health and academic guidance.
- **Restorative Practices:** As a school we are committed to continuing and furthering our understanding of restorative justice. This year, we are delivering professional development to teachers focusing on reviewing and teaching trauma-informed practices in the classroom, as well as building inclusive classrooms and curriculum. This training is aimed at helping teachers understand student triggers and in an informed way learn how to better manage conflict in the classroom.

1. **Improving Math Scores**: Though we have seen success in Math instruction, we have faced some challenge with meeting some of the cognitive engagement expectations in Mathematics, which has led to a plateau in student performance. Students enter RKHS with a wide range of levels of content mastery from prior grade levels and different schools. In addition to teaching students new content, RKHS has identified the need to also revisit and reconstruct foundational concepts and understanding for students. Though students did not test on CAASPP last Spring due to the global pandemic, we assessed all 11th grade students using the Interim Comprehensive Assessments in both Math and ELA. Using this data, we can compare the performance from Spring 2018 to Spring 2019. In 2018 38% of students met or exceeded standard in Math; in 2019 52% of students performed proficiently, a net gain of 14%. However, we acknowledge that these are two different cohorts of students and further programming is being developed for Math instruction including common periodic assessments across the district and the Math coaching initiative.





Additionally, RKHS will continue to invest heavily in professional development and curriculum development for math. Teachers are supported in teaching through concept driven lessons, where students work collaboratively using the "Launch-Work-Wrap" approach to Math instruction. To ensure proper pacing for this instruction model, teachers create year-long

Scope and Sequence plans that engage students in these concept driven lessons, portfolios that incorporate student learnings, and rigorous end of unit assessments. RKHS has adopted the Agile Minds curriculum for all grade levels to help further engage students in the critical thinking and conceptual understanding process, rather than just focus on procedural mastery. The Agile Minds program was vetted through our teachers, researched thoroughly for its effectiveness in institutions with similar demographics and is in its fourth year of implementation. The improvements in SBAC scores and the June 2020 ICA provide evidence that the program is helping develop student understanding. To ensure the constant growth of teacher practice in these areas, RKHS teachers continue to engage in professional development provided by the school site, Bright Star Schools, and third-party providers. Teachers engage in subject specific lesson studies four times a year to norm on the delivery of instructional materials, reflect on their teaching pedagogy, and share best practices. RKHS also employs a math coach to support with weekly lesson observations in addition to an AP of Instruction who conducts weekly coaching sessions with teachers to address the aforementioned items and participate in the consistent reflection on practice needed to help support students.

RKHS's promotion goals are continually evaluated and revised to best support student learning. Current promotion goals include student performance in math class, supplemental software, and CAASPP-aligned Performance Tasks. By utilizing CAASPP Interim Assessments, teachers are able to continually monitor student proficiency and growth in order to identify areas of need as well as to provide specific interventions for individuals and groups of students.

Student Population to be Served

1.3: Charter School's target student population

As mentioned in Element 1.1., RKHS predominantly serves the community in the Koreatown neighborhood of Los Angeles, California. Koreatown sits within the boundaries of LAUSD's Board District 6. Chart 1.8 shows the demographic breakdown of our students, which also reflects what we anticipate future classes to look like.

CHART: RKHS DEMOGRAPHICS[3]

Demographics	All Schools in the Bright Star Schools Network	Rise Kohyang High School
Enrollment as of Census day Oct 2019	3377	402
% SPED	9.71%	9.45%
% ELL	21.76%	14.68%
% FRL	91.71%	89.30%
% Ethnic Breakdown		
African-American / Black	5.27%	4.70%
Hispanic/Latinx	80.99%	58.70%
Asian (Including Filipino)	8.94%	32.10%
White (Including Native American/ Alaskan Eskimo)	1.51%	0.70%
Other	3.88%	3.70%

Source: California DataQuest Census Day in 2019.

We will also support the foundational skill building of our students with outreach and education to families so that the support of students extends to the home environment, no matter what that looks like for each student. All Bright Star schools will work to develop the socio-emotional skills to overcome any obstacles they may face on their path to accessing higher education.

1.4: Five-year Enrollment Plan

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
9th Grade	150	150	150	150	150
10th Grade	150	150	150	150	150
11th Grade	150	150	150	150	150
12th Grade	150	150	150	150	150
TOTAL	600	600	600	600	600

Goals and Philosophy

1.5. School vision and mission statements

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

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

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

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

- **Integridad** means we need to be the best versions of ourselves, to speak our own truth, and to advocate for those whose voices are not heard.

- **Ubuntu** means that our humanity is shared, that we value kindness, and that we support one another to become the people we strive to be.
- 고향 **Kohyang** means hometown and encourages us to build meaningful connections and strong community ties, because our hometowns are integral to our identities.
- **Growth** means having a mindset that allows us to achieve excellence and gain fulfillment through our pursuit of learning and development.

1.6. Define and describe briefly the characteristics of an "educated person" in the 21st century.

At Bright Star Schools, we believe an educated person is someone self-motivated, competent, and a lifelong learner who possesses the academic, technological, intellectual, emotional and character skills so they will be successful in college, and ultimately in the world beyond. Academically and technologically, these skills include:

- A mastery of the English language along with a mastery of at least one other language.
- A fundamental understanding and fluency in comprehension of mathematics, science, history, and the arts.
- The ability to think both critically and creatively through basic knowledge about the world, deep knowledge about subjects of interest, and skills for effectively using technology and gathering information.
- Deep knowledge and access to current tools (email, computers in classrooms, various programs such as Khan Academy, iStation, etc.), as well as ability to creativity problem solve and innovate will prepare students for the rapidly evolving world of technology.
- The ability to work cooperatively and to understand and respect cultural and socio-economic differences between all people.
- An understanding of global interdependence and ability to clearly see the need for greater social justice in the world.

An educated person in the 21st century also must have developed an ability to monitor and maintain emotional and physical fitness. A quality education also instills habits that help one to have control of one's life: to solve problems, to set and attain goals, to learn from experiences and to know when and how to follow social norms. Self-awareness involves recognizing one's strengths and limitations, knowing what one wants to achieve in life and being reflective about one's interactions and relationships with others.

An educated person participates constructively in society, for one knows that such participation is necessary for the benefit of society and for the individual as well. Such a person has developed a broad knowledge base and has acquired skills which allow one to enter the economic mainstream. Such a person works cooperatively to achieve constructive answers to difficult questions for the benefit of society. Such a person understands that every problem has some solution, although it often may not be a perfect solution.

An educated person understands that character counts, and that we live on a planet where everybody and everything is interconnected, often in ways that we cannot see or comprehend. Such a person knows that one's actions cause many further actions and reactions. Because of this, an educated person refers to and utilizes one's own belief and value systems prior to making important decisions about oneself and about others.

An educated person communicates effectively, both orally and in writing, and bases his thoughts and arguments on a thoughtful consideration of the evidence at hand. They are able to participate in the larger intellectual dialogue by creating their own thoughts and ideas, using others' ideas as a springboard to form their own. In order to do this in the 21st century, they must be a savvy user of technology and understand how to use the available tools to further their own learning, form opinions, interact with the world, and present the portrait of themselves as a thoughtful and responsible citizen.

1.7: How learning best occurs.

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

1. Robert J. Marzano's *What Works in Schools* and *What Works in Classroom Instruction*
2. David Conley's guidelines for "21st Century Learners," as published by Pearson in "Career Readiness and Employability"
3. Carol Dweck's *Mindset: The New Psychology of Success*
4. Doug Lemov's *Teach like a Champion 2.0*

We believe non-cognitive skills (or soft skills) are essential to the success of students. These practices are embedded in our advisory program, our Connections' Program, and throughout the core courses. Davis Conley's guidelines would provide strategies meeting the needs of RKHS students. For example, his guidelines are largely geared for low socioeconomic or 1st generation college attendees. His work centers on developing the social capital to navigate a higher education system and strategies such as forming peer studies groups and developing self-advocacy skills.

Accordingly, RKHS believes learning best occurs when students learn in an environment where they feel safe, where expectations for all students are clear and high and students are given the opportunity to make mistakes, learn from them, work hard and achieve their goals. Carol Dweck's *Mindset* reinforces the notion that all students can succeed academically when given the opportunity to learn through active participation in engaging activities. We further believe all students need to develop high standards of honesty, industriousness, enthusiasm, kindness, compassion and generosity. Students participate in a daily advisory program that explicitly teaches the values and character traits we want students to embody. Through direct instruction on character education, relevant readings, and monthly character education assemblies, our values are embedded within the very culture of the school.

Learning best occurs when learners start with their own knowledge and experience as the basis for learning. Students must feel that new ideas, information and skills are relevant, useful or important. They must be motivated by genuine interest or purpose, and should be challenged to work to high expectations. Students construct meaning through their learning experiences by doing more often than seeing or listening. Additionally, students learn best when they practice and apply new skills and concepts to real-life situations.

Learning best occurs when academic learning is coupled with social, emotional and physical development. When learning in a school culture is fun, exciting and essential, students feel more comfortable in their environment and are motivated to work harder to achieve academic goals, particularly evident in the work of Lemov and Conley.

Marzano emphasizes that learning best occurs when educational objectives are simple, measurable and attainable. Clear definitions of what students should know and be able to do in each academic content area at grade level determines the content of the curriculum, affects teaching strategies, provides a perspective for selecting and training teachers and helps parents understand what is expected of the children. Learning best occurs when class size and school size are manageable. Although there are no magic numbers or solutions for what is manageable, it is imperative that the members of the school community know one another as individuals.

Additionally, RKHS believes learning is most effective when parents understand and are involved in the educational goals of the school. RKHS has short-term, intermediate and long-term goals.

- The **short-term goal** is to provide a meaningful educational experience; one that impresses upon students the amount they can accomplish in a single year of dedicated hard work and the level to which they can enhance their self-confidence through achievement.
- The **intermediate goal** is to help students carry this sense of academic commitment and accomplishment throughout their high school experience.
- The **long-term goal** is to instill in our students the belief that they should and be able to attend college, and through this process, provide them the tools to do so.

1.8: Description of the school's annual goals, for all pupils and for each subgroup of pupils, by the California Local Control Funding Formula (LCFF) legislation[4]

LCFF STATE PRIORITIES	
GOAL #1	
All students demonstrate increased academic growth as measured by state test scores and improved English proficiency.	Related State Priorities: ☐ 1 X 4 ☐ 7 X 2 ☐ 5 X 8 ☐ 3 ☐ 6
	Local Priorities: ☐ : ☐ :

Specific Annual Actions to Achieve Goal

- Continued investment in curriculum and academic tools to support student growth in core subject areas.
- Instructional support staff whose responsibility includes but is not limited to data analysis, intervention, professional development, and English language learner development.
- Intervention and enrichment programs to support both student's acquisition of core content and topics of interest outside core curriculum.
- Investment in student technology to enhance and support a student's ability to master CA state standards

Expected Annual Measurable Outcomes

Outcome #1: School increases on average X% over previous years SBAC scores in ELA.[5]

Metric/Method for Measuring: CAASPP Scores

Applicable Student Groups	Baseline (18-19)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	71%	Prior year base +2%	Prior year base +2%	Prior year base +2%	Prior year base +2%	Prior year base +2%
English Learners	17%	Prior year base +1%	Prior year base +1%	Prior year base +1%	Prior year base +1%	Prior year base +1%

[4] The following symbol * means that the data cannot be reported. In some cases it indicates that there is not enough students in a particular student group to report out on and in other cases it means that the data is not available.
[5] This metric may be adjusted in future years to represent cohort growth rather than proficiency. However, Bright Star Schools has not made that transition as of 9/2020.

Socioecon. Disadv./Low Income Students	69%	Prior year base +2%	Prior year base +2%	Prior year base +2%	Prior year base +2%	Prior year base +2%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	22%	Prior year base +2%	Prior year base +2%	Prior year base +2%	Prior year base +2%	Prior year base +2%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	84%	Prior year base 0%	Prior year base 0%	Prior year base +0%	Prior year base 0%	Prior year base 0%
Filipino Students	*	*	*	*	*	*
Latino Students	67%	Prior year base +2%	Prior year base +2%	Prior year base +2%	Prior year base +2%	Prior year base +2%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Outcome #1: School increases on average X% over previous years SBAC scores in Math[6] **Metric/Method for Measuring**:CAASPP Scores						
APPLICABLE STUDENT GROUPS	Baseline (18-19)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	39%	Prior year base +3%	Prior year base +3%	Prior year base +3%	Prior year base +3%	Prior year base +3%
English Learners	0%	Prior year base +3%	Prior year base +3%	Prior year base +3%	Prior year base +3%	Prior year base +3%
Socioecon. Disadv./Low Income Students	36%	Prior year base +3%	Prior year base +3%	Prior year base +3%	Prior year base +3%	Prior year base +3%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	11%	Prior year base +2%	Prior year base +2%	Prior year base +2%	Prior year base +2%	Prior year base +2%
African American Students	*	*	*	*	*	*

[6] This metric may be adjusted in future years to represent cohort growth rather than proficiency. However, Bright Star Schools has not made that transition as of 9/2020.

American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	80%	Prior year base 0%	Prior year base 0%	Prior year base +0%	Prior year base 0%	Prior year base 0%
Filipino Students	*	*	*	*	*	*
Latino Students	21%	Prior year base +3%	Prior year base +3%	Prior year base +3%	Prior year base +3%	Prior year base +3%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: School will have a reclassification rate equal to or greater than X% (LAUSD 19-20 reclassification rate).[7]

Metric/Method for Measuring: Reclassification Rate

Applicable Student Groups	Baseline (18-19)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	*	*	*	*	*	*
English Learners	11.8%	>16%	>16%	>16%	>16%	>16%
Socioecon. Disadv./Low Income Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*

[7] This metric has been written as a threshold metric to ensure that the school is constantly working to achieve a standard reclassification rate. LAUSD was selected as the threshold measure to ensure our students are receiving an equitable educational experience to their peers in traditional public schools.

White Students	*	*	*	*		*	*
	*	*	*	*		*	*

LCFF STATE PRIORITIES	
GOAL #2[8]	
School promotes a school culture which is a positive, engaging, calm and supportive for both student social and emotional development.	Related State Priorities: ☐ 1 ☐ 4 ☐ 7 ☐ 2 X 5 X 8 ☐ 3 X 6
	Local Priorities: ☐: ☐:

Specific Annual Actions to Achieve Goal

- School-wide programs and staff professional development to ensure ongoing positive school climate
- Creation of experiences in school which empower students and support their growth socially and emotionally.
- Providing students with opportunities to ensure they have access to experiences and resources they may not be able to afford outside of school

Expected Annual Measurable Outcomes

Outcome #1:School will maintain a 95% ADA

Metric/Method for Measuring:ADA

APPLICABLE STUDENT GROUPS	Baseline (3/15/2020)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	95%	95%	95%	95%	95%	95%
English Learners	93%	95%	95%	95%	95%	95%
Socioecon. Disadv./Low Income Students	95%	95%	95%	95%	95%	95%

[8] Where possible baseline data was entered with school data as of 3/15/2020. On 3/14/2020 the school closed to transition to distance learning and subsequent data was deemed not valid due to many changes in the school environment. This is true for all data points except school climate. The baseline data point for school climate was spring 18-19 data point.

Foster Youth	*	*	*	*	*	*
Students with Disabilities	94%	95%	95%	95%	95%	95%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	95%	95%	95%	95%	95%	95%
Filipino Students	*	*	*	*	*	*
Latino Students	94%	95%	95%	95%	95%	95%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: X% of students who are chronically absent will not be higher than 10%

Metric/Method for Measuring: Chronic Absenteeism as calculated using the student information system.

Applicable Student Groups	Baseline (3/15/2020)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	17%	≤10%	≤10%	≤10%	≤10%	≤10%
English Learners	23%	≤10%	≤10%	≤10%	≤10%	≤10%
Socioecon. Disadv./Low Income Students	16%	≤10%	≤10%	≤10%	≤10%	≤10%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	23%	≤10%	≤10%	≤10%	≤10%	≤10%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	10%	≤10%	≤10%	≤10%	≤10%	≤10%
Filipino Students	*	*	*	*	*	*
Latino Students	19%	≤10%	≤10%	≤10%	≤10%	≤10%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3:No more than 2% of students will experience an incident of suspension

Metric/Method for Measuring: Suspension rate as calculated using the student information system.

Applicable Student Groups	Baseline (3/15/2020)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	1.16%	≤2%	≤2%	≤2%	≤2%	≤2%
English Learners	4.69%	≤2%	≤2%	≤2%	≤2%	≤2%
Socioecon. Disadv./Low Income Students	1.41%	≤2%	≤2%	≤2%	≤2%	≤2%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	1.79%	≤2%	≤2%	≤2%	≤2%	≤2%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	.74%	≤2%	≤2%	≤2%	≤2%	≤2%
Filipino Students	*	*	*	*	*	*
Latino Students	1.58%	≤2%	≤2%	≤2%	≤2%	≤2%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #4: No more than 1% of students will be expelled

Metric/Method for Measuring: X% of students expelled

Applicable Student Groups	Baseline (3/15/2020)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	0	≤1%	≤1%	≤1%	≤1%	≤1%
English Learners	0	≤1%	≤1%	≤1%	≤1%	≤1%
Socioecon. Disadv./Low Income Students	0	≤1%	≤1%	≤1%	≤1%	≤1%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	0	≤1%	≤1%	≤1%	≤1%	≤1%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*

Asian Students	0	≤1%	≤1%	≤1%	≤1%	≤1%
Filipino Students	*	*	*	*	*	*
Latino Students	0	≤1%	≤1%	≤1%	≤1%	≤1%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Outcome #5: School dropout rate will be less than 5% **Metric/Method for Measuring**: Dropout Rate, As verified in CALPADS						
APPLICABLE STUDENT GROUPS	Baseline (3/15/2020)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	0%	≤5%	≤5%	≤5%	≤5%	≤5%
English Learners	0%	≤5%	≤5%	≤5%	≤5%	≤5%
Socioecon. Disadv./Low Income Students	0%	≤5%	≤5%	≤5%	≤5%	≤5%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	0%	≤5%	≤5%	≤5%	≤5%	≤5%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	0%	≤5%	≤5%	≤5%	≤5%	≤5%
Filipino Students	*	*	*	*	*	*
Latino Students	0%	≤5%	≤5%	≤5%	≤5%	≤5%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Outcome #6: School will increase X% percentage points in the students who positively respond on the school climate benchmark of the student survey (until reaching 75% of students positively respond to the school climate benchmark).[9] **Metric/Method for Measuring**: Results of Panorama Student School Climate Survey						
APPLICABLE STUDENT GROUPS	Baseline (18-19)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026

[9] It may be that in future years this metric shifts due to change in survey provider or an internal determination that a different benchmark in the student climate survey better captures school culture.

All Students (Schoolwide)	54%	+4%	+4%	+4%	+4%	+4%
English Learners	52%	+5%	+5%	+5%	+5%	+5%
Socioecon. Disadv./Low Income Students[10]	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	58%	+3%	+3%	+3%	+3%	+3%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	53%	+4%	+4%	+4%	+4%	+4%
Filipino Students	*	*	*	*	*	*
Latino Students	54%	+4%	+4%	+4%	+4%	+4%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

LCFF STATE PRIORITIES	
GOAL #3[11]	
School actively engages and involves families in their students learning.	Related State Priorities: ☐ 1 ☐ 4 ☐ 7 ☐ 2 ☐ 5 ☐ 8 X 3 ☐ 6
	Local Priorities: ☐: ☐:
Specific Annual Actions to Achieve Goal	

[10] FRPL/SED is not collected on the panorama student survey. The vast majority of our students are FRPL/SED students and therefore, this student subgroup likely trends with the overall student population.

[11] All parent metrics are reviewed yearly and future targets are subject to change based on internal data analysis.

- Investment in materials, tools, programs, and services ensuring accessible parent communication
- School events and programs purposefully created to introduce parents to school staff, the school's educational program, and encourage a parent's ability to advocate on behalf of their student.
- Staff members who play the role of liaison between school and family

Expected Annual Measurable Outcomes

Outcome #1: 90% parents who positively rate the school

Metric/Method for Measuring: Annual Panorama Parent Survey

Applicable Student Groups	Baseline (3/15/2020)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	98%	≥90%	≥90%	≥90%	≥90%	≥90%
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: 80% of parents will return surveys

Metric/Method for Measuring: % of returned surveys

Applicable Student Groups	Baseline (3/15/2020)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	79%	≥80%	≥80%	≥80%	≥80%	≥80%
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	*	*	*	*	*	*

Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: 70% of parents who attend a school event

Metric/Method for Measuring: % of parents who attend a school event. This data is tracked internally and updated throughout the year as parents sign into different events. It is monitored ongoing by the Family Engagement team.

APPLICABLE STUDENT GROUPS	Baseline (3/15/2020)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	51%	≥70%	≥70%	≥70%	≥70%	≥70%
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #4: 45% Parent Attendance at Parent Teacher Conferences

Metric/Method for Measuring: X% Parent Attendance at Parent Teacher Conferences, as tracked through parent sign in.

Applicable Student Groups	Baseline (2/15/2020)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	18%	≥45%	≥45%	≥45%	≥45%	≥45%
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students						
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #5: 45% Parent Attendance at Back to School Night

Metric/Method for Measuring: X% Parent Attendance at Back to School Night, as tracked through parent sign in.

Applicable Student Groups	Baseline (3/15/2020)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	36%	≥45%	≥45%	≥45%	≥45%	≥45%
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*

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

Outcome #6: 85% of families who have one yearly counselor meeting

Metric/Method for Measuring: X% of families who have one yearly counselor meeting, as tracked in our student information system.

APPLICABLE STUDENT GROUPS	Baseline (3/15/2020)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	100%	≥85%	≥85%	≥85%	≥85%	≥85%
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

LCFF STATE PRIORITIES
GOAL #4

School facilities are in good repair. Instructional staff is also properly credentialed and teaching standards aligned instructional material.	Related State Priorities: X 1 ☐ 4 ☐ 7 X 2 ☐ 5 ☐ 8 ☐ 3 ☐ 6 Local Priorities: ☐: ☐:

Specific Annual Actions to Achieve Goal

- Investment in technology to ensure that teachers are properly credentialed
- Ongoing investment in technology, professional development opportunities, and instructional staff members to support teacher improvement.
- Staff members whose role is to ensure the school is a safe and clean environment for students.

Expected Annual Measurable Outcomes

Outcome #1: 100% of teachers will be fully credentialed or enrolled in an intern credential program as outlined in our charter.

Metric/Method for Measuring: Teacher Credentials, as found on the California Teacher Credential Website

Applicable Student Groups	Baseline (3/15/2020)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*

Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: 100% of teachers will have English language authorization or an emergency EL authorization as required by CA.

Metric/Method for Measuring: % of teachers with english language authorization or emergency EL authorization, as found on the California Teacher Credential Website.

Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	92%	100%	100%	100%	100%	100%
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: School will not have vacant teaching positions in Jan - May of the school year

Metric/Method for Measuring: # of vacant teacher positions during the months of Jan - May

Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	0	0	0	0	0	0
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*

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

Outcome #4: 80% of facility areas will rate as good or excellent on the School Accountability Report Card

Metric/Method for Measuring: Rating on SARC

Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	83.6%	≥80%	≥ 80%	≥80%	≥80%	≥80%
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #6: 100% of students have access to standards aligned materials at home and in school as appropriate for a given lesson.

Metric/Method for Measuring: % of students with standards aligned materials at home and in school, as measured by reviewing charter school's student instructional material including but not limited to books, novels, math manipulatives and textbooks.

Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #7: 100% of school's instructional materials are aligned to state standards

Metric/Method for Measuring: % of instructional materials aligned to state standards, as measured by reviewing curriculum taught in each subject to assess the degree to which it is standards aligned.

Applicable Student Groups	Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	*	*	*	*		*
Socioecon. Disadv./Low Income Students	*	*	*	*		*
Foster Youth	*	*	*	*		*
Students with Disabilities	*	*	*	*		*
African American Students	*	*	*	*		*
American Indian/Alaska Native Students	*	*	*	*		*

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

LCFF STATE PRIORITIES

GOAL #5

Students will demonstrate increased college and career preparedness	Related State Priorities: ☐ 1 X 4 X 7 X 2 ☐ 5 X 8 ☐ 3 ☐ 6
	Local Priorities: ☐: ☐:

Specific Annual Actions to Achieve Goal

- Professional development for instructional staff supporting students in the area of college and career readiness.
- Continued investment in staff who enable students to enter and persist through college and career
- Investment in curriculum, fees, and programs associated with supporting student's college and career readiness.

Expected Annual Measurable Outcomes

Outcome #1: School will maintain a cohort graduation rate of 95% or higher.

Metric/Method for Measuring: Cohort Grad Rate

Applicable Student Groups	Baseline (18-19)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	TBD	95%	95%	95%	95%	95%
English Learners	TBD	95%	95%	95%	95%	95%

Socioecon. Disadv./Low Income Students	TBD	95%	95%	95%	95%	95%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	TBD	95%	95%	95%	95%	95%
African American Students	TBD	95%	95%	95%	95%	95%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	TBD	95%	95%	95%	95%	95%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: 40% of graduates will take at least one AP course

Metric/Method for Measuring: 40% of graduates who take at least one AP course, as tracked by the student information system.

Applicable Student Groups	Baseline (3/15/2020)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	53.09%	≥50%	≥50%	≥50%	≥50%	≥50%
English Learners[12]	27%	30%%	32%	35%	37%	40%
Socioecon. Disadv./Low Income Students	58%	≥50%	≥50%	≥50%	≥50%	≥50%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	22%	25%	27%	30%	32%	35%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	64%	≥50%	≥50%	≥50%	≥50%	≥50%
Filipino Students	*	*	*	*	*	*
Latino Students	52%	≥50%	≥50%	≥50%	≥50%	≥50%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*

[12] We include those who were English learners at any point during high school in this calculation.

Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: 70% of students who have taken and passed an AP exam with a 3 or better.

Metric/Method for Measuring: 70% of students who have passed an AP exam with a 3 or better

Applicable Student Groups	Baseline (3/15/2020)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	76.9%	>70%	>70%	>70%	>70%	>70%
English Learners	100%	>70%	>70%	>70%	>70%	>70%
Socioecon. Disadv./Low Income Students	76.6%	>70%	>70%	>70%	>70%	>70%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	100%	>70%	>70%	>70%	>70%	>70%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	84.9%	>70%	>70%	>70%	>70%	>70%
Filipino Students	*	*	*	*	*	*
Latino Students	74.6%	>70%	>70%	>70%	>70%	>70%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #4: At least 54% of students who are determined prepared for college by the Early Assessment Program in Math

Metric/Method for Measuring: % of students who are determined prepared for college by the Early Assessment Program

Applicable Student Groups	Baseline (3/15/2020)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026

All Students (Schoolwide)	39%	Prior year base +3%	Prior year base +3%	Prior year base +3%	Prior year base +3%	Prior year base +3%
English Learners* *at any point during HS	0%	Prior year base +3%	Prior year base +3%	Prior year base +3%	Prior year base +3%	Prior year base+3%
Socioecon. Disadv./Low Income Students	36%	Prior year base+3%	Prior year base+3%	Prior year base +3%	Prior year base +3%	Prior year base +3%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	11%	Prior year base +2%	Prior year base +2%	Prior year base +2%	Prior year base +2%	Prior year base +2%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	80%	≧80%	≧80%	≧80%	≧80%	≧80%
Filipino Students	*	*	*	*	*	*
Latino Students	21%	Prior year base +3%	Prior year base +3%	Prior year base +3%	Prior year base +3%	Prior year base +3%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #5: At least 81% of students who are determined prepared for college by the Early Assessment Program in ELA

Metric/Method for Measuring: % of students who are determined prepared for college by the Early Assessment Program

Applicable Student Groups	Baseline (3/15/2020)	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students (Schoolwide)	71%	Prior year base +2%	Prior year base +2%	Prior year base +2%	Prior year base +2%	Prior year base +2%
English Learners* *at any point during HS	17%	Prior year base +2%	Prior year base +2%	Prior year base +2%	Prior year base +2%	Prior year base +2%
Socioecon. Disadv./Low Income Students	69%	Prior year base +2%	Prior year base +2%	Prior year base +2%	Prior year base +2%	Prior year base +2%
Foster Youth	*	*	*	*	*	*

Students with Disabilities	22%	Prior year base +2%	Prior year base +2%	Prior year base +2%	Prior year base +2%	Prior year base +2%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	84%	≧84%	≧84%	≧84%	≧84%	≧84%
Filipino Students	*	*	*	*	*	*
Latino Students	67%	Prior year base +2%	Prior year base +2%	Prior year base +2%	Prior year base +2%	Prior year base +2%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

1.9: How the school's goals will enable students to become and remain self-motivated, competent, and lifelong learners.

The fundamental goal of RKHS is to help its students become self-motivated, competent, life-long learners. RKHS strives to educate students so that they know and understand how they learn, and how they can continue learning in college and beyond, to ensure students are able to find joy and fulfillment in higher education, career, and life. Students understand how to learn from a classroom situation, from a group interaction, and how to learn on their own. At RKHS, we believe greatly that every student should have the opportunity to learn and master standards at their own pace, and given this chance, they will be able to use their learning in new and creative ways.

A major educational objective for RKHS is to educate all of its students so that they are able to compete for selective and limited positions and/or scholarships at colleges. Given the current funding crisis in higher education, we also explore alternative post-secondary options for students that lead to attainment of a viable post-secondary plan, which is developed by the student and counselor, in conjunction with their family.

An intense schedule ensures there is enough time to teach all materials covered by the California Common Core State Standards. The goal is to have no student fall behind. We will train students to employ effective study habits by providing them support in and after school so they can reach their full potential. If students put in the required time and effort, and are able to get additional support and resources they need to master materials, they can be successful in our academic program.

Students will work toward mastering the following skills when studying arts, literature, social studies, science, and math:

1. Developing Concepts & Innovation
2. Critical Thinking & Problem Solving
3. Collaboration & Teamwork
4. Media Literacy

Additionally, our goal is that students:

- Develop self-worth and respect for their heritage and the cultural heritage of others, and are able to respond to negativity or maliciousness with integrity and rationale.
- Strive to become proficient in both English, while preserving their native language.

- Work towards demonstrating cooperative social behavior with a sense of responsibility toward their school, home and community through our Connection Program, advisory and character building programs, and community service.
- Are exposed to career/post-secondary opportunities and should begin to develop personal and professional life goals through exposure to local leaders and our partnerships with local businesses and community organizations.
- Performance will increase as demonstrated by standardized, criterion-referenced and performance-based tests.

RKHS's curriculum is based on the California Common Core State Standards. In addition, RKHS offers many expanded options to meet the needs of all of its diverse students. These include a personalized learning curriculum, more instructional time on task, life experience lessons outside the classroom and exposure to college expectations and campus life.

Additionally, we offer a robust intervention program to our English Language Learners, as outlined in our EL Master Plan. We utilize our school counselors to develop truly effective adherence to a tiered intervention program. As part of the tiered intervention program, RKHS has an early warning system implemented by the counselors and teachers who operate in grade-level teams to evaluate students on a regular basis. Any student who appears to be struggling in one or more classes in any field (social - emotional or academic), will be identified to ensure all needs are met. In addition, the purpose of implementing an early warning systems program is to also ensure that RKHS is using restorative practices to help and support students in academic and social-emotional development.

Instructional Design

1.10: The educational program's overall curricular and instructional design, including how the school will structure and staff the educational program.

The educational philosophy, teaching methodology and subsequent instructional program at RKHS are informed by extensive research are aligned with Richard DuFour's work[4] and what he terms the "Henry Higgins" school mindset. This relies on high expectations for students with the understanding that if learning at high levels is the constant, then time and resources must be the variables. DuFour describes the "Henry Higgins School" as one in which the adults believe, "We believe that all students can and must learn at relatively high levels of achievement. We are confident that students can master challenging academic material with our support and help. We establish standards that all students are expected to achieve, and we continue to work with them until they have done so." This established, RKHS's focus is on accurately determining each student's current level of performance in the core content area by employing diagnostics assessments aligned to the Common Core State Standards, ELD standards and the Next Generation Science Standards.

Based off the observations from DuFour, and our observation , the schools where socio-economically disadvantaged students achieve mastery in the core subjects and experience academic success are those that offer:

- Extend the school day and have a longer calendar year.
- Offer an unyielding focus on ensuring students' literacy and numeracy skills in the earliest grades.
- Adopt teaching methodologies that have proven successful in urban settings.
- Set high expectations both behaviorally and academically.
- Employ frequent assessments and data driven professional development and coaching for teachers.
- Subscribe to masterful and specialized teachers.
- Involve parents and the community in the life of their scholars' education.
- Treat each child as an individual, assessing them at their baseline, setting high standards and ensuring that they meet their goals through structured support.
- Have a dedicated counselor assigned to a grade-level cohort of students and moves with them as they matriculate to each grade level
- Offer blended learning classrooms for students who require inclusive education

- Enable and encourage students to hold leadership positions
- Implement restorative practices, rather than strict disciplinary practices

The school focuses on skill development via Performance Tasks (PTs) which are administered in each class in order to assess student knowledge on ACT, SBAC, and SAT like questions. Goals for the performance tasks are set after analyzing the results from previous ACT practice exams. In addition, goals were also set based on the lowest performing target areas, such as: (1) Reading, (2) Math and (3) Science. Based on the school's previous data, the following are the specific targets that the school is focusing on:

- Reading
  - Key Ideas and Details (31%)
  - Analyzes explicit and implicit central ideas across a text
  - Infers meaning without explicit details
  - Analyzes ideas, events and individuals to make logical inferences
  - Identifies relationships based on context and cites textual details to support
- Math
  - Justification and Explanation (17%)
  - Integrating Essential Skills (21%)
  - Interprets spread of a distribution
  - Reasons abstractly and quantitatively by making sense of quantities and their relationships
  - Creates a representation of the problem at hand and attends to the meaning of the quantities and not just how to compute them
- Science
  - Interpretation of Data (34%)
  - Translates information into a table graph or diagram
  - Determines how the value of a variable changes relative to another
  - Find the highest/lowest value; order data from a table
  - Compare a value in a table from another in a graph
  - Performs extrapolation using a table or graph
- Evaluation of Models, Inferences, and Experimental Results (28%)
  - Determines which hypothesis or conclusion is or is not consistent with the data
  - Determines whether results of an experiment support or contradict a hypothesis, prediction or conclusion
  - Identifies strengths/weaknesses of theoretical models
  - Determines which models are supported or weakened by new information

The aforementioned learning targets provide teachers with a focus area that enables them to specifically hone in the areas of lowest performance and create lessons and assessments that tie to the standards and skills needed to be successful in the A-G requirements. Wednesday's PTs data is used to drive instruction. It allows teachers to target areas of student need by providing them with additional instructional in the above mentioned standards and skills so that they are better prepared for college entry examinations. The execution of weekly PTs also provides staff the opportunity to create cross-curricular lessons and assessments that reinforce these skills and standards.

RKHS has created several systems to ensure correct standards-based alignment in our curriculum and assessment. As a school, we have implemented both gradebook norms and assessment norms that operate as frameworks for classroom evaluation. Gradebooks at RKHS are a mastery-based evaluation of student learning and the best measure of mastery is rigorous, standards-aligned, summative assessment. It is our perspective that assessment can and should have a variety of formats (projects, performances, extended constructed response, a combination of written responses and multiple choice/technology enhanced questions, etc) as long as it is challenging to students, showcases relevant skills practiced in class, represents a range of depth of knowledge (DOK), and is of course, comprehensively standards-aligned. In order to assist teachers in the creation of their assessments, we have generated our RKHS Assessment Framework, seen below:

Vista Legacy Global Academy
Supporting Documentation

RKHS Assessment Framework/Rubric

	AP/Honors	College Prep	Quiz / Formative	Standard Not Met for Summative
Constructed Response or Performance Task	Your exam has a constructed response section, and the prompt(s) meet the following criteria: • The question meets DOK Level 3 or 4. • A rubric or criteria for success is provided for students. • Students are required to construct an argument, with a claim, evidence (from a text, data set, mathematical operation, observation, etc), and analysis of that evidence. • Appropriate accommodations provided	Your exam has a constructed response section, and the prompt meets the following criteria: • The question meets DOK Level 2, 3 or 4. • A rubric or criteria for success is provided for students. • Students are required to construct an argument, with a claim, evidence (from a text, data set, mathematical operation, observation, etc), and analysis of that evidence. • Student choice is included (pick 3 out of 4) • Appropriate accommodations provided	If your exam has a constructed response section, the prompt(s) meets any of the following criteria: • The question meets DOK level 2 or 3. • There is a rubric or criteria for success for the students. • Students are required to construct an argument.	• The prompt **does not meet** DOK Level 2, 3 or 4. • A rubric or criteria for success is **not** provided for students. • Students are **not** required to construct an argument, with a claim, evidence (from a text, data set, mathematical operation, observation, etc), and analysis of that evidence.
Multiple Choice/Multiple Response/Short Free Response	Multiple choice questions meet the following criteria: • All questions are taken from vetted tests like SBAC, ACT/SAT, Regents, College Board etc. **OR** use question frames aligned to these tests. • Distractors address common misconceptions and are plausible and rigorous. • MC questions do not contain "cue" words like *always* or *never*. • All questions meet DOK Levels 2, 3 or 4. • Avg Score: 60-70% (AP) or 75-80% (Honors)	Multiple choice questions meet the following criteria: • All questions are taken from vetted tests like SBAC, ACT/SAT, Regents, etc. **OR** use question frames aligned to these tests. • Distractors address common misconceptions and are plausible and rigorous. • MC questions do not contain "cue" words like *always* or *never*. • DOK Level Guidelines: ○ 25-30% DOK1, 50% DOK 2, 20-25% DOK3 • Avg Score: 75-80%	Multiple choice questions meet the following criteria: • Distractors address common misconceptions and are plausible and rigorous. • MC questions do not contain "cue" words like *always* or *never*. • Questions are a mixture of DOK 1 and 2 (DOK 3 is optional). • Avg Score = 80-85%	: • Questions are **not** taken from vetted sources like SBAC, ACT/SAT, Regents, etc. **NOR** use question frames aligned to these tests. • Distractors **do not** address common misconceptions • **Few or no** questions meet DOK Levels 2 or 3. • Avg Score = 95%
Alignment to Standards	Yes **(AP, NGSS, CA CCSS)**	Yes **(AP, NGSS, CA CCSS)**	Yes **(AP, NGSS, CA CCSS)**	No
Accommodated Versions	You have provided an accommodated version for English language learners and students with IEPs. The accommodated versions are rigorous but accessible for each student. Maintain IEP compliance and collaboration with IST.			
Uploaded to Illuminate	You have updated your assessment into Illuminate and have completed the following: ❑ Inputted the answer key under "Setup." ❑ Aligned each question to the appropriate standard. ❑ Uploaded your materials.			

Our assessment framework does not require teachers to include both performance tasks and multiple choice/short response in their assessments, but does outline the criteria for use of both types of components. For PT's, projects, or extended CR's, teachers must provide students the rubric for their evaluation, require that students construct an argument, thesis or central idea along with evidence and analysis, as well as ideally incorporate student choice. Additionally, we require that multiple choice questions are pulled or adapted from AP, ACT/SAT, SBAC or NY Regents, have a recommended distribution of DOK levels, and result in an appropriate average class score. We include the distribution of DOK and the target scores to assist teachers with assessment calibration; if the average score falls below a certain threshold, teachers are required to reteach and reassess the content on the basis that the assessment indicates that either students did not learn the material, or the instruction was not properly aligned to the assessment. Finally, all assessment components must be aligned to the correct standards block, are appropriately accommodated for students with IEPs as well as English learners, and uploaded into our online data and assessment platform, Illuminate Education.

Additionally, RKHS has implemented a coaching initiative that provides weekly support to all teachers in all subject areas. With the integration of the Danielson Framework and evaluation philosophies, both teacher and coaches are able to establish clear action size goals that are implemented on a weekly basis. The coaching process is non-evaluative and offers support to meet the needs of all teachers. Through the coaching process, teachers are encouraged to rise to their potential and professional growth. Teachers are empowered to become instructional leaders to have an authentic impact on teaching practices in the classroom. The purpose of evaluations is to create a two-way accountability for ensuring the quality of instruction in all classrooms. Evaluations are conducted by the principal and provide a more complete picture of a teacher's practice.

Curriculum and Instruction

1.11: Curriculum

Below you will find a description of RKHS's courses with corresponding instructional materials, as well as the innovative curriculum components within proposed educational programs, and intervention and enrichment programs. Together, these components describe our school's educational program.

All courses will be California Common Core Standards based. Course descriptions for core subjects in ELA, math, science, history, and elective options follow below.

Non Core Courses

- Physical and Health Education - A course that assists students in developing their potential for assuming greater responsibility for their health and the health of others. Topics discussed are drug education, preventing disease including heart disease and cancer, environmental health, emotional health, physical fitness, nutrition, and sex education including venereal diseases.

  Ideal for: all RKHS students who have not completed the one (1) year CA state requirement

  Alternatives: NA

  Requirements for placement: Student request, any senior who hasn't completed the requirement

- English Language Development (ELD) - Designated ELD is an intensive English language development course for English learners scoring level 1 or 2 on the ELPAC and who are at the upper Emerging to mid Expanding levels of language proficiency. The Designated ELD course is aligned to the California English Language Development standards and prepares learners to perform well on the ELPAC and advance to the next level of proficiency in all domains. The course builds learner competence and confidence through consistent strategic partner work and collaborative instructional routines needed for success. Instruction will focus on academic vocabulary development, language, syntax, grammar and writing structures through Close reading of developmentally appropriate and content level informational and literary texts. Additionally, learners will engage in oral language practice with the aid of language frames to gradually release responsibility to independent written language production. Each lesson will employ pedagogical strategies designed to explicitly develop language to facilitate discussion and multiple

opportunities to use language and develop verbal English skills with the ultimate goal of creating an authentic written public product.

Ideal for: RKHS students who score Level 1 or 2 on ELPAC

Requirements for placement: RKHS students who score Level 1 or 2 on ELPAC

All courses below count as 1 year of A-G credit in the designated category, unless otherwise noted.

"A" Courses - History / Social Science -CORE

Requirements: *"Two years required, three recommended, including one year of world history, cultures and historical geography and one year of U.S. history, or one-half year of U.S. history and one-half year of American government or civics" (UCOP 2019).*

- **Civics (Principles of American Democracy) -** Civics will explore the origins of the American democratic system while looking at how the constitution embodies the values and purposes set up by the founding fathers. The structure and function of the government will be analyzed on a national, state, and local level while showing how each level is interrelated. This will launch the class into discussing how constitutional values relate to other nations and world affairs. Throughout the course we will focus on how the people play an active role in government and the importance each citizen contributes to society. This course is listed in UC Doorways.

  Ideal for: students who are proficient/mostly proficient readers and writers who are interested in developing their analytical thinking through a social science course.

  Alternatives: PE, Music, Resource, AP Human Geography

  Requirements:
  - "Approaching Standard" (Level 2) or higher on ELA SBAC

- **Advanced Placement (AP) Human Geography -** The purpose of the AP course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. This course counts as the 1 year of World History and/or Geography requirement for UC/CSU. AP courses require 4-5 hours a week of independent work at home, and excellent study habits.

  Ideal for: 9th grade students with reading/writing skills far exceeding the grade level standard, who want to challenge themselves with a college-level social science course; 10th - 12th grade students who want to challenge themselves with an AP course.

  Alternatives: PE, Music, Civics

  Requirements:
  - "Standard Exceeded" SBAC 8 ELA
  - Grade of 3.5 or higher in ELA 8
    OR
  - Enrolled in Honors level ELA class
  - "Ready" or higher on ACT Aspire Reading and Writing
    - **Alt.** 450+ PSAT EBRW
    - **Alt.** Standard Exceeded ICA

- **World History** - This course is a two-semester, general survey study of modern world history from the late 18th century to the present. At the conclusion of this course, students will be able to explain and analyze modern world

history in terms of issues and events that have occurred and engaged Western society during the aforementioned time period. This course is a requirement for UC/CSU as well as CA state graduation.

Ideal for: all 10th grade students, who are not eligible/interested in AP World

Alternatives: AP World History, AP Human Geography

Requirements for placement: N/A - automatic placement

- A**dvanced Placement (AP) World History -** The course is structured according to the course outline found in the most recent AP® World History Course Description published by the College Board. AP World History is designed to be the equivalent of a two-semester introductory college or university world history course. In AP World History students investigate significant events, individuals, developments, and processes in six historical periods from approximately 8000 B.C.E. to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures.

  Ideal for: 10th grade students with college-level reading and writing skills, who are intending on enrolling in a four year college as a humanities-related major (History, English, Social Science).

  Alternatives: World History, AP Human Geography

  Requirements for placement:
  - Enrolled in ELA 10 Honors
  - ACT Aspire Reading and English sections at READY or above, with at least 1 of 2 sections at EXCEEDS
    - **Alt.** 3 or higher on APHuman Geography exam
    - **Alt.** 480+ PSAT Verbal

- **United States History -** This course is designed for 11th graders in order to examine the nation's political, diplomatic, intellectual, cultural, social, and economic history from roughly 1491 to present day. The goal is to ensure you are prepared to be an educated, informed voter and citizen of the world.

  Ideal for: all 11th grade students, who are not eligible/interested in AP US History

  Alternatives: AP US History

  Requirements for placement: N/A - automatic placement

- **Advanced Placement (AP) United States History -** The course is structured according to the course outline found in the most recent AP® US History Course Description published by the College Board. AP US History is designed to be the equivalent of a two-semester introductory college or university world history course. This course is designed to examine the nation's political, diplomatic, intellectual, cultural, social, and economic history from 1491 to present day. A personal goal is to ensure you are prepared to be an educated, informed voter and citizen of the world.

  Ideal for: 11th grade students with college-level reading and writing skills, who are intending on enrolling in a four year college as a humanities-related major (History, English, Social Science).

  Alternatives: US History

  Requirements for placement:
  - A in World / A or B in AP World
  - ACT Aspire Reading and English sections at READY or above, with at least 1 of 2 sections at EXCEEDS
    - **Alt**. 3 or higher on any AP history exam

- **Alt**. 520+ PSAT EBRW

- **US Government and Economics -** This course is an in-depth study of federal, state and local governmental structure within the United States, including political concepts, ideas, institutions, policies, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students study foundational primary documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. In addition, students learn about foundational macroeconomic systems, policies and principles.This course is listed in UC Doorways.

  Ideal for: all 12th grade students, who are not eligible/interested in AP Government/Politics, UC Doorways approved

  Alternatives: AP Government

  Requirements for placement: N/A - automatic placement

- **Advanced Placement (AP) US Government and Politics -** AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. They also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they complete a political science research or applied civics project.

  Ideal for: 11th grade students with college-level reading and writing skills, who are intending on enrolling in a four year college as a humanities-related major (History, English, Social Science).

  Alternatives: US Government and Politics

  Requirements for placement:
  - A in US History / A or B in AP US History
  - Standard Exceeded ELA SBAC
    - Alt. 3 or higher on any AP history or English exam
    - Alt. 500+ PSAT EBRW
    - Alt. 22+ ACT Reading and ACT English

"B" Courses – English: CORE

Requirements: *"Four years of college-preparatory English that include frequent writing, from brainstorming to final paper, as well as reading of classic and modern literature" (UCOP 2019).*

- **English 9 -** This course emphasizes the study and consideration of the literary, cultural, and human significance of some of the world's literary masterpieces and is designed to introduce students to the pleasures of exploring literary pieces as well as to reinforce their skills in critical thinking and writing within a framework of cultural diversity as well as comparative and interdisciplinary analysis. An important goal of the class is to promote an understanding of the works in their cultural/historical contexts and of the enduring human values and conflicts that span various literary traditions, to put students in a continual process of interpreting, confronting, discovering, and discussing human experience.

  - *Ideal for:* all 9th grade students who are not eligible/interested in the accelerated course
  - *Alternatives:* ELA 9 Accelerated
  - *Requirements for placement*: N/A - automatic placement

- **English 9 Accelerated - This is an accelerated version of the English 9 course listed above. Accelerated English 9 is a great option for students who are currently taking an Honors ELA 8 course, or students who are in ELA 8 but who would like to challenge themselves further. It is approved in UC Doorways as a core English 9 course.**

- *Ideal for:* Students who are currently taking an Honors ELA 8 course, or students who are in ELA 8 but who would like to challenge themselves further
- *Alternatives:* ELA 9
- *Requirements for placement*: ELA 8 grade 3.0 and above, SBAC level 3 and above

- **English 10 -** This introductory English course combines the study of literary genre with a focus on composition skills. Students will be exposed to short stories, novels that will be the anchor for other shorter fiction and nonfiction supplemental texts, poetry and Shakespearean drama. Students will learn effective communication skills and hone their writing by focusing on varying academic language, sentence structure and the use of multiple literary devices. These skills will be assessed through the three main essays outlined in the Common Core State Standards: Narrative, Argumentative, and Informational.

  - *Ideal for:* all 10th grade students, who are not eligible/interested in the honors course
  - *Alternatives:* ELA 10 Honors
  - *Requirements for placement*: Completion of English 9

- **English 10 Honors -** This is an accelerated version of the ELA 10 course described above. The honors course is intended to be rigorous by drawing on a variety of readings, approaches to writing, listening and speaking skills. It is designed for students that want to challenge themselves academically, that want to challenge their constructions of knowledge and that want the experience of working with peers who want to be college and AP ready. The class is intended to follow all of the CCSS for 10th Grade English Language Arts, with the added dimension of the Honors distinction. As such, the expectations for readings, writing forms, analytical connections, participation and critical reasoning skills are above the norm. It is expected that the student who chooses (we are an open access school) to enroll in the Honors course has all of these expectations in mind regardless of their previous academic experience.

  - *Ideal for:* Students who are currently taking an Accelerated ELA 9 course, or students who are in ELA 9 but who would like to challenge themselves further.
  - *Alternatives:* ELA 10
  - *Requirements for placement*:
    - A or B in ELA 9 Accelerated / A in ELA 9
    - Pass ACT Aspire Reading and English
    - Standard Met ELA ICA
    - 430+ PSAT EBRW

- **English 11 -** The ERWC (Expository Reading and Writing Course) 11th grade course is designed specifically to help prepare students for the rigorous demands of reading and writing in the first year of college and beyond. This course has a heavy emphasis on the rhetorical thinking, writing, speaking, and reading of expository texts and literature that are predominant in the "real world", as well as postsecondary schools.

  - *Ideal for:* all 11th grade students, who are not eligible/interested in taking AP English Language
  - *Alternatives:* AP English Language
  - *Requirements for placement*: Completion of ELA 10

- **Advanced Placement (AP) Language and Composition** - The purpose of this course is to help students "write effectively and confidently in their college courses across the curriculum and in their professional and personal lives" (College Board, AP English Course Description, 2010, p. 7). The course is organized according to the requirements and guidelines of the current AP English Course Description, and, therefore, students are expected to read critically, think analytically, and communicate clearly both in writing and speech.

  - *Ideal for:* 11th or 12th grade students will have college-level reading and writing skills who are intending on applying to moderately/highly selective four year colleges.
  - *Alternatives:* ELA 11, ERWC
  - *Requirements for placement*:
    - A in ELA 10 Honors / ELA 10 / A in ELA 11
    - ACT Aspire Reading and English sections at READY or above, with at least 1 of 2 sections at EXCEEDS

- **Alt.** 24+ on Reading and English sections ACT
- **Alt:** 540+ on PSAT Verbal

- **Advanced Placement (AP) Literature and Composition -** The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

  - *Ideal for:* 12th grade students with college-level reading and writing skills who are intending on applying to moderately/highly selective four year colleges.
  - *Alternatives:* ELA 11, ERWC
  - *Requirements for placement*:
    - A or B in AP Lang / A in ELA 11
    - Pass AP English Language exam (3 or higher)
  - Alternative: 580+ PSAT EBRW
  - Alternative: 25+ ACT English **and** Reading

- **Expository Reading and Writing (CSU) ELA 12 -** The goal of the Expository Reading and Writing Course (ERWC) is to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of eight to ten rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the ERWC Assignment Template—presents a scaffolded process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies to their own writing. They will read closely to examine the relationship between an author's argument or theme and his or her audience and purpose; to analyze the impact of structural and rhetorical strategies; and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them.

  - *Ideal for:* 12th grade students with near-college-level reading and writing skills who are intending on applying to four year colleges
  - *Alternatives:* AP English Language, AP English Literature, ELA 12
  - *Requirements for placement*:
    - A or B in ELA 11 / Passing AP English Language

"C" Courses - Mathematics / CORE

Requirements: *"Three years of college-preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. A geometry course or an integrated math course with a sufficient amount of geometry content must be completed" (UCOP 2019).*

- **Algebra I -** The purpose of this Algebra I course is to increase student's awareness of the importance of mathematics in the modern world. The students will become more positive of their ability to work with mathematical concepts and relationships that relate to the real world. They will learn how to think systematically and use the precise logic required for mathematical problem solving. This course builds on the student's understanding of previous mathematics in the study of problem solving and modeling real world situations mathematically. Students will learn to express real-world problems in many ways. Successful completion of the course will prepare students for Algebra II.

  - *Ideal for:* all 9th grade students, unless they've successfully completed an Algebra I course
  - *Alternatives:* Algebra I Accelerated
  - *Requirements for placement*: none

- **Algebra I Accelerated -** This is an accelerated version of the Algebra 1 course listed above. Accelerated Algebra 1 is a great option for students who are currently taking an Honors Math 8 course, or students who are in Math 8 but who would like to challenge themselves further.

    - *Ideal for:* 9th grade students, unless they've successfully completed an Algebra I course, who would like to challenge themselves further
    - *Alternatives:* Algebra I
    - *Requirements for placement*: Passing Math 8 with 3.0+

- **Geometry -** A survey of the fundamental and advanced concepts of plane geometry and the related topics in third dimensional geometry, coordinate geometry and transformational geometry. The course begins with necessary introductory vocabulary and continues with algebraic and geometric proofs based on an axiomatic system. Applications of the theorems are inter-mixed to help the student grasp an understanding of how geometry is used in different careers and everyday life. Algebra is utilized extensively in this course. Successful completion of this course prepares a student for further work in Algebra II and Trigonometry.

    - *Ideal for:* any student who has completed Algebra I
    - *Alternatives:* Geometry Honors
    - *Requirements for placement*: completion of Algebra I

- **Geometry Accelerated** - This is an accelerated version of the Geometry course listed above. Honors Geometry is designed to go deeper in the foundations of Geometry. Students will engage and learn the following content according to the California Common Core State Standards for Mathematics through the vehicle of the eight Standards for Mathematical Practices: generating conjectures and observations, compass and straightedge constructions, formal proof, transformations of figures, congruence and similarity, prove the triangle congruence and similarity theorems, right triangle trigonometry, derive area formula using sine for area of oblique triangles, prove and use the Law or Sines and Cosines, derive volume formulas, effect of dilation on both area and volume, coordinate geometry, use transformations and the Pythagorean Theorem to build equations of circles, parabolas, parallel lines, and perpendicular lines from definitions, relationships between segments and angles in circles, probability extended to use in making fair decisions and strategies using probability concepts, and mathematical modeling. This course is considered an accelerated course.. However, for the purposes of UC Dorrways, it receives the same credit as Geometry Core and is approved in UC Doorways as such.

    - *Ideal for:* 10th grade students looking to challenge themselves in Math
    - *Alternatives:* Geometry
    - *Requirements for placement*:
    - A in Alg I or Alg I Accelerated
    - Pass ACT Aspire Math
        - **Alt.** 450+ PSAT Math
        - **Alt.** Meets Standard ICA Math

- **Algebra II** - This Algebra II course begins with connections back to students' earlier work, efficiently reviewing algebraic and statistical concepts that students have already studied while at the same time moving students forward into new content. In previous years, students have investigated linear, exponential, and quadratic functions and have been introduced to probability and statistics. Algebra II further develops important mathematical ideas introduced in Algebra I by extending techniques to solve equations, and students' knowledge and library of functions by studying inverses, transformations, and the following new function families: polynomial, radical, rational, trigonometric and logarithmic functions. There is an increased emphasis in Algebra II on modeling, operations with various expressions, algebraic properties, methods of solving equations, and systems of equations.

    - *Ideal for:* 10th or 11th grade students who have completed Geometry; strongly recommended for all students as their third year of high school Math
    - *Alternatives:* Algebra II Honors
    - *Requirements for placement*: Completion of Geometry

- **Algebra II Honors -** The Algebra II Honors Course is a rigorous extension of the concepts taught in Algebra 1, and Geometry designed for students who excel in mathematics and are preparing for the advanced Honors pre-calculus

and calculus curriculums and is designed to present the elements of Algebra 2 at the advanced level. The content of this course includes the study of linear functions, quadratic functions, quadratic equations and complex numbers, polynomial functions, rational exponents, rational exponents and radical expressions, exponential and logarithmic functions, rational functions, sequences and series, trigonometric ratios and functions, probability, data analysis and statistics. Students are required to complete 3 Honors Projects per semester that are driven by interest, course objectives and teacher approval and are given flexibility in creating substitution projects which can replace a portion of assigned textbook exercises provided the substitution meets the objectives in the unit and receives teacher approval. The curriculum is divided into 9 units of instruction, and final examination. Throughout this course, students will develop learning strategies, critical thinking skill, and problem solving techniques to prepare for future math courses and real world application taught in direct relationship to the Common Core Standards.

- *Ideal for:* Students have successfully completed an Honors Geometry course, or students who are in Geometry but who would like to challenge themselves further; 10th or 11th grade students who are intending on taking Calculus either in college or as a senior
- *Alternatives:* Algebra II
- *Requirements for placement*:
  - A in Geometry / A or B in Geometry Honors
  - "Ready" or "Exceeding" score on ACT/ACT Aspire
    - **Alt.** 480+ on PSAT Math
    - **Alt.** Exceeds Standard ICA Math

- **Business Math and Statistics -** Business math focuses on mathematical skills used in everyday life with the goal of developing intelligent consumers. The practical applications of mathematics are studied using real world situations. Personal finances are emphasized through the study of personal earnings, the elements of business, credit and investments. Concepts such as compound interest and maximizing profit will connect to mathematical skills such as using exponents and analyzing quadratics.

  - *Ideal for:* Upperclassmen who would like a concrete, life-skills based Math course, and are not considering STEM-related majors for college,
  - *Alternatives:* Algebra II, Pre Calculus
  - *Requirements for placement*: Completion of Geometry

- **Pre-Calculus -** This Pre-calculus course is one in which students use functions, equations, sequences, series, vectors, and limits as tools to express generalizations and to analyze and understand a variety of mathematical relationships and real-world phenomena. Modeling is an overarching theme of this Pre-calculus course, and students should expand and develop in-depth their use of functions and their properties to choose appropriate models for real-world problem situations to answer meaningful questions. Students build on and expand their experiences with functions from Algebra I, Algebra II, and Geometry as they continue to explore the characteristics and behavior of functions (including rate of change and limits), and the most important families of functions that model real world phenomena (especially transcendental functions). This course is beneficial to all students intending on enrolling in a four year college as a STEAM related major.

  - *Ideal for:* Students who want preparation for a Calculus course as a senior or college freshman
  - *Alternatives:* Pre Calculus Honors, Business Math

  - *Requirements for placement*:
    - Completion of Algebra II / Algebra II Honors
    - "Ready" or above on ACT/ACT Aspire
      - **Alt.** Meeting standard on PSAT Math (differs by grade level)
      - **Alt. "**Standard Exceeded" on SBAC 11

- **Pre Calculus Honors -** This course will incorporate college-level algebra and trigonometry to prepare students for the study of calculus. New topics include the translations of graphs, end behavior of functions, exponential financial applications, matrices, parametric and polar forms, vectors, sequences and series, and limits. In this course, graphing calculator technology will be used to enhance and support the mathematics concepts. Students focus on the use of technology, modeling, and problem solving. Students use a variety of techniques to solve problems graphically,

numerically, and algebraically and to translate between these solution types. Students practice verbal and nonverbal communication skills to explain the math concepts analytically, graphically and algebraically using evidence from mathematics.

- *Ideal for:* Students who want advanced preparation for a Calculus course as a senior or college freshman; students intending on applying to moderately or highly selective colleges
- *Alternatives:* Pre Calculus
- *Requirements for placement*:
  - A or B in Algebra II Honors / A in Algebra II
  - "EXCEEDS" on ACT/ACT Aspire Math
    - **Alt.** 520+ on PSAT Math
    - **Alt. "**Standard Exceeded" on SBAC 11 / ICA

- **Advanced Placement (AP) Calculus AB -** AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

  - *Ideal for:* All students who have completed Pre Calculus as a junior
  - *Alternatives:* N/A
  - *Requirements for placement*:
    - Completion of Pre Calculus or Pre Calculus Honors
    - Students will be automatically placed in AP Calculus AB, and only exempted in unique and compelling circumstances

"D" Courses - Laboratory Science / CORE

Requirements: *"Two years of college-preparatory laboratory science, including or integrating topics that provide fundamental knowledge in two of these three subjects: biology, chemistry, or physics" (UCOP 2019).*

- **Biology -** Biology is a laboratory science that develops an understanding of key concepts and builds upon students' scientific understanding of Disciplinary Core Ideas (DCI), Science and Engineering Practices (SEP), and Crosscutting Concepts (CC), per the Next Generation Science Standards (NGSS). In Biology students learn about the following topics: 1) Structure and Function, 2) Inheritance and Variation of Traits, 3) Matter and Energy in Organisms and Ecosystems, 4) Interdependent Relationships in Ecosystems, and 5) Natural Selection and Evolution. The performance expectations for Biology blend core ideas with scientific and engineering practices and crosscutting concepts to support students in developing usable knowledge that can be applied across the science disciplines. Successful completion of this course satisfies one year of the high school graduation requirement for science and fulfills the UC laboratory science section of the subject "A-G" requirements for admission.

  - *Ideal for:* all 9th grade students
  - *Alternatives:* N/A
  - *Requirements for placement*: none

- **Advanced Placement (AP) Biology -** This course is designed to offer students a solid foundation in introductory college-level biology. By structuring the course around the four big ideas, enduring understandings, and science practices students will develop an appreciation for the study of life and be able to identify and understand unifying principles within a diversified biological world. What we know today about biology is a result of inquiry. Science is a way of knowing. Therefore, the process of inquiry in science and developing critical thinking skills is the most important part of this course. At the end of the course, students will have an awareness of the integration of other sciences in the study of biology, understand how the species to which we belong is similar to, yet different from, other species, and be knowledgeable and responsible citizens in understanding biological issues that could potentially impact their lives.

Ideal for: Students who are intending on pursuing a science-related major **or** are considering applying to any highly selective colleges

Alternatives: Electives

Requirements for placement:
- A in Biology / A in Anatomy and Physiology
- "Ready" or higher in both Math and Reading sections of ACT Aspire
  - **Alt.** 470+ both sections of PSAT
  - **Alt.** Standard Met both sections ICA

- **Physics** - This course is conceptual science class in which students will study the principles of physics that include motion, matter, forces, energy, collisions, the structure of atoms, thermal energy, electricity, and magnetism. Course Goals: To nurture within the student the ability to think in a critical manner using both concrete and abstract examples from physics as models. Students will further be able to provide an overview of the major conceptual developments in historical and modern physics; develop an understanding of the scientific processes and theories designed to provide answers to the questioning mind; gain an appreciation for the science of physics as a quest to know and understand the physical world; and understand the science and issues surrounding the use of modern technology which has its basis in physics

  - *Ideal for:* 10th grade students
  - *Alternatives:* N/A
  - *Requirements for placement*: Completion of Algebra I

- **AP Physics 1 -** AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore these topics: kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque and rotational motion; electric charge and electric force; DC circuits; and mechanical waves and sound. AP Physics 1 is a full-year course that is the equivalent of a first-semester introductory college course in algebra-based physics.

  Ideal for: Students seeking a class with complex, quantitative problem solving; students who are intending on pursuing a science-related major **or** are applying to any highly selective colleges

  Alternatives: Electives

  Requirements for placement:
  - A or B in Math, at least Algebra II or higher
  - A in Physics
  - Standard Exceeded in SBAC Math
    - **Alt.** 550+ PSAT Math
    - **Alt.** 24+ ACT Math

- **Chemistry** - This course is designed for high school eleventh graders who've successfully taken high school biology and other fundamental science courses. Within the course, students will be completing a variety of tasks, from activities, labs, projects, and writing assignments, in order to explore the role the fundamentals of chemistry play within our lives. Students will explore a series of units including the mathematically fundamentals necessary for chemistry, the properties of matter, atomic structure and radioactivity, the periodic table's trends and attributes, and electronegativity and compounds in semester 1 alone.

  - *Ideal for:* 11th grade students
  - *Alternatives:* Honors Chemistry
  - *Requirements for placement*: Completion of Biology

- **Honors Chemistry -** This course is designed for high school eleventh graders who've successfully taken high school biology and other fundamental science courses and are ready for a more rigorous course of study in chemistry. Within the course, students will be completing a variety of tasks, from activities, labs, projects, and

writing assignments, in order to explore the role the fundamentals of chemistry play within our lives. Students must be ready to take responsibility for their learning both in class (classwork activities) and home (homework that will be used in class). Students will explore a series of units including the mathematically fundamentals necessary for chemistry, the properties of matter, atomic structure and radioactivity, the periodic table's trends and attributes, and electronegativity and compounds in semester 1 alone similar to the regular Chemistry course – but with additional deeper exploration and understanding of the topics.

- *Ideal for:* Students who are intending or considering taking AP Chemistry as a senior
- *Alternatives:* Chemistry
- *Requirements for placement*:
  - A or B in Biology / Passing AP Biology
  - "Ready" or "Exceeds" level on ACT Aspire, Math **or** Science

- **Advanced Placement (AP) Chemistry -** The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. Created by the AP Chemistry Development Committee, the course curriculum is compatible with many Chemistry courses in colleges and universities.

  - *Ideal for:* Students who are intending on pursuing a science-related major **or** are applying to any highly selective colleges
  - *Alternatives:* Electives
  - *Requirements for placement*:
    - A in Chemistry / A or B in Chem Honors
    - Standard Exceeded in SBAC Math **and** at least Standard Met on SBAC ELA
      - **Alt.** 24+ ACT Science section

-

"E" Courses - Foreign Language/CORE

Requirements: *"Two years, or equivalent to the 2nd level of high school instruction, of the same language other than English are required. (Three years/3rd level of high school instruction recommended)" (UCOP 2019).*

- **Spanish 1 -** Introductory Spanish class for students without previous experience in a Spanish classroom. We will focus on developing skills in speaking, listening, reading, and writing, as well as learning cultural information. This involves a great deal of active participation and conversation. The goal of this course is for you to feel comfortable and confident speaking Spanish with your classmates and with the instructor.

  - *Ideal for:* 9th grade students without year one proficiency in Spanish (reading, writing, listening and speaking)
  - *Alternatives:* Spanish 2
  - *Requirements for placement*: None

- **Spanish 2 -** Introductory Spanish class for students with previous experience in a Spanish classroom. Students will focus on developing their speaking, listening, reading and writing skills in Spanish. Students will focus on specific vocabulary and grammar objectives interwoven through a rich curriculum discussing world geography and the cultures of Spanish-speaking nations. This class will prepare students for success in Spanish 3 and Advanced Placement Spanish and for foreign language requirements in college. Throughout the year focus will be placed on communication, and learning about. These themes will increase student's knowledge of different Spanish speaking cultures, the history of the language and of current events in Spanish speaking countries.

  - *Ideal for:* 9th grade students with intermediate proficiency in Spanish (reading, writing, listening and speaking); 10th grade students who have successfully completed Spanish 1
  - *Alternatives:* Spanish 1
  - *Requirements for placement*:

- Completion of Spanish 1
  - **Alt.** Proficiency in all components of Spanish 1 as measured by BOTY assessment

- **Spanish 3 -** This course will help students reach learning goals described in Stage III and Stage IV from the official World Language Content Standards for California Public Schools (2009). These two stages are the highest levels of proficiency in the language, revolving around the students' ability to understand and produce complex, multi-paragraph spoken and written texts. We will focus on developing skills and knowledge at the AP Spanish level and will differentiate instruction as necessary to support those students who need extra assistance.

  - *Ideal for:* Students who have successfully completed Spanish 2 and would like to continue to develop their Spanish language skills
  - *Alternatives:* N/A
  - *Requirements for placement*:
    - Completion of Spanish 2

- **Advanced Placement (AP) Spanish Language -** The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish.

  The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

  - *Ideal for:* Students who have successfully completed Spanish 3 and would like to continue to develop their Spanish language skills at a college level; students applying to any moderately or highly selective colleges
  - *Alternatives:* N/A
  - *Requirements for placement*:
    - A or B in Spanish 3
    - Proficiency on S2 entrance exam (taken in Spanish 3)

- **Advanced Placement (AP) Spanish Literature -** The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students continue to develop proficiencies across the full range of the modes of communication (interpersonal, presentational, and interpretive), honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, and literary criticism).

  - *Ideal for:* Students who have successfully completed AP Spanish Language and would like to continue to develop their Spanish language skills at a second year college level; students applying to any highly selective colleges
  - *Alternatives:* N/A
  - *Requirements for placement*:
    - A or B in AP Spanish Language
    - 4+ on AP Spanish Language exam

- **French 1 -** This is a full year course for students who are beginning French. We will focus on developing skills in speaking, listening, reading, and writing, as well as learning cultural information. This involves a great deal of active participation and conversation. The goal of this course is for you to feel comfortable and confident speaking French with your classmates and with the instructor.

  - *Ideal for:* 9th grade students

- *Alternatives:* Spanish 1, Spanish 2
- *Requirements for placement*: None

"F" Courses - Fine Arts/CORE

Requirements: *"One yearlong course of visual and performing arts chosen from the following disciplines: dance, drama/theater, music, interdisciplinary arts or visual art." (UCOP 2019).*

- **Visual Art 1 -** Introductory class to the basic fundamentals of drawing and painting. Emphasis on the use of the Elements of Art, and the artistic process. This course focuses on teaching students procedural studio techniques.
  - *Ideal for:* 9th grade students with an interest in visual art
  - *Alternatives:* Performing Arts
  - *Requirements for placement*: None
- **Visual Art 2 -** Continuation and further development of basic drawing and painting techniques of studio art. This course focuses on students elaborating their expressive artistic qualities in drawings and paintings.
  - *Ideal for:* Second year art students with an interest in further skill development
  - *Alternatives:* Elective
  - *Requirements for placement*: Completion of Art I
- **Visual Art 3 (AP Preparation and Portfolio Building) -** This course is a prerequisite for students interested in pursuing AP STUDIO ART. The goal of this class is to provide time and instruction to support students in practicing the techniques of rendering illustrations from life. Emphasis on using accurate proportion and scale.
  - *Ideal for:* Students with a desire to complete the AP Studio Art portfolio in the following year
  - *Alternatives:* Elective
  - *Requirements for placement*: Completion of Art I
- **AP Studio Art: Drawing -** College Board course designed to prepare students to submit a college level art portfolio for college course credit. The goal of this course is for students to create individual works of art in a concentration area as well as to demonstrate a range of artistic breadth. Students work to develop their artistic voice through their area of concentration as well as to further develop their artistic expressive qualities.
  - *Ideal for:* Students who are interested in pursuing an art degree or art school, as their postsecondary plans
  - *Alternatives:* Elective
  - *Requirements for placement*:
    - Completion of Art 2
    - Preliminary portfolio submitted to the course instructor
- **AP Studio Art (2D) -** The AP Studio Art Program consists of three portfolio exams—2-D Design, 3-D Design, and Drawing—corresponding to the college foundation courses. Portfolios allow flexibility of coursework while guiding students to produce college-level quality, artistic investigation, and breadth of work. The 2-D Design portfolio addresses two-dimensional design issues and involves decision making about how to use the elements and principles of art in an integrative way. Students' portfolios demonstrate skills and ideas developed, refined, and applied throughout the course to produce visual compositions. Students may choose to submit any or all of the portfolios. Portfolios are evaluated based on standardized scoring descriptors aligned with skills and understanding developed in college foundation courses.
  - *Ideal for:* Students who are interested in pursuing an art degree or art school, as their postsecondary plans and have completed AP Studio: Drawing
  - *Alternatives:* Elective
  - *Requirements for placement*:
    - Completion of AP Studio Drawing, including passing score on portfolio

- **Performing Arts -** In this course students will study acting theory and improve their acting skills, using improvisation as well as memorized, prepared scenes. You will also study theatre history, technical theatre, and some musical theatre, film, and television. You will also learn how to be an appropriate audience, and critique other's performances and productions.

    - *Ideal for:* 9th grade students with an interest in performing arts
    - *Alternatives:* Visual Art I
    - *Requirements for placement*: None

"G" Courses - Electives

Requirements: *"One year (two semesters), in addition to those required in "a-f" above, chosen from the following areas: visual and performing arts, history, social science, English, advanced mathematics, laboratory science (Anatomy and Physiology) and language other than English (a third year in the language used for the "e" requirement or two years of another language)"(UCOP 2019).*

Special Education or Inclusive Education

Students with disabilities, who either have active Individualized Education Plans (IEPs) or 504 plans, are differentiated based on student needs. IEP goals are agreed upon jointly by both parents and school staff, and are written into the student's IEP or 504 plans annually.

1.11b: Innovative Curricular Components of the Proposed Educational Program

1. PERSONALIZED LEARNING: Our program embraces personalized learning to ensure that we meet the individual needs of all students, in all classes. This approach places a greater emphasis on students mastering standards to completion, in addition to completing rigorous projects that showcase student ability to use academic standards to solve, experiment, create, and innovate in core classes. Students are also instructed on habits of success to aid in their learning, and are assigned an adult mentor to assist students in discovering the work styles and time management options that will work for them.

2. RESEARCH BASED: Our approach is to use state-approved texts in our classrooms, utilizing them as a resource to create an internally-crafted curricula which is developed through the curriculum alignment process outlined below and is fully aligned with Common Core Standards.The process of curriculum development adopted by RKHS is a modification of the Understanding by Design (UBD) Backwards Mapping Model, which includes the mastering of standards. Teachers work from summative assessment (either self-crafted & vetted by administration, or a purchased assessment) that encapsulates the core learnings for the unit. Ideally, this assessment shows a real world application of the key learnings. Then, teachers work backwards to design the key learning experiences for student.

3. COLLEGE SUCCESS: Our program includes safeguards to ensure that students learn the material and skills they need not only to be accepted into universities and higher education, but also to be successful once they get there—as noted below in explanations of our grading system, independent reading requirement, and graduation requirements.

4. PROFICIENCY REQUIREMENT: Because we believe that students must truly be proficient in their subjects before moving on, we do not accept grades below a C. For students who are performing below grade level or who are historically low performers, please refer to Student Support and Progress Teams and our intervention programs in the Intervention and Enrichment programs section below.

    In addition to Student Support and Progress Teams and intervention programs, RKHS also offers remedial skills courses over the course of the summer taught by credentialed teachers to help build the bridge to proficiency:

    - **Academic English** - a designated English Language Development Program help EL students develop the literacy skills necessary to access the core curriculum

- **Foundational Math** – this is a supplementary math class to provide students with additional support in filling in missing skill sets along with intensive practice on performance tasks type assignments.

5. A RIGOROUS FOCUS ON LITERACY: Each year, students in the school's literature courses read at least four novels, plays, or full length non-fiction texts (e.g. memoirs) in class, along with 10-12 shorter texts (articles, case studies, short stories). In each of the core academic classes other than English, students read at least one short non-fiction text of the discipline directly related to the unit of study (journal article, case study). Students also participate in a rigorous independent reading program where they read a combination of choice books and required selections. The details of this program are outlined in the next section. As required by the Common Core, and as supported by David Conley's work on college readiness, students must be able to read critically across the disciplines in order to succeed in higher education. In order to develop students' ability to read for a specific discipline, all teachers explicitly teach reading comprehension and vocabulary acquisition strategies, such as those articulated in the report *What Secondary Content Area Teachers Need to Know about Adolescent Literacy*.

6. **TUTORING**: True Targeted Intervention Tutoring is run by content teachers, and provides support in all core classes. Teachers use data to select the students in most need for additional support, and invite them to their daily tutoring. Students in tutoring are provided support for topics being covered in class, in addition to building block skills that support the grade level standards. Students are assessed at the end of each unit to determine their need to remain in the tutoring class. Though most seats are reserved for students assigned by the teacher, additional students may join tutoring at any time for additional support. True Targeted Intervention (TTI) is our in school tutoring program that is both highly adaptive and embedded in the school day. The program is designed to support our SEL focus, creating an intervention system that both guarantees high attendance and high success. Data is monitored by teachers and the director of student services to support student academic progress. Teachers evaluate their gradebooks and assign students who are struggling or failing their course to TTI. For students who are failing in more than one subject area, students are assigned to TTI based on the A-G requirements. SSPTs and advisory support plans are also utilized to help students in other subjects in addition to after school tutoring voluntarily provided by instructors. Our TTI program has proven to be a very effective innovation since it provides students with the necessary support from the expert teacher during school hours. Therefore, students do not need to sacrifice their extracurricular commitments in order to receive academic support. The practice has been very successful at our school with our students passing over 90% of their courses every semester since our inception. Understanding that some students are more motivated by their extracurricular/sports activities than their course load, the program is designed to ensure all students can pursue their passions as they complete their college requirements.

7. **CLUBS**: We have several clubs and sports available during this time for students to participate. From our Culinary Club, yearbook, BC2M, soccer, JSA, GSA, Anime, videogame, student government, Lartin dance, Korean club, and BSU, we have a myriad of options available for students to gain enrichment outside of class.

8. **ELD AND SPECIAL EDUCATION:** RKHS has a robust and compliant Inclusion (Special Education) program aligned with the policies outlined by the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA). RKHS serves a variety of students with disabilities with varying degrees of required supports through the Inclusion Program. There are two full time Inclusion Specialists, one school psychologist, and a director who supports our Inclusion Specialists. The students are provided access to the general education curriculum in the least restrictive environment through a variety of supports, including in class push-in, co-teaching, and academic success classes (Resource).

   Furthermore, general education teachers are provided with ongoing professional development and collaboration with Inclusive Educators in order to support students with disabilities in their classrooms. RKHS is committed to supporting all stakeholders in effective instructional practices and compliance to ensure full implementation of all IDEIA and District guidelines. RKHS has an assigned Inclusion Administrator that provides support through program development and implementation, compliance monitoring and professional development. Furthermore, as an Option 3 school, RKHS has access to

shared resources with the Option 3 network that allows for even more robust professional development and access to services for our students.

1.11c: Intervention and Enrichment Programs

RKHS takes pride in monitoring the success of students and implements the following intervention and enrichment programs to maximize student achievement:

1. **HOMEWORK POLICY:** RKHS has based its guidelines for assigning homework on the guidelines put forth by the National Parent Teacher Association and the research of Harris Cooper and others. The research supports that quality homework assignments, within appropriate limits, show a strong positive relationship with increased academic achievement. The guidelines for time spent on homework each night (please note the inclusion of special daily office hours in the distance learning model as support) are roughly ten minutes per night per grade level. This policy is detailed in the family handbook and is discussed at summer orientations and at back to school night. Additionally, each teacher sends home communication to families regarding their classroom expectations.

   Homework at RKHS has three distinct and important purposes:

   - To give students time to practice the essential skills that they need to learn (having them practice the skills daily at home gives more time in class for teaching)
   - To develop independent study habits and provide students practice in time management so that students are prepared to study independently in college.
   - To ensure that as much time as possible can be spent on direct teaching, discussions, guided practice of skills and other learning experiences.

2. **STUDENT SUPPORT & PROGRESS TEAMS (SSPT):** While students in High School do not repeat grades, they may fall behind in credits and may not be on track to graduate within four years. SSPTs are also conducted for any student that struggles in general and is identified through monthly grade level meetings. At the monthly meeting teachers within the grade level bring relevant data (e.g. benchmark assessments, gradebooks, discipline referrals) and discuss students who are at risk of not being successful. If it appears that a student is experiencing challenges in multiple classes, the grade level team refers the student for an SSPT. The SSPT is facilitated by the student's counselor, who acts as the main point of contact for monitoring the implementation of interventions. Also present are the principal, the student's grade level teachers, parent, and student. If the tiered interventions are not producing the anticipated improvements and any signs of a disability are present, the student is referred for an assessment process. If a disability is not present, the SSPT team reconvenes to determine additional supports and the process continues as needed, typically each month.

   Students are typically referred by the classroom teacher, but any member of the school staff may request support from the SSPT for a student whose learning, behavior or emotional needs are not being met under existing circumstances. All SSPT meetings are documented, and student progress is reviewed in subsequent meetings. If a student is following the SSPT plan and achieving, then a successive meeting is not necessary; rather additional meetings are planned for students who continue to demonstrate that they are struggling.

3. **RESPONSE TO INTERVENTION (RTI) MODEL**
   At RKHS, RTI is a multi-tier approach to the early identification and support of students with possible learning and behavioral needs. Struggling students are identified by procedures established by RKHS, including CAASPP results, ELPAC results, student performance below 70% in a core subject area and/or a failing grade. These students are provided with interventions at increasing levels of intensity. These services are provided by a variety of personnel including paraprofessionals (i.e. teacher assistant) and teachers during a scheduled RTI during the students' Advisory period (see section 1.11a for a more information on Advisory).

   A. **Components of Response to Intervention (RTI) model**

The following four components are essential to early identification of students who may need support:

1. HIGH QUALITY, RESEARCHED BASED CLASSROOM INSTRUCTION: At RKHS, classroom teachers are expected to differentiate instruction to students through researched-based strategies and techniques. The Vice President of Curriculum and Instruction works closely with each site to assist in the implementation of current instructional practices.

   Classroom teachers are required to attend a two to three week-long professional development prior to the start of the school year. During these weeks, teachers explore the most current instructional practices. Throughout the school year, each site is responsible for the implementation of professional development opportunities with the concentration being in classroom instruction. RKHS requires the teachers to attend professional development sessions once a week and additionally, on five full-day professional developments throughout the year. Teachers also have the opportunity to attend professional development workshops and conferences throughout the year. Site leadership teams and school support team leaders (Head of Schools and/or Deputy Superintendent) regularly observe classrooms in order to inform professional development and coaching support.

2. *ONGOING STUDENT ASSESSMENT:* At RKHS, data drives classroom instruction. Students are consistently and regularly assessed through various tools that include Bright Starcreated benchmarks, teacher created tests, assignments, and quizzes for the organization. Students will receive feedback on their work at least once per week and complete a formal assessment no less than every five weeks. The information can be quickly assessed by the teachers and staff by using Illuminate, an online data and assessment management system. School personnel use Illuminate to monitor all student progress throughout the year. Teachers meet regularly through collaboration and Student Support and Progress Teams to review the data and make educational decisions.

3. *TIERED INSTRUCTION:* The use of a multi-tiered support based on student data allows teachers to differentiate the classroom structures to meet the needs of all students. A teacher assistant works with the classroom teacher in the implementation of tiered instruction through small group and one to one instruction. The classroom teacher and teacher assistant work together to deliver specific instructional strategies that will differentiate concepts for students considered at risk for academic failure.

4. *FAMILY INVOLVEMENT:* RKHS strongly believes that instruction is best delivered and retained when there is an active relationship between the home and school. Through the SSPT approach, families are involved in creating an individual learning plan for their students. Families are also encouraged, but not required, to volunteer at events at their child's school.

B. **Response to Intervention (RTI) as a response to disproportionality**: A key goal to RKHS's RTI model is to improve the outcomes for all students. Through the RTI model, instruction and intervention are aligned with students' needs. High quality instruction is delivered with good fidelity. The RTI model allows RKHS to monitor disproportionality, not based solely on a head count, but rather through a focus on differences in outcomes experienced by various groups.

C. **RKHS's Response to Intervention model**: As mentioned, the RTI model allows RKHS to monitor disproportionality, not based solely on a head count, but rather through a focus on differences in outcomes experienced by various subgroups of students. Teachers use frequent checks for understanding and weekly formative assessments to determine if students are grasping the material. Students who are struggling receive Tier I interventions. Interventions are gradually increased if the lowest tier does not prove effective.

1. TIER ONE: Powerful instruction begins with the adoption and use of an evidence-based curriculum. Effective teachers do not simply teach such a program page by page for all students. Rather, they differentiate the instruction so it is designed to meet the specific needs of students. We believe that there are five key components that are critical to effective and powerful instruction. They are:
    1. Essential skills and strategies are taught regularly and in a timely manner
    2. Differentiated instruction based on assessment results is provided
    3. Explicit and systematic instruction includes lots of practice, with and without teacher support and feedback.
    4. Opportunities are given to apply skills and strategies throughout the instructional day.
    5. Student progress is monitored regularly with re-teaching given as needed.

    At RKHS, teachers are required to incorporate these key components in their daily instruction. Furthermore, school-wide prevention efforts have been established to promote learning for all students. RKHS anticipates that the majority of students will respond to these strategies. The use of a multi-tiered instruction based on student data allows teachers to differentiate instruction for all students. A teacher assistant works with the classroom teacher in the implementation of tiered instruction through small group and one to one instruction. The classroom teacher and teacher assistant work together to deliver specific instructional strategies that will differentiate concepts for students considered at risk for academic failure.

2. TIER TWO: STRATEGIC INTERVENTIONS: As differentiation and frequent comprehension checks followed by reteaching should support the majority of students who might not master standards given the first attempt; Tier 2 intervention begs the attention for more data driven, targeted intervention. For students who have IEPS, assessments and key assignments will be accommodated. As Response to Intervention can hyperfocus with a multi-tiered system of supports (MTSS) or intense intervention system, if Tier 2 strategies for students with IEPs do not help support their learning, students will move to Tier 3.

    For students where Tier 2 seems to be effective, RKHS will conduct the following. Continued Tier 2 strategies will be monitored and tracked through the Student Support and Progress Team (SSPT) that will consist of the student, teachers and counselor. This will begin within the first quarter of the school, after the first unit or benchmark exam. Students who are in Tier 2 will receive more services, come for tutoring with the TTI program, and a meeting with the family where the expectations and academic goals for the student will be delineated.

    This progress towards specific goals with more instruction will be monitored weekly to ensure that the interventions are effective. Students will also be part of the delineation process for students to have more ownership of this learning. For all the students that Tier 2 can capture to stabilize and augment student achievement, if students in this tier continue to perform poorly, as RtI theory states, the student will advance to Tier 3.

3. TIER THREE: INTENSIVE INTERVENTIONS**:** Students enter the learning environment with different skill sets. An individual student's RTI is unique and dependent on many factors. To reach desired outcomes in school, some students may require additional or unique instructional strategies or interventions beyond those typically available. These students may have had interrupted (or limited) schooling, have a learning disability or medical need, have limited language skills, or need more processing time and support. For these students, create a unique schedule so that the student can receive additional support in the area of need through the SSPT process. This may be within a designated intervention class period in lieu of another course, in lieu of advisory, or on a pull out schedule. Students may receive additional supports using NewsELA, Khan Academy or a variety of teacher specific instructional supports housed within Blendspace and Google Classroom. Instructional specialist teachers may also request or

purchase additional research based resources as necessary to serve student needs beyond the materials we've already purchased.

If the interventions do not work, RKHS will recommend that an IST or a school psychologist observe the student for a possible learning disability. If there is an evidence-based suspicion, RKHS will then follow the protocol per Bright Star Schools' and the LAUSD's criteria for eligibility in Special Education.

1.11d: Textbooks and Materials

RKHS uses textbooks and materials aligned with the school's mission and vision of helping students to master the Common Core Standards and the Next Generation Science Standards. The process by which curriculum materials will be selected will include the involvement of teachers and administrators who will evaluate materials for potential use in the school. RKHS will ensure that connections are drawn between different curricular areas and that all curricular choices and resources are part of a comprehensive school wide plan. The list of textbooks is located on the following page.

The materials and programs RKHS purchases will be evaluated periodically and may be changed or augmented as deemed necessary by the RKHS Principal.

Chart 1.11 Textbooks

Grade	**English Arts and ELD**	**Mathematics**	**History/Social Science**	**Science**
9	Springboard ELA 9	Agile Mind Algebra 1	Human Geography: Government Alive AP HUGE: Rubenstein, *The Cultural Landscape: 11th edition*	Biology/ AP Campbell Biology, 10th edition AP, Stemscopes NGSS
10	Springboard ELA 10	Agile Mind Geometry	World/AP History Strayer, *Ways of the World* 2nd Ed	Physics Stemscopes NGSS
11	Springboard ELA 11and AP ELC The Language of Composition	Agile Mind Algebra 2 Glencoe Precalculus 2nd ed	APUSH materials Henrietta America's	Chemistry: Zumdahl 9th edition AP

			History 9th Ed	Stemscopes NGSS
12	ERWC curriculum AP Literature: Their Eyes are Watching, The Handmaid's Tale, Literature and Composition Edith Hamilton's Mythology	Agile Mind and AP Calc materials Stewart Calculus 8th Ed	Government: Government Alive, Power Politics and you	AP Physics Cutnell, Physics (Physics 1). 10th edition.

1.12. Comprehensive course list

9th Grade	10th Grade	11th Grade	12th Grade
English 9*	English 10*	English 11* or AP Lang*	AP Lang* or ERWC 12*
Algebra* or Geometry*	Geometry* or Alg II*	Algebra 2* or Pre-Cal*	Pre-Calculus* or AP Calculus*
Biology*	Physics*	Chemistry*	AP Science* or College Prep Elective*
Civics* or AP Human Geography*	World History* or AP World*	US History* or AP US History*	AP Psych* or Government*
Spanish I* or II*	Spanish II* or III*	Spanish II*I or AP Spanish Lang* or CP Elective*	AP Spanish Lit* or CP Elective*
Visual* or Performing Arts*	College Prep Elective* or PE	College Prep Elective* or PE	College Prep Elective* or PE

*Courses satisfy A-G requirements

In addition to the course list above, all students participate in an advisory block. The advisory block is an important component of the SEL focus for Rise Kohyang High School. During this time each day, students have the opportunity to engage with a credentialed teacher regarding the progress toward their post secondary path and their social emotional development. On Mondays, we use New Directions curriculum, a partnership we created with The University of Perth and 21st Century Thinking, to provide a structure where students engage in activities to promote their Social Emotional Wellness. The program aligns to the research based developmental milestones for students, so it looks different for every grade level. The program overall helps students regulate their emotions, process them, and learn how to respond to situations as they come up in their lives.

Currently, advisory teachers conduct one on one check-ins with students regarding their academic progress using RKHS' A0G Credit Tracker on a weekly basis. Students who are struggling in their courses or are seeing their grades drop can work with the advisory teachers to create plans for support. These plans can include a specific learning plan or something as simple as assisting students with signing up for office hours with the teachers whose classes are a struggle, signing up for one on one peer tutoring, or simply signing up for our true targeted intervention program. Additionally, students will engage in mindfulness activities in their advisories to help teach techniques for managing stress, centering themselves, and finding balance.

Students also engage in community circles, with topics including current events in their community, student chosen topics, or teacher generated topics. This information helps the school gauge how the students are feeling during various times throughout the year or as current events occur in the world around them. There is currently a dedicated day in advisory for college prep days, where students work on their Naviance objectives, or do StrengthFinders test, potential career tests, or other post-secondary inspired activities.

1.13: Describe the instructional methods and strategies that the charter school will use to deliver the curriculum.

The mission of RKHS relies on outcome-driven, effective teaching. In order to support teachers to make strong academic gains with students, instruction is closely monitored, continuously improved upon and data driven. As certain practices in teaching have proven to engender student academic success, consistency in instruction is employed across classrooms to ensure a structured, safe and high performing environment. Structured lessons allow for clear expectations from students and teachers, effective evaluation and improvement of teaching practice and most importantly, strong academic outcomes. We model our instructional methodologies and data driven practices after approaches utilized at high performing schools which have consistently and successfully led to strong academic and behavioral outcomes. RKHS subscribes to the following strategies in order to drive strong academic outcomes:

1. **PERSONALIZED LEARNING:** RKHS's curriculum is based on the Common Core Standards. All teachers analyze Common Core standards. The RKHS program embraces personalized learning to ensure that we meet the individual needs of all students, in all classes. This approach places a greater emphasis on students mastering standards to completion, in addition to completing rigorous projects that showcase students' ability to use academic standards to solve, experiment, create, and innovate in core classes. Students are also instructed on habits of success to aid in their learning, and are assigned an adult mentor to assist students in discovering the work styles and time management options that will work for them.

2. **STANDARDS-BASED CURRICULUM AND INSTRUCTION:** RKHS's curriculum is based on the Common Core Standards. All teachers analyze Common Core standards and internal school standards, such as reading and writing assessments that correspond to their specific grade and content areas. Then, they frame their lessons to ensure they align with the scope and sequence of their Standards Map. The frequent use of standards-driven assessment data assists teachers and administrators to ensure content mastery occurs at the appropriate pace and in accordance with state standards.

3. **ORGANIZED AND SYSTEMATIC APPROACH TO INSTRUCTIONAL DELIVERY:** Consistent instructional approaches and strategies are part of our philosophy because effective classroom organization & management with strategic instructional planning are cornerstones of a well-ran educational program. We establish a system that sets clear teaching expectations every day; this ensures that all students learn their grade level standards and receive quality instruction.

    a. Scope and Sequence & Standards Mapping – all standards must be mapped out clearly and sequentially for learning to best occur with units that tie standards together.
    b. Unit Plan - Using the Understanding by Design format, teachers create 6-8 week unit plans, which outline the culminating project, and how instruction will be structured to guide students to success on the final project. Teachers then use student performance on the final projects to assess needs prior to creating the plan for the following unit.

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

c. Weekly Lesson Plans - Teachers are responsible for submitting lesson plans on a weekly basis. Plans are submitted to the staff Dropbox, and reviewed by the Principal and Assistant Principal of Instruction. The Principal and Assistant Principal are responsible for the evaluation of the lesson plans, and provide feedback to the teachers.

d. Common Whiteboard Configuration (WBC) - Teachers use a common whiteboard configuration. Supported by the work of Dr. Lorraine Monroe, founder of Frederick Douglas Academy in Harlem, NY, the WBC is an instructional accountability system that streamlines the content of the day's lesson. The WBC includes minimally:

i. The standard
ii. Homework
iii. Day's agenda
iv. "Do Now"
v. Important dates

This sets clear academic expectations of what students learn during that lesson and also serves as a visual cue for the teacher to manage his/her instructional pacing more effectively. Administrators also use the setup as a tool to identify how well the teacher follows the content, pacing and activities set forth in the lesson plan when they do their regular walkthroughs and evaluations.

4. **SCHOOL-WIDE SYSTEMS AND STRUCTURES:** We believe in implementing practices that maximize the amount of time a student is engaged in learning and that minimize the amount of time spent on non- instructional activities. Non-instructional activities include handing in homework, distributing class work, transitioning between classes, finding and retrieving class materials, etc. Administrators work with teachers to decrease any amount of time that is extraneous; the bell schedule reflects short passing periods; and returning teachers share with new teachers systems, strategies and procedures that have worked for them to maximize time on instruction. Throughout the school year, these systems are refined and new systems and structures are implemented as needed to achieve the same objective – utmost time spent on student learning.

5. **ENGAGEMENT INTENSIVE STUDENT-TEACHER INTERACTION TECHNIQUES:** Charlotte Danielson's *Framework for Effective Teaching* — and supporting research demonstrating its implementation leads to improved student outcomes—supports the concept that students learn best in a cognitively engaging environment with the following traits:
   a. The classroom operates at a steady and consistently brisk pace
   b. There is a high degree of teacher and student interaction
   c. Teachers use techniques that support a culture of high academic and behavioral expectations.
   d. We implement three components to ensure that teacher and student interaction is high:
      i. Kinesthetic Learning**:** Kinesthetic learning is an approach that uses physical activity to maintain student engagement and makes the learning process fun. Teachers strategically incorporate its use to teach students a new concept. It serves as a strong mechanism to provide physical movement during extended teaching blocks and extended school hours. Active student involvement also allows teachers to more effectively gauge the degree to which students are grasping the subject matter.
      ii. Checks for Understanding: By including frequent, consistent checks for understanding through strategies such as use of whiteboards, reciprocal teaching, and think pair shares, teaching gain invaluable insight into student learning and are able to adjust instruction while keeping students actively engaged in the learning process.
      iii. Proven Instructional Techniques: We will also use a variety of academic and behavioral techniques that reinforce student expectations. RKHS strategically selects two to three instructional techniques as a focus in professional development sessions such as reader's theater, Socratic seminars or community circles. Teachers engage in training

and simulated role-plays, and they are observed and provided with feedback on their delivery throughout the school year by the administrator and fellow teachers.

6. **SUBJECT SPECIFIC INSTRUCTIONAL METHODOLOGIES AND RATIONALES**
   a. **Language Arts**:
      i. **Methodologies and Rationales:** Students work toward mastering word analysis, reading with fluency and systematically developing their vocabulary through close reading, academic discourse, and analytical writing. The English Language Arts department, with the approval of the Principal, selects the actual reading texts, with a focus on selecting non-fiction, cross- disciplinary texts to supplement the literature. As students' progress through the school, they learn to form book clubs and to read more interactively, thinking through the text, its symbols, the author's intent, the characters, the historical context and other elements. Texts expand beyond novels to include poetry, lyrics, letters and non-fiction documents.

         We supplement the standards-based reading program with grade-level appropriate literature that ties into the thematic units to be covered in our Social Studies and Science curricula. Students are taught to make reading a daily part of their lives, and led to develop the habits of reflective readers and writers. Students are taught how to pick appropriate books, how to approach reading and how to analyze and learn from what they have read.

         Our English writing program is based on teaching students:

- The fundamental mechanics of the grammar of the English language;
- The writing process;
- The ability to think critically about complex ideas and to express their thoughts in writing.

         Writing instruction centers on discovering the student voice through expository narrative, persuasive essays, responses to literature and correspondences. Written and oral English language conventions are emphasized at every grade level. Teaching students how to listen and speak is another extremely important part of our program. Therefore, we reinforce correct oral English language skills in all their subjects. Even in Science and Math, students are corrected on their grammar. We also believe that public speaking is a necessary skill for our students and we teach it through modeling, correcting and oral presentation skills during portfolios and other projects.

      ii. **Assessment Methods and Tools:** At RKHS, we administer several assessments to ensure a complete understanding of students' knowledge and deficits in ELA. Students complete end of unit projects that are aligned to CA Common Core Standards and scored on rubrics assessing performance on each skill. Students are administered the Scholastic Reading Inventory to monitor growth in reading comprehension over the course of the school year. Students are assessed using the NWEA MAP Norm Referenced exams, to assess growth towards grade level content mastery. Students are also assessed using the Write Score writing exam to measure proficiency on the CA Common Core Standards for Writing, using an exam that is modeled after the CAASPP Performance Tasks. Students also take the ACT Aspire exam to monitor student growth in ELA as an organization. Lastly, students are administered the CAASPP in the final unit of the year to measure year-long growth.

         Teachers' daily lesson plans are aligned to a learning target derived for a larger common core standard. Teachers assess students daily through formal and informal means to ensure students are incrementally mastering the standards. Additionally, all teacher final projects are required to measure mastery of CCSS. Projects are created (through network

wide collaboration) to mimic a SBAC performance task. Bright Star benchmark assessments are aligned to the Computer Adaptive Portion of the SBAC.

b. **History/Social Studies**

i. **Instructional Methodologies and Rationales:** Students at RKHS will expand their understanding of history by studying people and events of the past. We make sure our students learn geography and the important facts associated with geography. Additionally, there is a strong focus on reading strategies specific to historical documents and writing analytical essays responding to interpretative issues in history. Students routinely read primary source documents (at least one per unit) and answer document based questions at every grade level. Map skills and the ability to identify the places they study in history on maps is an essential component of this study. The social studies textbook series TCI's History Alive! has a Geography component that is supplemented with other map resources such as materials available from worldatlas.com on the internet.

Beyond geography, emphasis is placed on the everyday lives, problems and accomplishments of people; how developing social, economic and political structures are necessary to maintain a civilization and a standardized culture of living; as well as in establishing and spreading ideas that help transform the world forever—are some of the concepts that students learn. Students develop higher levels of critical thinking by analyzing the interactions among various cultures, emphasizing their enduring contributions and the link—despite time, between the contemporary and historical worlds. Through textbooks and resources like TCI's History Alive, Facing History and Ourselves, and Thinking Nation, students are encouraged to examine complex historical events and consider how they can make an impact in the world.

Fundamental to our students' understanding of history is the question of how is the past relevant to their lives today. In order for history to "come alive" they are able to relate it to their own lives, experiences and situations. Several specific methods are used to help our students tie people, places and events of history to their lives today. Students build timelines and make comparative charts for each culture that they study. Their building of knowledge and understanding are cumulative as each society or series of events is then added to those that have come before. This knowledge is tested through midterm and final exams that are cumulative in nature. In addition, students study the "rites of passage" from each society and compare them to the rites of passage that exist in our own societies and cultures. Our teaching of history is broken down into units aligned with California content standards. The literature and drama we embed into our novel-based Language Arts program highlight themes from these different units.

ii. **Assessment Methods and Tools:** Our History program utilizes the Thinking Nation, which utilizes Document Based Questions (DBQs) in order to assess students' understanding of historical events and the relevance to modern Civics. These assessments are graded by double-blind graders using a Common Core aligned rubric, and advanced placement rubric.

c. **Mathematics**

i. **Instructional Methodologies and Rationales:** We believe that successful instructional strategies are contextual and practice-based in Math. Teachers employ instructional approaches appropriate for the material they are teaching with a focus on including complex real world problems which require students to generate and defend their own answers, as required for the Common Core. One hallmark of teaching at RKHS is student engagement. Teachers endeavor to create interactive classrooms, both in teaching basic skills and posing probing questions to develop more complex, high-order thinking. Teachers are responsible for driving the student learning deeper than the mere accumulation of skills and knowledge to conceptual understanding. They are supported with training and coaching on incorporating call and response, whole body "hands on" learning and role-playing to respond to kinesthetic-tactile learners. One might find in a math class, students working in groups on mini whiteboards with their own Expo markers to solve a problem their teacher posed.

We believe assessment must be integrated into the instructional program, and is as fundamental to good instruction as lesson planning and teacher preparation. At RKHS, every instructional unit must have a clear final assessment to measure students' overall mastery of that unit. Additionally, every lesson must embed checks for understanding to inform the teacher about the student's skills and knowledge in order to help move the student towards mastery. Since units are connected to state standards, the assessments of those units align with state standards. **This includes:**

- Direct instruction and lecture
- Teaching models
- Problem solving
- Inquiry Based Investigation
- Demonstration, explanation and teacher-facilitated discussions,
- Cooperative learning groups
- Socratic Seminar and Class Discussion
- Student practice materials.

ii. **Assessment methods and tools used include:**

- Teacher-designed tests
- Bright Star org-wide Norm Referenced Tests
- Publisher-made tests and assessment
- NWEA Map Assessment
- Class participation
- Notebooks
- Homework
- Culminating Projects and Performance Tasks
- Smarter Balanced Assessment System summative and formative assessments.

d. **Science**

i. **Methodologies and rationales:** Science classes will be based on the Next Generation Science Standards and will include a focus on the cross-cutting concepts. Thus, every unit will be guided by an essential question that frames the specific content of the unit within the context of one of the following crosscutting concepts: patterns, cause and effect, scale proportion and quantity, systems and systems models, energy and matter, structure and function, and stability and change. For example, a Biology lesson on bacteria and viruses would need to craft an Enduring Understanding and Essential Question related to one of the above concepts. If the teacher were to choose cause and effect, he may choose an enduring understanding such as: "Humans change environments in ways that are either beneficial or detrimental for themselves and other organisms" and an Essential Question that would directly connect the content of bacteria and viruses to the Enduring Understanding: such as, "Has the widespread use of antibiotics and vaccines been beneficial or detrimental to the human immune system?" When the teacher focuses the lesson on the cross-cutting concept of cause and effect and funnels it through thoughtful "Enduring Understandings and Essential Questions," the unit and science instruction has greater real world relevance and forces students to move beyond just a procedural understanding of how science works. This further allows concepts to come to life through investigation and experimentation. Our teachers supplement the textbooks with materials from the Foss Series of Science kits, which are ready-made for student investigation and experimentation and other home materials. Our students will take courses studying standards outlined by the Common State Standards.

ii. **Assessment Methods and Tools:** Our Science program is assessed very closely to our Math program and utilizes the following features:

- Teacher-designed tests
- Bright Star org-wide Norm Referenced Tests
- Publisher-made tests and assessments
- NWEA Map Assessments
- Class participation
- Notebooks

- Homework
- Culminating Projects and Performance Tasks
- Smarter Balanced Assessment System summative and formative assessments

1.14: Instructional methodologies and curriculum, including instructional materials, to support implementation and ensure student mastery of the California content and performance standards

RKHS's curriculum is based on the Common Core State Standards (CCSS). All teachers analyze CCSS and internal school standards, such as reading and writing assessments that correspond to their specific grade and content areas. Then, they frame their lessons to ensure they align with the scope and sequence of their Standards Map. The frequent use of standards-driven assessment data assist teachers and administrators to ensure content mastery occurs at the appropriate pace and in accordance with state standards.

Students work toward mastering word analysis, reading with fluency and systematically developing their vocabulary through close reading, academic discourse, and analytical writing. The English Language Arts department, with the approval of the Principal, selects the actual reading texts, with a focus on selecting non-fiction, cross- disciplinary texts to supplement the literature. After a few months of analyzing ELA curriculum programs, the district adopted Springboard, a College Board curriculum that focuses on rigorous instruction. During the 2019-2020 school year, RKHS implemented Springboard for the first time. Teachers received PD on breaking down units, analyzing the two Embedded Assessments (EA) that appear in each unit, and learning about the common learning strategies that Springboard provides. As is the case in math, teachers also participate in ongoing professional development which includes lesson studies that are subject specific four times throughout the year. Highlighted in those sessions are peer observations, reflection on pedagogy, and identification/adoption of best practices throughout the district. As students' progress through the school, they learn to form book clubs and to read more interactively, thinking through the text, its symbols, the author's intent, the characters, the historical context and other elements. Texts expand beyond novels to include poetry, lyrics, letters and non-fiction documents.

We supplement the standards-based reading program with grade-level appropriate literature that ties into the thematic units to be covered in our Social Studies and Science curricula. Students are taught to make reading a daily part of their lives, and led to develop the habits of reflective readers and writers.
Students are taught how to pick appropriate books, how to approach reading and how to analyze and learn from what they have read.

Our English writing program is based on teaching students:

- The fundamental mechanics of the grammar of the English language;
- The writing process;
- The ability to think critically about complex ideas and to express their thoughts in writing.

Writing instruction centers on discovering the student voice through expository narrative, persuasive essays, responses to literature and correspondences. Written and oral English language conventions are emphasized at every grade level.

Speaking, listening and writing is integrated into objectives and lesson plans, in order to ensure mastery of ELD standards. We reinforce correct oral English language skills in all their subjects. Even in Science and Math, students are corrected on their grammar. We also believe that public speaking is a necessary skill for our students and we teach it through modeling, correcting and oral presentation skills during portfolios and other projects.

1.15. Student Use of Technology.

RKHS graduates will be savvy consumers and producers of media and will use technology in order to enhance learning. As such, RKHS has adopted a number of computer based learning tools and resources including:

- **Springboard** is a curriculum created by the College Board that focuses on challenging students to engage in rigorous instruction by learning to ask questions, engaging in various reading and writing genres and learning college-level strategies that can be implemented in their analysis of texts. The Embedded Assessments are differentiated throughout each unit and students have the opportunities to create projects such as plays, essays, narratives, character analysis and so forth, while implementing technology.
- **NewsELA** is a literacy program that offers nonfiction articles pulled from publications like the LA Times, USA Today, and other reputable news sources, and allows readers to select the Lexile level at which the article will be presented. In addition to being an amazing differentiation tool, NewsELA also offers assessments and collaboration tools to enhance students' interaction when using the platform.
- **Khan Academy** is a computer-based assessment and math skills program. Students at all ability levels will use Khan Academy for instruction and practice to both fill skill deficits and to enhance understanding and retention. Students routinely use Khan Academy both on and off campus.
- **Write Score** Writing assessments are a core component of RKHS's instructional programs. Write Score is a computer administered writing assessment and skill building program. Students will take two yearly writing assessments online and receive feedback through the Write Score Program. Write Score also offers teachers a catalogue of online resources directly aligned to data from their class' writing assessments, and teachers may integrate these lessons directly into class time or may assign to individual students as additional work.
- **Google Classroom and Apps** are used in all classes to assist students in conducting research and evidence collection for projects, word processing, spreadsheet creation/usage, and presentation software. Students use Google Classroom to access materials from their classes that teachers have uploaded. Students access Google Docs, Sheets, and Slides to write essays, complete writing assignments, build spreadsheets to track information in Math and Science, create presentations for final projects, and to collaborate with classmates on projects and assignments.
- **Chromebooks** are assigned to every student and are used in all classes. RKHS is a 1:1 technology school and ensures that all students have access to a laptop in order to complete all assignments.
- **Online Instructional Strategies:**
    - **Padlet** is used to review or reflect on lessons conducted by the teacher.
    - **Zoom** is used for distance learning instruction. Teachers are able to use breakout rooms and engage students in conversations.
    - **Google Hangouts** is another distance learning platform used by the teachers and students. Students are familiar with GH and have learned how to implement this during online learning.
    - **Pear Deck** is used by teachers to create engaging lessons with live feedback from students. Teachers can track student progress by asking questions and checking for understanding and adjusting the lesson to increase engagement.

1.16. Graduation Requirements

In order to graduate, all students must successfully complete 220 credits. Within those 220 credits, students must complete all of the A-G requirements and one PE course. Most semester long courses taken at RKHS will earn five credits and most yearlong courses will earn ten credits. Students must earn a grade of C to pass each course.

Graduation Course Requirements

History or Social Science, including World History and US History (A)	20 credits
English (B)	40 credits
Math, including Algebra I, Geometry, and Algebra II (C)	30 credits
Laboratory Science, two years of Lab Science (D)	20 credits
Foreign Language, 2 years in the same language (E)	20 credits
Visual & Performing Arts, 1 year (F)	10 credits
College Prep Electives, one additional course in requirements A-F (G)	10 credits
Physical Education	10 credits
Electives (including additional years of A-G courses beyond the minimum requirement)	60 credits
Total - 220 credits	

Seniors Schedules: Seniors must have a minimum of 5 semester classes each semester according to Education Code 46145, which reads: "Pupils in grade 12 shall be enrolled in at least 5 courses each semester . . ." RKHS enforces this code strictly. Furthermore, seniors must have at least 210 credits in order to participate in the graduation ceremony.

Transfer Students: For transfer students entering Rise Kohyang High School, credits from an accredited high school will be entered on transcript and applied towards graduation credits.

Class Matriculation/Grade Level Requirements
In order to progress through the grades, students must make adequate progress to be eligible for the next grade level. Students must earn 50 credits to b++++++++++++++++e considered a sophomore, 100 credits to be considered a Junior, and 150 credits to be considered a Senior. Credit recovery at RKHS is completed through our partnership with BYU Independent Studies, using courses that are WASC accredited and facilitated with our credentialed teachers and counselors. BSS also provides a summer school program where our students can make up credits they are missing. That being said RKHS enjoys a 95% course pass rate and has only a handful of students that need to participate in credit recovery over the summer or winter breaks.

1.17: How the school will ensure it provides sufficient credit recovery opportunities and support

Students and staff quarterly review all students' progress towards graduation requirements in order to ensure students are making adequate progress towards their goals.

For students with an IEP, the Inclusion Specialist Teacher (IST) and Counselor communicate the plan determined after each IEP meeting and 504 plan review,to all stakeholders to ensure that students' individualized accommodations (e.g. implications for instruction, lesson planning, assignment design, and grading) are implemented with fidelity. ISTs regularly push-in to support student learning in real-time during class and provide additional interventions.

To monitor graduation requirement completion, Counselors review student progress on the Graduation Requirements Tracker (GRT) at each annual and triennial IEP meeting and at least once each semester (for all students enrolled at the school) to ensure students meet the CDE's college/career indicator. All students who are not on track to complete the graduation requirements within their desired timeline can engage in a variety of opportunities for credit recovery. Opportunities include summer school, partnerships with independent study programs, and online credit recovery platforms.

For students with more significant needs, the IEP team may consider a path to high school graduation through completion of the California Minimum requirements.

1.18: Western Association of Schools and Colleges (WASC) Accreditation.

RKHS obtained WASC accreditation in Spring of 2018. The first graduating class from RKHS graduated in Spring 2020.

1.19: How the charter school will inform parents, including parents with limited English, about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.

Parents are notified about the transferability of courses and the eligibility of courses to meet college entrance requirements through the Student and Family Handbook Policy distributed at the start of the school year. This handbook is translated into English and Spanish; a large percentage of RKHS staff, including our Office Manager and Family Engagement Liaison, are bilingual and able to speak Spanish if a family has any questions or needs any clarification.

Additionally, all Bright Star schools prioritize having a low student-to-counselor ratio, which allows counselors to work closely with new students and their families to set up their course schedule. Every student who enrolls after 9th grade participates in an individual intake meeting that includes a review of their transcript and progress towards graduation. All students meet with their Counselor annually in order to review their Graduation Requirements Tracker (including transcript

review and an official record of courses completed and credits earned).

Counselors monitor student performance and collaborate closely with school leadership to ensure sufficient intervention opportunities are available for students not on track for meeting graduation and/or college entrance requirements on their intended timeline.

Academic Calendar and Schedules

1.21: Academic calendar for the first year of the new charter term

1.22 Sample Daily Schedules

Distance Learning Schedule Fall 2020

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:00		**ADV:**	**ADV:**	**ADV:**	**ADV:**

		Academic Check-ins	SEL Check-ins	Circle	College Prep/ Naviance
9:00-910	**New Directions** **Curriculum**	**Transition**			
9:10-9:55		**Period 1**	**Period 4**	**Period 4**	**Period 1**
9:55-10:05	**Tra0nsition**				
10:05-10:50	**Co-curricular Offerings:** Student Government Meetings, Club Meetings, Advisory Council Meetings, SSC Meetings, Peer Tutoring/Support Groups, Counseling 1-1's, Group Counseling	**Period 2**	**Period 5**	**Period 5**	**Period 2**
10:50-11:20		**Transition**			
11:20-12:05		**Period 3**	**Period 6**	**Period 6**	**Period 3**
12:05-12:50	**Lunch (Grab and Go)**				
1:00-2:30	**Co-curricular Offerings:** Student Government Meetings, Club Meetings, Advisory Council Meetings, SSC Meetings, Peer Tutoring/Support Groups, Counseling 1-1's, Group Counseling	**Academic Support Time & Teacher Office Hours**			
		1-1:30 P1 **1:30-2 P2** **2-2:30 P3**	**1-1:30 P4** **1:30-2 P5** **2-2:30 P6**	**1-1:30 P4** **1:30-2 P5** **2-2:30 P6**	**1-1:30 P1** **1:30-2 P2** **2-2:30 P3**

In Person Learning Bell Schedule[13]

[13] The check-in from 7:40AM-8:00AM referenced in the In-Person Learning Bell Schedule is in reference to when staff are asked to arrive on campus for a morning meeting.

Regular (Monday, Tuesday, Thursday, Friday)				
	Start Time	End Time	Period	Transition
Check In	7:40 AM	8:00 AM	0	0
Advisory	8:05 AM	8:32 AM	27	5
Period 1	8:37 AM	9:32 AM	55	5
Period 2	9:37 AM	10:32 AM	55	0
Bathroom Break	10:32 AM	10:43 AM	0	5
Period 3	10:48 AM	11:43 AM	55	5
Period 4	11:48 AM	12:43 PM	55	0
Lunch	12:43 PM	1:20 PM	0	5
Period 5	1:25 PM	2:20 PM	55	5
Period 6	2:25 PM	3:20 PM	55	5
EOD Advisory	3:25 PM	3:30 PM	5	0
Office Hours	3:30 PM	4:30 PM		
			Total Mins	397

Early Release Schedule - Wednesdays + 6 Additional Days				
	Start Time	End Time	Period	Transition
Check In	7:40 AM	8:00 AM	0	0
New Directions	8:05 AM	9:00 AM	55	5
Tutoring	9:05 AM	10:00 AM	55	0
Bathroom Break	10:00 AM	10:10 AM	0	5
P1/P4	10:15 AM	11:10 AM	55	0
Lunch	11:10 AM	11:45 AM	0	5
P2/P5	11:50 AM	12:45 PM	55	5
P3/P6	12:50 PM	1:45 PM	55	5
EOD Advisory	1:50 PM	2:00 PM	10	0
Early Release	2:00 PM			
Teacher Training	2:10 PM	3:30 PM		
			Total Mins	310

	Minimum Day		Period	Transition
	Start Time	End Time		
Check In	7:40 AM	8:00 AM	0	0
New Directions	8:05 AM	8:45 AM	40	3
P1/P4	8:48 AM	9:33 AM	45	0
Bathroom Break	9:33 AM	9:45 AM	0	3
P2/P5	9:48 AM	10:33 AM	45	3
P3/P6	10:36 AM	11:21 AM	45	3
EOD Adv	11:24 AM	11:30 AM	6	0
Lunch	11:30 AM	12:00 PM	0	0
			Total Mins	193

Regular schedule refers to the following days:

Comprehensive Class Schedule (Matrix)

	History				Language & Literature					Mathematics		
	Stinnett	Rothman ^	Nelson	Hempy	Heath	Merrick	Dickinson ^*	Scutti	Enriquez	Chen	Chung	Vieira ^
Adv	10th	11th	11th	9th	10th	9th	9th	9th	9th	10th	9th	9th
P1	World	Ethnic Studies	Civ/Gov	USH	ELA 9	ELA 10	ELA 11	Prep	Prep	GEO Push-In	Geo	Alg 2
P2	AP World	Ethnic Studies	Civ/Gov	APUSH	Prep	Prep	Prep	Spanish 2	Spanish 3	Alg 1	Geo	Alg 2
P3	ASB	Mon/Club Coord.	Civ/Gov	Prep	ELA 9	ELA 10	AP Lang	ELA10 Push-In	Spanish 2	Alg 1	Geo	Alg 2
P4	World	Prep	Prep	USH	ERWC	ERWC	AP Lit / 12 H	Spanish 2	Spanish 3	Prep	Prep	Prep
P5	World	AP Human	Athl. Supp.	USH	ELA 9	ELA 10	ELA 11	Span 1	Spanish 3	Pre-Cal/PCH	Statistics	AP Calc
P6	Prep	AP Gov	Civ/Gov	Athl. Supp.	ELA 9	ELA 10	ELA 11	Span 1	Spanish 2	Alg 1	Geo	Alg 2 / H

	Mathematics		Science					Arts		Student Supports	
	Chung	Vieira ^	Silbart	Chang ^*	Reaghard	Choi	Nef	Burgess ^	Fatemi	IE	Counselors
Adv	9th	9th	10th	10th	11th	11th	11th	10th	11th		
P1	Geo	Alg 2	Prep	AP Physics	AP Chem	Bio	Prep	Music	Art I	R4	CPREP: Chae (12)
P2	Geo	Alg 2	Env. Sci	Physics	Chemistry	Bio	PE	Music	Art I	Transition (LP)	CPREP: Jerez (11)
P3	Geo	Alg 2	Env. Sci	Physics	Chemistry	AP Psych	PE	Prep	Art II	R3	CPREP: Coronel (10)
P4	Prep	Prep	Bio	Physics	Chemistry	Bio	PE	Music	Art I	R2 / R1	Prep
P5	Statistics	AP Calc	Bio	Physics	Prep	ELD	PE	Music	Prep		CPREP: Bermudez (9)
P6	Geo	Alg 2 / H	ASB	Prep	Chemistry	Prep	S&C	Music Perf	AP Studio/3H	Prep	CPREP: Calderon (Alumni)

Example 9th Grade Schedule:

Section ID	Course ID	Course	Per.	Teacher
34317	ADV9	Advisory 9	Advisory	(2147) Chung, J.
34214	ELA9	English 9	Period 1	(2602) Heath, C.
34223	VISARTI	Visual Arts I	Period 2	(2597) Fatemi, B.
34254	51014	Geometry	Period 3	(2147) Chung, J.
34266	51003	Biology	Period 4	(1905) Choi, S.
34289	APHG	AP Human Geography	Period 5	(2252) Rothman, I.
34283	**501042**	**Spanish II**	**Period 6**	**(2415) Enriquez, W.**

Example 10th Grade Schedule:

Section ID	Course ID	Course	Per.	Teacher
34310	ADV10	Advisory 10	Advisory	(2153) Stinnett, S.
34252	51014	Geometry	Period 1	(2147) Chung, J.
34231	APWHIS	AP World History	Period 2	(2153) Stinnett, S.
34282	501042	Spanish II	Period 3	(2415) Enriquez, W.
34277	50274	Physics	Period 4	(2251) Chang, T.
34257	PHYSED	Physical Education	Period 5	(2478) Nef, I.
34208	**ELA10H**	**Honors English 10,** ***(ELA10) English 10***	**Period 6**	**(2249) Merrick, J.**

Example 11th Grade Schedule:

Section ID	Course ID	Course	Per.	Teacher
34300	ADV11	Advisory 11	Advisory	(2597) Fatemi, B.
34238	50282	US History	Period 1	(2150) Hempy, K.
34248	51101	Algebra II	Period 2	(2250) Vieira, A.
34204	APLANG	AP English Language	Period 3	(2416) Dickinson, D.
34291	APSPAN	AP Spanish Language, *(APSPANLIT) AP Spanish Lit*	Period 4	(2415) Enriquez, W.
34257	PHYSED	Physical Education	Period 5	(2478) Nef, I.
34271	**511021**	**Honors Chemistry,** ***(51102) Chemistry***	**Period 6**	**(2264) Reaghard, A.**

Example 12th Grade Schedule:

Section ID	Course ID	Course	Per.	Teacher
34261	APBIO	AP Biology	Period 1	(279) Pappas, E.
34237	ES101	Ethnic Studies	Period 2	(2252) Rothman, I.
34203	APPSY	AP Psychology	Period 3	(1905) Choi, S.
34285	ERWCSU	Expository Reading and Writing	Period 4	(2249) Merrick, J.
34201	COLPREP	ColPrep	Period 5	(2639) Bermudez, L.
34294	**ASBGov**	**ASB Stud Gov**	**Period 6**	**(2417) Silbart, S.**
35674	A12	Advisory 12	Advisory 12	(2639) Bermudez, L.

1.23: "Instructional Days and Minutes Calculator" table

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	No									0	36000	0	-36000
1	No									0	50400	0	-50400
2	No									0	50400	0	-50400
3	No									0	50400	0	-50400
4	No									0	54000	0	-54000
5	No									0	54000	0	-54000
6	No									0	54000	0	-54000
7	No									0	54000	0	-54000
8	No									0	54000	0	-54000
9	Yes	131	397	44	310	3	193			178	64800	66226	1426
10	Yes	131	397	44	310	3	193			178	64800	66226	1426
11	Yes	131	397	44	310	3	193			178	64800	66226	1426
12	Yes	131	397	44	310	3	193			178	64800	66226	1426

1.24 is N/A to RKHS

Professional Development

1.25: Professional Development

Because teachers are at different levels within their careers, each one of their needs and motivations for improvement is different. Therefore, Bright Star conducts a survey at the beginning and end of each school year, as well as after each organization-wide professional development day, to ensure all teachers' professional growth needs are addressed, budgeted and met to the best of our resources. During the org- wide professional development days, which occur both at the beginning of the school year and during 4 days spread across the school year, RKHS attends Bright Star Schools' professional learning days. These professional development days, which provide opportunities for teachers to attend differentiated sessions by content area (i.e. Mathematics, ELA, Science, History, etc.) and professional specific goals (i.e. English language development strategies, restorative continuum practices, building relationships with students, etc.).

RKHS shall use both student achievement data and instructional data to develop the school site professional development plan. At the beginning of each school year, the Deputy Superintendent of Education will review the CAASPP data, diagnostic testing results (such as from state aligned interim assessments, and pretests on online math and reading programs) to determine the efficacy of the previous year's instruction and student and teacher needs. This information will be used to collaboratively develop the school wide goals with the school Principal, which will ultimately inform instruction. Additionally, teacher observation and evaluation data will be closely tracked in our HR reporting system to determine trends in teacher needs. We have a few positions to help in this endeavor: Deputy Superintendent of Education, Vice President of Curriculum and Instruction, Vice President of People Development, Instructional Coaches, and the Principal. These experienced educators will perform routine observations, provide feedback and prepare professional development workshops for the "Professional Learning Communities" (PLCs) as needed.

Additionally, professional development will be provided by the Bright Star Schools' Director(s) of Inclusive (Special) Education, Bright Star Schools' Director of Curriculum and Instruction, administrators from other Bright Star schools, teachers who demonstrate promising practices and external professional development providers (as needed).

Beginning of the year professional development for the first year of the school's renewal cycle will include:

- Workshops, by content area, in cognitive engagement and rigor
- Seminars in reading and writing across the curriculum;
- Rigorous unit and lesson planning to teach for conceptual knowledge;
- Curriculum mapping to the Common Core State Standards;
- Best practices in assessment and use of classroom level
- Promoting a safe and positive classroom culture.

Teachers new to RKHS have one week of orientation and development to learn the philosophy and structures of the school's culture, all school policies and procedures, and to begin devising their classroom culture and scope and sequence plans of their respective curricula. They get ample time to work with a content expert that supports them in learning the curricula and particular pedagogical approaches for their content area and/or grade level. Existing teachers join the new teachers to the organization the following week and have at least two weeks of professional development before school begins.

After our assessment week in fall and spring, there is a pupil-free day focused on data analysis. During this time, teachers and administrators gather and assess student data on achievement, student behavior, and exam scores. With this information, teachers amend their instruction accordingly and make student intervention placements, including additional follow-up meetings with families. After amending their instruction, teachers are encouraged to analyze the impact that changes had on student achievement.

Coming together for these data-analysis checkpoints throughout the year ensure our data cycles are student-focused and thorough.

Four (4) pupil free days have been scheduled into the academic calendar to allow for professional development throughout the school year. Those days will include a combination of student achievement data review, interactive workshops on high leverage instructional strategies, grade level and departmental meetings. During the grade level and department meetings,

teachers collaborate on content-specific pedagogy and applications to their classroom. Additionally, teachers will be contracted to stay until 4 p.m. each day to allow for school-wide professional development and departmental meetings. Lastly, RKHS has minimum days each week in order to support staff and teacher professional development in alignment with school and educator goals. are scheduled every other month to allow for collaborative professional development with other Bright Star Schools.

After two weeks of teacher professional development, student orientation follows, allowing for the development of strong teacher-student relationships. By building strong staff and community and culture with our teachers, then sequentially building community among our students, our schools are able to reinforce the idea of collaboration at both the staff and school level.

During the school year, RKHS teachers meet collaboratively with their administrators and fellow colleagues for professional development on a regular basis (once or twice a month) around high impact instructional and classroom culture strategies. RKHS and district administrators lead interactive professional development sessions focused on Danielson Framework focus areas and other high leverage classroom best practices. In addition to these workshops, teachers are also given time to work collaboratively in order to support each other's growth (i.e. Reviewing student data, lesson plans, etc.). Additionally, teachers receive ongoing classroom practice feedback through our Teacher Evaluation & Development process, where administrators lead teachers through full observation cycles of pre- conferencing, observing, and post- conferencing around the Danielson Teaching & Learning Framework. Our principals also lead teachers through reflection and discussion around our Professionalism Rubric, which is based on the Danielson Teaching & Learning Framework Domain 4. Domain 4 includes important facets of teachers' work including lesson planning, assessment, parent and family communication, and collaboration with colleagues. These conversations allow for continual reflection and teachers that are continually growing in their instructional and professional practice.

At the end of the school year, teachers and administrators shall meet regularly by department, whole group and grade level to close out the year and prepare for the upcoming school year. Not including weekly professional learning community (PLC) time, returning teachers receive a minimum of 20 days of professional development; new teachers have 25 days throughout the school year allowing for adequate teacher support and growth.

Additionally, in 2016-2017, Bright Star's teacher retention rate significantly increased, moving from 72% to 89%. This is largely due to a wellness initiative Bright Star implemented in all schools which allowed teachers additional family leave, as well as weekly on site fitness classes at school, nursing pods in each school for mothers, and healthy snacks in the teacher's lounge. This initiative was covered by the LA Times6 in February 2017, where our Deputy Superintendent of Education is quoted: "It's time to stop perpetuating the myth of the teacher martyr and start creating working conditions that allow instructors to make teaching a lifelong career." Bright Star is committed to finding ways that allow instructors to maximize their impact in the classroom and will continue to seek funding for initiatives for family- friendly, wellness-based initiatives.

1.26: Describe how the school will recruit credentialed teachers who are qualified to deliver the educational program, including any innovative components of the program.

RKHS recognizes that capable teachers and quality teaching play an extraordinarily significant role in the academic achievement of students. Recruitment, professional development and support, and retention of the highest quality faculty will be of the utmost importance.

Bright Star Schools' local recruiting methods include word-of-mouth, employee referrals, LinkedIn Recruiter, advertisements in local papers and on education and non-profit based job boards (such as Edjoin), as well as through a strong partnership with Teach for America and participation in annual charter schools job fairs. Additionally, Bright Star recruits at most major colleges and universities in the Greater Los Angeles area with university credentialed programs, including but not limited to: Azusa Pacific University, California State University - Northridge, Claremont Graduate University, Loyola Marymount University, Pepperdine University, University of California - Los Angeles, University of Southern California, as well as all California State Universities. Recently, Bright Star Schools has added outreach to online credentialing programs such as Alliant University and National University.

On a national level, Bright Star Schools' most effective recruiting method comes from our strong partnership with Teach for

America and EnCorps. In addition to Los Angeles, Bright Star recruits from the Nevada, New Mexico, Northern California and Twin Cities regions. Additionally, Bright Star contacts alumni networks of colleges and universities, as well as teaching-based organizations such as Teach for America and Building Excellent Schools.

Meeting the Needs of All Students

A Student Support and Progress Team (SSPT) will be automatically formed for each student who does not have sufficient credits to be classified as matriculating to the next grade level. SSPTs will also be conducted for any student that struggles in general and is identified through the process which is conducted at monthly grade level meetings. At the monthly meeting teachers within the grade level bring relevant data (e.g. benchmark assessments, gradebooks, discipline referrals) and discuss students who are at risk of not being successful, including if a student has been deemed at-risk of becoming a long- term English learner. If it appears that a student is experiencing challenges in multiple classes, the grade level team refers the student for an SSPT. The SSPT is facilitated by the student's counselor, who acts as the main point of contact for monitoring the implementation of interventions. Also present will be the principal, the student's grade level teachers, parent, and student. If the tiered interventions are not producing the anticipated improvements and any signs of a disability are present, the student is referred for an assessment process. If a disability is not present, the SSPT team reconvenes to determine additional supports and the process continues.

Students shall be typically referred by the classroom teacher, but any member of the school staff may request support from the SSPT for a student whose learning, behavior or emotional needs are not being met under existing circumstances. All SSPT meetings will be documented, and student progress is reviewed in subsequent meetings. During the creation of the initial plan, the team indicates on the SSPT document whether the data will be reviewed after four or six weeks. The SSPT lead will gather and review the data at that point. If a student is following the SSPT plan and achieving, then a successive meeting is not necessary; rather additional meetings are planned for students who continue to demonstrate they are struggling.

1.27: Meeting Needs of ELs

RKHS is required to timely identify potential English Learner students and provide them with an effective English language acquisition program that affords meaningful access to the school's academic core curriculum. Instructional plans for English Learners (EL) must be:

- Based on sound educational theory;
- Adequately supported with trained teachers and appropriate materials and resources;
- Periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), RKHS shall submit a certification to the District certifying they will either adopt and implement LAUSD's English Learner Master Plan or implement RKHS's own English Learner Instructional/Master Plan. If RKHS chooses to implement its own EL plan, the instructional plan shall encompass the following, including but not limited to:

- How ELs' needs will be identified;
- What services will be offered;
- How, where and by whom the services will be provided;
- How the program for ELS is evaluated each year and how the results of this assessment will be used to improve those services (annual report of the assessments)

PROCESS FOR IDENTIFYING ENGLISH LANGUAGE LEARNERS
Upon being admitting to any Bright Star school, students receive an enrollment packet which includes the following Home Language Survey (HLS) questions:

- What language did the student learn when he or she first began to talk?
- What language does this student most frequently use at home?
- What language do you use most frequently to speak to this student?

- Which language is most often used by the adults at home?

The family's answers to these questions are used to determine a student's home language status as follows:

- English Only (EO): If the answers to the four questions on the HLS are "English", the child is classified as English Only.
- Possible English Learner (EL): If the answers to any of the first three questions on the HLS indicate a language other than English, or a combination of English and another language, the child is assessed to measure his or her level of English proficiency. However, if the parent's response to the first three questions on the HLS is English, and the response to the fourth question is other than English, then reasonable doubt may exist as to the student's home language. The school's administrator/designee must research the student's home language background using the following indicators, as well as consultation with the student's parent:
    - Parent/guardian requires an interpreter to communicate in English
    - Parent/guardian speaks to their child in a language other than English
    - The HLS is completed in a language other than English (including spelling the word "English" in another language; e.g. *ingles*)
    - Student initiates interaction with their parents/guardians in a language other than English
    - It is revealed that the child, while their parent/guardian is at work, is under the care of a person(s) who speaks a language other than English
    - Student, after having been enrolled in the Mainstream English Program designed for students with fluent-English proficiency for a reasonable length of time, demonstrates a
        - lack of comprehension regarding instruction and classroom/school routines conducted in English.

If there is evidence of significant non-English exposure, then the pupil must be administered the state English language proficiency assessment, currently known as the English Language Proficiency Assessments for California (ELPAC). The parent/guardian will be consulted by a certificated staff member regarding the need to administer the assessment, the results, and the subsequent program placement of the child.

State and federal regulations require that if the student's HLS indicates a language other than English is used at home, the student's English language proficiency level must be assessed. Students will be assessed within 30 calendar days at the beginning of the school year, or within 2 weeks if a student enrolls during the school year. In addition, parents must be notified of the assessment results and program placement within 30 calendar days of initial enrollment.

NOTE: In accordance with *Education Code (EC)*, initially-enrolling students identified by the HLS as potential ELs may not be exempted from taking the state-adopted English language proficiency assessment. The purpose of the English language proficiency assessment is to officially determine a student's language proficiency level in English. It is also used on an annual basis to measure progress in acquiring English.

EDUCATIONAL PROGRAM FOR ENGLISH LANGUAGE ACQUISITION

All students are placed in the Mainstream English Program. English Language Learners are supported through a combination of modified instruction, additional academic support as needed, and specific strategies for acquiring academic English. Teachers provide sheltered instruction using "specially designed academic instruction in English" (SDAIE) techniques when students have difficulty understanding English. The school also promotes the success of English Language Learners by valuing the Spanish language as a critical resource and fostering a bilingual culture. English Language Learners act as mentors to Spanish Language Learners as part of class assignments in the Spanish courses.

Designated and Integrated ELD instruction

RKHS EL students receive both Designated and Integrated ELD instruction. Designated ELD instruction is its own classroom session and occurs at specific protected times during the school day and focuses on language skills.Designated instruction happens at specific protected timed during the school day and focuses on language skills. Our Designated ELD instruction uses the ELD standards to give EL students strategic language practice. RKHS employs a site-based ELD coordinator that provides ELD instruction. Students who are ELPAC levels 1 & 2 receive designated

supports. These supports take place at the end of the day. The table proceeding demonstrates the differences between designated and integrated supports.

As the ELD Coordinator will also push in to General Education classes where teachers have to align ELD standards to their curriculum and lessons, assurance of students meeting the ELD standards will be comprised in multi-folds. Teacher lesson plans will be checked and feedback will be provided by the ELD coordinator based on the ELD standards. Secondly, with the students who receive language support in a stand alone class, their grades will be progress monitored in this class based on ELD standards. Morevoer, students at higher ELPAC levels will be closely monitored to ensure that they improve each year on the ELPAC until they are redesignated with data driven instruction and assessments based on ELD standards.

CHART: BRIGHT STAR SCHOOLS INSTRUCTIONAL DIFFERENCES BETWEEN INTEGRATED DESIGNATED ELD SUPPORTS

Instructional Differences	Integrated ELD	Designated ELD
TIME	Within regular classes in all content areas	Specific protected time during the school day
FOCUS	Content of lesson with language support	Language skills, using content from regular curriculum
STANDARDS	State content standards in tandem with ELD Standards	ELD Standards

To ensure EL students receive the service needed, ELD instructors created a feedback cycle where they will lead professional developments with their school team, then individually follow up with each staff member to lead walkthroughs/observations. This ensures instructors are implementing strategies correctly. In the interim between meetings and observations, the complete list of professional development is accessible to instructors on an intra-organization platform. Some of the resources include previous presentations, professional resources for We all collaborate during the org-wide professional development.

English Language Proficiency Assessments

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

- RKHS will review reports from initial and annual ELPAC results
- Analysis of high-level trends will be conducted
    - Based off these trends, professional development will be created for all teachers so they can be equipped with support for these students.

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

The following reports/data is monitored biweekly:

- Performance in grade-level core content areas
- student work samples, and
- General classroom teacher and ELD Coordinators collaborate using EL student Individualized Language Plans. These reports are used to review students' progress.

ELs with disabilities may be tested using the California Department of Education (CDE)-approved *Testing Variations, Accommodations, and Modifications*, which is updated annually. The Individualized Education Program (IEP) team must document in the student's IEP any accommodations or modifications used, and these must not deviate from those

approved by CDE. All ELs with disabilities will be assessed with the ELPAC annually after they have been identified as ELs. ELs with moderate-to-severe disabilities are to be assessed in accordance with their IEP.

State and federal guidelines require each EL to be assessed annually to determine their progress in acquiring English language proficiency. This assessment is given within a test window prescribed by California *Education Code*.

The official ELPAC assessment results are provided to parents in a language they understand when the results become available from the test publisher. Information on how to interpret the ELPAC results is available in various languages. Parents may request a meeting to discuss the assessment results.

INITIAL LANGUAGE CLASSIFICATION/STATUS

A student's initial language classification or status is determined by their overall performance on the initial English language proficiency assessment, currently the ELPAC Initial Assessment. Based on the performance level, a student may be classified as following:

Novice English Learner [EL]: Students at this level have **minimally developed** oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the "Emerging" proficiency level as described in the 2012 *ELD Standards*.

Intermediate English Learner [EL]: Students at this level have **somewhat developed** to **moderately developed** oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English learners, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas. They may need some degree of linguistic support to engage in familiar social and academic contexts (depending on the student, the level of support needed may be moderate, light, or minimal); they may need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the entire "Expanding" proficiency level and to the lower range of the "Bridging" proficiency level as described in the 2012 *ELD Standards*.

Initial Fluent English Proficient [IFEP]: Students at this level have **well developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 *California English Language Development Standards, Kindergarten Through Grade Twelve* (2012 *ELD Standards*).

Push Ins:

- EL students are supported in the classroom by one-on-one support with an ELD instructional assistant. Before entering the classroom, the supporting teacher reviews the lesson plan for the day in order to point out where support will be needed as well what types of supports will be helpful. Typically, students are given one-on-one support during independent work time. Students are given supports such as sentence frames, guided reading, guided questions, model thinking, etc.
- Students also receive push-in support via their general ed teachers. As RKHS "pushes in" students, we also take notes on "missed opportunities" that come up during the lesson. For example, if a writing class assignment is given, without sentence frames for ELs, we take note of that lack of support and eventually communicate this observation with the general ed teacher. The feedback that is given, is expected to be applied to future lessons by the teacher.

Pull-Out

- EL students receive tutoring for their general ed classes during pull-out class, but it is geared towards integration. In a small group setting, students will be able to get more one-on-one support from the ELD coordinator or the ELD Instructional Assistant.
- ELD pull-out will help students practice skills with items such as note taking skills, how to have collaborative interactions, researching, pacing, etc.
- Students will work on their writing and reading skills by learning to skim articles, how to cite evidence, how to use proper punctuation, etc.
- Students will prepare for upcoming SRI or ELPAC assessments during our pull-out time together. Students will gain experience with the assessment through example questions.
- Students are given supplemental work during our pull-out time for their general ed classes that provides various modes for students to access the content (SDAIE strategies)
- Depending on areas of need, other supports such as technology has been incorporated. Bright Star provides students with electronic dictionaries as well as access to Rosetta Stone to improve their reading experience.
- Students use computers with microphones and headphones to improve English reading, listening, speaking, and orthographic skills
- Students are given accommodations during state testing whenever possible.

PROCESS AND SPECIFIC CRITERIA FOR RECLASSIFICATION

Once a student is identified as an English Language Learner (ELL), the student will continue to take the ELPAC, on an annual basis until the student is Reclassified as Fluent English Proficient (RFEP). The test will be administered within the time constraints that are mandated by the CDE.

ELLs are reclassified to fluent English proficient based on the following multiple criteria identified in the California Education Code and recommended by the State Board of Education (SBE). Chart 1.12 shows the minimum criteria to be considered for reclassification.

The administrator/designee at each school site is responsible for ensuring that ELLs who meet the eligibility criteria are reclassified in a timely manner. This process begins when the official results of the ELPAC are released, as well as at the end of each reporting period. Students who have met the reclassification criteria are identified and parents are informed of their proficiency in writing.

Criteria	Kindergarten*	1st – 4th grade	5th – 12th grade
English Language Proficiency Assessments for California	Overall ELPAC Performance Level 4	Overall ELPAC Performance Level 4	Overall ELPAC Performance Level 4

Teacher Evaluation	English Language Arts composite score of 3 or 4	English Language Arts composite score of 3 or 4	Grade of C or better in a grade-level English or LTEL course
Basic Skills Assessment	Meeting or exceeding proficiency score on Developmental Reading Assessment (DRA).	Basic, Proficient or Advanced sore on the Reading Inventory (RI). Or Standard Met or Standard Exceeded on the ELA SBAC (3rd and 4th grade)	Basic, Proficient or Advanced score on the Reading Inventory (RI) Or Standard Met or Standard Exceeded on the ELA SBAC (5th-8th and 11th grade)
Parent Consultation	Parent Opinion and Consultation	Parent Opinion and Consultation	Parent Opinion and Consultation
SSPT Student Support and Progress Team	Kindergarten* students who have met the reclassification criteria measures must be reviewed by the SSPT for reclassification readiness	When a student has met the ELPAC Summative and grade level skills criteria for reclassification except for the teacher evaluation requirement, the student's English proficiency must be reviewed by the SSPT for reclassification readiness.	

Process for Monitoring Progress and Effectiveness of supports for LTELS and for students beginning at Risk

RKHS has adopted College Board's SpringBoard 9-12 ELA/ELD Curriculum, specifically with LTELs in mind. SpringBoard is the College Board's comprehensive instructional program in English Language

Arts. The SpringBoard ELD curriculum has been crafted specifically for California's ELA/ELD Standards to help students acquire the skills and knowledge needed for Advanced Placement and for success in college and beyond.

SpringBoard's ELD activities have ELD standards as the focal point and emphasize differentiated instruction to strategically support English learners as they learn ELA content.

The curriculum's formative assessments are given around grade-level complex texts and monitor both how students perform on the task and where they are on the ELD continuum for standards related to the task.

Gifted and Talented (GATE) Students and Students Achieving Above Grade Level

1.28: Meeting the Needs of Gifted and Talented Students and Students Achieving Above Grade Level

IDENTIFYING STUDENTS ACHIEVING ABOVE GRADE LEVEL
While we anticipate that most students' needs are addressed by the wide variety of school-wide supports already in place, RKHS is committed to working with students who are performing above grade level to help them achieve, grow and be continuously challenged. High-achieving students will be referred for a meeting if they meet the following criteria:

- Performing more than one level above his/her actual grade level, based off scores from NWEA, Summit, and CAASPP data
- Earning 4 on rubrics (or A on letter grades) of content learning standards in core content learning standards

A meeting with the parent, counselor, and the principal or designee is used to document goals and objectives to accelerate a student achieving above grade level. RKHS's Assistant Principal will monitor the progress of students achieving above grade level through implementation of its data driven systems. Weekly, interim and yearly assessments will be provided to all students and the data is aggregated by subgroups during grade level meetings and at the Bright Star Data Days. RKHS will examine student's performance and supports to help advance this group.

HOW RKHS WILL DETERMINE, MEET THE EDUCATIONAL NEEDS OF AND MONITOR THE PROGRESS OF GIFTED AND TALENTED STUDENTS
High achieving students will be provided differentiated instruction, which accelerates the pace and amount of instruction the student receives. In addition, we will customize a student's individual work folder with assignments and materials that accelerate their learning and address the goals and objectives. During, before and after school, and on Saturdays, an individual program is assembled for high achieving students to accelerate their learning, as well as customizing homework to meet student's objectives, and communicating progress with students, teachers, and parents. For example, students may be assigned accelerated and enriched assignments in their area of strength. Utilizing the components of Sandra Kaplan's "Depth and Complexity," assignments will be modified and extended as such.

Students may also engage in longer term cross curricular projects with students of similar ability level. Students will not be assessed for Gifted and Talented Education (GATE) eligibility.

HOW RKHS WILL IDENTIFY STUDENTS IN THIS GROUP
Teachers use a variety of in-house standards based assessments, along with Smarter Balance Assessment, Interim Assessment Blocks, and Interim Comprehensive assessment results to determine the students who need additional supports. Teachers

receive extensive training on effective intervention strategies utilizing the RTI model targeted towards the areas of greatest need. Our emphasis on high expectations for all students, no excuses, hard work, structured school environment and more all help to create a school culture of success and support.

1.29: Describe how the charter school will meet the needs of students achieving below grade level.

Nevertheless, in some instances students who are achieving below grade level may require additional assistance and Tier III Interventions to catch up to their peers. As discussed above, strategies may include after-school tutoring, differentiated instruction and other program modifications and supports as determined by the classroom teacher. Teachers may modify classroom materials or strategies in coordination with the SSPT Team for students who are achieving below grade level, depending on the student's specific need, including such things as providing visual aids; adapt worksheets or assignment materials; providing directions in writing or in smaller, distinct steps; pre-teaching; modifying assignments (lower level or shorten); give extra cues or prompts; offer extended time or allow breaks; modify testing methods (e.g., read test questions aloud, change the setting of the test to a more quiet environment, etc.). Students may also receive small group pull out support and instruction embedding within the regular class day. Every effort is made to avoid pulling students from an elective period so that Tier III interventions are not perceived as a punishment.

In the event that struggling students fail to make satisfactory academic progress despite receiving Tier I, II, and III supports, and having exhausted all general education supports, the SSPT team may decide to refer the student for special education assessment, a 504 Plan, and/or reexamine a student's English Learner status.

HOW RKHS WILL IDENTIFY STUDENTS ACHIEVING BELOW GRADE LEVEL
RKHS begins by analyzing previous norm referenced common core assessments such as SBAC to help place students in appropriate classes, and identify skills the school should incorporate in its program to support the learning process. As the year progresses, student progress is monitored using our A-G tracker as well as the teacher gradebooks. The leadership team analyzes these trends on a weekly basis by course, by teacher, by grade, and by subgroup. Teachers identify individual students who have not sufficiently mastered standards and designate these students to either small group tutoring instruction or individual one on one support. At the 8 week mark of the first semester, teachers identify students who are struggling in 3 or more classes during their grade level meeting and nominate these students for the SSPT process. Follow up monitoring occurs and the plan is adjusted to continually meet the needs of the learners.

HOW RKHS WILL MONITOR THE PROGRESS OF STUDENTS ACHIEVING BELOW GRADE LEVEL
RKHS monitors the progress of students at-risk through implementation of its data-driven systems. Weekly, interim and yearly assessments are provided to all students and the data is aggregated by sub groups. RKHS examines at- risk students' performance and may refer to these students for Tier II interventions, such as small group clustering and re-teaching, in class differentiated materials or strategies, small group work with an Instructional Assistant, or daily tutoring (led by classroom teacher) to help advance this group. The Assistant Principal is primarily responsible for overseeing this monitor of progress.

Socioeconomically Disadvantaged/Low Income Students

1.30: Describe how the charter school will meet the needs of socioeconomically disadvantaged/low income students separate and apart from the needs of low achieving students.

As mentioned in Section 1.2, the vast majority of our families in the communities we serve are socio- economically disadvantaged. In the 2018-2019 CALPADS data, over 85% of Bright Star students qualify for free-reduced lunch. Because of this, the design of Bright Star schools is geared specifically towards the needs of socioeconomically disadvantaged students.

Our teachers and staff will also receive training on recognizing symptoms and behaviors indicative of a child's need for additional supports, including issues relating to hunger, extreme poverty, and individual families' challenges to meet their child's needs. Since we anticipate the majority of our students come from socio-economically disadvantaged backgrounds, Counselors will continuously monitor all students and identify supports (including access to our free/reduced meal plan, socio-emotional counseling, tutoring, and after school program, etc.) RKHS maintains and analyzes assessment records to ensure we are meeting the needs of this targeted population as measured by CA Department of Education for performance on state standardized assessments. In addition to ensuring socioeconomically disadvantaged students are academically prepared, we also assist with families in need of uniforms or school supplies. We fundraise to provide families that need assistance with purchasing uniforms or other school supplies like paper, pencils, backpacks, etc.

HOW RKHS WILL MEET THE NEEDS OF STUDENTS IN THIS SUBGROUP

We will provide the structural, programmatic, and curricular elements that enable teachers to bridge their students' academic gaps and demonstrate strong academic achievement at all grade levels - regardless of socio-economic status. Instructional methods and educational components at RKHS will be designed to address the needs of this population. Our Connections program is one of the greatest supports to our socio-economically disadvantaged students. While our Counselors all have Pupil Personnel Services (PPS) credentials, many also possess a Master of Marriage and Family Therapy (MFT) or a Master of Social Work (MSW). Counselors work collaboratively with the whole family to identify supporting agencies that provide services that assist families in overcoming the students' unique barriers to learning. This may include anything from arranging no-cost or low-cost counseling services for the student or family members, assisting families in applying for subsidized housing or other family aid services available to local residents.

Furthermore, we expose all students to multiple enrichment opportunities both during and after school, as well as take them on a number of LEL's that increase cultural awareness and provide for varied life experiences. Faculty and staff accompany students on a number of enriching trips such as Underwood Farms, the Gentle Barn, and Topanga Canyon's Shakespeare camps. RKHS also collaborates with community partners to coordinate events such as the Community Helper Living Museum, so students can make and develop greater connections to their community at large.

Students in Other Subgroups

1.31a: Foster Youth

The organization serves to meet the various needs of Foster Youth in accordance with AB 490 -- EC 48853.5. Bright Star Schools identifies Foster Youth through the enrollment process, self-disclosure or interaction with the Department of Child and Family Services or other welfare officers. The needs of Foster Youth are determined and met by working closely with educators, school personnel, social workers, probation officers, caregivers, advocates, juvenile court officers and community based organizations. A variety of services such as tutoring, mentoring, counseling and advising are provided on campus by school personnel and in partnership with community based organizations.

The progress of Foster Youth is monitored by teachers as an explicit subgroup. This data is then gathered on a quarterly basis by the school's Homeless and Foster Youth Liaison, who is also a Counselor. This liaison will determine the appropriate actions to take, if any are needed.

"A Typical Day"

1.32: "A Typical Day" at RKHS

At RKHS, we value transparency in the policies, structures, and systems that guide the makings of our school culture and academic program.

Our belief in the transparency of our school is three fold: 1) We are accountable to the public that we serve; 2) We have a

responsibility to share the successes that result as a direct corollary to the best practices that we employ; and 3) We wish to open ourselves to useful feedback, so that we continuously improve the systems that serve our students. At RKHS we will always ensure that our doors are open to visitors who can share our pride in the great successes of our scholars and who can provide ongoing feedback on our educational program.

Before the School Day Begins
The doors of RKHS open to welcome our students at 7:30 am. At that time, every student is greeted with a smile, eye contact, and an affirmation that a great day of learning awaits them.

As students make their way into campus, they select their morning breakfast from a number of healthy options and may choose to enjoy breakfast on the courtyard with friends and staff members who are on supervision duty.

Academic Day
After breakfast, students begin their day with Advisory classes by 8AM which serve to prepare students for a successful day as well as incorporate character development activities on different days of the week. These activities come in the form of whole group social-emotional check-ins on Mondays, academic checks on Tuesdays, college awareness and readiness lessons on Fridays, and on Thursdays through community circles addressing topics that affect the RKHS community as well as our community at large. Additionally, once a week on Wednesdays, students go through various “steps” of New Directions, our social-emotional learning curriculum, tailored to our students by 21st Century Thinking with the intention of having students learn about the brain and how they can better control it to make educated decisions, particularly around conflict resolution, improve their mental and physical health, and be happier.

Upon conclusion of advisory, students then transition into their instructional periods of the day. The day has been designed to maximize opportunities for learning. Cross curricular literacy is very important at RKHS, so all classes incorporate reading and writing techniques to build a strong literacy core. For example, History in all grades will incorporate non-fiction informational texts that are analyzed in class in addition to standards-based lessons that contextualize the concepts read about in the literature. Each student takes Physical Education to develop a strong mind *and* body, and various sections of art and music are offered to allow students to express themselves through different mediums.

Classroom Systems
Walking from class to class, a visitor may notice that there is a school culture and school wide systems that uphold and support the high expectations set for students. All classrooms include signs that reinforce the school's values though individual Classroom Charters, a common board setup which includes a daily learning objective and how the teacher will measure whether the student successfully met the objective, a Do Now (or starting activity), and an agenda. All teacher instruction follows the "I do, we do, you do" format, incorporating engaging strategies, group work, and the latest techniques learned from professional development to increase and drive student performance. All teachers are trained to expect one hundred percent student participation, and use high-leverage strategies to keep students attentive. Transitions are smooth and without disturbance, maximizing efficiency and minimizing distraction. Students have been inculcated with training in systems as simple as raising hands, handing back papers and moving in lines, to complex systems involving respectfully offering feedback to peers during class.

The school day for all students comes to a close with our End of Day Advisory period. This is a short period of time dedicated to having the student government make daily announcements, for the school to distribute communication home, and for students to return their technology to laptops carts to ensure they are ready to go the following day.

After School
Given the amount of time and energy we have dedicated to creating a school environment designed to maximize learning opportunities and development during the day, we have placed significant emphasis on our after school offerings as well. We work vigilantly to ensure that every student who is in need of after school support is met with academic assistance of the highest level through teacher office hours. We offer a full CIF sports program, with nine different seasonal sports, for any student who meets the prerequisites to participate in. And we offer 21 clubs, sponsored by teachers and staff, so that students can express themselves and have a safe place to do so.

Element 2: Measurable Pupil Outcomes and Element 3: Method by which Pupil Progress Toward Outcomes will be Measured

"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school." **(Ed. Code § 47605(c)(5)(B).)**

"The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card." **(Ed. Code § 47605(c)(5)(C).)**

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(d)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

Measurable Goals of the Educational Program

2.1: Describe the measurable goals and objectives of the school's educational program.

Please see *Element 1.8: Description of the schools annual goals* for this section.

Measurable Pupil Outcomes: Summative Assessment Performance Targets

2.2: Specific performance targets (pupil outcomes), for all pupils (i.e.,schoolwide) and for each subgroup of pupils identified pursuant to Education Code § 52052, that align with the eight (8) state priorities identified in Education Code § 52060(d).

Please see *Element 1.8: Description of the schools annual goals* for this section.

3.3: School's annual measurable goals using a standardized assessment for each grade not participating in CAASPP (SBA) and the school's plan for assessing student academic growth and achievement of the standards and measurable goals for the grade level.

RKHS administers the Interim Comprehensive Assessment to all grade levels and analyzes performance for each cohort each year. We also look year over year to understand growth or changes in performance over time. Using this data, plus 8th grade CAASPP data, we can track progress over a five year period for students in our network. We also filter the data by important subgroups and understand these more granular performance trends.

Listed in the table below are the growth targets for each grade level in ELA and Math respectively. Ninth and tenth grade goals for both Math and ELA are measured by proficiency on the Spring ICA. Twelfth grade ELA proficiency baseline is measured by students receiving B or higher in the standardized Expository Reading and Writing Course, or a C or higher in AP English Literature. Twelfth grade Math proficiency baseline is measured by students receiving B or higher in a Math course Algebra II or higher.

Annual Measurable Goals for Non-state Tested Years 9th, 10th and 12th Grade								
Subject	Grade	Baseline	Measurable Outcome	21-22 Target	22-23 Target	23-24 Target	24-25 Target	25-26 Target
ELA	9	40%	% of Students who meet or exceed standards on the Spring ICA	44%	48%	52%	56%	60%
	10	43%	% of Students who meet or exceed standards on the Spring ICA	47%	52%	57%	61%	65%
	12	75.6%	% of students receiving B or higher in the standardized Expository Reading and Writing Course, or a C or higher in AP English Literature	77%	79%	81%	83%	85%
Math	9	30%	% of Students who meet or exceed standards on the Spring ICA	34%	38%	42%	46%	50%
	10	31%	% of Students who meet or exceed standards on the Spring ICA	35%	40%	44%	48%	53%
	12	65.9%	% of students receiving B or higher in a Math course Algebra	67%	69%	71%	73%	75%

			II or higher					

Other Performance Targets

3.4: All other measurable goals, including goals for any key features in the program, identify each goal, the annual assessment tool(s) or other means to be used to measure levels of performance regarding the goal, and specific annual performance target(s) or outcomes.

Please see *Element 1.8: Description of the schools annual goals* for this section.

Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment

3.5: How the school will monitor and measure student progress toward mastery of state standards and the other goals identified above.

The assessment plan for RKHS is designed to be a tool for internal and external accountability as well as to improve instruction and student achievement. To best assure that the school is measuring what RKHS expects students to learn, assignments are aligned with Common Core state standards (as available) and the school's desired pupil outcomes and curriculum. All curriculum and assessments are standards-based as mentioned in Element 1. Ongoing assessments are used to meet the following objectives:

- To help teachers revise curriculum and instruction according to student needs.
- To help principal and Deputy Superintendent of Education effectively manage their staffs for effective outcomes.
- To give parents and students meaningful, useful feedback on student progress.
- To compare the school's progress to that of schools with similar student demographics.
- To monitor the school's progress in meeting its mission and revise its activities as needed.
- To be accountable for meeting student exit outcomes.

We believe that all children can learn at high levels and can be held to the same high standards regardless of their academic level when they enter our school. In order to ensure that all students reach these goals, we must be able to accurately measure how well students are mastering core skills, content and standards. To do this, we establish a baseline measure of student achievement using diagnostics and prior years' academic data and then continuously monitor and assess progress from that point. This allows teachers to gauge content mastery levels and adjust instruction as needed.

Specific Assessment Tools (frequency included):

1. **Baseline Assessment:** Baseline assessment is obtained using data from both internal and external assessments. At the beginning of the year, all students are administered a universal screener assessment for reading, called the Scholastic Reading Inventory, or SRI. Additionally, students are also given the NWEA Map Assessment, which is a Norm Referenced Test that provides data on student ability in Reading, Math, and Science. This allows the school to gather more specific data on student needs than that CAASPP data alone. These results are used to appropriately determine additional interventions and supports that will support student needs. Students' initial performance on these assessments is used as a baseline against which we can compare year-end results, and through which we measure longitudinal academic growth from year to year. In this way, the school can accurately interpret the results of these tests and the effectiveness of instruction during the year. Additionally, at the start of each school year,

teachers closely examine student achievement on the previous year's CAASPP, paying special attention to claims and targets that need additional support. These comparative results, in addition to data from internal assessments, are used to improve instruction for the following school year.

2. **In-House Assessments**: There are two categories of assessment at RKHS:

    a. Formative Assessments that measure how well the students understand and have mastered the more normalized standards-based assessments. These assessments include the NWEA Map Norm Referenced Exam (administered three times a year- in August, February, and June) to measure growth in ELA, Math, and Science; the Scholastic Reading Inventory (administered monthly) to measure growth in reading comprehension; and Write Score (administered twice a year- in October and March) to measure growth in writing ability. We believe that everyone should be assessed in their writing several times a year in order to improve in their skill and become college-ready writers. School- wide writing exams are administered two-three times a year and mirror the Performance Tasks students will encounter on the CAASPP. Additionally, teachers use a range of informal assessments during the learning process in order to modify teaching and learning activities to improve student attainment. These formative assessments allow teachers to determine student progress on a defined sets of skills, as well as measuring overall students growth over the course of predetermined periods of instruction. Teachers use teacher-created assessments they further embed into the curriculum, unit tests, quizzes, as well as interim comprehensive assessments developed by the Smarter Balance Assessment Consortium, NWEA assessments and WriteScore.

    b. Summative Unit Assessments/Projects: Teachers create or compile course assessments or end of unit projects that take place at the end of each unit. They inform current instruction by providing feedback to the teachers as to whether or not the students have grasped that which has been taught.

3. **Report Cards**: Although information on student academic performance is provided to families weekly, formal Report Cards are published each semester.

Data Analysis and Reporting

3.6a: Outline the school's plan for collecting, analyzing, using, and reporting academic performance and other data.

RKHS uses intentional systems around data analysis to inform and improve teaching and student learning. In order to ensure students have met statewide performance content standards, the Principal oversees the collection and analysis of assessment data using our student information system Illuminate, along with Department Leaders. All teachers complete a data analysis of their student data every quarter.

Our data analysis begins with Interim Assessments (IA) developed prior to the school year by school leaders and teachers. IAs cover test content from the California content standards, and Common Core. Teachers administer IAs throughout the year and student performance results inform the modification of the annual scope and sequence and weekly lesson plans as needed.

Interim assessments will be scored and analyzed by teachers directly in the CAASPP system. Using the IAs, teachers will be able to re-teach standards to prepare students for content mastery. School leaders collect and compile the data. This also includes the analysis of student subgroups, not limited to inclusive education, and English language learners. Teachers conduct reflection on the IA scores to facilitate assessment analysis and create action plans. Teachers then meet with their department leader and/or Principal during the weekly one-two hour professional development, and/or teacher preparatory time, after interim assessments to closely analyze the data. This could also ensue tutoring groups after school as well as who stays for Catch-Up days to remediate on certain standards. Further, content teachers meet in org-wide professional development days in content cadres where content expert teachers facilitate error analysis and plans mini-reteach units/plans together. This helps create opportunities for teachers to reflect upon their own teaching and student learning.

Teacher analysis of Interim Assessments consist of three parts:

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

In addition to teacher-created assessments and projects, we administer the Write Score writing performance task exam with the DBQ, and the Inspect Interim benchmarks. We review these results by grade level cohort, individual class, and individual student as an ongoing part of our staff Professional Development. This comprehensive approach to data analysis allows: teachers to know which standards need to be effectively re-taught or reinforced; school leaders to know the most appropriate professional development supports needed for teachers as a whole and teachers as individuals; and most importantly, the entire staff to develop and execute a data-driven action plan to ensure that every child learns.

These action plans identify:

- Skills/concepts to be retaught to the entire class
- Skills/concepts to be retaught to small groups during class
- Skills/concepts to be retaught to individual students with one-on-one teacher instruction or with the assistance of a peer or volunteer tutor
- Students in need of intense remediation and/or tutoring
- Adjustments to existing small groups
- Weaknesses in the curriculum to be revised for subsequent years
- Support and professional development for the teacher to strengthen areas of instructional weakness

Action plans will be revisited frequently in professional development meetings, grade-level and content- area team meetings to ensure that students are making adequate progress toward mastery.

3.6b: The role and use of data to inform curriculum, instruction, tiered intervention, and enrichment

As indicated, assessment data will be used to inform curricular decisions, teacher supports, and professional development needs, as well as identifying those standards that need to be re-taught, which require small group intervention, and which require individualized student supports. Assessment data will be used to evaluate the efficacy of our educational program over time, and, as needed, make changes to curriculum sources used or instructional strategies.

3.6c: The role and use of data to monitor and improve the charter school's educational program and operations by the staff, school site leadership, executive leadership, and governing board

In the 2018-19 school year, Bright Star created an internal org-wide dashboard that monitors academic, governance, operational progress for each Bright Star school. At the start of each school year, each school creates goals for each area based on student and school progress goals identified in their action plans, LCAP goals and any noted area for growth. Every quarter, schools update this dashboard and the progress towards the goal is closely monitored and shared with Heads of Schools, Bright Star executive leadership and ultimately, the Governing Board.

3.6d: Role And Use Of Data To Inform Stakeholders Of School Performance

RKHS also uploads all data requested by the California Department of Education (CDE) to complete a School Accountability Report Card (SARC). The Board of Directors issues an annual report that includes demographic data, academic achievement,

financial reports and a summary of other significant developments and accomplishments over the course of each academic year. The school's leadership reports the results of state assessments to all community members including parents. The annual report is a public document, published on the school's website (www.brightstarschools.org) and delivered to the District, the Los Angeles County Office of Education, CDE and any other parties who request it.

Grading, Progress Reporting, and Promotion/Retention

3.7a: Grading and Reporting

Letter Grade	Percentage	Rubric Score	Meaning
A+	98-100%	4	A student earning an A in a course is consistently demonstrating advanced levels of mastery with the content standards.
A	93-97%		
A-	90-92%		

Letter Grade	Percentage	Rubric Score	Meaning
B+	88-89%	3	A student earning a B in a course is consistently demonstrating proficiency with the content standards.
B	83-87%		
B-	80-82%		

C +	78-79%	2	A student earning a C in a course is consistently demonstrating basic competency with the content standards.
C	73-77%		
C -	70-72%		
N Y	Below 70%	1	A student earning less than 70% in a course is not yet demonstrating a basic level of mastery with the content standards and needs to demonstrate mastery of the standards before credit will be earned.

3.7b: Type And Frequency Of Progress Reporting

School-wide Annual Report of Progress:
RKHS prepares for parents, community and the District an annual accountability report with additional elements reflecting on the school's performance toward meeting the provisions of the charter.

1. The SARC report is available on the school website here (full HTML script available here: http://www.brightstarschools.org/RKH/1345-School-Accountability-Report-Cards.html);
2. Bright Star Schools oversees all state scores through Google Data Suites with a customized report.
   - This data dashboard can aggregate each schools' information based on:
     - Gender
     - Longitudinal data by class
     - Subgroup
     - Race
     - Inclusive Education Status
     - F&RL
     - EL designation
     - Annual growth
     - ELA or Math
   - This report can be aggregated for multiple purposes based on the different stakeholders
     - Board members
     - Parents
     - Teachers
     - School leaders

Individual Student Progress Reporting & Communication
Students receive report cards at the end of each semester and receive updates every five weeks Student and teacher attendance and retention rates are also monitored, as these are closely related to student success. Student progress reports are the primary record of student progress, where assessment results are interpreted clearly, meaningfully and consistently. This information is also readily available on the online parent portal on Illuminate.

Progress reports create a succinct written record of student performance in all core content classes. Progress reports are one of several ways to keep parents in the communication loop about student performance, and ensure that communication around student progress is regular and consistent.

Ongoing communication between teachers, parents, and students is an essential component of RKHS. Parent conferences can be with teachers on an informal basis throughout the year, and on a formal basis three times per year to discuss students' academic progress and upcoming learning plans.

Every effort is made to identify students who are not performing well. Teachers and Counselors have grade level meetings weekly where SSPT students are discussed as well as other data and information. This informs tutoring, parent meetings, follow up meetings with administrators, intervention plans, etc.

Instructors meet throughout the year in Professional Learning Communities to discuss assessment results within subject areas, by grade levels, as a whole staff, and in dialogue with students, parents, and administrators. These conversations are used to improve curriculum and instruction as well as to evolve the assessment process itself.

3.7c: Promotion/Retention Policy And Procedures**Class Matriculation/Grade Level Requirements**

At RKHS, each year the school strives to ensure that students are "on target" before taking state exams. RKHS utilizes multiple assessments and metrics, diverse and multiple opportunities to determine student mastery of content and readiness for the next grade level. RKHS uses the A-G tracker to identify progress of its students and students meet with their counselors each semester to determine whether courses need to be recovered and create the next year's course plan. In order to progress through high school, students must make adequate progress to be eligible for the next grade level. Students must earn 50 credits to be considered a sophomore, 100 credits to be considered a Junior, and 150 credits to be considered a Senior. Furthermore, seniors must have at least 210 credits in order to participate in the graduation ceremony, and 220 to graduate as outlined previously. In the event a senior does not graduate within the 4 year high school matriculation process, the student has the opportunity to complete missing units during summer school or take coursework in the fall at RKHS. RKHS updates families with the quarterly progress reports on their student's status.

Additionally, students are provided with a graduation tracker. The state does not require schools or districts to have a specific retention policy beyond the transition from 8th to 9th grade per the CDE website. If students do not complete the necessary credits required at a particular grade level, during their spring meetings with their grade level counselor, the student and the counselor create a plan to recover the credits. In some cases, the student will enroll in Bright Star Schools summer school program, in other cases, students can enroll in local junior college summer school programs. If the students do not pass a course but still is "on track" to graduate, they have the option to retake the course at our school in the following year. Parents are informed of graduation status via quarterly progress reports. Information for parents regarding the graduation process, including how to appeal should their student not be on track to graduate, is included in the Student and Family Handbook distributed at the beginning of each school year and is available online for reference.

Name: _____ Grade: _____ Date: _____ Counselor: _____ Student Signature: _____

RKHS Graduation Tracker

Requirements		# of Years Required	Completed	Freshman		Sophomore		Junior		Senior		Post-Secondary Schools Visited and Date
"A"	**Social Science** (Human Geography, World History, US History, AP Government)	2										1. 2.
"B"	**English** (Literature 9, Literature 10, Literature 11, Literature 12 or English I, II, III)	4										3.
"C"	**Math** (Algebra I, Geometry and Algebra II) 4 Years Recommended	3										4. 5.
"D"	**Laboratory Science** (Biology, Chemistry, Physics, Physiology) 3 Years Recommended	2										Scholarships Applied For and Date
"E"	**Foreign Language** (Spanish I, II, III, AP) 3 Years Recommended	2										1. 2.
"F"	**Visual and Performing Arts** (1 yearlong course in Dance or Instrument)	1										3.
"G"	**College Prep Electives** (1 year of an elective chosen from any area on the approved "A-G" course list)	1										4. 5.

"A-G" On Track to Graduate	Yes	No

Courses Needed			

	Required	Progress	Still Need
Reading Analysis Per Core Class	Must complete all assigned Reading Analysis in Lit. classes		
Post-Secondary Visits	5		
Scholarships	5		
Volunteer Hours	50		
Credits	220		

Summer School Tentative Schedule		
9th	10th	11th
1	1	1
2	2	2
3	3	3
4	4	4

Goals	9th (Fall):	Progress	10th (Fall):	Progress	11th (Fall):	Progress	12th (Fall):	Progres
	1		1		1		1	
	2		2		2		2	
	3		3		3		3	
	9th (Spring):	Progress	10th (Spring):	Progress	11th (Spring):	Progress	12th (Spring):	Progres
	1		1		1		1	
	2		2		2		2	
	3		3		3		3	

Element 4: Governance

***"The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement."* (Ed. Code § 47605(c)(5)(D).)**

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall comply with the Ralph M. Brown Act ("Brown Act"). All meetings of the Charter School's governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School's website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(c).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the California Public Records Act.

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section

504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint pocedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student

records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Governance Structure

Charter School is an independent charter governed by the Board of Directors of Bright Star Schools which is responsible for ensuring progress toward the mission, faithfulness to the charter, and fiscal viability.

Organizational Chart
The organizational chart below demonstrates the role of the governing board in relation to school management. The Governing board makes all final decisions by board vote on all school related matters including but not limited to curriculum, instruction, financial, facilities, etc. The committees of the board heavily inform these decisions, but all decisions are made by Governing Board vote.

Board Committee Structure and Committee Responsibilities
The Board of Directors may create or convene the following committees:

A. Governance Committee
- Recruit, nominate, train new directors;
- Establish responsibilities and evaluate individual board members;
- Review the performance of the Board as a whole;
- Review Board Handbook;
- Support and review performance of Executive Director;
- Identify fundraising opportunities;
- Plan fundraising events or programs;
- Develop and evaluate fundraising goals.

B. Finance Committee
- Monitor budget implementation through periodic financial reports;
- Approve accounting policies;

- Reviews and recommends approval of an independent annual audit by qualified CPA (the audit firm will be previously selected and approved by the full board);
- Ensure adequate insurance;
- Review facilities maintenance requirements;
- Review and negotiate lease agreements;
- Develop and maintain adequate facility personnel policies procedures
- Supports Executive Director's efforts to explore growth and facility opportunities;
- Evaluate growth opportunities;
- Ensure growth implementations conform to mission statement.

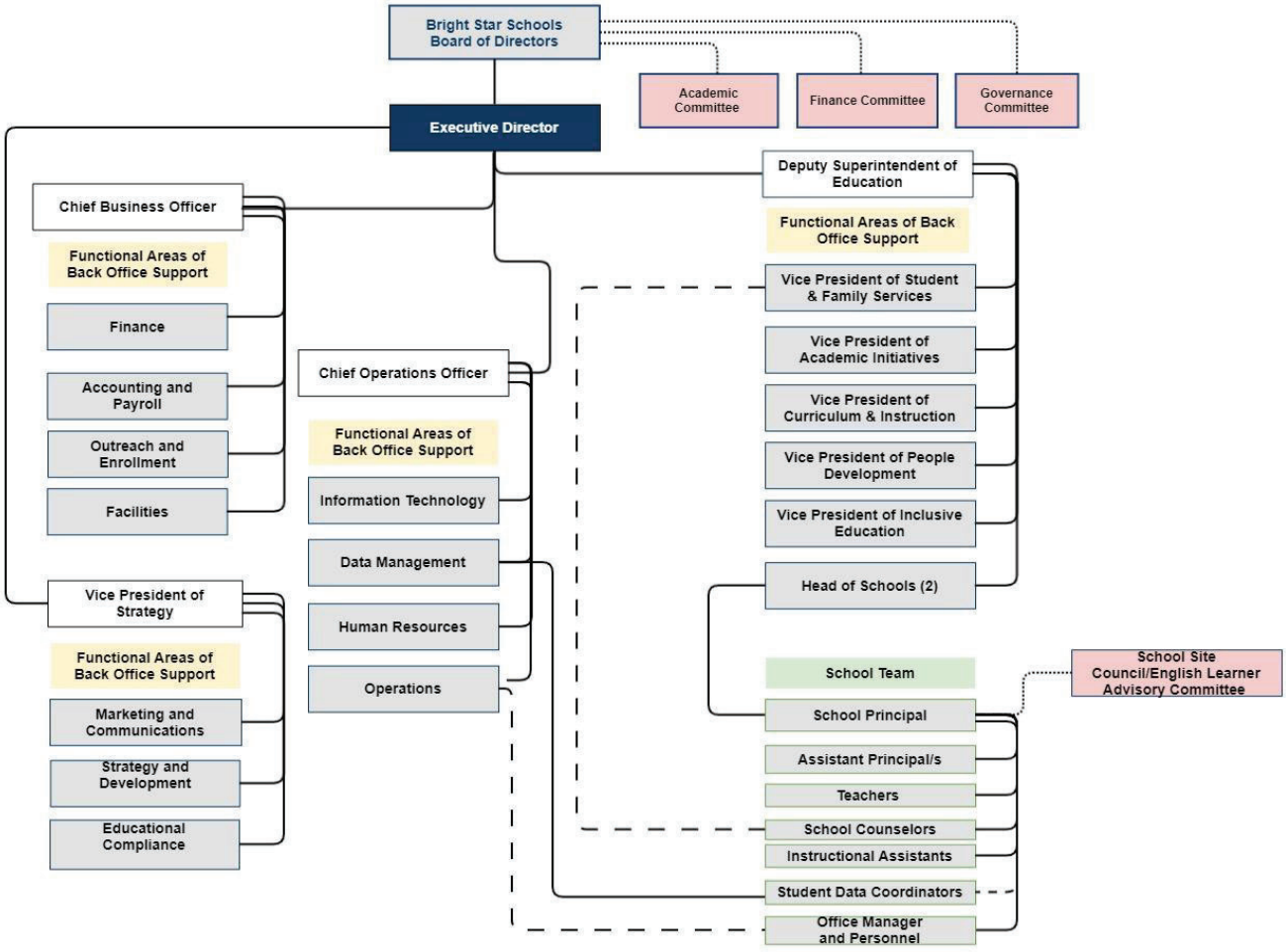
C. Academic Committee

- Review and support mission statement;
- Ensure programs and services are consistent with mission & charter;
- Develop and review measurable academic outcomes;
- Review and approve guidelines for teacher evaluations;
- Review and approve guidelines for administration/staff evaluations;
- Monitor progress in achieving outcome and goals;
- Develop and maintain adequate academic personnel policies and procedures.

BRIGHT STAR SCHOOLS GOVERNING BOARD

Bright Star Schools is the holder of the charter of the Charter School and ultimately has all governing and fiduciary responsibility for any and all actions related to the Charter School. Bright Star Schools agrees and acknowledges that all public funds received by or on behalf of Charter School, including Charter School assets derived from public funds, shall be deemed to retain their charitable purposes and remain within the jurisdiction and control of Charter School. Such public funds shall remain subject to Education Code section 47633(c) and shall be included within the scope of Charter School's annual audit per Education Code section 41020(c).Bright Star Schools acknowledges and agrees that all of Charter School's related party transactions, if any, as that term is defined in the applicable Generally Accepted Accounting Principles ("GAAP") standards, that involve Bright Star School's public funds shall remain within the scope of the annual audit required under Education Code section 41020(c) and subject to District oversight. Bright Star Schools agrees that related party transactions involving public funds shall be subject to audit by LAUSD for purposes of Charter School oversight.Bright Star Education Group (BSEG) serves as a separate non-profit from Bright Star Schools and BSEG's sole function at this time is to serve as a facility development and lease-holding entity to serve Bright Star Schools. Notwithstanding any other law or provision of this Charter, Bright Star School's governing board shall not be comprised of a majority of any combination of BSEG's member(s) or BSEG's directors, employees, or affiliates. Any lease amendments or related transactions between Bright Star Schools and BSEG, must be approved by Bright Star Schools in a lawful, open and transparent manner. Examples of transactions between BSEG and BSS may include but are not limited to facility agreements or monetary grants that might be provided by BSEG to BSS. In any event, any and all transactions of any kind will be considered in lawful, open and transparent manner. Bright Star Schools shall maintain records with verifiable documentation of such transactions. Any such transaction shall be subject to District oversight

BRIGHT STAR SCHOOLS ORGANIZATION STRUCTURE



Major Roles and Responsibilities

A. Board of Directors

The work of Bright Star Schools' Board of Directors is organized to accomplish the following objectives:

- Ensure the mission and vision of Charter School.
- Ensure adherence to all state and federal requirements as well as those requirements set forth by Charter School in its charter.
- Evaluate the Executive Director annually and hold him/her responsible for meeting the academic and fiscal goals of the school.
- Ensure effective organizational planning for the school.
- Provide support and assistance to the school in its fundraising efforts, as well as other needs as they arise.
- Ensure the long-term financial stability of Charter School.
- Establish broad support and future Partnerships to further the mission of Bright Star Schools to prepare students for college and career.

The Board governs the Charter School, holds the school to its mission, ensures its financial viability over time and ensures that the school remains true to the terms of its charter. The Board delegates all management decisions to the Executive Director. The Executive Director in turn hires, evaluates and

oversees the executive team including the Chief Business Officer, Deputy Superintendent of Education, and the Chief Operating Officer. The Deputy Superintendent of Education is responsible for the hiring, evaluation of the principals and for ensuring that the schools meet the performance benchmarks established by the Board of Directors. Day-to-day oversight of the school is the responsibility of the Principal, who hires, supports and evaluates all school staff, and monitors the implementation of the program. A strong working relationship between the Board Chair, Executive Director, the executive team and all administrators and support staff ensure the flow of information necessary for responsive, strong governance.

The role of a member of the Board is as follows:

- Advocate for Bright Star Schools and its mission of preparing students for college and career;
- Adhere to the Brown Act;
- Attend board meetings, committee meetings and important related meetings
- Serve with professionalism, integrity and enthusiasm;
- Volunteer for and accept assignments and complete them thoroughly and promptly
- Stay informed about committee matters, prepare well for meetings and review and comment on minutes and reports;
- Get to know other board and committee members and build a collegial working relationship that contributes to consensus;
- Actively Participate in the board's professional development, annual evaluation and planning efforts;
- Participate in fundraising for the organization, cultivate prospective donors and volunteers and give an annual financial gift (determined by the board chair) to the best of personal ability;
    - Abide by all legal responsibilities and comply with applicable rules and regulations; and
    - Disclose any potential conflict of interest, whether real or perceived.

B. Executive Level Employees

a. **Executive Director:** The Executive Director (ED) oversees and advances all Bright Star Schools. The ED embodies and advocates for the mission, vision, and strategic direction of the school organization. The Executive director drives systems and accountability to engender academic excellence, holistic programs and inclusive supports for students and families. He or she ensures compliance with the school's charters and all relevant laws and requirements as set forth by the District and State. The Executive Director manages all external and internal operations, such as working with the Board, reporting to and interfacing with the authorizer, fundraising, public relations and ensuring the finance and operations of the schools. The ED oversees all positions in the organization and directly manages the DSE, CBO, and COO. The ED is hired and evaluated by the Board of Directors of Bright Star Schools.

b. **Deputy Superintendent of Education:** The Deputy Superintendent of Education (DSE) is responsible for overall school performance, and is the primary person responsible for the management of school growth, culture and the viability of schools over time. The DSE oversees the Heads of Schools, Principals, Assistant Principals, the Vice President of Family and Student Services, and the Directors of Special Education in their management and guidance of the school staff. The DSE is hired and evaluated by the Executive Director.

c. **Chief Business Officer**: The Chief Business Officer (CBO) leads facility, finance and outreach operations for Bright Star Schools. The CBO manages Bright Star's facilities team, which is responsible for identifying, acquiring, renovating and maintaining the educational facilities serving the Bright Star network. The CBO also oversees Outreach and Enrollment efforts. The CBO works closely with finance personnel and oversees the accounting

department to create and manage school and organizational budgets and to ensure the organization has the financial strength and operating efficiency to ensure the sustainability of the organization. The CBO ensures that people systems, fiscal controls, administrative and reporting procedures are in place to serve the students, parents and staff. The CBO manages all accounting personnel, facility personnel, outreach and enrollment personnel, as well as a number of strategic consultants and advisors. The CBO is hired and evaluated by the Executive Director.

d. **Chief Operations Officer:** The Chief Operations Officer (COO) is an essential leader in the network, providing input into all strategic and operational aspects of the organization. The COO is responsible for overseeing the following departments at all schools: school operations, student information, compliance and legal activity, survey administration, human resources, and information technology. The COO is hired and evaluated by the Executive Director.

4.2 Composition of the Board

The composition of the governing board is a range of professional backgrounds, ranging from organizational success to K-12 expertise, as well as understanding the communities the school's students come from and representative of our student's identities. This includes members with backgrounds in K-12 education, higher-education, non-profit, and for-profit business professionals, along with individuals who are heavily invested in the school community.

4.3: Board Member Selection

In summary, the governance committee of the board does a bi-yearly analysis of the composition of the board and identifies if there is a need for new board members. The selection process includes an initial meeting with the Executive Director and school tour; interview(s) with current board members; formal submission and resume, written responses, and board member questionnaire; and, reference checks. The potential board member is then reviewed by the governance committee and if found suitable, the governance committee will make a recommendation to the full board for approval. Board members are given a briefing on the prospective board member and time is alloted for any additional questions before the vote. Ultimately, the potential Board member is voted on at a board meeting. The Board members serve two-year terms and can be re-elected to the board after the completion of the initial term. The authorized number of directors shall be at least five (and no more than 20) until changed by amendment of the articles or the bylaws of the organization. Additional detail regarding the process of selecting and approving members of the Bright Star Schools Board of Directors is described in the Bylaws of the organization.

4.4- 4.5: Governance Procedures And Operations

All meetings will comply with all of the provisions of the Brown Act and Education Code section 47604.1(c)(3), which provides that the meeting location must be within Los Angeles County, and that two-way teleconferencing will be provided for each of the school sites operated by Bright Star Schools. Agendas for regular meetings will be published in advance and distributed to each member of the Board of Directors and will be posted near the entrances of each school, at the entrance of each school's main office, and on Bright Star School's website for public viewing at least 72 hours in advance of scheduled meetings. Agendas for special meetings will be posted at least 24 hours before the meeting. The frequency of board meetings is typically six times per year, staggered approximately every other month. In addition to attending board meetings, committee members will also attend committee meetings. The committee meetings are also typically up to six times per year, staggered approximately every other month and shall comply with the Brown Act.

If a board member requires teleconferencing, Bright Star Schools will comply with government Code § 54953(b) by publishing teleconference locations on all agendas otherwise consistent with the Brown Act. . These locations will be accessible to the public, and the telephone used will have a functioning speaker to enable public access.

To ensure individual understanding of the Brown Act, Board members receive an annual training on the provisions for board members.

An Annual Meeting will be held on a date chosen by the Board in accordance with its Bylaws for the purpose of electing Board members, making and receiving reports on corporate affairs, setting calendar of meetings for upcoming year, and transacting other business as comes before the meeting.

Accurate minutes of meetings are maintained by secretary or other as designated by Board. Meeting records shall be maintained in the School office.

Charter School has adopted a conflicts of interest code that complies with the Political Reform Act, Corporations Code Conflicts of Interest rules, and which shall be updated with any Charter School specific conflicts of interest laws or regulations.

Decisions of the Board are by majority vote. As consistent with the requirements of the California Corporations Code (Section 5211(a)(8)), an act or decision made by a majority of the directors present at a meeting duly held at which a quorum is present is an act of the board.

The Board of Directors may, in its discretion, form Committees, each consisting of two or more directors (but fewer than a quorum of the full Board), in accordance with the Bylaws and applicable law, to accomplish the objectives and responsibilities of the Board and to ensure that the school meets achieves its mission and goals. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Board Committees will comply with provisions of the Brown Act.

4.6: Stakeholder Involvement

ROLE OF PARENTS AND STAFF IN THE GOVERNANCE OF THE SCHOOL

Charter School believes that parental support is an integral part of a student's education, and makes every effort to ensure that parental input is considered in the Board's decision-making process.

Additionally, other representatives of the parent body are also encouraged and invited to address the Board regarding any input, comments or concerns they have about the school. Time is reserved at the start of each Bright Star Schools Board meeting for this purpose.

In addition to brightstarschools.org and social media updates, where parents and families can follow school updates and access resources (public documents, agendas, schedules, etc.), Charter School utilizes a system of communication for families called ParentSquare. ParentSquare allows Charter School to reach families through email, text and phone call for school updates, events, and emergencies, as well as the ability of direct messaging for families to get a hold of staff in their home language, and vice versa. Additionally, Charter School posts all meeting agendas and updated calendars, including board meetings and School Site Councils, through ParentSquare (or similar platform) as an added way to encourage parent participation.

PROCESS BY WHICH CHARTER SCHOOL WILL CONSULT WITH ALL STAKEHOLDERS TO DEVELOP ITS LCAP AND ANNUAL UPDATE

In planning to draft the LCAP, The Charter School shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update. During the school's first or second School Site Council the Principal presents the school's current plan and reviews the goals for the year. In subsequent School Site Council meetings

(throughout the year) the Principal shares progress towards meeting the school's goals. In early spring of each year, the Principal works with the Vice President of Strategy and their team, to coordinate the update and submission of many (but not all) district and state educational compliance documents. They work collaboratively to draft a plan in accordance with State Priorities and local goals. In March/April, the Principal holds an Open Hearing to present State Priorities and propose school goals for the upcoming year. Goals are then amended based on recommendations provided from the school community. In May/June, amended plans are presented for feedback to School Site Council. All stakeholders are invited to submit public comment.Final plans are approved at a public board meeting.

THE PROCESS BY WHICH CHARTER SCHOOL WILL CONSULT WITH PARENTS AND TEACHERS REGARDING THE SCHOOL'S EDUCATIONAL PROGRAM

Parents will serve as members of the School Site Council (SSC). The Charter School SSC is comprised of ten members of the school community and includes the Principal, teachers, parents, and other staff members. There will be 5 staff seats and 5 parent/community seats. SSC members are nominated and elected by their peers and serve up to two year terms. As a member of the SSC, all members (principals, teachers, students, and family members) should attend five (5) meetings and are responsible for examining student achievement data, revising and maintaining the school goals as listed in the Single Plan for Student Achievement and the Local Control Accountability Plan. Information from the SSC meetings will be communicated at board meetings through parent representatives or minutes that will be shared by the principal of the school. The SSC is one of the important groups providing feedback on the development of each annual LCAP. The English Learner Advisory Committee also gives recommendations on the annual LCAP review.

Other parent engagement strategies that we employ include:

- Parent education initiative featuring evening sessions on topics such as college admissions, parenting strategies, suicide prevention and intervention, etc.
- Posting of Board agendas in the school's main office.
- Parent Satisfaction Survey.
- Regular parent newsletters
- Multi-media communication strategy including mail, e-mail, text messaging, "robocalls," and regular parent meetings.
- Translation of all parent communication materials into Spanish.
- Frequent opportunities for parent involvement in school activities, including invitations to family dinners, Evening of Excellence, etc.
- Volunteer opportunities on campus including campus beautification and traffic duty

Element 5: Employee Qualifications

***"The qualifications to be met by individuals to be employed by the charter school."* (Ed. Code § 47605(c)(5)(E).)**

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

5.1 : Employee Positions -- Bright Star Schools

A. Executive Director (Classified)

The Executive Director (ED) oversees and advances all Bright Star Schools. The ED embodies and advocates for the mission, vision, and strategic direction of the school organization. The Executive director drives systems and accountability to engender academic excellence, holistic programs and inclusive supports for students and families. He or she ensures compliance with the school's charters and all relevant laws and requirements as set forth by the District and State. The executive director manages all external and internal operations, such as working with the Board, reporting to and interfacing with the authorizer, fundraising, public relations and ensuring the finance and operations of the schools. The ED oversees all positions in the organization and directly manages the DSE, CBO and COO. The ED is hired and evaluated by the Board of Directors of Bright Star Schools.

Characteristics and Qualifications:

- Bachelor's degree, Master's Degree in similar field with several years of urban teaching experience preferred.
- Training or relevant experience in management and development of a business or a non-profit organization.
- Demonstrated significant business/academic gains in past experiences leading a company or a school, with a preference in low income/urban demographics.
- Experience and success in management of higher-level positions.
- Critical thinker and decision maker who has overcome complex organizational challenges.
- Inspirational leader who has a proven record of success in driving individuals and organizations to succeed.
- Strong communicator capable of effective public speaking as well as persuasive writing and able to attract and maintain support from a broad range of constituents, within the individual communities of West Adams, Koreatown and Panorama City, as well as among the greater landscape of Los Angeles.
- Openness to feedback, willingness to take personal responsibility, and desire to learn from mistakes.
- Capability to oversee the complex administrative and financial responsibilities associated with opening and operating highly successful charter schools

- Ability to attract, screen, develop, motivate and retain an exceptional team of administrators and leaders.

Responsibilities:

- Monitor, and help sustain the high standards of a rigorous school climate and school culture.
- Ensure compliance with accountability requirements set by the school's charter and all relevant laws and policies (related to charter schools) set forth by the Los Angeles Unified School District, State of California and Every Student Succeeds Act (ESSA).
- Communicate as the primary spokesperson for the school and advocate to all external audiences, including investors, media, community partners, government agencies, educational organizations, and local leaders.
- Advise the board and the board committees, providing them with the essential data, relevant reports and information necessary to effectively govern RKHS in a timely manner.
- Ensure that board directives are effectively carried out by the organization
- Provide and oversee leadership and professional development for all staff
- Directly supervise and manage the Deputy Superintendent of Education (DSE) to ensure academic success and employee and family safety and satisfaction, the Chief Business Officer (CBO) to oversee the budget, student enrollment and financial compliance of the organization, and the Chief Operations Officer to ensure that human resources, data, IT, and operations are managed effectively and with fidelity.
- Locate, secure and improve facilities for current schools and for future sites.
- Analyze and negotiate funding and contracts for facilities.
- Manage yearly and long term strategic planning for the entire organization

B. Deputy Superintendent of Education (Certificated)

The Deputy Superintendent of Education (DSE) is responsible for overall school performance, and is the primary person responsible for the management of school growth, culture and the viability of schools over time. The DSE oversees the Heads of Schools, the Vice President of Family and Student Services, Vice President of Curriculum and Instruction, and the Vice Presidents of Inclusive Education, the Vice President of People Development, and the Vice President of Academic Initiatives in their management and guidance of the school staff.

The DSE is hired and evaluated by the Executive Director.

Characteristics and Qualifications

- Bachelor's degree, Master's Degree preferred, and at least three years of urban teaching experience.
- Valid California Administrative Credential
- Training and at least ten years relevant experience in school or district management.
- Student-focused leader committed to implementing a standards based curriculum and using data and assessments to drive instructional decisions.
- Relentless achiever who works tirelessly towards achieving the school's mission.
- Flexible and able to adapt as situations require.
- Organized, systems-oriented leader who has experience in managing several different projects simultaneously.
- Subscribes to a similar educational philosophy to that espoused by RKHS culture and curriculum.
- Capability to oversee the complex administrative and financial responsibilities associated with opening and operating a highly successful charter school.
- Ability to attract, screen, develop, motivate and retain an exceptional team of teachers, staff members and administrators.
- Competence at stewarding public funds responsibly.
- Openness to feedback, willingness to take personal responsibility, and desire to learn from mistakes.
- Sensitivity to and respect for the great diversity of race, class, gender, and perspectives that come together in our school.

Responsibilities

- Ensure compliance with the school's charter and all relevant law and requirements set forth by the State of California.
- Ensure compliance with accountability requirements set by the Los Angeles Unified School District.

- Assist Heads of Schools to hire, coach, and evaluate principals.
- Serves as instructional leader s to oversee curriculum development and assessment.
- Ensure the school meets its performance benchmarks established by the Board of Directors.
- Ensure curriculum alignment with California state standards and California Common Core Standards.
- Communicate regularly with the Executive Director regarding student achievement, curriculum development, professional development, staff evaluations, and the budgetary needs for each.
- Create a culture of high academic and behavioral expectations.
- Plan and implement summer orientation for staff
- Seek and share best practices from other schools and professional journals
- Lead regular, school-wide staff meetings.
- Provide daily coaching and feedback to instructional staff
- Implement effective internal assessment systems and use data to inform decisions.
- Implement external assessment systems and use data to inform decisions.
- Set and monitor core subject grading policies and practices to ensure consistency across the school.
- Ensure that every student demonstrates achievement gains.

C. Vice President of Student and Family Services (Classified)

The Vice President of Student and Family Services directs the planning, development, organization, management, direction and implementation of all aspects of student and family facing functions of Bright Star Schools. This includes child welfare, discipline and restorative practices procedures, guidance programs, and parent education and engagement programs. The VP of Student and Family Services ensures best practices by creating policies and procedures for student, parent and alumni engagement.
S/he works collaboratively to bring community members into the life of the school in ways that enhance the mission and vision of the school. The VP of Student and Family Services acts as a liaison with community organizations, social services, and current and potential partners to ensure the academic, social and emotional development of students and families. They oversee the standardization, development and management of the Connections program including the academic, college and career counseling systems for all grade levels. The VP of Student and Family Services also works closely with school site administration and the school's administrative team to develop strong classroom culture and school climate within all Bright Star Schools. Additionally, the VP of Student and Family Services oversee the management of the Alumni Support and College Success Program and its Director.

Duties, Responsibilities, and Qualifications:

- Coordinates and facilitates school based services with outside agencies and organizations- these may include counseling, tutoring, health services, extra-curricular or after school activities.
- Creates and ensures sound procedures and best practices for academic, social, emotional and college and career counseling.
- Serves as a general resource, support and guidance in matters relating to student discipline and restorative practices.
- Plans, conducts and organizes a variety of staff development opportunities related to child welfare, restorative practices, student discipline, attendance, and school safety.
- Guides, directs and advises in serious discipline issues including student suspensions and expulsions
- Assists with the evaluation and implementation of effective wrap around services for at-risk students
- Provide direction in preventing dropout rates through appropriate consultation with school counselors and Chief Executive Officer and School Site Administration to create programs and initiatives to increase family involvement in the school.
- Work with then Enrollment Team and its Director to develop parent and school activities, to improve communication between the school and families.
- Act as a liaison/moderator between parents and the school over issues of conflict.

- Work with the Senior Director, Outreach and Enrollment and School Site Administrators to define the scope and breadth of the parent education curriculum.
- Minimum BA/BS in education or related field.

D. Vice President of Inclusive Education (Certificated)

The Vice President of Inclusive Education (VPIE) will be responsible for the maintenance of records for special needs and will be the primary person responsible for ensuring that students with special needs receive the proper accommodations and/or modifications within the classroom.

Qualifications and Experience

- California Teaching Credential with Special Education/Educational Specialist Clear (Level II) Credential, P.P.S. credential with an emphasis in School Psychology, or Administrative Services Credential
- Successful manager of an urban classroom who has used structure and high expectations to drive student success
- Experienced classroom teacher with demonstrated quantifiable and objective student performance gains with English Language Learners
- Ability to work with a variety of learning abilities, including those with special needs and low skill level in a heterogeneously grouped classroom setting
- Demonstrated ability to work well in a team, especially with parents and community members
- Analytical problem solver
- Basic understanding of data analysis
- Minimum three years of urban teaching, school psychology, or administrator experience preferred
- Bilingual (Spanish) Preferred

Responsibilities

- Coordinate and review inclusive education needs of incoming students as indicated on the family questionnaire responses
- Provide direct inclusive education services as needed
- Coordinate with schools to receive IEPs of all incoming students
- Facilitate review of intake assessments for incoming students
- Schedule and coordinate pull-out services for students on an as-needed basis
- Follow all Federal and District guidelines concerning the development and implementation of IEPs
- Facilitate necessary testing for evaluation process
- Ensure compliance with all Federal and District SPED regulations regarding parental consent
- Coordinate with Principals and grade-level teachers any pre-referral meetings and SST
- Ensure that all general education teachers know and understand classroom accommodations for the special needs students they serve
- Coordinate with Vice President of Curriculum and Instruction and grade level teachers to monitor implementation of appropriate accommodations for students during instruction
- Serve as the point of contact for parents of students with special needs
- Organize and coordinate professional development opportunities for general and inclusive education teachers
- Work directly with general education teachers on issues that may arise in classroom settings
- Facilitate the evaluation/reevaluation process
- Create and coordinate a master schedule for annual IEP meetings
- Be responsible for student files, including maintaining a system that monitors viewing of files and confidentiality, as well as ensuring that all files are current.
- Assist with interviewing inclusive education teachers and related service professionals.
- Coordinate annual or biannual formative and summative evaluations of the inclusive education program.
- Create and maintain a system for monitoring and compliance, ensuring that all federal and state rules and policies are followed.
- Serve as the point of contact in matters involving inclusive education due process.

E. Vice President of Curriculum and Instruction (Certificated)

The Vice President of Curriculum and Instruction (VPCI) will oversee the adoption and implementation of high quality CCSS aligned curriculum, instructional strategies and assessment systems for all Bright Star schools. This will include monitoring of classroom instruction, management of all internal and external assessment data, and curriculum development for all subject areas. The VPCI will be responsible for direct oversight of the instructional staff. The VPCI reports to the DSE.

Qualifications and Experience

- A high level of personal integrity and professionalism.
- An unwavering commitment to high academic achievement of all students.
- A capacity to motivate and lead instructional staff in order to yield the highest academic performance possible from all students.
- Ability to give constructive feedback to facilitate student growth and academic achievement.
- Openness to receive feedback on issues that will facilitate growth and achievement of both students and faculty.
- At least three years in a certificated leadership role at the school site or district level.
- A Masters or higher in Education or a related field.
- A Valid California Administrative Credential.
- At least three (3) years of teaching experience with a proven track record of improving student achievement.

Responsibilities

- Communicate regularly with the DSE concerning student achievement, curriculum development, professional development, staff evaluations, and the budgetary needs for each.
- Serve as instructional leader with oversight of curriculum development and student assessment (internal and external)
- Implement and oversee systems for data analysis of all internal and external assessments.
- Ensure curriculum alignment with standards for the state of California (CSTP).
- Seek and share curriculum practices from other schools, and professional journals
- Attend teacher meetings, support teachers, and facilitate positive faculty dynamics
- Facilitate regular school-wide staff meetings.
- Articulate and model the school's values to students, families, staff and the community.
- Collaborate with DSE and Principal concerning all teaching staff.

F. Head of Schools

The primary function of the Head of School is to drive instructional achievement and results at the schools they oversee. The Head of Schools will act as the direct supervisor of the principal and lead them in the development and execution of a rigorous instructional program serving all students that will achieve the school's goals as outlined in the school improvement plan. The Heads of Schools will work collaboratively with the Deputy Superintendent of Education to ensure that the schools have the structures and fidelity of processes in place to ensure that we are gathering weekly evidence of success in order to ensure day to day duties are aligned to goals. Additionally, it is the Head of School's responsibility to ensure that the principal is urgently responding to the data gathered through appropriate means.

Responsibilities

It is the role of the Head of Schools to act as an internal ambassador for the values, practices, and policies of Bright Star Schools. This includes deeply understanding organizational practices and policies and actively messaging them to administrators, teachers, parents, and other stakeholders. As a network leader, it is imperative that the Head of Schools actively and publicly expresses support for Bright Star Schools and develops consensus and buy in wherever it does not exist.

- The Head of School will spend a full day at each site each week to actively develop the principal through coaching, observation and feedback. The Head of Schools is not merely a support coach, but rather the senior leader at the school driving the administrative team to ensure they are meeting student achievement targets. The Head of Schools will keep detailed notes of their weekly work with the principals, especially the specific action and plans to improve the instructional program and will actively communicate progress to the DSE. Some HOS leadership activities include, but are not limited to:

- Weekly review and response to demographic data spreadsheets with the leadership team.
- Weekly review of the efficacy of the site inputs and action items as outlined on the school improvement plans, along with other adjunct methods to drive achievement.
- Weekly observation of classrooms with the administrative team and delivery of feedback to site instructors.
- Creating plans, instilling a sense of urgency, and coaching leadership on execution and adherence to weekly responses to the data gathered in the school walkthroughs.

- Heads of Schools will develop a comprehensive development and evaluation plan for the principal and spend time on a weekly basis observing the principal executing their duties.
- The Head of Schools should support the principal through pre planning and coaching prior to execution and provide in field coaching and feedback to improve performance
- The Head of Schools ensures that the principal completes key duties and provides coaching and support as necessary.

Qualifications

- At least three years as a principal preferred
- Tier 2 Administrative Credential preferred
- Experience across at least two school levels (e.g. middle school and high school) preferred
- Proven track record of success in driving student achievement
- Embodies Bright Star Core Values in all aspects of their work
- Fluency in Spanish or Korean preferred

G. Vice President of People Development
The Vice President of People Development, under the supervision of the Deputy Superintendent of Education, leads the Bright Star Schools Talent team in setting strategy and ensuring the team meets its' goals in the areas of recruitment and hiring of new teachers, onboarding our new educators, new teacher development, development of teacher leaders, and evaluation & development of all teachers and instructional staff across the organization.

Responsibilities:

- Oversight of instructional recruitment and hiring
- Oversight of new teacher onboarding and development
- Oversee and maintain accreditation of the induction program for new teachers
- Oversight of teacher evaluation and retention
- Serves as a key member of the Instructional Leadership Team
- Maintains and assesses data, identifying trends personnel satisfaction
- Oversees the selection and training of mentors for the new teacher induction program

Qualifications

- At least three years of teaching experience with a proven track record of driving student achievement.
- At least three years of site or district experience out of the classroom.
- Advanced training on teacher mentoring and induction through a recognized program.
- Advance training in Organization Leadership and Policy
- A valid teaching credential.
- A Masters Degree in Education or a related field.

H. Vice President of Academic Initiatives
The primary functions of the Vice President of Academic Initiatives is to clarify the instructional philosophy and purpose of the Math program, To clarify the instructional direction of the Math program, To support the evolution of the Coaching Initiative, and to seek alignment of various organizational initiatives and stakeholder groups.

Responsibilities:

1. In order to clarify the instructional philosophy and purpose of the Math program, the VPAI will:

    - Draft vision by creating concrete elements that connect directly to student learning and that translate directly to teacher practice and create supplemental resources relevant to current area of focus.
    - Garner stakeholder investment via relevant PDs, trainings, meetings, classroom coaching cycles, etc.
    - Align research-based ideas (ie: TRU Math Framework, Principles to Actions, lesson study/PLC, peer coaching) to BSS principles and values, ensuring meaningful growth
    - Oversee and support the Mathematics Instructional Coach, who directly facilitates teachers' learning and collaborates with relevant stakeholders

2. In order to clarify the instructional direction of the Math program, the VPAI will:
    - Create an action plan relevant to stakeholders; draft multiple pathways that allow teachers to successfully implement and reflect on the key elements of math instruction; and create supplemental resources relevant to current area of focus
    - Garner stakeholder investment
    - Align the program's evolution to current data and stakeholder needs; to other initiatives in order to ensure organizational progress
    - Directly support the Mathematics Instructional Coach to train teachers on the 5 practices of orchestrating productive math discussions (and other relevant practices supporting instructional shifts); calibrate teacher practice to support greater department growth and collaboration

3. To support the evolution of the Coaching Initiative, the VPAI will:
    - Support strategic growth of the program
    - Create, organize, and maintain coaching logs and other forms of coaching documentation
    - Analyze and respond to data pertaining to the coaching process, new tools, building coach and school site capacity

4. To seek alignment of various organizational initiatives and stakeholder groups, the VPAI will:

    - Create structures and processes within Instructional Leadership Team meetings to maximize impact and workflow
    - Participate in relevant meetings in order to make cross initiative connections; collaborate with relevant stakeholders to maximize impact and workflow

Qualifications

- A Valid Teaching Credential
- A Master's Degree or higher in Education or a related field.
- At least three years of successful teaching experience with proven results driving students achievement.
- At least three years successful out of classroom experience at a school site of district level leadership role.
- Advanced training through a recognized program on teachers coaching and/or mentors.
- Strong understanding of systems level development and the ability to use a variety of programs to build data analysis systems.

5.2 : Employee Positions – Campus Employees

A. Principal (Classified)

The Principal leads all site operations in accordance with school policies and acts as the primary liaison to the Bright Star School Support team home office. Although the Principal will delegate appropriate powers and duties so that operational decisions can be made at various administrative levels, they are responsible for the execution of these powers and duties and will establish administrative regulations as needed to manage the campus. They are responsible for the operation of the school site and are held accountable for attaining all designated Bright Star school outcomes (ultimately responsible for meeting teacher, student and parent needs).

Primary areas of responsibility include oversight of the classroom instructional program (including teacher supervision) and site-based community relations.

Minimum Qualifications and Experience:

- At least two years of experience in an administrative role. Candidates without this level of experience are encouraged to seek a position with Bright Star Schools as an Assistant Principal.
- Management experience - at least two years of supervising at least two other employees.
- Teaching or counseling experience in relevant grade levels
- Evidence of strong organizational, student management and interpersonal skills
- Extremely high standards for student academic work and student behavior – expectation that all of our students (who are primarily from low-income, educationally disadvantaged families) will be able to rise to the same academic challenges and compete at the top levels with all students from across the city, regardless of family background.
- Desire to be a team player and delegate as appropriate.

Desired (but not required) in order of importance:

- Fluency in a second language. Willingness to learn Spanish if that isn't the language of fluency.
- Post-graduate degree (Masters, Administrative Credential, or MBA)
- Teaching Credential

Responsibilities and Duties

- Manage 5 - 27 school site personnel including the Assistant Principal, all teachers, and office staff.
- Management of teachers includes overseeing and supporting their educational plans and progression toward finishing their University Internship or CA Induction programs and their ongoing professional development
- The following programs are overseen by the Principal:
    - The Connections Program
    - Enrollment and Student Schedules
    - Annual Goals/Passing Requirements (data collecting and reporting)
    - After School Enrichment, Athletics, and Life Experience Lessons (field trips)
    - Interventions
    - Parent Connections and Education
    - Lunchtime and After School Supervision
    - Curriculum & Instruction
    - Summative Grades and Testing
    - Grade Books, Report Cards and Transcripts
    - Professional Learning Communities
    - Teacher Professional Development
    - Teacher Evaluations
    - External Relations, Reporting, and Communications
    - Student and Staff Recruitment
    - Daily Attendance Reporting
    - Quarterly Survey Program
    - Work directly with teachers to oversee
        - Instruction & Formative Grades including standards maps, benchmark goals, weekly plans for class work and homework, selection and use of texts and support materials (beyond those defined by the CMO), common assessment plans, and differentiated instruction including specialized programs for ELLs and SPED students.
        - Summative Grades & Assessments (including Smarter Balanced, CST, ITBS, CELDT, Writing Exams, Midterms & Finals, and Study Island testing.
        - Grade books, Report Cards & Transcripts by ensuring that teachers are giving enough appropriate assignments to complete all sections of their grade books.

Verify that all grades are input and summarized appropriately for our monthly progress reports and quarterly report cards. Oversee production of transcripts as appropriate.
    - Enforcement by teachers and staff of the rules and procedures as outlined in the teacher and administrative handbooks.
    - Professional Learning Communities (PLC) road map and weekly sessions. Principal gathers input from teachers and then defines the Road Map for the year for our PLC program.
    - Professional Development by working with each teacher on his or her individual professional development program.
    - Serve as each teacher's advisor for university internship or mentor for credential renewal.
    - Maintain yearly calendar of PD opportunities taken and oversee gathering of data for home office's support and information center.
    - Conduct annual formal teacher evaluations.
    - Oversee AP's evaluations of non-teacher employees.
    - Based on guidelines, offers bonuses to each teacher and other employee annually in December. Data should be complete by October based on August results.
- Lead proactive student and staff recruiting.
- Conduct information and orientation sessions.
- Oversee school site budget. Directly oversee purchasing for all texts and classroom instructional materials.
- Local fundraising and participation in grant writing activity.
- Develop master schedule and teacher/student schedules.
- Conduct Parent-Principal meetings as needed.
- Oversee creation, change, distribution, and collection of student, teacher, and parent surveys for their campus. Summarize data and use it to inform school improvements.
- Motivate students toward high success and achievement.

B. Assistant Principal of Instruction

The Assistant Principal of Instruction (AP) is responsible for supporting the Principal in the operation of the school site and is held accountable for attaining all designated Bright Star school outcomes (ultimately responsible for meeting teacher, student and parent needs). The AP's primary area of responsibility includes oversight of the classroom instructional program (including teacher support and supervision).

Minimum Qualifications & Experience:

- At least one year of experience in an instructional or administrative role
- Experience supervising other employees
- At least three years of teaching experience in relevant grade levels
- Evidence of strong organizational, student management and interpersonal skills.
- Extremely high standards for student academic work and student behavior – expectation that all of our students (who are primarily from low-income, educationally disadvantaged families) will be able to rise to the same academic challenges and compete at the top levels with all students from across the city, regardless of family background.
- Desire to be a team player and delegate as appropriate.

Desired (but not required) in order of importance:

1. Fluency in a second language. Willingness to learn Spanish if that isn't the language of fluency.
2. Post-graduate degree (Masters, Administrative Credential, or MBA.)
3. Teaching Credential

Responsibilities and Duties

- Manage 10-15 school site personnel including teachers and office staff. Management of teachers includes overseeing and supporting their educational plans and progression toward finishing their University Internship or BTSA programs and their ongoing professional development.
- The following programs are under supervision of the Assistant Principal, as supported by the Principal:
    - School counseling
    - Enrollment and Student Schedules
    - Annual Goals/Passing Requirements (data collecting and reporting)
    - After School Enrichment, Athletics, and Life Experience Lessons (field trips)
    - Interventions
    - Parent Connections and Education
    - Lunchtime and After School Supervision
    - Curriculum & Instruction
    - Summative Grades and Testing
    - Grade Books, Report Cards and Transcripts
    - Professional Learning Communities
    - Teacher Professional Development
    - Teacher Coaching
    - External Relations, Reporting, and Communications
    - Student and Staff Recruitment
    - Daily Attendance Reporting
    - Quarterly Survey Program
- Work directly with teachers to oversee:
    - Instruction & Formative Grades including
        - Standards maps
        - § Benchmark goals
        - § Weekly plans for class work and homework
        - § Selection and use of texts and support materials (beyond those defined by the CMO)
        - § Common assessment plans
        - § Differentiated instruction including specialized programs for ELLs and SPED students.
    - Summative Grades & Assessments (including Smarter Balanced, CST, ITBS, ELPAC, Writing Exams, Midterms & Finals, and Study Island testing).
    - Grade books, Report Cards & Transcripts by ensuring that teachers are giving enough appropriate assignments to complete all sections of their grade books. Verify that all grades are inputted and summarized appropriately for our monthly progress reports and quarterly report cards
    - Oversee production of transcripts as appropriate.
- Enforcement by teachers and staff of the rules and procedures as outlined in the teacher and administrative handbooks.
- Professional Learning Communities road map and weekly sessions.
- The Assistant Principal gathers input from teachers and then supports the Principal in defining the Road Map for the year for our PLC program
- Professional Development by working with each teacher on his or her individual professional development program.
- Maintain yearly calendar of PD opportunities taken and oversee gathering of data for home office's support and information center.
- Support Principal in conducting formal and informal teacher evaluations.
- Help support proactive student and staff recruiting. Conduct information and orientation sessions.
- Support the development master schedule and teacher/student schedules.
- Support in the creation, change, distribution, and collection of quarterly student, teacher, and parent surveys. Summarize data and use it to inform school improvements
- Motivate students toward high success and achievement.

C. Assistant Principal of Culture (Classified)

The Assistant Principal of Culture (APC) will manage non-educational student services, the development and implementation of positive behavioral programs, restorative practices; including intervention and discipline. The APC may also act as a counselor to students and will be expected to make appropriate referrals to outside community resources. The APC will be responsible for the tracking of discipline incidents and referrals,

investigations, and documentation. The APC will be expected to communicate consistently and work collaboratively with families, counselors, teachers, administration and community partners. The APC will also act as liaison with Los Angeles Unified School District in the event of any expulsion, and may be expected to interface with police and probation officers. The objective of this position is to ensure that the all student culture procedures are followed with strict adherence to Bright Star School policy and Charter. The APC will assure all students are treated in accordance with restorative practices; in a fair and respectful manner while being held accountable. *This role may also be referred to as Assistant Principal of Student Culture or Dean of Restorative Practice.*

Qualifications and Characteristics:

- Ability to develop and build relationships with students and their families
- Strong oral and written communication skills
- Experience working with at-risk youth
- Advocacy skills
- Fluency in Spanish recommended but not required
- Must be detail oriented
- Deep understanding and experience in working with Restorative Practices in School
- Ability to develop and work with various student tracking systems, and use intervention data to inform school-wide social, emotional and academic practices
- Excellent organizational skills
- Proactive approach essential
- Must embody a high sense of integrity and professionalism
- A bachelor's degree or higher
- Experience in a school based setting a must
- Knowledge of adolescent development, social work or clinical psychology desired

D. Teachers (Certificated)

RKHS complies with the California Charter Schools Act with respect to teacher certification. Characteristics that add to the multilingual, multicultural nature of the faculty are valued as assets. Bright Star Schools' believes that part of the equation for a successful teacher includes a teacher who is willing to go above and beyond the call of duty when necessary. Our teachers are meaningfully committed to protecting the safety, interests and rights of all individuals in the classroom. Teachers help develop and implement the curriculum. All teachers report to the Principal.

Qualifications & Experience:

- Bachelor's degree
- Multiple Subject with Single Subject Authorizer or temporary permit OR Single Subject CA Credential in the discipline of the subject taught
    - Candidates with an intern credential are also considered
- For educators who will support students with an Individualized Education Program, a specific credential (Education Specialist Instruction Credential) is needed:
- Two years or more of urban teaching experience preferred
- Bilingual Spanish or Korean desirable, but not required
- Possession of either an English Learner Authorization (EL Authorization), Bilingual, Cross-Cultural, Language and Academic Development (BCLAD) certificate; Cross-Cultural, Language and Academic Development (CLAD) certificate, or Bilingual Certificate of Competence (BCC) required.

Teacher Traits:

- Belief that every child deserves an excellent education which prepares him/her for college and life beyond
- Demonstrated ability to teach the whole child in an inclusive setting using modifications and accommodations
- Belief in culturally responsive and anti-bias classroom practices in order to support equity for all students
- Willingness to receive feedback, engage in frequent dialogue, and ability to self-reflect
- Life-long learner
- Collaborative
- Belief in data-driven instruction
- Firm, kind approach to managing student behavior

- Technologically competent
- Entrepreneurial spirit and creative problem solver
- Sense of humor and love of teaching

Responsibilities:

Whole School Responsibilities

- Uphold Bright Star Schools' mission and values
- Demonstrate genuine care for *all* students
- Build relationships with *all* students
- Embrace existing school-wide management systems and promote high standards of behavior
- Collaborate with school leaders, providing input to improve Bright Star programs
- Actively participate in professional development sessions
- Communicate professionally with peers, supervisors, parents, and students
- Commit to a longer school day and calendar year
- Adhere to Bright Star's professional attire guidelines
- Supervise bathroom breaks and participate in rotating detention supervision
- Uphold attendance procedures each period using School Information Systems (SIS)
- Enthusiastically participate in school-wide culture events (i.e., Songfest, academic assemblies, and Field Day)
- Perform other duties as assigned

Instructional Responsibilities

- Adhere to Bright Star curriculum maps and guidelines
- Create weekly lesson plans/overviews
- Plan rigorous lessons aligned to the California State and/or California Common Core standards
- Differentiate lesson plans for a variety of learners (kinesthetic, gifted students, English Language Learners, and/or students with IEPs, etc.)
- Participate fully in weekly instructional coaching activities (including analysis of student learning, intellectual prep, observation debrief, etc.) and execute on next steps from the weekly coaching meeting. These meetings will be 45 minutes to an hour weekly with your matched coach.
- Implement feedback from administrator(s) regarding lesson plans and/or execution
- Establish and maintain positive classroom environment
- Implement an aligned instructional program to support students in meeting grade level, school, and district goals
- Support instruction with school-wide supplemental programs
- Maintain gradebooks and meet grading reporting deadlines
- Communicate with families regarding student academics and behavior
- Collaborate with Inclusive Education Team
- Use planning periods for the advancement of students' instructional needs
- Tutor students in need of remediation
- Perform other adjunct duties

E. Student Data Coordinator (Classified)

Student Data Coordinator (SDC) supports school and home office by maintaining a student information system and completing weekly/monthly/yearly reports and ongoing projects.

Responsibilities:

- Maintenance of school database within Illuminate (student information system) including but not limited to:
    - Enrollment
    - Student scheduling
    - Attendance
    - Demographic information
    - Staff information
        - Grade reporting tables.
        - Assist with monthly reports to be submitted to the district and the CMO (i.e.: LAUSD Classification, LAUSD attendance, etc.)

- Ensure student data accuracy by developing and implementing standardized process around data entry and reporting of student information.
- Generate and distribute student progress reports to parents.
- Maintain student assessment accounts/profiles (Illuminate, etc.).
- Assist and coordinate in distribution of data to schools and home office departments
- Run weekly student achievement reports and review with administrators.
- Complete quarterly/yearly district and state reports (CALPADS, CBEDS, SARC)
- Process National School Lunch Program/income applications and verify accuracy.
- Support school wide activities, (i.e. parent conferences).
- Respond to parent inquiries in person and via telephone.
- Assist in translating projects.
- Perform other duties as assigned.

Qualifications:

- BA/BS College degree
- Must have experience with student information system.
- Bilingual - fluent in Spanish and/or Korean preferred.
- Must have access to reliable transportation.
- Charter school experience, preferred.
- Highly proficient with Microsoft Excel
- Computer proficient; highly organized, ability to work with Microsoft and Google Productivity Suites

E. School Counselor

As the Bright Star Schools organization continues to grow in number of overall students, and enrollment at each school site, it is increasingly important that each of its students and their families has a designated advocate on campus. This role will be that of a school counselor; someone who provides support and assists in the communication between each student and their teachers, administrators, parents, coaches, and prospective colleges. The Counselor will be part of all student and family facing functions for RKHS and will ensure the success of their assigned students while they are at Bright Star and transitioning into life beyond.

The Connections Program will focus on two core areas:

1. Student Services

    - Relationship building and mentoring
    - Academic counseling and support
    - Social and emotional support
    - College and Career Counseling
    - Community resources and referrals
    - Participation in Student Activities i.e. chaperoning

2. Family Services

    - Parent education and engagement
    - Volunteerism
    - Provide family resources and referrals

Responsibilities

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

2. Student Mentorship & Counseling
   - Behavioral guidance and support
   - Appropriate identification of students social and emotional needs
   - Provide resources and referrals as necessary

3. Parent Liaison
   - Ensure parents understand the promotion and graduation requirements at Bright Star Schools
   - Offer resources and support for family challenges
   - Home visits must be conducted monthly or more often if needed to ensure home and school partnership

4. College and Career Counseling
   - Assisting with the registration of standardized testing
   - College identification
   - Application process
   - Scholarship application process
   - Assisting with the financial aid process
   - Participate and facilitate College Knowledge Academy at all grade levels

5. Other Duties may include (based on experience and skill set)
   - Coordinate Parent Group activities
   - Develop Parent Education curriculum
   - Coordinate Student Activities
   - Develop and maintain relationships with colleges
   - Research and share Summer program, internship and scholarship opportunities

Qualifications and Characteristics:
- College degree required
- Pupil Personnel Services Credential required
- A deep understanding of child and adolescent development is imperative
- Strong oral and written communication skills including advocacy skills; fluency in Spanish highly desired
- Ability to connect and build relationships with students and their families
- Ability to facilitate connections with students and faculty, and to work with tracking systems (organizational skills required).
- Experience working with at-risk youth
- Proactive, self-starting and motivating approach essential
- Familiarity with Naviance and Illuminate a plus

F. **Instructional Assistants**
RKHS's instructional assistants (IAs) are of great value to the overall academic program of the organization. Not only do they assist the teachers, but many IAs also serve as tutors and lead individual classes during the afterschool program. IAs are not only fully committed to the vision and mission of the school, but they are our primary source for substitute teachers and some even matriculate to become full- time teachers in the general education classroom with Bright Star Schools. As teachers teach the academic curriculum, our IAs have their own unique duties to drive the cultural framework of the schools. Our IAs help our schools realize our extensive academic and cultural programs.

Responsibilities:
<u>Student Supervision</u>

- Orients and provides instructional assistance to individuals or small groups of students.

- Tutors individuals and small groups of students in various subject areas.
- Assists teacher in establishing and maintaining a clean, safe and pleasant classroom and learning environment.
- Assists in preparing instructional materials.
- Assists in maintaining student records and files
- Operates equipment such as copy machines, computers and audiovisual equipment.
- Supervise students in all indoor and outdoor activities, ensuring a safe environment
- Supervise students during breakfast, lunch and snack time.
- Assist in teaching children to become responsible for their decisions and actions.
- Guide children's behaviors in a positive way that teaches self-respect along with respect for others and the community around them.
- Encourage children to interact positively with other children and people around them
- Provide a wide variety of age appropriate activities that offers physical and emotional growth.
- Maintain open lines of communication with the teacher and classroom team to ensure the individual needs of all children are met.
- Provide additional support to teaching staff as needed.
- Performs related duties as assigned.

Qualifications and Characteristics

- At least 48 college semester units required
- Bachelor's Degree desired.
- Bilingual (Spanish/Korean) desired.
- Must be organized, creative, independent and self-motivated, enthusiastic, dependable, detail- oriented, flexible in scheduling and prioritization, and driven by excellence.
- Must possess good communication skills to present facts and recommendations effectively in oral and written form, including accurate grammar and business correspondence knowledge.
- Interpersonal skills to establish and maintain effective relationships; demonstrated ability to communicate in situations requiring tact and poise; skilled in confidentiality and discretion.
- Must present a neat, professional appearance.
- Must be able to adjust tasks and focus with composure, and in accordance with changing deadlines and prior.
- Substitute credential highly preferred.

G. Office Manager

The office manager of RKHS ensures the efficient operation of the school's main office and works with members of the administrative team to ensure the success of the school. The office manager reports to the Principal. Office Managers should have at least two years of experience working as an office manager, administrative assistant, project manager or equivalent position. They effectively use standard office machines and computer software programs such as Microsoft Word, Excel and Outlook. They speak, comprehend, read and write fluently in English and Spanish. They effectively attend to the details of work, and conduct all job duties with accuracy and preparedness.

Responsibilities:

- Greeting and signing in all visitors according to school safety procedures
- Managing school reception area
- Answering phone calls, directing calls, taking messages, placing outgoing calls, and managing school-wide notifications/communications
- Printing, distributing and translating of school documents as needed
- Ensuring that the front office is at all times neat, organized and stocked for general use
- Managing office/administrative budget and teacher purchase requests
- Overseeing completion of daily checklist for Instructional Assistants
- Organizing and preparing for school events and activities (such as New Student Orientation, Summer Registration, etc.)
- Overseeing daily student attendance reconciliation and supporting monthly attendance reporting
- Managing student cumulative records, securing missing forms, and ensuring the confidentiality of all student records, including password management for student Illuminate accounts

- Processing student records requests, including enrollment verification letters, proof of free/reduced lunch status and report cards
- Updating student electronic records, including student enrollment/registration packets, using the school's student information software for all new and late enrollees
- Coordinating school facility and lunch/breakfast vendors in conjunction with Operations Department
- Leading monthly fire/earthquake/lockdown drills and keeps log
- Processing student injury reports
- Managing check in/out process of office laptops/laptop cart
- Performing all duties as designated for the school's successful functioning, including hallway supervision, arrival/dismissal, and meals

Qualifications and Characteristics

- Knowledge of MS Office (Word, Excel) and Google Docs/Gmail
- High School Diploma or GED
- Minimum 1 year customer service experience
- Excellent phone etiquette
- Outstanding attention to detail
- Excellent verbal communication skills
- Bilingual (English/Spanish required
- Able to multitask and work in a fast paced environment
- Should be customer service driven
- Knowledge of MS Office (Word, Excel) and Google Docs/Gmail
- High School Diploma or GED

5.3 : Employee Positions – Other Roles

A. A pool of day-to-day substitutes will be established and a list of qualified substitutes is maintained.

B. Office Personnel (Classified)
Clerical staff will be selected by the principal of the school, and/or the role's hiring manager on an applicant and interview basis. Selection will be based on experience and the ability to perform the job duties for that position.

Responsibilities:

- Answering office phone lines
- Assisting students and their families with the enrollment process
- Managing and monitoring office operations in collaboration with the Executive Director and Principal
- Ordering and purchasing supplies and vendor management
- Developing and implementing clerical and administrative procedures for daily school operations
- Preparing and filing correspondence, reports, bulletins, files, forms, memorandums, and performing other duties as assigned
- Bilingual translation and communication with parents

Education requirements:

- High school diploma or GED

Element 6: Health and Safety Procedures

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

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

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school." **(Ed. Code § 47605(c)(5)(F).)**

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District's Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan ("Plan"), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School's requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel" if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline

- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code section 49475) offered by or on behalf of Charter School.

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and dettraermined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Chater School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

Element 7: Means to Achieve Racial and Ethnic Balance

"The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District's Student Integration Services (collectively the "Court-ordered Integration Program"). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD's Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW*)). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District's Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District's goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

Court Ordered Integration

7.1 : Schools Plan To Achieve and Maintaining LAUSD's Racial And Ethnic Balance Goal.

Charter School will implement a coordinated advertising and recruiting strategy that ensures all parents and families are notified about the educational opportunities we offer. These efforts will be carried out from November through August. Charter School is committed to serving all ethnic groups and maintaining LAUSD's Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio, through the use of various advertising techniques to recruit students.

Each year, Bright Star Schools conducts an analysis of enrollment trends in order to optimize our efforts to recruit and retain students. A committee, comprised of various stakeholders from the instructional, administrative and operational sides of the school, meets regularly to complete a complex problem solving model. Using both quantitative and qualitative feedback from the previous year, the model allows the team to work together to clearly identify enrollment trends and their root causes, determine potential solutions, and generate strategies to successfully implement and track solutions in the upcoming year.

One of the most valuable sources of data for this exercise comes from non-mandatory exit interviews (of families that have transferred from Charter School to another school site) through which feedback is gathered by Charter School administrators from the students and parents who choose not to enroll or re-enroll at Charter School.Externally, Charter School will address retention and attrition through the development of school-based family engagement systems and strong partnerships that support teaching, learning, and student achievement. The enrollment team will oversee coordinated efforts to strengthen two-way communication between parents and the school. This includes projects that give parents immediate access to critical information, help them better navigate the school and communicate possible concerns.**Recruitment Plan**
Some of the methods include, but are not limited to the following:

- Distribution of informational materials to community organizations including community religious institutions, and other organizations that serve various racial and ethnic populations, such as the local area libraries, recreation centers, local businesses, schools and faith-based organizations.
- Presentations at various multi-ethnic events, including community fairs and festivals throughout the year as scheduled.
- Outreach meetings in several local regions to reach prospective students and parents in the fall and winter.
- Providing opportunities for parents to speak to our representatives outside popular shopping venues throughout local areas in the Spring.
- Development of promotional materials in various languages, mainly Spanish and Korean, to inform non- English speaking populations about our school in the summer and fall
- Work with a diverse group of parent ambassadors to reach out to their community ties and social circles throughout the year.
- Mail school and enrollment information to areas with high African-American and Latino populations in the winter.
- Host events in the fall and spring to give families the opportunity to tour the campus, meet staff, and learn more about the programs.

Our efforts are centered on providing equal opportunities to all residents of the District, regardless of racial and ethnic background. The backgrounds of our student body predominantly consist of Latino/a and also include backgrounds of African - American, Asian and Pacific Islander, among others. Charter School will keep on file materials of the efforts made to achieve racial and ethnic balance and the results achieved, as well as an accurate accounting of the ethnic and racial balance of students enrolled in the school. Charter School seeks to serve the families of Los Angeles, with a particular emphasis on reaching out to and recruiting in underserved communities. The local public school population has a high Latino/a demographic, as well as a high socio-economically disadvantaged population; as such, Charter School's target demographic seeks to serve that population.

7.2 How this plan will achieve and maintain the LAUSD's Racial and Ethnic Balance goal

As stated in our vision, Charter School seeks to narrow the achievement gap by offering all students, regardless of background, an excellent public education. As such, Charter School is committed to maintaining a racial and ethnic balance of its students that is reflective of the general population residing within LAUSD's territorial jurisdiction. In order to accomplish this, Charter School conducts the following recruitment efforts, outreach programs and activities:

- Maintain student demographic data to ensure accurate accounting of racial and ethnic balance of students enrolled in the school.
- Develop and distribute flyers or brochures, applications and other recruitment materials that reflect the diversity of the community in English and Spanish (the languages of the families in the surrounding neighborhood).
- Use various distribution channels to enable public relations efforts to reach a wide audience (ethnicity/race, socio-economics, parent education levels, etc.), including community presentations, flyers, the school website and/or sending out press releases to the local media.

Specific outreach regarding enrollment

To keep up with the changing community we live in, Bright Star has also created digital advertisements for our website and for recruitment purposes. To view these portals, see below.

- Website: http://www.brightstarschools.org/District/Portal/Enrollment
- YouTube advertisement: https://www.youtube.com/watch?v=8AEftWGA8RI, as featured on Bright Star School's YouTube channel here: https://www.youtube.com/user/brightstrschool/featured

7.3 Charter School's plan for achieving and maintaining the LAUSD's Special Education population percentages

To ensure the Charter School maintains LAUSD's Special Education population percentages, all of our outreach and recruitment materials specifically highlight our Inclusive Education program and that "All Abilities are Welcome!" If a parent asks about our special education program, every member on our recruitment team is well-versed in the offerings of our program and confirms that we serve students who have an IEP. If the parent asks for more specific information, we connect them to the Inclusive Education directors for a follow up call.

7.4 Charter School's plan for achieving and maintaining the LAUSD's English learner population percentages, including redesignated fluent English proficient pupil

To ensure the charter school maintains the LAUSD English Learner population percentages, the outreach and recruitment team translates all materials into the languages spoken by the majority non-English speaking community members in our local areas. In addition, at every outreach event we have Spanish and Korean speakers ready to connect with families of EL students. Our recruitment materials also specifically list how our small school environment is great for English learners.

Element 8: Admission Policies and Procedures

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

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

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

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

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

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

SEXUAL HARASSMENT POLICY NOTICE

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

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

8.1: Admissions Policies and Procedures

Our school has open admission for any student who seeks to enroll in our academic program. Our recruitment efforts reflect our objective nature as a charter school and in no way favor or bias any demographic. When students with Individualized Education Plans (IEPs) enroll, it is the school's policy to collect any and all information pertaining to the student's IEP. Our school is committed to serving academically low-achieving and economically disadvantaged students to offer them a seamless path to success in college and life. Our school will serve a community where on average 80-95% of the students in our target population qualifies for free or reduced-price lunch according to federal guidelines. We are dedicated to making sure that all community members are equally aware of the alternative we are providing to students within the communities we intend to serve.

8.2: Student Recruitment

Our school outreach team conducts student outreach activities throughout the calendar year. A variety of techniques are utilized including home mailers, postering, flyering, local school visits, community-based organization visits, presentations at various multi-ethnic events, public business tabling (sitting outside markets and other businesses that allow us to pass out flyers to the public) and various advertising, including in Los Angeles-based English and Spanish publications. All promotional materials are in various languages, thus far Korean and Spanish, to inform non-English speaking populations about our school.In order to ensure we attract low-achieving, economically disadvantaged and students with disabilities, we conduct our outreach in the surrounding communities with similar demographics. Our marketing and recruiting materials highlight that our program is available to all students with a variety of needs and backgrounds. Our materials specifically highlight that we serve students with IEPs as well as English language learners. Our recruiting teams are trained to ensure all families are notified that our program currently serves a large population of economically disadvantaged students and that we accept students regardless of past academic performance. Information on the percentage of SPED, ELA, and Free and Reduced lunch students we serve and the supports we provide are given in details during winter and spring Information Sessions as well as the new student Orientation in July. Families who want more information about our SPED and ELA services are scheduled for a one on one call or meeting with one of our SPED Directors.

Once any student has been admitted, the school's policy is to collect information pertaining to the student's academic background, including report cards and IEP, if the student has one, so that we can provide all necessary and timely services.

8.3a: Lottery Preferences and Procedures: Identification and Rationale of Admission Preferences

If the Charter School receives a number of applications that exceeds the number of available spaces, a single public random drawing/lottery will be conducted. Exemptions and preferences will be offered in the following categories in accordance with reconciliation of state and federal laws.

LOTTERY PREFERENCES AND EXEMPTIONS

If there are more seats available than student applicants, then all student applicants will be offered a seat without being required to participate in the lottery drawing. In the case where there are not enough seats to accommodate all student applicants, inclusive of those with and without preferences will be included in a lottery drawing that includes preferences. This does not apply to existing students. The students who are drawn up to the number of seats available will be offered a seat, and the remaining applicants with preference will be placed at the top of the Charter School's waitlist. Preferences are stated below and shall not violate state and/or federal guidelines and shall be in compliance with the PCSGP Federal Start Up Grant requirements if the Charter School received PCSGP funding.

YEARS 1 AND 2 (IF PCSGP FUNDING IS RECEIVED)
In order to comply with the PCSGP Federal Start-up Grant regulations, if the Charter School received PCSGP funding it will apply the following preferences and exemptions during the first 2 years of its charter term[14]:

LOTTERY EXEMPTIONS

[14] Or, any year the school receives PCSGP funding. This footnote has been added to account for any extensions granted by the state which extend PCSGP funding beyond years 1 and 2 of the school's charter term.

Students currently attending the charter school are exempt from the Lottery process.

LOTTERY PREFERENCES

After all applicants with exemptions have been offered seats, all general applicants will be entered into a lottery drawing based upon the below lottery preferences, in the order listed.

1. Pupils who reside in the District[15]
2. Siblings[16] of a currently attending or admitted to the Charter School student, subject to verification by the Enrollment Team.
3. Children or wards of the Charter School's employees, limited to 10% of the Charter School's total enrollment.
4. Students at a non-charter elementary school or in the elementary school's attendance area if at least 50% of the elementary school students are eligible for free or reduced lunch (E.C. Section 47605.3).
5. Children or wards of Bright Star Schools employees, limited to 10% of the Charter School's total enrollment.
6. Other California residents[17]

YEARS 3 THROUGH 5 (OR ALL YEARS IF DO NOT RECEIVE PCSGP FUNDING)

If no PCSGP funding is awarded to the Charter School, then the below preferences and exemptions shall control and apply for the entire charter term (years 1-5). If PCSGP funding is awarded, then after the 2-Year[18] PCSGP Federal Start-up Grant period has expired, and during the final three years of the school's charter term, the Charter School will enroll with the following preferences and exemptions:

LOTTERY EXEMPTIONS

If there are more seats available than exempt student applicants, then all students with an exemption to the lottery will be offered a seat without being required to participate in the lottery drawing. In the case where there are not enough seats to accommodate all exempt student applicants, an initial lottery drawing will be held for the exempt students. Those students who are drawn up to the number of seats available will be offered a seat, and the remaining exempt applicants will be placed at the top of the Charter School's waitlist.

1. Currently attending Charter School students.

Applicants with Preference:

a. Pupils residing in District.

[15] In-District Students – in accordance with State law, Charter School will employ a single lottery with a higher weighting for students in this category. All students in the lottery living in the Los Angeles Unified School District boundaries will receive weighted drawing preference over students living outside the LAUSD boundaries.

[16] For the purposes of Enrollment Preferences, "sibling" shall be defined as a biological sibling or a child who has continuously lived with the currently enrolled student for at least 6 months and is supported by at least 1 of the same adults living in the household.

[17] Other California residents – all students in the lottery living within the State of California, but not within the boundaries of the Los Angeles Unified School District will receive no weighted drawing preference and will have their name submitted once in the lottery pool.

[18] Or, any year the school receives PCSGP funding.

b. Siblings[19] of a student currently attending or admitted to the Charter School.
c. Children or wards of Bright Star Schools employees , limited to 10% of the Charter School's total enrollment.

In order to align with the Charter School's value of serving the community we offer sibling preferences to align to our value of serving the entire family. Additionally, we have offered employee preferences in order to increase investment of employees who will not just work for Bright Star schools but also be parents of Charter School's students.

8.3b: Lottery Preferences and Procedures: The Manner in which the School Will Implement a Public Random Drawing in the Event that Applications for Enrollment Exceed School Capacity.

Our admissions process begins with the submission of a Lottery Application Form at any time during the year. Submitted applications are date-and-time stamped and student names are added to an application roster to track receipt. Applicants who submit a Lottery Application Form before the lottery deadline are counted to determine if Charter School has received a number of Lottery Application Forms which exceed available seats. If there are more applicants than available seats, the Charter School holds a public random drawing to determine enrollment. The public is notified of the random drawing through our website, flyers in public places (i.e. On campus, libraries, community centers, parks, etc.). Applicants who have submitted a Lottery Application Form are notified of the lottery via automated and/or personal telephone calls and/or email notifications. If there are more available seats in a grade level than there are applicants, all students who have submitted a Lottery Application Form will be offered a seat.

A. Summary of School's Application and Enrollment Process

1. Open Application Period – The open application period begins on the first day of the academic year prior to the academic year being applied for (usually in August) until two weeks before the Lottery. Applicants submitted after the Lottery deadline until the final day of the actual academic year being applied for (usually in June) will be added to the Waitlist. If there are seats available, the student will be offered a seat at the Charter School. Completion of a Lottery Application Form happens at any Bright Star school or online, requiring the same information. Optional attendance at an Information Session (multiple opportunities available throughout the winter and spring months).
2. Random Public Drawing (during late winter/early spring each year). Lottery (if necessary, in the event that applications for enrollment exceed school capacity).
3. Notification to families of outcome (offering of seat or wait list position)
4. Enrollment Packet Submission (to be completed by family within two weeks of receiving their seat offer).
5. Complete Registration forms in July.

B: The Timelines under which the Open Enrollment Period and Lottery will occur.

Please see above under the "Summary of School's Application and Enrollment Process" for timeline of enrollment and lottery activities.

[19] For the purposes of Enrollment Preferences, "sibling" shall be defined as a child who has continuously lived with the currently enrolled student for at least 6 months and is supported by at least 1 of the same adults living in the household.

C: The method the school will use to communicate to all interested parties and the rules to be followed during the lottery process.

Applications are available digitally online on the Bright Star Schools and school web pages and hard copies are available at all Bright Star school sites. Our school advertises the open application period to the surrounding communities and also communicates the timeline, rules and procedures for the lottery process. Typical methods for these communications include, but are not limited to, web advertising, newspaper ads, home mailers, fliers, and sign/billboard advertising. When a family submits an application they receive a follow up personal call and/or email to verify receipt and to list next steps which include an invitation to Information Sessions, the Lottery (including rules and procedures). Lottery procedures are also reviewed in detail at the Information Session and during lottery invitation emails and calls. Lottery rules and procedures can also be found on our website

D. The method the school will use to verify lottery procedures are fairly executed.

The lottery is coordinated and moderated by the Enrollment Team in a location open to the public (typically on Charter School campus) and advertised to the school community. The Enrollment Team is comprised of Bright Star school support team members who work directly with the charter school to support all charter school outreach and enrollment efforts. Given the native languages of the anticipated target community, all proceedings are conducted in English and Spanish. Korean translation is available as needed.

The lottery is open to the public and families are encouraged to attend, however, families are not required to be present at the time of the drawing to be eligible for admission. Results are live for those in attendance, and all who submitted a Lottery Application Form are emailed their individual results and follow up phone calls are made by the Enrollment Team and/or school Office Managers for admitted students.

Families who have been offered admission are notified of acceptance within a week of the lottery by the Enrollment Team and/or Office Manager and must accept enrollment for their student within two weeks of notification by confirming with the school staff or our Enrollment Team their intent to complete the enrollment process and/or submitting a completed Enrollment Packet.

Any families who decline an offered seat or who fail to confirm by the deadline will lose their position to the next applicant on the waiting list. The waiting list is kept on file at the school and is valid for the duration of the school year.

To ensure a fairly executed program, the lottery is made through a digital lottery management and enrollment program. All applications and preferences are entered and verified in the system ahead of time. The screen with the results is projected in a public space so all attendees can see. Additionally, the Enrollment Team reads the names individually, including the order of the wait list.

The time and location where the lottery will occur and the efforts the school will undertake to ensure all interested parties may observe the lottery.

The random public drawing (lottery) is held in a location open to the public (typically on Charter School campus), to ensure the space is large enough to accommodate all interested families and to ensure accessibility for interested families. The lottery process is open to the public. The public is notified of the random drawing through written notices posted at the school campus and on our website. Applicants who have submitted a Lottery Application form are notified of the lottery via automated and/or personal telephone calls, email notifications, and letters sent to home addresses.

The random public drawing (lottery) will be scheduled in late winter/early spring of each year, in the event that applications for enrollment exceed school capacity. The lottery will be held at a time that is determined to be convenient for the families in our school community to attend. This is typically between the hours of 6pm and 8pm on a weeknight, or between 8am-10am on a Saturday morning. The Enrollment Team and the school administrators conduct the drawing.

The procedures the school will follow to determine waiting list priorities based upon lottery results.

A waiting list is implemented when the number of applications exceeds the enrollment capacity at the Charter School. In the event of a lottery, admission to the school will be offered to applicants based on the results of the public random drawing until capacity is reached. All remaining names drawn after capacity for the Charter School is reached will be placed on a waiting list, in the order they are drawn, first based on preferences. .

New applicants who submit a Lottery Application Form after the lottery deadline will be offered a seat if space is available in the grade level they have applied for or added to the waitlist in the order that the application was received. In the case that a student applies after the Lottery and has an admission preference (outlined in 8.3a above), that applicant will be provided a numerical ranking in the waitlist in the priority order of preferences, and ahead of all applicants without an enrollment preference.

As seats become available in a grade level, the student with the lowest numerical ranking on the waitlist will be offered that seat. The waiting list is kept on file at the school and is valid for the duration of the school year.

The means by which the school will contact the parents/guardians of students who have been promoted off the waiting list and timelines under which parents/guardians must respond in order to secure admission.

Once a grade level seat becomes available for an applicant who has the lowest numerical ranking on the waiting list, the parent/guardian are notified of acceptance by the Enrollment Team and/or Charter School Office Manager within 48 hours via phone call, and email as a secondary option. The parent/guardian must accept enrollment for their students within two weeks of notification by calling or emailing the school staff or our Enrollment Team with their intent to complete the enrollment process and/or submitting a completed Enrollment Packet. Any families who decline an offered seat or who fail to confirm by the deadline will be removed from the Accepted Applicants list. If the student's family contacts the school after the deadline, they will have to reapply. If there are seats available, they will be offered a seat. If there are no seats available, they will be placed on waiting list.

The records the school shall keep on file documenting the fair execution of lottery procedures. Copies of all Lottery Application Form, lottery results and waiting lists are readily available for inspection at the school office. These records will be maintained by the Enrollment Team.

Attendance Accounting

Our Charter School will utilize an appropriate student information system for attendance tracking and reporting purposes and will utilize attendance accounting procedures that satisfy requirements for LAUSD, LACOE and CDE. Required reports are completed regarding daily attendance and submitted to the requesting agencies. This includes reporting enrollment and attendance figures to LAUSD as required by the District.

Bright Star Schools will provide to LAUSD the following information for each academic year:

- Norm Day Classification.
- List of all highly qualified Certificated Personnel in core subjects as defined in ESSA/ESEA policy and regulations.
- Total School Enrollment
- List of Emergency Credentialed Teachers in non-core subjects.
- Number of Students by Grade Level.
- Unfilled Classroom Teacher Positions.
- Number of Students by Ethnicity & Grade Level.
- Fiscal Year-End Financial Report.
- Number of Students Living Outside LAUSD Attendance Area."

Element 9: Annual Financial Audits

"The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority." **(Ed. Code § 47605(c)(5)(I).)**

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(c)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

a. Provisional Budget – Spring prior to operating fiscal year
b. Final Budget – July of the budget fiscal year
c. First Interim Projections – November of operating fiscal year
d. Second Interim Projections – February of operating fiscal year
e. Unaudited Actuals – July following the end of the fiscal year
f. Audited Actuals – December 15 following the end of the fiscal year
g. Classification Report – monthly according to Charter School's Calendar
h. Statistical Report – monthly according to Charter School's Calendar of Reports
   In addition:
   - P1, first week of January
   - P2, first week of April
i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

9.1: Annual Financial Audits

Adequate cash flow for Charter School is ensured by maintaining a funds balance (reserve) of its expenditures as required by section 15450, Title 5 of the California Code of Regulations. The Chief Business Officer regularly prepares annual budgets with three year forecasts as well as monthly financial reports, including revenue and expenditure reports, balance sheets, monthly forecasts, and cash flow statements that the Board of Directors reviews during their board meetings. The Bright Star Schools accounting department maintains financial documents and supporting documentation such as receipts, invoices and credit card statements in a uniform and orderly fashion for easy accessibility by the auditor(s).

The above-mentioned plans and systems are used to provide information for an annual, independent financial audit. On an annual basis, the Finance Committee, in conjunction with the Chief Business Officer, is responsible for contracting services with an independent Certified Public Accountant who has been certified by the State of California Controller's Office on its list of education auditors with education finance experience to audit the school's financial statements in accordance with Generally Accepted Accounting Principles (GAAP) and in accordance with the provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's Guide. The Chief Business Officer is also responsible for working with the independent auditor to complete the audit and for ensuring the auditor sends the completed audit to the required agencies by the statutory deadline.

The Bright Star Schools Board Finance Committee reviews any audit exceptions or deficiencies and reports recommendations to the full Board as to how these have been, or will be, resolved. The Bright Star Schools Board acts upon these recommendations, and reports its action to Los Angeles Unified School District to the satisfaction of the District, and within an outlined timeline.

Element 10: Suspension and Expulsion Practices

"The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

***(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)."* **(Ed. Code § 47605(c)(5)(J).)**

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy.. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein,

"involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student's disability?
B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing

- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  A. Was the misconduct caused by, or directly and substantially related to the student's disability?
  B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

10.1: Discipline Foundation Policy

The Charter School does not consider suspension and expulsion to be effective means of improving school behavior or compliance with Charter School rules and policies. While they may become necessary in extraordinary circumstances, disciplinary issues at the Charter School are more often dealt with through a variety of other strategies. These include, among other things, counseling, airing of the issue with faculty and other students, discussion with the student and his or her parent/guardian, social worker or probation officer and ineligibility for particular privileges.

The Charter School uses a value-based system to develop and promote positive student behavior and supports. These supports include school-wide incentive programs, community-building activities and relationship-building practices at all grade levels.

Professional development is offered at all levels of the organization to support the importance of building healthy relationships, strong communities and development of restorative practices. Professional development is offered for all staff prior to the beginning of the school year, and organization-wide professional development events are facilitated five (5) times each year. Each year, a professional development plan is created in alignment with feedback from data and surveys of all stakeholders.

The contents in the student handbook are consistent with provisions in this petition, applicable Districts policy(ies), the School Climate Bill of Rights and all applicable law. The Principal shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Under the Charter School's Discipline Foundation Policy, students who do not adhere to stated expectations in the Charter School's student handbook for behavior and who violate the Charter School's rules will face consequences for their behavior.

Consequences may include, but are not limited to:

- Behavioral counseling
- Warning, verbal and/or written
- Individual conference with the teacher
- Loss of privileges (e.g. attendance at school functions- dances, games, etc.)
- Individual behavior contract
- Referral to the Principal, Assistant Principal or other school support staff
- Notices to parents by telephone or letter
- Parent conference, at school or during a home visit
- Formal restorative conferencing
- Suspension (for an offense enumerated below)
- Expulsion (for an offense enumerated below)

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

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Charter School staff are trained in and annually review de-escalation strategies for students at the Charter School. Biweekly, staff participate in professional development focused on teaching, communicating and practicing the school's discipline policy to ensure Charter School

practices are consistent. These strategies focus on developing relationships with students, restorative practices, identifying and avoiding triggers for undesirable behavior (when possible), and safely stabilizing students through de-escalation techniques who have been triggered. Means of restoration following enforcement of consequences commonly used to build community and/or restore relationships are:

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

At the school student behavior data is monitored through a software program customized by the Charter School to manage behavior and character education.

In-School Suspension

The Charter School offers in-school suspension as a means of reducing time missed from learning for behavioral issues. School counselors work with students on in-school suspension and their family to arrange a schedule for the student to work on personalized learning assignments through personalized learning assigned by the teacher, as needed to ensure s/he is able to keep up with school work while on suspension. While a student is on in-school suspension, he or she will be supervised by the Charter School's Assistant Principal in the Charter School's administrative office. This ensures the safety of the general student body, staff and school campus visitors. Additional supports provided to the student and their family are counseling and an assigned, individualized social-emotional learning scope and sequence. The maximum number of days for an in-school suspension shall not exceed 5 days per incident or more than 20 days in an academic year.. The provisions defined below, including family notification, apply to in-school suspension as well as out-of-school suspension.

It is the Charter School's preference to keep students on campus as frequently as possible and to limit the number of suspensions issued. The Charter School reserves out of school suspensions, for when a student may be at risk to themselves or others on campus.

10.2: Suspension and Expulsion Policy and Procedures

Policy

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* in order to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements and are made in consultation with the Charter School Division. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

    a) Caused, attempted to cause, or threatened to cause physical injury to another person.

    b) Willfully used force or violence upon the person of another, except self-defense.

    c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

    d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

    e) Committed or attempted to commit robbery or extortion.

    f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
   i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
   ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
   iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
   iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
   i. A message, text, sound, video, or image.
   ii. A post on a social network Internet Web site including, but not limited to:
      (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
      (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
   iii. An act of cyber sexual bullying.
      (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described

above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
b) Brandishing a knife at another person.
c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq*.
d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
   i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
   ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
   iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
   iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
   i. A message, text, sound, video, or image.
   ii. A post on a social network Internet Web site including, but not limited to:
      (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
      (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n)

If it is determined by the Disciplinary Panel that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Assistant Principal or Dean of Students, as a designee of the Principal, with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, the Principal or the Assistant Principal or Dean of Students, a designess of the Principal, shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice shall state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

The length of the suspension will be determined by the Principal based on the severity of the offense(s), as evidenced by a fair and thorough investigation including witness statements, physical evidence, and other relevant factors, such as contributing life events and circumstances, and whether other means of correction can adequately reduce the length or suspension. For students with IEPs, the Inclusive Education Specialist and/or Director of Inclusive Education

will counsel the Principal on additional factors that are relevant to making the determination. The length of suspension for students may not exceed a period of 5 consecutive days unless an administrative recommendation has been made and agreed to by the student's parent/guardian. If a student is recommended for a period of suspension exceeding 5 continuous days, a second conference will be scheduled between the parent/guardian and the school to discuss the progress of the suspension upon the completion of the additional term of the suspension. A suspension exceeding 5 days would occur in the event that the Principal does not believe, based upon the offense and conference with student and family, that the student is willing or able to return without significant risk of harm to themselves or other students. The total number of

days for which a pupil may be suspended from school shall not exceed 20 school days in any school year, unless for purposes of adjustment, a pupil enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of school days for which the pupil may be suspended shall not exceed 30 days in any school year. In the event the student is suspended they are placed in an interim educational setting within the District.

Upon a recommendation of expulsion by the Principal or Principal's designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended, not to exceed a maximum of 20 school days, pending an expulsion hearing. In such instances when the Principal of the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

The Advisor of the suspended student will collect and provide the student with classroom material and current assignments to be completed at home during the length of the suspension. Written notification listing all required assignments will be sent to the student's parents and all needed materials will be left in the front office.

The suspension of a student will be at the discretion of the Principal, Assistant Principal or the Dean of Students (as a designee of the Principal). A suspension appeal may be made in writing to the Principal within the term of the suspension. Within 48 business hours, a decision will be made by the Head of Schools regarding the appeal of the student suspension, and this decision will be considered final.

4. Homework Assignments During Suspension

The Advisor of the suspended student will collect and provide the student with classroom material and current assignments to be completed at home during the length of the suspension. Missed tests will also be coordinated to be completed either at home or upon return. Written notification listing all required assignments will be sent to the student's parents and all needed materials will be left in the front office.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a Disciplinary Panel to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by a neutral and impartial Disciplinary Panel, The Disciplinary Panel shall consist of three members of the Bright Star Schools Board of Directors. The Disciplinary Panel shall be presided over by a member of the Panel designated as a hearing chairperson. The Disciplinary Panel may expel any student found to have committed an expellable offense.

E. Expulsion Procedures

If the Principal recommends expulsion, the student and the student's parents will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. During this conference, the student and parents are offered the opportunity to be heard and offer justification for the behavior that led to the potential expulsion. This determination will be made by the Principal upon either of the following findings:

- The student's presence will likely be disruptive to the educational process
- The student poses a threat or danger to others.

Upon this determination, the student's suspension will be extended pending the results of an expulsion hearing, with a maximum of 20 total days in suspension. Students will be recommended for expulsion if the Principal finds that at least one of the following findings may be substantiated:

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct
- Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

Students recommended for expulsion are entitled to a hearing before the Disciplinary Panel to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the pupil has committed an expellable offense.

Following a recommendation for expulsion and a hearing, the Disciplinary Panel, consisting of three impartial members of the Bright Star School's Board of Directors, will make a final decision whether to expel. Any Board member who has independent knowledge of the student or disciplinary circumstances shall not participate as a member of the Disciplinary Panel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing, which will be emailed and mailed within 48 hours of the request for the hearing, shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Language support will be made available at the hearing, upon request, in the event that any party involved in the hearing has a primary language other than English.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

3. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

4. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

5. At the discretion of the Disciplinary Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

6. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

7. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

8. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Disciplinary Panel from removing a support person whom the presiding entity finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

9. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official of the Disciplinary Panel shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

10. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.

11. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

12. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not

be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. The Charter School will create a written record of the expulsion proceeding in a separately-maintained file, which will be utilized in an appeal process if pursued. The record shall be made available to the parents upon request.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the Disciplinary Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Disciplinary Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Disciplinary Panel shall be in the form of written findings of fact. The final decision by the Disciplinary Panel shall be made within ten (10) school days following the conclusion of the hearing.

If the Disciplinary Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Principal or designee, following a decision of the Disciplinary Panel to expel, shall send written notice of the decision to expel, including the Disciplinary Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student; (C) rehabilitation plans, including the term of expulsion, criteria to be set forth in the plan, and the timelines and process for reinstatement and/or readmission following completion of the term of expulsion.

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. Expulsion Appeal

An expulsion may be appealed in writing within ten working days of the communication of the expulsion to the parent or guardian and must be submitted in writing to the Principal. The student will be considered suspended until a meeting is convened to consider the appeal (within 10 working days). The Bright Star Board of Directors, excluding the members of the Disciplinary Panel who presided over the original expulsion hearing, shall hear the appeal. For an appeal, the student and guardian and or advocate may provide the reasons they disagree with the original findings and or his/her rationale for why they feel in some way the process was flawed. The Principal will also have the opportunity to represent their findings and reason for original recommendation.

For a student who has an expulsion upheld upon appeal, the family will be sent written notification by the Principal, within 24 hours of such decision, including specific reasons why appeal was denied, and will be given a readmission eligibility review date. For students whose expulsion has been overturned, a re-entry conference will be facilitated by a trained school personnel the next school day, and the student will resume regular classes immediately.

The decision of the Bright Star Board of Directors will be final. If the student is expelled or if expulsion is upheld on appeal, Charter School shall notify the Student Discipline and Expulsion Support Unit "SDES" including submitting an expulsion packet to include expulsion order, rehabilitation plan, and reinstatement eligibility immediately.

L. Rehabilitation, Reinstatement, and Readmission

In the event of a decision to expel a student, the Charter School will work cooperatively with the district of residence to assist with appropriate educational placement of the expelled student. Any incident of violent and/or serious student behavior such as sexual assault shall be communicated to the school district or school to which the student matriculates.

The term of the expulsion shall remain in effect for not more than one academic year or until the Governing Board of Bright Star Schools otherwise authorizes the pupil's readmission upon successful completion of the rehabilitation plan. The terms of the rehabilitation plan are developed by considering logical consequences for the behavior which the student is being expelled. During the time of expulsion from the Charter School, the student shall comply with the rehabilitation plan, and have satisfactory grades and attendance during the time of the expulsion, and may be asked to receive appropriate and related counseling services.

The decision to readmit a student shall be at the sole discretion of the Bright Star Schools Board, following a meeting with the Executive Director and the student and/or parent/guardian, to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The student's readmission is also contingent upon the enrollment capacity of the Charter School at the time the student seeks readmission.

M. Notice to Teachers

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Element 11: Employee Retirement Systems

"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security." (Ed. Code § 47605(c)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School's participation in, and/or coverage of its staff members by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a "government plan" governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School's existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

11.1 Employee Retirement Systems

The Bright Star Schools Board of Directors shall determine which school-sponsored retirement plans will be available to various types of staff (e.g., certificated staff, Part-time staff, etc.), in consultation with the LAUSD Charter School Division.

All staff members in certificated positions of Charter School participate in the California State Teachers' Retirement System (CalSTRS). Charter School shall work directly with the Los Angeles County Office of Education to forward in a timely fashion any required payroll deductions and related data required for CalSTRS or similar programs. All withholdings from employees and Charter School will be forwarded to the CalSTRS Fund as required.Charter School shall continue participation in STRS so long as it operates under the charter, or as otherwise required by law.

Non-certificated employees will participate in the federal Social Security system in accordance with applicable law.

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School's participation in, and/or coverage of its staff members by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System, and/or federal social security.

Charter Schools also has an optional 403B plan that both certificated and classified employees can participate in. The certificated employees do not receive any match from the employer for the 403B plan. Only classified full time employees receive a match up to 4% of their contributions.

In other words,

- Certificated employees participate in CalSTRS retirement system.
- Classified employees participate in the federal Social Security System. Classified employees do not participate in CalPRS.
- Both Certificated and Classified employees can participate in the optional 403(b) retirement system. Only Classified employees get up to a 4% employer match.

The Vice President of Human Resources will ensure the appropriate arrangements for coverage have been made and will be sustained.

Element 12: Public School Attendance Alternatives

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." (Ed. Code § 47605(c)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

12.1 Public School Attendance Alternatives

As a public school of choice, Charter School does not have restrictive enrollment based on residence, etc. Parents and students will be informed of their public school attendance alternatives during the enrollment process.

Element 13: Rights of District Employees

"The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school." (Ed. Code § 47605(c)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14: Mandatory Dispute Resolution

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

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, ("Dispute") shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys' fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party's attorneys' fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys' fees, costs and/or expenses, or mediator's or arbitrator's fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. ("Proposition 39"), shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director

Charter Schools Division

Los Angeles Unified School District

333 South Beaudry Avenue, 20th Floor

Los Angeles, California 90017

Director/Principal

]

Rise Kohyang High School
600 S. La Fayette Park Place - Third Floor
Los ANgeles, CA - 90057

2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

   Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

   Director

   Charter Schools Division

   Los Angeles Unified School District

   333 South Beaudry Avenue, 20th Floor

   Los Angeles, California 90017

   Director/Principal

   [Charter School

[Charter School Address]

2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15: Charter School Closure Procedures

"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." (Ed. Code § 47605(c)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a "Closure Action". A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on "Charter Schools Closure - Requirements and Recommendations" posted on

the California Department of Education website. All references to "Charter School" apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that

the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. Make final federal tax payments (employee taxes, etc.)

c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.
Bright Star Schools' Executive Director and Deputy Superintendent of Education, along with the School Principal, will serve as the school's closure agent in the event that the school closes.

Additional Provisions

Facilities

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:

Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

Minimum Payments or Charges to be Paid to District Arising from the Facilities:

Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Insurance

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be $1,000,000 per occurrence/$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

Cyber Liability insurance coverage with minimum limits of $500,000 per occurrence and $500,000 general aggregate.

Professional Educators Errors and Omissions liability coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

Sexual Molestation and Abuse coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Employment Practices Legal Liability coverage with limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

Excess/Umbrella Liability insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.
Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificatesof insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

Fiscal Matters

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:
Charter School is subject to District oversight.

The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.

The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

Compliance with terms and conditions prescribed in the Charter agreement,
Internal controls, both financial and operational in nature,
The accuracy, recording and/or reporting of Charter School's financial information,
Charter School's debt structure,
Governance policies, procedures and history,
The recording and reporting of attendance data,
Charter School's enrollment process,
Compliance with safety plans and procedures, and
Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days' notice to Charter School. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours' notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). (Ed. Code § 47606.5(b).)

ADDENDUM

Assurances, Affirmations, and Declarations

Rise Kohyang High School (also referred to herein as "RKHS" and "Charter School") shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter "Ed. Code") § 47605(e)(1).)

- Not charge tuition. (Ed. Code § 47605(e)(1).)

- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)

- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)

- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)

- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School's capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as "LAUSD" and "District"). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)

- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)

- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

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

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

Element 1 – The Educational Program

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

"The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals.

***A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals."* (Ed. Code § 47605(c)(5)(A)(ii).)**

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment,

enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

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

SELPA Reorganization

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

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

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

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

Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school." **(Ed. Code § 47605(c)(5)(B).)**

"The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card." **(Ed. Code § 47605(c)(5)(C).)**

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(d)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

Element 4 – Governance

"The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement." **(Ed. Code § 47605(c)(5)(D).)**

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall comply with the Ralph M. Brown Act ("Brown Act"). All meetings of the Charter School's governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School's website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(c).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the California Public Records Act.

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student

special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Element 5 – Employee Qualifications

"The qualifications to be met by individuals to be employed by the charter school." **(Ed. Code § 47605(c)(5)(E).)**

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Element 6 – Health and Safety Procedures

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall rquire all of the following:

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

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school." **(Ed. Code § 47605(c)(5)(F).)**

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District's Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan ("Plan"), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School's requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel" if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code section 49475) offered by or on behalf of Charter School.

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and dettraermined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

Element 7 – Means to Achieve Racial and Ethnic Balance

"The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District's Student Integration Services (collectively the "Court-ordered Integration Program"). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD's Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW*)). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District's Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District's goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole

discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

Element 8 – Admission Policies and Procedures

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other

characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

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

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

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

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

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

SEXUAL HARASSMENT POLICY NOTICE

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

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

Element 9 – Annual Financial Audits

***"The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority."* (Ed. Code § 47605(c)(5)(I).)**

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(c)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

a. Provisional Budget – Spring prior to operating fiscal year
b. Final Budget – July of the budget fiscal year
c. First Interim Projections – November of operating fiscal year
d. Second Interim Projections – February of operating fiscal year
e. Unaudited Actuals – July following the end of the fiscal year
f. Audited Actuals – December 15 following the end of the fiscal year
g. Classification Report – monthly according to Charter School's Calendar
h. Statistical Report – monthly according to Charter School's Calendar of Reports

In addition:

- P1, first week of January
- P2, first week of April

i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

"The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

***(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)."* **(Ed. Code § 47605(c)(5)(J).)**

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein,

"involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student's disability?
B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  A. Was the misconduct caused by, or directly and substantially related to the student's disability?
  B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon

request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

Element 11 – Employee Retirement Systems

"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security." (Ed. Code § 47605(c)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School's participation in, and/or coverage of its staff members by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a "government plan" governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School's existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Element 12 – Public School Attendance Alternatives

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." (Ed. Code § 47605(c)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Element 13 – Rights of District Employees

"The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school." (Ed. Code § 47605(c)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

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

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, ("Dispute") shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys' fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other

party's attorneys' fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys' fees, costs and/or expenses, or mediator's or arbitrator's fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. ("Proposition 39"), shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director

Charter Schools Division

Los Angeles Unified School District

333 South Beaudry Avenue, 20th Floor

Los Angeles, California 90017

Director/Principal

[Charter School Name]

[Charter School Address]

2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director

Charter Schools Division

Los Angeles Unified School District

333 South Beaudry Avenue, 20th Floor

Los Angeles, California 90017

Director/Principal

[Charter School]

[Charter School Address]

2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." (Ed. Code § 47605(c)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a "Closure Action". A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on "Charter Schools Closure - Requirements and Recommendations" posted on the California Department of Education website. All references to "Charter School" apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The students' school districts of residence

4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure

2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school

2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. Make final federal tax payments (employee taxes, etc.)

c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole

cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:

  (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

  (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising from the Facilities:

  (i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

  (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

  (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an

alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction,

reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured

Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be $1,000,000 per occurrence/$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of $500,000 per occurrence and $500,000 general aggregate.

6. Professional Educators Errors and Omissions liability coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

7. Sexual Molestation and Abuse coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

8. Employment Practices Legal Liability coverage with limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

9. Excess/Umbrella Liability insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

> "Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses

and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.

- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.

- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,

- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days' notice to Charter School. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours' notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph

California Department of Education

DataQuest Home / Enrollment Report

2021-22 Enrollment by Ethnicity and Grade

Rise Kohyang High Report (19-64733-0133868)

+ Report Description

+ Report Options and Filters

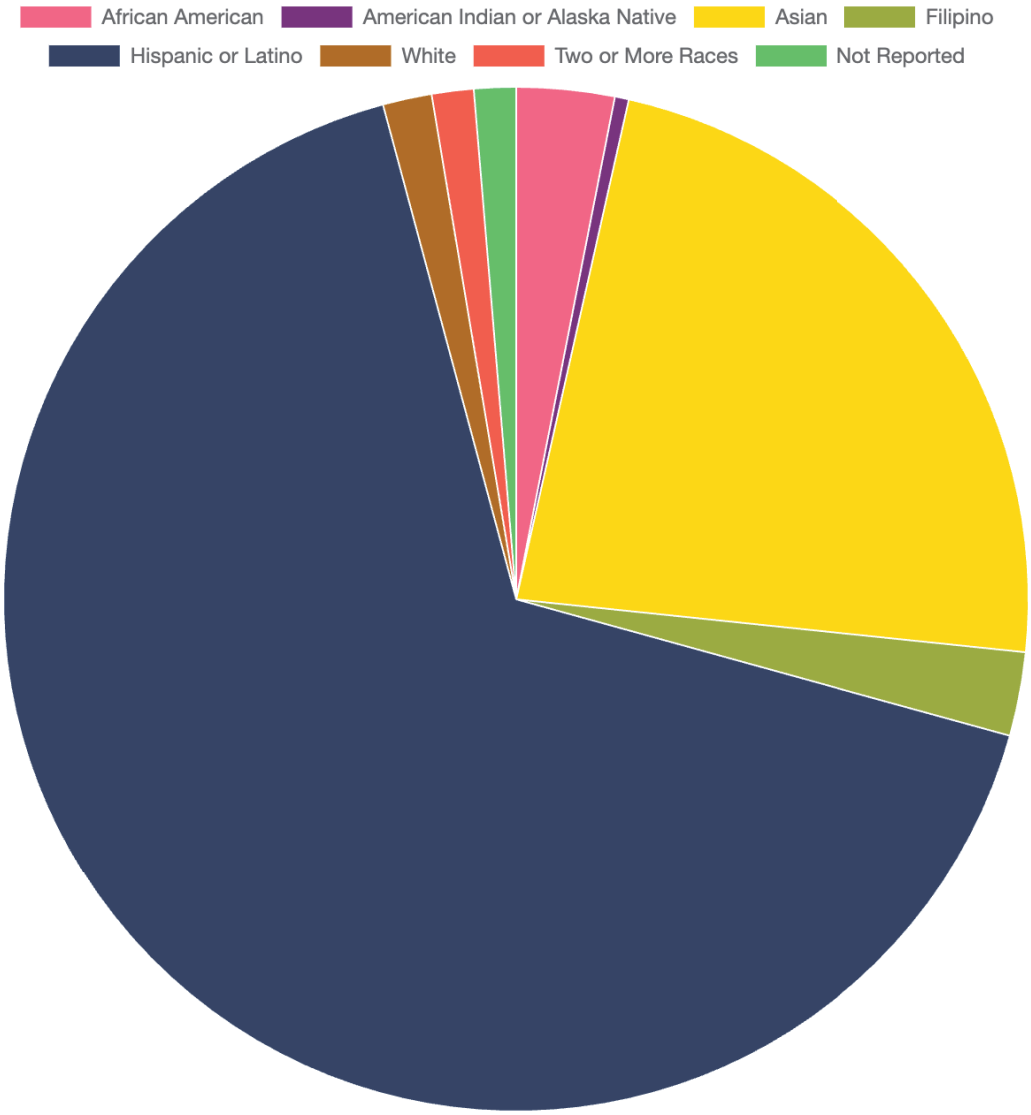
Ethnicity	Total	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Ungr Elem	G
African American	**14**	0	0	0	0	0	0	0	0	0	0	
American Indian or Alaska Native	**2**	0	0	0	0	0	0	0	0	0	0	
Asian	**105**	0	0	0	0	0	0	0	0	0	0	
Filipino	**12**	0	0	0	0	0	0	0	0	0	0	
Hispanic or Latino	**302**	0	0	0	0	0	0	0	0	0	0	
White	**7**	0	0	0	0	0	0	0	0	0	0	
Two or More Races	**6**	0	0	0	0	0	0	0	0	0	0	
Not Reported	**6**	0	0	0	0	0	0	0	0	0	0	
Total	**454**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	

Report Totals

Name	Total	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade

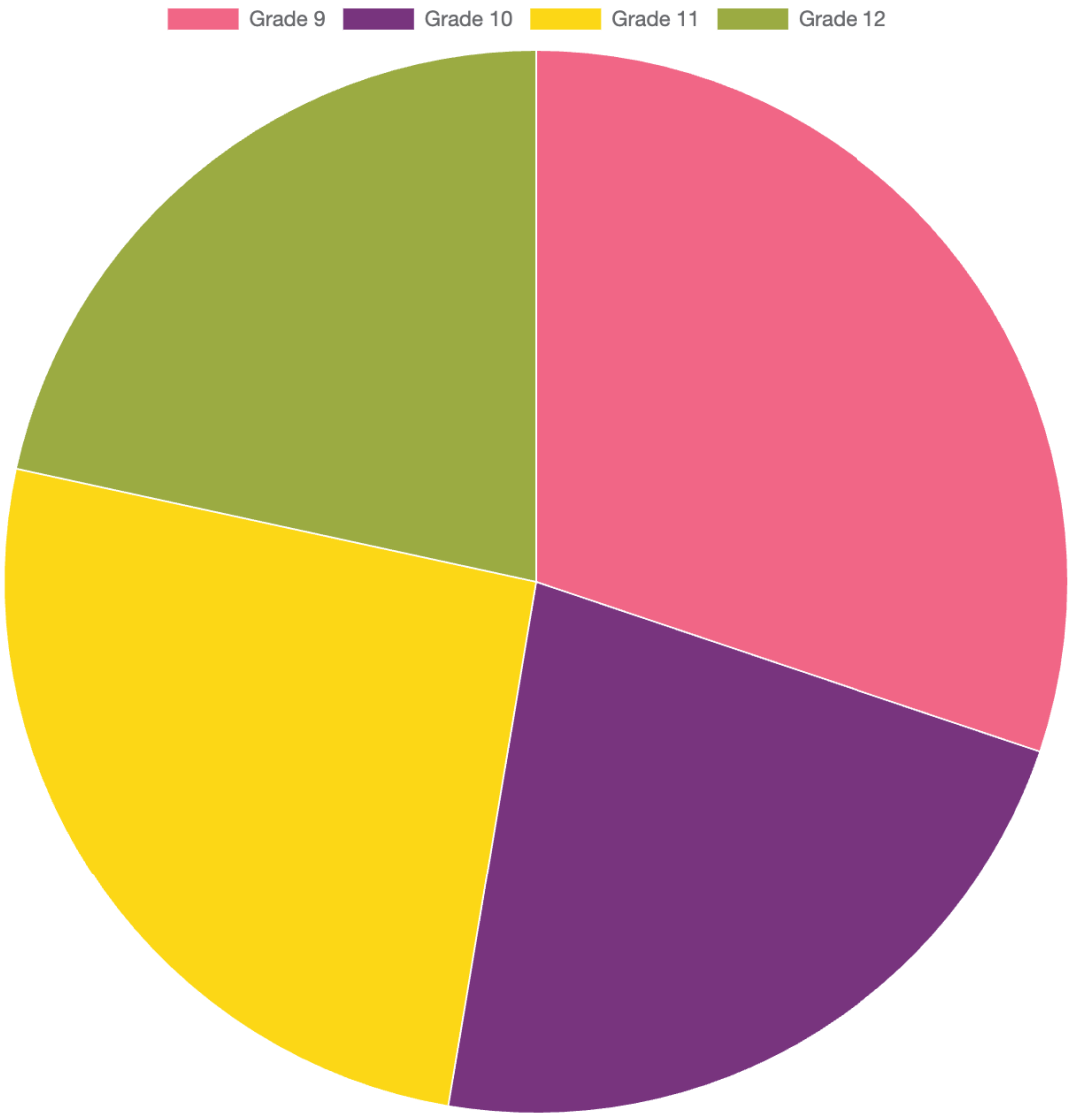
Name	Total	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
Rise Kohyang High	**454**	0	0	0	0	0	0	0	0
Los Angeles Unified	**548,338**	47,831	38,424	39,654	40,471	41,363	42,483	40,434	40,117
Los Angeles County	**1,336,558**	107,263	90,423	93,301	95,833	97,856	99,594	99,728	98,598
Statewide	**5,892,240**	469,928	408,671	421,662	427,015	433,523	441,608	441,390	435,779

Enrollment by Ethnicity



+ Enrollment by Ethnicity Chart Data

Enrollment by Grade



✚ **Enrollment by Grade Chart Data**

LAUSD BOARD APPROVED
10/15/19
(BR 108-19/20)
TERM: 2020-2025

LARCHMONT CHARTER SCHOOL
Established in 2004

Larchmont Charter School

2020 - 2025 Charter School Petition

Petition Submitted to the
Los Angeles Unified School District
Charter Schools Division
333 South Beaudry Avenue
Los Angeles, CA 90017

SUBMITTED ON
August 19, 2019

Larchmont Charter School
444 N. Larchmont Boulevard, #207
Los Angeles, CA 90004
Phone: 323-380-7893
Fax: 818-755-3301

Table of Contents

Assurances, Affirmations, and Declarations 3

Element 1: The Educational Program 5

Element 2: Measurable Pupil Outcomes and Element 3: Method by which Pupil Progress Toward Outcomes will be Measured 101

Element 4: Governance 109

Element 5: Employee Qualifications 116

Element 6: Health and Safety Procedures 132

Element 7: Means to Achieve Racial and Ethnic Balance 137

Element 8: Admissions Requirements 139

Element 9: Annual Financial Audits 146

Element 10: Suspension and Expulsion Procedures 148

Element 11: Employee Retirement Systems 167

Element 12: Public School Attendance Alternatives 168

Element 13: Rights of District Employees 169

Element 14: Mandatory Dispute Resolution 170

Element 15: Charter School Closure Procedures 173

Additional Provisions 180

ADDENDUM 187

Assurances, Affirmations, and Declarations

Larchmont Charter School (also referred to herein as "Larchmont," "LCS" and "Charter School") shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter "Ed. Code") § 47605(d)(1).)

- Not charge tuition. (Ed. Code § 47605(d)(1).)

- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)

- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)

- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)

- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School's capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as "LAUSD" and "District"). (Ed. Code § 47605(d)(2)(B).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)

- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(c)(2).)

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

with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

Element 1: The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

SELPA Reorganization

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

role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree ("MCD") and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs ("IEPs") and tracking of related services provided to students during the course of their education.

As part of fulfilling the District's obligations under the MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor's ("OIM") required format in accordance with the OIM's required timelines and as follows:

- End of Year Suspension

  District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

  The standard file including District ID.

- Norm day
  District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- CBEDS

- All Students enrolled as of December 1 of each school year

  District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout
  District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District's integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

1. **General Information**

General information	
The contact person for Charter School is:	*Amy Held*
The contact address for Charter School is:	*444 N. Larchmont Blvd, #207 Los Angeles, CA 90004*
The contact phone number for Charter School is:	*(323) 380-7893*
The proposed address or ZIP Code of the target community to be served by Charter School is:	*Larchmont Charter School at Hollygrove, 815 N. El Centro Ave., Los Angeles, CA 90038 *see Target Student Population for description of broader target area*
This location is in LAUSD Board District:	*4 - Fairfax, Selma, Hollygrove 2 – Lafayette Park Place*
This location is in LAUSD Local District:	*West & Central*
The grade configuration of Charter School is:	*TK-12*
The number of students in the first year will be:	*1,622*
The grade level(s) of the students in the first year will be:	*TK-12*
Charter School's scheduled first day of instruction in 2020 - 2025	*August 19, 2020*
The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	*1,841*
The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	*Traditional / single track*
The bell schedule for Charter School will be:	*TK-4: 8:30am to 3:00pm 5-7: 8:20am to 3:25/3:35/3:45pm*

	8-12: 8:30am to 3:35/3:50pm
The term of this Charter shall be from:	***July 1, 2020-June 30, 2025***

Community Need for Charter School

Larchmont Charter School, a grades TK-12 school, has established itself as one of the top performing public schools in Los Angeles. Unique among public charter networks in our focus on racial, ethnic, and socio-economic diversity, Larchmont Charter School aims to provide a richly diverse community of students with a high quality public education.

Larchmont Charter School grew out of a dream of a group of dedicated parents, opening in September 2005 as a K-2nd grade elementary school with 120 students. Inspired by the success of Larchmont Charter, a second group of parents advocated to open a sister school. The result was Larchmont Charter School–West Hollywood (LCW), a separate K-8 charter school, which opened its doors in September of 2008.

With Larchmont's expansion, the dream grew. The community now wanted to offer every Larchmont student a path from kindergarten through 12th grade. Larchmont Charter School amended its charter to include a high school, and in 2011 the LAUSD Board of Education approved the petition. But Larchmont Charter School–West Hollywood continued to operate as a separate entity, and our LCW students were limited to a K-8 program. To remedy this problem, the Larchmont Charter School Board of Directors submitted a Request for Material Revision in the spring of 2013, in an effort to merge Larchmont Charter-West Hollywood and Larchmont Charter into one Larchmont Charter School.

On April 16, 2013, the LAUSD Board of Education approved the material revision to the Larchmont Charter School charter petition. Today, Larchmont Charter School operates a continuous TK-12 program. The first senior class graduated at the end of the 2015-2016 school year. Our students are served on the following four campuses:

- Larchmont Charter School at Fairfax (TK-4)
- Larchmont Charter School at Hollygrove (TK-4)
- Larchmont Charter School at Selma (5-7) (This site has been provided based on Proposition 39 agreement and is subject to a yearly application process)
- Larchmont Charter School at La Fayette Park Place (8-12)

2. **School Performance**

Academic Performance Data and Other Absolute Comparative Performance Indicators

During the current charter term, Larchmont Charter School has demonstrated consistently high academic achievement, evidencing that it has and will continue to meet the needs of the community it serves. Larchmont provides a compelling option for families seeking quality schools in the Los Angeles community by providing a constructivist, inquiry-based educational program, high degree of parent engagement, and student population that mirrors our broader community.

California Assessment of Student Performance and Progress ("CAASPP")

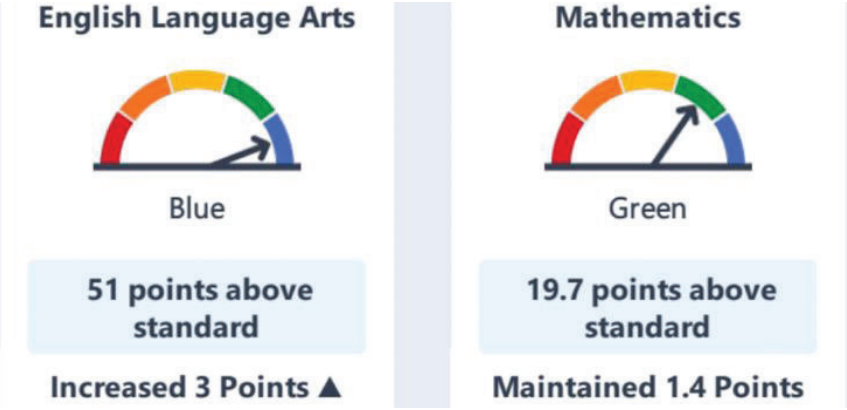
The 2018 CAASPP results show that students at Larchmont are meeting or exceeding English Language Arts ("ELA") and Math standards at much higher rates compared to students enrolled at Resident Schools and at similar rates compared to students enrolled at Similar Schools within LAUSD. For the 2018 CAASPP for ELA, 73.29% of Larchmont students met or exceeded standards, compared to the Resident Schools Median of 41.50%, Similar School's Median of 73.00%, and LAUSD rate of 42.31%. In Math, 61.83% of Larchmont students met or exceeded standards, compared to the Resident Schools Median of 25.42%, Similar School's Median of 69.43%, and LAUSD rate of 31.32%. Larchmont's performance on the CAASPP has remained strong over time, as shown in the table below.

CAASPP Met/Exceeds Standards Combined Percentage[1]

	2015-16		*2016-17*		*2017-18*	
	ELA	***Math***	***ELA***	***Math***	***ELA***	***Math***
Larchmont	***70.0%***	***61.0%***	***72.24%***	***63.14%***	***73.29%***	***61.83%***
Similar School's Median	***77.0%***	***64.5%***	***69.45%***	***67.99%***	***73.00%***	***69.43%***
Resident Schools Median	***41.5%***	***24.5%***	***42.81%***	***25.08%***	***41.50%***	***25.42%***
LAUSD	***39.0%***	***28.0%***	***39.55%***	***29.86%***	***42.31%***	***31.32%***

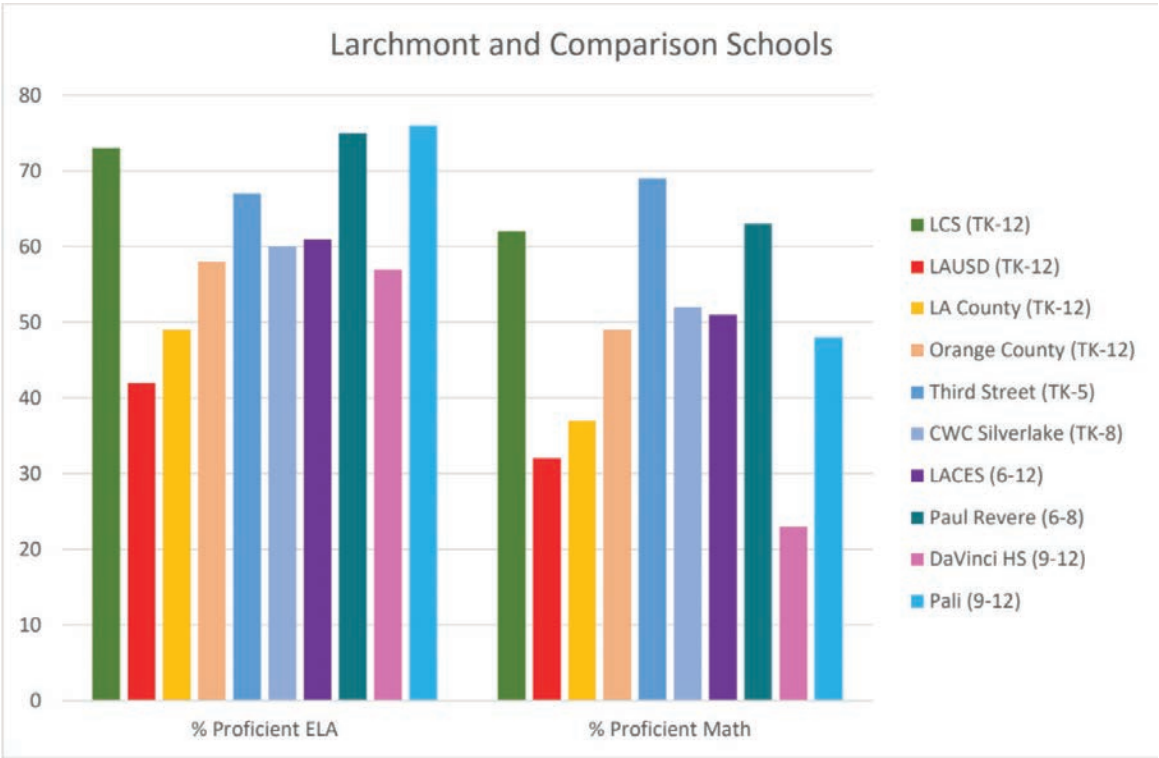
On the California School Dashboard, Larchmont is rated "blue" and "green" – the two highest performance indicators – for ELA and Math, respectively.

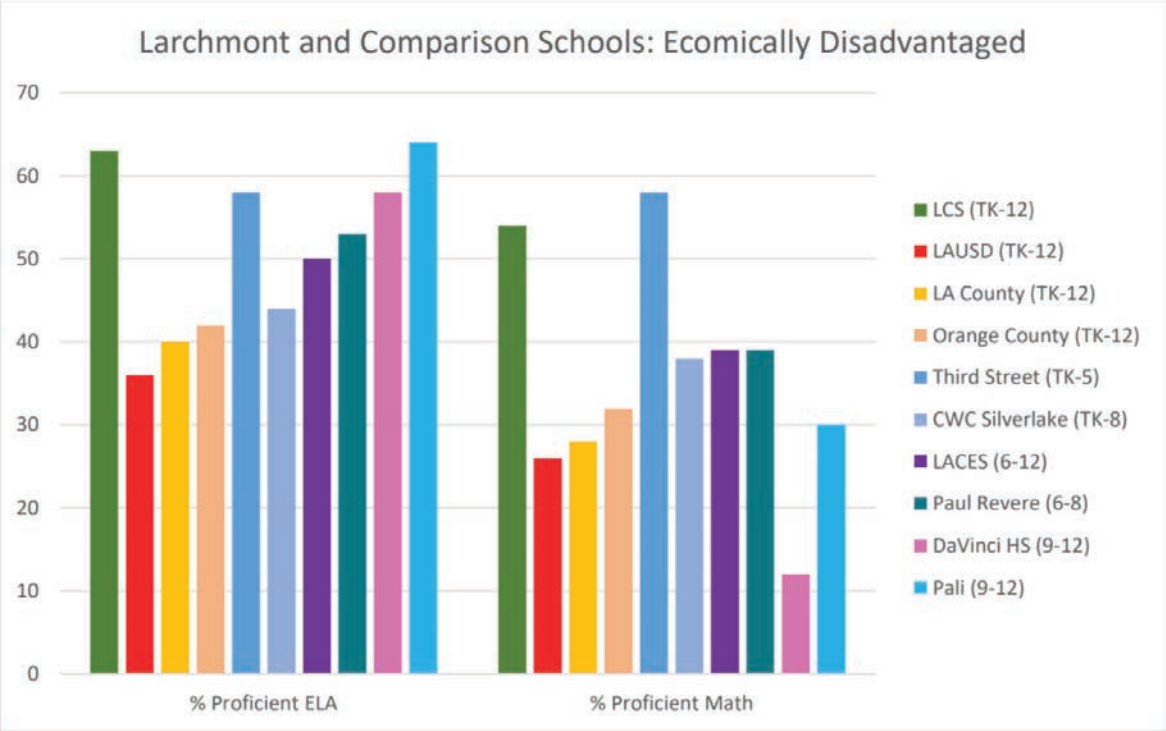
[1] Source: LAUSD Office of Data and Accountability.

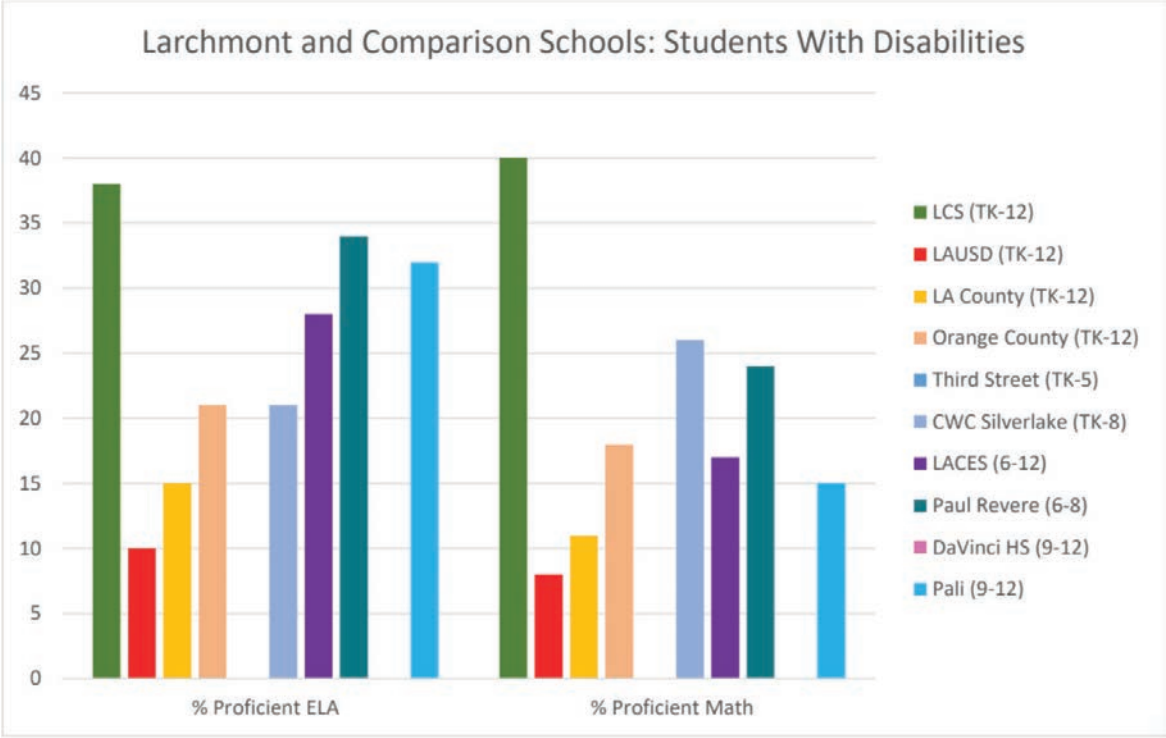


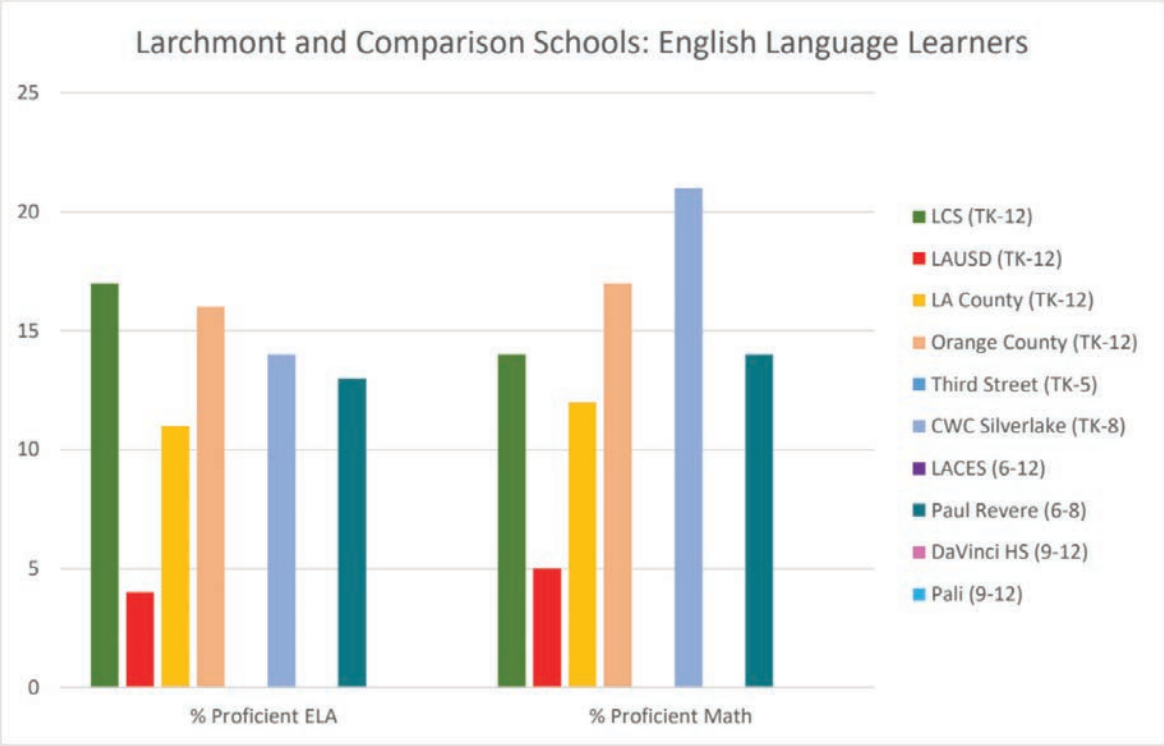
Larchmont's CAASPP results are strong schoolwide and also by subgroup. Because Larchmont is a TK-12 school on four separate campuses, the Resident Schools that serve as a comparison to Larchmont comprise a mix of 50 elementary, middle, and high schools. To simplify comparisons, the following charts contextualize Larchmont's 2018 CAASPP results alongside that of LAUSD, LA County, and a sample of Resident Schools.

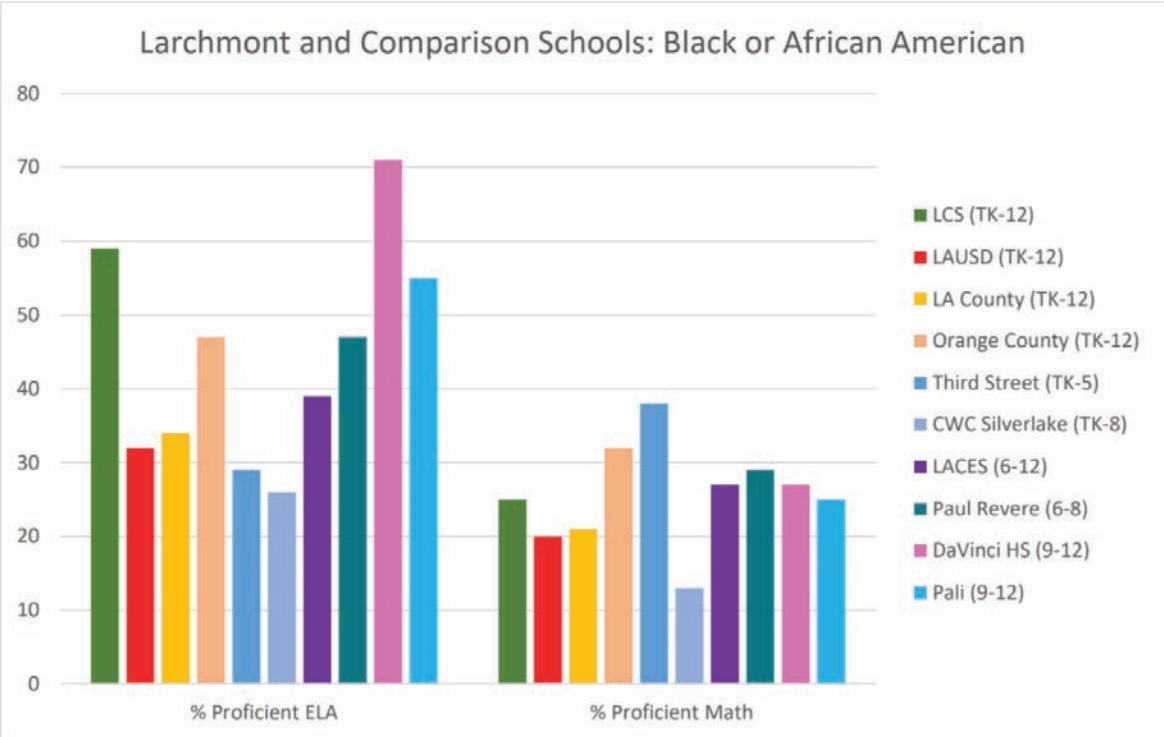
2018 CAASPP Results

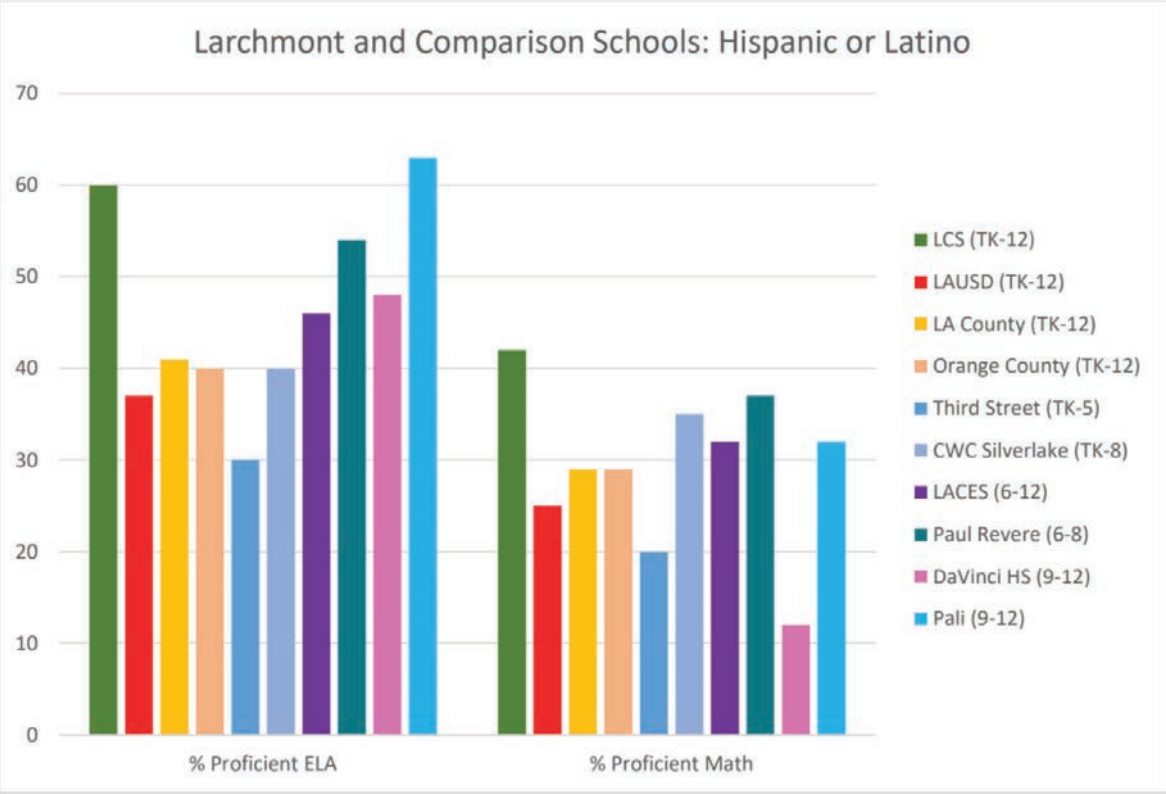



Larchmont and Comparison Schools: Ecomically Disadvantaged
70
60
50
40
30
20
10
0
% Proficient ELA
% Proficient Math
LCS (TK-12)
LAUSD (TK-12)
LA County (TK-12)
Orange County (TK-12)
Third Street (TK-5)
CWC Silverlake (TK-8)
LACES (6-12)
Paul Revere (6-8)
DaVinci HS (9-12)
Pali (9-12)


Larchmont and Comparison Schools: Students With Disabilities
45
40
35
30
25
20
15
10
5
0
% Proficient ELA
% Proficient Math
LCS (TK-12)
LAUSD (TK-12)
LA County (TK-12)
Orange County (TK-12)
Third Street (TK-5)
CWC Silverlake (TK-8)
LACES (6-12)
Paul Revere (6-8)
DaVinci HS (9-12)
Pali (9-12)


Larchmont and Comparison Schools: English Language Learners
25
20
15
10
5
0
% Proficient ELA
% Proficient Math
LCS (TK-12)
LAUSD (TK-12)
LA County (TK-12)
Orange County (TK-12)
Third Street (TK-5)
CWC Silverlake (TK-8)
LACES (6-12)
Paul Revere (6-8)
DaVinci HS (9-12)
Pali (9-12)

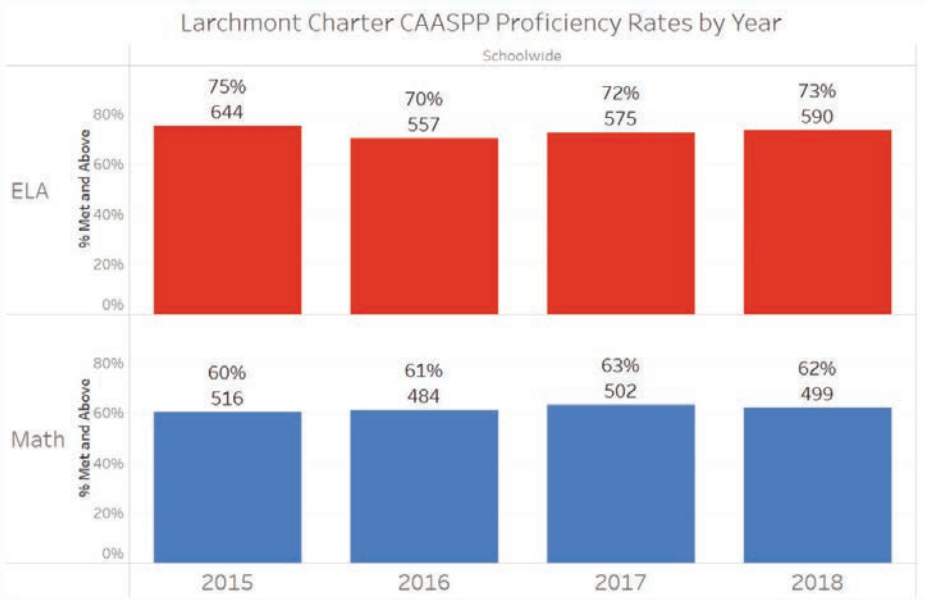

Larchmont and Comparison Schools: Black or African American
80
70
60
50
40
30
20
10
0
% Proficient ELA
% Proficient Math
LCS (TK-12)
LAUSD (TK-12)
LA County (TK-12)
Orange County (TK-12)
Third Street (TK-5)
CWC Silverlake (TK-8)
LACES (6-12)
Paul Revere (6-8)
DaVinci HS (9-12)
Pali (9-12)



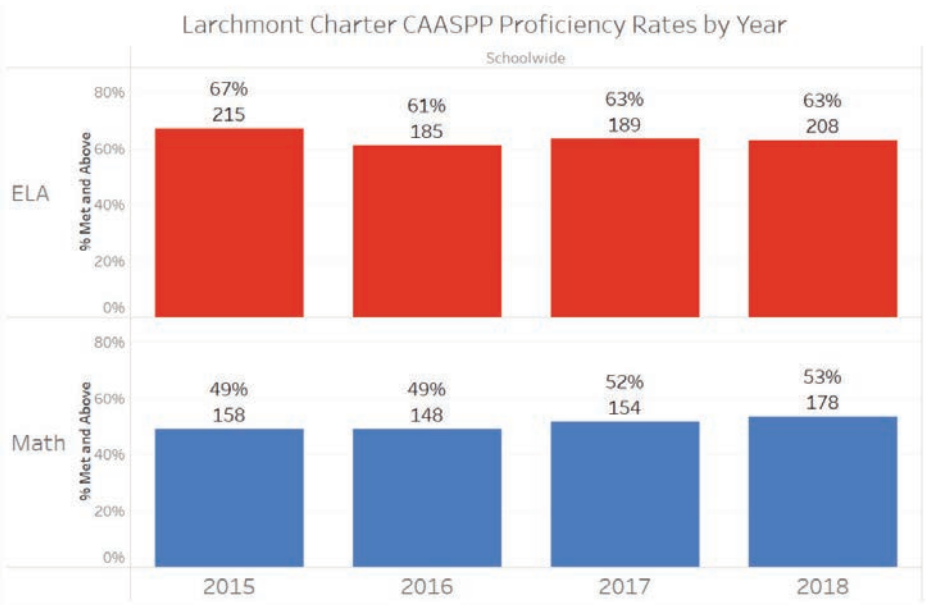
Larchmont has maintained strong CAASPP results throughout the last four years of the current charter term, both schoolwide and by subgroup.

Vista Legacy Global Academy
Supporting Documentation

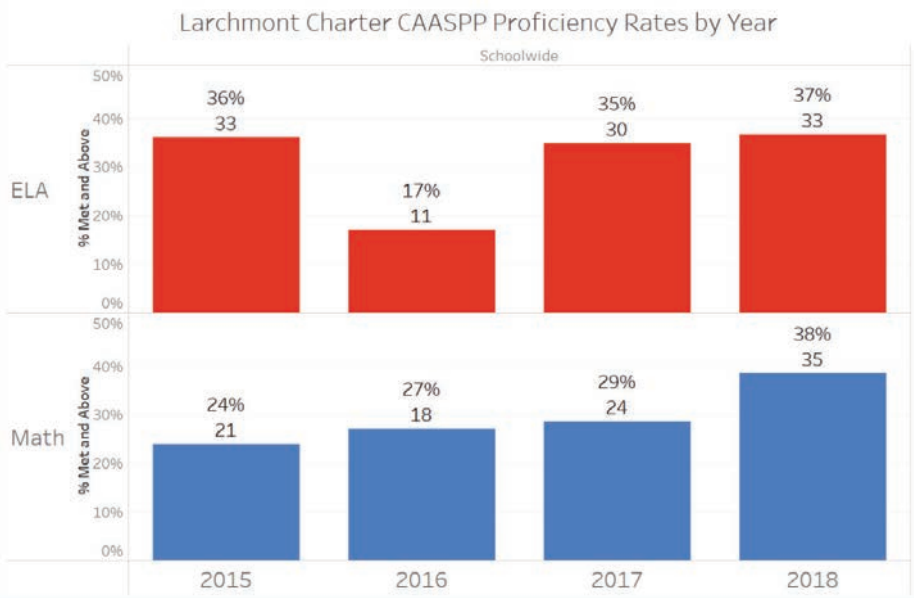
2015 – 2018 CAASPP Schoolwide



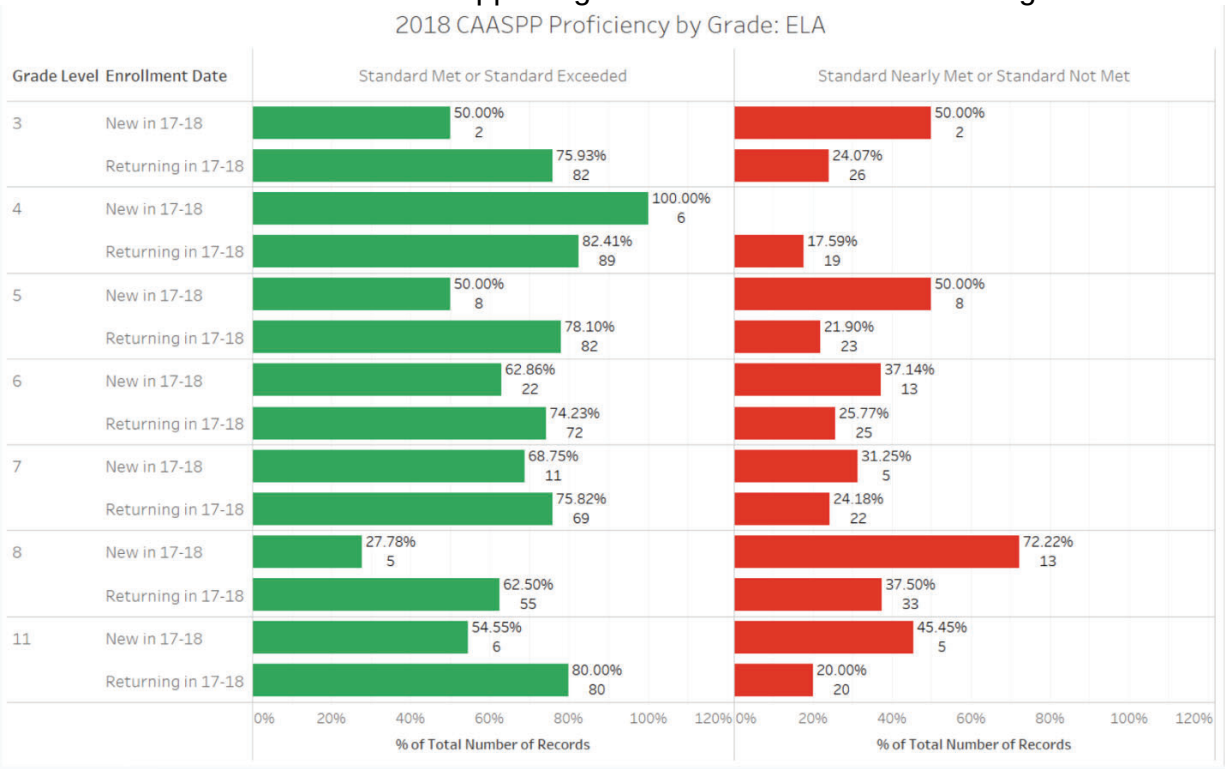
2015 – 2018 CAASPP for Socio-economically Disadvantaged Students

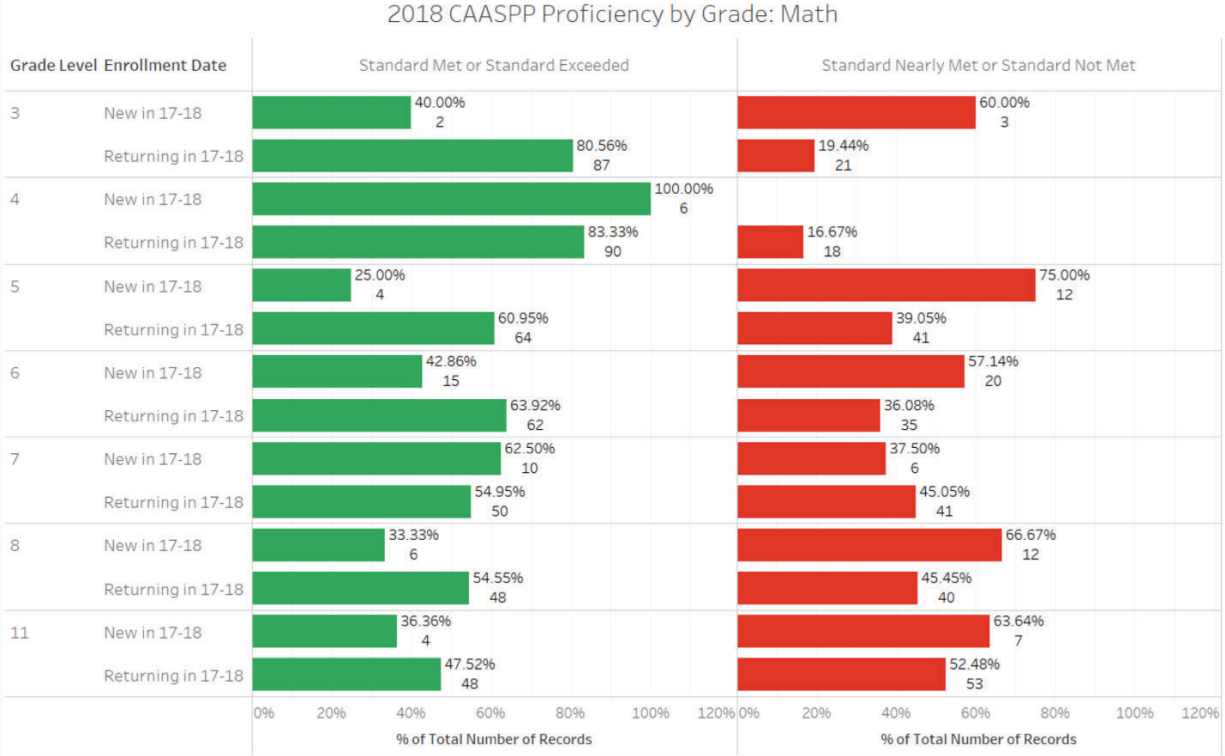


2015 – 2018 CAASPP for Students with Disabilities



The strength of Larchmont's academic programming is also reflected in the CAASPP results of returning students and newly enrolled students. In many grade levels, a third to three-quarters of newly enrolled students nearly met or did not meet ELA and/or Math standards, while the majority of returning students met or exceeded ELA and Math standards in the 2018 CAASPP. Students are able to benefit most from Larchmont's unique TK-12 program with continuous enrollment. The charts below show that returning students largely outperform new students in every grade level, a testimony to the effectiveness of Larchmont's program.


2018 CAASPP Proficiency by Grade: ELA
Grade Level
Enrollment Date
Standard Met or Standard Exceeded
Standard Nearly Met or Standard Not Met
3
New in 17-18
50.00% 2
50.00% 2
Returning in 17-18
75.93% 82
24.07% 26
4
New in 17-18
100.00% 6
Returning in 17-18
82.41% 89
17.59% 19
5
New in 17-18
50.00% 8
50.00% 8
Returning in 17-18
78.10% 82
21.90% 23
6
New in 17-18
62.86% 22
37.14% 13
Returning in 17-18
74.23% 72
25.77% 25
7
New in 17-18
68.75% 11
31.25% 5
Returning in 17-18
75.82% 69
24.18% 22
8
New in 17-18
27.78% 5
72.22% 13
Returning in 17-18
62.50% 55
37.50% 33
11
New in 17-18
54.55% 6
45.45% 5
Returning in 17-18
80.00% 80
20.00% 20
0% 20% 40% 60% 80% 100% 120%
% of Total Number of Records
0% 20% 40% 60% 80% 100% 120%
% of Total Number of Records


2018 CAASPP Proficiency by Grade: Math
Grade Level
Enrollment Date
Standard Met or Standard Exceeded
Standard Nearly Met or Standard Not Met
3
New in 17-18
40.00% 2
60.00% 3
Returning in 17-18
80.56% 87
19.44% 21
4
New in 17-18
100.00% 6
Returning in 17-18
83.33% 90
16.67% 18
5
New in 17-18
25.00% 4
75.00% 12
Returning in 17-18
60.95% 64
39.05% 41
6
New in 17-18
42.86% 15
57.14% 20
Returning in 17-18
63.92% 62
36.08% 35
7
New in 17-18
62.50% 10
37.50% 6
Returning in 17-18
54.95% 50
45.05% 41
8
New in 17-18
33.33% 6
66.67% 12
Returning in 17-18
54.55% 48
45.45% 40
11
New in 17-18
36.36% 4
63.64% 7
Returning in 17-18
47.52% 48
52.48% 53
0% 20% 40% 60% 80% 100% 120%
% of Total Number of Records
0% 20% 40% 60% 80% 100% 120%
% of Total Number of Records

The academic performance of students at Larchmont Charter are also reflected in the California Charter Schools Association's ("CCSA") rankings, which compare all public schools in California based on CAASPP data. Larchmont received a State Rank of 9 out of 10 and a Similar Students Rank of 7 out of 10[2], both well above CCSA's target of 4 out of 10.

College and Career Readiness Indicators

Larchmont's unique TK-12 programming prepares students for success in higher education and beyond. On the California School Dashboard, Larchmont is rated "blue" – the highest performance indicator possible – in the areas of College/Career preparedness and Graduation Rate.

The four-year adjusted cohort graduation rate and college-going rate of Larchmont students exceed that of LAUSD and the state of CA, as shown in the tables[3] below.

2017-18 Four-year Adjusted Cohort Graduation Rate

Name	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements	Graduates Earning a Seal of Biliteracy	Graduates Earning a Golden State Seal Merit Diploma
Larchmont Charter	79	76	96.2%	72	9	35
Los Angeles Unified	45,566	36,481	80.1%	23,924	4,713	8,887
Los Angeles County	122,987	100,319	81.6%	56,353	11,850	22,006
Statewide Total	504,073	418,205	83.0%	208,769	47,248	93,352

[2] Source: CCSA.

[3] Source: CDE Dataquest.

2017-18 College-going Rate

Name	High School Completers	High School Completers Enrolled In College	College-Going Rate	Enrolled In College (In-State)	Enrolled In College (Out-of-State)	No Record of College Enrollment
Larchmont Charter	76	56	73.7%	64.5%	9.2%	26.3%
Los Angeles Unified	38,013	20,453	53.8%	50.5%	3.3%	46.2%
Los Angeles	105,481	65,285	61.9%	56.6%	5.3%	38.1%
State	439,211	282,740	64.4%	57.8%	6.6%	35.6%

Larchmont students are also outperforming their peers within Los Angeles and statewide on the SAT[4], a commonly accepted standardized test for college admissions, in both ELA and Math benchmarks.

2017-18 SAT Benchmark Results

Name	Grade 12 Enrollment	Number Tested	Number Meeting Current ELA Benchmark	Number Meeting Previous ELA Benchmark	Total Number Meeting ELA Benchmarks	Percent Meeting ELA Benchmarks	Number Meeting Current Math Benchmark	Number Meeting Previous Math Benchmark	Total Number Meeting Math Benchmarks	Percent Meeting Math Benchmarks
Larchmont Charter	77	61	48	0	48	78.69%	33	0	33	54.10%
Los Angeles Unified	42,372	25,633	14,247	13	14,260	55.63%	8,032	11	8,043	31.38%
Los Angeles County	116,783	66,485	41,820	75	41,895	63.01%	27,349	71	27,420	41.24%
Statewide	489,221	236,492	167,556	442	167,998	71.04%	119,412	423	119,835	50.67%

Larchmont graduates have been accepted and matriculated to many fine higher education institutions around the country, including the following:

- Bucknell University
- California State University (multiple campuses)
- Columbia University
- Emory University
- Georgetown University
- Harvey Mudd
- Kenyon College
- Loyola Marymount University
- Mills College
- Oberlin College
- Purdue University
- Spelman College
- Stanford University
- University of California (multiple campuses)
- University of Southern California

[4] Source: CDE Dataquest.

- Yale University
- Wellesley

These results evidence that Larchmont has not only shown high achievement in terms of student outcomes, but also strong growth, particularly in ELA and the elementary grades, that significantly outpaces schools in the community. This synthesized analysis therefore points to the fact that Larchmont Charter School is offering a high quality education program when compared against the district-wide and neighborhood benchmarks. The following reflection highlights our successes to date, transparently calls attention to our challenges, and discusses ways in which Larchmont Charter School aims to continuously improve in this next charter term.

Success of Key Features of the Educational Program

Larchmont Charter School provides a socio-economically, culturally and racially diverse community of students with an exceptional public education. We foster creativity and academic excellence; our students learn with and from each other in an experience-centered, inquiry-based learning environment. Nurturing our unique talents to be of service to each other and the larger world in which we live, students and adults alike embody the values of respect, integrity, compassion, and appreciation for differences of all kinds, grit, curiosity, problem solving, collaboration, and communication.

Three interrelated tenets have helped us achieve excellence and build an innovative educational program:

- **Academic excellence.** We strive to create an academically rigorous and challenging experience for each of our students every day.
- **Diversity.** We strive to have a racially and socioeconomically diverse community of learners. We also strive to have a richly diverse program that appeals to students' multiple intelligences and facilitates them making connections across the curriculum.
- **Community engagement.** We strive to ensure that every member of our community has access to, and a voice in the work we are doing to build our school and to improve the world we all inhabit. Core to this is teaching students how to be in community through an intentional focus on social emotional development and community building TK-12.

These three tenets drive the work we do at every level and are the basis for the success of the innovative features of our educational program. Our TK-12 grade span structure allows for teachers to vertically articulate the curriculum across the entire elementary, middle, and high school spectrum, resulting in a cohesive, personalized, rigorous learning experience for every student. At every grade level, interdisciplinary, standards-based projects are organized around common thematic elements stemming from ecology and social justice, the study of social movements and work in the humanities.
We consider the following innovations to be the reasons for Larchmont's success:

Challenging, constructivist and inquiry-based curriculum that inspires independent thinking, imagination and a passion for learning: Our unique approach to translating constructivist theory into practice is our signature innovation. The Larchmont curriculum is progressive, interdisciplinary, and experience-based, and rooted in social justice and the humanities. Students build and deepen concepts through the use of concrete manipulatives and experiential learning, and our curricula draw on the work of John Dewey, Jean Piaget, Reggio Emilia, Jerome Bruner, and Lev Vygotsky. Larchmont students receive differentiated instruction in response to their varied interests and strengths, and teachers are provided time, resources, support, and autonomy to continually develop their pedagogical skills in a professional learning community; create, evaluate and refine curricula; and ensure that all students have every opportunity to achieve.

Commitment to diversity that mirrors our community: Larchmont's continuing goal is to give all students the opportunity to learn with and from a student population that mirrors our community, where students are more actively engaged, parents are more actively involved, and teachers have high expectations for student achievement. Research shows that socioeconomically disadvantaged students benefit from attending schools with this model of economic diversity. A 2012 study by Richard Kahlenberg demonstrated that low-income students attending more affluent schools significantly outperform low-income students attending high-poverty schools with state-of-the-art educational interventions.[5]

Because of our commitment to serving a diverse community of students, Larchmont Charter School has undertaken efforts to increase its overall diversity. Larchmont continues to offer a weighted lottery priority for families that indicate that they qualify for the National School Lunch Program ("NSLP") and the school uses this priority to create a 40% NSLP-eligible pool in the lottery based on approved practice as described in Element 8. We also conduct significant and varied outreach efforts, offer a variety of ways for families of all backgrounds to connect with the larger school community once they arrive at Larchmont. As a result of these efforts, over 40% of the student population is considered socio-economically disadvantaged.

Focus on civic engagement, volunteerism, and community: The third innovative feature of our educational program is the emphasis we place on teaching our students that they are citizens of the world, whereby they take interest in and responsibility for their critical roles in the broader world, as advocates for equal opportunity and the dignity of others. Our campuses are not isolated entities in our neighborhoods, but instead are an integral part of the broader community. For instance, through our students' Signature/Interdisciplinary Projects and Junior/Senior Seminars, students participate in student-created service learning experiences every year from TK-12, and connect their experiences back to the curriculum across academic areas. Students in TK-4 engage in hands-on activities based in ecological sciences: life science, earth science, botany, zoology or supporting eco-literacy concepts of systems thinking and interconnectivity. In grades 5-12, these efforts are expanded to include a focus on exploring issues of social justice and community movements through work in the humanities: writing, performance art, research, and project design. These interdisciplinary projects culminate in the Junior Research Seminar and Senior Research Project, which include a community action/service component. Larchmont Charter School has successfully brought the community into our school during the school day and engaged our students in the community around them, thereby helping our students make relevant connections between themselves, their families, the city at large and communities beyond their city borders.

Dedication to family involvement and socio-emotional development: Larchmont Charter School nurtures a community that includes families, teachers, staff and other community members who are active participants in the education and social and emotional development of our students. Our family participation rates are high, and with strong parent support, we creatively utilize our limited resources and funds to offer a rich and varied educational program. We consider our families' active participation in the school community as an indicator of success. Regular meetings and communications between school leaders and families are utilized not only to address specific issues, but also to gauge and ensure high levels of parent satisfaction. Students, parents, teachers and staff

[5] Richard D. Kahlenberg, "Turnaround Schools and Charter Schools That Work: Moving Beyond Separate but Equal," in The Future of School Integration: Socioeconomic Diversity as an Education Reform Strategy, ed. Richard D. Kahlenberg (New York: Century Foundation, 2012), 283–308.

promote active communication between the school and the students' homes, and providing meaningful family education programs. Our focus on the socio-emotional development of our students ensures that they learn to communicate effectively, seek to understand, share and care, take responsibility and persevere. Community members use reflective and collaborative practices to learn about self, others, and the diverse world around them. Community members act as global citizens to demonstrate respect, empathy, and care for others and the world they inhabit. Community members cultivate interdependence by connecting across and celebrating race, class, culture, language, gender identity, sexual orientation, learning needs, and age. Community members advocate for self and others by demonstrating efficacy and resilience in the face of opportunities and challenges in college, career, and life. Building authentic relationships across lines of difference among students, staff, and families is the basis of a positive and safe school culture with shared intentions and expectations.

Success of the Educational Program in Meeting the Specific Needs of Its Student Population

Instructional Model Based on Constructivism and Interdisciplinary Connections: We attribute our students' growth and achievement to our constructivist and integrated instructional strategies, practices, and organizational structures. Our print- and language-rich environment, focus on spoken word and oral expression, infusion of world languages, as well as clustering grade level structures and looping in the elementary grades, build continuous opportunities for student learning across the curriculum. In social studies, high school students, for example, examine eras in world history through an inquiry-based and interdisciplinary approach to understand the development of events and interactions among the world's people and cultures today.

Reflecting on our students' high achievement, detailed in the previous section, we attribute their success to our instructional model, and strongly believe it meets the needs of our diverse student population.

Differentiated Support for Diverse Populations of Students: In Larchmont's socio-economically integrated learning environment, we recognize that we must adapt instructional practices to the unique styles of different learners. The Larchmont educational program includes a variety of structures and practices that provide instruction that is geared toward students' particular needs, level, pacing and approach. Our interdisciplinary approach to all instruction allows for all learners, including English Learners ("ELs"), to develop language and vocabulary in a meaningful, authentic setting. In our time serving our ELs in particular, we see that our constructivist approach individualizes instruction for ELs, thus ensuring that a majority of ELs have well developed or moderately developed English language proficiency, as shown in the California School Dashboard below.

Our EL students also reclassify at high rates with Larchmont's higher standard for reclassification, though due to the small population of ELs, percentages may fluctuate from year to year. Our reclassification rates, per CDE via DataQuest, during the past charter term is shown below:

	2015-2016		*2016-2017*		*2017-2018*		*2018-2019*	
	% EL	*Reclass Rate*	*% EL*	*Reclass Rate*	*% EL*	*Reclass Rate*	*% EL*	*Reclass Rate*
LCS	*7%*	*28%*	*7%*	*31%*	*7%*	*13%*	*8%*	*25%*
LAUSD	*26%*	*12%*	*25%*	*17%*	*23%*	*20%*	*20%*	*23%*
CA	*22%*	*11%*	*21%*	*13%*	*20%*	*15%*	*19%*	*14%*

Larchmont set its reclassification criteria based on the ELPAC at a higher standard than the guidance provided by the state of California, where Larchmont's rubric suggests that a student should score at Level 4 on all areas of the ELPAC, with the Overall score, and Oral Language and Written Language subscores, reflecting Level 4. This differs from the state's recommendation that any student scoring Level 4 Overall is ready to reclassify. This decision was made in response to student results, where some students were determined to have scored at Level 4 Overall, while still scoring at the lowest Beginning level on the Listening, Speaking, Reading and/or Writing areas of the test. The decision to hold our students to a higher standard before reclassification naturally impacts our reclassification rate, such that students are not reclassified until they demonstrate a more than moderately developed level of skill in English.

Larchmont offers varied approaches that appeal to different kinds of thinkers and learners during the instructional day, and beginning in fourth grade, our Accelerated Math program (for students performing above grade level), and our Math interventions (for students performing below grade level) offer additional opportunities to accelerate or intervene. High school students have daily opportunities to receive individualized support, including credit recovery opportunities within the school schedule and have regular check-ins with their homeroom teacher, providing students an opportunity to make decisions about how to engage their interests and take charge of their own learning.

Board Commitment to Monitoring Student Achievement: The Larchmont Charter School Board of Directors has institutionalized several practices that drive data-based decision-making across all levels of the organization. Three times a year, the LCS Board of Directors meets with the Executive Director's Academic Excellence Group and School Leaders, along with other stakeholders, to review academic data. The three review meetings focus on diagnostic data, midyear performance data, and end-of-year performance data, respectively. The reviews include NWEA MAP reading and assessment data (grades 2-11), Fountas & Pinnell data (grades TK-4), and Mathematics Diagnostic Testing Project data (grades 5-12). For high school students, A-G completion data, AP participation and passage rates, and college acceptance data are also reviewed closely. Data are disaggregated by grade level, subgroup and performance band; and tracks student performance across school-wide targets.

The LCS Board of Directors monitors students' progress towards defined periodic annual achievement targets, and, most importantly, School Leaders report actions to be taken in response to the data trends.

As a result of this ongoing practice, all decision makers have the tools and communication structures necessary to ensure Larchmont Charter School delivers on its promise to provide an exceptional public education to its diverse community of students.

Areas of Challenge and How They Will be Improved in the New Charter Term

Attracting and Serving a Diverse Student Population: The mission of Larchmont includes an emphasis on the importance of diversity in the school community, with the belief that students have more learning opportunities when surrounded by students of differing racial, ethnic, economic, and lingual statuses. Outreach to the local communities surrounding Larchmont's campuses is therefore essential to ensuring that the mission of diversity is upheld.

Larchmont's diversity has grown over time both through outreach and our policy of prioritizing students eligible to receive Free/Reduced-Price Lunch in our lottery to ensure that we are building a school community that represents the larger Los Angeles community. We plan to continue to be deliberate in our outreach efforts, targeting underrepresented communities of Los Angeles so that low-income and students from underrepresented backgrounds know about Larchmont and thrive once enrolled. Strategies include partnering with our family associations to support broad outreach, conduct orientation and outreach meetings, distribute promotional materials translated into Spanish and Korean, and reaching out to local Head Start Programs, local churches and community organizations, intensifying our efforts in the six weeks prior to the lottery.

In an effort to further our mission, Larchmont plans to both continue this work of attracting a diverse community and build on efforts underway to ensure we are serving all our diverse students and families well. These include an increased professional development focus on unconscious bias, culturally relevant and responsive pedagogy, anti-bias curriculum, inclusiveness and cultural competence. It also includes deepening work around ensuring equity in all we do as a school including working aggressively to close achievement gaps.

Continuing to increase student achievement: Larchmont is committed to raising student achievement for all students in all areas and accelerating the achievement of underperforming students. Larchmont has set a specific goal to strengthen its Math performance TK-12. With the goal of increasing student achievement in Math, the School Leadership Team and the Larchmont Charter School Board of Directors has embarked on a multiyear plan. It entails, in part, utilizing the reports provided from internal assessments to set modest subject, grade-level, individual, and subgroup specific

growth goals based on current proficiency rates. The results of these assessments are compared between each testing time period (Beginning of Year in Fall, Middle of Year in Winter, and End of Year in Spring), and the analysis and resulting subgroup specific growth goals are shared with the LCS Board of Directors in accordance with our thrice yearly data reporting cycle for further review. Some of the multi-year steps recently taken in response to annual CAASPP Math results that will be a continued focus include:

- Reconfiguration of the Math pathway, such that the connection between the use of Everyday Math and supplementary curriculum at the elementary level and College Preparatory Math at the secondary level has been strengthened over time. The goal is to ensure there are no gaps in students accessing and acquiring mastery in foundational mathematical skills and that programming is targeted to a student's zone of proximal development.
- Augmenting Math leadership staffing between grade levels and campuses with the addition of a new position allowing a teacher leader with deep mathematical instructional and teacher coaching expertise to build alignment and coach teachers within the new Math pathway
- Increased use of the Mathematics Diagnostic Testing Project ("MDTP") at the beginning of the year and end of the year for grades 5 through 12 for placement and identifying areas of need for Math intervention, with professional development provided to ensure successful use of MDTP
- Focus on Mathematics professional development for TK-4th grade, including outside workshops and teacher in-services on Cognitively Guided Instruction

Recent 2019 CAASPP assessment results provide early indications of the effectiveness of this plan and we will keep closely monitoring and continually refining our practice based on student progress.

Cultivating Talent*:* Continuing to attract, develop and retain excellent staff is core to Larchmont's success and something we plan to emphasize in the coming charter term given looming teacher shortages. To attract excellent staff, Larchmont's human resources team has augmented recruitment to include offering referral bonuses to current staff, posting openings more broadly, attending job fairs, and forging partnerships with universities to host interns and student teachers. Larchmont has also refined its approach to professional development over time, invested in cognitive coaching training for school leaders and launched a teacher mentor program all in an effort to provide all teachers with high quality differentiated professional development. Larchmont is focused on retaining excellent staff by ensuring competitive compensation, nurturing the staff community, providing more embedded planning and collaboration time and more support and training. Lastly, we want to strengthen staff voice in the direction of the school through formalizing structures and systems to incorporate staff input and feedback on both instructional and operational matters. We also plan to provide training and support to keep staff growing professionally and as leaders at Larchmont.

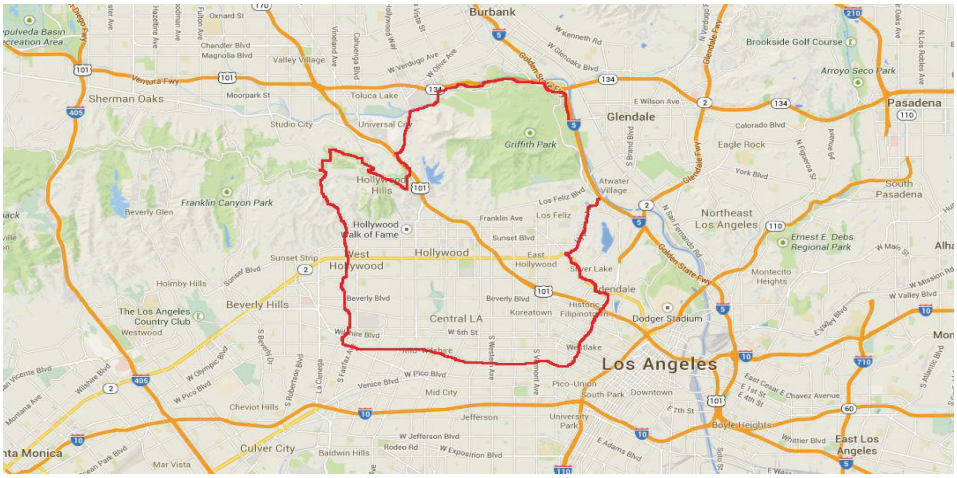
Student Population To Be Served

3. Target Student Population

Larchmont Charter School is a TK-12 school serving diverse students with a constructivist inquiry based approach. As of October 2018, Larchmont's student population is 43% free and reduced price meal eligible, 11% students with special needs, 8% English Learners (approximately35% of students have a first language other than English), approximately 36% of students are Caucasian, 27% are Latino, 22% are Asian, Filipino, or Pacific Islander, 4% are African American and the remainder are students of multiracial backgrounds. Larchmont is a classroom-based charter located on 4 campuses in Los Angeles (in West Hollywood, Hollywood and Lafayette Park) providing a high degree of personalization, differentiation and hands-on,

inquiry based, interdisciplinary project based learning that drives toward deeper conceptual understanding rather than rote memorization.

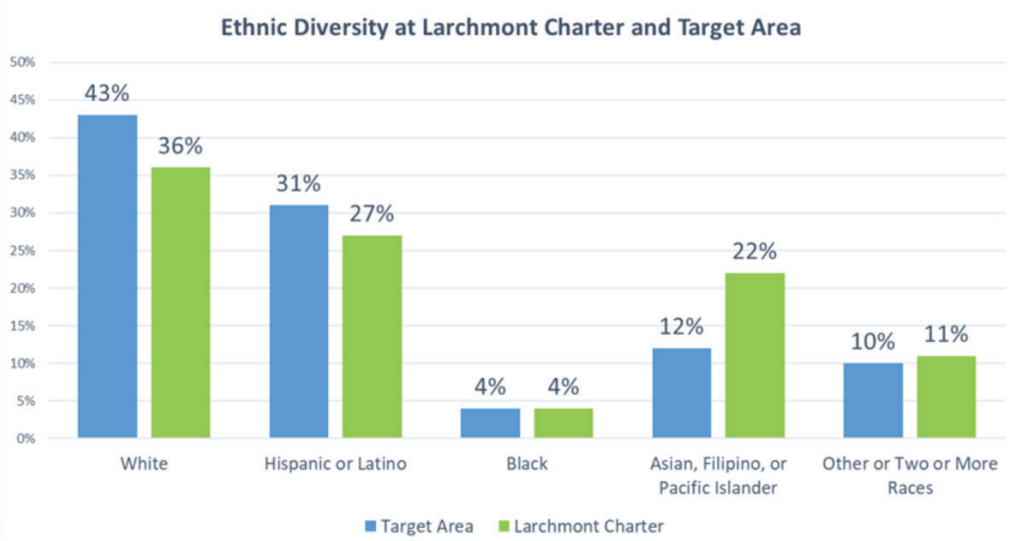
Larchmont students come from many Zip Codes and neighborhoods, including the Hancock Park neighborhood, Hollywood, East Hollywood, West Hollywood, and the Hollywood Hills. Many students come from the Zip Codes 90028, 90038, 90029, 90004, 90020, 90036, 90005, 90048, 90046, 90027, 90068, and 90069. The map below shows the general area of our geographic concentration:



Research suggests that greater socio-economic and racial diversity among students can be beneficial in that it is associated with reduced dropout rates, higher college entrance rates, and generally improved educational outcomes.[6] Diversity has been found to foster academic and social growth by promoting intellectual engagement and democratic participation within the classroom, supporting Larchmont's focus on increasing student socioeconomic diversity.[7]

Larchmont strives to enroll a student population that closely reflects the demographics of the city of Los Angeles, while acknowledging that not all groups are represented in the exact proportion seen citywide. We find that students who attend Larchmont generally live close to their school site, resulting in a population that is more representative of the central Los Angeles area (West Hollywood, Hollywood, and Koreatown) than the city as a whole. Larchmont is proud to be integrated and reflective of the surrounding community.

[6] http://www.ascd.org/publications/educational-leadership/may13/vol70/num08/Why-Our-Schools-Are-Segregated.aspx
[7] http://her.hepg.org/content/01151786u134n051/fulltext.pdf



Our integrated public charter school model confirms this research. Following the model of other racially and socio-economically diverse charter schools in California and the U.S. as a whole, Larchmont Charter School brings the surrounding community together to provide an exceptional public education to socio-economically, racially, and culturally diverse student population.

4. **Enrollment Roll-Out Plan**

The following chart indicates the grade levels and approximate number of pupils we aim to serve, assuming charter renewal, for the next five years:

	2020-21	*2021-22*	*2022-23*	*2023-24*	*2024-25*
Kinder (+TK)	*135*	*135*	*140*	*140*	*140*
1st Grade	*120*	*120*	*125*	*130*	*135*
2nd Grade	*120*	*120*	*125*	*130*	*135*
3rd Grade	*120*	*120*	*125*	*130*	*135*
4th Grade	*120*	*120*	*125*	*130*	*135*
5th Grade	*125*	*125*	*125*	*125*	*125*
6th Grade	*135*	*135*	*135*	*135*	*135*
7th Grade	*135*	*135*	*135*	*135*	*135*
8th Grade	*140*	*152*	*162*	*162*	*166*
9th Grade	*118*	*130*	*135*	*150*	*150*
10th Grade	*118*	*130*	*135*	*150*	*150*
11th Grade	*135*	*128*	*148*	*150*	*150*
12th Grade	*105*	*135*	*128*	*148*	*150*
TOTAL	*1626*	*1685*	*1743*	*1815*	*1841*

Goals and Philosophy

5. Vision and Mission

Our country, indeed our world, is witnessing a rise in polarization between people along all lines of difference – be they political, racial, immigration status, religion, class, etc. We are seeing a rise in populism, in nationalism and in dictators. All of this poses an existential threat to the historical American idealized identity of being a melting pot, a democracy, a beacon to the world of a place where there's freedom, tolerance and social mobility - the home of the American Dream.

The antidote to this is complex but a key part of it is how we educate our children, how we prepare the next generation to be contributing members of society who know how to think deeply, critically and creatively, who know how to work across lines of difference with all kinds of people to address the challenges of the day, who are emotionally intelligent and adept at collaborating and leading and who have a sense of both respect and responsibility for the community and world around them.

This is the work of Larchmont Charter School. We believe that every child in America should be able to attend an excellent public school that reflects the full diversity of his or her community. This, after all, was the opinion of our Supreme Court 65 years ago in Brown v. Board of Education. Yet, this promise is still not a reality for many students in Los Angeles. Larchmont Charter School helps fulfill this promise for children in our communities with its mission:

The mission of Larchmont Charter School is to provide a socio-economically, culturally and racially diverse community of students with an exceptional public education. We foster creativity and academic excellence; our students learn with and from each other in an experience-centered, inquiry-based learning environment. With participation from our entire community, we strive to instill in each student a dedication to improving the world we inhabit.

As a result of their time at Larchmont Charter School, graduates will be communicative, curious, respectful, responsible and persistent young adults, prepared for college and career, and to lead purposeful, fulfilling lives. Larchmont graduates will:

- Possess the ability to conduct deep, accurate, and critical research, gauge sources, and form their own informed ideas about issues, events and circumstances;
- Communicate ideas confidently, clearly, and respectfully to and with others;
- Take responsibility for utilizing their learning and ideas to improve circumstances, systems, and the environment in which they live;
- Approach others, in academic, civic, and workplace settings, with respect, tolerance, and understanding;
- Integrate technology fluidly and productively into their lives; and
- Act with integrity in their family, workplace and civic lives.

6. What It Means to Be an Educated Person in the 21st Century

At Larchmont, we define an "educated person in the 21st century" as one who is self-directed, self-motivated and self-reliant in a socially complex, information-based society. This definition is synthesized from major research and policy findings from across the past two decades and reinforced through our mission, our pedagogy, and our community building. Educated persons of the 21st century demonstrate the following essential skills and knowledge:

- Effective written and verbal communication to a variety of audiences (NCTE position statement, 2008; 2013);
- An understanding of mathematic concepts, principles, facts, and theories, adeptly enough to apply them in real life problem situations across settings;
- Comprehension and analysis of a variety of printed materials when reading for pleasure and/or information (NCTE position statement, 2008; 2013);
- An understanding of history in order to frame critical and effective responses to the complexities of social, economic, and political problems (National Council for History Education: Blueprint for Student Learning, 2013);
- An understanding of methodologies, concepts, and technological tools that are common to all of the sciences (National Research Council report, 2012);
- An ability to use technology effectively to achieve specific goals (NCTM position paper, 2011; NRC, 2012;
- The skills and strategic thinking that will allow them to easily adapt to and benefit from new technologies for communicating, computing, presenting, and researching information (NCTM, 2011);
- Effective goal setting that creates pathways to academic and social success, and the ability to think critically in order to solve problems when making decisions (NRC, 2012);
- The ability to evaluate information across a range of media (NCTE, 2008, 2013); and
- The breadth of skills and knowledge that support success in the transition to trade schools, college and career (NRC, 2012).

We believe that this skill set and knowledge base must be encompassed by the character traits that allow one to function ethically and successfully in the complexity of our social environment. The combination of skills, knowledge, and character creates Larchmont's Schoolwide Learning Objectives, also known as the Essential Schoolwide Learning Results/Objectives, (ESLRs/SLOs). A Larchmont Charter School student is one who:

Communicates: shares thoughts and ideas orally and through the arts, writes clearly, listens to and hears others, expresses oneself respectfully,

Seeks to understand: formulates questions, pursues answers, reads and thinks critically and thoughtfully, is reflective, considers multiple perspectives of a world community.

Demonstrates respect: for oneself, for others, for teachers, for our school, for one's family and community, and for the environment, living beings, and the Earth's limited resources.

Takes responsibility: for one's actions, for one's words, for one's learning, for one's body, and for each other.

Perseveres: when problems cannot be solved readily or when faced with criticism and disappointment, through challenges, by reflecting, trying harder or differently, and then trying again until reaching a resolution.

In addition to the ESLRs/SLOs, at the high school level, the faculty has developed six character traits necessary for success at Larchmont. Students internalize these throughout the course of the year, as they engage in conversations with teachers and peers about their decisions and actions:

Be Respectful
To yourself, to one another, to teachers, and to the subject
Be Prepared
Bring your materials, homework, and a willing attitude
Be Self Aware
Dress appropriately and come to school with a positive attitude
Be Fearless
Take risks, be curious, and be open to learning new things
Be Productive
Work hard and take pride in that work
Be Honest
With yourself, classmates, and teachers

Our concept of an educated person in the 21st century is a powerful component of our educational program. The emphasis on lifelong learning, supported by our pillars of communicating, seeking to understand, demonstrating respect, taking responsibility, and persevering, serves as the touchstone for our curriculum development, instructional methods, school-wide tone, and community involvement. Larchmont's focus on integrating strong academic skills, self-awareness, and character growth creates in our students individuals poised for success in college, career, and life. Our graduates will recognize and confidently work to solve challenges posed before them in the university and work setting. They will persevere as creative problem solvers who hold the skills necessary to identify what is needed, research approaches directly related to problem solving and utilize available resources, as well as create new ones, to adeptly solve issues at hand. Our graduates will use technology, effective communication and collaboration to move themselves and their respective communities forward. We strive to instill these essential attributes in all our Larchmont students. They are the unifying elements for our school community.

7. **How Learning Best Occurs**

Larchmont Charter School is dedicated to constructivism as the educational strategy to achieve our mission. Based primarily on the work of Jean Piaget (1983), but influenced by many educators and researchers, Constructivism is a theory of thinking and learning. Its name is derived, of course, from the word "construction" because its fundamental concept is that students learn through the process of constructing their own personal understanding of new information and ideas. This process of constructing understanding is slightly different for all students.

There are two significant variables that educators consider when they develop a constructivist, inquiry-based learning environment. The first variable is how the student's mind best processes information. All learners take in new information through a variety of processes – we learn what we see, we learn what we hear, we learn by touching and exploring, we learn by doing actively with our body, we learn by discussing with others. Each of us uses each method to some extent. But most learners have a predominant method that is our strongest or preferred learning process (Dunn et al., 2010). Some children also have a distinctive weakness in one area or a heavy dependence on another. Every brain has a unique balance of strategies. Thus, in a classroom of diverse learners, it is important that information is presented through many different methods. This way, students, no matter their strongest learning process, will encounter information in a way that is well suited.

In addition, as each child takes part in learning activities of different styles – visual, tactile, auditory, oral – they begin to recognize their own strengths and preferences. Children begin to think about how they think, which is referred to as metacognition (Flavell, 1976). Developing metacognition from a young age helps

students identify effective strategies for themselves as learners and to understand and support other students in their learning as well.

The second variable that influences educators as they create a constructivist learning environment is the student's life experience. Each student enters school, even at the young age of five, with a unique set of life experiences that have worked along with the student's own development to form a cognitive "schema" in the student's brain (Piaget, 1983). This schema is the set of ideas and connections that the student has made because of the day-to-day learning that has gone on and the unique combination of life experiences that has influenced the student. It can be described as a framework for representing the world or a mental structure of ideas (DeHart, Sroufe, & Cooper, 2000).

Some of these lessons might be very concrete – "I know how to find the surface area of a cylinder" or "I know how to create a mixed media work of art." Others are more abstract – "People are usually very nice to me" or "It is best to be a little cautious when meeting a new person." Some are very specific to academic subjects – "I can distinguish between a primary and secondary source" and others are more life-based – "I always make my bed when I get up in the morning." Frequently, this knowledge that students bring with them into the classroom is unknown even to the child, until activities and discussions help them reflect and draw upon that knowledge in a useful and organized fashion. By drawing on the knowledge within a student's schemata, we can create learning situations that require less effortful processing, freeing up valuable cognitive and affective capacity for tackling new learning.

As students mature and content becomes increasingly complex, secondary level teachers continue to utilize students' prior knowledge as a driver for establishing course themes, using students' experiences to make decisions about where to focus the curriculum, what activities should take place, and how material should be delivered. In this respect, the curriculum is both rigorous and meets the individual needs of students.

To create a constructivist educational experience, teachers must find ways to present new information and ideas through a varied set of experiences to capture the many unique methods that the brain uses to process information. Then they must create opportunities for students to connect their new learning to their pre-formed schemata – or to make meaningful connections between the new information and the way of understanding that their life experience has provided. Through this constructivist process, learning becomes a natural and exciting process for students.

At Larchmont from TK-12, cognitive constructivism is present across the curriculum through project and inquiry-based instruction, service learning experiences, an integrated curriculum, as well as small group and partner learning experiences.

Larchmont Charter School believes that the social learning environment is also a critical component to ensuring student success. As noted psychologist Lev Vygotsky described in *Mind in Society: The Development of Higher Psychological Processes (1978)*, the key to a learning experience within a student's "zone of proximal development" is "problem-solving under adult guidance or in collaboration with more capable peers." Toward this end, differentiated grouping is a key component to the educational setting at Larchmont. In the primary grades (TK-2), individual development of language arts skills is very broad and creates a wide range of abilities and levels at each grade level. In these grades, Larchmont implements a differentiated model for reading and word study instruction. TK-1st students and 2nd-3rd students spend a portion of the day in small group differentiated instruction. By the 4th grade, individual development results in different patterns of growth and changes in learning style. At these older ages students demonstrate, for example, greater variation in their pacing and style of mathematical-logical thinking, or the thinking processes most necessary for mathematics and science concepts.

Larchmont draws further upon Vygotsky's social constructivism and Albert Bandura's social learning theory by recognizing the critical role that personal relationships play in the educational setting. Vygotsky (1978) states: "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people…and then inside the child…. This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals." (p. 57).

In order to support relationships that result in higher cognitive functioning in students, primary grade students in 1st – 4th grade participate in a loop in which students have the same teacher and classroom of peers for two consecutive years. This looping allows for a more in-depth and personal relationship development between teacher and student, as well as student and peers. 5th – 12th grade students have a PACK time (homeroom/advisory) teacher who supports processes around Advisory, study skills, organization, school communications, and student life. This practice results in a strong focus on building relationships and strengthening social problem solving skills. Further, small school size and class sizes develop a more intimate social learning environment and support positive academic outcomes through positive social relationships

8. **Local Control Funding Formula (LCFF) and Local Control Accountability Plan (LCAP)**

Based on the state priorities detailed in California Education Code § 52060(d)(2)-(8), Larchmont Charter School aims to achieve the following school wide and subgroup outcome goals.

The following chart details Larchmont's annual goals, for all pupils (i.e. schoolwide) and for each subgroup of pupils identified pursuant to California Education Code § 52052, for each of the state priorities and sub-priorities identified in California Education Code § 52060(d)(2)-(8). We also include specific annual actions we plan to take to achieve each of the identified annual goals.

LCFF STATE PRIORITIES

GOAL #1

Basic Conditions for Learning:
All teachers will be appropriately credentialed and meet all other requirements for placement in the classroom or in support positions as required by ESSA in order to provide an excellent education to all students.

School facilities are maintained and in good repair.

Related State Priorities:
☒1 ☐4 ☒7
☐ 2 ☐5 ☐8
☐ 3 ☐6

Local Priorities:
☐:
☐:

Specific Annual Actions to Achieve Goal

Teacher recruitment:

- To ensure excellence in the classroom Larchmont has been more proactive in recruiting this year ensuring high caliber candidates from which to select/hire.
- HR department extend their recruiting effort by attending career fairs in neighboring colleges. The department will target untapped job boards in the education industry.

Professional development

- Professional development will continue to focus on personalization, really knowing every student well and knowing the whole child and targeting instruction and support to their zone of proximal development. Dedicated time and training will support this.
- There will also be continued focus on strengthening capacity for highly effective Math intervention, and on literacy and ELD strategy.
- We'll also continue training on, diversity/equity/inclusion work, MTSS build out, and college and career access.

School facilities

- All school facilities are maintained and in good repair. Daily spot checks and greater or equal to 90% compliance on-site inspections.

Expected Annual Measurable Outcomes

Outcome #1: All teachers will be appropriately credentialed for their positions as required by ESSA.

Metric/Method for Measuring: Percentage of compliance

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	100% compliance	100% compliance	100% compliance	100% compliance	100% compliance	100% compliance

Outcome #2:
Provide Functional School Facilities: Including Custodial/Maintenance, Safety, Offices, Lunch Rooms and Emergency Supplies.

Metric/Method for Measuring: Annual inspections of all sites

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	Daily spot checks and greater or equal to 90% compliance on-site inspections.	Daily spot checks and greater or equal to 90% compliance on-site inspections.	Daily spot checks and greater or equal to 90% compliance on-site inspections.	Daily spot checks and greater or equal to 90% compliance on-site inspections.	Daily spot checks and greater or equal to 90% compliance on-site inspections.	Daily spot checks and greater or equal to 90% compliance on-site inspections.

GOAL #2

All students, including all student subgroups (Hispanic or Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities) will have access to materials necessary to participate fully in all courses at Larchmont Charter School.

Related State Priorities:
☐ 1 ☒4 ☒ 7
☒ 2 ☐ 5 ☒ 8
☐ 3 ☐ 6

Local Priorities:
☐:
☐:

Specific Annual Actions to Achieve Goal

Ensure availability of Common Core-aligned textbooks and supporting materials for all courses. Ensure that students have access to a broad range of courses, including A-G electives, AP courses, and enrichment elective classes in Art, Music, Theater and Language.

Purchase CCSS aligned textbooks, software and instructional materials, and teacher supplies.

Provide paid time for teacher collaboration and development of interdisciplinary units, and constructivist learning experiences.

Expected Annual Measurable Outcomes

Outcome #1: Ensure inventory of CCSS aligned and standards aligned instructional materials TK-12.

Metric/Method for Measuring: Percentage of students with access to CCSS-aligned instructional materials

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

Outcome #2: Instructional software renewed annually

Metric/Method for Measuring: Percentage of teachers and students with login credentials and training on software programs

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

Outcome #3: Delivery of professional development and training opportunities in effective instructional strategies and implementation of CCSS aligned curriculum/instructional materials and programming.

Metric/Method for Measuring: Percentage of teachers participating in professional development 100%.

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

GOAL #3

All students, including all numerically significant student subgroups, will meet or exceed growth targets in the areas of English Language Arts and Mathematics.

Related State Priorities:
☐ 1 ☒4 ☒ 7
☐ 2 ☒5 ☐ 8
☐ 3 ☒6

Local Priorities:
☐:
☐:

Specific Annual Actions to Achieve Goal

Increase availability of Common Core-aligned textbooks and supporting materials for all courses. Ensure that students have access to a broad range of courses, including A-G courses, AP courses, and enrichment elective classes in Art, Music, Theater and Language.

Purchase CCSS aligned textbooks, software and instructional materials, and teacher supplies.

Provide paid time for teacher collaboration and development of interdisciplinary units, and constructivist learning experiences.

Expected Annual Measurable Outcomes

Outcome #1: Maintain or increase rates of meeting/exceeding standards on CAASPP ELA

Metric/Method for Measuring: CAASPP rates of meeting/exceeding standards

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	ELA: 73% EAP: At least 77%	ELA: 73% EAP: At least 77%	ELA: 73% EAP: At least 77%	ELA: 73% EAP: At least 77%	ELA: 73% EAP: At least 77%	ELA: 73% EAP: At least 77%
English Learners	ELA: 17%	ELA: 17.25%	ELA: 17.25%	ELA: 17.5%	ELA: 17.5%	ELA: 17.75%
Socioecon. Disadv./Low Income Students	ELA: 63%	ELA: 63.25%	ELA: 63.25%	ELA: 63.5%	ELA: 63.5%	ELA: 64.75%

Foster Youth	*					
Students with Disabilities	ELA: 37%	ELA: 37%	ELA: 37%	ELA: 37%	ELA: 37%	ELA: 37%
African American Students	ELA: 59%	ELA: 59.25%	ELA: 59.5%	ELA: 59.75.%	ELA: 60%	ELA: 60.25%
American Indian/Alaska Native Students	*					
Asian Students	ELA: 78%	ELA: 78%	ELA: 78%	ELA: 78%	ELA: 78%	ELA: 78%
Filipino Students	*					
Latino Students	ELA: 60%	ELA: 60%	ELA: 60.25%	ELA: 60.25%	ELA: 60.5%	ELA: 60.5%
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	ELA: 75%	ELA: 75%	ELA: 75%	ELA: 75%	ELA: 75%	ELA: 75%
White Students	ELA: 80%	ELA: 80%	ELA: 80%	ELA: 80%	ELA: 80%	ELA: 80%

Outcome #2:
A-G Course access and completion.
AP courses accessible to all students.

Metric/Method for Measuring: All students will have access to A-G courses while attending Larchmont Charter School. All students are encouraged to enroll in at least one AP course and the passage rate is expected to maintain or increase over time.

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	A-G: 90% or higher for graduating students AP	A-G: 90% or higher for graduating students AP	A-G: 90% or higher for graduating students AP	A-G: 90% or higher for graduating students AP	A-G: 90% or higher for graduating students AP	A-G: 90% or higher for graduating students AP

	Passing Rate: 56%	Passing Rate: 56.25%	Passing Rate: 56.50%	Passing Rate: 56.75%	Passing Rate: 57%	Passing Rate: 57.25%

Outcome #3: Maintain or increase rates of meeting/exceeding standards on CAASPP Math

Metric/Method for Measuring: CAASPP rates of meeting/exceeding standards

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	Math: 62% EAP: at least 46%	Math: 62.5% EAP: at least 46%	Math: 62.5% EAP: at least 46%	Math: 63% EAP: at least 46%	Math: 63% EAP: at least 46%	Math: 63.5% EAP: at least 46%
English Learners	Math: 13.5%	Math: 13.75%	Math: 14%	Math: 14.25%	Math: 14.5%	Math: 14.75%
Socioecon. Disadv./Low Income Students	Math: 53.5%	Math: 53.75%	Math: 54%	Math: 54.25%	Math: 53.75%	Math: 54%
Foster Youth	*					
Students with Disabilities	Math: 38.5%	Math: 38.75%	Math: 39%	Math: 39.25%	Math: 39.5%	Math: 39.75%
African American Students	Math: 25%	Math: 25%	Math: 25.25%	Math: 25.25%	Math: 25.5%	Math: 25.5%
American Indian/Alaska Native Students	*					
Asian Students	Math: 79%	Math: 79%	Math: 79%	Math: 79%	Math: 79%	Math: 79%
Filipino Students	*					
Latino Students	Math: 42%	Math: 42.25%	Math: 42.25	Math: 42.5%	Math: 42.5%	Math: 42.75%
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	Math: 60%	Math: 60.25%	Math: 60.25%	Math: 60.5%	Math: 60.5%	Math: 60.75%
White Students	Math: 71%	Math: 71%	Math: 71%	Math: 71%	Math: 71%	Math: 71%

Outcome #4: Increase EL Reclassification rate

Metric/Method for Measuring: EL Reclassification rate

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
English Learners	25% This data is not public data, our last published EL was 12%.	At least: 25%	At least: 25.25%	At least: 25.25%	At least: 25.5%	At least: 25.5%

Outcome #5: EL Adequate Progress

Metric/Method for Measuring: EL Adequate Progress rate

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
English Learners	75% Or higher will be at ELPAC level 3 or higher	75% Or higher will be at ELPAC level 3 or higher	75% Or higher will be at ELPAC level 3 or higher	75% Or higher will be at ELPAC level 3 or higher	75% Or higher will be at ELPAC level 3 or higher	75% Or higher will be at ELPAC level 3 or higher

GOAL #4

Specific Annual Actions to Achieve Goal

School Leaders will monitor student attendance and communicate with families; they will oversee whole school attendance improvement initiatives as needed and intervene with specific families as needed to provide support. Larchmont Charter School will continue to maintain a high annual ADA rate and limit chronic absenteeism.

School Leaders, Teachers and Counselors collaborate to ensure all students from Kindergarten forward are prepared to graduate Larchmont college/career ready, providing intervention and support as needed.

School Leaders monitor student progress and discipline, to facilitate and support as needed.

We have built out our SART process and will continue to focus on strengthening that process and refining our Panorama Stakeholder School Climate Survey administration and response. We will also add in professional development in the areas of bullying prevention, cyber civics, sex education and drug and alcohol prevention.

Parent Engagement:
Minimum of 3 activities or events per semester providing information and seeking input from parents/guardians.

Expected Annual Measurable Outcomes

Outcome #1: Maintain a high annual ADA rate and limit chronic absenteeism.

Metric/Method for Measuring: ADA and Chronic Absenteeism

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	95% ADA Chronic Absenteeism: 6%	96% ADA Chronic Absenteeism: 6%	96% ADA Chronic Absenteeism: 6%	96% ADA Chronic Absenteeism: 6%	96% ADA Chronic Absenteeism: 6%	96% ADA Chronic Absenteeism: 6%

Outcome #2: Minimize dropout rate so that 95%+ of students will graduate with admittance to a 2-yr/4-yr college

Metric/Method for Measuring: Dropout and Graduation rate

Applicable Student Groups	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	4.4% (4 year adjusted cohort outcome 15-16 per CDE) HS Grads: 96.2% rate	3% (% of seniors not completing/ graduating LCS and not having transferred/enrolled in another school) HS Grads: 96.2% rate	3% (% of seniors not completing/ graduating LCS and not having transferred/enrolled in another school) HS Grads: 96.2% rate	3% (% of seniors not completing/ graduating LCS and not having transferred/enrolled in another school) HS Grads: 96.2% rate	3% (% of seniors not completing/ graduating LCS and not having transferred/enrolled in another school) HS Grads: 96.2% rate	3% (% of seniors not completing/ graduating LCS and not having transferred/enrolled in another school) HS Grads: 96.2% rate

Outcome #3: Documentation of parent meetings and parent survey results. School stakeholders deepen connections for unduplicated pupils and individuals with exceptional needs.

Metric/Method for Measuring: Minimum of 3 activities or events per semester providing information and seeking input from parents/guardians

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	3 events	3 events	3 events	3 events	3 events	3 events

Outcome #4: Using Social Emotional Learning and *Multi-Tiered Systems of Support* we minimize Suspension and Expulsions.

Metric/Method for Measuring: Pupil Suspension

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	Suspension rate: will not exceed 1.5%	Suspension rate: will not exceed 1.5%	Suspension rate: will not exceed 1.5%	Suspension rate: will not exceed 1.5%	Suspension rate: will not exceed 1.5%	Suspension rate: will not exceed 1.5%

9. **Developing Lifelong Learners**

Larchmont implements constructivist strategies in the classroom, and as a result students develop into 1) self-motivated, 2) competent, and 3) lifelong learners.

Developing self-motivated learners: Self-motivation, or intrinsic motivation, results from tapping into the natural thinking and learning processes of the student and connecting new learning to the personal schemata of the child (Stipek, 1988). Thus, each new lesson or unit helps the student to answer the internal questions and innate curiosity that drive a motivated learner. At Larchmont, primary students learn through integrated, action-based projects that resemble the real-life experiences outside the classroom. Opportunities for differentiated grouping allows students to learn at their natural and personal pace so that intrinsic motivation is not curtailed by forced benchmarks that might hold a student back or push a student before they have satisfied their need to learn. By middle school, students have greater cognitive skills for designing and developing their own learning experiences, guided by teachers, and are then capable of conceptualizing the abstract and unknown. They are encouraged to reach beyond their immediate surroundings to understand the interaction between the student as individual and the larger community and the world.

At the high school level, students receive ongoing individualized counseling to ensure each student plans, and eventually executes, the optimal pathway to attaining school, college, career, and life goals. All high school students work with the counselor to develop an Individual Graduation Plan (IGP). The IGP incorporates data-driven decision making, the mastery of content standards and individual goal setting. Students may have multiple pathways to college and career plans and may combine academic core plus technical knowledge and skills. Additionally, the IGP ensures that all students, including students with disabilities and English Learners, have access to a rigorous curriculum with opportunities to make regular and necessary changes in plans as needed. This personalized attention and support enhances student motivation as they learn how their school experience is reflective of their individual needs, differences, goals, and future plans.

Developing competent learners: The Larchmont curriculum is based on the California academic content and performance standards, including the Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS"), History-Social Science Framework, English Language Development Standards, and any other applicable content standards (hereinafter, collectively "State Standards"). Implementation is carried out with instructional methodology interpreted through constructivist learning theory. Combined, this foundation and approach create a powerful partnership to provide students 1) a strong basis in basic literacy and numeracy skills, 2) a breadth of exposure to meaningful information in the sciences, social studies, and the arts, 3) experience applying skills and learning to real-life situations, and 4) the self awareness and personal strategies that will allow them to be skilled and successful learners across diverse settings and experiences throughout life.

Developing lifelong learners: Two aspects of the Larchmont curriculum create the foundation for lifelong learners in all of our students: 1) integrated, action-based projects that mirror learning outside the classroom and help students make personal connections to each learning experience; and 2) the development of metacognitive skills that allow students to be thoughtful, reflective learners and recognize themselves as the force behind their own academic and life success.

All curriculum designs have been directly aligned to the State Standards. At the high school level, academic goals move beyond mastery of the State Standards to include strong performance on the PSAT/SAT and ACT. Advanced Placement courses and exams are available across many subject areas including math, science, English, Spanish, and social sciences. The standardized testing and benchmarking are as integral to our assessment strategy as our faculty-constructed rubrics, project goals, student portfolios, and student

demonstrations. In addition, character development, social responsibility, and leadership are qualities inherent to our entire program and growth in these is measured through multiple diverse evaluations.

Instructional Design

10. **Overall Curricular and Instructional Design & Key Educational Theories, Research and Research-based Evidence**

Diverse by Design

Our model is predicated on a constructivist approach to education. Constructivism is the theory that learning happens through interacting with the world around us and making connections between these experiences and our prior lived knowledge and experience. It is through this process that we construct meaning and understand our world.

Diversity is core to our model. It is through ensuring a richly diverse environment that we create the setting for learning to occur. The diversity of our community provides students the opportunities to interact and benefit from students and staff from disparate backgrounds often resulting in a variety of perspectives leading to diversity of thought and increasing critical and creative thinking. Our students celebrate their uniqueness, respect their differences, and appreciate the opportunities they have to elevate their learning amongst each other.

Through our constructivist model there is a focus on ensuring every child is known, through differentiating instruction to students' zone of proximal development and through tapping into students' natural curiosity through inquiry and authentic project based learning. From their earliest years at Larchmont, students develop an awareness of themselves, their world and their role in it. They learn how they can lead and make change whether they're a kindergartner seeking to change a conditional use permit to secure more play time/recess for kids or a 6th grader working to solve homelessness or a senior tackling linguistic imperialism in the world. Larchmont students are emotionally intelligent, academically fierce, and they are creative and compassionate advocates and leaders with a dedication to improving the world. They are exactly what the world needs. To this end, having graduated our second class of kindergarteners from high school, we embark on this journey to explore how we can grow our impact in the world – and meet the need for a future where more people are educated in the Larchmont way.

TK-12 Continuum

The Larchmont Charter School curricular and instructional design is based upon the belief that all students can be successful learners and achieve conceptual understanding through insightful guidance and collaborative efforts that heavily involve the student's cognitive styles and unique understanding. The key educational theories and research for our approach are outlined in section 8. We have intentionally created the Larchmont academic program with the development of the whole child in mind – from transitional kindergarten to middle school and through graduation. Our TK-12 organizational structure allows for teachers and instructional leaders to vertically align and adapt the instructional program, resulting in a cohesive, personalized, rigorous learning experience for every student. At all levels, interdisciplinary planning incorporates lessons from the State Standards. Lessons are structured and organized around common thematic elements stemming from ecology, the humanities, and social justice, and students are encouraged to be active learners and are supported as they challenge themselves and achieve higher levels of learning.

Constructivism in Action

At Larchmont the curriculum is driven forward by the State Standards, which include the California History Social Science Framework and CCSS, and structured through our constructivist approach. TK-12 signature/interdisciplinary projects, project based learning, and research projects embody our inquiry based approach.

The TK-7 Signature Project are designed through authentic, relevant topics that connect students to the world outside of the classroom through which to learn the standards in social studies, science, English language arts, mathematics, world languages, physical education, and the visual/performing arts. Signature Projects consist of multiple smaller units and lessons, connected through their thematic consistency and focus, and includes two approaches to teaching and learning:

1. Content/skill-based lessons are provided in which students develop a knowledge base and refine the academic skills to utilize that knowledge, and
2. Action-based lessons are provided in which students become active agents in life-based activities in order to learn how to put their knowledge to work.

Signature Projects are continually assessed and revitalized. Faculty and staff take part annually in a process of self-assessment in which the content, design, and implementation of the TK-7 Signature Project at each grade level is examined and improved. Through the use of our Signature Project Rubric, Larchmont faculty and administration validate that the Signature Project is:

- Academically integrated
- Common Core State Standards, Next Generation Science Standards, and CA Social Studies Framework-based and grade level appropriate
- Based upon authentic, relevant topics
- Action-oriented
- Using a constructivist approach to learning

The Larchmont Charter School high school curriculum is aligned to the Common Core State Standards (CCSS) and meets and exceeds coursework required for successful completion of the University of California A-G courses. Consistent with Larchmont's inquiry-based educational philosophy and approach, the CA CCSS emphasizes the development of critical thinking skills and the experience of reading and writing across the curriculum. Larchmont high school English students, for example, explore non-fiction materials from varied academic areas while continuing to read fiction from diverse sources and time periods. These experiences through the Interdisciplinary Projects serve to help students build the analytical skills necessary to successfully complete their Senior Seminar Project.

At the high school level, students work towards the following markers of success:

- Completion of all courses required for graduation from Larchmont Charter School. Larchmont's graduation requirements exceed those required for application to a University of California campus (A-G units). For complete Graduation Requirements, refer to page 70.
- As described above, completion of a cross-curricular, independently designed Senior Seminar Project that includes a written senior thesis grounded in thorough, college preparatory level research, a connected/related service component, an oral presentation to a panel of faculty and community members, and the integration of new media and technology into one or more of these components.

- Application and acceptance into the college/university program of choice.

In the high school grades, all courses serve to prepare students throughout their high school years to conduct deep and thorough research. All students then take a Junior and Senior Research Seminar researching an area of their choice that will eventually become the subject of their Senior Research Project. The goal for these yearlong research seminars is to provide ample preparation time to ensure that all students have the research skills necessary to complete a high-level, high quality Senior Research Project.

The Junior Seminar also allows students to take the time to explore those areas of interest they have been nurturing during their academic career at Larchmont. For example, perhaps some students were impacted by the work they did during their 8th grade Signature Project and would like to return to that topic/subject area in order to dig deeper, in a more personalized and formalized manner. Utilizing seminar faculty and peers as thought partners, students propose initial qualitative and quantitative research, evaluate sources, write and present an abstract, gather data through a variety of research methods, design summer work/community service proposals and finally complete the writing, service, and multimedia presentation components of the project in their senior year. The Senior Research Project thus represents the culmination of 13 years of growth as a member of a supportive and reflective learning community.

Another key component of the Junior and Senior Seminar is the exploration and preparation for life after high school, including college and career. Students are supported in their preparation for the SAT and/or ACT and college applications. The research conducted by students in their Junior and Senior Seminars offer exposure to topics they could pursue in higher education.

11. **Curriculum and Instruction**

English Language Arts

The overarching goal for TK-12 English Language Arts instruction is to ensure that students are able to develop and utilize improved communication skills, vocabularies, and writing abilities in an authentic manner. Emphasis is placed on building and strengthening a balance of all of the English Language Arts skill sets in reading and writing, and instruction is aligned to the CA CCSS.

These also emphasize the writing process necessary for clear and effective academic writing, as students work in various genres from narratives to research papers. Students become familiar with the elements and techniques of literature, including plot, setting, character, narrator and voice, theme, irony, foreshadowing, and symbolism. They learn to become literary critics of poetry, drama, short stories, and novels. These efforts are supported by grammar and vocabulary practice. Use of inquiry and the discovery process encourages students to fully challenge and engage their diverse learning styles. This experience-centered approach mirrors the learning required at the college level and in real life.

Across the TK-3 grades, ELA skills and content are addressed both in the regular classroom and in small groups. Daily ELA instruction supports the early development of phonemic awareness, phonics, and fluency. Classroom teachers integrate additional focus on vocabulary and comprehension with reading and writing instruction across the curriculum.

ELA in grades 4th-8th incorporates literature circles and reader's and writer's workshop approach to further develop vocabulary and comprehension with both fiction and nonfiction. In addition, significant focus is placed on constructivist activities with authentic audiences utilizing strategies such as Reader's Theater, playwriting, filmmaking, and storytelling. Emphasis on spoken word is formalized in the 6th-12th grades,

across the curriculum, utilizing the tools and approaches from the Get Lit program and weaving these strategies throughout instruction across grades and academic areas.

The 9th-12th grade ELA courses provide a foundation for the study of English at both the high school and college levels and promote fluency in all aspects of communication using the English language. To this end, students experience a broad range of instruction in reading, literature, writing, listening and speaking, and language conventions with an emphasis on developing those skills required for clear and effective academic writing. Students encounter literature from diverse cultural perspectives, in the form of novels, short stories, poetry, plays and informational documents. Instruction focuses on reading strategies that enable students to read for understanding of subtlety, ambiguity, and inference. Writing instruction focuses on strategies that enable students to create coherent and relevant text, including a variety of essays, student centered projects, and inquiry-based approaches to writing.

The high school grades offer the following courses in English Language Arts:

English 9 (Core/College preparatory)
This course is designed to provide a foundation for the study of English at both the high school and college levels and to promote fluency in all aspects of communication using the English language. To this end, students experience a broad range of instruction in reading, literature, writing, listening and speaking, and language conventions with an emphasis on developing those skills required to produce clear and effective academic writing.

Creative Writing (Core/College preparatory)
The Creative Writing course serves as a writing workshop. Students write daily and explore different writing techniques and styles. Writing skills are developed through pre-writing, editing, re-writing, and critiquing. Students also examine various styles of writing through diverse readings including poetry, songs, newspaper columns, short stories, novels, plays, monologues, dialogues, reviews, montages, and stream-of-consciousness selections. Students must be willing to share their work with the group and are asked to critique their own work and the work of others in a positive and constructive manner.

English 10 (Core/College preparatory)
In English 10, students encounter literature from diverse cultural perspectives, serving as a companion to their study in World History class. These include novels, short stories, poetry, plays and informational documents. Instruction focuses on reading strategies that enable students to read for understanding of subtlety, ambiguity, and inference, as well as basic grade level comprehension. An emphasis on critical thinking skills and literary analysis prepares students for higher- level English courses. Writing instruction focuses on strategies that enable students to create coherent and relevant text, including a variety of essays, student centered projects, and constructivist approaches to writing.

English 11 (Core/College preparatory)
American Literature and Composition is a study of the major literary topics and themes across the history of the United States from pre-colonial times to present day. Students will focus on the major literary forms of the emerging nation, analyze the literary themes and trends, and research and compose several papers, speeches, and presentations using representative forms of discourse. The guiding question for the course is the following: What is the American Experience? In what ways is American literature a reaction to the American experience and in what ways is American literature a driving force for change?

AP English Language (Core/College preparatory)
The AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing. As in the college course, the purpose of the AP English Language and Composition course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. The AP English Language and Composition course helps students move beyond such programmatic responses as the five-paragraph essay to place their emphasis on content, purpose and audience and allows this focus to guide the organization of their writing.

English 12 (Core/College preparatory)
English 12 is a course designed to provide the student with a broad literature, writing and technology curriculum. Emphasis will be placed on literary analysis and critique, advanced compositional theory, and research as well as an appreciation for classical literature outside the realm of the United States. Students will be further challenged to step outside the "familiar" and encouraged to diversify their perspectives and backgrounds through a variety of creative projects and activities as they prepare for their careers and/or post-secondary academic pursuits.

AP English Literature (Core/College preparatory)
This course will follow the curricular requirements outlined by the College Board in the AP English Literature and Composition Course Description, which focuses on building skills necessary for college level reading, writing, and critical thinking. The texts include works from a variety of time periods and genres, and the writing assignments include in class essays as well as formal process essays with several opportunities for revision. This is considered a college level course; students will be asked to read and analyze challenging, provocative, dense, and sometimes controversial material. In addition, the course design is based on the premise that the AP English Literature exam measures skills that one needs in order to be successful in college. In other words, the focus of the course is not the exam; rather, it is on the skill set that will lead to success on the exam and to success in college.

Junior Research Seminar (College preparatory)
Upon entering college, students must be individuals who are active learners and critical thinkers to become agents of change within their community and in the world. Junior Research Seminar is an 11th grade year long course that will provide students with the foundation skills of research in preparation for their Senior Project needed for graduation at Larchmont Charter School. They will explore the role of researchers and research in society as well as become researchers. Students will work individually and in small groups to explore a range of current issues and topics, and discover ways of asking pertinent research questions that they will ultimately challenge. As part of this course, students are given the opportunity to explore college and career pathways to prepare for life after high school.

Senior Research Seminar (Core/College preparatory)
Completion of the Senior Research Project is a Larchmont Charter School graduation requirement. The Research Seminar is designed so students complete the work begun in the Junior Research Course. It offers students the opportunity to continue to explore and conduct research on the issue detailed in their research proposal completed and presented junior year. Students are to submit a research paper that meets – at minimum - proficiency according to a research seminar-writing rubric. Students must also present their findings to a panel and demonstrate they have completed a service-learning project directly related to their

research. As part of this course, students are given the opportunity to prepare for college and career pathways to prepare for life after high school.

Mathematics

The mathematics curriculum is concept- and problem-based, allowing all students the opportunity to use problem solving strategies, group questioning techniques, investigations, critical analysis, the gathering and construction of evidence, and the communication of rigorous arguments in both written and oral language to justify their thinking. Students learn in collaboration with others, through sharing information, expertise, and ideas. In TK-12 math courses, students apply and extend previous learning by focusing on finding connections to learned material. Students also work to create and critique logical arguments, communicate their mathematical understanding effectively, and formulate complete, logical arguments to support their conclusions.

Larchmont Charter School uses a variety of math resources (e.g., Everyday Math, Engage NY, Cognitively Guided Instruction (CGI)) for all students grades TK-5 because it is designed in alignment with our constructivist model and recognizes the needs of different kinds of mathematical thinkers. The curriculum emphasizes: 1) use of concrete, real-life examples that are meaningful and memorable as an introduction to key mathematical concepts; 2) repeated exposures to mathematical concepts and skills to develop children's ability to recall knowledge from long-term memory; 3) frequent practice of basic computation skills to build mastery of procedures and quick recall of facts, often through games and verbal exercises; and 4) use of multiple methods and problem-solving strategies to foster true proficiency and accommodate different learning styles.

Larchmont utilizes College Preparatory Math (CPM) for 6th grade math and beyond. CPM strives to make middle and high school mathematics curriculum and instruction problem-based rather than centered on direct instruction, thereby ensuring that students retain the mathematical concepts necessary to apply skills across a variety of real-world situations. The instructional design implements significant focus on small group activities, life-based mathematics problems with multiple levels and layers, requiring mathematical knowledge to be integrated through a cohesive conceptual framework. The authors of CPM have described their approach as follows:

> *"A growing body of evidence from the cognitive sciences supports the theory that students can make sense of mathematics if the concepts and skills are embedded within a context or problem. If time is spent exploring interesting mathematics situations, reflecting on solution methods, examining why the methods work, comparing methods, and relating methods to those used in previous situations, then students are likely to build more robust understanding of mathematical concepts and related procedures. This method is quite different from the assumption that students learn by observing a teacher as he or she demonstrates how to solve a problem and then practices that method on similar problems."*

The progression of varied math resources in the elementary grades to College Preparatory Mathematics curricula and lessons provides a constructivist approach to delivering a CA CCSS aligned mathematics program. Students in all high school courses use problem solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. Students learn in collaboration with others, sharing information, expertise, and ideas. Students use geometry, algebra, trigonometry, and calculus to model and solve problems in both mathematical and real-world contexts.

The high school grades offer the following courses in Mathematics:

Algebra 1 (Core/College preparatory)

Algebra 1 at its core is all about using the properties of numbers (how they behave) to manipulate unknowns, called variables. But, in practicality, Algebra is used to recognize patterns, turn them into mathematical relationships, and then use these relationships for useful purposes. The following units are covered in this course: Rates, Patterns and Problem Solving, Variables and Expressions, The Commutative and Associative Properties, The Distributive Property, Equivalent Expressions, Seeing Structure in Expressions, Exponents as Repeated Multiplication.

Geometry (Core/College preparatory)
Geometry students focus on establishing triangle congruence criteria using rigid motions and formal constructions, building a formal understanding of similarity based on dilations and proportional reasoning, developing the concepts of formal proof, exploring the properties of two- and three- dimensional objects, working within the rectangular coordinate system to verify geometric relationships, proving basic theorems about circles and using the language of set theory to compute and interpret probabilities for compound events.

Algebra II (Core/College preparatory)
In this course, students investigate and explore graphs of linear, exponential, and polynomial functions. The topics of study include: development of strategies for understanding sequences and equivalence, solving equations and inequalities, solving systems of linear equations and linear inequalities involving two to three variables, introduction to matrices and using them to solve problems, developing an understanding of probability involving permutations and combinations.

Precalculus (Core/College preparatory)
Students in Precalculus use problem solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. Students learn in collaboration with others, sharing information, expertise, and ideas. Students will learn to use trigonometry to model and solve problems in both mathematical and real-world contexts, and will be able to use algebra and trigonometry to formulate and solve equations arising from geometric situations both on and off a coordinate grid. In addition, students will begin to explore Calculus concepts such as limits and area under a curve and come to understand and explore conic sections as they relate to the real world.

Math Analysis (Core/College Preparatory)
A course that blends pre-calculus concepts and skills to prepare for college-level calculus. A functional approach integrating concepts such as trigonometry and discrete mathematics. The California math content standards in Trigonometry and Mathematical Analysis are covered in this course. This course will provide students with an introduction to advanced mathematical concepts from a variety of subject areas. They will learn about Trigonometry, Math Analysis, Pre-Calculus, and Statistics. The goal of the course is to allow students to experience these topics, make a more educated decision in which course to pursue, and to give them a foundation upon which they can build when they take math classes in college.

AP Calculus AB (Core/College Preparatory)
In this course, students are prepared to take the Advanced Placement Calculus AB exam. Students do best when they have an understanding of the conceptual underpinnings of calculus. Rather than making the course a long laundry list of skills that students have to memorize, we stress the "why" behind the major ideas. If

students can grasp the reasons for an idea or theorem, they can usually figure out how to apply it to the problem at hand. We explain to them that they will study four major ideas during the year: limits, derivatives, indefinite integrals, and definite integrals. As we develop the concepts, we explain how the mechanics go along with the topics.

AP Calculus BC (Core/College Preparatory)
In this course, students are prepared to take the Advanced Placement Calculus BC exam. In year two of college level calculus, students continue to work to develop their mastery of calculus. Their work builds on the foundation from AP Calculus AB, increasing the scope of what is covered. AP Calculus BC includes all topics in AP Calculus AB, plus others such as parametric, polar, and vector functions, and series. It is equivalent to one year of calculus at most colleges and universities.

AP Statistics (Core/College Preparatory)
In this course, students are introduced to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

History/Social Studies

The History/Social Studies curriculum is based on California content standards and aims to provide students with rigorous, inquiry-based, and experience-centered lessons and classes that will allow students to acquire core knowledge in history and the social sciences. At all grade levels, Larchmont Charter School students work to "think like historians and social scientists" so they recognize connections to the present and the past so they may reach a greater understanding of themselves and the world around them.

At the elementary level, social studies curriculum is integrated across the curriculum through a project-based approach. Addressing all content standards, students study and explore themes and concepts of history, economics, and the broader social sciences by engaging in life-based activities, re-enactments, field trips, research projects, and service learning projects. Strong emphasis is placed on the integration of reading and writing skills across the curriculum through the use of first source materials, emphasis on comprehension skills for nonfiction, and research strategies. Teachers utilize a breadth of materials to support instruction including Harcourt Reflections Social Studies materials.

Our reason for choosing the *History Alive!* Teachers Curriculum Institute (TCI) curriculum for the middle and high school grades is best explained in the words of the curriculum authors, where we teach the process of history: "This approach emphasizes the process, known as historiography, where individuals or groups can investigate sources and develop their own interpretation of events." The history curriculum at Larchmont actively involves the learner in developing historical thinking skills and perspective taking, as well as practicing reflective and predictive skills in real life contexts. Furthermore, the use of the same textbooks and ancillary materials helps to create continuity from the middle school grades into the high school curriculum. The history curriculum is progressive and student-centered, focused on developing students' ability to find relevance between their lives and world events, the environment, social movements and universal historical themes.

At the secondary level, History/Social Studies courses prepare students for Advanced Placement and college-level coursework in the social sciences. A unique feature of the high school is the requirement that students take four (rather than the traditional three) years of social studies at the secondary level in order to graduate:

Geography, World History, US History and US Government/Economics. Students demonstrate their understanding of core knowledge through multiple and varied experiences including, but not limited to, expository, persuasive and analytical essays, group and individual projects, historical research, written and multiple choice assessments, and active class participation including Socratic seminars and historical reenactments.

The high school grades offer the following courses in History/Social Studies:

Geography (Core/College preparatory)
In this course, students will utilize the geographic inquiry process in their exploration of a diverse range of geographic questions and cases. From settlement patterns in Canada to urban sprawl in Atlanta, Portland, and Toronto, from urbanization and spatial inequality in Mexico City to the impact of women micro-entrepreneurs in Africa, students will question, investigate, analyze and question again as they work toward a greater understanding of themselves and the world around us. This course ultimately aims to provide students with a rigorous, inquiry-based, and experience-centered geography education; one that will prepare them for Advanced Placement and college-level coursework in the social sciences.

World History (Core/College preparatory)
This course examines the development of human history from ancient times to the present with particular focus on events that have shaped the modern world. As students explore the major eras of human history, they will utilize the methodologies and tools of historians, anthropologists and geographers in order to critically analyze, appreciate, and connect with the past.

AP World History (Core/College preparatory)
The scope of the AP World History (APWH) course addresses the challenges of studying the full course of human history by providing a clear framework of six chronological periods viewed through the lens of related key concepts and course themes, asking students to learn specific skills which would allow them to think historically. The students will be able to demonstrate these skills through the AP World History Exam. These six periods are organized into the following areas of study: Technological and Environmental Transformations, Organization and Reorganization of Human Societies, Regional and Transregional Interactions, Global Interactions, Industrialization and Global Integration, Accelerating Global Change and Realignments.

US History (Core/College preparatory)
In this survey course, students will grapple with a question central to the history of the United States: *How closely has the United States of America lived up to the five fundamental promises (liberty, equality, democracy, rights and opportunity) found in the Declaration of Independence?* Students will demonstrate their understanding of coursework through multiple means including, but not limited to, expository, persuasive and analytical written assignments, group and individual projects, Socratic seminar and discussion, multiple choice and short answer assessments, and participation.

AP US History (Core/College preparatory)
This course is equivalent to a freshman/sophomore-level college course. It is specifically designed to prepare students for the Advanced Placement United States History exam given by the College Board each May. Students will demonstrate their understanding of coursework through multiple means including, but not limited to, expository, persuasive and analytical written assignments, group and individual projects, Socratic seminar and discussion, multiple choice and short answer assessments, and participation.

Economics (Core/College preparatory)
This course provides students with a solid understanding of the economic principles, systems, and activities necessary in order to fully participate as a citizen in the U.S. Free Enterprise System. The course focuses on the basic principles of production, consumption, and distribution of services in the United States and includes a comparison with those in other countries around the world. The impact of a variety of factors including geography, the federal government, economic ideas from important philosophers, historic documents, societal values, and scientific discoveries and technological innovations on the national economy and economic policy are also integral to a broader understanding of economic systems around the world.

US Government (Core/College preparatory)
This course gives a broad overview of modern forms of government present in today's global community. It provides the student an opportunity to acquire detailed knowledge of the philosophy behind the democratic form of government practiced in the United States. In this course, the United States Constitution is studied in detail. The overall objective of this course is to prepare seniors for their place in society, by helping them learn how our government works, how it can be changed and what rights and freedoms the U.S. Constitution guarantees us.

AP US Government (Core/College preparatory)
The AP US Government course is designed to give students an analytical perspective on government and politics in the United States. The course will require students to master historical and analytic skills, including chronological and spatial thinking, historical research and interpretation. Students will evaluate viewpoints presented through major print and electronic media, understand statistical data and analyze trends related to significant political events. The course will also emphasize preparation and intensive study towards the AP U.S. Government & Politics exam.

Science

The Larchmont science curriculum is, at its core, inquiry-based. Students engage in science via exposure to real world concepts and cross-curricular themes, and regularly apply critical thinking skills and test new ideas and hypotheses through labs and experimentation. Specific content includes physical science, life science, and earth systems science. Students learn to explore the world around them through an inquiry-based approach. Across all grade levels, students ask questions, make observations and discoveries, gather data, analyze explanations, and communicate results and scientific arguments. The program is fully aligned to California standards, and will be aligned to the Next Generation Science Standards.

At the elementary level, students engage in scientific exploration and observation through hands-on, integrated projects. Supporting instruction with GEMS guides, Mystery Science and FOSS kits, teachers develop thematic projects to address all of the standards content. Emphasis is placed on developing scientific methodology at increasing developmental levels.

Methods of all science courses include the tools of science (e.g. active wet lab classrooms, technology, hands-on materials) and support development of the reading, writing, analysis, and communication skills students need to become science-literate citizens. Students tackle problems and challenges in science in varied ways (e.g. investigations, models), using critical thinking and problem solving to reach decisions grounded in knowledge and logic.

A sample of essential questions used in a middle grades science course includes:

- What can cause Earth's climate to change?
- What affects the energy flow through an ecosystem, population, and organisms and how are these

connected?
- How do living things change over time?
- How are forms of energy affected and changed?

With our constructivist approach to curriculum development and instructional strategies, and through our unique constructivist framework, the science curriculum and scientific thinking is woven effectively throughout the curriculum and integrated meaningfully with ELA, mathematics, and social studies curriculum.

The high school grades offer the following courses in Science:

Biology (Core/College preparatory)
This core science course is intended to introduce students to a wide variety of biological topics. Through individual and group project-based investigation and experimentation, students will examine animal and plant cells, gene expression and the central dogma, genetics, DNA, genetic recombination, ecology, evolution, organ systems, physiology and anatomy, cell replication, photosynthesis, and respiration. Common core standards will be incorporated into the curriculum. Students will be expected to make connections and applications to real world phenomena or events through the synthesis of newly accommodated and acquired knowledge.

Chemistry (Core/College preparatory)
The course is designed to introduce students to the core ideas of chemistry in a collaborative, project-based manner. As much as possible problem solving and the application of chemical principles are at the center of projects and activities. The curriculum looks toward the Next Generation Science Standards (NGSS) and looks to develop atomic level models to explain bulk behavior of matter and how matter changes. Topics covered include: mixtures and pure materials, structure of the atom, elements and compounds, enthalpy and entropy, acids and bases, reaction rates, bonding, balancing reactions, stoichiometry, history of chemistry, electrochemistry, and nuclear chemistry.

Physics (Core/College preparatory)
The course is designed to introduce students to the core ideas of physics in a collaborative, constructivist manner. As much as possible, problem solving and the application of physical principles are at the center of projects and activities. The curriculum looks toward the Next Generation Science Standards (NGSS) and works to develop models (especially mathematical ones) to explain the universe around us. Topics covered include: models and measurement, constant velocity, constant acceleration, forces and Newton's Laws, momentum, energy and work, simple machines, circular motion, gravitation and satellites, fluids, waves, sound, light and color, lenses and mirrors, current electricity, static electricity, magnetism, and Modern Physics.

AP Biology (Core/College preparatory)
AP Biology is structured around the 4 "Big Ideas" as determined by the College Board. Students will be expected to engage in the content in order to develop a foundational understanding of biology that supports critical and independent thinking and promotes the acquisition of new knowledge. Big Idea 1: The process of evolution drives the diversity and unity of life. Big Idea 2: Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis. Big Idea 3: Living systems store, retrieve, transmit and respond to information essential to life processes. Big Idea 4: Biological systems interact, and these systems and their interactions possess complex properties.

Environmental Science (Core/College preparatory)
This course is designed to show thematic connections between a variety of science disciplines including earth science, biology, chemistry, and physics. It gives students a coherent and realistic picture of the applications of a variety of scientific concepts as they manifest in our environment. During this course students will focus on human population growth, natural resources, and ecosystem dynamics. The aim of this course to increase student's knowledge of the environmental challenges of today, while continuing to cultivate scientific critical thinking skills.

AP Environmental Science (Core/College preparatory)
Students will be prepared to take the AP Environmental Science exam in the spring. This course cultivates their understanding of the interrelationships of the natural world through inquiry-based lab investigations and field work as they explore concepts like the four Big Ideas; energy transfer, interactions between earth systems, interactions between different species and the environment, and sustainability.

Visual and Performing Arts

The primary goal for the Visual and Performing Arts program is to nurture confidence and critical thinking through work and expression in the arts. Art is approached as a creative process that enables learners to become perceptive, reflective, appreciative, culturally aware, and civically engaged. It is also viewed as a set of media through which different learners access and/or express understanding of all other academic skills and knowledge. Visual and performing arts courses guide students towards becoming proficient in visual, musical, or theatrical arts. Through the arts, students also develop procedural discipline with which they improve the quality of their thinking and mastery across disciplines. Classroom experiences and student-created projects and events allow the Larchmont arts courses to work across the curriculum, bringing every subject to life.

Students in grades TK-8 are exposed to lessons and experiences in the visual arts and music across the strands of artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections, relationships, and applications. Lessons stand-alone at times, but frequently are integrated through social studies, science, mathematics, and language arts. Visual arts and music media and skills are frequently offered as options for personal self-expression and demonstration of understanding throughout the curriculum.

At the secondary level, the major emphasis of arts courses is developing student achievement through both individual and group ensemble performances appropriately arranged for senior high school students. In addition, students in upper level visual arts courses will explore the role of the creative arts across a variety of cultures and time periods. Students will develop aesthetic appreciation for various art works and experiences, and make critical judgments of quality based on analysis.

The high school grades offer the following courses in the Visual and Performing Arts, which meet the standards for A-G VAPA offerings as specified below.

Music Theory I (Core/College preparatory)
The major emphasis of this course is to develop student achievement through the visual and aural study of the vertical and horizontal aspects of music including the structure, function, and interrelationships of scales, intervals, chords, and rhythm. The course also develops the following skills: sight singing, ear training, reading and writing rhythmic and melodic notation, playing/keyboard application, analyzing chords and harmonic progressions, aesthetic appreciation, and beginning composition.

Advanced Music Theory (Core/College preparatory)
The major emphasis of this course is to develop more advanced study of the vertical and horizontal aspects of music including the structure, function, and interrelationships of scales, intervals and chords. The course also builds on the following skills begun in Music Theory 1: sight singing, ear training, reading and writing music, playing/keyboard application, analyzing chords and harmonic progressions, aesthetic appreciation, and beginning composition.

Chorus I (Core/College preparatory)
Chorus I introduces students to the study of vocal music and singing within an ensemble. Students study how to use their voice efficiently for human expression, music literacy, sight singing, listening and responding to choral works, creating artistic opinions, and improvisational activities with their voice. This class is designed for all students with or without previous experience in vocal music and prepares students for more advanced choral classes.

Advanced Chorus (Core/College preparatory)
The major emphasis of this course is to develop student achievement through singing and vocal production as a member of a choral ensemble. Instruction is offered in the various techniques involved in the use of the singing voice. The course develops the skills necessary for ensemble singing of intermediate level choral literature appropriately arranged for senior high school voices, develops skills in reading music notation, proper breathing, vocal technique, sight singing, singing expressively, and rhythm reading, and provides opportunities for growth in the understanding of musical elements as applied to the music performed. In addition, the course provides for more highly developed aesthetic appreciation and critical judgment of recorded music.

Theater 1 (Core/College preparatory)
The purpose of this course is to give the student an appreciation of and experience in theater as an art form. The student will act in pantomimes, plays and play cuttings. Students will be introduced to technical theater, theater history and culture. The student will read, write and evaluate plays as well as view and discuss electronic and live performances. This course encompasses the California State Theatre Arts Standards as well as addressing standards in reading, writing, and technology.

Film 1 (Non-core/College preparatory)
The course is designed to enable students to understand film, television, and media from both a theoretical and production perspective, as well as from the view as to how it relates to culture and the world. By studying and analyzing films and the processes behind their creation, students in the course gain insight into the power and aesthetics of mass media, and they develop both appreciation and basic skills. Practical experience is provided in each major area of production: producing, directing, screenwriting, and post-production. This course encompasses the California State Visual Arts Standards as well as addressing standards in reading, writing, and technology.

Advanced Theater (Non-core/College preparatory)
This performance based class leads students through the collaborative process of playmaking and advanced character development. Students receive conservatory style training in acting, movement and voice and showcase their growth in a full scale production. Students learn to interpret plays dramatically, to analyze plot, genre and themes of dramatic literature. At the end of the semester, all students will have acting roles in a full length play or musical production. This class will require some after school rehearsals and will have mandatory, graded, performances for all class members.

Introduction to Art (Non-core/College preparatory)
This course is designed to introduce the fundamentals of drawing. Students will explore techniques in realistic drawing. Students will study composition, contour, shading and proportion in graphite, pen, markers, inks, and colored pencils. Drawing is a learnable, teachable skill and the stepping- stone to art careers: Illustrator, Architect, Graphic Computer Artist, fashion designer Animator, Cartoonist and many more.

Advanced Art (Non-core/College preparatory)
The class is designed to continue to advance students to refine techniques used in the making of art. To elevate students familiarity with the fundamental principles of design. To help students learn to critically analyze art both verbally and in writing. To continue to develop students ability to recognize the different stylistic characteristics of art of different cultural periods and individual artists.

Health and Physical Education

The focus of the TK-12 Physical Education curriculum is to support students in mastering fundamental movement skills at an early age. This foundation facilitates further motor skill acquisition and gives students increased capacity for a lifetime of successful and enjoyable physical activity experiences (California Department of Education, 2010). We believe that as a result of acquiring patterns of physical activity at Larchmont, our students will be more likely to maintain healthy lifestyles throughout their lives, providing physical, mental, and social benefits. The primary goal of the Physical Education program is therefore to provide students with the necessary mastered movement skills to participate confidently in different forms of physical activity, equipping students with the enhanced self-image and positive social development to live healthy and productive lives.

In addition to the focus on mastery of foundational movement skills at the transitional kindergarten and elementary levels, students will come to think critically about health options in order to make positive choices and live in a healthy way for the rest of their lives. The curriculum consists of both direct physical activity and coursework on health and fitness issues. Students learn basic anatomy and physiology (how the body is structured and how it works), research current events related to health and disease, and come to understand the components of a healthy lifestyle. Physical activity includes team building games, specific sports (such as street hockey or volleyball), and other exercises that serve to improve endurance, energy levels and overall fitness.
Further, our constructivist approach to curriculum and instruction across the curriculum emphasizes opportunities for active learning, exploration, use of manipulatives, and other activities that utilize and develop small and gross motor skills and movement. Our affiliation with the Edible Schoolyard brings a focus to healthy eating and lifestyle, and integration of curriculum across disciplines includes physical education in addition to the other content areas. Examples of physical education integrated into our academic program include elementary students moving outdoors during mathematics instruction to play jumping games along a long number line, emphasizing number sense, positive and negative numbers, addition and subtraction, while using and developing gross motor skills and muscle strength.

Incorporating the Physical Education Model Content Standards for California, PE courses include an analysis of both the individual and global processes of change in the body, and a study of health and nutrition, fitness, and physical activity.

The high school grades offer the following courses in Physical Education:

PE 9 (Core/Non-college preparatory)
The purpose of this course is to help students learn more about themselves and how to maintain a healthy lifestyle. The course consists of both direct physical activity and coursework on health and fitness issues. Students learn basic anatomy and physiology (how the body is structured and how it works), current events related to health and disease, and components of a healthy lifestyle. Physical activity will include team building games, sports, and other exercises to improve endurance, energy levels and overall fitness.

Yoga (Core/Non-college preparatory)
The purpose of this course is to help students learn more about themselves and how to maintain a healthy lifestyle. Yoga helps to increase flexibility, build strength, and decrease stress. The course will consist of both direct physical activity and coursework on health and fitness issues. Students will learn basic anatomy and physiology (how the body is structured and how it works), current events related to health and disease, and components of a healthy lifestyle. Physical activity will include yoga, Pilates, aerobics, and cardio.

Strength & Conditioning (Core/Non-college preparatory)
The purpose of this course is to help provide students with the pragmatic knowledge and practice of increasing overall fitness. The course will consist of both direct physical activity and coursework on strength and conditioning practices. Students will learn basic anatomy and physiology (how the body is structured and how it works), current events related to health and disease, and components of a healthy lifestyle. Physical activity will include resistance training and metabolic conditioning.

World Languages

Larchmont Charter School provides instruction in world language across the TK-12 spectrum, and for both native and non-native Spanish speakers, so that all Larchmont students have the opportunity to move forward as speakers, readers, and writers of world languages. According to Martha Abbott, Director of Education for the American Council on the Teaching of World Languages:

> *"Knowing other languages and understanding other cultures is a 21st Century skill set for American students as they prepare to live and work in a global society. No matter what career students enter, they will be interacting with others around the world on a routine basis and doing business locally with those whose native language is not English. Beginning world language instruction early sets the stage for students to develop advanced levels of proficiencies in one or more languages. In addition, younger learners still possess the capacity to develop near native-like pronunciation and intonation in a new language. Finally, young learners have a natural curiosity about learning which is evident when they engage in learning a new language. They also are open and accepting of people who speak other languages and come from other cultures."* (Duke, 2007)

The Larchmont constructivist methodology is further supported by the introduction of world language instruction in the elementary years. Therese Caccavale, president of the National Network for Early Language Learning states, "Studies have shown repeatedly that world language learning increases critical thinking skills, creativity, and flexibility of mind in young students. Students who are learning a world language out-score their non-world language-learning peers in the verbal and… math sections of standardized tests" (Duke, 2007). This research supports Larchmont's philosophy that second language learning is more of a cognitive than linguistic activity, and therefore essential in the elementary years.

All language instruction at Larchmont is developed based on the CA CCSS in World Languages. The Spanish curricula begins in the 4th-6th grades, where students understand and produce signs, words, and phrases.

These skills create a solid base from which our students can move forward. The 7th-8th grade curriculum then prepares students for high school level Spanish I or II, whereby students understand and produce sentences and strings of sentences and produce paragraphs and strings of paragraphs in both oral and written exercises and demonstrations. This middle school experience allow our students to qualify for or test into Spanish II as freshmen in high school and proceed through advanced study including AP Spanish which supports students in achieving proficiency. As the high school world languages curriculum develops, we plan to offer at least two language options in Spanish, French, Italian, or Mandarin, for a total of four years of study in each language option.

In addition to Level 1 through 3 Spanish, the high school program also offers courses to native Spanish speakers. Spanish for Spanish Speakers 1 and 2 provide rigorous coursework for those students who speak Spanish in the home but need preparation in reading, writing and grammatical structures in preparation for the AP Spanish Language and AP Spanish Literature exams. Native speaker courses utilize materials and an approach that draw on the home language and culture of native-speaking Spanish students.
The following high school world languages courses are currently offered at Larchmont. As we develop the high school program, additional courses will be developed based on student interest:

Spanish 1 (Core/College preparatory)
Spanish I is an introductory course to the language and culture of Spanish-speaking countries. The focus is on the four language skills of speaking, writing, reading, and listening. Students learn greetings, verb conjugations, basic vocabulary, pronunciation, and grammatical structures and practice using those skills to communicate in real life situations. The course is aligned with the California Curriculum Frameworks that are organized in the five areas for foreign language education: Communication, Cultures, Connections, Comparisons, and Communities.

Spanish 2 (Core/College preparatory)
This course is designed to help students take the fundamental and basic skills of second language acquisition in Spanish to the next level. Spanish will be increasingly used by students to respond to classroom commands and to participate in conversational activities. Students will be expected to take risks, actively participate and give their maximum effort on a daily basis. Throughout the class, we will discuss why learning Spanish is a key component of being successful and necessary in our society and the world. All of the activities and lessons in class will be closely aligned with the six major components of the Spanish language: reading, writing, speaking, listening, culture, and grammar. Through the mastery of these skills, students will be able to communicate effectively in Spanish, ultimately preparing students for Spanish III, higher second language acquisition, and the future.

Spanish 3 (Core/College preparatory)
In this course, students will utilize the language skills of listening, speaking, reading and writing in order to become confident and capable speakers of Spanish. Level III students will function at the Novice-High-Intermediate- Low level of proficiency by the end of the year, as defined by the American Council on the Teaching of Foreign Languages. Students continue to develop their proficiency in the language in all four skills: listening, speaking, reading, and writing. They understand short conversations and can be understood by native speakers accustomed to dealing with foreigners. Emphasis is on consistent use of the language for classroom activities. Students recount uncomplicated events and experiences orally, read short authentic material for main idea, and write about familiar topics using more complex grammatical structures. Knowledge of cultural perspectives and practices is expanded.

AP Spanish Language and Culture (Core/College preparatory)
The AP Spanish Language and Culture course provides students with opportunities to develop language proficiency across the three modes of communication: Interpretive, Interpersonal, and Presentational. Students learn about culture through the use of authentic materials that are representative of the Spanish-speaking world. Materials include a variety of different media, e.g., journalistic and literary works, podcasts, interviews, movies, charts, and graphs. AP Spanish Language and Culture is a language acquisition course designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where Spanish is spoken and as such, is an immersion experience requiring almost exclusive use of Spanish, a requirement which class participation grades reflect.

AP Spanish Literature and Culture (Core/College preparatory)
AP Spanish Literature is equivalent to a college level introductory survey course of literature written in Spanish. Students continue to develop their interpretive, interpersonal, and presentational skills in Spanish language as well as critical reading and analytical writing as they explore short stories, novels, plays, essays, and poetry from Spain, Latin America, and U.S. Hispanic authors along with other non-required texts.

Spanish for Spanish Speakers 1 (Core/College preparatory)
This is an advanced introduction to both the Spanish language and the cultures where Spanish is spoken. This course is based on a structure that provides students the opportunity to engage in meaningful learning where the emphasis is on critical thinking, collaboration, creativity and effective communication through projects reflecting real life, hands-on situations. While it is still important to study vocabulary and produce language, the focus will be directed toward student exploration and practice.

Spanish for Spanish Speakers 2 (Core/College preparatory)
In this course we will learn about the grammatical structures and conventions of the Spanish language. The course will focus on reading, writing, oral communication and listening communication in Spanish. In addition, this course will be an introduction to the cultures, communication, and comparisons, of Latin American and peninsular communities. Students will have to prepare oral presentations, work on individual and group projects, and conduct research on a variety of topics. The teacher will lead the classes in Spanish and students will use only Spanish in class.

ELD for English Learners
Identified English Learners receive individualized or small group designated EL support during class time. During these times, teachers provide ELD instruction in the four domains and address phonemic awareness, fluency, comprehension and explicit instruction in foundational literacy skills. ELD for ELs are supported through the use of standards-aligned curricular and supplemental materials that scaffold the mainstream instructional program (e.g. Fountas and Pinnell, Everyday Math, College Preparatory Math, English in Common, NorthStar). All teachers across content areas are continuously trained in SDAIE strategies and incorporate the use of visuals and explicitly teach key academic vocabulary.
All ELD curricula are selected from the AB 1802 California Department of Education approved publisher listings for English language instruction.

Innovative Curricular Components of the Educational Program

Service Learning

Service learning is woven through the Larchmont curriculum to support our mission "to instill in each student a dedication to improving the world we inhabit." Unique to our curricular design is the presence of service learning as early as the first grade – with a focus on increasing students' level of independence and

self-direction through structured guidance in our Signature Projects in K-8 and then forward into High School and beyond (see Section 11: *Overall Curricular and Instructional Design*).

Through years of structured experiences with a focus on social justice and stewardship toward humanity and the environment, students internalize the personal responsibility to carry out the schools' mission. Over the course of all four years of high school, community service hours are a graduation requirement for Larchmont high school students. In addition, action research, which benefits the community and is linked to each student's junior and senior year capstone courses, serves as an integral component of the Senior Research Project.

The power of the Signature/Interdisciplinary Projects and Junior/Senior Research Seminars and Senior Research Project is twofold: 1) the projects are rooted in an integrated approach that is also standards-based and 2) the projects result in a focus on social justice and personal responsibility.

At the TK-8 grades, students put understanding into action through individual, small group, and large group activities designed to empower students, help them to develop a global outlook, and focus on personal responsibility to oneself, the larger social community, the earth, and our natural resources. Each loop results in a project rooted firmly in the skills and concepts of the grade level standards, in which students select a course of action and a beneficiary or goal.

The Junior Research Seminar and Senior Research Projects include a written senior thesis grounded in thorough, college preparatory level research, a connected/related service component, an oral presentation to a panel of faculty and community members, and the integration of new media and technology into one or more of these components. The seminar teacher monitors the service component, which is action-research based. For example, a student who is conducting research on the value of arts education in urban elementary schools might volunteer to work with a school music program in order to both support the program (community service) and gain first-hand understanding of the challenges and benefits of arts education (action research). Students are also permitted to complete the service requirement at a location or entity of their own choosing in the evenings and on weekends outside of school hours. Hours are logged and tracked by the student and submitted to the seminar teacher. The service/research experience is embedded in both the writing and oral presentation of the final Research Project. The certificated teacher approves and coordinates all service projects taking place outside of the school day. Standard permission slips and liability waivers that explain the nature of the project and provide basic information about the community non-profit organization are utilized for off-site service.

The Signature Projects and Senior Seminar and Research Projects exemplify Larchmont's unique approach to combining a State Standards-based curriculum with constructivist instructional strategies to educate and develop the whole child.

Clusters/Looping

Two of the most distinctive aspects of the Larchmont instructional structure are clustering grade levels and teaching in multi-year loops. These strategies have multiple benefits. They cater to the needs of developing students, create a strong professional team among teachers, build supportive teacher-student relationships, and enhance the meaningful, action-based learning that occurs in the integrated projects that make up much of our curriculum.

A "cluster" refers to classes that span two grade levels. Each cluster is housed in proximity to each other. Students are mixed together in various configurations across different academic and enrichment activities; teachers plan together and share curriculum for the two-year spectrum. This occurs for TK-4 for no more

than one subject per grade level for no more than one hour a day as a way to allow for differentiation. All teachers involved are multi subject credentialed and highly qualified when regrouping or team teaching compliant with the State definition. "Looping" refers to the experience of our teachers who stay together with a class of students across two grade levels, and then loop back to teach a new class as it enters the two-year cluster. Looping has existed in educational settings for decades and has been associated with many academic benefits (Brown, 1997), including:

- Teachers gain extra teaching time;
- Teacher knowledge about a child's intellectual strengths and weaknesses increases in a way that is impossible to achieve in a single year;
- Long-term teacher/student relationships improve student performance; and
- Long-term teacher/student relationships improve job satisfaction for teachers.

Socially, students benefit as well (Brown, 1997):

- Students have reduced apprehension about the new school year and the new teacher after the first year;
- Students reap benefits from time spent on developing social skills and cooperative group strategies in subsequent years;
- English Language Learners adjust to their new school and become comfortable with their teacher, developing confidence in their newly acquired language; and
- Long-term relationships result in an emotional and intellectual climate that encourages thinking, risk-taking, and involvement.

The Edible Schoolyard at Larchmont

In 2009, the Larchmont Charter School was honored to become one of the few schools in the nation affiliated with Alice Waters' Edible Schoolyard program. The mission of the Edible Schoolyard, as conceptualized by Waters, is to teach essential life skills and support academic learning through hands-on classes in an organic garden and kitchen classroom. The Edible Schoolyard curriculum is meant to be fully integrated into the school day and to teach students how their choices about food affect their health, the environment, and their communities.

Larchmont's implementation of the Edible Schoolyard unifies our community around the themes and values of the program: eco-literacy, active life-based learning, community involvement, and healthy lifestyles. By providing experiences that demonstrate the relationship between the garden and kitchen, Larchmont's edible schoolyard program fosters appreciation of how the natural world sustains us and promotes the environmental and social well-being of our school community and beyond.

The manifestation of the Edible Schoolyard at Larchmont is a comprehensive organic gardening program on our urban public school grounds. The opportunities enhance our students' learning experiences in several ways. They are woven through our Signature Projects, Service Learning activities, Enrichments and Electives, lunch, and the After School Program. It creates a rich environmental and biological science program from TK-12. It allows for a deeply integrated curriculum across all academic and social areas, and supports our constructivist project-based curriculum through meaningful hands-on exploration in the garden and kitchen.

Commitment to Spoken Word, Speech, and Debate

Larchmont's TK-12 curriculum places a strong focus on supporting the development of students' use of spoken word. Through the constructivist lens, oral language provides an avenue for sharing, processing, and

understanding information that creates a valuable avenue for all our learners. Our curriculum focuses on actualizing the elements of our ESLRs/SLOs including a focus on effective communication. Our students have demonstrated cognitive and behavior outcomes including improved reading, listening, speaking, and writing skills; improved critical thinking skills; intellectual curiosity and increased motivation as a result of their participation in speech and debate competitions.

At the high school level, students use spoken word and oral language in regular class presentations and Socratic seminars. All students are expected to formally defend their Junior Research Seminar Research proposal as well as their Senior Research Seminar Project findings. Seniors will present their culminating Research Seminar Project at a conference, displaying their learning through a variety of media. At the middle school level, oral language skills are strategically woven into projects, units, lessons, and demonstrations of knowledge to support varied learners and develop articulate and confident students who can state their beliefs, defend their ideas, voice concerns, and contribute to meaningful discussions in order to learn and to impact the world around them.

Specifically, the three categories of resources are connected meaningfully to core academic learning both in class and throughout the Signature Projects. The six categories of "Performance of Literature" (e.g. storytelling, poetry, prose, dramatic interpretation, humorous interpretation, and duo interpretation) play a significant role in the assignments and projects throughout ELA and support the developing skills of our EL population. The four categories of "Public Speaking" (i.e. original oratory, extemporaneous speaking, declamation, and impromptu) are woven into student life, as well as the curriculum of history and ELA. The skills and strategies of debate, including spontaneous argumentation, policy, and Lincoln-Douglas become significant means of expressing understanding and defending viewpoints in both the hard sciences and social sciences.

Intervention and Enrichment Programs

Accelerated Math and Math Workshop

A constructivist approach requires that we focus on adapting instructional practices to the unique styles of different learners. Across the 3rd through 8th grades, math content material shifts dramatically from being predominantly concrete to being increasingly abstract. Simultaneously, students progress through levels of cognitive development in which their mathematical-logical thinking skills, processing strategies, and self-concept and confidence transform. We find that students are most successful and responsive to instruction that is geared toward their particular needs, level, pacing, and approach. Some students are engaged more meaningfully when the pace is rather quick, and challenges come daily. Others relax and find their learning "comfort zone" when the pace is moderate and review is built in routinely. Still others need repeated opportunities to incorporate new math skills and concepts into their thinking to the level of proficiency. We see all three kinds of math learners and all can experience success. For these reasons, we offer varied approaches for learning in mathematics through our Mathematics curriculum, our Cognitively Guided Instruction (CGI), our Accelerated Math program, and our Math Workshop.

Self-guided Study

The Self-guided Study Program provides students with additional virtual opportunities for advancement and more access to AP classes, language classes, early college access, and credit recovery at a flexible and individualized pace. The Self-guided Study Program offers rigorous virtual courses, so students must be able to work independently. Any student enrolled at Larchmont may participate in the Self-guided Study program. The Self-guided Study Program includes the following:

- Personalized learning opportunities
- Virtual learning opportunities
- Blended learning programming
- In-class and self-guided explorations
- Credit recovery

Other self-guided programs include the following:

- SAT Clearchoice
- APEX Learning, which provides complete courses for credit recovery and advancement
- Teachers NewieLA for online self-guided reading
- Thrively for socio-emotional learning
- Naviance for social emotional learning and college readiness

Enrichments and Electives

At Larchmont, our constructivist approach focuses on students' natural and varied approaches to learning and understanding. We recognize that students "construct their own understanding" through various activities and experiences. Thus, a rich assortment of learning experiences not only exposes students to new skills and opportunities, but supports learning in the core academic areas as well. In addition to a breadth of enrichment classes at every grade level, enrichment teachers also assist the teachers periodically throughout the week in core academic classrooms to support the integration of various learning styles throughout the curriculum.

In elementary grades, examples of enrichment activities include music, art, physical education, gardening, and cooking classes. In middle grades, students' enrichments are expanded to include foreign language instruction as well as a variety of offerings in spoken word such as storytelling, visual and performing arts, and academic support.

In 8th grade, electives are designed for students to explore a wide area of interest that go beyond academics. Courses such as cooking, debate, art, dance, and physical conditioning are meant for students to experiment in a safe and supportive environment where they can take risk by trying new things. They are given two enrichment classes each semester, with them switching to new electives at the start of the spring semester.

In the high school, students have the opportunity to complete A-G elective courses, such as Music, Chorus, Theater, Film, Creative Writing and other Humanities-based interest. Additional courses in Visual and Performing Arts and the Sciences may be added based on student and community interest. The weekly high school schedule also includes a Homeroom/Advisory period where students can receive academic support, and academic or college counseling. Student enrichment clubs also meet once a week. Current students have taken the initiative to secure faculty advisors and found clubs that match their interests, such as the UNICEF Club, Soccer Club, Drone Club, GSA (Gay, Straight Alliance), and Volunteer Clubs. In addition, the Larchmont's Student Leadership meet during this time to organize events and assemblies. After school opportunities are built on a collaboration with Youth Policy Institute's after school program, offering enrichment programs such as homework club, poetry, 3D printing workshops, theater, and sports.

12. **Curricular & Instructional Materials and Course Offerings**

Larchmont Charter School currently uses the following materials aligned with the California state content and performance standards, including CA CCSS, to deliver the curriculum. In years ahead, resource selection may change, upon a thorough review of a curriculum adoption committee comprised of faculty and leadership,

and all curricular and instructional materials will be aligned to state content and performance standards, including CA CCSS.

TK-8 Curricular and Instructional Materials		
Subjects	Chosen Curriculum & Texts	Relationship to State Standards / Common Core
Language Arts	Fountas and Pinnell Phonics and Word Study (TK-3); Language Without Tears (TK-3); Lucy Calkins Units of Study for Teaching Writing (TK-6)	State-Board Adopted Materials, CA CCSS Aligned
English Language Development	Teacher-developed curricular materials, Rosetta Stone	CA CCSS Aligned
Mathematics	Everyday Mathematics (TK-5), CGI, Engage New York College Preparatory Mathematics (6-8+)	CA CCSS Aligned
Science	FOSS Kit + Science Resources book (TK-7) GEMS Kits (4-5) Life Lab –The Growing Classroom (4-5) Exploratorium Lesson Guides (4-5) Project-Based Inquiry Science, "It's About Time" (6-8)	Aligned to NGSS
History / Social Science	Teacher –developed curricular materials (TK-4) America Will Be – Houghton Mifflin (5) History Alive! – TCI (6-8)	Aligned to State Standards
Physical Education, Health	SPARK Physical Education Curriculum (TK-3)	Aligned to State Standards

1.

Subject Area	**9th Grade**		**10th Grade**		**11th Grade**		**12th Grade**	
	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.
English Language Arts	English Language Arts 9 Creative Writing		English Language Arts 10		English Language Arts 11		English Language Arts 12	
					AP English Language		AP English Literature	
Mathematics	Geometry		Algebra 2		Algebra 2		Pre-Calculus	
	Algebra 2		Pre-Calculus		Pre-Calculus		AP Calculus AB	
					AP Calculus AB		AP Calculus BC	
Science	Biology		Chemistry		Physics		AP Biology AP Environmental	
					AP Biology			

Subject Area	9th Grade		10th Grade		11th Grade		12th Grade	
	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.
History-Social Science	Geography		World History		U.S. History		AP U.S. Government	
							U.S. Gov't	Econ
World Languages	Spanish 1		Spanish 2		Spanish 3		AP Spanish Language	
	Spanish for Spanish Speakers 1		Spanish for Spanish Speakers 2		AP Spanish Language		AP Spanish Literature	
Physical Education	PE 9, Yoga, Dance, Strength and Conditioning							
English as a Second Language	ELD instruction							
Visual/ Performing Arts/ Electives	Chorus, Advanced Chorus, Theater, Advanced Theater Film, Technical Theater, Music Theory, Introduction to Art, Advanced Art							

13. **Instructional Methods and Strategies**

The instructional methods and strategies employed at Larchmont Charter School all stem from our interpretation of constructivism into classroom teaching and learning. Utilizing methods and strategies with years of research supporting their effectiveness, Larchmont teachers engage students with interdisciplinary, inquiry-based learning opportunities that engage their minds and increase their interest and understanding. Careful attention to scheduling supports quality instruction and meaningful learning by providing students with longer blocks of time.

Our constructivist approach provides "real life" applications that enrich and solidify learning for all students, including English Learners and students experiencing academic difficulty. High levels of engagement for learners of varied ability levels and from diverse backgrounds have been cited in several studies about the effectiveness of project-based learning (Darling-Hammond et al., 2008; Ravitz, 2009; Thomas, 2000). As mentioned in Section 1: *Community Need for Charter School*, our instructional design has proven successful with our current student population as measured by the California Assessment of Student Performance and Progress (CAASPP) and other measures.

Interdisciplinary Instruction and Curriculum

Integrating instruction and curriculum across academic disciplines has been proven beneficial repeatedly over the last three decades through studies focused, specifically, on the integration of ELA skills with science (Cervetti, Pearson, Barber, Hiebert, and Bravo, 2007); integration of math, science, and technology in programs such as STEM (Satchwell and Loepp, 2002; Wicklein and Schell, 1995); integration of the arts throughout academic study (Catterall, Dumais, and Hampden-Thompson, 2012); integration of ELA and the social sciences through core blocks of humanities (Aschbacher, 1991); and integration of service learning

opportunities with real-life applications (Furco and Root, 2010). The shift to the CA CCSS has now supported interdisciplinary integration of the arts, technology, and specific reading and writing skills.

Larchmont has focused on integration of instruction through its curricular planning and instructional strategies in multiple ways. Project-based instruction, through our TK-10 Signature/Interdisciplinary Projects and ongoing learning opportunities in grades 9-12, including the Senior Research Project provide the basis for curriculum planning. Dedication to shared planning time across grade levels allows teachers, even in the middle and high school with Single Subject academic training, to share information and strategies to support integrated studies. Integration of service learning requirements into the academic program in TK-12 keeps student learning focused on the connections between the action opportunities and the specific content and skills that support it.

Meaningful, Engaged Learning

Decades of research illustrate the benefits of inquiry-based and cooperative learning to help students develop the knowledge and skills necessary to be successful in a rapidly changing world. (Barron and Darling-Hammond, 2008). Further, project-based learning has been demonstrated to be superior for supporting long-term retention, skill development and satisfaction among students and teachers, as measured by standardized exams (Strobel, J. & van Barnesveld, A., 2009). Larchmont's interpretation of the theory of constructivism into opportunities for meaningful, engaged learning translates into increased mental and physical engagement in learning for students from TK-12.

In the elementary years, we see increased use of manipulatives in mathematics, hands-on experimentation in science, and use of the arts (visual and performing) for demonstrations of learning in the humanities. Each strategy increases engagement by allowing individual learners to connect to learning through varied senses, relate learning to real-world scenarios, and engage in exploration and experimentation to learn through personal experiences.[8] In middle and high school years, extensive use of the Socratic Seminar supplements these strategies, and learning units are structured around Essential Questions. Socratic Seminars value the power of asking questions and prize inquiry over information and discussion over debate. Socratic seminars acknowledge the highly social nature of learning and align with the work of John Dewey, Lev Vygotsky, Jean Piaget, and Paulo Friere. Because of the meaningful and relevant nature of the Larchmont learning environment, students' natural curiosity is peaked and students are inspired to answer questions about the world around them, reality, self-awareness and more.

Time for Engagement

Across grade levels, Larchmont employs various interpretations of block scheduling. In addition to serving as a more efficient way to utilize valuable school resources, block schedules have been shown to have advantages for teachers and students by allowing time for greater focus of instruction, time to develop and build stronger relationships, increased flexibility for creative approaches such as co-teaching, interdisciplinary strategies, and small group learning structures (Irmsher, 1996; LAB at Brown University, 1998).

In the elementary years, "project" time is built in to scheduling, in which teachers engage students in active learning through multi-subject integrated projects with particular focus on the sciences, social sciences, and the arts. The middle school utilizes a schedule that allows for increased learning opportunities across the arts,

[8] Strobel, J. & van Barneveld, A. (2009). "When is PBL more effective? A meta-synthesis of meta-analyses comparing PBL to conventional classrooms," *The Interdisciplinary Journal of Problem-based Learning: 3(1)*, 44-58.

physical education, Spanish language instruction, and the introduction of enrichment classes providing greater student choice.

The high school schedule supports academic rigor and student success through an alternating (A/B) day block schedule. The block schedule allows students more opportunities to take AP courses and electives. In addition, the longer periods allow teachers and students to complete labs and fully engage in rich inquiry-based, seminar style humanities courses. As classes meet every other day, students have more time to process information and complete assignments, and are introduced to the experience of their classes not meeting daily (as will be the case in college). The block schedule allows for a deeper level of engagement and more meaningful academic experiences in addition to the opportunity to undertake a greater breadth of study.

14. **How the School's Instructional Methodologies and Curriculum Will Ensure Mastery of the California CCSS and Other State Content Standards**

Larchmont Charter School instructional methodologies, curricula, and courses have been aligned to the State Standards, including CCSS and NGSS, and in the high school grades, are college-preparatory. Our faculty receives training and guidance in continually refining curriculum and teaching practices aligned to the State Standards. Through ongoing professional development, collaboration, and support, Larchmont teachers develop a broad toolbox of strategies, and become experts at aligning those strategies to the standards and assessments for units, lessons and projects.

For every grade level, the standards are explicitly integrated in our constructivist-driven curriculum. School leaders provide feedback to faculty-created lessons for adequate depth, breadth, and rigor. In addition, instructional leaders review formative and summative assessments for depth and complexity as well as incorporation of a variety of learning modalities. The scope and sequence of academic standards at Larchmont may be modified as necessary and/or appropriate to reflect changes to state and national standards.

Through a project-based structure, students receive both individualized support and instructional strategies as they work to master the interrelated skills and knowledge in the content and performance standards. This approach leads to student mastery of higher level thinking skills. Students deeply understand what they learn, and interdisciplinary reading, writing, spoken language and arts foster this mastery. Within this context, EL students have many scaffolded opportunities to use English purposefully and interact with content and ideas in meaningful ways. Students receive instructional supports for learning based on the principles of Universal Design for Learning ("UDL") that engages students in presenting information in multiple ways and allows for diverse avenues of action and expression. Teachers provide this extra support and scaffolding through in-class strategies, team collaboration, as well as after school support programs, including online adaptive programs designed to remediate basic skills.

Universal Design for Learning (UDL) supports the constructivist theory. When teachers design their instruction to students' zone of proximal development, all students receive equal opportunity to learn. The key components of UDL are multiple methods of presentation, multiple means of engagement, and multiple modes of expression. At Larchmont, teachers ensure that the learning environment allows for differentiated instruction, a variety of activities, and creative options for demonstrating subject proficiency so that they can better meet the needs of every student.

Larchmont approaches curriculum design with the following criteria:

- Align curriculum to the CCSS and other State Standards;

- Apply principles of UDL to provide access and adequate challenge to our full range of diverse learners;
- Ensure rigorous instruction, leverage the use of technology as a tool;
- Provide many opportunities for students to participate in oral presentations of their learning in both individual and group settings;
- Include student input on the design of CCSS-aligned project rubrics;
- Provide learning opportunities to deepen connections to the State Standards, including CCSS, through regular instruction in the arts, elective opportunities and clubs;
- Integrate connections to social-emotional supports with a focus on college and career readiness; and
- Include a service-learning program that combines rigorous academic pursuits with real world experiences, focused on social justice.

15. **How the Instructional Program will Support Student Development of Technology Skills and Student Use of Technology**

Larchmont Charter School is committed to ensuring that all students have the technology access and skills to thrive in the 21st century. Research indicates that technology is most powerful when used as a tool for problem solving, conceptual development, and critical thinking (Culp, Hawkins, & Honey, 1999; Sandholtz, Ringstaff, & Dwyer, 1997; Means, 1994). To that end, Larchmont students have opportunities to interact with technology to enhance creativity and innovation, communicate and collaborate with others, do research and advance their information fluency, promote critical thinking, problem solving and decision making skills, develop an understanding of the responsibilities and possibilities of digital citizenship, and to troubleshoot and utilize technology operations and design concepts.

By the time they graduate, students will be able to:

- Access technological resources to represent learning in creative and compelling ways in order to be competitive as students in top colleges and universities;
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats;
- Use the Internet to conduct online research with an understanding of how to discern whether or not information is valid and reliable;
- Use technology to gather information, discern its relevance and reliability and use it to solve problems extend their understanding of new ideas, and include relevant information in presentations;
- Maintain safe, legal, and responsible practices and use of information and technology; and
- Articulate the drawbacks of inappropriate use of technology as it applies to student safety and responsible academic behaviors.

In order to provide our students with access to technology, we will aim to invest in equipment (e.g. computers, tablets, and peripherals) and personnel and at all times ensuring sufficient technology for students to take State test online. The Director of Compliance and Operations, who oversees testing along with the IT Technician partner with School Leaders to ensure students have the needed access and familiarity with technology for online State testing.

16. **Graduation Requirements**

All of Larchmont's courses have been designed in alignment with the state content and performance standards, including CA CCSS. In order to graduate, students are required to successfully complete (with a C or better) a minimum of 230 credits in four years in grades 9 through 12 and meet proficiency standards as determined by the State of California. If support is needed to meet the minimum requirements, then credit recovery is offered to the students. Graduation requirements have also been designed to meet the UC/CSU A-G requirements, as shown here. All courses offered, with the sole exception of P.E., meet A-G requirements:

	Subjects Required for Graduation	*Larchmont Course Offerings* *[Required Credits for Graduation All year-long courses unless identified as 1 semester]*	*UC/CSU Course Requirements*
A	***History/Social Science:*** *Four (4) years, including one year of world history and cultures, one year of historical geography, one year of US history and one-half year of American Government and one half year of Economics.*	✓ *Geography* ✓ *World History* ✓ *AP World History* ✓ *U.S. History* ✓ *AP U.S. History* ✓ *Economics (1 semester)* *U.S. Government (1 semester)* ✓ *AP U.S. Government (1 semester)* *[40 credits]*	✓ *Two (2) years*
B	***English Language Arts:*** *Four (4) years of college preparatory English that include frequent and regular writing, and reading of classic and modern literature.*	✓ *English 9* ✓ *English 10* ✓ *English 11* ✓ *AP English Language* ✓ *English 12* *AP English Literature* *Journalism* *Creative Writing* *[40 credits]*	*Four (4) years*
C	***Mathematics:*** *Three (3) years of college preparatory mathematics that include topics covered in elementary and advanced algebra and two- and three-dimensional geometry.*	✓ *Algebra** ✓ *Geometry* ✓ *Algebra II* ✓ *Pre-Calculus* ✓ *AP Calculus AB* ✓ *AP Calculus BC* ✓ *AP Statistics*	*Three (3) years* *(4 years recommended)*

		[30 credits]	
D	***Laboratory Science:*** *Three (3) years of laboratory science providing fundamental knowledge in at least two of these three disciplines: biology, chemistry, and physics.*	*Biology* *Chemistry* *Physics* *AP Biology* *AP Chemistry* *[30 credits]*	*Two (2) years* *(3 years recommended)*
E	***Language[9] Other Than English:*** *Two (2) years of the same language other than English.*	*Spanish I* *Spanish II* *Spanish III* *AP Spanish Language& Culture* *AP Spanish Literature & Culture* *Spanish for Spanish Speakers I* *Spanish for Spanish Speakers II* *[20 credits]*	*Two (2) years* *(3 years recommended)*
F	***Visual & Performing Arts[10]:*** *Two (2) years, including dance, drama/theater, music, or visual art.*	*Chorus I* *Advanced Chorus* *Theater I* *Film* *Advanced Theater* *Music Theory I* *Introduction to Art* *Advanced Art* *[20 credits]*	*One (1) full year course*
G	***College Preparatory Electives:*** *For UC/CSU, one (1) year chosen from additional "a-f" courses beyond those used to satisfy the requirements above, or courses that have been approved solely for use as "g" electives.*	*(See A-F courses above)* *[10 credits]*	*One (1) year*
	Physical Education *Two (2) years Physical Education*	*Physical Education 9* *Yoga* *Dance* *Strength & Conditioning* *[20 credits]*	
	Graduation Seminar	*Junior Research Seminar* *Senior Research Seminar*	
	Community Service	*100 hours*	*n/a*

[9] We plan to offer at least two World Language course options in Spanish, French, Italian, and/or Mandarin, for a total of four years of study in each world language.

[10] Students may select Visual & Performing Arts or College Preparatory Electives during any given semester ensuring that they fulfill the minimum requirements for each according to the A-G requirements.

	Total Minimum Credits	***230***	

The Larchmont high school grades provide our students with college counseling to ensure that all students have access to the top colleges and universities across the country. Our individualized college counseling program guides students as they prepare for, apply to and select the college or university that best fulfills their long-term goals. Students and their families begin on this path as freshmen and receive ongoing support through their acceptance and commitment to the college or university of their choice.

The following table outlines the various programs and services Larchmont offers high school students to ensure they are college and career ready:

9th & 10th Grade	• *Parent/Guardian & student orientation meetings to provide information on the college admissions and preparation process (including financial preparation).* • *Annual review of each student's class schedule (more frequently if needed on a case by case basis) to ensure they are prepared to successfully complete the appropriate college-preparatory courses and are on track for graduation and college admission (Individual Graduation Plan).* • *Ongoing college and career counseling.* • *Provision of PSAT (Preliminary Scholastic Assessment Test) information including test dates, registration, and fees.* • *On site administration of PSAT to all 10th graders.* • *AP World History and AP World History exam available to 10th graders.* • *Collaboration and counseling with students to plan and provide recommendations for summer enrichment opportunities that enhance student college application profiles.*
11th Grade	• *Parent/Guardian & student meetings to provide an overview and timeline for college admissions, application process and requirements.* • *Provide financial planning workshops for interested families.* • *Review of each student's class schedule to ensure they remain on track to graduate and successfully apply to college; update Individual Graduation Plan.* • *Ongoing college and career counseling.* • *Assist students with registering for college entrance examinations (SAT Reasoning or ACT and SAT Subject Tests.)* • *On site PSAT and SAT administration.* • *Arrange for students to attend college fairs and presentations by college and university representatives.* • *Provide individualized support, as needed, with the college application and essay-writing process and scholarship application process.* • *Assist students with development of resume and portfolio of accomplishments and extra-curricular activities including service-learning and summer enrichment opportunities.*

12th Grade	● ***Parent/Guardian meetings to inform parents on the college application process and college selection.*** ● ***On site SAT administration.*** ● ***Provide financial planning workshops for interested families that provide information about the FASFA, college scholarship and loan information.*** ● ***Review of each student's class schedule to ensure they continue to be on track to graduate and successfully apply to college; update Individual Graduation Plan.*** ● ***Ongoing college and career counseling.*** ● ***Individualized student counseling throughout the college application process.*** ● ***Process admissions application for every senior, including personalized letters of recommendation.*** ● ***Additional financial aid advising as students make decisions about which college to attend and support with scholarship identification and application process.***

17. **Credit Recovery Opportunities**

In order to ensure that all students graduate on time having completed A-G and graduation requirements, Larchmont Charter School makes credit recovery options available for students. Our full-time counselor is responsible for monitoring transcripts, and devises individualized plans for all students at risk of not graduating with the required courses. We utilize accredited online credit recovery programs such as APEX to deliver high-quality, A-G certified online courses. Students complete credit recovery classes both during the summer and regular school year, as the school schedule provides opportunities for intervention. In urgent situations (e.g. graduating seniors, or 11th and 12th graders who enroll late in the year and hold substantial credit deficits), additional credit recovery opportunities may be provided during elective blocks. The college/career counselor meets with all transfer students upon enrolling to develop their Individual Graduation Plan and ensure they are supported through the transition both academically and socially.

18. **Western Association of Schools and Colleges ("WASC") Accreditation**

In April 2011, the Western Association of Schools and Colleges granted Larchmont Charter School a six-year accreditation (the maximum possible), which was renewed in 2017 for another six years. The visiting committee report recognized the significant progress Larchmont has made in carrying out its action plan, commending Larchmont Charter School for its successful vertical integration and alignment of academic expectations. As a part of the six-year accreditation, Larchmont Charter School will undergo a midterm review in the fall of 2019.

19. **How Charter School Will Inform Parents, Including Parents with Limited English, about Course Transferability and College Entrance Requirements**

Larchmont Charter School provides all students and parents with a course catalog or its equivalent notifying parents/guardians about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Information will be made available in multiple languages. These notifications are distributed in various settings, including on the Larchmont website, at Parent and Student Orientations, and at monthly parent meetings with the School Leader. The Director of College and Career Access also completes an annual Individual Graduation Plan (IGP) review process with each student thus monitoring student progress to graduation and A-G completion. In addition, teachers communicate student progress during their regular meetings with parents, which occur once every semester and by appointment.

Parents of students seeking higher education admission will be notified in writing within five (5) business days should any issues or problems arise regarding the eligibility of Larchmont's courses to meet college entrance requirements. Larchmont Charter School has received full accreditation from the WASC, as noted above, and will continue to ensure that courses meet the standards of the University of California and the California State University's "A-G" course requirements for college entrance eligibility into the UC or CSU systems. Thus, all of our high school courses, with the exception of the 20 units students earn for completing 100 hours of community service, are transferable to other local high schools.

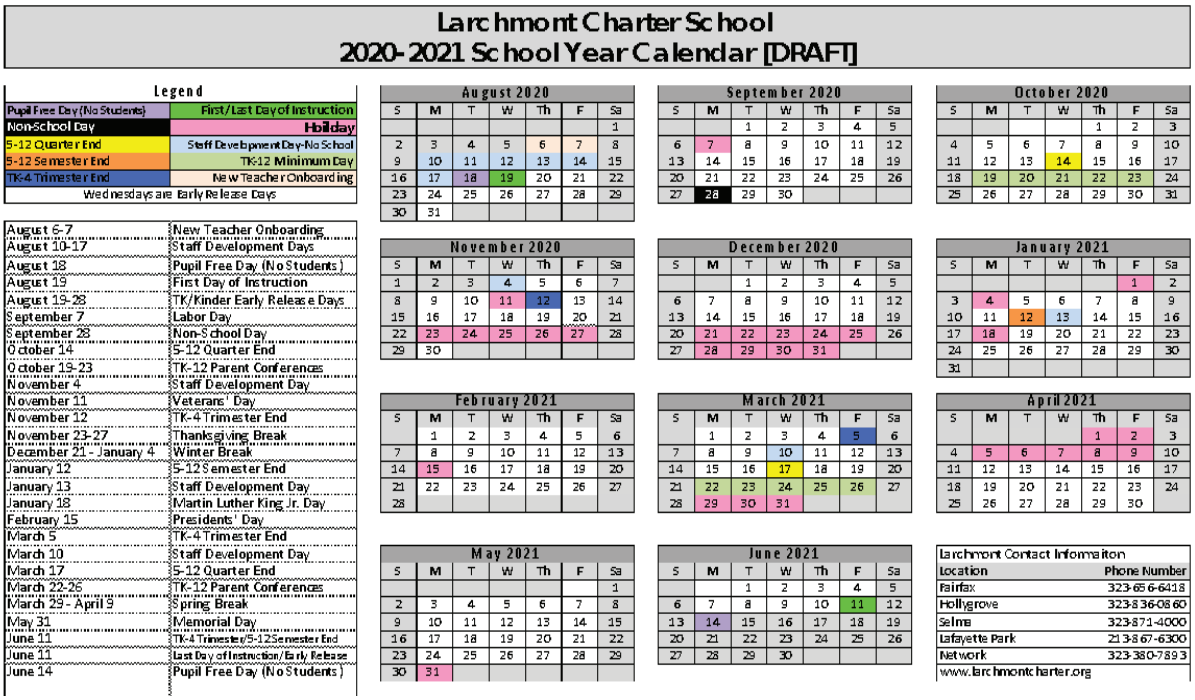
A core part of our mission is to provide students with the instruction and life skills necessary for them to succeed at the college or university of their choice, including the California State University, University of California and other national college and university systems. Thus, our high school graduation requirements will exceed the A-G requirements, as illustrated in the chart in Section 10, above.

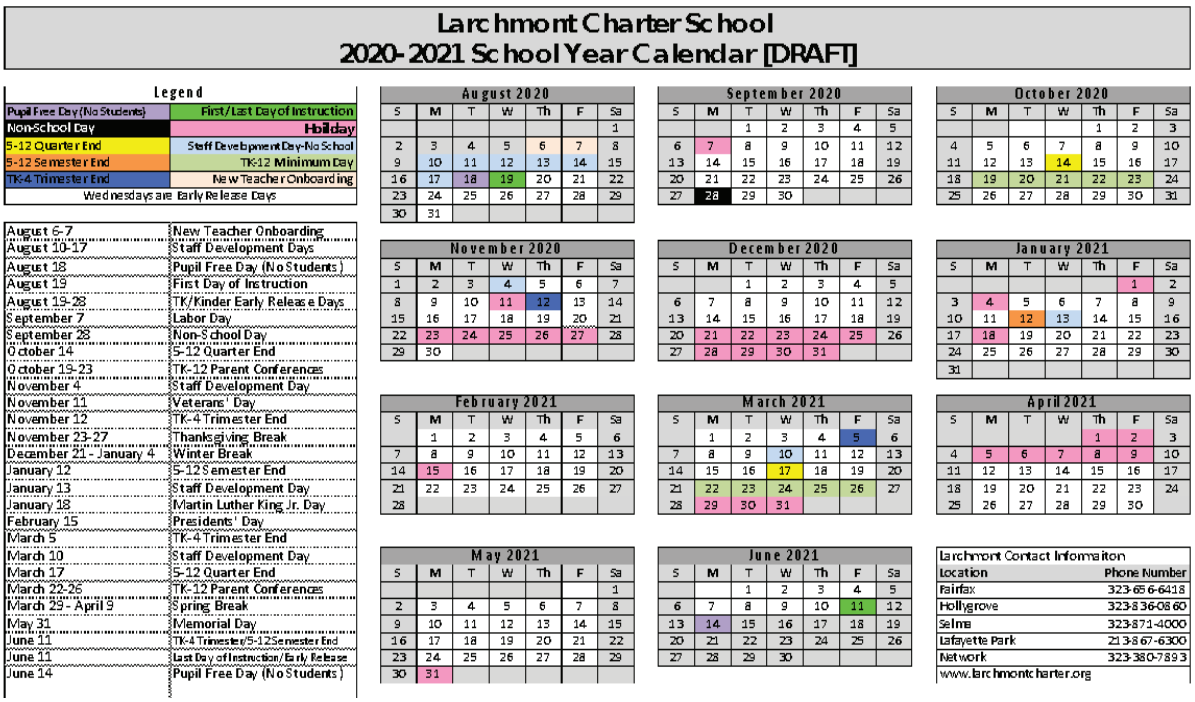
20. **Transitional Kindergarten**

Larchmont offers Transitional Kindergarten in accordance with applicable California law. Transitional Kindergarten is the first year of a two-year kindergarten program. It is provided for students who do not meet the age eligibility for kindergarten but meet those required for TK. The TK curriculum is based on the Common Core State Standards, Larchmont's constructivist-based curriculum and instructional strategies, and follows the requirements of Education Code Section 48000(d) in providing a modified curriculum that is both age and developmentally appropriate. Utilizing a combination classroom approach and a stand-alone TK approach, emphasis is placed on developing oral language skills and providing integrated experiences in language and literacy, social-emotional development, mathematics, physical development, the arts, science, social studies, and English language development.

21. **Academic Calendar and Schedules**

The Larchmont school year is similar to a traditional single-track calendar with the addition of increased instructional days for all students. We have 178 instructional days and exceed the number of annual instructional minutes as set forth in Education Code Section 47612.5 for all grade levels.





Sample Daily Schedules

Larchmont's daily schedules reflect our commitment to cognitive constructivism. The sample daily schedules presented below for each grade level or grade span reflect this commitment. Our longer blocks of study support project-based instruction, service learning experiences, integrated curriculum, and a differentiated

group model for reading and language arts instruction. All teachers have planning periods, providing within the professional schedule the ability for teachers to design and tailor their instruction to student needs and interests. The secondary program also includes PACK time where students have Advisory, which includes academic and socio-emotional support.

TK and Kindergarten

Regular Day - Transitional Kinder (TK)

Hollygrove Campus Only

Time	Minutes	Subject
8:25-9:00	35	Morning Meeting
9:00-10:30	90	Library, P.E., Music, Improv(e), SEL
10:30-11:00	30	Recess
11:00-11:25		Lunch
11:25-11:55	30	Quiet Time
11:55-1:30	95	Writer's Workshop, Reading, Math, Project
1:30-2:00	30	Recess
2:00-2:35	35	Studio & Choice Time
2:35-3:00	25	Closing Circle
	370	Total Instructional Minutes

Regular Day – TK/Kindergarten

Time	Minutes	Subject
8:25-9:00	35	Math
9:00-9:30	30	Art, Music, P.E.
9:30-10:30	60	Readers Workshop
10:30-11:00	30	Recess
11:00-11:25		Lunch
11:25-12:30	55	Writers Workshop
12:30-1:10	40	Word Study
1:10-1:30	20	Recess
1:30-2:30	60	Social Studies, Science
2:30-3:00	30	Circle/ Class Meeting
	370	Total Instructional Minutes

Early Release Day - Transitional Kinder (TK)

Time	Minutes	Subject
8:25-9:00	35	Library
9:00-9:20	20	Morning Meeting
9:20-9:40	20	Snack/Recess
9:40-10:30	50	Music
10:30-11:00	30	Recess
11:00-11:25	0	Lunch
11:25-11:55	30	Quiet Time
11:55-1:20	25	Math/Choice Time
1:20-1:30	10	Closing Circle
	280	Total Instructional Minutes

Early Release Day – TK/Kindergarten

Time	Minutes	Subject
8:25-9:00	35	Math
9:00-9:30	30	Art, Music, P.E.
9:30-10:30	60	Readers Workshop
10:30-11:00	30	Recess
11:00-11:25		Lunch
11:25-12:30	55	Writers Workshop
12:30-1:10	40	Word Study
1:10-1:30	20	Recess
	280	Total Instructional Minutes

Minimum Days – Transitional Kinder (TK)

Time	Minutes	Subject
8:25-9:00	35	Morning Meeting
9:00-10:10	70	Writer's Workshop, Reading, Math, Project
10:10-10:30	20	Recess
10:30-10:55	0	Lunch

Minimum Days – TK/Kindergarten

Time	Minutes	Subject
8:25-9:00	35	Math
9:00-9:30	30	Art, Music, P.E.
9:30-10:35	65	Readers Workshop
10:35-10:55	20	Recess

10:55-12:30	95	Studio & Choice Time		10:55-11:15	0	Lunch
				11:15-12:30	75	Writers Workshop
	220	Total Instructional Minutes			225	Total Instructional Minutes

First and Second Grade

Regular Day - First Grade

Time	Minutes	Subject
8:25-8:50	25	Morning Meeting
8:50-10:10	80	Reading Groups
10:10-11:00	50	Writers Workshop & Word Study
11:00-11:30		Recess
11:30-11:55		Lunch
11:55-12:30	35	Social Studies, Art, Music
12:30-1:10	40	Science, Garden
1:10-2:10	60	Math
2:10-2:30	20	P.E.
2:30-3:00	30	Council
	340	Total Instructional Minutes

Regular Day – Second Grade

Time	Minutes	Subject
8:25-8:50	25	Morning Meeting
8:50-10:10	80	Reading Groups
10:10-11:30	80	Word Study, Garden, Music, P.E.
11:30-12:00		Recess
12:00-12:25		Lunch
12:25-1:00	35	Science, Social Studies, Art
1:00-2:00	60	Math
2:00-2:30	30	Writers Workshop
2:30-3:00	30	Council
	340	Total Instructional Minutes

Early Release Day - First Grade

Time	Minutes	Subject
8:25-8:50	25	Morning Meeting
8:50-10:10	80	Reading Groups
10:10-11:00	50	Writers Workshop
11:00-11:30		Recess
11:30-11:55		Lunch
11:55-12:30	35	Social Studies, Art, Music
12:30-1:30	60	Science, Garden
	250	Total Instructional Minutes

Early Release Day – Second Grade

Time	Minutes	Subject
8:25-8:50	25	Morning Meeting
8:50-10:10	80	Reading Groups
10:10-11:30	80	Science, Garden, Music, P.E.
11:30-12:00		Recess
12:00-12:25		Lunch
12:25-1:00	35	Social Studies, Art, Writers Workshop
1:00-1:30	30	Math
	250	Total Instructional Minutes

Minimum Days – First Grade

Time	Minutes	Subject
8:25-8:50	25	Morning Meeting
8:50-10:10	80	Reading Groups
10:10-10:55	45	Writers Workshop

Minimum Days – Second Grade

Time	Minutes	Subject
8:25-8:50	25	Morning Meeting
8:50-10:10	80	Reading Groups
10:10-10:55	45	Science, Garden, Music, P.E.

10:55-11:15		Lunch		10:55-11:15		Recess
11:15-11:35	70	Recess		11:15-11:35		Lunch
11:35-12:30	55	Math		11:35-12:30	55	Math
	205	Total Instructional Minutes			55	Total Instructional Minutes

Third and Fourth Grade

Regular Day -Third Grade				Regular Day – Fourth Grade		
Time	Minutes	Subject		Time	Minutes	Subject
8:25-9:00	35	Social Studies		8:25-9:15	25	Readers Workshop
9:00-9:30	30	Music, P.E.,		9:15-10:30	80	Math
9:30-10:30	60	Writers Workshop		10:30-11:30	80	Writers Workshop
10:30-12:00	90	Science, Garden, Art		11:30-12:30		Science/Garden
12:00-12:30		Recess		12:30-1:00		Recess
12:30-12:55		Lunch		1:00-1:25	35	Lunch
12:55-1:30	35	Readers Workshop		1:25-2:30	60	Social Studies, Art, Music
1:30-2:30	60	Math		2:30-3:00	30	Council, P.E.
2:30-3:00	30	Council, Project Time				
	340	Total Instructional Minutes			340	Total Instructional Minutes
Early Release Day - Third Grade				Early Release Day – Fourth Grade		
Time	Minutes	Subject		Time	Minutes	Subject
8:25-9:00	35	Social Studies		8:25-9:15	25	Readers Workshop
9:00-9:30	30	Music, P.E.,		9:15-10:30	80	Math
9:30-10:30	60	Writers Workshop		10:30-11:30	80	Writers Workshop
10:30-12:00	90	Science Garden, Art		11:30-12:30		Science/Garden
12:00-12:30		Recess		12:30-1:00		Recess
12:30-12:55		Lunch		1:00-1:25	35	Lunch
12:55-1:30	35	Readers Workshop		1:25-1:30	30	Council
	250	Total Instructional Minutes			250	Total Instructional Minutes
Minimum Days – Third Grade				Minimum Days – Fourth Grade		
Time	Minutes	Subject		Time	Minutes	Subject
8:25-9:00	35	Social Studies		8:25-9:15	25	Morning Meeting
9:00-9:30	30	Music, P.E.,		9:15-10:15	80	Reading Groups
9:30-10:30	60	Writers Workshop		10:30-11:40	45	Science, Garden, Music, P.E.

10:30-11:40	*70*	*Science, Garden, Art*		*11:40-12:00*		*Recess*
11:40-12:00		*Lunch*		*12:00-12:20*		*Lunch*
12:00-12:20		*Recess*		*12:20-12:30*	*55*	*Math*
12:20-12:30	*10*	*Readers Workshop*				
	205	*Total Instructional Minutes*			*55*	*Total Instructional Minutes*

Fifth and Sixth Grade

Regular Day -Fifth Grade				*Regular Day – Sixth Grade*		
Time	*Minutes*	*Subject*		*Time*	*Minutes*	*Subject*
8:20-8:50	*30*	*Pack Time*		*8:20-8:55*	*35*	*Pack Time*
8:50-9:55	*65*	*Math*		*8:55-10:00*	*65*	*Math/ELA*
9:55-11:00	*65*	*ELA*		*10:00-10:15*		*Snack*
11:00-11:25		*Lunch*		*10:15-11:20*	*65*	*Math/ELA*
11:25-11:50		*Recess*		*11:20-12:05*	*45*	*Enrichment*
11:50-12:45	*65*	*Science/History*		*12:05-12:25*		*Recess*
12:45-1:40	*65*	*Science/History*		*12:25-12:45*		*Lunch*
1:40-1:55		*Snack*		*12:45-1:30*	*45*	*Enrichment*
1:55-2:40	*45*	*Enrichment*		*1:30-2:35*	*65*	*One ELA/ History/ Science*
2:40-3:25	*45*	*Enrichment*		*2:35-3:45*	*70*	*History/ Science*
	385	*Total Instructional Minutes*			*390*	*Total Instructional Minutes*
Early Release Day - Fifth Grade				*Early Release Day – Sixth Grade*		
Time	*Minutes*	*Subject*		*Time*	*Minutes*	*Subject*
8:20-8:55	*35*	*Assembly*		*8:20-8:55*	*35*	*Assembly*
9:00-9:45	*45*	*Enrichment*		*9:00-9:45*	*45*	*Academic Support*
9:45-10:30	*45*	*Enrichment*		*9:45-10:20*	*35*	*Academic Advisory*
10:30-10:55		*Recess*		*10:20-11:20*	*60*	*Signature Project*
10:55-11:20		*Lunch*		*11:20-11:40*		*Lunch*
11:20-12:20	*60*	*Signature Project*		*11:40-12:00*		*Recess*
12:20-12:50	*30*	*Academic Advisory*		*12:00-12:45*	*45*	*Enrichment*
12:50-1:35	*45*	*Academic Support*		*12:45-1:35*	*50*	*Enrichment*
	265	*Total Instructional Minutes*			*275*	*Total Instructional Minutes*
Minimum Days – Fifth Grade				*Minimum Days – Sixth Grade*		
Time	*Minutes*	*Subject*		*Time*	*Minutes*	*Subject*

8:20-8:50	*30*	*Pack Time*		*8:20-8:50*	*30*	*Pack Time*
8:50-9:50	*60*	*ELA*		*8:50-9:50*	*60*	*Math/ELA*
9:50-11:00	*70*	*Math*		*9:50-11:00*	*70*	*Math/ELA*
11:00-11:25		*Lunch*		*11:00-11:25*		*Recess*
11:25-11:50		*Recess*		*11:25-11:50*		*Lunch*
11:50-12:25	*35*	*History/Science*		*11:50-12:25*	*35*	*Enrichment*
	195	*Total Instructional Minutes*			*195*	*Total Instructional Minutes*

Seventh Grade

Regular Day - Seventh Grade

Time	*Minutes*	*Subject*
8:20-8:50	*30*	*Pack Time (Homeroom / Advisory)*
8:55-9:55	*60*	*Math*
10:00-11:00	*60*	*ELA*
11:05-11:15		*Snack*
11:15-12:10	*55*	*History*
12:15-1:10	*55*	*Science*
1:10-1:40		*Lunch*
1:40-2:35	*55*	*Elective*
2:40-3:35	*55*	*PE*
	395	*Total Instructional Minutes*

Early Release Day - Seventh Grade

Time	*Minutes*	*Subject*
8:20-8:55	*35*	*Assembly*
9:00-9:50	*50*	*Academic Support*
9:55-10:40	*45*	*Academic Advisory*
10:45-11:40	*55*	*PE*
11:40-12:10		*Lunch*
12:10-12:25		*Recess*
12:25-1:30	*65*	*Signature Project*
	265	*Total Instructional Minutes*

Minimum Days – Seventh Grade

Time	*Minutes*	*Subject*
8:20-8:50	*30*	*Pack Time (Homeroom/ Advisory)*

8:50-9:35	*45*	*Elective*
9:35-10:20	*45*	*PE*
10:25-11:10	*45*	*Math*
11:15-11:55	*40*	*ELA*
11:55-12:25		*Lunch*
	215	*Total Instructional Minutes*

A Schedule - 8th Grade		
Time	**Minutes**	**Subject**
8:30 - 10:00	90	Science 8
10:05 - 10:35	30	PACK time (Homeroom/ Advisory)
10:40 - 12:10	90	Algebra 1
12:10 - 12:40	30	Lunch
12:45 - 2:15	90	History 8
2:20 - 3:35	75	Mock Trial

B Schedule - 8th Grade		
Time	**Minutes**	**Subject**
8:30 - 10:00	90	Spanish 1
10:05 - 10:35	30	PACK time (Homeroom/ Advisory)
10:40 - 12:10	90	ELA 8
12:10 - 12:40	30	Lunch
12:45 - 2:15	90	PE
2:20 - 3:35	75	Cooking

Early Release (A or B rotating) - 8th grade (Wed)		
Time	Minutes	Subject
8:30 - 9:40	70	Science 8 / Spanish 1
9:45 - 10:55	70	Algebra 1 / ELA 8
10:55 - 11:25	30	Lunch
11:30 - 12:40	70	History 8 / PE
12:45 - 1:30	45	Mock Trial / Cooking

Minimum Day (A or B rotating) - 8th grade (Mon/Tues)		
Time	**Minutes**	**Subject**
8:30 - 10:00	90	Science 8 / Spanish 1
10:05 - 11:35	90	Algebra 1 / ELA 8
11:35 - 12:05	30	Lunch

A Schedule - 9th Grade		
Time	**Minutes**	**Subject**
8:30 - 10:00	90	Spanish 2
10:05 - 11:35	90	ELA 9
11:35 - 12:05	30	Lunch

B Schedule - 9th Grade		
Time	**Minutes**	**Subject**
8:30 - 10:00	90	Biology
10:05 - 11:35	90	Geography
11:35 - 12:05	30	Lunch

12:10 - 12:40	30	PACK time (Homeroom/ Advisory)	12:10 - 12:40	30	PACK time (Homeroom/ Advisory)
12:45 - 2:15	90	Geometry	12:45 - 2:15	90	PE 1
2:20 - 3:50	90	Intro to Chorus	2:20 - 3:50	90	Intro to Film

Early Release (A or B rotating) - 9th grade (Wed)		
Time	**Minutes**	**Subject**
8:30 - 9:40	70	Spanish 2/ Biology
9:45 - 10:55	70	ELA 9/ Geography
11:00 - 12:10	70	Geometry/PE 1
12:10 - 12:40	30	Lunch
12:45 - 1:55	70	Intro to Chorus/ Intro to Film

Minimum Day (A or B rotating) - 9th grade (Mon/Tues)		
Time	**Minutes**	**Subject**
8:30 - 10:00	90	Spanish 2/ Biology
10:05 - 11:35	90	ELA 9/ Geography
11:35 - 12:05	30	Lunch

A Schedule - 10th Grade		
Time	**Minutes**	**Subject**
8:30 - 10:00	90	Intro to Art
10:05 - 11:35	90	ELA 10
11:35 - 12:05	30	Lunch
12:10 - 12:40	30	PACK time (Homeroom/ Advisory)
12:45 - 2:15	90	Music Theory
2:20 - 3:50	90	Spanish 3

B Schedule - 10th Grade		
Time	**Minutes**	**Subject**
8:30 - 10:00	90	Chemistry
10:05 - 11:35	90	World History
11:35 - 12:05	30	Lunch
12:10 - 12:40	30	PACK time (Homeroom/ Advisory)
12:45 - 2:15	90	Physical Conditioning
2:20 - 3:50	90	Algebra 2

Early Release (A or B rotating) - 10th grade (Wed)		
Time	**Minutes**	**Subject**
8:30 - 9:40	70	Intro to Art/Chemistry
9:45 - 10:55	70	ELA 10/World History
11:00 - 12:10	70	Music Theory/Physical Conditioning
12:10 - 12:40	30	Lunch
12:45 - 1:55	70	Spanish 3/Algebra 2

Minimum Day (A or B rotating) - 10th grade (Mon/Tues)		
Time	**Minutes**	**Subject**
8:30 - 10:00	90	Intro to Art/Chemistry
10:05 - 11:35	90	ELA 10/World History
11:35 - 12:05	30	Lunch

A Schedule - 11th Grade		
Time	**Minutes**	**Subject**
8:30 - 10:00	90	Environmental Science
10:05 - 11:35	90	US History
11:35 - 12:05	30	Lunch
12:10 - 12:40	30	PACK time (Homeroom/ Advisory)
12:45 - 2:15	90	AP Spanish Language
2:20 - 3:50	90	Pre-calculus

B Schedule - 11th Grade		
Time	**Minutes**	**Subject**
8:30 - 10:00	90	English 11
10:05 - 11:35	90	Creative Writing
11:35 - 12:05	30	Lunch
12:10 - 12:40	30	PACK time (Homeroom/ Advisory)
12:45 - 2:15	90	Urban Gardening
2:20 - 3:50	90	AP Support

Early Release (A or B rotating) - 11th grade (Wed)		
Time	**Minutes**	**Subject**
8:30 - 9:40	70	Environmental Science/English 11
9:45 - 10:55	70	US History/Creative Writing
11:00 - 12:10	70	AP Spanish Language/Urban Gardening
12:10 - 12:40	30	Lunch
12:45 - 1:55	70	Pre-calculus/AP Support

Minimum Day (A or B rotating) - 11th grade (Mon/Tues)		
Time	**Minutes**	**Subject**
8:30 - 10:00	90	Environmental Science/English 11
10:05 - 11:35	90	US History/Creative Writing
11:35 - 12:05	30	Lunch

A Schedule - 12th Grade		
Time	**Minutes**	**Subject**
8:30 - 10:00	90	AP English Literature
10:05 - 11:35	90	AP Biology
11:35 - 12:05	30	Lunch

B Schedule - 12th Grade		
Time	**Minutes**	**Subject**
8:30 - 10:00	90	Government/Economics
10:05 - 11:35	90	AP Calculus AB
11:35 - 12:05	30	Lunch

12:10 - 12:40	30	PACK time (Homeroom/ Advisory)
12:45 - 2:15	90	Advanced Film
2:20 - 3:50	90	Intro to Theater

12:10 - 12:40	30	PACK time (Homeroom/ Advisory)
12:45 - 2:15	90	Advanced Art
2:20 - 3:50	90	AP Support

Early Release (A or B rotating) - 12th grade (Wed)		
Time	**Minutes**	**Subject**
8:30 - 9:40	70	AP English Literature/ Gov&Econ
9:45 - 10:55	70	AP Biology/ AP Calculus AB
11:00 - 12:10	70	Advanced Film/Advanced Art
12:10 - 12:40	30	Lunch
12:45 - 1:55	70	Intro to Theater/AP Support

Minimum Day (A or B rotating) - 12th grade (Mon/Tues)		
Time	**Minutes**	**Subject**
8:30 - 10:00	90	AP English Literature/ Gov & Econ
10:05 - 11:35	90	AP Biology/ AP Calculus AB
11:35 - 12:05	30	Lunch

22. **Instructional Days and Minutes**

The Charter School shall ensure that all students complete the minimum required number of instructional days (175 days) and minutes, as applicable per grade level. Specifically, pursuant to Education Code Section 47612.5, kindergarten students shall receive at least 36,000 instructional minutes, grades 1-3 at least 50,400 instructional minutes, students in grades 4-8 at least 54,000 instructional minutes and students in grades 9-12 at least 64,800 instructional minutes. As a result of having an extended instructional day, students at Larchmont receive instructional minutes that substantially exceed the minimum minutes required for traditional and charter public schools under Section 47612.5.

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK	Yes	129	370	39	280	10	220	0	0	178	36000	60850	24850
TK/K	Yes	129	370	39	280	10	225	0	0	178	36000	60900	24900
1	Yes	135	340	33	250	10	205	0	0	178	50400	56200	5800
2	Yes	135	340	33	250	10	205	0	0	178	50400	56200	5800
3	Yes	135	340	33	250	10	205	0	0	178	50400	56200	5800
4	Yes	135	340	33	250	10	205	0	0	178	54000	56200	2200
5	Yes	135	385	33	265	10	195	0	0	178	54000	62670	8670
6	Yes	135	390	33	275	10	195	0	0	178	54000	63675	9675
7	Yes	135	395	33	265	10	215	0	0	178	54000	64220	10220
8	Yes	135	375	33	255	10	225	0	0	178	54000	61290	7290
9	Yes	135	410	33	295	10	290	0	0	178	64800	67985	3185
10	Yes	135	410	33	295	10	290	0	0	178	64800	67985	3185
11	Yes	135	410	33	295	10	290	0	0	178	64800	67985	3185
12	Yes	135	410	33	295	10	290	0	0	178	64800	67985	3185

Professional Development

23. Ongoing Professional Development

Larchmont Charter School is committed to supporting its teachers, leaders and staff by providing frequent opportunities for professional growth and development. We foster a collaborative school environment in which teachers are given a chance to work with and learn from one another as well as develop leadership and facilitation skills. Professional development sessions throughout the year are tailored to the needs of faculty and designed to promote student learning. Driven by principles of constructivism for adult learners (Groves, 2008, Wilson & Lowry, 2000, Lax et al, 2004), Larchmont Charter School provides teachers with opportunities for:

- Discussion and planning with peers;
- Guidance and self-reflection around individual needs for growth and learning;
- Active participation in the experimental, investigatory, and reflective practice;
- Data-analysis, leading to critical thinking skills specific to the field of education; and
- Building on prior knowledge and adapting best practices through structured support.

Professional development is woven through teacher experiences in both team and individual approaches. Gathering in small groups, Larchmont teachers take part in weekly shared planning sessions with grade level and/or department teams; rotating monthly professional development meetings focused on 1) learning and instruction, 2) sharing best practices, and 3) analyzing data and developing effective assessment strategies; "whole child" assessment meetings each trimester (Grades TK-4); and several dedicated Professional Development days across the year focused on vertical and horizontal articulation of curriculum, programming, and school culture, safety, and processes.

Staff development over our next charter term will be focused on these key areas, in addition to other areas driven by student and faculty needs:

- Academic excellence through constructivism
  - Workshop model
  - Project-based learning
  - Inquiry, exploration and discovery
  - Academics (Math, ELA/ELD, Social Studies, Enrichments)
- Diversity
  - Equity
  - Differentiation
  - Multiple intelligences
  - Cultural competence
  - Unconscious bias and anti-bias teaching and learning
  - Differentiating to meet all students' needs
  - UDL
- Community
  - Whole child approach
  - Service learning
  - Social Emotional Learning curricula and strategies
  - Best Practices in PACK time (Homeroom/Advisory)

24. **Teacher Recruitment**

Larchmont Charter School uses multiple strategies to attract and retain a community of professionals who are dedicated to providing the best educational practices to all students. Regardless of their role in the school, every person hired by Larchmont actively promotes the mission and philosophy, through curriculum development, instructional strategies and development of a dynamic school program.

The School Leaders (TK-12) are responsible for hiring all instructional faculty, including credentialed teachers. Applicants complete and submit documents including required credential documentation so as to allow the team to conduct an in-depth screening of the match between the school's needs and the candidates' professional capabilities as well as qualifications. With the help of faculty, the School Leader selects and reviews candidates through a process of phone and in-person interviews, demonstration lessons, and submission of writing and lesson plan samples.

Consideration is given to teaching experience, the ability to demonstrate curriculum development, creative interpretation and application of the theory of constructivism, implementation of effective classroom strategies, knowledge of effective assessment tools and strategies, and respectful interactions, tone and style with peers and students. Larchmont also considers diversity of candidates in order to assemble a culturally competent faculty with diverse backgrounds and experiences. Reference checks are used to confirm impressions or further inform decision making on areas beyond those addressed in the interview process.

Larchmont's development team spreads the word among its extensive network of California-certified teachers to publicize positions, including the school website, EdJoin, California Charter Schools Association job listings, and educator networking groups such as graduate school of education alumni groups (i.e. UCLA, USC and Loyola Marymount University). Hiring committee members also recruit teachers at local and national job fairs to increase the number of quality candidates in the Larchmont pool.

Larchmont Charter School aims to attract highly talented teachers by offering a compensation and benefits package, involving teachers in decision-making, and by providing opportunities to collaborate with colleagues and receive meaningful professional development. Larchmont verifies all teaching credentials of candidates with the California Commission on Teacher Credentialing, ensuring that each teacher possesses credential subject authorization that meet state and ESSA requirements to teach the subject that he/she is being hired to teach.

Once hired, new teachers will be provided with ongoing professional development that supports their understanding and implementation of Larchmont Charter School's mission, vision and model. During Institute, the professional development days prior to the start of the regular school year, new teachers have two dedicated days where they are introduced and trained on the operations of LCS along with an introduction of what our mission and vision means within the educational program, and provided site-specific and school-wide expectations. These dedicated days allow new teachers to more fully participate and engage with their colleagues during the regular institute with all staff. From this point, new teachers are assigned mentor teachers where they have bi-weekly meetings that allow for an increased observation and feedback cycle throughout the school year. Also, within our weekly professional development meetings, collaboration with colleagues is embedded that allows for continued discussions around academic performance, student support and lesson implementation.

Meeting the Needs of All Students

25. **English Learners**

Process for Identifying English Learners (ELs)

Larchmont expects its student population to include approximately 8% ELs each year, with another approximately 15% recently Reclassified Fluent-English Proficient (RFEP). Larchmont serves its EL students in accordance with all applicable state and Federal laws and regulations.

Upon initial enrollment, parents complete the Home Language Survey (HLS) on Larchmont's Student Enrollment Form. The purpose of the HLS is to determine if a language other than English is used in the student's home. The HLS consists of the following four questions:

1. What language did the student learn when he or she first began to talk?
2. What language does this student most frequently use at home?
3. What language do you use most frequently to speak to this student?
4. Which language is most often used by the adults at home?

These questions are used to determine a student's home language status as follows:

- English Only (EO): If the answers to the four questions on the HLS are "English", the student is classified as English Only.

- Possible English Learner (EL): If the answers to any of the first three questions on the HLS indicate a language other than English, or a combination of English and another language, the student is administered the ELPAC to measure his or her level of English proficiency. Additionally, if the parent's response to the first three questions on the HLS is English and the response to the fourth question is other than English or there is an indication that the pupil's primary or native language is not English and there is evidence of significant non-English exposure and student is unable to

perform ordinary classroom work in English, then school will determine whether pupil will be administered the ELPAC.

Parents are sent a notification that the student will be administered the ELPAC when initial identification is determined. If student should transfer to LCS within the school year, the school will evaluate cumulative records and CALPADS to determine if student should receive English Language instructional support.

If student is either new to the public school system or new to the U.S. and it has been determined from the HLS that another language is spoken, then student will receive the ELPAC within the first 30 days of enrollment.

Students with disabilities are permitted to take the ELPAC with the accommodations listed in Education Code if those accommodations are specified in students' IEPs or Section 504 plans. An alternate assessment for English language proficiency will be administered to students who are unable to participate in the ELPAC, according to the guidelines set forth in the student's IEP. Larchmont staff notifies parents of the school's responsibility to conduct ELPAC testing and informs parents of ELPAC testing results within 30 calendar days following receipt of test results from the test contractor.

Educational Program for English Language Acquisition

Larchmont Charter School has developed its own Master Plan for English Learners using the following guiding principles:

- Principle 1: English learners are held to the same high expectations of learning established for all students.

- Principle 2: English learners develop full receptive and productive proficiencies in the CCSS ELD/ELA Standards in the domains of Speaking and Listening, Reading, Writing, and Language consistent with expectations for all students.

- Principle 3: English learners are taught challenging academic content that enables them to meet performance standards in all content areas, including reading and language arts, mathematics, social studies, science, the fine arts, gardening, cooking, and physical education, consistent with those for all students.

- Principle 4: English learners receive instruction that builds on their previous education and cognitive abilities and reflects their language proficiency levels.

- Principle 5: English learners are evaluated with appropriate valid assessments that are aligned to state and local standards and that take into account their language development stages and cultural backgrounds.

- Principle 6: The academic success of English learners is a responsibility shared by all educators, the family, and the community. Progress of all students is tracked and regularly shared and analyzed publicly at LCS Board of Directors Meetings.

To support students in the development of their English language skills, Larchmont presumes both a "natural approach" to second language acquisition whereby language is acquired when given comprehensible input (Krashen, 1989; 2003). Our EL program promotes a belief in accepting, affirming, and accommodating the home language and culture of all students.

Recent data indicates that many of our ELs are categorized as "expanding" and "bridging" levels on the ELPAC. Because of this, our instruction focuses on the acquisition of academic language, supporting ELs in developing a deep and broad oral and written proficiency in English. Teachers use the techniques of whole language instruction combined with Specially Designed Academic Instruction in English ("SDAIE") strategies to support ELs in accessing core content, and to increase comprehensible input. In addition, sheltered English activities provide support for instructional delivery. Further primary language support is provided to students, and their families, through translation by teachers, aides, other students, and parent volunteers. Teachers incorporate substantive cooperative learning activities to provide optimum opportunities for authentic interaction, and to use newly acquired vocabulary and language.

Teachers will have access to ELPAC assessment results to inform program placement, reclassification, and to help target ELD instruction by adjusting instructional strategies as needed. Larchmont uses assessment interpretation resources to help teachers and administrators use student results to inform English learners and their parents or guardians about student progress.

EL instruction is grounded in the best available research on supporting ELs in an English Immersion environment and guided by the CA ELD Standards. Students will be expected to advance at least 1 ELD level, or the equivalent ELPAC Proficiency Level Descriptor, annually as measured by the ELPAC. School Leaders at the middle school sites and a designated teacher at the elementary sites serve as the EL Coordinators and partner with the teachers of EL students to carefully monitor student performance on both classroom assignments and standardized testing results. Observation scales and forms are partnered with a student work portfolio to develop a better understanding of the student's skills and abilities.

Larchmont provides high quality professional learning opportunities for all relevant educators to ensure that every English Learner has access to teachers who are prepared to accommodate individual instruction to meet the levels of rigor and depth required by the CA ELD Standards. Teachers authorized to teach English Learners will continue to receive training and support in the effective implementation of techniques described above.

Services and Supports For English Learners, Including Instructional Strategies and Intervention

All teachers deliver standards-based, differentiated instruction using Specifically Designed Academic Instruction in English (SDAIE) strategies in reading, writing, math, science, and social studies to ensure full access to the core curriculum. English Language Learners are fully supported in accessing rich content knowledge and developing academic English across the disciplines. This Integrated ELD instructional approach emphasizes strategic scaffolding and support for meaning making, language development, effective expression, content knowledge and foundational skills.

Designated ELD instruction is provided to students in a small group setting that focuses on specific language skills that builds into and from content instruction. Instruction is designed to ensure that EL students acquire English Language proficiency and master academic content and ELD standards required of all California students. Instruction emphasizes the importance of ELA/Literacy in Reading, Writing, Speaking and Listening and Language, and provides opportunities for honing these skills in multiple contexts.

Process for Annual Evaluation of the Charter School's English Learner Program

As a part of our mission-driven dedication to diversity, Larchmont Charter School is committed to monitoring the implementation of its EL policies, programs, and services, and to evaluating their

implementation as well as their effectiveness in order to continuously improve and hold itself accountable for outcomes.

At the beginning of each school year, teachers will evaluate student progress along the ELD Proficiency Level Continuum for each of their English Learners by looking at the ELPAC scores, end of year assessments, beginning of year assessments, CAASPP results to see level appropriateness, or other information for progress monitoring, such as NWEA or writing samples. Teachers will use this information to continuously monitor each English Learners' ability to achieve growth and progress through their proficiency level on the grade-level standards. Every grading period, teachers evaluate the recorded evidence from the ELD Monitoring Tracker and evaluate student's progress with respect to their Proficiency Level Descriptors for the CA ELD Standards. The progress of English Learners moving to the next level throughout the school year will be used to evaluate the EL program. Additionally, the school will look at the number of English Learners meeting the criteria to be reclassified as fluent English proficient (RFEP).

The results of this evaluation will be used to improve the EL program each year. Any grade-level standards or coursework that were particularly difficult for English Learners to master will be identified. The instructional and assessment methodologies for these standards will be addressed to improve the likelihood of English Learners achieving these standards the following year. In addition, any of the individual criteria for reclassification that is a barrier to reclassifying English Learners as fluent English proficient will be identified and addressed. Achievement gaps in ELA, Math and Foreign Language will be regularly analyzed and strategies for student support will be designed and implemented within strategic lessons. Regular reports to the LCS Board of Directors on comparative EL group progress will guide next steps and support budgetary allocations as needed.

Process and Specific Criteria for Reclassification

An English Learner is eligible for reclassification when he/she has met the established criteria. The reclassification criteria include the use of multiple measures to ensure both proficiency in the English language and success in an English Language Mainstream program. The School Leader, teacher(s), and parent(s) must participate in the reclassification process. Reclassification of students will when needed with parent meetings. Larchmont's reclassification criteria is as follows:

Reclassification Criteria Grades K-12
Assessment of English Language Proficiency English proficiency on the ELPAC Summative: ● Score of 4 in the *Overall Performance;* ● Scores of 4 in *Oral Language* and *Written Language* AND ● Scores of *Somewhat/Moderately* to *Well-Developed* in the domains of Listening, Speaking, Reading, and Writing. **Comparison of Student Performance** on an objective assessment of basic skills in English-language arts Reading Assessment: Score of 4 or 5 in Fountas & Pinnell (grades K-4), or 3 or 4 in CAASPP, or Achieving grade level mean score on NWEA (grades 2-12) Writing Assessment: Score of 3 or 4 in the Lucy Calkins units of Narrative, Informational, and Opinion writing prompt (grades 1-4) **Teacher Evaluation** Based on student grades/progress report in English Language Arts & Math ● K-4: Progress Report Grades of proficient or outstanding in English & Math

- 5-12: Report card grades of C or better in English and Math

Parent Opinion and Consultation

*In the event that a student meets the ELPAC and performance in basic grade level skills criteria but not the grade/progress report mark requirements, the school team must meet to analyze other student data that demonstrates grade-level proficiency. The following may be considered:

- Prior CAASPP results, if applicable
- Authentic student work samples, especially writing samples

The School Leader collects and reviews the ELPAC scores, other assessment data, students' grades, and teachers' recommendations for all English Learners. On the basis of this review, students who are eligible for reclassification are identified.

The School Leader notifies parents and/or guardians if a student is eligible for reclassification and provides an opportunity for the parents and/or guardians to attend a reclassification meeting. The parent may also communicate his/her opinion in writing or via phone call.

Process For Monitoring Progress Of English Learners And Reclassified (RFEP) Students

Students who have been reclassified as RFEP receive follow-up monitoring for a minimum of two years after reclassification. In the spring trimester, an evaluation of students that have been classified as RFEP will be conducted using test results in Language Arts and Math, the last two years of Language Arts and Math grades, CAASPP results, and GPA in Language Arts and Math, if applicable.

If a student has an Individualized Education Program (IEP), and has been receiving instruction in ELD, reclassification must be addressed through an annual IEP or Addendum meeting following the district procedures for reclassifying students with disabilities.

Process for Monitoring Progress and Supports for Long Term English Learners ("LTELs")

Larchmont tracks student performance of all students currently classified as ELs, including LTELs, and those who are reclassified English Proficient. Because the Larchmont instructional program is highly individualized, teachers can readily identify and assess the specific needs of LTELs, and respond with strategies identified as the most effective for this population, to address academic gaps and language development without sacrificing access to the constructivist-based educational program.

26. **Gifted and Talented (GATE) Students and Students Achieving Above Grade Level**

At Larchmont Charter School, we believe that all of our children bring unique talents and abilities to school. It is our role as educators to develop these strengths in our students. We use a wide variety of assessments and tools to inform our approach with our students. As a general rule, we do not believe that any one assessment should be used to classify children or determine what resources are provided for a child's learning. As Larchmont's model is designed to differentiate to meet a wide range of student needs, there are not designated "gifted" programs at Larchmont. Rather teachers adapt instruction, as practicable, to provide opportunities for extension or acceleration for identified students.

We understand however that there may be opportunities outside of Larchmont Charter School that families would like their children to access which are available only with the designation of "gifted" (e.g. entry into gifted magnet schools). To this end, Larchmont Charter universally ensures all our diverse students have at least three opportunities across different grade levels to obtain the designation of "gifted." Larchmont Charter School is an inclusive learning environment, and the "gifted" designation will be used to ensure teachers have pertinent information so that they can provide appropriate educational experiences to students who are gifted.

School leaders and teachers' monitor the progress of all students, including "gifted" and talented students. This is done daily through classroom assessments such as exit slips, projects, quizzes, and tests; quarterly through report cards; twice a year through school wide assessments like NWEA; and the annual CAASPP test. Questions and/or concerns can be brought to the Senior Director of Learning and Support Services, who oversees the overall GATE program. Parents should contact their School Leader for any specific support and/or questions.

27. **Students Achieving Below Grade Level**

The Larchmont Charter School program is designed to meet the needs of all types of students by differentiating instruction, increasing student motivation through an interdisciplinary curriculum, and providing a constructivist-based curriculum that challenges students from a variety of abilities and learning capacities. We are committed to ensuring that all students achieve at their maximum potential, including students achieving below grade level expectations.

Each fall, students at Larchmont are assessed by their classroom teacher in written language, reading, and math, among other CCSS-aligned assessments. These assessments, in addition to state testing data, serve as baseline measures and diagnostic tools to identify students achieving below grade level in any core content area. Internal benchmark measures are also used to look for trends among various groups of students, areas of need to be addressed in professional development, and areas needing increased or improved instruction. This information is shared as a staff and groups of students are formed who are in need of intensive intervention in order to help students achieve at higher levels. Various means are used to meet the needs of these students, including in-class small group teaching in skill instruction for reading and math, English language development (both for English language learners and those students with limited oral expression) and instruction in comprehension skills.

In most cases, students performing below grade level achieve grade level and classroom expectations as a result of the intervention methods described above based on longitudinal tracking of their progress over time on internal assessments. Our intensive early intervention systems, coupled with Student Success Team (SST) meetings, followed up with frequent progress monitoring ensures this subgroup of students' needs are addressed.

Larchmont uses the Multi-tiered System of Support ("MTSS") to meet the needs of students achieving below grade level. Larchmont's Academic Intervention (Academy) uses internal assessment data and teacher observations to provide increasing levels of targeted support, including the following:

- ELA - Intervention provided before, during and after school. Programs used are Leveled Literacy Intervention ("LLI") and Read 180.
- Math - Math continuum re-structured. Supports provided to students through differentiated/leveled small groups. Math coach also provides targeted instruction to students.

Larchmont pays special attention to high school students performing below grade level to ensure that they are on track to graduate with their A-G requirements completed in the four years of high school. Students who do not pass a course that is required for graduation or is for credit towards their A-G requirements are required to repeat the course the following year. In the event that students need to repeat a course, they will have fewer electives in their junior and senior years to accommodate for the completion of all essential credits. In the event that students are identified as unprepared to successfully accomplish the goals set out in the proposed schedule of classes, Larchmont staff provides interventions – beginning with the least invasive and building in, as needed, more structured supports such as the tiered approach below.

Listed below are three tiers of intervention that may be implemented to address the needs of students performing below grade level in grades 9-12:

- ✓ Tier 1: For a student whose transcripts indicate that a particular content area is challenging for him/her (e.g. a student who received a C in prior years' English course) or whose ongoing assessments show a student is not mastering content on pace with the class, the teacher will design, implement and track in-class interventions to support the student's learning. These in-class interventions may include, but are not limited to, small-group instruction, pre-teaching, offering supplementary materials or instructional resources to student or providing study-skills or specialized support with skills such as test preparation or writing research.

- ✓ Tier 2: It is our expectation that students will not fall behind to the point of not passing their classes. Our program is designed to ensure that challenges are identified and addressed in time to ensure students are on track to pass their courses. Should students experience substantial difficulty in completing courses that are not alleviated by Tier 1 interventions, students may be provided with small-group or individualized intervention during PACK time, their elective block and/or before/after school. These interventions are carefully monitored with weekly assessments. During a six-week intervention cycle, students are taught to self-monitor their progress and identify when to ask for help to better empower them to get their needs met during the regular instructional day.

- ✓ Tier 3: Larchmont provides classes to address the gaps when students have not successfully completed foundational courses necessary for enrollment in the course offerings at their grade level (e.g. students who did not complete Algebra 1 prior to 9th grade). These classes may be provided during a specially-designed summer bridge program for students enrolling in the school at the high school level, they may be offered during the elective period of the day or, if there is sufficient need across the grade level a dual track of classes will be created to provide students with the appropriate courses with the intent that by the end of high school students will have all completed the necessary A-G required classes no matter their starting point.

Every year, teachers receive training on strategies for reaching students who are not achieving at their highest potential. These strategies include best practices such as cooperative learning, providing students with "real-life" purposes to create relevance to learning, and varied assessment strategies, where students utilize a variety of avenues for teachers to tap into students' knowledge. Teachers clearly communicate goals for students, focusing on the skills required for underperforming students to be successful in school. We believe if students know how to learn, question, and access prior knowledge, they will be more successful in integrating new knowledge. Thus, teachers differentiate instruction for underachieving students by demonstrating and structuring the steps necessary to accomplish an academic task, providing feedback on student practice, and holding students accountable for their work through frequent teacher review.

By continuing to look to research, and giving teachers time to meet, discuss, and learn what works best with their students, teachers will continually assure that they are using the most effective strategies for helping all of their students become active and motivated learners who master the knowledge necessary for life-long learning and success.

28. **Socio-Economically Disadvantaged/Low Income Students**

Socio-economically disadvantaged students, as defined by free and reduced price lunch eligibility, comprised approximately 43% of our student population in 2018-19. Larchmont offers several programs to address the needs and associated risks of this subgroup. Our school psychologist is available for group or individual sessions to support student needs associated with poverty. The MTSS provides intervention for students facing academic and behavioral challenges. Enrichment and afterschool programs with activities such as art, music, gardening, coding, and karate also offer students exposure to activities beyond academics. Furthermore, our physical education program addresses the relationship between exercise and health and our Healthy Lunch program incorporates the tenets of the Edible Schoolyard. Integration of technology is an important part of our instructional program, and students have opportunities to use technology for academic purposes at school, even though they may not have access at home. Teachers, instructional leaders and the Executive Director's Academic Excellence Group routinely review achievement data disaggregated by subgroup to ensure monitoring of how all students are achieving and the targeting of intervention resources as needed.

29. **Students in Other Subgroups**

Larchmont recognizes the sense of urgency in providing programs to foster youth that will help them succeed educationally. Foster youth are identified through the enrollment process. Both the student enrollment application and the meal application solicit student information that can identify foster youth. PACK time (Homeroom/Advisory) and/or classroom teachers also identify needs of foster youth and monitor their overall school progress through informal surveys, observations, assessments, and overall academic performance. Larchmont has a multi-faceted approach in addressing the needs of foster youth: academic support, social-emotional support, home-school communication, parent/guardian education, over-all school experience support, and connection to community resources. Teachers, school leaders, and school psychologists partner with community organizations and universities to provide services, supports, and opportunities to Larchmont's foster youth. The School Leader monitors the progress of foster youth and works in conjunction with the team to provide intervention and support as needed.

30. **A Typical Day at Larchmont Charter School**

As visitors tour the halls of Larchmont, they will see a myriad of approaches that are as diverse as our students themselves. Our program fosters creativity and academic excellence; our students learn with and from each other in an experience-centered, inquiry-based learning environment. Based on their reflective analysis of student behaviors, classroom dynamics, and learning outcomes, teachers draw on their rich repertoire of instructional strategies as well as students' knowledge and interests, to meet the individual needs of their students. Throughout a typical day in the life of a Larchmont student, collaborative structures vary from whole class direct instruction to individual practice, to small group collaboration and instruction (including combining groups between different classrooms or grade levels, based on skill levels and interests).

Through an inquiry-based approach, the State Standards are the foundation upon which teachers build the curriculum. Throughout a typical day in the life of a Larchmont student, observers will see teachers provide opportunities for student-initiated questions, variations, diversions, or alternate methods of learning. Our

teachers' ability to offer this flexibility is a direct result of the backwards planning approach to lesson design our teachers use. An observer will also see active learning, where students make the curriculum their own while instructors formally and informally assess their progress. The rich and nuanced information that teachers glean from project- and performance- based assessment informs both modest changes in instruction (such as pulling several students for a small group lesson while the class engages in independent practice or chunking lessons across five days instead of two) to more substantive changes (such as revising assessment tools, or purchasing additional curricular materials).

Elementary Grades

An observer will immediately feel the sense of belonging and community in our LCS students' elementary school experience. Students start the day engaged in the practice of Morning Meeting where they not only have an opportunity to transition thoughtfully from home to school. During this short block of time, students not only develop Social Emotional Learning Skills by sharing events in their lives with their classmates, but also, students work to solidify academic concepts, such as through the use of the calendar to develop the concepts of seasons and weather. Classroom spaces are set up to facilitate student access to resources, including supplies, a word wall, sample texts and their own folders of past work. Teachers continuously tailor and personalize instruction to meet the needs of the particular students, including English Learners, students with special needs, and students who are performing above grade level. Students continue their day by transitioning to Math where they learn key concepts and ideas through interdisciplinary activities, and where they solve problems in a variety of ways, with the teacher first walking children through all the component parts of a problem before presenting them with the whole problem to solve. By focusing on mathematical understanding, students develop logical thinking and critical lifelong problem-solving skills. Following math, students split up into groups according to reading level or word study level and receive targeted reading instruction in comprehension, phonemic awareness, phonics, and word study. You may observe a teacher either conferencing with individual students or working with students in a small guided reading group, while other students are independently reading and practicing the comprehension skill from the day's Reader's Workshop mini-lesson.

Students continue the day with shared reading, where they explore a poem that the teaching team has chosen to teach rhyming patterns, memorization and to build connections to other content areas. Then, students head out to recess where they enjoy an active break before they sit down to enjoy a seasonal meal out of our Edible Schoolyard garden. As parent volunteers serve students orange and red veggies, they talk with students about the special vitamins in those delicious plants that make our bodies strong and healthy. Students are encouraged to pay attention to the items from today's meal that should go into the compost bin. Students return to the classroom, and in a circle on the carpet, the teacher engages the class in an Interactive Read Aloud to support comprehension, deepen concepts in content areas or model ideas that are being developed for writer's workshop that follows. After the read aloud, students turn their attention to deepening their understanding of one of the Common Core writing genres that they are learning in Writer's Workshop. Students spend dedicated time drafting genre specific independent writing pieces while practicing the taught writing strategies. During this time you might also see the classroom teacher individually conferencing with students as pairs of students engage in peer editing and revising. Students have the opportunity to support their own growth as well as the learning of others throughout the writing block. After writer's workshop, the students engage in their Signature Project time, where students explore NGSS science standards and the interconnections between the plant and animal kingdoms. In the first grade classrooms, students brainstorm ways to support and contribute to the well-being of the animal and plant kingdoms and then write and draw about those ideas.

Throughout the day, learning activities are happening simultaneously—and each one is focused on ensuring that the students are engaged in learning experiences that draw out the knowledge (or schemata) that students bring with them into the classroom. Interspersed throughout the day are various enrichment classes, including music, art, gardening and cooking, PE, and Improv. These enrichment opportunities allow students to develop a wide range of skills. From deepening their content knowledge through art and music or practicing their Social Emotional Learning through Improv, Larchmont students have the opportunity to grow and shine in these different areas.

Middle Grades

Students begin the day with PACK time, where they have the opportunity to develop their social and emotional skills. Teachers facilitate council circles and other strategies to discuss social skills from the Second Step curriculum, online safety from the Cyber Civics curriculum, student strengths, goal setting, and career paths from the Thrively curriculum, or other topics as needed for students. This PACK time sets a positive tone for the school day and students have a safe environment each day.

Students begin English Language Arts, where they share their annotations from the prior night's reading assignment – a short memoir. The teacher leads the students in a discussion about the various characters, character traits, and story themes, asking questions and prompting divergent thinking. In History, students analyze cave drawings of early Hominids, noting their observations and questions, and then compare their findings to the real social scientist's hypotheses noted in the history textbook. Learning experiences like these throughout the school day challenge students to reach beyond their immediate surroundings to understand the interaction between the student as individual and the larger community and the world.

During Math class, students work in small groupings, where they discuss a set of data provided to the students in various formats (stem and leaf plot, tally chart, bar graph, and line plot). Balancing participation amongst the group, students review the graphs and note similarities and differences, then share out their findings with the whole class. Taking the investigation deeper, the students review the graphs and decide which graph best helps them identify the range, median, and mode most easily, and explain their thinking in writing. In their responses, all middle grades students articulate both the procedural steps necessary to solve the particular problem as well as the conceptual connections behind the standard. In this exercise, the teacher aims for students to become aware that real problems require solutions based on the integration of knowledge that spans and connects several subject areas. As students master standards and skills and accumulate a comprehensive knowledge base, they are more equipped to conduct their inquiries successfully and find solutions to problems.

Middle grades students' transition to lunch/recess freely and with independence. Then, students begin Science by generating hypotheses around the question of the ecological roles that different organisms play in similar biomes. This lesson is one of several in a series of knowledge- and skill-based lessons around the larger concept that organisms in ecosystems exchange energy and nutrients among themselves and with the environment. These lessons provide the prerequisite knowledge and skills for students to explore through their Signature Projects, whereby the Big Idea that the unfolding of life, across all species, involves the interplay of creativity and mutual adaptation, in which organisms and environment co-evolve.

Students transition to their physical education class, where they engage in a warm-up led by one of their peers, followed by the weekly 1-mile run. Students track their progress from their previous time before moving into a group game of basketball. Teachers ask students to reflect on the connection between the overarching Big Idea that humans can coexist with others in unique settings through adaptation and adjustment and the game of basketball.

High School

On a typical day at Larchmont's high school campus, students are already clustered around benches and tables on the quad comparing notes from yesterday's classes or last night's homework. Students go through their typical academic day by rotating through teachers and course subjects by periods according to an A/B block schedule. If you visit and are able to walk through classrooms, you will see uniformity in that certain practices are common in classrooms: checks for understanding, gradual release of responsibility, collaborative World History, students use the "SPICE" (Social, Political, Interaction, Cultural, Economic) historical analysis framework to analyze primary and secondary sources and write essays. In all high school classrooms, you will hear students speak about the character traits they aim to embody by the end of their time at Larchmont (Respectful, Prepared, Self-Aware, Fearless, Productive, and Honest) as they prepare for success in rigorous colleges.

The first bell rings and students begin Geometry, starting with a discussion around a scaled model structure built out of balsa wood representing the downtown Disney Concert Hall. Their assignment: determine what three-dimensional geometric shapes were used to create the unexpected combination of walls and ceiling that make up the hall's unique architecture. Students use their knowledge of trigonometric functions and the relationships between three-dimensional geometric shapes to explain their answers to this question. Students use class laptops to search for information about architect Frank Gehry's past projects while others pull out measuring tape, sketch what they see on graph paper and compare notes from a prior lesson on geometric shapes. The teacher facilitates thinking amongst small groups of students, and makes connections to students' noteworthy observations and conclusions. A team re-builds portions of the model in the back of the room with connecting rods and tests the pressure points on the shapes. Other students research the way sound travels and responds to a variety of configurations in concert halls around the world using the Berkeley School of Music website and links referenced by a PhD student for her research. Students draft hypotheses that they will present to the class in a closing discussion the following day, when the teacher will respond to students' questions and proposed theories.

In another class, a group of juniors work alongside their math teacher to gather data about the pollution and littering affecting the Los Angeles River. They decide to organize groups of LCS students to conduct observations and measurements of the amount of trash in high traffic areas of the river, gathering information that they may present to an LA Times staff writer and/or the City Council in open session. This research project parallels the larger, multi-year Research Seminars, which includes the Junior Research Seminar, a yearlong course supporting students' development of the foundational research skills in preparation for their Senior Research Project needed for graduation at Larchmont Charter School. Students explore the role of researchers and research in society as well as become researchers themselves. Walking through a Junior Research Seminar classroom, an observer would see students discussing their draft research questions with one another, and revising their questions based on recent formal and informal interviews and observations. The Junior Research Seminar teacher will be listening in on student conversations to assess the nature of the students' inquiries as they develop over time, and whether students are asking questions of more depth, which are likely to enhance their learning.

Block 2, English opens with a series of short monologues presented by members of the drama club. The focus of the day's lesson: Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue). Students examine the essential questions surrounding the unit of study as they connect to the lesson objective and read excerpts of the literature aloud. After making notes in the margins and highlighting evidence of the characteristics of each type of literature, student leaders then facilitate small group discussions in which

students first identify the characteristics of the different forms of literature and then draw comparisons to another text in the same genre. The groups present their analysis to one another while the teacher captures their learning in a template on his computer projected on the board. At the end of the class the teacher prints and distributes the notes to the students along with three sample texts they analyze for homework.

The day continues for the students as they head to lunch and then afternoon classes in Social Studies and Women's Literature. In both courses, students bring their own real-world questions, issues, and controversies and discuss them through Socratic methods. Teachers support students' development of research and communication skills, and students are continually engaged in solving problems or creating solutions in these courses. During the typical school day, you might see students collaborating in Women's Literature on their thesis statements and essay outlines, participating in the improvement of ideas and knowledge in a public setting – the classroom. Students develop a deep understanding of the content as a result.

Students end the day in Chemistry class, where they work in lab groups to investigate chemical reactions. In this case, they are investigating what happens when two aqueous solutions are combined, including the rate of reaction, change of temperature and the amount of precipitate formed. Analysis is both quantitative and qualitative as students describe the experiment, their roles, and results in lab books that serve as a written and visual record of their work. Students work in heterogeneous lab groups that have been formed previously as part of the daily practice of the classroom. The teacher moves between groups monitoring progress and answering questions, providing guiding feedback and encouragement. Groups end the class reporting their findings to the full class and sharing questions and ideas about what they've come to understand as a result of the experiment and discussion they experienced. The teacher closes the class with a preview of the next lesson/class meeting and a brief review of what students need to complete before then.

Larchmont believes that more instructional time is essential to allow our students to master the content area standards as well as the essential skills they need for success in college and beyond. We also believe that instruction in the arts, sports and music is essential for all. This is why our model allows for all students to be actively involved in these activities throughout the day as well as after school. Our Homeroom/Advisory program expands across all high school grade levels and allows for students to work directly with their teachers in a smaller group setting after lunch on any work they need additional help on.

After spending a few moments in Larchmont classrooms, it becomes clear that students learn content and skills through a variety of different methodologies to ensure that each student's individualized array of intelligences, learning styles, talents, and learning needs are attended to. The faculty and staff at Larchmont consistently create and foster a school culture of joy, excitement, and celebration in learning and the work being done within and beyond school walls by our students.

Parents are a common presence in our school, as enthusiastic supporters of student performances and demonstrations; volunteers in the classrooms, school office, lunch area and library; joining students in weekly service-learning activities; and serving as true "boosters" of our operation. This collaborative effort ensures that students enjoy learning, see their classmates as teammate, and feel supported by their teachers and parents.

Element 2: Measurable Pupil Outcomes and Element 3: Method by which Pupil Progress Toward Outcomes will be Measured

"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school." (Ed. Code § 47605(b)(5)(B).)

"The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card." (Ed. Code § 47605(b)(5)(C).)

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(c)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

1. Measurable Goals of the Educational Program

Please see Element 1, Section 10, *The Requirements Of California Education Code § 47605(B)(5)(A)(ii).*

2. Measuring Pupil Outcomes: Summative Assessment Performance Targets

Please see Element 1, Section 10, *The Requirements Of California Education Code § 47605(B)(5)(A)(ii).*

3. Other Performance Targets

Please see Element 1, Section 10, *The Requirements Of California Education Code § 47605(B)(5)(A)(ii).*

4. Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment

In addition to measuring student outcomes from standardized testing exams adopted by the State of California (CAASPP, ELPAC, CAST, CA Physical Fitness Test, etc.), Larchmont utilizes a variety of formative assessment measures consistent with the educational program outlined in Element 1 to track student progress towards mastery of the State Standards, including CCSS. Larchmont aims to meaningfully integrate standards across the curriculum, and implements multiple and varied measures of assessment in order to ensure that teachers and students have a holistic picture of academic progress and achievement. Led by the School Leaders, teachers at Larchmont then utilize this data to make informed instructional decisions in order to support and improve student achievement. The Executive Directors' Academic Excellence Group has institutionalized a reporting system, described below that drives data-driven decision-making by regularly reporting on student achievement against established goals and outcomes.

In the beginning of the year, teachers administer diagnostics described in the school assessment plan below. Throughout the year, at the end of each marking period (trimester/semester end) teachers utilize a variety of formative assessment methods, including TK-7 Signature Projects and 8-12 Interdisciplinary Research Projects and Seminars, teacher-made assessments, and publisher assessments in the content areas to monitor student performance. All assessments are constructivist in nature. The Academic Excellence Group sets the expectation that minimally 80% of students across all statistically significant subgroups will be proficient or advanced in Math and ELA. In concert with School Leaders, faculty continually reviews and revises assessments and ensures that they remain aligned to the state content and performance standards, including the new CCSS. The Larchmont focus on constructivist assessment practices is particularly well suited to the CCSS interdisciplinary and problem-based approach to assessment. Our faculty ensures that our internal summative assessments are properly aligned with the CAASPP and serve as a meaningful predictor of success on the CAASPP.

Current Larchmont assessment methods include:

Elementary Grades TK-5	**Middle Grades 5-8**	**Upper Grades 9-12**
● NWEA Reading and Math, 2 through 4th Grades (twice a year) ● Teacher-created benchmark assessments (end of unit) ● Fountas & Pinnell Benchmark Assessment (BAS) system for Reading (3 times/yr; TK-4th Grades) ● Lucy Calkins Writing Assessments (3 times/yr Rubrics for each CCSS writing genre) CORE Phonics Assessments (TK-2)	● Teacher-created benchmark assessments (end of unit) ● College Preparatory Math Unit Assessments (end of unit – 2-3 times/trimester) ● History Alive Unit Assessments (end of unit) ● FOSS Assessments ● Signature Projects (yearly - end of year) ● CA CCSS released questions, when available (2-3 times/trimester)	● Teacher-created benchmark assessments (end of unit) ● College Preparatory Math Unit Assessments (end of unit – 4-5 times/semester) ● UC Analytical Writing Assessment (used as a placement exam for students entering the UC system) (once in 11th grade) ● Core content publisher-created end of unit assessments (end of unit – 3 x semester)

Elementary Grades TK-5	Middle Grades 5-8	Upper Grades 9-12
• Words Their Way Spelling Inventory (3 times/year) • Everyday Math (EDM) Assessments (end of unit) • CAASPP 3rd and 4th grades • Signature Projects (yearly – end of year)or Trimester Project Rubrics • CA CCSS released questions, when available (2-3 times/trimester) • TK-5 Social Studies CA Reflections Series (end of unit/2-3 times per trimester) • TK-5 FOSS assessments (end of unit – 2-3 times/trimester) • ELPAC	• Publisher assessments science/social studies (end of unit – 2-3 times/trimester) • For 5-12: NWEA (Reading and Math), • CAASPP 5th-8th, 11th. CAST 8th • ELPAC	• CA CCSS released questions, when available (3 times/semester) • Practice AP exams (2 x year) • PSAT in students' sophomore year followed by the SAT and ACT (10th &11th grade) • Research Projects and/or Seminars • MTSS • AP exams, PSAT, SAT, SAT subject tests • CAST 10th • NWEA (Reading and Math) 5th -12th • CAASPP for 11th • ELPAC

It is Larchmont's performance-based approach to assessment that we believe to be the most valuable measure of student understanding.

In order to ensure that our assessment measures align to the learning goals we have in mind for students, teachers develop Standards Trackers. These Standards Trackers are the Larchmont structure for backwards planning methods across all grade levels and content areas. They serve as a guide for ensuring that all standards are incorporated into instruction, and that course work is meaningfully integrated across the curriculum. Before the school year begins, teachers develop Standards Trackers that include, for each unit of study, measurable student outcomes, essential questions and/or big ideas, a scope and sequence of learning outcomes (including a timeline/pacing plan), as well as aligned curricular resources. These critical instructional planning tools support instructional decisions around the frequency and form of objective assessments (both formative and summative).

As much as possible, Larchmont encourages students to demonstrate their learning in a performance-based manner, tapping into the ways in which students learn best as well as their prior knowledge. One method through which we assess student progress is through Signature Projects (TK-7) and Research Seminars (8-12). As described in Section 3, *Innovative Curricular Components of the Educational Program*, in the elementary grades, Signature Projects are ongoing throughout the school year and also vary in depth and timing. Students in the middle grades demonstrate their conceptual understanding and application of integrated standards through an end of semester/year Signature Project. This project not only measures fundamental understanding of core knowledge, but also taps into presentation, leadership, and process skills. And as students progress to the high school grades, their experience in developing Signature Projects continues with continued project-based learning in the content areas and Junior/Senior Seminars, and Senior Research Projects. A key component of the Junior and Senior Seminar is the exploration and preparation for life after high school, including college and career. We see that when students are engaged in real-life activities that require investigation and experimentation, as the depth and complexity of student assessment increases as students advance, we are able to gauge a both nuanced and comprehensive picture of what they know and are able to do.

In the elementary and middle grades, each student develops an assessment portfolio that 1) addresses all the standards, 2) offers a constructivist set of options for demonstrating understanding, and 3) identifies opportunities for cross-curricular assessments. Portfolios accumulate a variety of formative, performance-based assessments. Once students reach the second grade, they prepare and lead conferences in the late fall and spring, communicating their own progress to their parents/guardians and identifying additional goals for the school year. Aligned to the ESLRs/SLOs and state content and performance standards, students self-evaluate their portfolios using defined rubrics.

In addition to the assessment methods described above, Larchmont Charter School utilizes a variety of ongoing and authentic embedded assessments as checks for understanding in order to inform instruction and facilitate student learning. Examples include rubrics used to evaluate projects and assignments, teacher observations, anecdotal records, and student self-evaluations. Formative assessments occur regularly during the development of units of study to demonstrate to teachers the most current level of understanding for each student. Project expectations embedded in rubrics help teachers and students jointly describe expectations prior to the completion of projects and assignments. The ongoing monitoring of student progress throughout the year, along with the emphasis on a constructivist set of options for demonstrating understanding, makes performance-based assessment at Larchmont rigorous and relevant.

5. Data Analysis and Reporting

In order to best serve their students, Larchmont teachers and instructional leaders engage in a continuous cycle of examining meaningful and timely individual student data. As such, we use the variety of formative and summative assessment methods described above to help understand our students' strengths and needs, so that we can not only forecast their performance on high-stakes assessments, but also adapt and differentiate instruction to maximize learning. Student assessment at Larchmont Charter School not only complies with federal and state standards but it also includes faculty-devised instruments and processes to appraise students' academic competence, emotional growth and social responsibility.

To this end, the Executive Directors' Academic Excellence Group has institutionalized a reporting system called the Academic Performance Dashboard. This system includes a variety of internal measures the organization has tracked in the absence of standardized testing data. Internal progress report data and reading assessment data, writing assessment data, math interpretative data, and other data are disaggregated by subgroup, performance band, and grade level. Larchmont values using data at multiple levels and prioritizes employing a Data Manager who is skilled in data analysis, statistical analysis and overall data management. As a result of these resources and practices, all decision-makers have the tools and communication structures necessary to ensure Larchmont Charter School delivers on its promise to provide an exceptional public education to our diverse community of students.

Larchmont teachers, with guidance from the School Leaders, examine and analyze pupil outcomes during professional development days throughout the year following each trimester's assessment cycle. At the beginning of the school year, teachers participate in a professional development institute which gives them the opportunity to analyze data derived from state-mandated testing from the previous school year and review incoming students' standards-based report cards which include narratives describing student performance, work habits, and citizenship. When testing data arrives, teachers and instructional leaders examine trends in achievement, including subgroup performance, then make decisions on how to modify, change, or enhance their teaching methodologies and/or the existing educational program. Teachers develop revised vertical articulation guides and curricular plans based on this data, and intervention placement

decisions occur as a result. Furthermore, the college counselor reviews students' PSAT/SAT/ACT results and discusses needed interventions with students and their teachers.

After analyzing data to set individualized student goals and instructional priorities, the School Leaders with input from the instructional leadership team identify professional development goals for the year. The LCS Board of Directors confirms the academic goals and instructional priorities and identifies necessary managerial support the School Leaders need to execute these plans. As the year progresses, teachers administer ongoing assessments and analyze the data to modify and differentiate instruction. Further, the School Leaders and other instructional leaders provide guidance and support to teachers. At the end of the year, teachers administer end of year assessments and analyze the data to develop initial academic and professional goals for the following school year. Working with the Executive Director, the LCS Board of Directors identifies ways to support the School Leaders to meet professional development goals and provide curricular support and inform stakeholders of the Charter School's performance as outlined below.

6. Grading, Progress Reporting, and Promotion/Retention

Progress Reporting

All test data is entered into the Larchmont Student Information System ("SIS"), *Powerschool,* and this system is readily available to parents, teachers, and students. It also includes grades for all assignments, progress reports, and other useful student achievement data. Once the Charter School receives testing results from the State, individual student reports are immediately mailed home or picked up by families. Larchmont Charter School uses the SIS to produce periodic progress reports. These progress reports detail students' progress on State Standards, including the CCSS, as well as the ESLRs/SLOs.

In addition to reporting individual performance to students and families, Larchmont also analyzes, reports, and distributes results from assessments, data collection records, evaluations, stakeholder surveys and interviews, including the Larchmont Academic Dashboard, LAUSD School Performance Framework, School Accountability Report Card ("SARC"), CCSA's statewide rankings, and the California School Dashboard, to the school community as part of an annual progress and program audit. The LCS Board of Directors continually evaluates these reports to monitor student achievement at Larchmont.

Progress Reports and Grading

The intention of bi-annual progress reports is to inform families of their child's development and progress towards understanding broader concepts, rather than emphasizing mastery of isolated skills. Teachers communicate progress related to specific skills during parent-teacher-student conferences, as well as through ongoing verbal and written feedback during class lessons and on student work.

Elementary grades (TK-4) progress reports at Larchmont include developmental descriptors that describe where students are in their mastery of the State Standards, including the CCSS. These descriptors are Emerging, Growing, Proficient, and Outstanding (E, G, P, and O). These descriptors carry the following meaning:

> Emerging – We have seen signs that the student is beginning to grasp this concept. It is inconsistent and needs more time and opportunity to solidify.
>
> Growing – Greater consistency is showing or the student is demonstrating greater comfort in exploring, expressing, or applying the concept.

Proficient – The student demonstrates solid understanding of the concept at the level consistent with expectations for the particular grade level.

Outstanding – The student demonstrates complete comfort with the concept and has taken it significantly beyond expectations for the particular grade level; this manifests itself in higher level creative application of the concept to new experiences and opportunities.

When students transition to the middle and high school grades (5-12), students are graded on a traditional A-F grading scale based on their mastery of the standards demonstrated through coursework, homework, class participation, and tests. At the high school level, students also receive an updated Individualized Graduation Plan (IGP) indicating A-G course credit progress towards graduation. The IGP, developed in collaboration with the student, family, and high school counselor, outlines the student's goals and plans for college and career.

Retention and Promotion

Larchmont Charter School has a standards-based promotion policy in accordance with Education Code Section 48070.5 (d)(1). Larchmont Charter School expects students to demonstrate achievement of grade level standards in order to progress through each grade within one school year. To accomplish this, instruction accommodates the varying interests and growth patterns of individual students and includes strategies for addressing academic deficiencies when needed.

In grades 9-12, promotion is based on successful completion of academic courses and the accrual of units awarded per each passed course. Students must pass required core courses (with a C or better) in order to accrue units towards attaining the next grade level and graduation. Students who have not passed required courses do not promote to the next grade level until units are completed. Students who need to repeat courses are able to do so as the 8- class schedule allows for more classes per year. In addition, struggling students receive continuous academic counseling and have access to ongoing faculty support during conference time.

Criteria for Promotion

- English proficient students must meet minimum grade level standards in English Language Arts and mathematics (based on a combination of state test scores if available, grades and other proficiency measures such as Fountas & Pinnell and Scholastic Reading Inventory scores and Everyday Math and CPM scores)
- English Learners not meeting minimum grade level standards can show adequate progress by advancing one ELD level per year (based on ELPAC)
- Decisions about retention of Special Education students will be made working with the IEP team looking at the individual student's IEP and their performance level

When making retention decisions, Larchmont Charter School shall consider the student's grades, overall classroom progress and performance, and other indicators of academic achievement such as national, state, and Larchmont Charter School placement assessments, and portfolios of student work. Additional factors to be considered include academic, physical, social, and emotional readiness for the next grade.

Interventions to Support Promotion

When a student is recommended for retention or is identified as being at risk for retention, the Executive Director or designee shall ensure the student is offered a variety of interventions for assistance. Such opportunities may include but are not limited to tutorial programs, after-school programs, summer school programs, and in-school intervention programs.

Steps Towards Retention

If a student is not making adequate progress and becomes a candidate for retention, the school will notify the parent in writing and will also contact the child's parent by phone. The child's teacher will consult with the School Leader and parent in each case concerning possible retention. An interpreter will be provided for parents whose native language is not English. In all cases, parents will be encouraged to remain involved throughout the process. After intensive interventions have been implemented and the results documented, a collaborative decision to retain may be made.

1. Educational Plan

Teachers with support of the School Leader will develop for each student an education plan, including highlighted, time-tracked areas of need in reading, writing and mathematics. This continuum will be used to identify appropriate learning goals for the student. The continuums will continue to be used and updated to monitor student progress during the retention year and thereafter.

2. Documentation of Interventions

Formal student interventions, conferences and any recommendations for retention will be documented and retained. All interventions will have occurred prior to the recommendation and will be verified by the School Leader. This folder will also maintain records of school parent communications, including a signed notification to the parent that their student is at risk for retention (see step 3). Finally, the folder shall include assessment data as appropriate to grade level, report card scores and comments, samples of representative work as compared with proficient work at the same grade level, and/or other important information.

3. Parent Notification Process

Parents shall be notified through teacher conferences and progress reports by the midpoint in the grading period when their child is at risk of not meeting grade-level standards for promotion. All written notification must be signed by the parent and returned to the school.

4. Retention Decision Making Process

A final decision regarding a recommended or required retention will be made by the School Leader at a retention meeting before the end of the school year. Parents are invited and encouraged to attend. Parents are given documentation outlining the Charter School's final decision regarding retention no later than 15 days prior to the last day of instruction. Parents must sign and return the form indicating their agreement or disagreement with the recommendation to retain (in the case of a recommended retention) or their agreement or intent to appeal (in the case of a required retention).

5. Parent/Guardian Appeals Process

The School Leader's decision to promote or retain a student may be appealed consistent with the following provisions. The burden shall be on the appealing party to show why the School Leader's decision should be overruled. The School Leader's determination may be appealed by submitting a written appeal indicating disagreement and the reasons for objecting to the retention to the Executive Director, within 15 days of notification of the retention decision. Within 10 days of receipt of a written appeal, the parents or guardians may meet with Executive Director to appeal the retention decision. The Executive Director's determination may be appealed by submitting a written appeal indicating disagreement and the reasons for objecting to the retention to the Larchmont Charter School Board of Directors, within 10 school days of meeting with Executive Director. Within 30 days of receipt of a written appeal, the parents or guardians may appear before the LCS Board of Directors to appeal the retention decision. The LCS Board of Directors shall meet in closed session to decide the appeal. The decision of the LCS Board of Directors shall be final. If the decision of the LCS Board of Directors is unfavorable to the appealing party, he/she shall have the right to submit a written statement of objections, which shall become part of the student's record.

Element 4: Governance

"The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement." (Ed. Code § 47605(b)(5)(D).)

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School's website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.[11]

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the Public Records Act.

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

[11]The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

FEDERAL PROGRAM COMPLIANCE

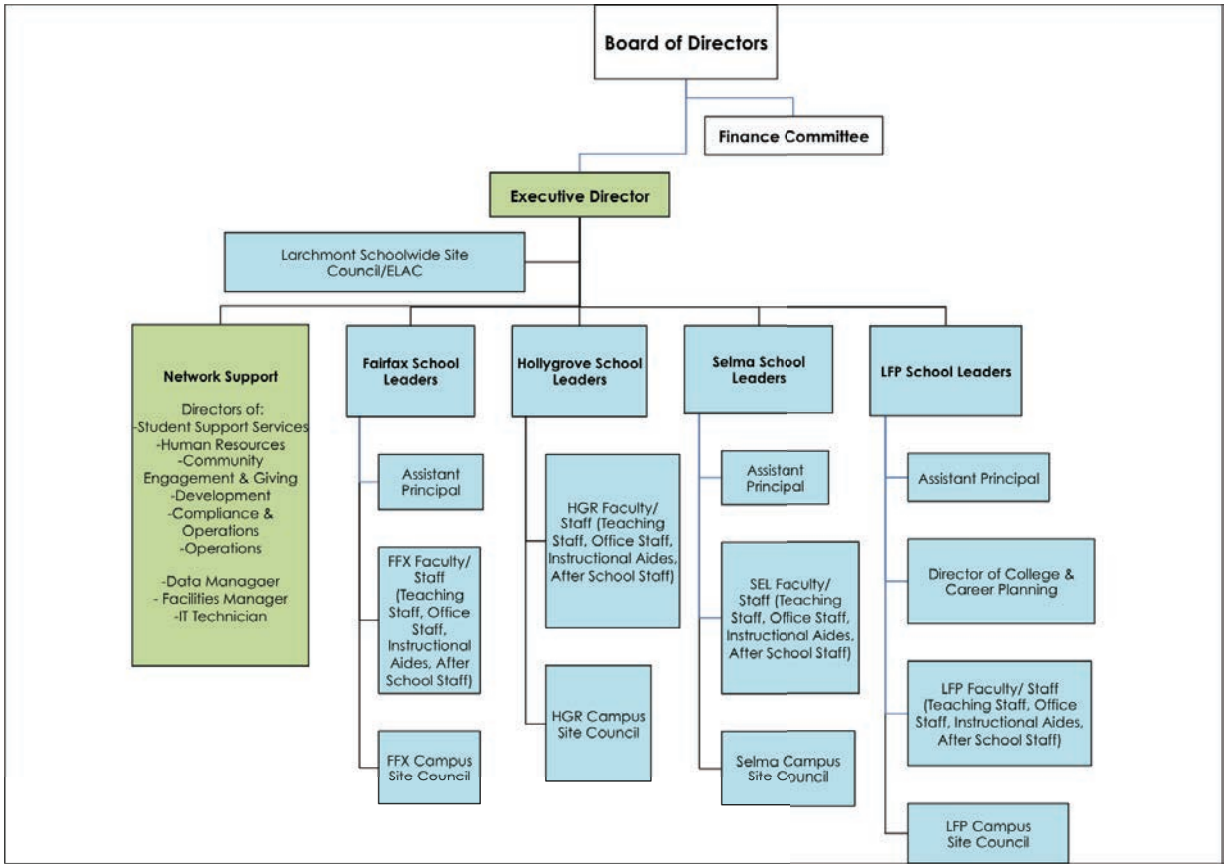
As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Governance Structure

1. Organizational Chart and Roles/Responsibilities

Attached, in Tab 3, please find the Larchmont Schools Corporate Bylaws, Articles of Incorporation, and Conflicts of Interest Code and Policy. Larchmont Charter School will be governed by the Larchmont Charter School Board of Directors, which maintains active and effective governance in accordance with this charter petition and its adopted corporate bylaws that shall be consistent with the terms of this charter. Larchmont Charter School is a directly funded independent charter and is operated by a 501(c)(3) nonprofit public benefit corporation, Larchmont Schools.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the District has complied with all oversight responsibilities required by law.
Larchmont Schools has created a central support unit that serves the operational needs of all campuses.



The Larchmont Charter School Board of Directors hires and supervises the Executive Director and ensures that the organization operates in accordance with the approved charter, federal, state and local laws, LAUSD

policies and procedures and sound organizational management practices. The LCS Board of Directors holds the fiduciary responsibility for the organization and approves the annual budget. The Executive Director is responsible for the day-to-day management and operation of the organization and oversees the School Leaders and the Network Support team. The School Leaders are responsible for the instructional program, the hiring and supervision of faculty, the academic outcomes and the engagement of the school community. The School Leaders ensure the rigor, alignment and quality of Larchmont's educational activities.

Governing Board Composition and Member Selection

2. Board Composition

The Larchmont Charter School Board of Directors ("LCS Board of Directors") is the governing entity of the organization. The key responsibilities/activities of the LCS Board of Directors are:

- Fiduciary responsibility and fiscal oversight
- Health and safety of students
- Adherence to all laws, regulations and Ed Code provisions governing the operation of the school, including compliance with the Brown Act and audit provisions governing public schools and use of public funds
- Selection/management/oversight of the Executive Director
- Student outcomes and academic success
- Adequate and safe facilities
- Adherence to mission and charter
- Fundraising

The following committee supports the work of the LCS Board of Directors:

- Finance

The Finance committee works with the Executive Director and school leadership to provide guidance, support and planning around fiscal accountability and provide fiscal recommendations to the LCS Board of Directors, including, but not limited to, a deep-dive and review of the monthly financials, budgets and fiscal policies.

3. Criteria and Process for Selecting Board Members

Per the organization's Bylaws, the authorized number of LCS Board of Directors shall be no more than twenty-one (21) and no less than three (3) until changed by amendment of these Bylaws. The LCS Board of Directors is composed of parents/guardians of currently enrolled students and community members with expertise in areas that enhance the governance and operations of the corporation and its charter. The LCS Board of Directors shall not include any "interested persons" as defined in the Bylaws of the organization. Additionally, as required under Education Code section 47604(c), a charter authorizer has the right to appoint a representative to the LCS Board of Directors.

Each LCS Board of Directors member shall hold office for two (2) years and until a successor member has been designated and qualified.

The chairman of the LCS Board of Directors may appoint a committee to designate qualified candidates for election to the LCS Board of Directors before the date of any election of directors. The nominating committee shall make its report before the date of the election or at such other time as the LCS Board of

Directors may set and the secretary shall forward to each LCS Board of Directors member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Vacancies on the LCS Board of Directors may be filled by approval of the LCS Board of Directors or, if the number of directors then in office is less than a quorum, by (1) the affirmative vote of a majority of the directors then in office at a meeting or (2) a sole remaining director.

Committees are created and appointed by the LCS Board of Directors with a majority vote as stated in the Bylaws.

Governance Procedures and Operations

4. Meeting Requirements and Procedures

Board meetings of the LCS Board of Directors will continue to be held on a monthly basis and are open to the public as required by the Brown Act. LCS Board of Directors meetings shall be held within the physical boundaries of Los Angeles County and a two-way teleconference location shall be established at each schoolsite, in compliance with Education Code Section 47604.1(c)(1)). All members of the Charter School community are encouraged to attend LCS Board of Directors meetings and to participate via public comment. Agendas, minutes and materials are posted at www.larchmontcharter.org. Regular meetings are noticed/agendas posted at all school sites (including Hollygrove, Fairfax, LFP, Selma and at the Network Office) and teleconference locations no less than 72 hours prior to the meeting, and special meetings are noticed/agendas posted at all school sites and teleconference locations no less than 24 hours prior to the meeting. Committee meetings are handled in the same manner, consistent with all applicable Brown Act requirements.

5. Decision-Making Procedures

A majority of the authorized number of directors then in office shall constitute a quorum for the transaction of any business except adjournment. Every action taken or decision made by a majority of the directors present at a duly held meeting at which a quorum is present shall be an act of the LCS Board of Directors.

Any director may participate via conference telephone, video screen communication, or other communications equipment, consistent with the Brown Act and LCS Bylaws. As stated above, pursuant to Education Code Section 47604.1(c)(1)(B), a two-way teleconference location shall be established at each school site.

LCS shall comply with Government Code Section 1090, *et seq.*, and the Political Reform Act, as set forth in Education Code Section 47604.1.

6. Stakeholder Involvement Plan and Process

Larchmont Charter School utilizes a two-tier process to ensure parents are engaged in the decision making process at the Charter School. First, each campus (including Hollygrove, Fairfax, LFP and Selma) has a Site Campus Council. The Site Campus Council includes representatives elected by each grade level on the campus and supports the on-site administrative team set priorities and address site-based issues. Second, there is a school-wide council – the Larchmont Schoolwide Site Council – that is made up of representatives elected from the parents serving on the Site Campus Councils along with faculty representatives elected by faculty from each campus. The Larchmont Schoolwide Site Council works with the Executive Director and

the School Leaders to address school-wide issues, to establish priorities and to review and recommend the annual budget for approval by the LCS Board of Directors.

The Larchmont Schoolwide Site Council also provides support and guidance on the following critical elements of the Charter School's operations and activities:

- Budget recommendations and areas of focus
- Annual review of Local Control Accountability Plan
- Outreach, recruitment and volunteering
- Safety, behavior and discipline programs (i.e. anti-Bullying programs, No Name Calling week, safety committees, phone trees)
- Room Parents
- Community Issues (i.e. carpool, fundraising, technology)

In addition, there will be regular parent meetings, including Coffees with School Leaders, Parent Education Seminars, grade-level meetings and Back to School activities. Faculty and staff will continue to be engaged through staff meetings, professional development meetings and Summer Institute as well as informal and ad hoc meetings to address issues. Staff and Faculty are actively engaged in issues related to:

- Facilities
- Finances & Budget
- Benefits/Health and Welfare
- Grade Configuration
- Curriculum
- Technology
- Professional Development
- Policies and Procedures
- Special Education
- Behavior and Safety

Faculty and staff will continue to be engaged through staff meetings, professional development meetings and Summer Institute as well as informal/ad hoc meetings to address issues.

Element 5: Employee Qualifications

"The qualifications to be met by individuals to be employed by the charter school." (Ed. Code § 47605(b)(5)(E).)

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Employee Positions and Qualifications

1. **List of All Positions**

Position	*Type*
Executive Director	***Administration***
Director of Community Engagement & Giving	***Administration***
Director of Compliance & Operations	***Administration***
Director of Development	***Administration***
Director of Human Resources	***Administration***
Director of Operations	***Administration***
Director of College and Career Planning	***Administration***
Director of Student Support Services	***Administration***
Instructional Leadership Coach	***Administration***

Business Manager	*Administration*
Data Manager	*Administration*
Facilities Manager	*Administration*
Facilities Assistant	*Administration*
Human Resources Associate	*Administration*
IT Technician	*Administration*
Accounts Receivable Clerk	*Administration*
Nutrition Program Assistant	*Administration*
Special Education Clerk	*Administration*
School Leader	*Administration*
Assistant Principal	*Administration*
Teacher	*Instructional*
Social Emotional Learning Specialist	*Instructional*
Speech and Language Pathologist	*Instructional*
Social Work Supervisor	*Instructional*
School Psychologist	*Instructional*
Reading Specialist	*Instructional*
Occupational Therapist	*Instructional*
Guidance Counselor	*Instructional*
Enrichment Teacher	*Instructional*
Education Specialist	*Instructional*
Behaviorist	*Instructional*
Clinical Psychologist/Counselor	*Instructional*
Instructional Aide	*Instructional*
Paraprofessional	*Instructional*
Sports Coach	*Instructional*
Office Manager	*Administration*
Office Assistant	*Administration*
Office Clerk	*Administration*
Chef	*Administration*
Lunch Program Assistant	*Administration*
Campus Aide	*Administration*
After-School Assistant	*Administration*
After-School Site Coordinator	*Administration*
Custodian	*Administration*
Dishwasher	*Administration*

2. Job Descriptions

Larchmont Charter School is committed to recruiting and hiring a community of professionals who are dedicated to the best educational practices of all students. Regardless of their role in the Charter School, every person hired by Larchmont actively promotes the curricular philosophy, instructional program and the Charter School community's guiding principles. General job descriptions have been developed for the administrative staff, teachers, and other key positions. Employees' job descriptions and work schedules will be reviewed and modified as necessary to meet the needs of the Charter School and students.

The Larchmont staffing structure places maximum focus on instruction and learning at the site level and consolidation of administrative functions at the Network Support level. This structure frees the Charter School leaders from non-instructional responsibilities, allowing them to exercise instructional leadership that leads to increased student achievement (e.g. instructional observation and feedback, assessment, professional development and curriculum planning.)

Executive Director	***The Executive Director is responsible for the overall operation and performance of the Charter School. The Executive Director oversees the instructional program, the fiscal activities, the facilities and the day-to-day operations of the Charter School. The Executive Director is also responsible for ensuring the Charter School's implementation of its charter and the safe operation of the Charter School.*** ***The Executive Director hires and supervises the School Leaders as well as the support staff (Special, Education, Compliance & Operations, Facilities & Technology, Human Resources and Business Operations). The Executive Director also oversees the third-party back office provider, the annual lottery and the employment practices of the organization.*** ***The Executive Director is responsible for ensuring the Charter School has adequate resources, leadership, facilities and support to sustain the operation of the program and fully implement the charter.*** ***The Executive Director is responsible for preparing the annual budget, for providing regular financial updates to the LCS Board of Directors and the LCS Finance Committee, for negotiating leases, for securing adequate debt/lines of***

	credit to address cash flow and to lead the fundraising and community engagement activities. ***The Executive Director is the main point of contact with LAUSD, LACOE, CDE and other state and local agencies and represents the school in the community.*** ***The Executive Director reports to the Larchmont Charter School Board of Directors.*** ***At minimum, the Executive Director has experience in the areas of instruction, management, fiscal operations and community engagement and has a college degree in a relevant course of study.*** ***The ideal candidate will have significant experience leading a multi-faceted organization and will be a strong leader who possesses exemplary written and oral communication skills, who is able to manage multiple projects at one time, who is committed to the ideals of the school charter and mission and who is able to engage and motivate the school community to engage in the support of the Charter School.***
School Leader	***The School Leader is responsible for the instructional program and faculty for their campus. The School Leader oversees the curriculum, instructional practice, professional development, assessment, testing, program design and implementation, grading, evaluations and budget.*** ***In addition, the School Leader works with faculty, students and parents to support student development. The School Leader hires all Faculty and Staff for their campus.*** ***The School Leader works with families to develop a positive school culture and engage the families in the life of the school. The School Leader participates in the shaping and implementation of the behavior and discipline policies, the code of conduct and the school safety plans. The School Leader leads parent education opportunities throughout the***

	school year and supports parents as they support their children. ***The School Leader evaluates the Faculty through observations and coaching and supports faculty growth and development throughout the year. The School Leader also provides mentorship to the faculty and staff.*** ***The School Leader oversees the athletics program and the extracurricular programs, clubs, afterschool programs and student leadership activities.*** ***The School Leader works with the Director of Student Support Services to ensure that the needs of all students are being addressed and that all necessary accommodations and supports are provided to the students that need them.*** ***The School Leader works with the facilities team to manage the facility and ensure its safe and clean operation.*** ***At minimum, the School Leader has a college degree and is a dedicated instructor with significant experience as a classroom teacher. The School Leader will have experience designing curriculum, leading professional development and developing assessment and evaluation tools for students and faculty.*** ***The ideal School Leader will have significant leadership experience, a proven record as a school leader, will engage families, faculty and students in life of the school and actively grow the instructional program of the school.*** ***The School Leader reports to the Executive Director.***
Assistant Principal	***The Assistant Principal supports the School Leader with all aspects of Larchmont Charter School's program. The Assistant Principal helps to ensure excellence in instruction, school culture and operations. The Assistant Principal helps***

	hire, develop, support and evaluate high quality faculty and staff to provide an exceptional public education to a diverse community of learners. The Assistant Principal is committed to LCS' constructivist educational philosophy and leads the faculty in implementing an inquiry based, experiential, project based learning, college preparatory curriculum. The Assistant Principal ensures an inspiring and welcoming school climate to motivate our diverse students, teachers, and families to achieve academic excellence, develop as people, and positively impact the communities in which they live. Resourcefulness, flexibility, and a commitment to collaboration and the educational philosophy of our school and demonstrated passion about our mission and model are essential traits. The Assistant Principal helps oversee the program faculty and staff on the campus to which s/he is assigned and partners with other School Leaders in aligning with K-12th grade program and collaborates with the Network Support team to implement efficient systems in the areas of fundraising, safety, technology, outreach, business operations and HR. ***Minimum Qualifications:*** ***(*) Bachelor's Degree (Master's preferred)*** ***(*) Valid CA Teaching Credential or equivalent (preferred)*** ***(*) Valid CA Administrative Credential (preferred)*** ***(*) Teaching experience and a track record of advancing student achievement*** ***(*) 2+ successful years of school leadership experience (Teacher Leader/Coordinator or above - preferred)***
Director of Operations	***The Director of Operations is part of the school support team and is responsible for ensuring that the school complies with all laws and statutes and that the school operates in accordance with its charter. The Director of Operations supports the day-to-day operation of the school campuses, including effective implementation of the school's safety policies and procedures, risk management, fiscal operations,***

	facilities operations, community engagement and lunch and after school programs. ***The Director of Operations works with the Executive Director, the School Leaders, the Office Managers and the other school support team members (Facilities, Human Resources, Data, Business Operations) to ensure that the school is fully compliant at all times.*** ***The Director of Operations works with the school support team to ensure that all school activities, both on-campus and off-campus, are safe and properly vetted prior to commencement.*** ***At minimum, the Director of Operations has a college degree and a minimum of 3-5 years of experience working in education or a related field and has a proven track record overseeing multiple activities at the same time. In addition, the Director of Operations will have the ability to manage multiple timelines, meet deadlines, effectively communicate policies, procedures and requirements and provide support to all areas of the organization to ensure that the school operates in safe and compliant manner.*** ***The ideal candidate would have significant experience with school operations, budget management, and school safety planning.*** ***The Director of Operations reports to the Executive Director and is a key member of the school support team and the school administration.***
Director of Compliance and Operations	***The Director of Compliance and Operations is part of the Charter School support team and is responsible for ensuring that the Charter School operates in compliance with all applicable laws, its charter, internal policies and procedures and generally accepted standards. The Director of Compliance and Operations ensures that the school meets all required reporting deadlines, that it maintains accurate***

student records, that it complies with all laws and statutes and that the Charter School operates in accordance with its charter.

The Director of Compliance and Operations works with the Executive Director, the School Leaders, the Office Managers and the other school support team members (Facilities, Human Resources, Data, Business Operations) to ensure that the school is fully compliant at all times. The Director of Compliance and Operations, along with the Executive Director, serves as a primary point of contact for the school with the various local, county, state and federal agencies with whom the school transacts business.

The Director of Compliance and Operations oversees, in conjunction with the Executive Director, the Charter School's annual public lottery, its enrollment practices and its day-to-day operations. The Director of Compliance and Operations also oversees the maintenance of the Student Information System, the student records procedures and the family and student handbooks and related policies and procedures.

The Director of Compliance and Operations works with school support team to ensure that all school activities, both on-campus and off-campus, are safe and properly vetted prior to commencement.

At minimum, the Director of Compliance and Operations has a college degree and a minimum of 3-5 years of experience working in education or a related field and has a proven track record overseeing multiple activities at the same time. In addition, the Director of Compliance and Operations will have the ability to manage multiple timelines, meet deadlines, effectively communicate policies, procedures and requirements and provide support to all areas of the organization to ensure that the school operates in safe and compliant manner.

	The ideal candidate will have direct school experience, either as a teacher or administrator and will have an advanced degree or additional, relevant work experience dealing with compliance and operations. ***The Director of Compliance and Operations reports to the Executive Director and is a key member of the Charter School support team and the Charter School administration.***
Director of Student Support Services	***The Director of Student Support Services is responsible for the Charter School's Special Education program and ensuring that the program supports all students. The Director of Student Support Services provides leadership and professional development for both the general education and special education faculty, and works to provide each student with the services and supports that he/she needs to effectively access the Charter School's program.*** ***The Director of Student Support Services oversees the creation, implementation, maintenance and closing of all IEPs and leads the assessment and evaluation process for the Charter School. The Director of Student Support Services also oversees the creation and implementation of all 504 plans.*** ***The Director of Student Support Services works with the School Leaders to ensure that all students are able to access the curriculum, that all faculty are aware of and providing all necessary accommodations, that all services are being provided and that all statutory requirements are being met for each student.*** ***The Director of Student Support Services is responsible for negotiating all service contracts for vendors, hiring of special education staff and ensuring that all service levels are consistently met.*** ***At minimum, the Director of Student Support Services will have either a multiple subject or single subject credential and***

	will be experienced with the IEP process, the needs of special needs students, the requirements under FAPE and the legal obligations of the Charter School. In addition, the Director of Student Support Services will have experience designing curriculum, supporting and training faculty, leading professional development and working with families and service providers. ***The ideal candidate will have experience working with special needs students, faculty and service providers and will be an expert in providing support and services to students with special needs and their families.*** ***The Director of Student Support Services reports to the Executive Director and is a key member of the Charter School leadership team.***
Director of Human Resources	***The Director of Human Resources is part of the school support team and is responsible for ensuring that the Charter School complies with all laws and statutes and that the Charter School operates in accordance with its charter. The Director of Human Resources contributes to the accomplishment of Human Resources practices and objectives that will provide an employee-oriented, high performance culture that emphasizes empowerment, quality, productivity, goal attainment, and the recruitment and ongoing development of all faculty and staff across the organization.*** ***The Director of Human Resources leads and manages all aspects of the employment life cycle including recruitment, selection, on boarding, performance management, labor law compliance, and exits. The Director of Human Resources oversees benefits administration and employee relations including the annual review of the Charter School's health and welfare benefits package and Employee Handbook, administering leaves of absences, and providing day-to-day***

	support for employees with inquiries regarding benefits, pay, and employment questions. ***The Director of Human Resources works with the Executive Director, the School Leaders, the Office Managers and the other school support team members (Facilities, Compliance, Operations, Data, Business Operations) to ensure that the Charter School is fully compliant at all times.*** ***At minimum the Director of Human Resources will have 3-5 years of experience in human resources, a record of accomplishment in building strong relationships and an ability to inspire others with the mission of Larchmont Charter School. In addition, the Director of Human Resources will have the ability to manage multiple timelines, meet deadlines, effectively communicate policies, procedures and requirements and provide support to all areas of the organization to ensure that the Charter School operates in safe and compliant manner.*** ***The Director of Human Resources reports to the Executive Director and is a key member of the Charter School support team and the school administration.***
Director of Development	***The Director of Development embraces Larchmont Charter School's mission and introduces new ideas, programs and initiatives to achieve further excellence, growth and impact in fundraising, communications and leadership support. The Director of Development cultivates a culture of giving and gratitude through community events, conversation and relationship building, with a focus on children and families. The Director of Development, in partnership with the Executive Director and the LCS Board of Directors, creates and implements a comprehensive fundraising and community development plan that uses mission-driven strategies for raising funds through individuals, foundations, corporations and special events. The Director of***

	Development will ensure the fundraising plan includes strategies for major gifts, foundation and corporate support, alumni support, grant research and writing and growth of existing successful programs including annual giving, community events and fundraising galas. ***At minimum the Director of Development will have at least 3-5 years of experience in fundraising and development, broad knowledge of the principles and practices of major gift fundraising, demonstrated success at securing grants and corporate sponsorships, and a strong record of building strong relationships and donor cultivation.*** ***The Director of Development reports to the Executive Director.***
Director of Community Engagement & Giving	***The Director of Community Engagement & Giving partners with the Executive Director and the LCS Board of Directors to create and implement a comprehensive development plan that supports the school's mission, community engagement, and fundraising goals. The Director of Community Engagement & Giving cultivates a culture of giving and gratitude through community events, conversation and relationship building, with a focus on children and families. The Director of Community Engagement & Giving works collaboratively with all stakeholders to plan and execute successful fundraising programs and special events, including annual giving, community fundraising events, the annual Gala event, and other family engagement initiatives. The Director of Community Engagement & Giving works collaboratively on donor communications and marketing efforts, including annual reports, newsletters, digital assets and other campaign tools, ensuring that all external materials align with and enhance Larchmont's mission and values.*** ***At minimum, the Director of Community Engagement & Giving will have 3-5 years of experience in fundraising and***

	development, successful record of coordination and execution of fundraising initiatives, programs, and events. In addition, the Director of Community Engagement & Giving will understand strategic marketing and have a record of accomplishment in building strong relationships and an ability to inspire others with the mission of Larchmont Charter School. ***The Director of Community Engagement & Giving reports to the Executive Director.***
Facilities Manager	***The Facilities Manager is responsible for the operation, maintenance and safety of all Charter School facilities.*** ***The Facilities Manager oversees the facilities team and contractors, including janitorial services, security, landscaping, telecommunications, equipment services and operations. The Facilities Manager oversees all construction and maintenance projects on school property, bids and awards projects in accordance with the Charter School's fiscal policies and maintains the physical inventory of the Charter School.*** ***The Facilities Manager works with the School Leaders, the Director of Compliance and Operations, and other site-level staff to ensure that the campuses are safe, are compliant with all local/state/federal requirements, that safety plans are in place, that regular safety drills and trainings are completed and that the Charter School operates its facilities at the highest standards possible.*** ***At minimum, The Facilities Manager has experience managing a small to mid-size facility. In addition, the ideal The Facilities Manager candidate will have a strong background in facilities operations and upkeep and will have experience with construction and renovation.***

Information Technology Technician	***The Information Technology Technician is responsible for the Charter School's technology plan, technology infrastructure and network/data security.*** ***The Information Technology Technician supports the instructional and administrative teams with the use of technology for instruction and school operations. The Information Technology Technician handles the selection and implementation of all technology platforms, ensures proper licensing of all software, develops and implements the Charter School's technology plan and maintains the Charter School's technology inventory.*** ***At minimum, the Information Technology Technician has experience developing, implementing and administering networks and related technology.*** ***The ideal Information Technology Technician will have experience managing a multi-site organization, preferably education related, will have experience building and deploying wired and wireless infrastructure, will have strong project management skills, interpersonal skills and leadership skills.***
Director of College and Career Planning	***The Director of College and Career Planning works with the 8-12 leadership team to support all 8-12 students as they plan and prepare for life after graduation from Larchmont Charter School.*** ***Planning includes the development of an Individual Graduation Plan for each student to ensure that they have the necessary credits and courses to meet both the A-G graduation requirements and Larchmont Charter School's graduation requirements.*** ***Director of College and Career Planning is responsible for ensuring that all courses are submitted and approved for A-G***

	credit and that all students are programmed to meet A-G requirements. ***The Director of College and Career Planning works with the leadership team to support the scheduling of students and programming of faculty.*** ***The Director of College and Career Planning works with students and their families to plan and prepare for college and career opportunities after graduation.*** ***The Director of College and Career Planning is a key member of the 8-12 leadership team and reports to the Director of Student Support Services.*** ***At minimum, the Director of College and Career Planning will have experience working with students as they move through grades 8-12 as either a counselor or career planning coordinator.*** ***The Ideal candidate will have experience working with both high school and college students and will also have experience with securing course approvals through the UC system and will be have significant experience supporting students through the college application process, including familiarity with online college planning resources and selection tools.***
Teaching Staff	***Teacher Qualifications*** ● ***Bachelor's Degree plus successful completion of the CBEST and CSET examinations.*** ● ***Strong knowledge of subject matter including CA State Standards.*** ● ● ***Valid California Teaching Credential or Permit that corresponds to assigned grade level/subject*** ● ***Belief in and commitment to the mission of Larchmont Charter School.***

	Teachers at LCS shall be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. As CDE and CTE provide interpretations for the requirements for non-core subjects, those interpretations will be followed. Should a qualified candidate not hold a California teaching credential, in order to be hired, he/she must be qualified to apply for either a Short Term Staff Permit ("STSP") or a Provisional Internship Permit ("PIP"). If hired, the candidate must enroll in a credentialing program before the expiration of the permit and apply for an intern credential. At all times, teachers must meet all qualifications to be in compliance with the ESSA. ***Consistent with Education Code Section 47605(b)(5)(E), all teachers shall hold the training and credentials appropriate to their placement, including EL authorization, and will be hired based on their capacity to deliver the instructional and curricular program. Current copies of all teacher credentials will be maintained by Larchmont Charter School and made readily available for inspection.***
Instructional Aides	***Responsibilities of the teacher's assistant are, but not limited to, the following:*** • ***Assist classroom teacher in instruction and classroom management.*** • ***Assist classroom teacher in maintaining student work and records*** • ***Supervision of students, especially during unstructured time, i.e., recess, lunch, etc.*** • ***Assist students in conflict resolution situations*** ***Qualifications:*** • ***College degree preferred, but at least 2 years of college education required.*** • ***Has experience with working with children*** • ***Has excellent communication skills*** • ***Exemplifies confidence in dealing with children***

Element 6: Health and Safety Procedures

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237." (Ed. Code § 47605(b)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District's Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan ("Plan"), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School's requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

1. Custodian of Record

In accordance with California Department of Justice requirements, the Director of Human Resources and the Director of Operations serve as the Larchmont Charter School Custodian of Records.

2. Health and Wellness Promotion

Larchmont Charter School implements Alice Waters' Edible Schoolyard program, whereby we teach essential life skills and support academic learning through hands-on classes in a comprehensive organic gardening program on our urban public school grounds. The Edible Schoolyard provides a seasonal, delicious and nutritious hot lunch program to support our students' health and wellness, teaching students how their choices about food affect their health, the environment, and their communities.

In addition, pursuant to the Healthy, Hunger-Free Kids Act of 2010, Larchmont Charter School has a Local School Wellness Policy, which establishes how the school supports and promotes the health and wellness of its students. This policy includes:

- Goals for nutrition promotion and education, physical activity, and other school based-activities that promote student wellness;
- Nutrition guidelines for all foods and beverages available on school campus during the school day;
- Requirements that stakeholders be provided opportunities to participate in the development, implementation, and periodic review and update of the wellness policy;
- A plan for measuring effectiveness, that is measured periodically and that the assessment is made available to the public;
- Public notification informing and updating the public (parents, students, and others in the community) periodically about the content and implementation of the local school wellness policy; and
- Local designation of a school official responsible for ensuring the school complies with the local school wellness policies.

3. School Safety Plan

The Charter School will develop and adopt a comprehensive School Safety Plan with input from classified employees of the Charter School, a fire department and other first responder entities, to be reviewed and updated by March 1 of every year. The School Safety Plan shall include identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(H):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- A discrimination and harassment policy consistent with Education Code Section 200
-
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School

- A safe and orderly environment conductive to learning
- Procedures for conducting tactical responses to criminal incidents, including procedures related to persons with guns on school campuses and at school-related functions.

4. Health and Safety Policies

In order to provide safety for all students and staff, the Charter School has adopted full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. The following includes a summary of the health and safety policies of the Charter School:

- **Medication in School**

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

- **Diabetes**

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

- **Prevention of Human Trafficking**

By January 1, 2020, the Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

- **Feminine Hygiene Products**

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

- **Nutritionally Adequate Free or Reduced Price Meal**

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

- **California Healthy Youth Act**

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

- **Bullying Prevention**

By December 31, 2019, the Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed

by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

Element 7: Means to Achieve Racial and Ethnic Balance

"The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." (Ed. Code § 47605(b)(5)(G).)

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District's Student Integration Services (collectively the "Court-ordered Integration Program"). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD's Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW))*. The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District's Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District's goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

1. Plan for Achieving and Maintaining LAUSD's Racial and Ethnic Balance Goal

As part of its mission, Larchmont Charter School aims to provide a rigorous academic program to a racially, ethnically, and socio-economically diverse group of students. Larchmont Charter School has taken the following steps to strive to maintain a racial and ethnic balance of its students that reside within the LAUSD jurisdiction and to increase opportunities for students who are representative of the Charter School's community.

To ensure we recruit a diverse population, we begin by identifying the potential preschool programs, including local Head Start programs (for TK/Kindergarten), elementary schools (for middle school), middle schools (for high school) and community organizations that may help us source students of diverse backgrounds. We then conduct an asset analysis of our current community (teachers, leaders, and parents) to see who could help us most effectively target various schools and community groups. We reach out to schools and organizations to disseminate information and meet with parents and students. In the two months leading up to the lottery, we step up our recruiting and problem solve around any recruitment challenges we have.

Our outreach efforts are done primarily in English, Korean and Spanish. We work to accommodate language needs as quickly as possible through parent volunteers and community support.

2. How This Plan Will Achieve and Maintain the LAUSD Racial and Ethnic Balance Goal

The many strategies we use to achieve the racial/ethnic balance we seek are:

1. Conduct informational sessions/tours prior to the opening of each school year to inform interested parents and students of school offerings. Outreach meetings are held in multiple locations in the target area to ensure that all students in the area have an opportunity to attend the school
2. Partner with our Korean Families Association and our Latino Families Association to ensure broad outreach in the community.
3. Conduct open houses and school tours on a regular basis during the school year
4. Develop and distribute promotional and informational material, such as school brochures and flyers that are translated into Spanish and Korean.
5. Partner with various pre-schools, elementary, middle and high schools, to provide them with information specific to their grade level(s).
6. Use of online tools to publicize the availability of the current year's Lottery Form. Current LCS families will make this announcement to various youth sports groups, various enrichment classes outside of LCS (dance classes, self-defense classes, etc.).
7. We use our parents as tour guides to provide bilingual tours.
8. We advertise in local Spanish language informal and formal media
9. We provide neighboring elementary schools and middle schools with brochures/flyers and let them know that we have grades 6 and above.
10. We have information available through brochures, flyers and the school's website

In addition to reaching out to local Head Start Programs (Gregory Park, La Mirada, Fountain, Yucca Street, Melrose, Wilton Place, Plummer Park and Hollywood), our parent associations are leading outreach to local churches and community organizations and our Spanish and Korean-speaking parents, teachers and Instructional Aides distribute flyers in the targeted community. While these efforts happen throughout the year, we intensify these efforts in the six (6) weeks prior to the lottery.

In order to provide school information to a more diverse population, Larchmont Charter School targets families in areas that are located within a two mile radius of its campuses including the neighborhoods of Hollywood, East Hollywood, West Hollywood, Hancock Park, and the Hollywood Hills.

We are also are also working with various service agencies, such as Preschools, Child Care Resource and Referral Agencies, Medical and Social Service Clinics, Career Counseling and Job Skills Centers to ensure that we are reaching diverse groups of parents and that they are aware of the opportunities at Larchmont.

Outreach activities have also been focused on local libraries, KYCC, National Council of Jewish Women, West Hollywood City Hall, various churches, temples and places of worship, all with the aim of creating a lottery pool that represents the diversity of the community we serve.

Individuals at each campus have been identified to ensure that Larchmont has year-round outreach efforts and the organizations that serve the families we want to connect with and that we want to see as part of the Larchmont community. This includes families from across the ethnic and socio-economic spectrum.

Larchmont Charter School maintains an accurate accounting of the ethnic and racial balance of students enrolled in the Charter School along with documentation of the efforts used to recruit a diverse school community.

Element 8: Admissions Requirements

"Admission requirements, if applicable." (Ed. Code § 47605(b)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

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

Admissions Requirements

1. Requirements for Admission / Enrollment

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(d)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(d)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(d)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(d)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(d)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(d)(4), and make this notice available to parents.

The Charter School's application process is comprised of the following:

1. Parent Informational Sessions/Tours (attendance at a Charter School informational session or tour is encouraged but not required for participation in the lottery)
2. Completion of a lottery form

Registration packets for students who are admitted will also gather the following:

1. Completed student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completed Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records[12]

Public Random Drawing

Applications will be accepted during a publicly advertised (see description of advertising in Element 7) open enrollment period each year for enrollment in the following school year. The open enrollment period will begin no later than the first school day of November and will continue until the posted deadline – typically the third Wednesday in February. Following the open enrollment period each year, lottery forms shall be counted to determine whether any grade level has received more lottery forms than availability. If the number of students seeking to attend the Charter School exceeds the Charter School's capacity, admission, except for the existing students of LCS, shall be determined by random public drawing ("lottery") in

[12] The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

accordance with Education Code §47605(d)(2)(B). The lottery will typically be scheduled for the last Saturday in February. Information regarding the date, time and location of the lottery will be available at the time the open enrollment period begins, and updates, if any, will be posted on the Charter School's website.

Larchmont Charter School shall ensure that the lottery process is transparent and accessible to the public: because the lottery itself is open to the public; by the use of technology (including projection of names as they are pulled and seats are filled/waitlist established); and by the availability of staff to verify applicant information prior to the start of the public drawing (ensuring name, grade and preferences are correct to ensure an accurate lottery), answer questions during and after the lottery and provide information. In addition, the date, time and location of the lottery will be set at the beginning of the lottery process and will be included on the lottery forms, on all flyers and notices and on the Larchmont Charter School 's website. Finally, interpretation services (Spanish and Korean) will be available and the date/time of the lottery will be set to accommodate the greatest portion of lottery applicants as possible.

Student Recruitment

2. Plan for Recruiting Students

Larchmont Charter School will actively recruit a socio-economically and ethnically diverse student population from the District and strives to build a school community that is reflective of the overall ethnic and socio-economic characteristics of Los Angeles. LCS aims to serve a population of students that is at least 50% non-white, that is 40% Free/Reduced Price Meal-eligible, that has significant populations of Latino, Asian and African American students, that has no one subgroup representing more than 60% of the overall population and that is inclusive of students with special needs.

Larchmont will achieve this diversity through its outreach efforts. By working with area schools, community groups, preschool operators (including the area Head Start/First Five programs), religious groups, afterschool providers and neighborhood group, we will provide information about the Larchmont program and provide materials to prospective parents. As we continue to build a multi-faceted school community, we will create and distribute outreach materials in various languages, including Spanish and Korean, utilize native speakers to conduct parent meetings and support outreach activities, distribute multilingual information through our website and other electronic distribution tools and provide multiple language translation services at school outreach events.

Larchmont will continue to use its outreach efforts to recruit a diverse student body and will work with current and new neighborhood partners to ensure that information about LCS is accessible to all members of the community. This will include presentations to community groups, Head Start programs as well as local religious organizations, afterschool programs and preschools serving diverse communities of children.

Lottery Preferences and Procedures

3. Preferences and Rationale

Larchmont Charter School seeks to serve a diverse student body and in the event of a lottery, preference in admissions will be offered to students in the following order and in accordance with the Notes and Procedures below:

- Students who live within the jurisdictional boundaries of the Los Angeles Unified School District
- Students of Founding Parents in accordance with LAUSD approved Founding Parent Policy (adopted February 7, 2012)

- Siblings of students admitted to or already attending the Charter School
- Children of Larchmont Charter School employees and LCS Board of Directors members (this preference will be capped at 10% of current openings at any grade level)
- All other applicants

Notes:

- For the children of employee/Board member preference, if the current openings available in any grade are less than 10, this preference will not be provided for that grade. "Current opening" is defined as a seat in a grade for which there is no currently enrolled student at the time of the lottery. For example, if 6th grade has 50 more seats than 5th grade as the school grows from 119 to 169 seats, therefore five (5) seats (10% of 50) would be available for this preference as there are no currently enrolled students for those 50 new seats.

- In addition, students who meet one or both of the following criteria will have a weighted preference (as described in the Lottery Procedures below) in the lottery – these preferences are applied to all lottery participants. A student who meets the criteria for both weighted preferences will be given the benefit of both preferences. A weighted preference means that a participant in the lottery will have a greater chance of being selected after the weighting has been applied than would another participant in the lottery who does not have the benefit of the weighted preference. The weighted preference criteria are:

    - FRL Eligible Preference: Students indicating they qualify for free or reduced price lunch ("FRL-eligible") on their lottery form in accordance with the current income requirements as provided by the California Department of Education; verification of eligibility will be required prior to enrollment.
    - Attendance Area Preference: Students who are currently enrolled in, or reside in, one of the elementary school attendance areas where one of the charter school sites is located, pursuant to Education Code Section 47614.5. For the purpose of this weighted preference, the elementary schools are Laurel Avenue ES, Vine Street ES and Charles White ES.

The weighting is applied by increasing the number of times the name of the student is included in the lottery pool. For example, if the FRL-eligible weighting is 2:1, every student who indicates that he or she is eligible for this preference will be included twice in the lottery, rather than once.

4. Lottery Procedures

The primary means to access the Larchmont Charter School lottery form is through the LCS website – www.larchmontcharter.org. If a family does not have access to the Internet, LCS main office staff will provide the family with a paper lottery form and/or allow individual families to use the Charter School's computers, printers, and Internet access to complete their lottery form. The lottery process is explained in detail on the same webpage as the lottery application, and the process is also verbally explained to any families who walk in their paper application. English, Spanish and Korean versions of the lottery form are available.

Lottery procedures include the following:

1. The lottery forms for LCS will be available online and at the school sites no later than the first school day of November each school year. At the time the lottery form is made available, the closing date and the lottery date, time and location will be indicated. In no case will the closing date of the lottery be prior to third Wednesday in February of the following year, unless approved by the Larchmont

Charter School Board of Directors prior to the commencement of the open enrollment period. The closing date of the open application period and all relevant information about the lottery will be provided on the lottery form and school website.

2. A public lottery is conducted for all grades that have more lottery forms than capacity for the next school year. Should the number of students who seek admission exceed the number of spaces available, a random lottery will be held. The lottery will be monitored by the Executive Director or Designee and/or one or more Larchmont Charter School Board of Directors members to ensure fair and accurate implementation of the lottery procedures.

3. Every lottery entrant will be assigned to one of the following groups by grade based on the information provided on the lottery form:

- Group A: Child of Founding Parents (in accordance with the LAUSD Founding Parent Policy)
- Group B: Sibling of student admitted to or attending the Charter School (LAUSD resident)
- Group C: Sibling of student admitted to or attending the Charter School (non-LAUSD resident)
- Group D: Child of Larchmont Charter School employee or Board member (LAUSD resident)
- Group E: Child of Larchmont Charter School employee or Board member (non-LAUSD resident)
- Group F: Students who reside in the District
- Group G: All other applicants

Notes: As detailed above, Groups D and E will only be formed if there are at least 10 current openings in the grade for which the student(s) applied. Per LAUSD 2012 policy, Group A is capped at 10% of enrollment for those involved in founding the schools prior to first opening, founding status is non-transferable.

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

4. The Larchmont Charter School Board of Directors, meeting in open session, will annually approve the weighting to be applied to ensure that the FRL population is adequately represented in the lottery – typically this will result in FRL-eligible families having a 2:1 weighting in the lottery to meet school-wide targets of 40% FRL-eligible students. The LCS Board of Directors may alter the weighting order to ensure adequate representation of FRL-eligible families in the lottery. Again, this means that each family that indicates they are FRL-eligible will have two chances in the lottery rather than one. The LCS Board of Directors will determine the final weighting based on the final lottery pool at a LCS Board of Directors meeting prior the lottery and the calculation is based on the percentage of FRL-eligible lottery forms that have been submitted. The inclusion of this weighting helps LCS fulfill its mission to serve a diverse socio-economic population and is used in conjunction with outreach efforts to ensure that families that are FRL-eligible have an increased chance to attend LCS through the lottery.

5. The weighting for the Attendance Area preference will be a 2:1. Again, this means that each family that indicates that it meets these criteria will have two chances in the lottery rather than one. The inclusion of this weighting allows LCS to apply for reimbursement for its facility-related expenses through the State's Charter School Facility Grant program. This program requires that a preference be given to students who are currently enrolled in, or reside in, one of the elementary school attendance areas where one of the Charter School's sites is located and provides LCS with funding to offset the cost of non-LAUSD facilities used for the school.

The weighting is applied for the two groups above in order to increase the number of times the name of the student is included in the lottery pool so that the odds of a student that meets one or both of these criteria being offered a seat or having a higher place on the waiting list are better than those of a student who does not meet the criteria. For example, if the FRL-eligible weighting is 2:1, every student who indicates that he or she is eligible for this preference will be included twice in the lottery, rather than once and will therefore have a greater chance of being admitted than those in the lottery who are only included once.

6. Prior to the lottery, the approved weightings will be applied to all applicants that meet one or both eligibilities.

7. Students in each of the seven groups listed in this bullet are sorted alphabetically by group for each grade and then assigned randomly generated numbers. Each group is then sorted in ascending order by the random number to determine the order by which seats will be filled. The groups are sorted in the following order for each grade:

    1. Group A
    2. Group B
    3. Group C
    4. Group D
    5. Group E
    6. Group F
    7. Group G

8. The sorted lists are then used to fill all available seats, as well as to establish the order of the waiting list for any grade for which there were more entrants than available seats. Admission for each grade is offered in order by Group until capacity is reached. Once capacity is reached, names are added to the waitlist based on the randomly generated number assigned to each entrant by Group.

    Larchmont Charter School offers instruction in the same grades at multiple campuses. For this reason, prospective families applying to the Charter School are asked to list their preferred elementary campus. It is noted on the lottery form that campus preference is not a guarantee as it is based on availability since we are one school. After the lottery, in the order established by the lottery, Larchmont enrolls students in the noted preferred campus until all spots at that campus are filled. After this time, families are offered spots in the order established by the lottery at whichever campus has space.

    All families that participate in the lottery will be informed by email or US Mail (if an email address is not available) that they are either being:

    - Offered admission, or
    - Placed on the waiting list for the upcoming school year.

    This communication will include the student's number on the waiting list, if they are not being offered admission, and will go out within five (5) business days of the lottery. All families of students who are not offered admission for the upcoming school year will remain on the waiting list until it is cleared at the end of the academic year for which it was drawn unless there is a written

request by the parent to remove their child from the waiting list prior to that time. Parents shall be directed by LCS office staff to send such written notice to remove their child from the waiting list to:

Larchmont Charter School
Attn: Lottery
444 N. Larchmont Blvd, #207
Los Angeles, CA 90004
or Via Email to admissions@larchmontcharter.org

Instructions about removing a child from the waiting list will be included in the waitlist letter that is sent to all families that are not offered admission.

9. Families that are offered admission are given five (5) calendar days after the receipt of the acceptance letters to respond to the Charter School's Office Manager by phone or email in order to secure enrollment. Receipt is defined as the date sent if sent by email and three days after date sent if sent by US Mail. The LCS Office Manager will maintain records of when letters are mailed and date that emails are sent. The LCS Office Manager will follow up with all families that have not responded within the five (5) days after receipt window by phone and email to ensure that they received their letter, to answer any questions and to ascertain their intent to enroll.

   If a family indicates that they are not accepting admission, Charter School staff (Office Managers and/or Director of Compliance & Operations) will document the information and send a confirming email (requesting confirmation of the parent/guardian's decision to decline the offered seat) or letter (requesting a confirmation of the parent's decision to decline the offered seat and a postage-paid return envelope) if no email is available, in order to confirm the conversation. Upon receipt of the confirmation, the first family on the waiting list will then be offered the seat.

10. Families that accept admission are provided with an enrollment packet containing documents, instructions and information necessary to process the incoming student(s). Parents will be given approximately two (2) weeks to complete the enrollment packet for the Charter School. In the event that the enrollment information is not submitted to the Charter School by the requested date, Charter School staff will contact the family to provide assistance and to ascertain if the family intends to enroll their child at LCS. If the family indicates that they do not intend to enroll their child, their seat will be reassigned to the first family on the applicable waiting list and documented in the same manner noted above. If the family intends to enroll their child at LCS, they will be granted an extension, with the duration of the extension set by the School Leaders based on the circumstances provided by the family, and the Office Manager will provide any necessary assistance to complete the enrollment. The extension will be documented via email or US Mail (if no email is available) and the Office Manager will maintain records of all communication.

    Lottery forms are kept for the duration of the school year. These are kept as backup to the electronic waiting list. The electronic waiting list is kept and managed by Charter School staff for the duration of the school year. The wait list is cleared at the end of the academic year for which the lottery was drawn. Therefore, the wait list does not carry over from one year to the next.

Element 9: Annual Financial Audits

"The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority." (Ed. Code § 47605(b)(5)(I).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

a. Provisional Budget – Spring prior to operating fiscal year
b. Final Budget – July of the budget fiscal year
c. First Interim Projections – November of operating fiscal year
d. Second Interim Projections – February of operating fiscal year
e. Unaudited Actuals – July following the end of the fiscal year
f. Audited Actuals – December 15 following the end of the fiscal year
g. Classification Report – monthly according to Charter School's Calendar
h. Statistical Report – monthly according to Charter School's Calendar of Reports
   In addition:
   - P1, first week of January
   - P2, first week of April
i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

Annual Audit Procedures

1. Position Responsible for Contracting with Accountant

Each fiscal year an independent auditor certified by the State of California will conduct an audit of the financial affairs of Larchmont Schools to verify the accuracy of the Charter School's financial statements, attendance and enrollment accounting practices, and internal controls. Larchmont Charter School's Board of Directors will select a State-approved Charter School Auditor based upon their relevant experience with school finance and charter school finance, auditing team experience, proposed fees, and other relevant criteria. Persons involved in selecting and overseeing the auditor's work will not have a direct, personal financial stake in matters audited.

2. Position Responsible for Working with the Auditor

The State-approved Charter School Auditor will report directly to the Larchmont Charter School Board of Directors. Pursuant to Education Code Section 47604.33, Larchmont Charter School will provide any

necessary financial statements to LAUSD and the Los Angeles County Office of Education (LACOE), and the respective state agencies. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

3. Procedures to Ensure the Selected Auditor is on State Controller's List

Larchmont Schools will retain auditors to conduct independent financial audits that will employ generally accepted auditing principles and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Controller General of the United States.

4. Process to Address and Resolve Deficiencies

The LCS Board of Directors will review any audit exceptions or deficiencies and report recommendations on resolution to the LCS Board of Directors. The LCS Board of Directors will report to the District regarding how exceptions and deficiencies have been or will be resolved. It is understood that exceptions and deficiencies will be resolved to the satisfaction of LAUSD.

5. Position Responsible for Ensuring the Auditor Sends the Audit by Deadline

The Executive Director shall ensure that all deadlines related to the LCS Board of Directors' review of the audit and the submission of the Audit to all relevant agencies are met. The Executive Director will work with The State-approved Charter School Auditor to advise and update the LCS Board of Directors.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

Element 10: Suspension and Expulsion Procedures

"The procedures by which pupils can be suspended or expelled." (Ed. Code § 47605(b)(5)(J).)

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student's disability?
B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  A. Was the misconduct caused by, or directly and substantially related to the student's disability?
  B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter

School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

School Climate and Student Discipline System

Larchmont Charter School strives to provide a socio-economically, culturally and racially diverse community of students with an exceptional public education. Our students learn with and from each other in an experience centered, inquiry-based learning environment. With participation from our entire community, we strive to instill in each student dedication to improving the world we inhabit.

Larchmont plans for, evaluates, and monitors the behavioral, social emotional and academic needs of every student by providing universal screenings for all students at the beginning of their time at Larchmont and throughout the tenure of their academic careers. Larchmont Charter School uses a Multi-tiered System of Support. By providing increasing levels of targeted support for those who are struggling in any capacity; extension opportunities for more advanced learners; and strong first instruction for all learners, we can ensure that we are meeting the needs of ALL students at Larchmont Charter School.

Larchmont uses progressive discipline to address behavioral needs and social-emotional needs:

- Whole Child Check-in - utilize quantitative, qualitative data to ensure that all students are known, seen, and heard. Teachers document and discuss data with school site leaders and grade level teams 2x/year
- Pack Time/Morning check-in – Incorporated in weekly/daily
- Inquiry-based/experiential character building education (Cool Tools/Safe Schools, conflict resolution, digital citizenship, etc.)
- ESLRs/SLOs
- Mindfulness and self-regulation practices
- Student-Parent-Teacher Conferences - 2x/year; Student-led
- Assemblies/Morning Sing - Celebrates diversity/other cultures

Students learn best in an environment where there are clear expectations about behavioral and community norms that allow them to feel safe and cared for. Larchmont does not consider suspension and/or expulsion to be effective means of improving student behavior and compliance with Charter School rules and policies. While either or both may become necessary in extraordinary circumstances, Larchmont uses a variety of other strategies to intervene. Students who do not adhere to stated expectations for behavior and who violate the

Charter School's rules will experience non-suspension and non-expulsion consequences for their behavior. Consequences may include, but are not limited to:

- Warning, verbal and/or written
- Individual conference with the teacher
- Loss of privileges (e.g. attendance at school functions- dances, games, etc.)
- Individual behavior contract
- Referral to the School Leader or other school staff member
- Notices to parents by telephone or letter
- Parent conference, at school or during a home visit

All LCS faculty and staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Larchmont Charter School faculty and staff are trained in strategies focused on developing relationships with students, identifying and avoiding, when possible, triggers for undesirable behavior, and stabilize students who have been triggered safely.

This policy and its procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Parent/Student Handbook, which is sent to each student at the beginning of the school year. Each family receives a copy of these policies and is required to verify that they have reviewed them with their children at the time of enrollment or at the beginning of the school year. Policies and procedures regarding suspension and expulsion will be periodically reviewed.

Policies regarding suspension or expulsion will conform to applicable state and federal laws regarding all students. Students will be accorded due process in all disciplinary procedures, outlined below. Disciplinary policies and procedures will also address student conduct that presents an immediate threat to the health or safety of others.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent or guardian, or the student's educational rights holder of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

In-School Suspension

Larchmont Charter School offers in-school suspension as a means of reducing time missed from learning for behavioral issues. Based on the offense committed, the Executive Director shall take into consideration the safety and health of all students and staff at the Charter School before determining whether or not in-school suspension is in the best interest of both the student who committed the offense, along with the other Larchmont students and staff. If the Executive Director determines that in-school suspension is a viable option, the Executive Director or certificated designee will notify the student and his/her parents in writing

of the in-school suspension, which will include a description of the offense committed and the length of the in-school suspension. Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Students will not be suspended for more than 20 days for the year.

During in-school suspension, students shall be supervised by a designated instructional staff member. During the course of the in-school suspension, students shall receive assignments through their regular classroom teachers, to be supervised by a designated instructional staff member. Students who receive supports will continue to receive supports during the course of the in-school suspension.

Grounds for Suspension and Expulsion

A student may be suspended or expelled for prohibited misconduct if the act is related to Charter School activity or school attendance occurring at anytime including but not limited to: a) while on Charter School grounds; b) while going to or coming from Charter School; c) during the lunch period, whether on or off the Charter School campus; d) during, going to, or coming from a Charter School-sponsored activity.

Suspension: Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

    a) Caused, attempted to cause, or threatened to cause physical injury to another person.

    b) Willfully used force or violence upon the person of another, except self-defense.

    c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

    d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

    e) Committed or attempted to commit robbery or extortion.

    f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.

    g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.

    h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

    i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, , which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students or a member of Charter School staff to the extent of having the

actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

a. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

b. "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
i. A message, text, sound, video, or image.
ii. A post on a social network Internet Web site including, but not limited to:
1. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
2. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
3. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
iii. An act of cyber sexual bullying.

1. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
2. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

iv. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
b) Brandishing a knife at another person.
c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq*.
d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

Expulsion: Enumerated Offenses

1. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat"

shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, , which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students or a member of Charter School staff to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    a. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
        ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
        iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

b. "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
   i. A message, text, sound, video, or image.
   ii. A post on a social network Internet Web site including, but not limited to:
   iii. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
   iv. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
   v. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
   vi. An act of cyber sexual bullying.
      1. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
      2. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
   vii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
   a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
   b) Brandishing a knife at another person.
   c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq*.
   d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

   If it is determined by the Administrative Panel that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

   The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

   The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Suspension Procedures

A. **Informal Conference**

Suspension shall be preceded, if possible, by an informal conference conducted by the School Leader or his/her certificated designee, with the student and his/her parent/guardian, and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the School Leader or his/her certificated designee.

The conference may be omitted if the School Leader or designated certificated staff determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days of when the student was suspended, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

The Charter School assures that the process for investigating incidents and collecting evidence will be fair and thorough.

B. **Notice to Parents/Guardians**

At the time of suspension, a Charter School employee shall make a reasonable effort to contact the parent/guardian by telephone or in person to be followed up with a written notification. This notice will state the specific offense committed by the student. In addition, the notice will also state the date and time the student may return to school. Reference to expulsion for continued violations of school rules may also be included. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

C. **Suspension Time Limits/Recommendation for Expulsion**

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Students will not be suspended for more than a total of twenty (20) days for the year for general education students and ten (10) days for special education students. A student may have more than a 5 consecutive day suspension if expulsion process has been initiated.

Upon a recommendation of expulsion by the Executive Director or Executive Director's certificated designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Executive Director or certificated designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. The student will have the opportunity, at the discretion of the Executive Director and/or the classroom teacher, to complete instructional activities missed due to his or her suspension and will be able to communicate with School Leader or designated certificated staff for any questions and for evaluation of work.

D. **Right to Appeal Suspension**

Appeals of suspensions must be made in writing and submitted to the Executive Director within 24 hours of the disciplinary action or suspension. The Executive Director may convene a meeting between the parent and School Leader before coming to a decision regarding the appeal. The meeting must be scheduled within 10 days of the request. The Executive Director will provide a written response no more than 20 days from the written request. All decisions made by the Executive Director are final.

If a parent or guardian disagrees with the suspension, or the Executive Director's decision, the parent or guardian may include a written statement of his or her objections to the suspension. Any such statement shall be submitted to the School Leader within thirty (30) days of the last day of the pupil's suspension. The statement shall become part of the pupil's school record unless the suspension is changed or removed as a result of the objection.

E. Access to Education

Interim education will be provided for suspended students in the form of independent work put together by a credentialed staff member.

Expulsion Procedures

A. Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by the neutral and impartial Administrative Panel following a hearing before it, and preceded by recommendation from the Executive Director. The Administrative Panel shall consist of at least three members who are certificated employees and neither a teacher of the pupil or an LCS Board of Directors member. One of the Administrative Panel members shall act as the neutral hearing chairperson who will preside over the hearing. The Charter School's Board of Directors will identify qualified individuals who may serve on an Administrative Panel. The Administrative Panel may expel any student found to have committed an expellable offense.

A student and his or her parents/guardians may appeal an expulsion decision by the Administrative Panel to the LCS Board of Directors, which will make the final determination.

B. Expulsion Procedures

Charter School shall provide a hearing before an Administrative Panel for any student recommended for expulsion to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the pupil has committed an expellable offense and recommends the student for expulsion. Pending the expulsion hearing, the Charter School will ensure that the student and his or her family receive classroom materials and current assignments to be completed at home during the term of the suspension. The teacher will grade all work and feedback will be provided in a timely manner.

The Administrative Panel will hold a hearing on the case, and will make a determination whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- The date and place of the expulsion hearing;
- Information about obtaining reasonable accommodations and/or language support
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
- A copy of the Charter School's disciplinary rules which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
- The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

C. Record of Hearing

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

D. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination by the Administrative Panel to expel must be supported by substantial evidence admitted during the hearing that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

E. Written Notice to Expel

The Executive Director or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel to the student or parent/guardian, within five (5) school days of the decision to expel. This notice shall also include the following: (a) the Administrative Panel's adopted findings of fact; (b) the specific offense(s) committed by the student; (c) the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School; (d) the process to appeal the expulsion as outlined below, including information about reasonable accommodations and language support; (e) educational alternatives for students, as described below; (f) a rehabilitation plan; and (g) procedures for readmission and reinstatement..

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the LAUSD. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

F. Disciplinary Records

Records of all student suspensions and expulsions will be maintained at Larchmont Charter School. Such records shall be made available to the District upon request.

G. Expulsion Appeal Rights & Timeline

Parents may appeal the expulsion decision of the Administrative Panel by making a written request and submitting it to the LCS Board of Directors within 5 school days of the expulsion decision. The student will be considered suspended until a LCS Board of Directors meeting is convened within ten (10) school days of the receipt of the written appeal request. The LCS Board of Directors will convene in closed session to consider the appeal, at which time the parent(s) must attend to present their appeal.

The appeal meeting is not a new hearing; it is an opportunity for the parent and student to challenge the expulsion decision. During the appeal meeting, the LCS Board of Directors will review information from the original expulsion hearing. No new evidence shall be considered unless there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the Administrative Panel. The parent or student may but are not required to make a statement to the LCS Board of Directors explaining why they are appealing from the decision. A school representative may but is not required to make a statement about the recommendation for expulsion. The LCS Board of Directors shall deliberate privately, without the parent/guardian or school representative present. The LCS Board of Directors will report in open session any action during the closed session, including whether the LCS Board of Directors granted or denied the appeal. Within five (5) school days of the appeal meeting, the LCS Board of Directors shall issue a written decision denying or granting the appeal. The LCS Board of Directors decision regarding the expulsion will be final.

H. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

a. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

b. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

c. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

2. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

3. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

4. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Administrative Panel Chairperson presiding over the hearing from removing a support person whom the Chairperson finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

5. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The Administrative Panel Chairperson shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the Chairperson from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

6. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

7. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

8. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that

extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

I. Readmission Criteria & Procedures for Rehabilitation, Readmission, and Interim Placement

The general requirements for rehabilitation plans, readmission and reinstatement are explained at the beginning of Element 10.

LCS' procedure for the filing and processing of requests for readmission or reinstatement, and the process for the required review of all expelled pupils for readmission or reinstatement is explained below.

- Families are asked to submit a written document requesting readmission or reinstatement within thirty (30) calendar days of the last day of the expulsion..
    - Readmission means the student wants to reenroll at LCS.
    - Reinstatement means the student does not want to reenroll at CLS but is requesting LCS to confirm in writing that he or she satisfied the terms of the rehabilitation plan so he or she can be reinstated.

Reinstatement

- For families seeking only reinstatement who do not wish to reenroll their child at LCS, the family must submit along with the request for reinstatement, documentation of compliance with the student's rehabilitation plan. So long as the student seeking reinstatement has satisfied the terms of the rehabilitation plan, LCS will issue a written notice stating as much and that the student can be reinstated. The notice will be issued within ten (10) school days of receipt of the request for reinstatement and documentation of compliance with the rehabilitation plan.

Readmission

- For families who want to reenroll their child at LCS (readmission), in addition to the written request, the student needs to re-enter the lottery process via online waitlist application, consistent with all applicable LCS admission policies and procedures.
- Should the student be awarded a conditional seat, including any necessary documents documentation of good standing at the school the student attended during the expulsion.
- Upon completion of the readmission process, LCS may readmit the pupil, unless LCS makes a finding that the pupil has not met the conditions of his or her rehabilitation plan and/or the pupil continues to pose a danger to campus safety.
- Response to the written request for readmission will be provided to the family within ten (10) school days from the date the review committee convened.

A description of these procedures for readmission will be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered.

J. Educational Alternatives for Pupils who are Expelled

If there is a decision to expel, Larchmont Charter School will assist the parent/guardian with information that facilitates finding an alternative placement. LCS students who are expelled from LCS can apply to enroll in their home school, or any other school, pursuant to inter- and intra-District transfer policies. They can also enroll at any other public charter schools, subject to those charter schools' enrollment policies and capacity. Private schools are also an alternative. LCS will not admit or re-admit a student who is currently on an expulsion order and has not completed his or her rehabilitation plan.

K. Notice to Teachers

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Element 11: Employee Retirement Systems

"The manner by which staff members of the charter schools [sic] will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security." (Ed. Code § 47605(b)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School's participation in, and/or coverage of its staff members by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a "government plan" governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School's existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Certificated Staff Members

The Executive Director, School Leaders, and all eligible and Certificated employees of the Charter School will participate in the State Teachers' Retirement System ("STRS") and coordinate such participation, as appropriate, with the social security system or other reciprocal systems. The Charter School acknowledges that it must continue such participation for the duration of the Charter School's existence under the same CDS code.

Classified, and Other Staff Members

Non-certificated and other employees of the Charter School will participate in the federal Social Security system in accordance with applicable law. LCS does not participate in PERS.

The Executive Director of LCS will be responsible for ensuring that appropriate arrangements for the above coverage have been made and will be sustained.

Element 12: Public School Attendance Alternatives

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." (Ed. Code § 47605(b)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Larchmont will inform parents and students on the enrollment form that the Charter School is a school of choice and inform families of their public school attendance alternatives.

Element 13: Rights of District Employees

"The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school." (Ed. Code § 47605(b)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14: Mandatory Dispute Resolution

"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter." (Ed. Code § 47605(b)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, ("Dispute") shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys' fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party's attorneys' fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys' fees, costs and/or expenses, or mediator's or arbitrator's fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* ("Proposition 39"), shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

   Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

   Director
   Charter Schools Division
   Los Angeles Unified School District
   333 South Beaudry Avenue, 20th Floor
   Los Angeles, California 90017

   Executive Director
   Larchmont Charter School

444 N. Larchmont Boulevard #207
Los Angeles, CA 90004

2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Executive Director
Larchmont Charter School
444 N. Larchmont Boulevard #207
Los Angeles, CA 90004

2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15: Charter School Closure Procedures

"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." (Ed. Code § 47605(b)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a "Closure Action". A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on "Charter School Closure Requirements and Recommendations (Revised 08/2009)" posted on the California Department

of Education website. All references to "Charter School" apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit. Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any

other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. Make final federal tax payments (employee taxes, etc.)

c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce

any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Closure Agent

In the event that the Charter School closes, the Executive Director will serve as the Charter School's closure agent.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities *(*i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
  - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
  - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

  - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

  - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be $1,000,000 per occurrence/$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of $500,000 per occurrence and $500,000 general aggregate.

6. Professional Educators Errors and Omissions liability coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

7. Sexual Molestation and Abuse coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

8. Employment Practices Legal Liability coverage with limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

9. Excess/Umbrella Liability insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inceptions, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs
The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves
Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts
Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services
In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds
Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records
Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)

ADDENDUM

Assurances, Affirmations, and Declarations

[Charter School] (also referred to herein as "[short form of school name]" and "Charter School") shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter "Ed. Code") § 47605(d)(1).)

- Not charge tuition. (Ed. Code § 47605(d)(1).)

- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)

- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)

- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)

- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School's capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as "LAUSD" and "District"). (Ed. Code § 47605(d)(2)(B).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)

- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School's employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of

the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

Element 1 – The Educational Program

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

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

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

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

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

administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan." (Ed. Code § 47606.5(e).)

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

SELPA Reorganization

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

Modified Consent Decree Requirements

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree ("MCD") and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs ("IEPs") and tracking of related services provided to students during the course of their education.

As part of fulfilling the District's obligations under the MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor's ("OIM") required format in accordance with the OIM's required timelines and as follows:

- End of Year Suspension

  District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

  The standard file including District ID.

- Norm day

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- CBEDS

- All Students enrolled as of December 1 of each school year

  District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout
  District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District's integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

Element 2 – Measurable Pupil Outcomes and
Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school." **(Ed. Code § 47605(b)(5)(B).)**

"The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card." **(Ed. Code § 47605(b)(5)(C).)**

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(c)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

Element 4 – Governance

***"The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement."* (Ed. Code § 47605(b)(5)(D).)**

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School's website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.[13]

[13] The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the Public Records Act.

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Element 5 – Employee Qualifications

"The qualifications to be met by individuals to be employed by the charter school." **(Ed. Code § 47605(b)(5)(E).)**

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Element 6 – Health and Safety Procedures

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237." **(Ed. Code § 47605(b)(5)(F).)**

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District's Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan ("Plan"), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School's requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to

provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

Element 7 – Means to Achieve Racial and Ethnic Balance

***"The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted."* (Ed. Code § 47605(b)(5)(G).)**

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District's Student Integration Services (collectively the "Court-ordered Integration

Program"). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD's Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW))*. The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District's Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District's goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

Element 8 – Admission Requirements

***"Admission requirements, if applicable."* (Ed. Code § 47605(b)(5)(H).)**

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic

that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

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

Element 9 – Annual Financial Audits

"The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority." **(Ed. Code § 47605(b)(5)(I).)**

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

a. Provisional Budget – Spring prior to operating fiscal year
b. Final Budget – July of the budget fiscal year
c. First Interim Projections – November of operating fiscal year
d. Second Interim Projections – February of operating fiscal year
e. Unaudited Actuals – July following the end of the fiscal year
f. Audited Actuals – December 15 following the end of the fiscal year
g. Classification Report – monthly according to Charter School's Calendar
h. Statistical Report – monthly according to Charter School's Calendar of Reports
   In addition:
   - P1, first week of January
   - P2, first week of April
i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

***"The procedures by which pupils can be suspended or expelled."* (Ed. Code § 47605(b)(5)(J).)**

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student's disability?
B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  A. Was the misconduct caused by, or directly and substantially related to the student's disability?
  B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil,

unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

Element 11 – Employee Retirement Systems

***"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security."* (Ed. Code § 47605(b)(5)(K).)**

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School's participation in, and/or coverage of its staff members by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a "government plan" governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School's existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Element 12 – Public School Attendance Alternatives

***"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools."* (Ed. Code § 47605(b)(5)(L).)**

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Element 13 – Rights of District Employees

***"The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school."* (Ed. Code § 47605(b)(5)(M).)**

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

***"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter."* (Ed. Code § 47605(b)(5)(N).)**

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, ("Dispute") shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys' fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party's attorneys' fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys' fees, costs and/or expenses, or mediator's or arbitrator's fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq*. ("Proposition 39"), shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

   Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

   Director
   Charter Schools Division
   Los Angeles Unified School District
   333 South Beaudry Avenue, 20th Floor
   Los Angeles, California 90017

   Director/Principal
   [Charter School Name]
   [Charter School Address]

2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within

thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

   Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

   Director
   Charter Schools Division
   Los Angeles Unified School District
   333 South Beaudry Avenue, 20th Floor
   Los Angeles, California 90017

   Director/Principal
   [Charter School]
   [Charter School Address]

2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which

the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." **(Ed. Code § 47605(b)(5)(O).)**

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a "Closure Action". A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on "Charter School Closure Requirements and Recommendations (Revised 08/2009)" posted on the California Department of Education website. All references to "Charter School" apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School

participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The students' school districts of residence

4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure

2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school

2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD.

Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. Make final federal tax payments (employee taxes, etc.)

c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of

the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.
For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.
In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
    (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
    (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
    (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

    (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

    (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

    (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding

performance of the operations and maintenance services and payment for such services in the use agreement.

- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be $1,000,000 per occurrence/$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of $500,000 per occurrence and $500,000 general aggregate.

6. Professional Educators Errors and Omissions liability coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

7. Sexual Molestation and Abuse coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

8. Employment Practices Legal Liability coverage with limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

9. Excess/Umbrella Liability insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inceptions, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

> *"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."*

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers.

Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs
The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves
Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts
Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services
In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds
Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records
Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.

- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.

- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)

California Department of Education

DataQuest Home / Enrollment Report

2021-22 Enrollment by Ethnicity and Grade

Larchmont Charter Report (19-64733-0108928)

+ Report Description

+ Report Options and Filters

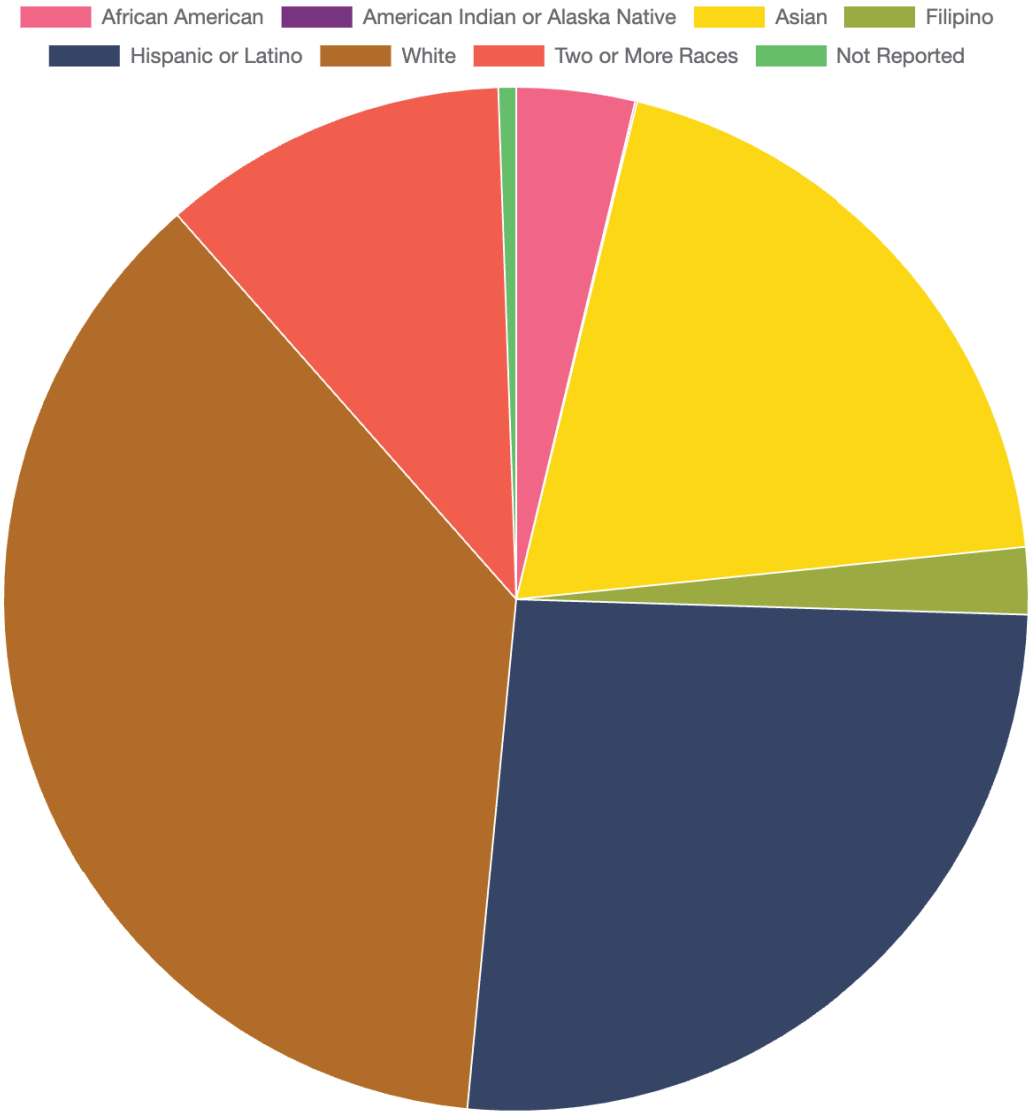
Ethnicity	Total	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Ungr Elem
African American	**60**	4	5	3	4	3	3	6	6	4	0
American Indian or Alaska Native	**1**	0	0	0	0	1	0	0	0	0	0
Asian	**315**	19	17	19	18	20	24	25	17	29	0
Filipino	**34**	3	0	1	1	2	2	2	2	6	0
Hispanic or Latino	**419**	32	30	27	33	20	26	35	27	31	0
White	**595**	46	44	42	45	52	57	50	59	52	0
Two or More Races	**176**	16	12	17	14	15	14	17	12	14	0
Not Reported	**9**	2	3	4	0	0	0	0	0	0	0
Total	**1,609**	**122**	**111**	**113**	**115**	**113**	**126**	**135**	**123**	**136**	**0**

Report Totals

Name	Total	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade

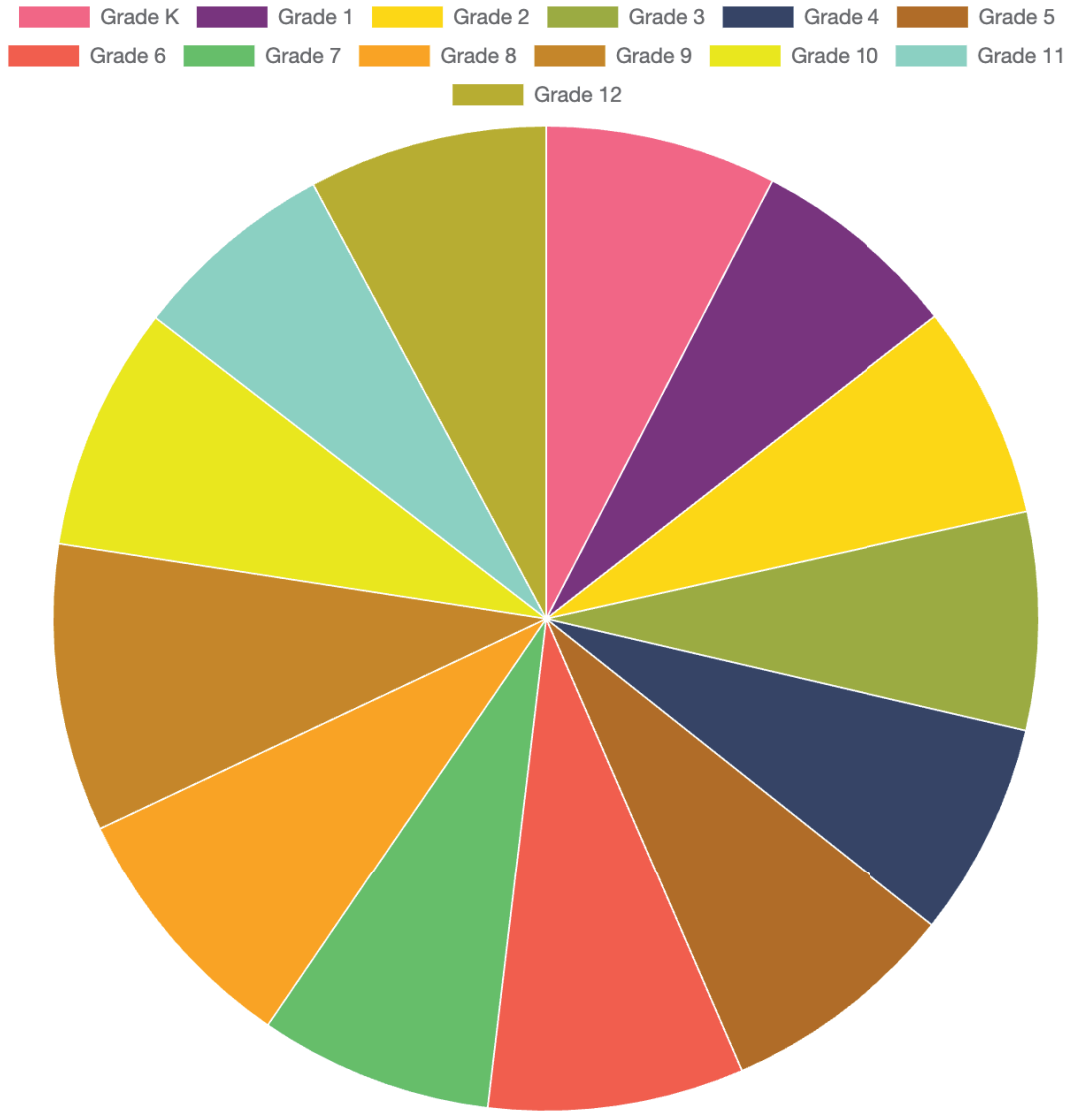
Name	Total	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
Larchmont Charter	**1,609**	122	111	113	115	113	126	135	123
Los Angeles Unified	**548,338**	47,831	38,424	39,654	40,471	41,363	42,483	40,434	40,117
Los Angeles County	**1,336,558**	107,263	90,423	93,301	95,833	97,856	99,594	99,728	98,598
Statewide	**5,892,240**	469,928	408,671	421,662	427,015	433,523	441,608	441,390	435,779

Enrollment by Ethnicity



✚ **Enrollment by Ethnicity Chart Data**

Enrollment by Grade



✚ **Enrollment by Grade Chart Data**

Camino Nuevo Charter Academy

Camino Nuevo High School No. 2
Charter Renewal Petition

September 14, 2017

Submitted by:
Camino Nuevo High School No. 2
3500 W. Temple St.
Los Angeles, CA 90004
P: (213)736-5566

Submitted to:
The Los Angeles Unified School District
Charter School Office
333 South Beaudry Avenue, 20th Floor
Los Angeles, CA 90017

Term of Charter
July 1, 2018 to June 30, 2023

Table of Contents

Camino Nuevo High School No. 2 Charter Petition to LAUSD

Assurances, Affirmations, and Declarations..... 2

Element Section

1. The Educational Program..... 4
2. Measurable Pupil Outcomes AND
3. Method by which Pupil Progress toward Outcomes Will Be Measured..... 100
4. Governance..... 106
5. Employee Qualifications..... 119
6. Health and Safety Procedures..... 124
7. Means to Achieve Racial and Ethnic Balance..... 128
8. Admission Requirements..... 130
9. Annual Financial Audits..... 133
10. Suspension and Expulsion Procedures..... 135
11. Employee Retirement Systems..... 148
12. Public School Attendance Alternatives..... 149
13. Rights of District Employees..... 150
14. Mandatory Dispute Resolution..... 151
15. Charter School Closure Procedures..... 155
16. Additional Provisions..... 162

Assurances, Affirmations, and Declarations

Camino Nuevo High School No. 2 (also referred to herein as "CNHS No. 2" and "Charter School") shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter "Ed. Code") § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend CNHS No. 2. (Ed. Code § 47605(d)(2)(A).)
- Except for existing pupils of CNHS No. 2, determine attendance by a public random drawing if the number of pupils who wish to attend CNHS No. 2 exceeds Charter School's capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as "LAUSD" and "District"). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves CNHS No. 2 without graduating or completing the school year for any reason, CNHS No. 2 shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)

- Consult, on a regular basis, with CNHS No. 2's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(c)(2).)

CNHS No. 2 hereby declares that CNHS No. 2, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of CNHS No. 2's employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. CNHS No. 2 shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

Element 1 – The Educational Program

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

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

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

Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP)

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

Academic Calendar and Schedules

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

Mathematics Placement

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

Transitional Kindergarten

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

High School Exit Examination

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

WASC Accreditation

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

English Learners

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

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

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

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

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

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

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

Students with Disabilities

Federal Law Compliance

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

Special Education Program

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

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special

Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code Section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

SELPA Reorganization

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

Modified Consent Decree Requirements

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the Chanda Smith Modified Consent Decree ("MCD") and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs ("IEPs") and tracking of related services provided to students during the course of their education.

As part of fulfilling the District's obligations under the MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor's ("OIM") required format in accordance with the OIM's required timelines and as follows:

- End of Year Suspension
  District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.
- Statewide Assessment Data
  The standard file including District ID.
- Norm day
  District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.
- CBEDS
- All Students enrolled as of December 1 of each school year
  District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.
- Dropout
  District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district
- Monthly SESAC and Suspension data
- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District's integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

GENERAL INFORMATION	
• The contact person for Charter School is:	Julie Jhun
• The contact address for Charter School is:	3500 W. Temple Street, Los Angeles CA, 90004
• The contact phone number for Charter School is:	(213)-736-5566
• The proposed address or ZIP Code of the target community to be served by Charter School is:	90004
• This location is in LAUSD Board District:	2
• This location is in LAUSD Local District:	Central
• The grade configuration of Charter School is:	9-12
• The number of students in the first year will be:	460
• The grade level(s) of the students in the first year will be:	9-12
• Charter School's scheduled first day of instruction in 2018-2019 is:	August 13th 2018
• The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	500
• The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	traditional/year-round
• The bell schedule for Charter School will be:	8:00 am – 3:15 pm
• The term of this Charter shall be from:	July 1, 2018 to June 30, 2023

Who We Are

Camino Nuevo Charter Academy ("CNCA") operates high-performing, public schools that provide students in underserved areas of Los Angeles a free, quality, college preparatory education. CNCA prepares students from preschool through high school and beyond for academic, college and lifelong success.

The mission of Camino Nuevo Charter Academy is to educate students in a college preparatory program to be literate, critical thinkers and independent problem solvers who are agents of social justice with sensitivity toward the world around them. Founded in 2000, Camino Nuevo Charter Academy began amid a broader community-based initiative to address the severe socioeconomic and educational needs of residents in MacArthur Park, one of the poorest areas of Los Angeles lacking quality public schools. Since inception, Camino Nuevo Charter Academy has created an exceptional network of seven high-achieving schools through the combined efforts of dedicated teachers, administrators, parents and community partners. We currently operate one preschool,

four K-8 span schools and two high schools, serving 3,500 students across sites. Camino Nuevo High School No. 2, our Dalzell Lance Campus, is our second of two high schools.

Community Need for Charter School

Camino Nuevo High School No. 2 aims to provide an academically rigorous, college preparatory program that prepares students to compete for admission to four-year colleges. The ultimate aim of the program is t*o* educate students in a college preparatory program to be literate, critical thinkers, and independent problem solvers who are agents of social justice with sensitivity toward the world around them. All students are held to the highest standards of achievement and are supported by a dedicated community of teachers and administrators. Building upon the success of the elementary and middle school programs of its sister schools, CNHS No. 2 provides a high-quality college-preparatory high school option for all of its students.

Meeting the Needs of CNHS No. 2 Student Population

The majority of families at CNHS No. 2 qualify as socioeconomically disadvantaged as indicated by 97% of our students receiving free or reduced lunch. Approximately 10% of our students are English Learners and 14% of students are students with disabilities. CNHS No. 2 maintain an unwavering commitment to providing high-quality educational opportunities to all students in this community and continues to work diligently to continuously strengthen our educational practices and achieve our mission of preparing students to succeed in college and beyond.

CNHS No. 2 offers both a rigorous academic program and a highly innovative approach to social-emotional whole-child learning. The academic program includes a college-preparatory instructional program that ensures all-student access to A-G coursework, at least 10 Advanced Placement classes, and curricula designed to support students' social and emotional needs. Our course sequence is backwards planned from the demands of Advanced Placement courses, so as to adequately prepare students for the demands of college and career. Teachers design rigorous Common Core standards-based curriculum with authentic reading and writing at its core across the content areas. Conceptual math, science and technology coursework provides students the 21st century skills they need to succeed. In addition, project-based learning is used strategically to prepare students with the academic skills needed for college and career. Online programs are used to supplement, extend or intervene students' learning. All of the instructional practices that are currently employed among the existing CNCA schools are continuously refined and balanced against emerging educational research to strengthen how we serve the whole child on the K-12 continuum.

Further, the needs of the students are met through: 1. a program that include a college-going culture of high expectations; 2. high quality core instruction, including authentic literacy and conceptual math practices; 3. a relevant curriculum that employs best practices for English language learners; 4. an inclusive model to support our students

with disabilities; 5. a mental health program that fosters trauma-sensitive practices; and 6.innovative programs to foster genuine partnerships with parents at the high school level. Our instructional program focuses on increasing rigor and full implementation of the Common Core State Standards, while infusing the importance of social justice, character education, and a college going culture to meet the needs of the whole child.

CNHS No. 2 maintains a small school environment with the capacity to serve 500 students. In comparison to larger schools, small schools have more favorable student attitudes, positive social behavior, better attendance, lower dropout rates, and positive interpersonal relationships that support academic success. We firmly believe that students have a much greater chance of academic and social success in this type of academic setting. All CNCA schools strive to create a culture of care for each individual student. We believe in teaching the whole child and using differentiated small group instruction to inspire students to self-define what motivates them to learn.

Intervention

Each semester, teachers and leaders identify struggling students who need long-term intervention based on class performance and grades. These students are placed in an intervention class named Study Lab that is taught by content-specific teachers. During Study Lab, students receive support for their core subject area class, complete remediation work, and preview upcoming lessons to position students to accelerate in core classes. For example, CNHS No. 2 offers two Study Lab sessions during the summer specifically focused on preparation for Algebra I and II. These Study Labs are designed to assist incoming 9th grade students who need additional support in order to successfully help them transition into high school level math. Over time, we have recognized that all students benefit from additional intervention. As such, in 2015-2016, CNHS No. 2 adjusted its bell schedule to include a tutoring block every Wednesday for 45 minutes, so that all students can potentially benefit from this level of intervention.

Special Education Program

Each year, approximately 13-15% of our student population are students with disabilities (SWDs), most of whom exhibit mild to moderate disabilities. In the 2016-2017 school year, 13.9% of our student population had an IEP. The framework that we use to determine special education programming for our students is a CNCA developed framework: Dynamic Blended Inclusion. It is very similar to a Response to Intervention (RTI) approach in that it is rooted in flexible, data-driven, targeted support and on-going progress monitoring. Ultimately, the services and programs a student is assigned to are determined by an IEP team and are based on a student's least restrictive environment. We strive to include students in the general education setting. Each student has a unique program based on his or her individual needs, and therefore those students with a data-based need for intensive remediation receive that within a small group or 1:1 learning center.

We strategically allocate our time and human resources to ensure a full spectrum of support. We have special education teachers and special education teacher assistants that design a co-planning and co-teaching schedule to meet the service needs of each student's Free Appropriate Public Education (FAPE). For example, some students may receive as much as 800 minutes per week of academic support across ELA and math, 600 of which are delivered inclusively through co-planning and co-teaching, and 200 of which is provided within our learning center, where the student's specific IEP goals are even more targeted. Typically, a student with such a high volume of minutes would be in a Special Day Program class, but we have seen the achievement and social benefits of a more inclusive approach. Another student with less intensive needs might have closer to 300 minutes of academic services, but perhaps all are delivered within the general education setting. Still others may only have a need in one content area and their services are structured accordingly. Each student's LRE is carefully considered.

We also offer a variety of related services. Our Speech Language Pathologist provides LAS services and our School Psychologist offers DIS counseling in group and 1:1 settings. Additionally, we contract with an NPA to provide occupational therapy, physical therapy, and adaptive PE.

One hundred percent of our students with disabilities (SWDs) graduate meeting A-G requirements, our minimum graduation requirement. To get there, our special education teachers, TAs, and general education teachers monitor ongoing progress and provide targeted support to ensure our SWDs pass their classes in order to meet A-G requirements.

- In 2015-2016, 13 out of 13 SWDs graduated meeting A-G requirements; 46% of them were accepted into a four-year university/college.
- In 2016-17, 17 out of 17 SWDs graduated meeting A-G requirements, and 41% of them were accepted into a four-year university/college.

While we still have a lot of work to do to ensure our SWDs are college ready and college bound, our robust special program has provided access, confidence, and many opportunities for our SWDs.

English Language Development (ELD) Program

Given the community we serve, we place a strong emphasis on our service to English Learners and our approach to reclassification. Our EL reclassification rate Increased from 16% in 2014-2015 to 20% in 2015-2016 due to a number of systems, supports and programs that we put in place. Further, in 2016-2017, the school's reclassification rate increased to 22.4% .In comparison, in the same year, LAUSD had a 16.8% reclassification rate and the state reclassified at a rate of 13.3%.

We use internal ELD benchmark data to guide placement and instruction of students in ELD classes. Additionally, our ELD teachers have comprehensive CELDT preparation units in the beginning of the year. We have also leveled our ELD classes based on EL levels. This has allowed our ELD teachers to focus on our students' zone of proximal

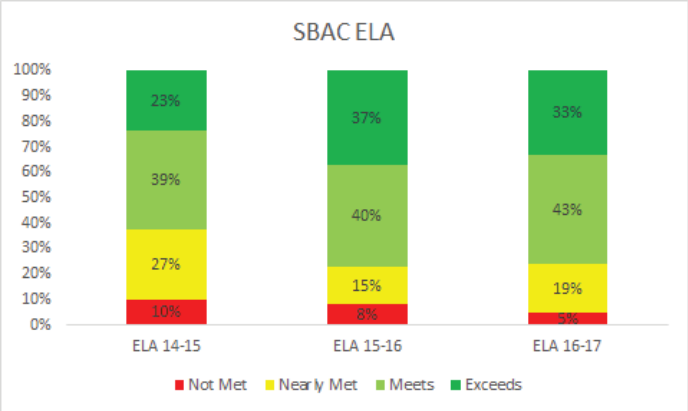
development in regards to their language acquisition. We have identified that the majority of our students score lowest on the reading section of the CELDT. Because of this, all ELD teacher focus on English language reading skills during ELD class.
In order to support our most vulnerable subgroup, ELLs with an IEP, we have created a specific ELD class with this subgroup, taught by an RSP teacher who is also trained in Lindamood bell. The RSP teacher also provides appropriate accommodations for individual students as she supports their language needs. In the past year, we experienced a dramatic increase in the number of newcomers that started with us during S1, and we made changes to our ELD rosters to create a specific ELD class with our 8 newcomers to provide strategic language support.

Advanced Placement

We have consistently offered a minimum of 10 Advance Placement (AP) courses to our students. Over time, however, we recognized the need to be more intentional about setting students up for success as they enrolled in AP courses. As such, our staff stepped back in the spring of 2015 to develop a more cohesive vision for our AP program. The outcome was the development of a process for students to “apply” to take AP courses; the application process required students to reflect on their readiness for intended AP courses. The AP application requests students to provide grades for previous classes taken in subject area, an essay describing their desire to enroll in an AP class, and PSAT AP Potential Indicator information. For some classes, students also take a diagnostic test to assess their readiness. All students can ultimately access the AP courses they are interested in taking, but this process has positioned our students to achieve greater success in Aps. The revamping of the AP program led to the increase in our AP test passing rate from 9% in 2015 to 31.5% in 2016. Our goal is to continue to improve and refine our AP program so that we continue to provide access to our students while also improving our passage rate to ensure college readiness.

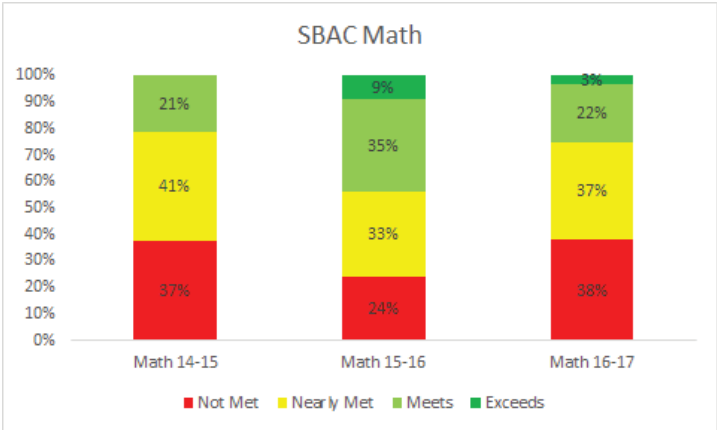
Academic Performance Data and Other Performance Indicators

Over the past three years, our students have demonstrated tremendous growth and success on state standardized tests. In the first year of SBAC, 62% of students met or exceeded the standards in ELA and 21% met or exceeded the standards in math. The following year in 2015-2016, ELA percentage went up to 77% and the math percentage more than doubled to 44%. In 2016-2017, the school was able to maintain above 70% of students meeting or exceeding the standards in ELA. The table below shows the school’s growth in proficiency in ELA over the past three years*.



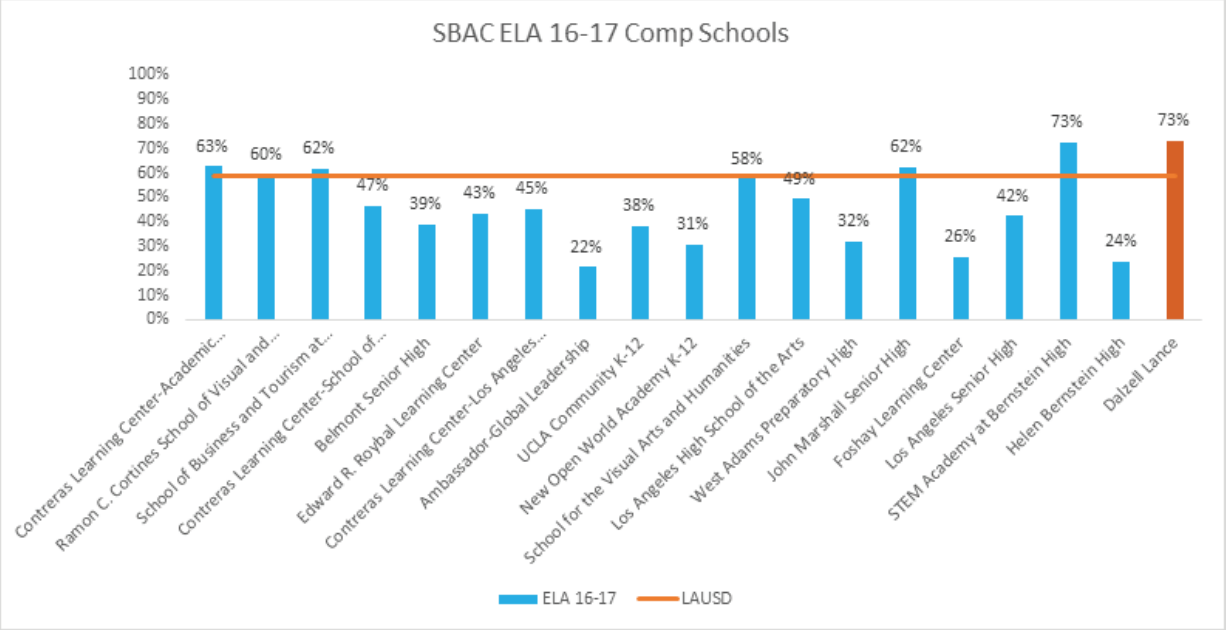
* SBAC Summative ELA Results 2015-17

However, our SBAC math performance decreased to 23% this past year *. In the previous two years, the school made significant growth due to consistent implementation of CCSS-aligned math curriculum and data-driven instruction; this past year, scores went down due to changes in staffing that significantly impacted the implementation of consistent and effective instruction. We are addressing this decline through a cross-site implementation of a new math instructional framework and curriculum, ongoing professional development and collaboration among math teachers, and continuous engagement in data analysis and learning cycles to improve teacher practice in the classrooms that will ultimately improve student achievement.

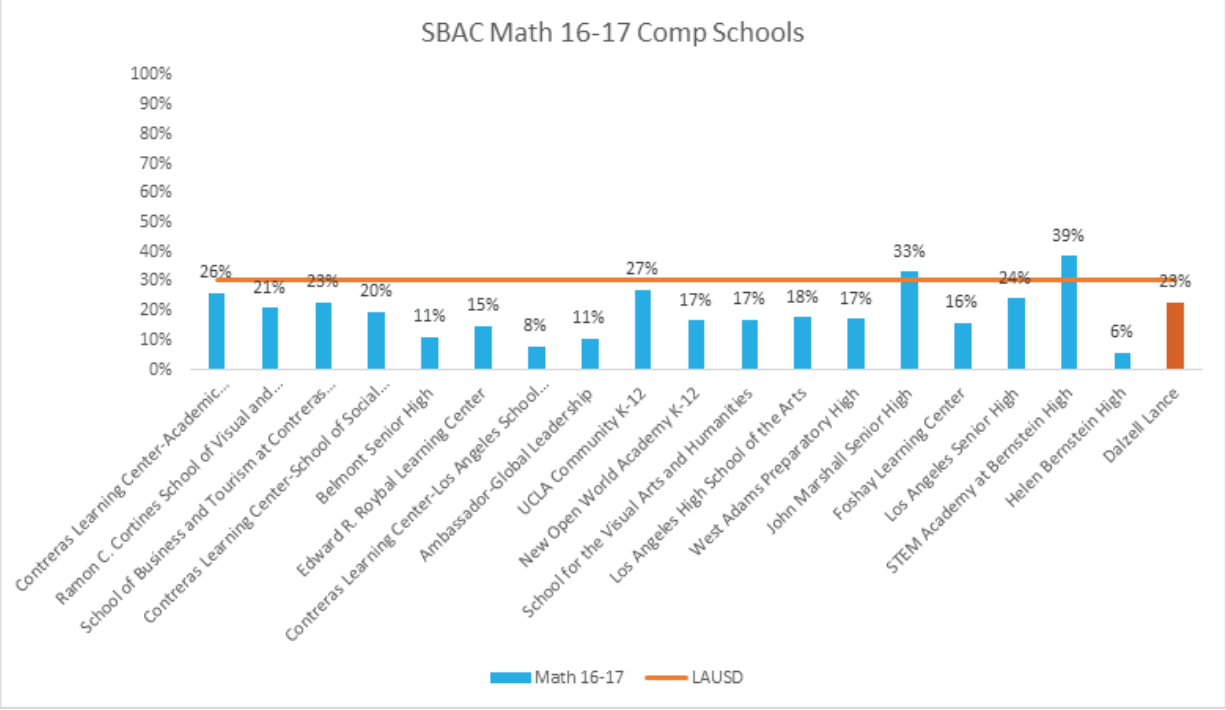


*SBAC Summative Math Results 2015-17

Concurrently, the school consistently outperforms similar schools in the neighborhood. The data below shows the school's performance on SBAC in English Language Arts (ELA) and math this past year compared to LAUSD resident schools*. In ELA, the school outperformed neighboring schools and the district. In math, the school outperformed these neighborhood schools by at least 5 percentage points, but trailed just behind the district's overall performance.



*LAUSD's Camino Nuevo High School No. 2 Data Set



*LAUSD's Camino Nuevo High School No. 2 Data Set

If we expand our point of comparison even broader, to include all schools LAUSD identifies as district comparison schools, we see a similar pattern of CNHS No. 2 outperforming district schools. In 2014-2015, 23% of CNHS No. 2 students exceeded ELA students, compared to 8% of LAUSD comparison schools. In 2015-2016, 37% of CNHS No. 2 students exceeded ELA standards compared to 11 % of LAUSD comparison schools. In 2016-17, 32% of CNHS No 2. Students exceeded ELA standards compared to 12% of LAUSD comparison schools. The data is sourced from the LAUSD-provided tables referenced below.

ELA		2014-15					
School	Subgroup	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds, Combined %
Camino Nuevo High #2	**All Students**	**115**	**10**	**27**	**39**	**23**	**62**
	Latino	113	11	27	40	23	63
	Socio Disadvantaged	112	10	28	39	23	62
	Students with Disabilities	17	47	53	0	0	0
Miguel Contreras Learning Complex - Acdemic Ldrshp CommunitAyll	All Students	73	27	33	32	8	40
West Adams Preparatory Senior High	All Students	327	58	26	15	1	16
Ramon C Cortines School of Visual & Performing Arts	All Students	361	16	27	39	18	57
Miguel Contreras Learning Complex - Business and Tourism	All Students	109	24	36	29	11	40
Miguel Contreras Learning Complex - School of Social Justice	All Students	119	13	39	39	8	47
Belmont Senior High	All Students	143	32	27	34	7	41
RFK Comm Schls - Ambassador School - Global Leadership	All Students	269	50	27	16	7	23
RFK Comm Schls - UCLA Community School K-12	All Students	517	49	32	17	3	20
RFK Comm Schls - New Open World Academy K-12	All Students	598	54	23	18	5	23
RFK Comm Schls - School for Visual Arts and Humanities	All Students	69	16	35	41	9	50
RFK Comm Schls - Los Angeles High School of the Arts	All Students	84	15	21	54	10	64
John Marshall Senior High	All Students	428	17	22	35	26	61
Helen Bernstein SH Science Technology Engineering Math	All Students	93	19	38	35	8	43
Helen Bernstein Senior High	All Students	108	26	32	37	5	42
Los Angeles Senior High	All Students	267	24	27	38	12	50
LAUSD Resident Schools from CDE	All Students	143	24	27	35	8	43

ELA		2015-16					
School	Subgroup	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds, Combined %
Camino Nuevo High #2	**All Students**	**113**	**8.00**	**15.00**	**40.00**	**37.00**	**77.00**
	Latino	110	8.00	15.00	41.00	35.00	76.00
	Socio Disadvantaged	111	7.00	15.00	41.00	37.00	78.00
	Students with Disabilities	8	*	*	*	*	--
Contreras Learning Center-Academic Leadership Community	All Students	64	9.00	28.00	45.00	17.00	62.00
Ramon C. Cortines School of Visual and Performing Arts	All Students	380	14.00	25.00	40.00	21.00	61.00
School of Business and Tourism at Contreras Learning Complex	All Students	81	6.00	16.00	53.00	25.00	78.00
Contreras Learning Center-School of Social Justice	All Students	104	22.00	35.00	33.00	11.00	44.00
Belmont Senior High	All Students	154	22.00	25.00	37.00	16.00	53.00
Edward R. Roybal Learning Center	All Students	215	31.00	30.00	29.00	11.00	40.00
Contreras Learning Center-Los Angeles School of Global Studies	All Students	59	10.00	34.00	47.00	8.00	55.00
Ambassador-Global Leadership	All Students	281	42.00	34.00	18.00	7.00	25.00
UCLA Community K-12	All Students	482	32.00	29.00	28.00	11.00	39.00
New Open World Academy K-12	All Students	654	46.00	23.00	24.00	6.00	30.00
School for the Visual Arts and Humanities	All Students	67	16.00	24.00	46.00	13.00	59.00
Los Angeles High School of the Arts	All Students	78	17.00	46.00	24.00	13.00	37.00
West Adams Preparatory High	All Students	248	35.00	31.00	27.00	7.00	34.00
John Marshall Senior High	All Students	519	15.00	19.00	36.00	30.00	66.00
Foshay Learning Center	All Students	1,327	44.00	27.00	23.00	5.00	28.00
Los Angeles Senior High	All Students	228	33.00	26.00	31.00	11.00	42.00
STEM Academy at Bernstein High	All Students	108	4.00	16.00	52.00	29.00	81.00
Helen Bernstein High	All Students	90	40.00	34.00	18.00	8.00	26.00
LAUSD Resident Schools from CDE	All Students	185	22.00	27.50	32.00	11.00	43.00
Los Angeles Unified		266,008	36.00	25.00	25.00	14.00	39.00

ELA		2016-17					
School	Subgroup	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds, Combined %
Camino Nuevo High #2	**All Students**	**114**	**5.26**	**21.93**	**40.35**	**32.46**	**72.81**
	Latino	109	5.50	22.02	41.28	31.19	72.48
	Socio Disadvantaged	113	5.31	21.24	40.71	32.74	73.45
	Students with Disabilities	18	22.22	38.89	27.78	11.11	38.89
Contreras Learning Center-Academic Leadership Community	All Students	78	14.10	23.08	50.00	12.82	62.82
Ramon C. Cortines School of Visual and Performing Arts	All Students	341	18.18	22.29	36.36	23.17	59.53
School of Business and Tourism at Contreras Learning Complex	All Students	73	15.07	23.29	41.10	20.55	61.64
Contreras Learning Center-School of Social Justice	All Students	103	23.30	30.10	29.13	17.48	46.60
Belmont Senior High	All Students	177	30.51	30.51	25.99	12.99	38.98
Edward R. Roybal Learning Center	All Students	236	33.05	23.73	29.66	13.56	43.22
Contreras Learning Center-Los Angeles School of Global Studies	All Students	77	24.68	29.87	35.06	10.39	45.45
Ambassador-Global Leadership	All Students	319	50.47	27.90	16.61	5.02	21.63
UCLA Community K-12	All Students	461	36.88	24.73	28.63	9.76	38.39
New Open World Academy K-12	All Students	624	46.31	22.92	22.12	8.65	30.77
School for the Visual Arts and Humanities	All Students	71	18.31	23.94	39.44	18.31	57.75
Los Angeles High School of the Arts	All Students	91	21.98	28.57	38.46	10.99	49.45
West Adams Preparatory High	All Students	267	38.95	29.21	25.47	6.37	31.84
John Marshall Senior High	All Students	511	19.96	17.61	30.33	32.09	62.43
Foshay Learning Center	All Students	1,194	47.74	26.72	21.11	4.44	25.54
Los Angeles Senior High	All Students	243	28.81	28.81	31.28	11.11	42.39
STEM Academy at Bernstein High	All Students	135	6.67	20.74	40.00	32.59	72.59
Helen Bernstein High	All Students	105	53.33	22.86	20.00	3.81	23.81
LAUSD Resident Schools from CDE	All Students	207	26.75	24.34	30.00	11.97	44.34
Los Angeles Unified		260,525	36.30	24.14	24.96	14.59	39.55

In math, we see that 23% of CNHS No. 2 students met or exceeded standards in 2014-2015, relative to 18% of LAUSD comparison schools. In 2015-2016, 44% of CNHS No. 2 met or exceeded math standards compared to 20% of district comparison schools. In 2016-17, 23% of CNHS No. 2 met or exceeded math standards compared to 18% of district comparison schools, as demonstrated in the data tables provided by LAUSD, illustrated below.

Math		2014-15					
School	Subgroup	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds, Combined %
Camino Nuevo High #2	**All Students**	**115**	**37**	**41**	**21**	**2**	**23**
	Latino	113	37	41	21	1	22
	Socio Disadvantaged	112	37	41	21	2	23
	Students with Disabilities	17	76	18	6	0	6
Miguel Contreras Learning Complex - Acdemic Ldrshp CommunitAyll	All Students	70	39	41	20	0	20
West Adams Preparatory Senior High	All Students	340	67	18	12	2	14
Ramon C Cortines School of Visual & Performing Arts	All Students	361	43	35	18	3	21
Miguel Contreras Learning Complex - Business and Tourism	All Students	109	61	27	11	2	13
Miguel Contreras Learning Complex - School of Social Justice	All Students	119	55	32	12	2	14
Belmont Senior High	All Students	155	55	25	17	3	20
RFK Comm Schls - Ambassador School - Global Leadership	All Students	267	67	24	7	2	9
RFK Comm Schls - UCLA Community School K-12	All Students	517	51	30	16	3	19
RFK Comm Schls - New Open World Academy K-12	All Students	596	55	28	13	4	17
RFK Comm Schls - School for Visual Arts and Humanities	All Students	67	54	28	15	3	18
RFK Comm Schls - Los Angeles High School of the Arts	All Students	81	49	37	12	1	13
John Marshall Senior High	All Students	430	38	22	24	16	40
Helen Bernstein SH Science Technology Engineering Math	All Students	124	52	24	19	6	25
Helen Bernstein Senior High	All Students	106	62	23	10	5	15
Los Angeles Senior High	All Students	270	53	26	15	6	21
LAUSD Resident Schools from CDE	All Students	155	54	27	15	3	18

Math		2015-16					
School	Subgroup	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds, Combined %
Camino Nuevo High #2	**All Students**	**113**	**24.00**	**33.00**	**35.00**	**9.00**	**44.00**
	Latino	110	25.00	33.00	35.00	8.00	43.00
	Socio Disadvantaged	111	23.00	33.00	35.00	8.00	43.00
	Students with Disabilities	8	*	*	*	*	--
Contreras Learning Center-Academic Leadership Community	All Students	64	38.00	39.00	16.00	8.00	24.00
Ramon C. Cortines School of Visual and Performing Arts	All Students	382	42.00	31.00	20.00	7.00	27.00
School of Business and Tourism at Contreras Learning Complex	All Students	81	31.00	46.00	20.00	4.00	24.00
Contreras Learning Center-School of Social Justice	All Students	104	69.00	18.00	11.00	2.00	13.00
Belmont Senior High	All Students	156	53.00	23.00	20.00	4.00	24.00
Edward R. Roybal Learning Center	All Students	219	61.00	23.00	12.00	4.00	16.00
Contreras Learning Center-Los Angeles School of Global Studies	All Students	59	51.00	29.00	14.00	7.00	21.00
Ambassador-Global Leadership	All Students	295	65.00	25.00	7.00	3.00	10.00
UCLA Community K-12	All Students	486	38.00	31.00	22.00	10.00	32.00
New Open World Academy K-12	All Students	662	60.00	26.00	10.00	5.00	15.00
School for the Visual Arts and Humanities	All Students	67	55.00	22.00	19.00	3.00	22.00
Los Angeles High School of the Arts	All Students	79	63.00	25.00	11.00	0.00	11.00
West Adams Preparatory High	All Students	244	58.00	25.00	14.00	2.00	16.00
John Marshall Senior High	All Students	510	40.00	24.00	23.00	13.00	36.00
Foshay Learning Center	All Students	1,341	59.00	26.00	12.00	3.00	15.00
Los Angeles Senior High	All Students	231	55.00	22.00	15.00	8.00	23.00
STEM Academy at Bernstein High	All Students	108	34.00	38.00	22.00	6.00	28.00
Helen Bernstein High	All Students	89	58.00	26.00	12.00	3.00	15.00
LAUSD Resident Schools from CDE	All Students	188	55.00	25.50	14.50	4.00	21.50
Los Angeles Unified		267,596	43.00	28.00	17.00	11.00	28.00

Math		2016-17					
School	Subgroup	Students with Scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	Met/Exceeds, Combined %
Camino Nuevo High #2	**All Students**	**114**	**37.72**	**39.47**	**20.18**	**2.63**	**22.81**
	Latino	109	39.45	37.61	20.18	2.75	22.94
	Socio Disadvantaged	113	38.05	38.94	20.35	2.65	23.01
	Students with Disabilities	18	61.11	22.22	16.67	0.00	16.67
Contreras Learning Center-Academic Leadership Community	All Students	77	46.75	27.27	22.08	3.90	25.97
Ramon C. Cortines School of Visual and Performing Arts	All Students	343	50.73	28.28	16.03	4.96	20.99
School of Business and Tourism at Contreras Learning Complex	All Students	74	52.70	24.32	20.27	2.70	22.97
Contreras Learning Center-School of Social Justice	All Students	101	57.43	22.77	16.83	2.97	19.80
Belmont Senior High	All Students	178	66.29	22.47	10.67	0.56	11.24
Edward R. Roybal Learning Center	All Students	238	63.87	21.43	13.87	0.84	14.71
Contreras Learning Center-Los Angeles School of Global Studies	All Students	77	62.34	29.87	7.79	0.00	7.79
Ambassador-Global Leadership	All Students	321	66.67	22.74	8.72	1.87	10.59
UCLA Community K-12	All Students	461	40.35	32.54	16.27	10.85	27.11
New Open World Academy K-12	All Students	632	56.33	26.90	12.34	4.43	16.77
School for the Visual Arts and Humanities	All Students	71	57.75	25.35	14.08	2.82	16.90
Los Angeles High School of the Arts	All Students	90	56.67	25.56	16.67	1.11	17.78
West Adams Preparatory High	All Students	261	58.24	24.52	13.03	4.21	17.24
John Marshall Senior High	All Students	506	39.33	27.47	22.33	10.87	33.20
Foshay Learning Center	All Students	1,237	59.74	24.25	12.77	3.23	16.01
Los Angeles Senior High	All Students	244	59.43	16.39	15.16	9.02	24.18
STEM Academy at Bernstein High	All Students	135	28.15	33.33	22.96	15.56	38.52
Helen Bernstein High	All Students	106	74.53	19.81	3.77	1.89	5.66
LAUSD Resident Schools from CDE	All Students	208	57.59	24.94	14.62	3.10	17.51
Los Angeles Unified		262,953	43.52	26.62	17.46	12.40	29.86

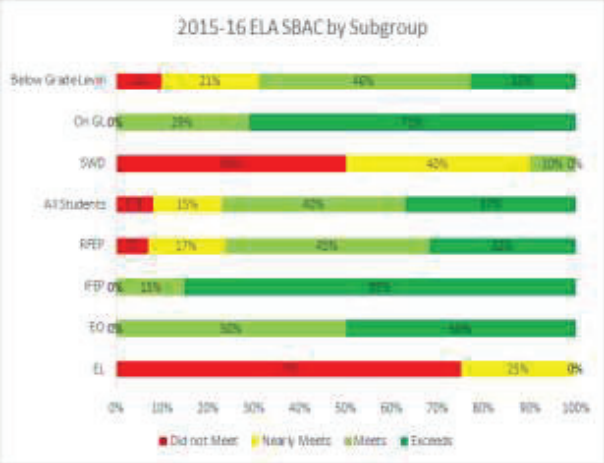
In summary, in 2016-2017, 72% of CNHS No. 2 students in the 11th grade met or exceeded the standards ELA. While these ELA proficiency scores represent a decline by 5% from 2015-2016, the school continues to outperform LAUSD resident schools' average of 44%. CNHS No. 2 will continue to focus on improving literacy skills in reading, writing, and analysis across all disciplines to best prepare students for college and beyond. In math, 23% of the CNHS No. 2 11th grade cohort met or exceeded the standards in 2016-2017. The scores went down by 21% due to changes in staffing that significantly impacted the implementation of consistent and effective instruction. As a result, the 11th grade cohort had gaps in math skills and while targeted interventions were provided for some of our most struggling students, there was limited time for remediation to overcome the significant gaps acquired.

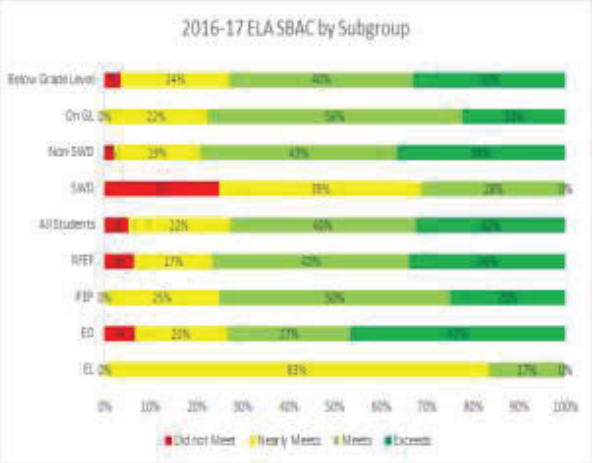
The immediate steps taken by the school to address this decline include offering remediation courses during summer school and targeted intervention and core math courses for the 2017-2018 school year based on student performance. The school is addressing this decline through full adoption of College Preparatory Math (CPM), a high quality Common Core-aligned curriculum that emphasizes research-based instructional practices, for all of our math courses, cross-site implementation of CPM, ongoing professional development and collaboration among math teachers, and continuous engagement in data analysis and learning cycles to improve teacher practice in the classrooms that will ultimately improve student achievement. All math teachers, including special education teachers, also received professional development on CPM and support from the CNCA Director of Mathematics. Additionally, the school hired an assistant principal of math and science to provide targeted support for all our math teachers. Over 30K was allotted in the 2017-2018 budget to cover the costs of professional development and instructional materials (i.e. textbooks, manipulatives, online resources) for CPM.

Subgroup Data

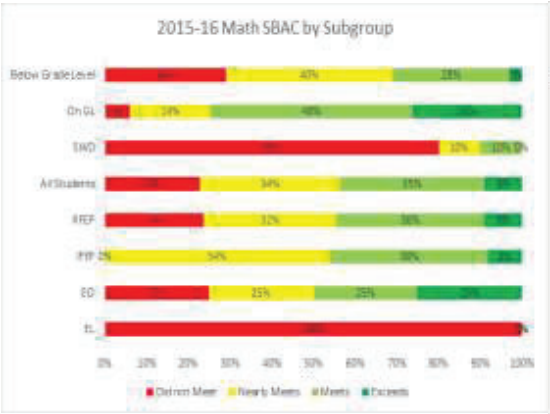
Given that the vast majority of our students are Latino/Hispanic, our subgroup data is limited to the performance of our English Language Learners and Students with Disabilities. Over the last two years, our English Language Learners and Students with Disabilities demonstrated significant growth in English and math. From 2015-2016 to 2016-2017, English Language Learners grew from 0% to 17% meeting standards in ELA. Students with disabilities grew from 10% to 28% meeting standards in ELA. The stack bar graphs below demonstrate this growth.

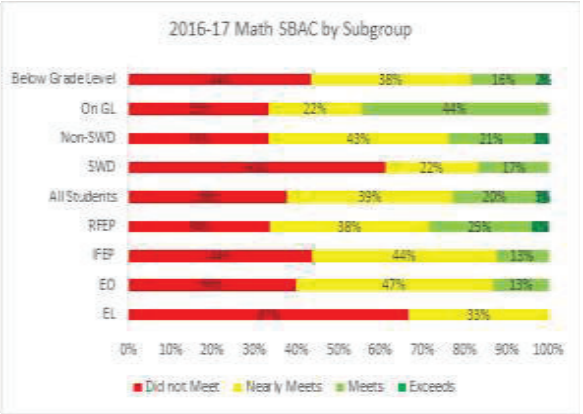
CA State SBAC Data





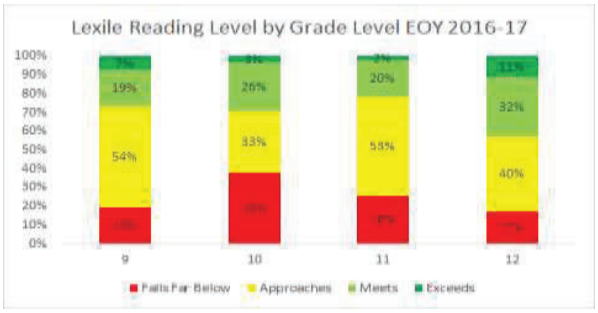
From 2015-2016 to 2016-2017, English Language Learners grew from 100% did not meet standards in math to 33% nearly met standards in math. Students with Disabilities grew from 10% to 17% meeting or exceeding standards in math. The stack bar graphs below demonstrate this growth.





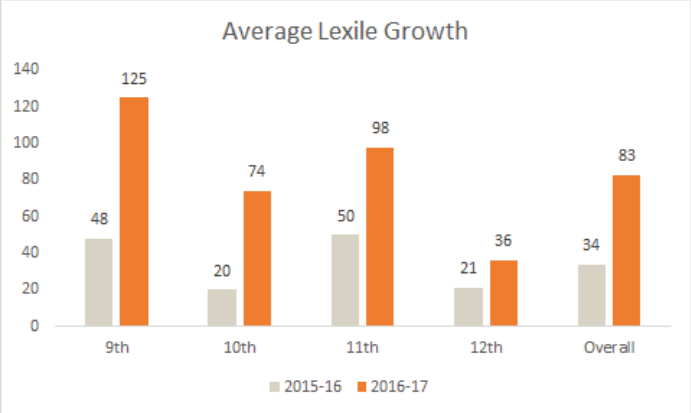
Reading-Level Data

Improving the literacy skills of all of our students is an ongoing priority for the school. We have witnessed impressive literacy and level growth over the last several years, yet we recognize the need to continue to focus our efforts in this area so that a far greater percentage of our students are reading above grade level. For example, during the 2016-17 school year, the percentage of students reading at or above grade level grew from 19% to 30%*.



*Achieve3000 Level Set Lexile Assessment

Additionally, in 2015-2016, there was an average growth of 34 Lexile points school wide. In 2016-2017, the average grew by more than 100% to 83 Lexile points school wide.



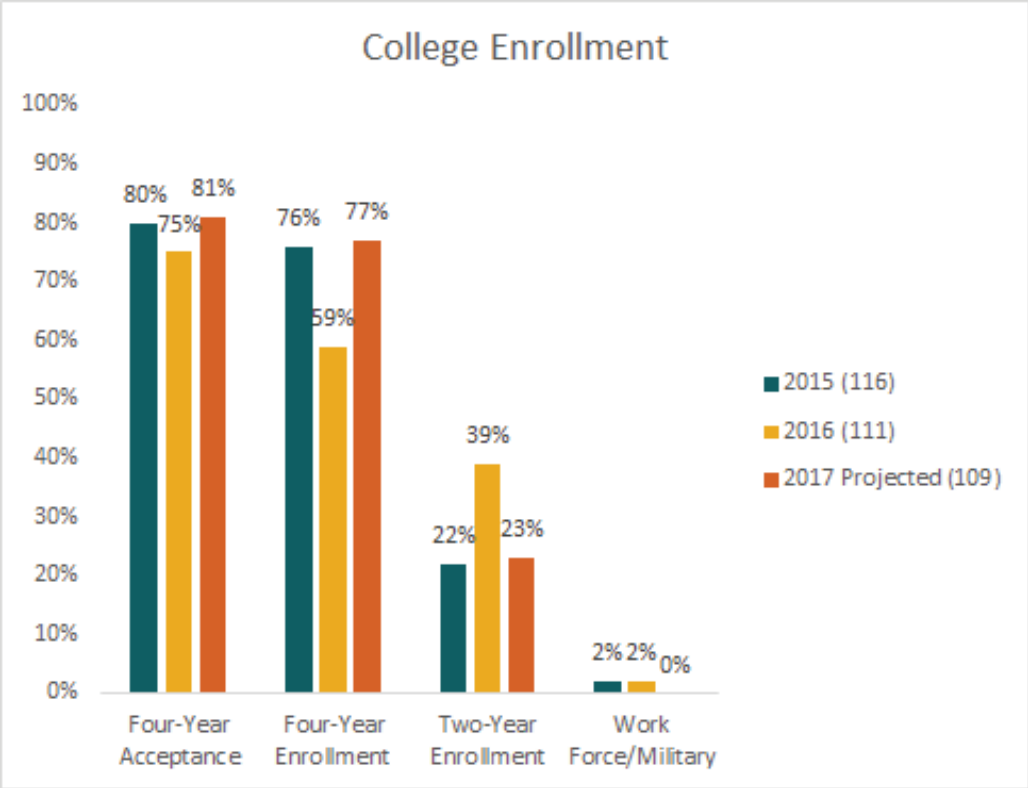
*Achieve3000 Level Set Lexile Assessment

In efforts to continuously improve student reading levels, CNHS No. 2 is committed to providing targeted reading intervention for students who are not reading at or above grade-level. The school administers school-wide reading level assessments three times a year to monitor reading-level progress. All teachers are provided professional development on how to support struggling readers in their classrooms. Additionally, reading intervention teachers are provided time for analysis and planning. All students engage in an online reading program to continue to support literacy development, and targeted reading support (e.g. phonics and fluency support) is provided for high-needs students, especially ELLs and SWDs.

Graduation Rates and College Acceptance

CNHS No. 2's first graduating class graduated in 2014. Since then, the school's seniors have graduated and been accepted in to four-year colleges at exceptionally high rates for all three graduating classes. An average of 79% of seniors have been accepted into four-year colleges and 100% of seniors graduate meeting A-G requirements. The cohort graduation rate was 100% in 2015 and 2016, and 99% in 2017. LAUSD comparison

schools had a median cohort graduation rate of 77%. The table below demonstrates the rate at which our seniors are accepted and matriculate to two- and four-year colleges. Almost 100% of our graduates matriculate in to a two- and four-year college.



Ultimately, our goal is for our students to matriculate in to a higher education institution and also to graduate from a four-year college. As an organization, Camino Nuevo Charter Academy, intends for 2000 graduates to have graduated from a four-year institution by the year 2022. Therefore, through support of Pueblo Nuevo Education Development Group (PN-EDG), our partner organization, CNCA alumni receive college counseling and other academic and personal support post-high school graduation and during their transition to higher education. All seniors participate in an all-day transition day event in partnership with neighboring charter schools to help students build a network with scholars also attending their prospective campuses, and learn the information needed to prevent summer melt. An alumni coordinator meets regularly with CNCA alumni to assist in their course selection, financial aid applications, graduation checks and career development and applications. Our alumni also return to our campuses to share their college experiences with current students and continue to motivate our students to pursue higher education.

Other Performance Indicators: External Accolades

While we are laser-focused on meeting and exceeding internal and state benchmarks for success, we are also appreciative of the external recognition we have received over the term of this petition and believe the recognitions speak to our ability to comprehensively prepare our students for college and beyond:

1. On May 1, 2017, CNHS No. 2 received a six-year WASC accreditation.
2. On May 2017, CNHS No. 2 received a California Gold Ribbon Award and Title I Academic Achieving Award.
3. On the California Charter School Association's most recent Similar Schools Measure, CNHS No. 2 received a 9 out of 10 ranking.
4. Per LAUSD's Annual Performance-Based Oversight Visit Report in 2016-17, CNHS No. 2 was rated a 4 (Accomplished) on Governance, Student Achievement and Educational Performance, and Fiscal Operations. CNHS No. 2 received 3s and a 4 in all areas in the previous year.
5. In 2016, CNHS No. 2 was recognized in the California Honor Roll by the Educational Results Partnership (ERP).
6. In 2015, CNHS No. 2 received the Bright Spot Award by The White House Initiative on Educational Excellence for Hispanics.
7. In 2014 and 2015, CNHS No. 2 was awarded a Silver Medal in the US News & World Report.
8. In 2013, No. 2 was #7 top charter high school in California according to the 2013 USC School Performance Dashboard

Innovative Practices

CNHS No. 2 aims to support the whole child through innovative practices around instruction, teacher collaboration, college readiness, experiential learning opportunities, and parent engagement.

Instruction: CNHS No. 2 focuses heavily on literacy and has created a literacy framework that is embedded into the core instruction across multiple disciplines. The literacy framework incorporates strategic vocabulary instruction, multiple ways to help students break down and analyze text, and writing. All of our students also use Achieve3000, an online reading program, to help increase student reading levels through a consistent and meaningful application of the program during all four years of our students' high school career. CNHS No. 2 also uses a standards-based grading system where instructors assign grades based on students' proficiency on core standards for each class and not based on the accumulation of scores on assessments. This allows instructors to observe and assess students' proficiency levels on standards with precision, identify specific areas for needed support, and incorporate the data and observations into their re-teaching plans. Students are also given opportunities for reassessment to gain levels of proficiency throughout the year.

Each year, approximately 13-15% of our student population are students with disabilities (SWDs), most of which have mild to moderate disabilities. Approximately 14% of our student population had an IEP during the 2016-2017 school year. Dynamic Blended Inclusions is the framework used to determine special education programming for our students. It is similar to the Response to Intervention (RTI) approach in that it is rooted in flexible, data-driven, targeted support and on-going progress monitoring.

Ultimately, a student's specific program and services are determined by the IEP team based on a student's least restrictive environment. We strive to include students in the general education setting to the full extent possible, but each student has a unique program based on his or her individual needs, and therefore those students with a data-based need for intensive remediation receive that within a small group or 1:1 learning center. Through a robust co-planning and co-teaching model, students receive differentiated instruction and accommodations to ensure their success in the general education classroom settings. As a result, 100% of our SWDs graduate meeting A-G requirements as this is our graduation requirement, and through our model, our special education teachers, teachers' aides, and general education teachers monitor ongoing progress and provide targeted support to ensure our SWDs pass their classes in order to meet A-G requirements. 13 out of 13 SWDs from the class of 2015 graduated meeting A-G requirements, and 46% of them were accepted into a four-year university/college. 17 out of 17 SWDs from the following Class of 2016 graduated meeting A-G requirements, and 41% of them were accepted into a four-year university/college. While we still have a lot of work to do to ensure our SWDs are college ready and college bound, our robust special program has provided access, confidence, and many opportunities for our SWDs.

Teacher Collaboration: CNHS No. 2 furthered its efforts to increase student literacy through the implementation of "Professional Learning Communities" in order to increase cross-disciplinary literacy practices. This effort to create a PLC at CNHS No. 2 is part of a larger push to integrate literacy standards into History and Science courses to increase literacy across all subject-areas. Our push to increase cross-disciplinary literacy practices through PLCs has led the formation of Common Formative Assessments-- which have proven invaluable in helping us determine how are students are performing in their literacy skills across all four grade levels, and to plan accordingly. Teacher investment in our literacy push across disciplines has also increased due to authentic PLC collaboration.

College Readiness: CNHS No. 2 offers unique courses and programs including iGraduate for grades 9-11, Senior Seminar, college visits, college and career fairs, and financial literacy guest educators, to round out our college preparatory program. Through iGraduate courses, students in grades 9th to 11th learn about the college preparation process, explore college and career options, prepare for college-entrance exams and the college application process, and learn about and apply to summer college programs and financial aid opportunities. All 11th graders also receive free PSAT and SAT Preparation from Study Smarts Tutors during their iGraduate time. Finally, all classes incorporate a college readiness strand through the focus on literacy.

Teachers facilitate lessons around Achieve 3000 and reading and writing strategies to help students access college-level reading text after high school. Students also experience and complete the college application process in their Senior Seminar course.

In addition, all students participate in at least two college field trips per school-year to a variety of public and private California colleges and also receive 1:1 college and academic counseling for hands-on support through their high school courses and the college application and selection process. CNHS No. 2 also offers 11 Advanced Placements and college-level courses through our partnership with Los Angeles City College to provide opportunities for our students to graduate high school with college-level credit. While we recognize that many of our students might be the first in their family to have the opportunity to go to college, we strive to support our students and families in becoming knowledgeable about their post-secondary options and supporting them through the transition. As a result, approximately 80% of each graduating class were accepted into four-year colleges and universities.

Experiential Learning Opportunities: Each year, 100% of our students are engaged in experiential learning outside of the classroom setting through a myriad of ways to increase civic engagement and exposure to the world: community service to give back to the community, grade-level camping trip to build a sense of community and culture, urban agriculture learning through community garden projects, internships for career exploration and to build work-related skills, in-state and out-of-state college trips, educational trips to Europe, student clubs to build advocacy skills, and other course-related field trips to enhance the learning in the classrooms.

Every student is also enrolled in a single-gender, multi-grade level advisory class called iConnect, a small, more intimate class where every student on campus can connect with an adult and other students in a more authentic setting than the normal classroom. Students develop personal character and receive information regarding health and wellness and study skills, and they engage in a variety of fun, interactive activities designed to build our school community. A crucial part of these classes involves character education where students learn about the six character pillars (trustworthiness, fairness, responsibility, respect, caring and citizenship). iConnect classes also include sex education and drug resistance awareness education, and anti-bullying education. Every student also has the opportunity to complete an internship outside of school to provide students with workplace skills in a real-world environment. Additionally, the program is designed to provide local organizations with a well-supported intern who provides a modest return on investment.

Parent Engagement: Our parents are our most important partners, as we believe they have the most pivotal role in the academic, emotional, and social lives of our students. In order to foster our partnership with them and ensure they have the necessary tools to support their children, we offer our parents various opportunities to become involved in our school. Parents are invited to serve as school volunteers, assist with supervision, serve as field trip chaperones, participate in classroom presentations,

help organize events, and attend family events. We also offer a robust series of workshops weekly, which are facilitated by staff or community organizations. We offer interactive workshops on a variety of topics such as communication with their teenage child, nutrition, parenting skills, and college preparation. Through ongoing outreach and communication with families, in 2016-2017, close to 70% of our parents and families have participated in workshops and/or completed volunteer hours.

Areas of Challenge

During the past five years, CNHS No. 2 experienced challenges in improving math achievement, reading levels, and Advanced Placement (AP) pass rates, at various points along the way. While we've made significant growth in SBA math performance in 2015-2016, the drop in 2016-2017 indicates the need to continue to strategically address this challenge through a newly-adopted CCSS-aligned math curriculum, effective instructional practices, professional development and collaboration amongst math teachers, and continuous engagement in data analysis and learning cycles to improve teacher practice in the classrooms that will ultimately improve student achievement.

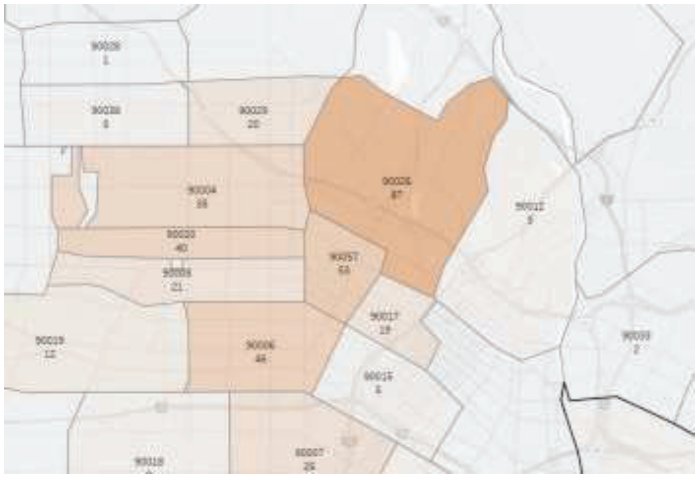
CNHS No. 2 has also created a new literacy framework to be implemented in all core English, history, science, and art courses to ensure students are able to access complex text, engage in critical thinking and analysis and articulate their learning through speaking and writing. Professional development and planning and collaboration time amongst content-related teachers will continue to be provided for teachers to build capacity to improve reading levels and literacy skills amongst our students.

The need to improve AP pass rates will also be addressed through rigorous preparation and focus on reading and writing across the curriculum in non-AP courses, improving student reading levels to help students access rigorous text in AP courses, continuous monitoring of progress of student performance in A-G courses, and ongoing professional development and time for collaboration for AP teachers. Appropriate funds will be allocated in the budget to ensure all instructional materials and textbooks are purchased to support the new math curriculum, pull-out days for data analysis and planning are provided for teachers, and teachers are provided or able to attend relevant trainings and professional development.

Student Population to be Served

Camino Nuevo High School No. 2 is located at 3500 W. Temple St., Los Angeles, CA, 90004, and serves grades 9-12. Enrollment at Camino Nuevo High School No. 2 has ranged between 460 and 475 students since opening the school in August 2013.

The majority of families at CNHS No. 2 qualify as socioeconomically disadvantaged as indicated by 97% of its students receiving free or reduced lunch. Students reside in some of the most historically underserved areas of Central Los Angeles, including the communities of MacArthur Park, Pico-Union, the Wilshire Corridor, and Echo Park where the annual family income is among the lowest in the city. The map below provides an overview of the neighborhoods in which a majority of our students live. The darker colors reflect a higher percentage of CNHS No. 2 students.



These families face substantial social and economic challenges typically associated with poverty and minority status. The community we serve has one of the highest percentages of severe overcrowding in the city, the greatest concentration of single parent households (50-88%, over twice the city average), the highest non-fluency in English (40-66% speak English “not well” or “not at all”), and the lowest availability of automobiles (housing units with no vehicle available ranges from 46 to 90% -- more than three times the city average) in the city of Los Angeles. Foreign-born residents represent 61% of the community, compared with 11% in the United States. Annual income within this district is the lowest in Los Angeles: the median income is $11,475. The poverty rate in the area is 35%, compared with a citywide rate of 18%. Rentals represent 82% of housing units in the neighborhood versus 34% nationally (LA County Children’s Planning Council, 2000).

Five-Year Enrollment

CNHS No. 2 serves students in grades nine through twelve. Starting in the 2018-2019 school year, the school will matriculate approximately 120 ninth grade students each year. At enrollment capacity, CNHS No. 2 will approximately serve 460 students. The table below shows CNHS No. 2 projected five-year enrollment.

Projected Enrollment

	Grade 9	Grade 10	Grade 11	Grade 12	Total
2018-19	120	120	111	109	460
2019-20	120	120	111	109	460
2020-21	120	120	111	109	460
2021-22	120	120	111	109	460
2022-23	120	120	111	109	460

Goals and Philosophy

The mission of Camino Nuevo Charter Academy is to educate students in a college preparatory program to be literate, critical thinkers, independent problem solvers and agents of social justice with sensitivity to the world around them. The network of Camino Nuevo schools embody this mission through our developmental bilingual program, authentic literacy and conceptual math frameworks, and our continuum of care that addresses the needs of the whole child.

Specifically, at Camino Nuevo High School No. 2, our vision is centered on our scholarly community: **We are a community of scholars who find ourselves, build and support others and together strive for excellence.**

Lastly, the vision encompasses the three overarching expectations of our scholars, the Schoolwide Learner Outcomes: **Camino Nuevo Scholars will be self-reflective, critical thinkers, and agents of social change.**

What It Means To "Be an Educated Person in the 21st Century"

An educated person in the 21st century must possess a diverse set of characteristics and skills in order to function in an increasingly global society. An educated person requires advanced levels of literacy and mathematical skills to be college and career-ready and to successfully navigate both their personal and professional lives. They require strong critical thinking skills to evaluate and synthesize the abundance of available information. Adolescents entering the adult world in the 21st century require a firm grasp of technology through regular exposure and access to computers and technological tools. As societies become increasingly more interdependent across cultures and languages, bilingualism and biliteracy will prepare educated citizens to function in a global economy. The educated person must possess a strong command of the emotional intelligences in order to communicate effectively, work well in teams with people of diverse backgrounds, and collectively solve problems. Ultimately, an educated person in the 21st century must possess the capacity to draw upon their educational and experiential background to make decisions that positively impact themselves and the world around them.

How Learning Best Occurs

CNHS No. 2 believes that learning best occurs in a small, safe, student-centered environment where diversity is valued and risk-taking is supported. Additionally, CNHS No. 2 believes that there are a number of key concepts that drive our practices. Specifically, CNHS No. 2 approaches learning from a conceptual framework known as the Triangle for Academic Success.

The Triangle for Academic Success is visualized in the figure to the right. Within this conceptual framework, CNHS No. 2 believes that language development, literacy development, and standards based learning are the heart of the work. Specifically, this conceptual framework is based on the specific student population served. However, CNHS No. 2 believes that academics are only one part of how learning best occurs. CNHS No. 2 approaches this work from believing that academic learning is strengthened when families are partners in the work, when students' whole self and needs are met, and when learning experiences extend beyond the classroom.

CNHS No. 2 believes that this approach builds students' self-confidence and self-reliance and supports their success in being an educated in the 21st century.

A Teacher's Role at CNHS No. 2

A teacher's role is to maintain high expectations for all students while acting as a facilitator who ensures that every child is working towards grade level mastery. Educators are encouraged and supported to use innovative teaching methods and collaborate on curriculum and school governance. In addition, we believe that the student's families and parents are their first teachers and that we must work together to achieve the goals we have set for our students.

School Goals

Camino Nuevo High School No. 2 is committed to providing college access to the students and families we serve. We do this by ensuring every student has a rigorous academic experience every day. In addition, our staff also focuses on fostering a school climate and culture that prioritizes academic rigor, community, family and the development of diverse cultural experiences and critical social perspectives. With these two goals, Camino Nuevo High School No. 2 will help students not only obtain the knowledge needed to be successful after high school but also have an internal motivation to continue to strive for success long after they move on from our school. With a thoughtful approach to this work, our school is working to make these goals a reality.

Over the course of the 2016-2017 and 2017-2018 school years, we have begun to ensure that all classrooms provide this rigorous academic experience through the implementation of aligned instructional frameworks for literacy across the content areas and for math instruction. These frameworks seek to ensure that students engage in authentic reading, text-based and problem-solving discussions, and meaningful writing experiences in all classrooms. Given that reading, critical thinking, and effective communication skills are ubiquitous competencies required for a wide-range of post-graduate pursuits, we believe that prioritizing the implementation of these frameworks will ensure that students are able to achieve college and career success.

In order to ensure that our students have access to the rigorous academic experience that these frameworks provide, we also prioritize academic support classes to address our students' language and literacy needs. CNHS No. 2 has a robust English language development program that uses the Systematic ELD curriculum. Students engage in language development in an authentic format that places an emphasis on student talk and the transference of these oral skills to academic writing. In addition, all students in grades 9-12 receive reading support though the use of Achieve3000, which is a computer-based program aimed at developing students' non-fiction reading and text-based analysis skills. Reading development time is built into every student's daily schedule.

Parent, family and community outreach is also critical to building a culture of academic excellence. In the community we serve, the message of college access for all and building a love a lifelong learning must emanate from within the school's walls and project outward to the community it serves. To do this, CNHS No. 2 has strategic focus areas that are designed to engage all stakeholder groups and build strong partnerships within the surrounding community. The school has a full time Family Services Coordinator (FSC) position that provides support services to engage and partner with parents. The Family Services Coordinator holds workshops on topics such as wellness, social/emotional development, and college knowledge. The FSC works with the school's administrators to educate parents and families about how to provide positive incentives for students to be on time to school and ready to engage in learning every day. Lastly, our FSC and Dean of Culture facilitate a multitude of enrichment activities such as whole school college fieldtrips, community outreach experiences, and summer internship programs. During these events, students experience college life, work with community organizations and develop real world experiences in professional employment settings. By coupling rigorous learning experiences with a culture of high achievement, CNHS No. 2 is providing the tools and environment necessary to ensure success in life after high school.

LCFF STATE PRIORITIES

GOAL #1

Improve college access and college readiness through a rigorous academic program.

Related State Priorities:
☒ 1 ☒ 4 ☒ 7
☒ 2 ☐ 5 ☒ 8
☐ 3 ☐ 6

Local Priorities:
☐:
☐:

Specific Annual Actions to Achieve Goal

Outcomes 1 & 2: Supporting ELs

Provide Systematic English Language Development classes for all ELL students and students who require ongoing language support

- ELD teachers
- Systematic ELD curricular materials
- Professional Development
- Release time for ELD assessment, analysis and response
- RSP support for students with IEPs

Support students in demonstrating proficiency on the CELDT/ELPAC to facilitate reclassification.

- CELDT/ELPAC preparation materials
- Professional development on ELPAC & ELD standards
- Family workshops

Provide targeted intervention for stagnant English Learners.

- ELD internal benchmark analysis to plan targeted intervention

Outcome 3: Improving Lexile (reading) Levels

Provide targeted reading intervention for students who are not reading at or above grade level

- School-wide reading level assessments 3x/year
- Time for analysis and planning for intervention teachers
- Professional development for all teachers to support low readers in the classrooms
- Online program to support literacy development
- Targeted reading support for high-needs students, especially ELLs and SWDs (phonics, fluency, etc.)

Implementation of Literacy Instructional Framework across content areas

- Professional development and planning time for all non-math teachers of the literacy framework
- Classroom observation and feedback on the implementation of the literacy framework: vocabulary instruction, establishing purpose of reading, practice reading using specific strategies, discussion, and writing

Outcome 4: Improve Student Performance on Math SBAC

PD for teachers and leaders for implementation of Common Core math standards

- Revise pacing plans, unit plans, and lesson plans

- Standards & student data analysis to guide instruction aligned to CCSS
- Training on curriculum and instructional framework for math
- Professional development around best instructional practices including classroom walkthroughs, reflection, and data analysis
- Professional Learning Communities training for teachers to develop tools that will help guide their own learning as they do research around best practices, apply them, look at student work, analyze data, and adjust their practices to increase student achievement

Track progress of ELLs and SWDs and use small group instruction for strategic intervention and support for students during class

- Data management (e.g. Illuminate, Schoolzilla)
- Professional development for teachers

Outcome 5: Provide Access to CCSS-Aligned Curriculum

PD for teachers and leaders on standards-aligned curriculum and instructional frameworks

- Train all math teachers and leaders on new math curriculum (CPM) and instructional frameworks
- Train all teachers on school-wide instructional frameworks
- Training and release time for planning for consistent implementation of standards-based grading
- Professional development for history and science teachers on new history common core standards and Next Generation Science Standards

Outcome 6: Hiring Highly Qualified Teachers

- Any new hires will be vetted through a rigorous hiring process to ensure high quality instruction for students
- All teachers will be highly qualified and maintain correct credentials.

Outcome 7: Improve Advanced Placement (AP) Exam Pass Rate

Support students to build the skills necessary for success in AP exams

- Literacy focus school-wide
- Targeted support and intervention
- AP-aligned curriculum in non-AP classes
- Rigorous essential skills taught and assessed in non-AP classes to prepare for AP
- Test prep

Professional Development for AP teachers

- Send AP teachers to AP institutes and conferences
- Monthly PD around best instructional practices including classroom walkthroughs, reflection, and data analysis
- Professional Learning Communities training for teachers to develop tools that will help guide their own learning as they do research around best practices, apply them, look at student work, analyze data, and adjust their practices to increase student achievement

Build a strong AP culture for investment from students and families

- AP assemblies
- Awards
- AP Fairs
- Family meetings
- Collaboration with middle schools

Expected Annual Measurable Outcomes						
Outcome #1: Increase the percent of English Language Learners who will grow at least one ELD level based on the new state ELP assessment (ELPAC) **Metric/Method for Measuring**: % of students making ELD Growth						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
English Learners (ELD Growth)	57% (2016-17)	63%	66%	69%	72%	75%

Expected Annual Measurable Outcomes						
Outcome #2: Increase the percent of English Language Learners who reclassify as Fully English Proficient **Metric/Method for Measuring**: Reclassification Rate						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
English Learners (Reclassification Rate)	22.4% (2016-17)	23%	24%	25%	25%	25%

Outcome #3: Increase Lexile (reading) levels to be college and career ready
Metric/Method for Measuring: % of students whose Lexile (reading) levels are on track to being college and career ready

APPLICABLE STUDENT GROUPS (*INDICATES SUBGROUP NOT NUMERICALLY SIGNIFICANT AT THIS TIME)	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	30%	+5% from 17-18	+5% from 18-19	+5% from 19-20	+5% from 20-21	+5% from 21-22
English Learners	4%	+5% from 17-18	+5% from 18-19	+5% from 19-20	+5% from 20-21	+5% from 21-22
Socioecon. Disadv./Low Income Students	30%	+5% from 17-18	+5% from 18-19	+5% from 19-20	+5% from 20-21	+5% from 21-22
Foster Youth	*	*	*	*	*	*
Students with Disabilities	7%	+5% from 17-18	+5% from 18-19	+5% from 19-20	+5% from 20-21	+5% from 21-22
African American Students	*	*	*	*	*	*
American Indian / Alaskan Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	30%	+5% from 17-18	+5% from 18-19	+5% from 19-20	+5% from 20-21	+5% from 21-22
Native Hawaiian / Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*

White Students	*	*	*	*	*	*

Outcome #4: Increase performance on Math SBA
Metric/Method for Measuring: % of students meeting/exceeding standards in Math SBA

Applicable Student Groups	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	23%	28%	33%	38%	43%	48%
English Learners	0%	+5% from 17-18	+5% from 18-19	+5% from 19-20	+5% from 20-21	+5% from 21-22
Socioecon. Disadv./Low Income Students	23%	28%	33%	38%	43%	48%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	17%	+5% from 17-18	+5% from 18-19	+5% from 19-20	+5% from 20-21	+5% from 21-22
African American Students	*	*	*	*	*	*
American Indian / Alaskan Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	23%	28%	33%	38%	43%	48%
Native Hawaiian / Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #5: Maintain percentage of students with access to CCSS-aligned curriculum
Metric/Method for Measuring: % of Students with access to CCSS-aligned curriculum

Applicable Student Groups	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

Outcome #6: Increase and maintain percentage of hiring highly qualified teachers
Metric/Method for Measuring: % of Highly Qualified Teachers

Applicable Student Groups	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	96%	100%	100%	100%	100%	100%

Outcome #7: Increase performance on Advanced Placement (AP) exams
Metric/Method for Measuring: % AP Pass Rate

Applicable Student Groups	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	22%	30%	35%	40%	45%	50%

Applicable Student Groups	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
English Learners	0%	2%	4%	6%	8%	10%
Socioecon. Disadv./Low Income Students	22%	30%	35%	40%	45%	50%
Students with Disabilities	1%	2%	4%	6%	8%	10%

GOAL #2

Foster positive school climate and culture that prioritizes academic rigor, community, family, and the development of diverse cultural experiences and critical social perspectives.

Related State Priorities:
☐ 1 ☐ 4 ☐ 7
☐ 2 ☒ 5 ☐ 8
☒ 3 ☒ 6

Local Priorities:
☐:
☐:

Specific Annual Actions to Achieve Goal

Outcomes 1 & 2: Improving Student Attendance
Develop support structures for struggling and/or disengaged students

- Support structures include: advisory classes, community partnerships, counseling services, Positive Behavior Interventions and Supports training and PD for staff, SSTs
- SARB meetings for attendance/truancy & family workshops
- Provide incentives for positive attendance, behavior, and growth

Outcome 3: Decreasing Suspension Rates
Utilize alternatives to suspensions

- Mental health counselors
- Offering a restorative alternative to suspension such as restorative justice, council, conflict-resolution
- Referrals to drug counseling
- Community partnerships

Outcome 4: Maintain Experiential Learning
Offer after school enrichment opportunities on and off campus

- After school program (tutoring and enrichment)
- Summer Internship program
- Involvement with partner organizations

Outcome 5: Increasing Parent and Family Participation
Provide supports and services to engage and partner with families:

- Workshops for families (topics include: health & wellness, academic support, attendance, social/emotional development, leadership, college knowledge, financial aid, etc.)
- Technology to increase communication with families

Outcome #1: Decrease the percentage of students who are chronically truant (below 90% attendance rate)
Metric/Method for Measuring: % of Chronically Truant Students

Applicable Student Groups (*indicates subgroup not numerically significant at this time)	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	17%	16%	14%	12%	10%	8%
English Learners	31%	28%	26%	24%	22%	20%
Socioecon. Disadv./Low Income Students	17%	16%	14%	12%	10%	8%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	30%	28%	26%	24%	22%	20%
African American Students	*	*	*	*	*	*
American Indian / Alaskan Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	17%	16%	14%	12%	10%	8%
Native Hawaiian / Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: Increase the percentage of students who have 96% or above (Proficient) attendance rate
Metric/Method for Measuring: % of Proficient Attendance Students

Applicable Student Groups	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	48%	51%	54%	57%	61%	64%
English Learners	50%	51%	54%	57%	61%	64%
Socioecon. Disadv./Low Income Students	48%	51%	54%	57%	61%	64%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	42%	45%	48%	51%	54%	57%
African American Students	*	*	*	*	*	*
American Indian / Alaskan Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	48%	51%	54%	57%	61%	64%

Applicable Student Groups	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Native Hawaiian / Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: Decrease suspension rate to 1.5% or lower
Metric/Method for Measuring: Suspension Rate

Applicable Student Groups	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	5.0%	3.5%	2.5%	1.5%	1.5%	1.5%
English Learners	.08%	<1%	<1%	<1%	<1%	<1%
Socioecon. Disadv./Low Income Students	5.1%	3.5%	2.5%	1.5%	1.5%	1.5%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	2.1%	1.5%	1.5%	1.5%	1.5%	1.5%
African American Students	*	*	*	*	*	*
American Indian / Alaskan Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	5.0%	3.5%	2.5%	1.5%	1.5%	1.5%
Native Hawaiian / Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #4: Maintain the percentage of students participating in experiential learning outside of the classroom
Metric/Method for Measuring: % of students participating in experiential learning

Applicable Student Groups	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

Outcome #5: Increase and maintain high parent/family participation and involvement in school functions, volunteer opportunities, and workshops
Metric/Method for Measuring: % of parents/family participating in school functions, volunteer opportunities, and workshops

Applicable Student Groups	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	68%	70%	72%	74%	76%	78%

Enabling students to be self-motivated, competent, and lifelong learners

The school's first goal to improve college access and college readiness through a rigorous academic program is designed to ensure that students acquire the necessary literacy, language, math, and critical thinking skills to be competent scholars in college and beyond. This goal will be achieved through:

- Targeted interventions for students struggling with reading, language, and math and monitoring student progress
- Professional development for teachers and staff
- Implementation of Literacy Instructional Framework across content areas
- Hiring highly qualified teachers

The school's second goal to foster a positive school climate and culture is designed to ensure the conditions for students to be self-motivated and become lifelong learners. This goal will be achieved through:

- Implementation of support structures to improve student attendance and reduce suspension rates
  (e.g. advisory classes, community partnerships, counseling services, positive behavior interventions)
- Offering meaningful extra-curricular opportunities to provide relevance to students (e.g. internships, after-school programs, field trips)
- Encouraging and incorporating parent and family participation to promote a positive culture of learning

Instructional Design

CNHS No. 2 believes that students learn best in a place-based, rich holistic educational environment. Our curricular and instructional design approach is first in deeply knowing our students, their needs, and their backgrounds. This approach is called our Place-Based approach and includes our approach to serving the mental health needs of students, experiential learning, families as partners, and college readiness. This holistic approach to serving our students is based on the work of multiple scholars in the field. One notable scholar, Pedro Noguera, discusses poverty's effect on student's schooling experience. Namely, Noguera researches approaches to educating students who come from poverty that includes meeting their social and psychological needs as well. CNHS No. 2's core instructional approach includes access to all components that ensure the social and psychological needs of all students are met. Examples of this discussed in other elements of this petition include i-grad, i-connect, Senior Seminar. From a staffing perspective, the school employs a Dean of Student Services and a Student and Family Services Coordinator who together serve as case managers for the needs of students. Additionally, CNHS No. 2 has full-time mental health counselor and partners with a number of outside partners to provide in-house mental health resources to students. Finally, our teaching staff teach i-grad and i-connect to students.

From an academic and instructional point of view, CNHS No. 2 is committed to the successful implementation of the Common Core State Standards. We also believe that the teacher is the most critical key lever for student success and that no set curriculum meets the needs of all students in the classroom. Therefore, we hire staff that share our commitment to the Common Core standards and our philosophy that teachers must "own their craft" by continuously reflecting on their effectiveness in the classroom and seeking out best practices in pedagogy. CNHS No. 2 staffs positions by hiring appropriately credentialed subject teachers for each of the content areas. All students at CNHS No. 2 have full access to A-G requirements, AP courses, and other elective based courses throughout their freshman-senior year. Additional information on detailed course offerings is found in section 12.

In his book, *What Works in Schools: Translating Research Into Action*, Robert Marzano identifies a "guaranteed and viable curriculum" as the school-level factor with the most significant impact on student achievement (2003). In our effort to yield the greatest student achievement gains in the shortest amount of time, the Camino Nuevo High School No. 2 leadership team maintains a strong commitment to ensuring a guaranteed and viable curriculum for all students. We ensure the quality of instruction for every student by guaranteeing what gets taught through teacher-created Common Core aligned standards based pacing plans and how it gets taught through consistent professional development around pedagogy that meets the needs of our learners. The development of CCSS aligned pacing plans occurs and will continue to occur during five days of professional development prior to the start each school year and continue throughout the year during weekly professional development sessions led by the Principal and team members from CNCA's Home Office Staff.

Another key tenet of our approach to teaching and learning is the use of ongoing formative and summative data to inform instructional practices. Teachers participate in ongoing professional learning communities with both their grade-level and departments. This structure is based on the scholarly work of Dufour, and Marzano and is grounded in the importance of school communities focused on four questions: 1) What will students know, 2) How will we know they know it, 3) What will we do when they don't, and 4) What will we do when they do?. To this end, each departmental team uses ongoing common formative assessments and student-level data to make instructional decisions in a timely manner.

Curriculum and Instruction

As described above, CNHS No. 2 has started the work of co-constructing and implementing math and literacy frameworks. These instructional frameworks are based off of the leaders in in the fields of education. The literacy framework is derived from Mike Schmoker's "Authentic Literacy Template," as described in his book *Focus* (2011). CNHS No. 2 teachers are committed to implementing this literacy framework to fidelity and building the school's collective capacity to address the literacy needs of the students it serves.

The instructional framework for math at CNHS No. 2 is derived from the Standards for Mathematical Practice, a collection of mathematical practices synthesized at the national level by leading experts in mathematical pedagogy. CNHS No. 2 uses a conceptual approach to the instruction of math. Moreover, the math department has moved to the full implementation of the College Prep Math curriculum in grades 9-12. This program reinforces the conceptual foundations of the SMP.

However, the school also recognizes the need for all departments to focus on curricular development and provides time in the year for that work to take place. At the beginning of the academic year, the CNHS No. 2 staff was organized into departments based on academic categories; i.e. Math Department, Social Science Department, Science Department, English Department, and Arts/Foreign Language (AFL) Department. These laterally-aligned departments were tasked with strategically choosing which academic skills they would have students develop over the span of their high school career. Some of these skills are trans-discipline (i.e. students will practice citing evidence to substantiate an argument or claim from 9-12th grade in their English, Social Science, and Science courses), while other skills were selected so students continually build and expand upon prior knowledge as they move from grade level to grade level. The majority of the skills across disciplines come exclusively from the new Common Core curriculum framework. The RSP (Resource Specialist Program) Department works from Jan Johnston-Tyler's text "The CEO of Self" as a guide to decide which executive functions they assess by grade level *(2014)*. The English Language Development (ELD) teachers utilize Susana Dutro's "Systematic English Language Development" framework to assess student's progress on English language acquisition. The Art and Foreign Language Departments draw from various sources to construct their assessments, including AP standards and A-G requirements.

With the adoption of the Common Core standards within the various departments, we chose to create Common Formative Assessments (CFAs) around the academic skills to trace the academic improvement on targeted skills of student cohorts as they move through grade levels. The CFAs are further graded on teacher created rubrics, which attempt to mirror undergraduate expectations and common practices. The objective of the CFAs and rubrics is to get an accurate sense of how prepared our student population is in terms of demonstrating specific skills for college readiness. After administering the CFAs, departments analyze their results and then adjusts instruction accordingly so that the next cohort can improve upon these skills.

In terms of content, all departments cross-reference the primary, literary, and otherwise academic sources before finalizing the appropriate content for their respective courses and assessments: Common Core content standards, the "power standards" of the former CST state exam, and AP curriculum content. Some of the broad criteria that influence the final decisions on content include: academic rigor, relevance to the digital economy of the twenty-first century, and relevance to national and global sociopolitical issues.

In brief, each department strategically chooses and negotiates academic content that best represents and aligns to Common Core expectations. They then assess specific skills on this content using teacher-created CFAs that gauge college readiness every semester. Each department analyzes the results of the CFAs and then adjust instruction accordingly so that students can score higher on these specific skills on their next CFA. In this manner, the CNHS No. 2 staff aims to establish consistency between academic content and skills so as to prepare students to thrive in a college environment.

Courses Offered at CNHS No. 2

Social Science

World History
A-G approved, Core and College-preparatory course

The Greek-origin of the term "History" means to "acquire knowledge through investigation". History is simply the study and interpretation of recorded past events. Its purpose is to help you develop analytical skills that you can apply to other fields of study and to help you understand how societies and nations interact and impact each other beginning from the Enlightenment of the Eighteenth century through the dawn of the Twenty-first century.

U.S. Government
A-G approved, Core and College-preparatory course

A well-designed course in United States Government and Politics will give students an historical and an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. While there is no single approach to a United States Government and Politics course that must be followed, students should become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes in relationship to government and politics.
Advanced Placement course also available.

U.S. History
A-G approved, Core and College-preparatory course

The primary focus of this course will be to explore the major events, personalities, social, cultural, political, economic and technological changes that have shaped United States history in the twentieth century. The course begins with a selective review of American history from the Age of Discovery to the Gilded Age, with an emphasis on the following themes: the nation's beginnings, the origins of democratic government, the rise of sectionalism and the industrial transformation of the United States. The course

continues with an intensive study of the history of the United States in the twentieth century. The major historical units will include: the Progressive Era, World War I, the 1920's, the New Deal and the Great Depression, World War II, the Cold War and the 1950's, the 1960's, the 1970's, and contemporary America. Students will develop a sense of historical connection and an appreciation of historical time, involving the concepts of the past, present, and future. Students will expand their historical literacy regarding twentieth century United States history. Finally, the course will promote democratic values and good citizenship through its examination of the evolution, effectiveness and abuse of democratic institutions in America.
Advanced Placement course also available.

English

English 9

A-G approved, Core and College-preparatory course

English 9 at CNHS No. 2 focuses on teaching students skills and strategies for independent reading and writing of complex expository and narrative texts. With support from lessons in Critical Reading, Writing, and Communication, students will analyze expository and literary texts that cover a wide range of interrelated, culturally relevant, and high interest topics. Students will read fiction (Romeo and Juliet and Perks of Being a Wallflower) and nonfiction (units based around juvenile justice and media manipulation). Key unit themes include cultural literacy, the complexity of human nature, juvenile rights and justice, and LGBT rights and equality. The course utilizes balanced literacy instructional approaches, integrating reading, writing, and analysis in interpreting texts through Common Core standards. Students are provided with multiple opportunities to articulate their own ideas as well as to question, interpret, and evaluate others' ideas through structured preparation for discussion and numerous persuasive, evidence-based essays. The goal of instruction is to support students in becoming independent, strategic, critical readers, writers, listeners, and speakers who communicate effectively in various forms, for genuine purposes, and to authentic audiences.

English 10

A-G approved, Core and College-preparatory course

English 10 at CNHS No. 2 is a rigorous course intended to prepare students for the challenging demands of the university English program. Not only will students enhance their ability to comprehend, analyze text, and write coherently, they will develop their listening and speaking skills as they participate in analytical and thought-provoking class discussions. This course is designed to address all of the Tenth Grade California Content Standards for English Language. During the course of the year, students will read a variety of whole-class texts, articles, essays, short stories, poetry, non-fiction writings, and student-selected independent reading books. They will write major essays (5-7 pages) on the following genres: narrative (using Persepolis), persuasive (using "Julius Caesar"), response to literature (using Animal Farm and Things Fall

Apart), and expository (using various controversial articles from the Expository Reading and Writing Course curriculum).

English 11
A-G approved, Core and College-preparatory course

American Literature at CNHS No. 2 is a rigorous course intended to prepare students for the challenging demands of the university English program. Not only will students enhance their ability to comprehend, analyze text, and write coherently, they will develop their listening and speaking skills as they participate in analytical and thought-provoking class discussions. This course is designed to address all of the Eleventh Grade Common Core Standards for English Language Arts. During the course of the year, students will read a variety of whole-class texts, articles, essays, short stories, poetry, non-fiction writings, and student-selected independent reading books. They will write major essays (6-8 pages) on the following genres: narrative (using Slaughterhouse Five), persuasive (using The Laramie Project and Our America), response to literature (using the works of Walden, Whitman, and Dickenson, as well as The Great Gatsby), and expository (using The Wordy Shipmates). Students will also complete a series of shorter writings, including research papers and reflective pieces. Throughout each unit, instruction will address reading standards for literature and expository texts, language standards, and speaking and listening standards. At the end of each unit, students will be assessed by a written exam. Throughout the course of the year, students will be expected to analyze, compare, and interpret writings in terms of theme, historical influence, and literary devices employed. Students are expected to perform at a high level of critical thinking and use sophisticated communication skills as they discuss each piece.

CSU Expository Reading and Writing
A-G approved, Core and College-preparatory course. Course adopted from **California State University (CSU) Early Assessment Program (EAP)**.

The goal of the Expository Reading and Writing Course (ERWC) is to prepare college-bound seniors for the literacy demands of higher education. Students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the ERWC Assignment Template—presents a scaffolded process for helping students read, comprehend, and respond to nonfiction and literary texts. The twelve instructional modules in the ERWC—from which adopting schools select eight-to-ten—are organized by semester. Most modules include multiple reading selections on a topic, often representing different genres. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, interviews, memos, assorted public documents, scholarly studies, and other nonfiction texts. Three modules include full-length works—a work of nonfiction in semester one and two novels in semester two. Adopting schools must select one full-length work in each semester. Schools are strongly encouraged to select modules in sequence and to consider the balance of text types and writing assignments in the eight-to-ten modules they select. All modules integrate text-based

grammar study with rhetorical reading and writing; schools are strongly encouraged to incorporate these lessons based on the needs of their students. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies to their own writing. They will read closely to examine the relationship between an author's argument or theme and his or her audience and purpose; to analyze the impact of structural and rhetorical strategies; and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them.

Advanced Placement courses also available for English Language and Composition, and English Literature and Composition.

Mathematics

Algebra I

A-G approved, Core and College-preparatory course

This is a first year algebra course where students will learn to reason logically and symbolically. The key content involves writing, solving, and graphing linear and quadratic equations, including systems of two linear equations with more than one unknown. In this course quadratic equations are solved by factoring, completing the square, graphically, or by applying the quadratic formula. The roots of the quadratic equations are represented graphically and algebraically as solutions. The course also includes study of monomial and polynomial expressions, inequalities, exponents, functions, rational expressions, ratio, and proportion. Algebraic skills are applied in a wide variety of problem-solving situations. This course motivates the application of algebraic skills to reason logically and symbolically in a quest to solve real world scenarios and problems.

Algebra II

A-G approved, Core and College-preparatory course

Algebra 2 is a challenging year long course, which provides an introduction to higher mathematics. Students will learn to solve systems of linear equations and inequalities by using the properties of the real number system, and imaginary number system. Graphing will be emphasized using for systems of linear equations, systems of linear inequalities and complex numbers. Problem solving with logarithms will be used though out this course.

Calculus

A-G approved, Core and College-preparatory course

Calculus AB is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results,

and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important. Topics include: (1) functions, graphs, and limits; (2) derivatives; and (3) integrals. Technology is used regularly by students and teachers to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results.
Advanced Placement course also available for Calculus AB and BC.

College Mathematics
A-G approved, Core and College-preparatory course

This is a rigorous, college preparatory math course that covers topics from a variety of fields. In an aim to make students mathematically literate citizens with a sense of informed agency, this course takes students through application. This goal will be accomplished by analyzing the stock market, businesses, banking, credit, and taxation as well as carbon dioxide concentrations on the earth and in the oceans, global warming and deforestation. They will also look at the application of trigonometry and the concept of limits to real-life situations. The lenses of financial literacy and environmental husbandry are particularly appropriate for CNHS No. 2 students as CNHS No. 2 seniors are expected to take Economics and AP Environmental Science. Mathematic topics used in these explorations include: Representing Data and Math Modeling, Polynomial Functions, Rational Functions, Geometry, Advanced Trigonometry, Exponential Functions, Logarithmic Functions, Statistical Analysis, Matrices, Limits.
This course is a third-year college prep, applied mathematics course. Students in this course are expected to have a firm grasp of concepts through Algebra 2, and to be prepared to deal with concepts that build on previous learning and explore linear algebra, trigonometry and calculus. The concepts are presented within the study of real-world applications The purpose of this course is to give the student an appreciation of the usefulness of the subject matter through a variety of applied problems from many disciplines. Students will also be prepared for a college level math placement exam. Topics covered throughout the year include: Representing Data and Math Modeling, Polynomial Functions, Rational Functions, Geometry and Triangle Trigonometry, Exponential Functions, Logarithmic Functions, Statistical Analysis, Matrices, Trigonometry & Limits.

Geometry
A-G approved, Core and College-preparatory course

The geometry curriculum serves to enhance geometric skills and understanding. The course will support students as they develop their ability to construct formal arguments and logical proofs using both inductive and deductive reasoning in a project based, ‘discovery’ learning environment. The students will study plane and solid geometry with an emphasis on methods of problem formulation and problem solving and the use of Algebra 1 in geometric settings. Students will be given the chance to use geometry in real life applications.

Pre-Calculus
A-G approved, Core and College-preparatory course

This discipline combines many of the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus and strengthens their conceptual understanding of problems and mathematical reasoning in solving problems. These standards take a functional point of view toward those topics. The most significant new concept is that of limits. Mathematical analysis is often combined with a course in trigonometry or perhaps with one in linear algebra to make a year-long pre-calculus course. Trigonometry uses the techniques that students have previously learned from the study of algebra and geometry. The trigonometric functions studied are defined geometrically rather than in terms of algebraic equations. Facility with these functions as well as the ability to prove basic identities regarding them is especially important for students intending to study calculus, more advanced mathematics, physics and other sciences, and engineering in college.

Laboratory Science

Biology
A-G approved, Core and College-preparatory course

Students will demonstrate the ability to use scientific skills and biological concepts to explain living organisms at cellular and organ/system level, their interactions with the environment, and their life cycle. Core concepts of the biology course:

1. Cell Biology- Living organisms are composed of cells. Cellular units are composed of molecules that serve as building blocks and energy source. Cells obtain energy from different sources to carry out their function.
2. Genetics - Organisms contain genetic information that is passed on to their offspring during reproduction. The genetic information influences traits of offspring leading to uniqueness and diversity found on earth.
3. Evolution- The diversity and variations within organisms serve as a raw material for evolution. The organism with variation favorable to surrounding is selected leading to changes in characteristics of organisms in a population.
4. Ecology - Organisms in an ecosystem are interdependent on each other and their environment for obtaining energy.
5. Physiology - Cells within an organism specialize to form organs/system. Various systems coordinate with each other for effective functioning of body as a whole.

Advanced Placement course also available.

Chemistry
A-G approved, Core and College-preparatory course

The course is designed to be a laboratory-based course in chemistry. The level of instruction is to be at a level that will provide adequate preparation for entry into a college level chemistry class. The class will cover the nature of chemistry as a science, and experimental methods. The strands that will be covered are: Atomic Theory, Theory of the Periodic Table, Theories of Chemical Bonding, Stoichiometry (including oxidation

reductions), Gas Laws, Theories of Equilibrium (Keqt, Kw, Ka, pH), Energy Theories, and organic chemistry.

Environmental Science
A-G approved, Core and College-preparatory course

Environmental science offers students a real world opportunity to discover and understand principles of scientific methodologies, biology, and chemistry required to understand the interrelationships of the natural world. Students, working individually and in teams, participate in a series of hands-on experimental projects to identify and analyze environmental problems, both natural and human-made, to evaluate the relative risks associated with this problems and to examine alternative solutions for resolving or preventing them. These projects provide a foundation for data collection, analysis, reflection, presentations and technical writing skills. Through these experiences, students hone critical thinking, communication, collaboration, creativity and college readiness skills while learning key environmental science concepts.
Advanced Placement course also available.

Foreign Language

French I
A-G approved, Core and College-preparatory course

French I is an introductory course to the French language and francophone cultures. Students are introduced to thematic topics to allow them to begin to communicate in the four major areas: reading, listening, speaking, and writing. Through this study of a new language, students' understanding of the languages they know will be strengthened through frequent conversations about parts of speech, verb tense and agreement, and regular comparisons to English and Spanish.

French II
A-G approved, Core and College-preparatory course

This course is designed for students who have demonstrated ability, and motivation in French I. In this course, emphasis will be on the continued development of oral proficiency in a variety of common everyday situations with an added emphasis on writing and reading. An appreciation and understanding of the customs and culture of the people of the France and other French speaking countries will continue to be the main focus of this course. This course fulfills part of the A-G Foreign language graduation requirements.

French III
A-G approved, Core and College-preparatory course

French III is an advanced course conducted primarily in the target language that pushes students to expand their reading, writing, listening and speaking in French, as well as knowledge of francophone countries and cultures. Students improve on skills from the

prior two years in order to more fluently express coherent ideas both verbally, and in writing, on a variety of topics including literature analysis and composition writing.

Spanish I
A-G approved, Core and College-preparatory course

This is an introductory course to language and culture of the Spanish-speaking countries. The focus is on all four language skills speaking, writing, reading, and listening with an introduction to culture. Students will learn greetings, verb conjugations, basic vocabulary, pronunciation, and grammatical structures. They will use those skills to communicate in real life situations. Course is aligned to the World Languages Content Standards for California. The course is outline by the five areas for foreign language education: Communication, Content, Cultures, Structures and Setting.

Spanish II
A-G approved, Core and College-preparatory course

The Spanish 2 course is designed for high school students to advance their understanding from novice to intermediate after completing Spanish 1. In this course, students build on their skills with speaking, listening, reading and writing. The continuing development of these skills encourage students to communicate in target language about the topics of family and friends, foods, traveling, sports, daily routines, celebrations, technology, and health in multiple verb tenses. Students learn to speak in the preterite, conditional, imperfect, and subjunctive tenses. Students also continue to study culture in Spanish- speaking countries.

Spanish III
A-G approved, Core and College-preparatory course
This course was designed to enhance the student's knowledge of Spanish Language and Latin American culture. The course emphasizes advanced Spanish grammar, syntax, writing, reading, listening, and speaking skills. Students will be exposed to a variety of writings from Latin America authors. Students will read the novel Las Hijas de Juárez, by Teresa Rodriguez during the first semester. The main focus of the novel is to provide students an opportunity to hone and apply reading comprehension, listening/speaking skills, to deepen cultural awareness of social justice issues impacting women's rights in Juarez, Mexico. In re-creating and presenting an act from the play, students will promote awareness of the injustices that women are facing in the city of Juarez, Mexico to the rest of our school's student body. In the second semester, the focus will be Latin American fiction and poetry. Students are exposed to various writing genres incorporated in our textbook, ¡Ven conmigo!, as well as a variety of poems by Pablo Neruda, Alfonsina Storni, and Nicolas Guillen (analyzing literary devices like tone, metaphor, simile, etc.). Students will analyze and critique poetry from Nicolás Guillén and will write their own poem using Guillén's writing style.

Advanced Placement course available for Spanish Language and Culture.

Visual and Performing Arts

Art History

A-G approved, Core and College-preparatory course

Art History is a full year art history course designed to help students develop critical thinking skills while developing an understanding and knowledge of diverse historical and cultural contexts of architecture, sculpture, painting and other art media. Students will analyze major forms of artistic expression from the past through present and from various cultures. While visual analysis is a fundamental tool of the art historian, art history emphasizes an understanding of how and why works of art function in historical context, taking into account patronage, gender, culture, religion, events, politics and more. A meaningful way to experience works of art is learning to frame an understanding that relates how and why works of art communicate visual meaning.

Graphic Design

A-G approved, Core and College-preparatory course

Graphic Design is a visual arts based course focusing on digital media used in the advertising industry. Through projects based on real world application the students use a variety of digital software. The Adobe Design suite, including Photoshop, Illustrator, InDesign, Dreamweaver and Flash are the main focus over the course of the year. Within these projects the students are introduced to the Elements and Principles of Design. These formal visual concepts are spiraled throughout the course and are applied to students work, as well as examples from the industry. Some examples include using Photoshop to create an original movie poster and graphics for online use. We use Illustrator to create original T-shirt designs. Using Google Sketch Up, we create architectural designs. Flash is used to create animations to use online. The students create an online portfolio of their work, learning the basics or web design and professional presentation techniques.

Graphic Design II

A-G approved, Core and College-preparatory course

Graphic Design 2 is designed build on the skills and concepts introduced in Graphic Design 1. The skills developed in Photoshop and Illustrator will be explored more in-depth with the focus being on developing independent ideas and building a professional portfolio. Starting with gathering images, the students will focus on composition and strategies to take interesting pictures. These digital photographs will be used as a basis for a series of projects developing an understanding of the Elements and Principles of Design.

Integrated Arts I

A-G approved, Core and College-preparatory course

In Integrated Arts 1 students will learn the fundamentals of visual art. This class will provide a foundation introducing the Elements and Principles of art, art history,

production, criticism, and aesthetics. This course is designed to establish a foundation of two dimensional and 3 dimensional art production. Our students will be expected to use this basic foundation throughout high school and beyond. The basic knowledge of two dimensional and three dimensional art will include a visual literacy about the Elements and Principles of Art, as well as the aesthetic, cultural, and historical context of a variety of artworks. In addition, students will explore the content areas of general art (California Art Standards creative expression, art criticism, art history, aesthetics and interdisciplinary connections). Students will have an opportunity to explore community-based art through the theoretical, exploration and practical application. In addition to exploring the aesthetic, historical, political and socio-cultural aspects of art, students will become community-based artist and will work collaboratively with other students and the community to plan and implement a public-based artwork.

Integrated Arts II
A-G approved, Core and College-preparatory course

Integrated Art 2 is designed for students who are seriously interested in the experience of art and are interested in the development of and understanding in the principles and elements of art. The course in also designed to encourage the development of original ideas. Students will develop a stronger understanding line, color, shape/form, texture, value, space, balance, contrast, dominance, emphasis, movement, repetition, rhythm, subordination, variation, unity. Students are required to investigate all three aspects of the portfolio which include Quality, Concentration, and Breadth. Students are expected to develop mastery in concept, composition, and execution of ideas. Students are encouraged to develop verbal and written literacy about their artworks. Students are encouraged to examine and discus issues relevant to their artwork.

In class students will select how and what they would like to work with. Students will work on many diverse projects to ensure all final portfolios have individuality. In their Breadth category students will work on different concepts and approaches to demonstrate their versatility, thought, problem solving and creativity. These original ideas may also be used in their concentration section.

Students will be given homework; the assignments given will focus on how to produce art work that will go into their final portfolio. Students will also participate in class critiques, students will discuss their own work, in addition students will use new art vocabulary words to address art ideas, concepts and principles in the class room.

In the second semester students will decide what their concentration section will compose of. In this section students will develop a body of work that will investigate a theme or an idea. Students will work diligently to have their concentration well planned out.

In the development of the portfolio, students experience a variety of concepts, techniques and approaches designed to help artistic talent as well as their understanding of technique and the development of original ideas. Students will develop

a body of work for their Concentration section of the portfolio, this section will investigate and idea/theme of personal interest to them.

Video Production I
A-G approved, Core and College-preparatory course

Video Production I will provide students with a basic understanding of storytelling on screen. Students will study the history of film, film genres, production process, filming techniques, industry vocabulary, and mise en scene.

Students will also learn to view film critically by studying the relationship between film and society and the effect of biases in film and television. Students will also practice the art of video production and become proficient in the basic skills of the video camera and video editing software while
applying the fundamentals of design, composition, and thematic organization.

Students will ultimately produce various works reflecting the school and community, such as documentaries, news broadcasts, narrative short films, advertisement, and community service announcements. This course is a visual and performing arts elective, and will focus on artistry behind filmmaking alongside its technical aspects. Students will engage in regular reading, assignments, research, and writing as well as hands-on video production.

Advanced Placement courses available for Studio Art: Drawing and Studio Art: 2-D Design.

College-preparatory Electives
Creative Writing
A-G approved, Core and College-preparatory course

The overall purpose of the course is to study the components of fiction, such as dialogue, plot, character development, world building, and point of view through short stories, poetry, novel selections, and creative nonfiction. Students will analyze these features as different authors use them across a variety of genres. After thorough analysis (written and oral), students will work to develop a portfolio of authentic literary works of their own where they purposefully use each of these elements. Students will use these elements throughout their portfolios and will also submit multiple drafts, revise, and edit work in order to ready pieces from their portfolio for submission.

Creative Writing teaches students strategies and practice in the art of writing poetry, short stories, creative nonfiction, plays, and review. Students will explore the genres of fiction (science fiction, western, horror, romance, mystery, fantasy), graphic novels (aka comic books or manga), play writing, screenwriting, creative nonfiction, reviews (books, films, video games), and new media writing including blogging, tweeting, and hypertexting. The learning process and outcomes will emphasize the conventions of

each genre, the writing process, and revision. We will use the writing workshop model for revision and critic.

Through large and small groups, students discuss the importance of word choice, tone, diction, review, voice, and style. Students will use the writing process (pre writing, drafting, peer editing, editing, proofreading, and publishing). Students will participate in close reading, writing exercises, mechanics, and grammar. Students will read works by published others to use as models.

Economics
A-G approved, Core and College-preparatory course

This course is designed to be an introductory course in micro- and macro-economics. Students will understand the concepts of supply and demand, government spending and taxes, international economics, and financial stock markets. Students will create reports on economic challenges and the effects of globalization. Students will argue which macroeconomic policy within the government is most effective. Students will gain an in-depth understanding of money and banking.

Environmental Justice
A-G approved, Core and College-preparatory course

Introduction to Sustainability is a year-long introduction to sustainable living from the individual level to society as a whole. Students will build upon ecological concepts learned in biology to examine how humans impact their environment and what can be done to ensure we live in harmony with the environment. Students will learn how ethics, economics, science, and politics integrate to create the environmental policies we live with. As a result, students will participate in actively changing their interactions to live more sustainable lives through laboratory activities, projects, and action research topics.

The purpose of this course is develop students' ability to analyze complex environmental issues, synthesize topics from both the sciences and social sciences, and develop sustainable solutions to environmental problems (i.e. land use, water availability, pollutions, sustainable agriculture, and developing sustainable energy). By integrating knowledge from multiple disciplines but with a central focus on the scientific principles of sustainability, students gain a better understanding of real world problems and an ability to create solutions.

Ethnic Studies
A-G approved, Core and College-preparatory course

The Ethnic Studies class is an interdisciplinary class that focuses on the history of African Americans, Chicana/os, Latina/os, Asian Americans, Native Americans and other ethnic groups. We will study each group historically in relationship to each other and in relationship to the history of the US. Through critical readings, class discussion, research projects, role plays, film, art, and writing students will have opportunities to

develop a solid intercultural foundation to understanding race, cultural diversity, and movements for social justice in the US. This course will first highlight the historical legacy of ancient Meso-American Indigenous civilizations such as the Maya, Olmec, Toltec, Mexica (Aztec), Inca and ancient African civilizations such as Egypt, Nubia, Mali, Ghana, and others. We will then move forward to concentrate on a shared history of resistance to colonialism and slavery in Africa and the Americas. We will focus our research on cross cultural alliances and cooperation between Indigenous and African People in the past 500 years. The class will then investigate how during the 20th Century various leaders, and social movements comprised of different ethnic groups brought about change within the United States of America focusing our attention to the Civil Rights movement, Chican@ movement, Black Power movement, American Indian Movement, Women's rights movement, Asian-American Movement, Labor Movement, LGBQT movement and other movements for social change. Students will then be asked to apply the history and strategies of the various civil rights and human rights movements of the U.S. to present day issues and concerns facing our local and global community. During the course we will be working every day on reading, writing, speaking, listening, research, communication, and presentation skills. We will read about history and we will study our own lives and family as a way to understand the world we live in. The final project of the year will ask the students to research a specific problem in the local community, come up with solutions, and create and implement an action project to address it. These will be shared with families and community members.

In addition to rigorous reading assignments, contemporary information is drawn from student's life experiences, major newspapers, popular culture, culturally conscious musicians, and alternative media. Students will be asked to read a major newspaper weekly and to listen to the radio, including National Public Radio, Democracy Now, and KPFK 90.7 FM. The current information will allow us to see historical trajectories, contemplate social action, and make course material relevant.

Get Lit – Words Ignite
A-G approved, Core and College-preparatory course. Course adopted from **Get Lit - Words Ignite**.

Get Lit- Words Ignite is a deep dive into literacy that strengthens foundational skills through the use of classic poetry, response writing and performance. To fully develop students as readers, writers, and communicators, this course uses analysis, multi-genre writing and refined performance skills to help students synthesize and respond to poetic forms, universal themes, historical context and the effectiveness of literary devices. In this course, students will act as authors, performers and evaluators, to examine and apply how to share their story in a way that is engaging and impactful. This course uses classic poetry and response writing to create community that fosters self- confidence, identity, interpersonal skills, empathy, cultural activism and self- advocacy through the lens of literacy and public speaking.

Sociology
A-G approved, Core and College-preparatory course

Through this two-semester course, students explore human relationships in society. Instructional materials emphasize culture, social structure, the individual in society, institutions, and social inequality. Unit topics for the first semester include society and culture, what is sociology, the nature of culture, conformity and deviance, social structure, roles, relationships and groups, and social stratification. In the second semester, students learn about social institutions, the family, religion and education, government and economic systems, the individual in society, the early years, adolescence, the adult years, continuity and change, communities and change, social movements and collective behavior, social problems, minorities and discrimination, poverty, crime, and problems of mass society.

School-based Electives

Chemistry Lab

This is an introductory course in the foundations of chemistry. This course covers the topics through in-depth explorations into the real-world applications of chemistry. Emphasis is on the development of critical thinking skills and problem solving. This course is project oriented, providing a hands-on environment for students to explore various chemistry concepts. This course is geared toward all students, providing a solid grounding in chemistry for all, and an introduction to chemistry fundamentals for those who will pursue additional science courses.

Contemporary Global Issues

Pending A-G approval

This course explores the global nature of contemporary social change. It examines globalization as the master trend reshaping social life everywhere, while recognizing that social outcomes are shaped through interaction with other processes as well. This course is interdisciplinary, combining perspectives from sociology, anthropology, political science, economics and philosophy to explore the meanings of globalization and its central processes and institutional structures. It pays particular attention to the relationship between globalization, inequality and poverty, issues of gender, ethnicity, the environment, social justice, and human rights.

Film Studies

Pending A-G approval

Film Studies is structured to develop students' understanding of the impact of film across the world and throughout history. Students will become familiar with the basic terminology and elements of filmmaking and narrative structure to improve their critical thinking, as well as their ability to communicate critical responses to films. Through class demonstrations, hands-on assignments, and critiques, students will be exposed to concepts such as the aesthetic, compositional, technical, and sensory properties of film. In-depth study of several movements in film will broaden the student's knowledge of the medium's history and evolution. Students will analyze films

and study filmmakers from various cultures and eras. They will apply the standards and language of art criticism when critiquing filmmakers' works.

History of American Music
Pending A-G approval

This course is an enjoyable and interesting way to expose students to new cultures as well as to teach a social history of America through music. The goals of this course are: cultural awareness, teaching history through musical expression, and helping students understand that artistic expression is directly influenced by events in society.

The course will enhance student's enjoyment and understanding of the music they may already know, as well as introduce them to less familiar styles and genres. They will develop critical listening skills and become more informed consumers of popular music. Also, students will better understand the relationship between cultural values, societal events and the art that is produced as a result. Students will critically analyze the history of this country as seen through the eyes of musicians. They will demonstrate the ability to think critically by the completion and presentation of various projects. This class is intended to help students think creatively and critically about American popular and folk music and to recognize the value and multicultural nature of American society with respect to cultural diversity. Also, one of the goals is to open up students minds and ears in order for them to hear and appreciate America's incredibly deep well of music, past and present. Students will do this through a variety of multimedia tactics that include, films, keynote presentations, listening to recordings, lectures and live performances and demonstrations. During the course students will be tested in a variety of ways including papers and presentations to the class. A critical review of a live performance will also be required.

Holocaust & Human Behavior
Pending A-G approval

The Holocaust intensely depicts the fragility of democracy. Using the Facing History and Ourselves scope and sequence, students will examine how the aftermath of World War II left a ravaged Germany highly susceptible to the guiles of Hitler and the Nazi Party. As students analyze the transformation of the Weimer Republic into the Third Reich, they will assess the roles that silencing, propaganda, conformity and blind obedience have on the destruction of democracy. Students will be called to recognize universal themes of membership and exclusion, obedience and resistance, and judgment and memory through an analysis of the Holocaust and other cases of genocide. Parallels will be drawn to the importance of civic participation in their own communities, placing students at the center of history and calling them to consider the weight their choices carry in strengthening or diminishing the health of democratic society.

Leadership
The course covers topics about being a leader, leading with effectiveness, and establishing a positive school culture. Students work individually and in teams to

develop and implement lessons on topics pertaining to the six school-wide character pillars: Trustworthiness, Respect, Responsibility, Fairness, Citizenship and Caring. Students also use these pillars to plan and execute school-wide culture-building programs and activities throughout the school year.

Marine Biology
This Marine Biology course builds upon and extends biological concepts developed during earlier science courses. Students take an in depth look at the physical, chemical, and geological characteristics of the world's oceans. They then investigate the structure, functions, behaviors, adaptations, and classification of a variety of plants, protists, and animals that live in the marine environment. Students learn how energy flows and matter cycles through the Earth's ocean system and they investigate the impact of humans on that system. Laboratory activities include dissection, experimentation, data collection, and data analysis that develop scientific investigation and scientific thinking skills. The course is recommended as a science elective, particularly for students interested in marine and/or environmental studies.

Physical Education
CNHS No. 2 Physical Education program is based upon the acquisition of knowledge and skills that are the foundation for engaging in physical activity. Our mission is to empower all students to sustain regular, lifelong physical activity as a foundation for a healthy, productive and fulfilling life. This course is specific for 9th grade students and incorporates components designed to master the physical fitness test student are required to take during their 9th grade year. Students will also master and be assessed on California health and physical fitness standards though a variety of physical activities and classroom learning experiences.

Physical Education II
CNHS No. 2 Physical Education program is based upon the acquisition of knowledge and skills that are the foundation for engaging in physical activity. Our mission is to empower all students to sustain regular, lifelong physical activity as a foundation for a healthy, productive and fulfilling life. This courses is an extension of the skills students acquired in their 9th grade Physical Education class. Physical Education II is designed to extend the depth of understanding and level of mastery of previously practices skills and curriculum covered during the Physical Education course. Students will also master and be assessed on California health and physical fitness standards though a variety of physical activities and classroom learning experiences.

Prerequisite: Physical Education

Religion in Literature
The primary goal of this course is for students to acquire appropriate frameworks for engaging theological questions through the vehicle of literary analysis. Students will examine a variety of organizational structures in composing nonfiction writing and mastering the skills of matching purpose to structure. From cause/effect to comparison/contrast, students will collect a variety of organizational "tools" from which

they can draw when composing their own written responses to various writing prompts. Through writing, students will synthesize multiple sources and genres of information to provide historical, biographical, and theological analyses of diverse texts.

Yearbook
Pending A-G approval

This project-based course is designed to provide practical, specific journalistic experiences with the main, end result the production of a professional yearbook. The course goals focus on the expository aspect of the reading and reporting (oral and written), extensive practice in writing that goes through a thorough editing and revision process as well as substantial reading of expository sources and other materials that develop imperative skills and rigorous training on written themes including body copy, interviewing, captions and headlines, and visuals including photography and designing layouts. Members are expected to assume the responsibilities and self-discipline necessary to contribute to the success of such an organization. Students deal with and learn to understand the ethical dimensions of life while they search for information and gain a respect and understanding of the viewpoints others hold. Student will need to evaluate information and convey intricate or multifaceted information to the student body. Yearbook teaches real-world skills such as, meeting deadlines, teamwork, working with advanced and professional technology, communication skills, and independent thinking skills.

School-based Advisories
iConnect
An approximately 30-minute class designed to help students balance their academic load with your future goals. Students will have lessons on how to respond to bullying, harassment, and intimidation, coping with stress, time management, study skills, college readiness, goal setting, and grade calculation. More over the course is designed to forge a bond between students and the school community at large. Students are assigned to the same i-connect class for the duration of their stay at CNHS No. 2. The class is gender specific and a mix of 9th-12th grade students.

iGraduate
This course is designed to provide an understanding of the university preparation and application process, and to help students increase their college knowledge and readiness. Through the course, students will demonstrate knowledge of the university preparation and application process, demonstrate understanding of career opportunities and preparation for respective careers, demonstrate an understanding the financial options to pay for higher education, demonstrate an understanding the factors of college life and transition, and demonstrate confidence in written and oral expression.

Senior Seminar A
This course is designed to guide students through the college application process and to help students increase their college knowledge and readiness. Through the course,

students will demonstrate knowledge of the university preparation and application process, demonstrate understanding of career opportunities and preparation for respective careers, demonstrate an understanding the financial options to pay for higher education, demonstrate an understanding the factors of college life and transition, and demonstrate confidence in written and oral expression.

Senior Seminar B
This course is designed to allow 12th grade students the opportunity to apply the skills and knowledge they have acquired over their time at the high school in a comprehensive project on a topic of their choosing. The goal of the class to showcase students' academic skills through the use of a project based learning experience. Student work is showcased in an exhibition at the end of the year and graded by multiple faculty and administrators.

Support & Intervention Courses

Learning Center 9-12
In this class students with IEP receive support services in their area of need that has been determined in the students' Individualized Education Plan document. This class is designed to extend the core classes of Math and ELA for students that require additional time to acquire the academic skill related to these classes. These classes are specifically taught by special education teachers.

Study Lab – Algebra I
Students are pre-selected for this class based off of diagnostic data and teacher recommendations. Students placed in this support class have proven to need additional support in the subject of Algebra I. Students review the fundamental mathematical skill related to this course and practice skills covered in the core content classes.

Study Lab – Algebra II
Students are pre-selected for this class based off of diagnostic data and teacher recommendations. Students placed in this support class have proven to need additional support in the subject of Algebra II. Students review the fundamental mathematical skill related to this course and practice skills covered in the core content classes.

English Language Development
This class is designed for differentiated levels of English Language Development. The class utilizes the Systematic ELD curriculum by EL Achieve, a systematic word study, vocabulary, comprehension, and fluency program that is both age and interest level appropriate for adolescents. In the course, students continue to build upon their listening and speaking skills. Students participate in small group and whole-class discussions, and then transfer these oral skills to academic writing. The course is designed to prepare the English Language Learner to acquire the prerequisite skills needed to reclassify as fluent English proficient by progressing though their designated ELD levels.

English Language Support Lab

This class is a supplemental support class for students who are concurrently enrolled in English Language Development and is designed to support students whom are new to the country and have little to no English speaking capabilities. This course will provide instruction in academic and professional language skills for non-native speakers of English. Emphasis is placed on development of integrated language skills for use in studying a particular content area. Upon completion, students should be able to demonstrate improved language skills for participation and success within the particular core content areas. Students set goals for life after high school and the teacher works to help link students in this class to services and education needed to realize these goals. Moreover, this class is designed for students new to the country and that have limited context and understating of the community they live in. Students gain knowledge of community resources, transportation systems, and other basic knowledge to assist them being successful in everyday life. Lastly, students are supported in core academic classes, assignments are translated, instruction is supplements in native languages and content is reviewed in student's native languages (Spanish).

Curricular and Instructional Materials

English Language Arts	Course Name: English 9 Textbook Name: Maus Textbook Author/Publisher: Art Spiegelman Course Name: English 9 Textbook Name: Of Mice and Men Textbook Author/Publisher: John Steinbeck Course Name: English 9 Textbook Name: Holt McDougal Literature Textbook Author/Publisher: Houghton Mifflin Harcourt Publishing Company Course Name: English 10 Textbook Name: Things Fall Apart Textbook Author/Publisher: Chinua Achebe Course Name: English 10 Textbook Name: Things Animal Farm Textbook Author/Publisher: George Orwell Course Name: English 10 Textbook Name: Life and Death of Julius Caesar Textbook Author/Publisher: William Shakespeare Course Name: English 11 Textbook Name: Mockingjay Textbook Author/Publisher: Suzanne Collins

	Course Name: English 11 Textbook Name: Fahrenheit 451 Textbook Author/Publisher: Ray Bradbury Course Name: English 11 Textbook Name: Literature: American Literature Grade 11 (Common Core Edition) Textbook Author/Publisher: Holt-McDougal Course Name: AP English Language Textbook Name: The Language of Composition: Reading, Writing, Rhetoric (2nd Edition) Textbook Author/Publisher: Renee H. Shea, Lawrence Scanlon, Robin Dissin Aufses Course Name: AP English Language Textbook Name: Barron's AP English Language and Composition (6th edition) Textbook Author/Publisher: George Ehrenhaft Course Name: Expository Reading and Writing Textbook Name: Into the Wilde Textbook Author/Publisher: Jon Krakauer Course Name: Expository Reading and Writing Textbook Name: Between the World and Me Textbook Author/Publisher: Ta-Nehisi Coates/Penguin Random House Course Name: Expository Reading and Writing Textbook Name: Brave New World Textbook Author/Publisher: Aldous Huxley/HarperCollins Course Name: Expository Reading and Writing Textbook Name: Zoot Suit Textbook Author/Publisher: Luis Valdez/Arte Publico Press Course Name: Expository Reading and Writing Textbook Name: Hamlet, Prince of Denmark Textbook Author/Publisher: William Shakespeare
Mathematics	Textbook Name for each Math Course: • Core Connections Algebra 1 • Core Connections Algebra 2 • Core Connections Geometry • Core Connections Pre-Calculus • Core Connections Calculus Textbook Author/Publisher: College Preparatory Mathematics
Science	Course Name: Biology Textbook Name: Biology Textbook Author/Publisher: Miller & Levine Course Name: AP Biology Textbook Name: Biology In Focus (AP Edition)

	Textbook Author/Publisher: Campbell Course Name: Chemistry Textbook Name: Chemistry; Matter and Change Textbook Author/Publisher: Mcgraw Hill- Glencoe Course Name: Environmental Science Textbook Name: Environmental Science "Earth as a Living Planet" Textbook Author/Publisher: Botkin & Keller Course Name: AP Environmental Science Textbook Name: Environmental Science "A Global Concern" Textbook Author/Publisher: William Cunningham, Mary Ann Cunningham
History	Course Name: Ethnic Studies Document Titles/Authors*:* *A People's History of the United States* by Howard Zinn *Pedagogy of the Oppressed* by Paulo Freire *I Am Joaquin* by Rodolfo Corky Gonzalez *The Mighty Times: Children's March* (Teacher Curriculum) Film Titles: *Viva La Causa* *Walkout!* *Precious Knowledge* *13th* Course Name: World History Textbook Name: World History Textbook Author/Publisher: McDougal Littell Course Name: US History Textbook Name: History Alive: Pursuing American Ideals Textbook Author/Publisher: Teacher's Curriculum Institute Course Name: AP US History Textbook Name: By the People: A History of the United States, AP Edition Textbook Author/Publisher: James W. Fraser Course Name: US Government Textbook Name: Government Alive: Power, Politics and You Textbook Author/Publisher: Teacher's Curriculum Institute Course Name: AP Government Textbook Name: Government in America Textbook Author/Publisher: Pearson Course Name: Economics Textbook Name: Naked Economics

	Textbook Author/Publisher: Charles Wheelan Course Name: Economics Textbook Name: Economics Alive: The Power to Choose Textbook Author/Publisher: Teacher's Curriculum Institute Course Name: Economics Textbook Name: Economics Principles and Practices Textbook Author/Publisher: McGraw Hill Course Name: Economics Textbook Name: Fast Food Nation Textbook Author/Publisher: Eric Schlosser Course Name: Sociology Textbook Name: Sociology: Concepts and Applications in a Diverse World Textbook Author/Publisher: Thomas J. Sullivan
Foreign Language	Course Name: Spanish 1 Textbook Name: iVen conmigo! Level 1 Textbook Author/Publisher: Holt, Rinehart, Winston Course Name: Spanish 2 Textbook Name: iVen conmigo! Level 2 Textbook Author/Publisher: Holt, Rinehart, Winston Course Name: Spanish 2 Textbook Name: Cuentos Maravillosos Textbook Author/Publisher: Abby Kanter/ Pearson (Pearson) Course Name: Spanish 2 Textbook Name: Santitos Textbook Author/Publisher: Maria Amparo Escandon / Plaza & Janes Editores (Publisher) Course Name: AP Spanish Textbook Name: Temas Textbook Author/Publisher: Course Name: French 1 Textbook Name: D'accord 1 Textbook Author/Publisher: Vista Higher Learning Course Name: French 2

	Textbook Names: (1) D'accord 1 and (2) D'accord 2 Textbook Author/Publisher: Vista Higher Learning Course Name: French 3 Textbook Names: (1) D'accord 2 and (2) D'accord 3 (excerpts) Textbook Author/Publisher: Vista Higher Learning
Art	Course Name: Integrated Arts 1 Textbook Name: Believing Is Seeing: Creating the Culture of Art Textbook Author/Publisher: Mary Anne Staniszewski. Penguin Books; 1st edition (January 1, 1995) Course Name: Integrated Arts 2 Textbook Name: Visual Literacy: A Conceptual Approach to Graphic Problem Solving Textbook Author/Publisher: by Judith Wilde (Author), Richard Wilde. Watson-Guptill (April 15, 2000) Course Name: AP Art Textbook Name: Art History First Edition, First Printing Edition Textbook Author/Publisher: Marilyn Stokstad, Harry N Abrams; First Edition, First Printing edition (December 1995)

Subject Area							
9th Grade		10th Grade		11th Grade		12th Grade	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
		World History A	World History B	U.S. History A	U.S. History B	Economics	U.S. Govern-ment
				AP U.S. History A	AP U.S. History B	AP U.S. Govern-ment & Politics A	AP U.S. Govern-ment & Politics B
English 9 A	English 9 B	English 10 A	English 10 B	English 11 A	English 11 B	Expository Reading & Writing A	Expository Reading & Writing B
				AP English Language & Composition A	AP English Language & Composition B	AP English Literature & Composition A	AP English Literature & Composition B
Algebra I A	Algebra I B	Algebra II A	Algebra II B	Geometry A	Geometry B	Pre-Calculus A	Pre-Calculus B
Algebra II A	Algebra II B	Geometry A	Geometry B	Pre-Calculus A	Pre-Calculus B	College Mathematics A	College Mathematics B

				College Mathematics A	College Mathematics B	Calculus A	Calculus B
				Calculus A	Calculus B	AP Calculus AB A	AP Calculus AB B
				AP Calculus AB A	AP Calculus AB B	AP Calculus BC A	AP Calculus BC B
		Biology A	Biology B	Chemistry A	Chemistry B	Environmental Science A	Environmental Science B
				AP Biology A	AP Biology B	AP Environmental Science A	AP Environmental Science B
French I A	French I B	French I A	French I B	French II A	French II B	French II A	French II B
Spanish I A	Spanish I B	French II A	French II B	French III A	French III B	French III A	French III B
		Spanish I A	Spanish I B	Spanish II A	Spanish II B	Spanish II A	Spanish II B
		Spanish II A	Spanish II B	Spanish III A	Spanish III B	Spanish III A	Spanish III B
				AP Spanish Language & Culture A	AP Spanish Language & Culture B	AP Spanish Language & Culture A	AP Spanish Language & Culture B
Art History A	Art History B	Art History A	Art History B	Art History A	Art History B	Art History A	Art History B
Graphic Design A	Graphic Design B	Graphic Design A	Graphic Design B	Graphic Design A	Graphic Design B	Graphic Design A	Graphic Design B
Integrated Arts I A	Integrated Arts I B	Graphic Design II A	Graphic Design II B	Graphic Design II A	Graphic Design II B	Graphic Design II A	Graphic Design II B
		Integrated Arts I A	Integrated Arts I B	Integrated Arts I A	Integrated Arts I B	Integrated Arts I A	Integrated Arts I B
		Integrated Arts II A	Integrated Arts II B	Integrated Arts II A	Integrated Arts II B	Integrated Arts II A	Integrated Arts II B
		Video Production A	Video Production B	Video Production A	Video Production B	Video Production A	Video Production B
				AP Studio Art: Drawing A	AP Studio Art: Drawing B	AP Studio Art: Drawing A	AP Studio Art: Drawing B
				AP Studio Art: 2-D Design A	AP Studio Art 2-D: Design B	AP Studio Art: 2-D Design A	AP Studio Art 2-D: Design B

Ethnic Studies A	Ethnic Studies B	Get Lit. Words Ignite. A	Get Lit. Words Ignite. B	Get Lit. Words Ignite. A	Get Lit. Words Ignite. B	Get Lit. Words Ignite. A	Get Lit. Words Ignite. B
Get Lit. Words Ignite. A	Get Lit. Words Ignite. B	Sociology A	Sociology B	Sociology A	Sociology B	Sociology A	Sociology B
Sociology A	Sociology B	Creative Writing A	Creative Writing B	Creative Writing A	Creative Writing B	Creative Writing A	Creative Writing B
Creative Writing A	Creative Writing B	Environmental Justice A	Environmental Justice B	Environmental Justice A	Environmental Justice B	Environmental Justice A	Environmental Justice B
Physical Education A	Physical Education B	Physical Education II A	Physical Education II B	Physical Education II A	Physical Education II B	Physical Education II A	Physical Education II B
Leadership A	Leadership B	Leadership A	Leadership B	Leadership A	Leadership B	Leadership A	Leadership B
Marine Biology		Marine Biology		History of American Music	Contemporary Global Issues	History of American Music	Contemporary Global Issues
Religion in Literature	Get Lit. Words Ignite.	Religion in Literature	Get Lit. Words Ignite.	Holocaust & Human Behavior A	Holocaust & Human Behavior B	Holocaust & Human Behavior A	Holocaust & Human Behavior B
History of American Music	Contemporary Global Issues	History of American Music	Contemporary Global Issues	Film Studies A	Film Studies B	Film Studies A	Film Studies B
Film Studies A	Film Studies B	Film Studies A	Film Studies B				
Chemistry Lab	Marine Biology	Chemistry Lab	Marine Biology				
	Study Lab – Algebra 2		Study Lab – Algebra 2	Learning Center 11 A	Learning Center 11 B	Learning Center 12 A	Learning Center 12 B
	Study Lab - Algebra 1		Study Lab - Algebra 1	English Language Development A	English Language Development B	English Language Development A	English Language Development B
Learning Center 9 A	Learning Center 9 B	Learning Center 10 A	Learning Center 10 B	English Language Support Lab A	English Language Support Lab B	English Language Support Lab A	English Language Support Lab B
English Language Development A	English Language Development B	English Language Development A	English Language Development B				
English Language Support Lab A	English Language Support Lab B	English Language Support Lab A	English Language Support Lab B				

Instructional Methods & Strategies

The primary instructional methods and strategies implemented at CNHS No. 2 are described in our instructional frameworks for literacy across the content areas and math. In addition, the instructional staff create an academic environment grounded in inquiry-based instruction. This is facilitated through a variety of manners; however, the core, cross-curriculum and subject methods of engaging all students in this process is demonstrated through the use of small group instruction, visual exemplars, and project based learning that emphasizes student led instruction.

Literacy Framework

Our approach to literacy instruction, which is implemented across the content areas, is based on Mike Schmoker's "Authentic Literacy Template," which he described in his book *Focus (2011)*. This instructional method features the following stages of an authentic literacy cycle: teaching vocabulary, setting the purpose for reading, teacher modeling of reading skills, guided and independent reading practice, text-based discussion, and writing. While this framework is new to the teachers of CNHS No. 2, we are striving to implement all of the aforementioned steps throughout the course of a week in all non-math classes.

Math Framework

Similarly, we have developed a Balanced Math Framework over the course of the past year and are striving to implement it in all math classrooms. The foundational instructional practices of this framework include: strategies to encourage and support student talk, collaborative groups, and a rich mathematical environment characterized by anchor charts, math word walls, and student work. These instructional practices are coupled with a strategic planning approach geared toward inquiry-driven instruction. Lessons are planned to support students' problem solving and inquiry within a given task. Teachers achieve this by setting the stage for effective collaborative problem solving, providing ample time and structures for this collaborative work to occur, and facilitating a student-led discussion and reflection of the task in order to solidify learning.

Small Group Instruction

Small group instruction, which teachers are working to norm across all content areas, can be seen in pockets throughout the school. We are working to make small group instruction a cornerstone of the instruction at Camino Nuevo High School No. 2 and we pride ourselves in embodying a dynamic blended inclusion model. This research-based instructional method of engaging with students has proven effective in a number of manners. Most importantly, this method of instruction allows for instructors to efficiently and with greater precision, differentiate student learning. They are able to do this by allowing for students that need extra practice with the material (whether due to general difficulty with the material, special learning needs, language needs, or simply absence) to have that extra time and space without detracting too greatly from the class'

pacing plan.

Furthermore, while that group is remediating, the instructor is given the opportunity to implement an enrichment activity that further enhances student understanding for those that have mastered the specific skill/concept being taught. This instructional method allows for more individualized student attention between the student and instructor, which has been proven to be important for all types of student learners, whether advanced or those that need specific assistance such as those that have a specific learning and language need. Since implementing this model of instruction, one can notice a notable upward trend of both student engagement and achievement across all content areas and all types of learners. One other noteworthy aspect to this model is the fact that it allows for the learner to focus on the task in a smaller and often times quieter learning environment. Anecdotally, it is also worth noting that the small group model of instruction has been effective in terms of decreasing feelings of alienation and stigma among students with special learning needs because they are often paired with students of different abilities. This is particularly true in times when small group instruction is paired with the next item to be discussed, project based learning.

Project-Based Learning

In order to effectively meet the needs of all learners, many instructors across content areas have implemented project based learning as a manner of engaging with all learners. This can be seen in activities ranging from creating a multi-dimensional poster, scripting their own play based on an issue, conducting research, or painting a mural. Like in the case of small group instruction, this is a research and data driven initiative that has proven, over time, to be an effective manner of allowing for all types of student learners (examples: visual, kinesthetic, auditory) to participate in the learning process. Furthermore, this method allows students to demonstrate both mastery and their understanding of course materials in a manner that best reflects their strengths as a learner. While there are certainly some non-negotiables in terms of standardized testing and common assessments being implemented in the standard essay or test format, these projects allow students to more fully invest in the course material. Camino Nuevo High School No. 2 strives to provide opportunities for students to “put themselves” (either their type of learning or their personal experience) into the work that they are producing. By combining and maximizing their strengths, students are able to produce work that they can truly call their own. Finally, this is an effective method of reaching all learners on campus for a couple of reasons. It both leverages and builds upon a student's strengths, which empowers them to take on more challenging tasks found within the unit or later on in the class. Second, it has been proven through research (and at CNHS No. 2) that students most effectively learn material when they are tasked “to create knowledge” and have opportunities to teach it to their peers.

Teachers and other staff members responsible for instruction go to great lengths to provide indicators for success for each standard and skill, using specific rubrics and exemplars towards which students should strive. Clear expectations and paths/guides to success are important for students to understand how best to achieve success on an

assignment. Furthermore, by having this in place, students are able to advocate for themselves and the help that they need in order to understand the material, based on their particular needs and style of learning. This is because students understand what is expected of all students (example: English Language Learners and students with specific learning disabilities) and they are able to take the necessary steps for them to reach success and mastery. Project Based Learning is effectively and fully supported by both general education teachers and the RSP staff member that are assigned to each grade level. Both parties share ownership of all student learning, which means that all student needs are addressed and proper scaffolds will be created to assist students in reaching academic goals. By having these structures in place, the RSP staff and general education are able to fully assist students in mastering the content or skill.

Standards-Based Instruction

CNHS No. 2's curriculum is centered on the CA Common Core State Standards (CCSS) across all contents. Starting in the 2015-2016 school year, the school strategically integrated the Next Generation Science Standards, as well. Grade level teams work together to ensure that that the CCSS for Informational text are successfully and explicitly integrated into science, foreign language, arts, and technical classrooms. In addition, the school's English Language Development curriculum, Systematic ELD which is utilized during Designated ELD instruction, is aligned to the 2012 California English Language Development Standards. The school will continue to broaden its use of the CA ELD standards across the instructional day as teachers and school leaders learn more about the standards in practice following the release of the English Language Proficiency Assessment for California (ELPAC), administered annually for the first time in February of 2018. The course catalog and the graduation requirements for CNHS No. 2 are aligned to meet the UC "A-G" requirements.

In order to ensure the school utilizes a standards based curriculum, CNHS No. 2 is committed to standards based grading, which evaluates students' level of mastery on specific standards rather than holistic grades. Teachers collaborate on creating rigorous rubrics that not only align with the CCSS, but also promote high level skill development to ensure college readiness. As CNHS No. 2 has moved from focusing on college access to college readiness, we have worked to ensure that all curriculum explicitly ties the standards to high expectations of student performance.

To further ensure faithful adherence to the CCSS, CNHS No. 2 has engaged in a rigorous process of developing departmental professional learning communities. As such, departments have been asked to focus on standards that contain essential college readiness skills and design common assessments across grade levels. The data from these assessments is then used to plan re-teaching strategies, create a vertically aligned curriculum, and discuss college readiness skills.

In addition to this work currently being done in all classrooms, CNHS No. 2 has

developed a rigorous and competitive AP program that offers 10 distinct courses. These courses are aligned not only to relevant CCSS but also to college readiness standards as evidenced by the use of AP and university rubrics in the classrooms. Course syllabi are revised to ensure they reflect college readiness standards and are submitted to the College Board each year for approval.

Development of Technology-Related Skills and Use of Technology

Camino Nuevo High School No. 2 will strive to improve the literacy skills of its student population by providing technological exposure and access, which is found to have a critical link to literacy development. Working towards our mission and vision, students will have access to information, to other communities, and to resources through greater access to technology. Students and educators will use technology for many learning tasks. In turn, students will develop their ability to navigate computer based tests such as SBAC by developing related skills. Students will also be exposed to quarterly online Smatter Balances assessments. Students will take quarterly Smatter Balance IAB assessments to gain exposure to online testing platforms. A well-designed technological infrastructure will help to create a model 21st-century learning environment, encouraging students to learn efficiently in order to prepare to be part of a technologically-based workforce.

At Camino Nuevo High School No. 2 all teachers are equipped with a laptop computer. We also have mobile carts in every classroom and two computer labs available for student use. Students will continue learning about technology by using computers to engage in learning activities related to their current units of study. For example, the use of Achieve 3000 will strategically support student interface with social media, online expository texts and polls. Moreover, the texts that this tool provides are accessible in English, social studies and science curriculum, at reading levels from 3 to college, and in Spanish. As part of their advisory curriculum, students will learn keyboarding and office software programs. Further, Contemporary technology, including the use of tablets, will ensure students are meeting Common Core Standard expectations in this area.

Graduation Requirements

Historically, CNHS No. 2's graduation requirements met and exceeded the national and state standards as well as the A-G requirements of admission into the University of California and California State University. However, to make the rigor of our program even more explicit, the graduation requirements for the class of 2021 and beyond will be as follows:

CNCA Proposed Minimum Required Coursework for Graduation			
Courses	Grade Type	Number of Courses	Credits****
A-G Courses	C or higher	33 semesters (16.5 year long-classes)	165
I-grad & Senior Seminar	C or higher	3	30
Electives*	C or higher	15 semesters	75
Internship**	1 completed	1	5
Service Hours***	40 hours		5
College Application Completion	At least four college applications must be submitted		
			280

*For students transferring in, the minimum grade requirement for transferrable elective credits will be determined on a case by case basis.

** An internship must be completed for all CNCA High School students who attend CNCA high school beginning in ninth grade

*** 10 hours per year enrolled in a CNCA High School
**** In exceptional instances, such as newcomers beginning in 11th grade, the minimum number of credits required for graduation might be reconsidered, contingent on approval by CEO.

The table below outlines CNHS No. 2's A-G requirements, which exceed the minimum UC/CSU requirements.

Subject	Camino Nuevo HS No. 2	UC/CSU Requirements	LAUSD
A. Social Sciences World History, U.S. History, U.S. Government	2.5 years	2 years	2 years
B. English English 9, English 10, English 11, English 12/Expository Reading and Writing	4 years	4 years	4 years
C. Mathematics Algebra I, Algebra II, Geometry, Higher Level Mathematics	3 years 4 recommended	3 years 4 recommended	2 years
D. Laboratory Science Biology, Chemistry, Environmental Science, Physics	2 years 3 recommended	2 years 3 recommended	2 years
E. Foreign Language Two years of same language other than English or equivalent to the second level of high school instruction	2 years 3 recommended	2 years 3 recommended	2 years
F. Visual and Performing Arts Integrated Arts, Graphic Design, Contemporary Art, Video Production	1 year	1 year	1 year

G. College-Preparatory Elective Any additional year in Subjects A-F (Subject F Only if it is Level II)	2 years	1 year	1 year

College/Career Indicator

CNHS No.2 ensures all students meet and/or exceed the "Prepared Level" for the California College/Career Indicator Performance Levels though a multitude of course offering, supports, and targeted graduation requirements. CNHS No.2 offers eleven advanced placement classes. With this number of AP course offerings, students at CNHS No.2 have the opportunity to engage in at least one AP course and subsequent test while attending the school. Students are highly encouraged to take at least one AP course throughout their four years at CNHS No.2. Moreover, the school holds an annual AP fair to build a positive school culture around Advanced Placement classes. To graduate, Students at CNHS No.2 must complete University of California A-G criteria requirements. To ensure students complete these rigorous graduation requirements, the school closely supports and monitors student course matriculation by ensuring a 240 to 1 student to college counselor ratio. This students to counselor ratio is less than half that of the average in the state of California, 500 to 1. Lastly, ELA and Math curriculum at CNHS No.2 is aligned to CCSS for ELA and Math so that students achieve high marks of these assessments.

Intervention and Credit Recovery

- Students with *fails* in A-G classes must retake those courses to meet minimum graduation requirements. Fails will stay on students' historical transcripts and be included in their GPA, along with the grade for the repeated credit. Students with a history of incompletes or fails will be carefully placed in classes that meet their current and historical credit needs.
- Students with current I's and F's are required to attend service learning, academic and college trips and may not stay back to get caught up on work.
- CNHS No. 2 will ensure a robust summer school program designed to offer students an opportunity to engage in credit recovery classes and provide students with remedial classes to help them better access core content.
- CNHS No. 2 has allocated funds to provide students with online classes that can aid in the credit recovery process. While these classes are an option, the school takes great care in assigning these classes for students based on individual student's ability to succeed in this more independent learning format.
- Students transferring into CNHS No.2 meet with college counselor and/or an administrators to determine courses that will allow students to meet graduation and college entrance requirements.
- Transcripts of students who transfer to CNHS No.2 are reviewed by the college counselor before student is enrolled in classes. Previous course work is checked for accreditation and a-g alignment. Students are then enrolled in the appropriate classes that will ensure graduation and college access.

WASC Accreditation

On May 1, 2017, CNHS No. 2 received six-year WASC accreditation through June 2023.

Parent Notification of Transferable Courses

CNHS No. 2 serves high school students in grades 9-12 and meets UC/CSU course entrance requirements. The transferability of CNHS No. 2 courses, due to their A-G alignment and the school's WASC accreditation, is explained to parents as they learn about the A-G coursework alignment during student recruitment, student enrollment, and during the beginning of each school year when course requirements and their A-G alignment are communicated through the distribution of our family handbook. The student/family handbook and the enrollment contract is signed by each student and parent, and is offered digitally and in hard copy to our families in both English and Spanish. If a student decides to transfer out of CNHS No. 2, a school administrator can review the courses that transfer to the relevant A-G credit(s) with the family. College counselors ensure nearly all classes offered at CNHS No. 2 undergo the A-G approval process so that students exiting the school leave with the maximum amount of A-G accredited classes and can enroll in classes at their receiving school that will facilitate college access. Students transferring out of CNHS No. 2 are provided with copies of multiple official transcripts so to ensure the receiving school has the information necessary to enroll the exiting student into college ready classes. The school is WASC accredited ensuring all A-G approved classes are acceptable for use in the college application process.

Transitional Kindergarten

N/A

Academic Calendar and Schedules

July 2018

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August 2018

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
			NT	NT	NT	
5	6	7	8	9	10	11
	NT	SD	SD	SD	SD	
12	13	14	15	16	17	18
	X	X	S	X	X	
19	20	21	22	23	24	25
	X	X	S	X	X	
26	27	28	29	30	31	
	X	X	S	X	X	

September 2018

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
	H	X	S	X	X	
9	10	11	12	13	14	15
	X	X	S	X	X	
16	17	18	19	20	21	22
	X	X	S	X	M	
23	24	25	26	27	28	29
	X	X	S	X	X	
30						

October 2018

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
	X	X	S	X	X	
7	8	9	10	11	12	13
	X	X	S	X	X	
14	15	16	17	18	19	20
	X	X	S	X	X	
21	22	23	24	25	26	27
	X	X	S	X	M	
28	29	30	31			
	SD	X	S			

November 2018

Su	M	Tu	W	Th	F	Sa
				1	2	3
				X	X	
4	5	6	7	8	9	10
	X	X	S	X	H	
11	12	13	14	15	16	17
	X	X	S	X	X	
18	19	20	21	22	23	24
	X	X	M	H	H	
25	26	27	28	29	30	
	X	X	S	X	X	

December 2018

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
	X	X	S	X	M	
9	10	11	12	13	14	15
	X	X	S	X	X	
16	17	18	19	20	21	22
	H	H	H	H	H	
23	24	25	26	27	28	29
	H	H	H	H	H	
30	31					
	H					

January 2019

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
		H	S	X	X	
6	7	8	9	10	11	12
	X	X	S	X	X	
13	14	15	16	17	18	19
	H	X	S	M	M	
20	21	22	23	24	25	26
	SD	SD	SD	X	X	
27	28	29	30	31		
	X	X	S	X		

February 2019

Su	M	Tu	W	Th	F	Sa
					1	2
					X	
2	3	4	5	6	7	8
	X	X	S	X	PTF	
9	10	11	12	13	14	15
	X	X	S	X	X	
16	17	18	19	20	21	22
	H	X	S	X	M	
23	24	25	26	27	28	
	X	X	S	X	X	

March 2019

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
	X	X	S	X	SD	
9	10	11	12	13	14	15
	X	X	S	X	X	
16	17	18	19	20	21	22
	X	X	S	X	M	
23	24	25	26	27	28	29
	H	H	H	H	H	
30	31					
	H					

April 2019

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
	X	SD	S	X	M	
7	8	9	10	11	12	13
	X	X	S	X	X	
14	15	16	17	18	19	20
	X	X	S	X	X	
21	22	23	24	25	26	27
	X	X	S	X	X	
28	29	30	31			
	X	X	S			

May 2019

Su	M	Tu	W	Th	F	Sa
		1	2	1	2	3
		X	X	X	X	
4	5	6	7	8	9	10
	X	X	S	X	M	
11	12	13	14	15	16	17
	X	X	S	X	X	
18	19	20	21	22	23	24
	X	X	S	X	X	
25	26	27	28	29	30	
	H	X	S	X	X	

June 2019

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
	X	X	S	X	X	
9	10	11	12	13	14	15
	X	X	S	M		
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Vista Legacy Global Academy
Supporting Documentation

KEY:	
X	Regular Instructional Day
M	Minimum Day
SD	Staff Development (In-service, pupil free day)
H	Holiday
S	Shortened Days
NT	New Teacher
BD	Buyback day
PTF	Pupil /Teacher Free Day

8/13/2018	**First Day of School**
6/13/2019	**Last Day of School**

Holidays:	
7/4/2018	4th of July Observed
9/4/2018	Labor Day
11/10/2018	Veteran's Day
11/23/2018-11/24/2018	Thanksgiving Break
12/18/2108-12/29/2018	Winter Break
1/1/2019	New Year's Day
1/15/2019	Martin Luther King Jr. Day
2/19/2019	Presidents Day
3/26/2019-3/30/2019	Spring Break
5/28/2019	Memorial Day
Other:	
3/7/2019	Success Conference
2/7/2019	MOY Retreat

Q1:	8/13/2018 - 10/26/2018	SD 10/29/2018	PT Conference 11/7/2018 - 11/9/2018
Q2:	10/29/2017 - 1/18/2019	SD 1/21/2019	PT Conference 1/31/2019 - 2/2/2019
Q3:	1/21/2019 - 3/21/2019	SD 4/2/2019	PT Conference 4/11/2019 - 4/13/2019
Q4:	4/1/2019 - 6/13/2019		

# of Instructional Days

Q1:	53	28%
Q2:	45	24%
Q3:	39	21%
Q4:	53	28%
Total:	190	100%

	X	S	M	SD	Total Inst. Days	Total Work Days
Jul	0	0	0	0	0	0
Aug	12	3	0	4	15	19
Sep	14	4	1	0	19	19
Oct	16	5	1	1	22	23
Nov	15	3	1	0	19	19
Dec	7	2	1	0	10	10
Jan	12	4	2	3	18	21
Feb	14	4	1	0	19	19
Mar	10	3	1	1	14	15
Apr	16	5	1	1	22	23
May	18	4	1	0	23	23
Jun	6	2	1	0	9	9
Total	**140**	**39**	**11**	**10**	**190**	**200**

Sample Daily Schedule

The 2017-18 daily schedule shown below is a sample daily schedule the school intends to use for the duration of this charter term.

12th Grade Student Schedule

Pd.	Time	Grade	Even	Odd
1/2	8:00-9:25	12th	French 3	Economics
3/4	9:30-10:55	12th	College Mathematics	Environmental Science
iC/CD	11:00-11:35	12th	i-connect	
Lunch	11:35-12:15	12th	Lunch	
5/6	12:20-1:45	12th	Expository Reading and Writing	AP English Literature and Comp.
7/8	1:50-3:15	12th	Creative Writing	Senior Seminar

11th Grade Student Schedule

Pd.	Time	Grade	Even	Odd
1/2	8:00-9:25	11th	English 11	Chemistry
3/4	9:30-10:55	11th	Geometry	US History
iC/CD	11:00-11:35	11th	i-connect	
Lunch	11:35-12:15	11th	Lunch	
5/6	12:20-1:45	11th	Integrated Arts I	English Language Development
7/8	1:50-3:15	11th	Learning Center	i-Graduate 11

10th Grade Student Schedule

Pd.	Time	Grade	Even	Odd
1/2	8:00-9:25	10th	English 10	French 2
3/4	9:30-10:55	10th	Geometry	World History
iC/CD	11:00-11:35	10th	i-connect	

Lunch	11:35-12:15	10th	Lunch	
5/6	12:20-1:45	10th	Biology	Pre-Calculus
7/8	1:50-3:15	10th	History of American Music	i-Graduate 10

9th Grade Student Schedule

Pd.	Time	Grade	Even	Odd
1/2	8:00-9:25	9th	Algebra 1	Physical Education
3/4	9:30-10:55	9th	Spanish 1	Ethnic Studies
iC/CD	11:00-11:35	9th	i-connect	
Lunch	11:35-12:15	9th	Lunch	
5/6	12:20-1:45	9th	English 9	English Language Development
7/8	1:50-3:15	9th	Creative Writing	i-Graduate 9

Instructional Day and Minutes Calculator

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	No									0	36000	0	-36000
1	No									0	50400	0	-50400
2	No									0	50400	0	-50400
3	No									0	50400	0	-50400
4	No									0	54000	0	-54000
5	No									0	54000	0	-54000
6	No									0	54000	0	-54000
7	No									0	54000	0	-54000
8	No									0	54000	0	-54000
9	Yes	140	395	39	295	11	295	0	0	190	64800	70050	5250
10	Yes	140	395	39	295	11	295	0	0	190	64800	70050	5250
11	Yes	140	395	39	295	11	295	0	0	190	64800	70050	5250
12	Yes	140	395	39	295	11	295	0	0	190	64800	70050	5250

Staff Recruitment and Selection Process

CNHS No. 2 seeks a group of professionals committed to our mission—that all students will become literate, critical thinkers with sensitivity to the world around them and the desire to be agents of social justice. In addition, the teachers must be able and willing to plan and deliver meaningful, rigorous instruction as well as to be actively involved in a professional learning community. We seek tenacious and resourceful instructional leaders, highly-skilled and committed teachers, extraordinarily connected parent and community liaisons and classified staff who personalize their services with absolute customer service. Each Camino Nuevo Charter Academy campus selects its own staff. All candidates undergo a thorough hiring process led by the school administrators. The hiring process helps to ensure that the candidate and school are well-matched.

Camino Nuevo High School No. 2 recruits through announcing openings and encouraging candidates at various locations, such as: Edjoin website, local universities

recruitment fairs, LinkedIn, partnerships with LMU, CSUDH, & USC, Teach For America website , and word of mouth/inter office email.

Teacher Selection Process

1. The selection process includes the following steps: research and establish job qualifications, announce opening(s), recruits applicant(s), request resume, references, and credentials, interview candidate(s), candidates present demo lesson to a class, check references, select top candidate.
2. Medical clearance - proof of TB testing
3. Fingerprinting - applicant submits prints through LiveScan which is forwarded to appropriate agencies for criminal record check prior to employment in a manner consistent with applicable state law
4. Check for employment eligibility and require annual completion of mandated reporting training on child abuse to ensure compliance.

CNHS No. 2 Professional Development

CNHS No. 2 is committed to supporting its staff and teachers by providing high-quality professional development and the opportunity to belong to a powerful adult learning community. Research confirms that, "professional learning communities are indeed the best form of staff development. In a five-year period where Adlai Stevenson High School made immense achievement gains, not a single external staff development initiative was launched. Their gains were the result of internal expertise, shared and refined by groups of teachers" *(Schmoker, 2006)*. CNHS No. 2 firmly believes in the power of professional learning communities and actively fosters a results-oriented, collaborative, professional environment.

Research maintains that when teachers learn together in a collaborative culture, dramatic increases in student achievement are possible. "Creating collaborative culture is the single most important factor for successful school improvement initiatives and the first order of business for those seeking to enhance the quality of their schools" (DuFour and Eaker, 2004). Therefore our vision for support and development at CNHS No. 2 defines our professional culture and ensures a powerful adult learning community focused on academic excellence:

> We are a professional learning community (PLC) dedicated to constantly improving our ability to meet our students' academic and socio-emotional needs through engaging in action research and the reflective cycle in collaborative teams, so that all of our students learn.

Similarly, our shared commitments align with DuFour's four questions of an effective Professional Learning Community. These fundamental questions ensure ongoing alignment between our mindsets, behaviors, and outcomes for students and our team. They remain alive in the minds of faculty and leadership team members through regular reflection during the opening and closing of collaborative meetings. We are committed

to constantly reflecting on and improving our ability to effectively respond to the four essential questions:

1. What do we expect our students to learn?
2. How will we know if they have learned?
3. How will we respond when they don't learn?
4. How will we respond when they do learn?

To hold high expectations for each other, all members of CNHS No. 2 receive extensive professional development, from teachers, to administrators, to support staff. The site Principal is responsible for the development and delivery of a data-based annual professional development scope and sequence that embeds CNHS No. 2's core professional development foci. In 2017-2018, the organizational-wide focus areas for professional development are: Common Core through Authentic Literacy, Conceptual Math, Effectively Serving English Learners, Whole Child, Restorative Justice, Partnering with Families, and Data Analysis and Response. With these foci and data in mind, the principal crafts a yearlong PD calendar that is unique to CNHS No. 2. The annual scope and sequence is reviewed by the Chief Learning Officer in consultation with the Home Support Office team members to ensure high levels of quality and alignment. Home Support Office staff are activated to facilitate professional development with the site Principal, as appropriate. Although the focus of CNHS No. 2 professional development plan is standards-based classroom instruction, mandatory trainings in child abuse, sexual harassment, health, CPR and First Aid, school emergencies, and daily operations are also scheduled for all-school staff.

The topics for the professional development for the 2018-2019 school year might shift as we respond to our school's needs; the topics are determined based on teacher need, end-of-school-year student achievement data, and progress toward our school-wide goals. Our school-wide goals are centered around school culture and instruction, more specifically creating a culture of academic scholarship, focusing on authentic literacy in all content areas, and implementation of new guaranteed and viable curriculum in mathematics courses. We project that we will be continuing the work within our professional learning communities to refine curriculum and pacing so it is literacy-rich, guaranteed, and viable. In addition to instruction-focused PD, additional topics for PD include restorative justice and standards based grading

The format of CNHS No. 2 professional learning community (PLC) is defined by five key structures:

1. Grade-Level/Content Area Teams
2. Classroom Walk-Throughs
3. Instructional Coaching
4. In-House Professional Development
5. Teacher Leadership
6. External Workshops and Opportunities

1. Grade-Level/Content Area Teams: Research from Richard DuFour underscores the importance of providing time for teachers to collaborate, plan together, analyze data, and share best practices. Therefore, significant time is allocated in our early-release professional development calendar for grade level teams, or content area departments, to meet together two to three times per month to reflect upon and share their teaching practice with like-minded colleagues. In alignment with the four guiding questions of effective PLCs, this collaborative time is spent developing common standards-based pacing plans, creating common assessments, analyzing the results from common assessments, or planning for re-teaching/extension based on assessment data. This structure encourages a continuous cycle of inquiry, reflectiveness, and the responsibility of "owning one's craft".

2. Classroom Walk-Throughs (CWT): The UCLA School Management Program developed this process to provide teachers and leaders the opportunity to observe and have conversations about what is happening in classrooms, so teachers can make change in the classroom and increase student achievement. CNHS No. 2 leaders conduct classroom walkthroughs monthly to collect data around school-wide instructional trends. Teachers are included in CWTs on a quarterly basis to promote shared accountability and transparency of practice across all grades. The observational data gathered in CWTs is used to develop next steps for professional development and coaching.

3. Coaching Model: At CNHS No. 2, administrators are required to be true instructional leaders who are present and involved in teachers' instructional practice. At CNHS No. 2, we strive to harness the collective power of collaboration by opening up our doors and our dialogue to build professional relationships that help all students meet the standards. We believe that professional growth is dependent upon creating a "feedback rich" culture that creates and sustains high performance. Teachers and leaders value the coaching model as an opportunity for regular opportunities for observation, feedback, reflection, and eventually, improvement.

The Principal and three Assistant Principals act as instructional coaches for all classroom teachers. The Dean of Culture coaches teacher assistants and elective teachers. Coaches typically oversee 8-10 teachers each. Instructional coaches observe in classrooms once a week for new or struggling teachers, or every other week for experienced teachers for 15-20 minutes. The Dean observes bimonthly as well. Subsequently, coaches and teachers meet once a week or every other week for one hour to debrief, analyze student work, and plan together.

The overarching role of the coach is to build teacher capacity to implement effective instructional practices to improve student learning and performance. The teacher role is to be a learner continually engaged in their curriculum and the study of teaching. When both teacher and coach fulfill their roles, they engage in an ongoing, reflective conversation about what happens in the classroom that translates into engaged and prepared students. All instructional leaders share a common focus as they engage in coaching conversations with teachers and are guided by three key questions:

- Is the content being taught standards-based and rigorous?
- What evidence of learning are students demonstrating?
- What instructional decisions are teachers making and why?

The learning loop cycle below outlines the essential elements of the model and frames our coaching conversations with teachers *(Schmoker, 2006)*.

4. In-House Professional Development: CNHS No. 2 provides extensive professional development opportunities to our teachers, administrators, and staff. Seven full professional development days are calendared each year, during instructional leaders guide teachers in learning and applying new approaches to curriculum planning, instructional strategies, and assessment. Professional development is also embedded into the work week through weekly early-release Wednesday sessions dedicated to ongoing adult learning. All teachers participate in these two hour sessions.

One Wednesday PD of each month is allocated for rotations (teachers rotate within 3-4 mini sessions). A significant portion of professional development sessions are dedicated to content area collaboration as outlined above. The remaining meetings are commonly "new learning" sessions facilitated by site leaders, internal experts, or outside consultants to build teachers' collective capacity in core school-wide expectations. These sessions are typically utilized for new initiatives or curricular frameworks, such as Common Core, ELD curricula, and Readers Workshop structures.

Other activities facilitated during our onsite professional development program may include the following topics: developing positive classroom culture, fostering our parents as partners philosophy, utilizing effective bilingual pedagogy, crafting high-quality lesson plans, discussing strategies to increase student achievement, and engaging in regular data analysis and reflection.

The Home Support Office of Camino Nuevo Charter Academy has developed an extensive professional learning community for administrative leaders as well. School leaders come together for a monthly meeting with leaders across the Camino Nuevo Charter Academy network to share best practices, engage in case studies, and develop collaborative action plans for key growth areas. In addition, Principals, Assistant

Principals, Deans, and Operation Coordinators are part of role-alike teams which meet monthly to collaborate around issues specific to their position. Each member of the instructional leadership team also receives leadership coaching from the Vice President of Leadership development and HSO content specialists. Furthermore, Camino Nuevo Charter Academy provides all leaders with workshops focused on topics like: teacher evaluation, documenting personnel performance, data driven dialogue, and stakeholder communication.

5. Teacher Leadership: CNHS No. 2 established Instructional Cadres, which are comprised of teachers and leaders and are focused on initiatives related to teaching and learning, as well as initiatives focused on the socio-emotional support needed to maximize learning. Sample Cadre projects include the school's Technology Initiative and Restorative Justice practices. Teachers in the Teacher Leadership Cadre meets once or twice a month to collaborate and plan for capacity building opportunities. These are essential school-wide practices that support the teaching and learning process. The Cadre experience provides teachers with ongoing leadership development which strengthens their craft, and a valuable sense of ownership of school programs.

Teacher Orientation and Induction

Teachers new to CNHS No. 2 participate in a mandatory 4-day new teacher orientation in August before all teachers return for school-wide professional development. During the orientation, new teachers learn the essentials of CNCA's approach, as well as CNHS No. 2's specific information such as the academic program and operational procedures of the school. Specifically, curricular resources are shared and norms for instructional planning and assessment are communicated. New teachers also have the opportunity to understand the school's partnership with parents, professional expectations and safety procedures. Teachers who are in their first and second year of BGDI are supported by an advisor on-site.

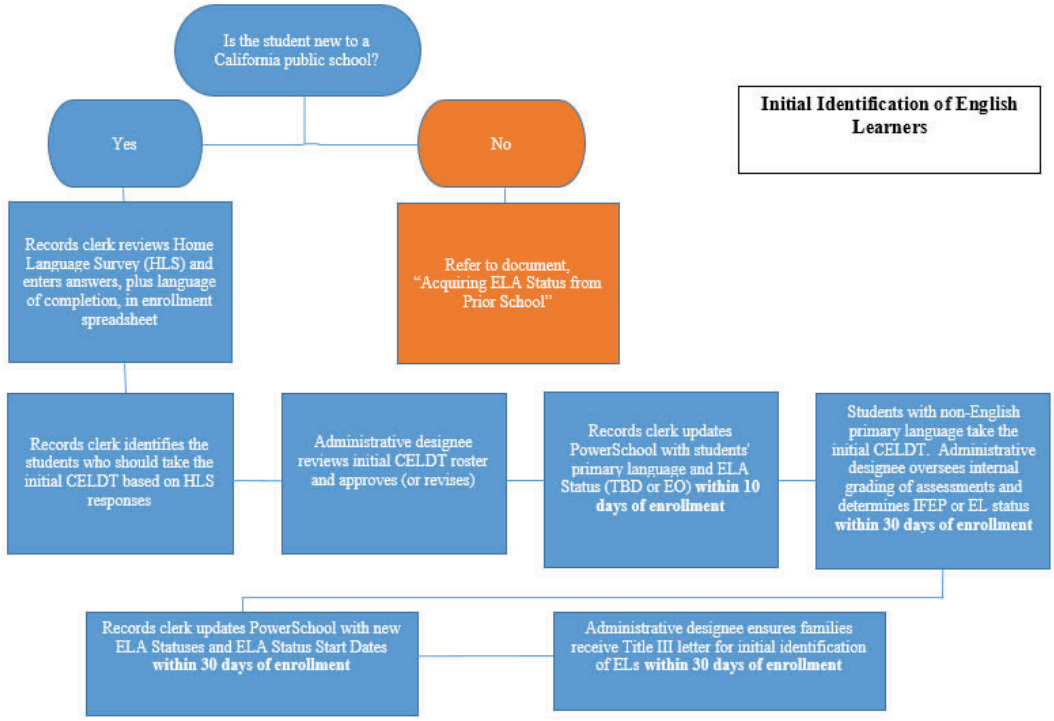
Following New Teacher Induction, both new and existing faculty come together for four days before school begins to revisit the school's vision and recommit to the staff norms. It is also an opportunity for the staff to analyze student achievement data, discuss the current year initiatives, and better understand the scope and sequence of professional development throughout the remainder of the year.

Meeting the Needs of All Students

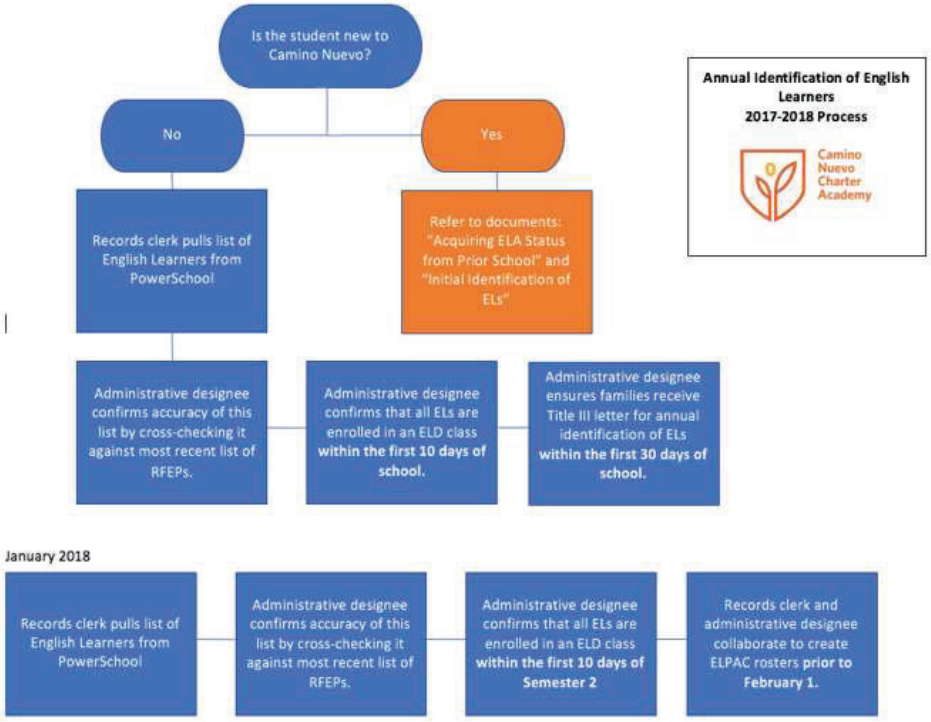
English Learners

CNHS No. 2 will continue to implement the EL Master Plan for Camino Nuevo Charter Academy. As described in the Master Plan, CNHS No. 2's process for identifying English Learners varies depending on whether the students are new to a California public school, new to Camino Nuevo Charter Academy, or a returning student. These processes are described in the charts that follow:

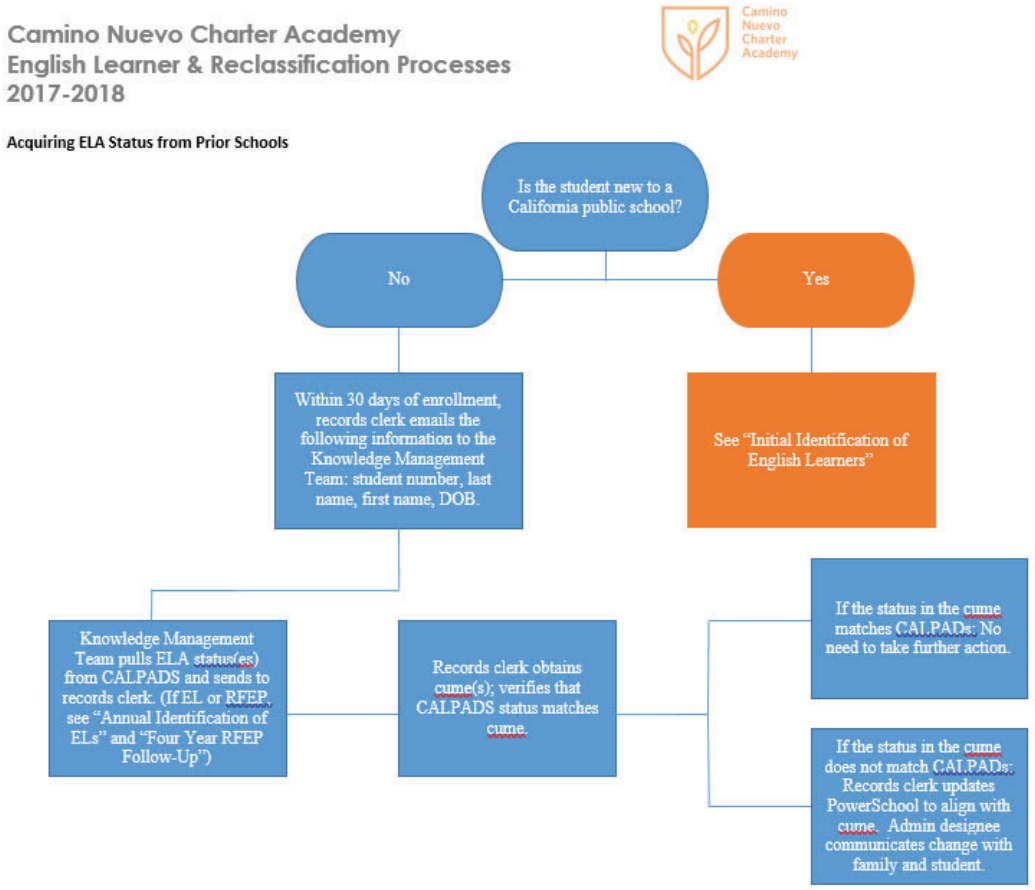
Camino Nuevo Charter Academy
English Learner & Reclassification Processes
2017-2018



Camino Nuevo Charter Academy
English Learner & Reclassification Processes
2017-2018



January 2018



Once English Learners have been identified, they are placed into an English Language Development class for Designated ELD instruction. Based on extensive research into effective programs, Camino Nuevo Charter Academy adopted a data-based methodology for teaching English Language Development, called Systematic ELD. This framework was identified by teachers and leaders at the Camino Nuevo Charter Academy Burlington Campus during the 2008-2009 school year, adopted by them in the 2009-2010 school year, and then spread to other campuses in the subsequent years.

Based on the work of Susana Dutro and EL Achieve, Systematic ELD is a framework that initially attracted, and continues to attract, CNCA educators because of its unique features:

- Students are grouped and taught at their assessed ELD proficiency level by fully credentialed teachers at least three times a week at the high school level;
- Students are explicitly taught forms and functions of language, which the framework writers paced out across the levels of language development and aligned to the California ELD standards to reflect a research-based linguistic progression for language learning;

- Students are also taught high-utility vocabulary that they are unlikely to learn on their own or during other instructional blocks, but need for academic and social life; and
- Students use oral and written language in meaningful contexts.

In order to meet the needs of all students with academic language needs, teachers design ELD lessons that have clearly stated language objectives designed to "build into and from content instruction" *(Tariba, 2014)*. As described in the subsequent pages of this section, teachers utilize a gradual release model to:

- explicitly teach students language patterns and vocabulary connected to a specific language function, or purpose for communicating
- provide students with ample oral practice (i.e., 50% of the lesson) in the context of structured language practice routines
- help students connect oral language to its written form through guided, shared, and independent writing activities

Curriculum and Assessment

CNHS No. 2 teachers draw from Sample Unit Instructional Maps and function pages within the Systematic ELD Handbook to backwards plan Designated ELD units that lead students toward the completion of a worthwhile cognitive task that is aligned to the language students need in other parts of the instructional day (i.e., in history, English, science, math, or an arts class). These units are aligned to the California ELD standards, as are the assessment tasks described below. It is through the grading and analysis of these assessments that ELD teachers ensure that English Learners are making adequate progress toward mastery of the ELD standards.

Daily	Weekly	Unit (every 4-6 weeks)	Summative (end of each semester)
• Do-Now (pre-assessment or assessment of previous day's work) • "You Do Independently" Task (e.g., exit slip) • Ongoing Assessment Checklist – used to collect in-the-moment data while students practice oral language	• Weekly Application Tasks – created by the teacher to assess students' ability to synthesize the language learned during the week into a brief, performance task that is grade-level and developmentally appropriate (i.e., the task is as cognitively rigorous as any other high school-level task would be)	• Unit Assessments – created by the teacher to assess students' ability to synthesize language learned during the unit into an extended, performance task that is grade-level and developmentally appropriate (i.e., the task is as cognitively rigorous as any other high school-level task would be)	• Benchmark assessments by grade-span and proficiency level, created by CNCA teachers and leaders

In addition to using data from the internal assessments described above to monitor student progress and drive instructional decisions, teachers at CNHS No. 2 have historically used results from the CELDT to tailor instruction to student needs. For example, through an analysis of subtest results, ELD teachers identified that a common low-scoring domain for their students was Reading. As a result of this, they adapted their lesson structure to include guided and independent reading fluency and comprehension work on a regular basis. Camino Nuevo Charter Academy educators are committed to data-driven instruction and will use ELPAC results in a similar way when appropriate.

Daily Instruction

Teachers' planning sets them up to implement the following common practices during Designated ELD time:

I. Gradual Release of Responsibility

Designated ELD lessons are characterized by a gradual release of responsibility from teacher modeling to guided oral practice to independent written practice. Teachers move through each of these phases in every lesson in order to ensure that students get enough oral practice and that they have an opportunity to apply their new oral language to writing.

II. Visual Supports

Observers in a Designated ELD classroom at CNHS No. 2 should notice ample visual support for language learners, such as charts with sentence frames and vocabulary word banks, labeled posters to help students visualize new vocabulary in context (e.g., pictorial input charts), picture cards for students to use during partner and group talk, and graphic organizers for structured writing support. Teachers model how students might use these visuals during oral and written practice, as well as support students toward independent language production without the use of a scaffold.

III. Structured Language Practice

During guided oral practice, students engage in Structured Language Practice (SLP) routines, which promote focused, accountable talk. Teachers are trained in the facilitation of these routines during their initial Systematic ELD professional development (PD) sessions. They range from routines for whole class choral language practice (e.g., Echo Repeat) to small group activities (e.g., Talking Stick) to partner routines (e.g., Lines of Communication).

IV. Written Application Tasks

In order to ensure that students' oral language production transfers to their writing, teachers embed daily written application tasks as early in elementary school as possible (i.e., by the middle of kindergarten at the latest). These tasks may be guided, as with a shared writing activity, or may be more independent, such as an exit ticket. The key feature of all written tasks in Designated ELD is that the teacher explicitly makes the

connection between them and students' oral language practice so that students begin to write the way they speak and speak the way they write.

Meaningful Access to the Core Curriculum

In order to ensure that English Learners achieve parity with their non-English Learner peers, Camino Nuevo Charter Academy provides both Designated and Integrated ELD. The California *ELA/ELD Framework* states, "Integrated ELD is provided to ELs throughout the school day and across all subjects by all teachers of ELs…to ensure students strengthen their abilities to use English as they simultaneously learn content through English." Research on the length of time needed to acquire native-like language proficiency suggests that intentionally designed Integrated ELD should in fact be provided to students past their initial reclassification. Virginia Collier, a professor of bilingual education, states, "Research has indicated that it takes the most advantaged students 4-12 years of second language development to reach deep academic proficiency to compete successfully with native speakers." Given that meeting the criteria for reclassification does not necessarily indicate that one has achieved "deep academic (language) proficiency," Camino Nuevo Charter Academy provides Integrated ELD to all students in an effort to achieve this goal. This approach is also supported by the research related to the vocabulary gap between low and upper income children. As of the 2015-2016 school year, 97% of our students qualified for free and reduced price lunch. We consider this along with the research showing that by age three, there is a 30 million word gap between children from the poorest and the wealthiest families *(Hart, 1995)*. As such, we believe that all students we serve benefit from and should therefore receive Integrated English Language Development.

Daily Instruction and Assessment

Teachers' planning prepares them to implement the following common Integrated ELD practices throughout the instructional day:

Vocabulary Instruction

Teachers engage in a prioritization process which helps them determine which words to pre-teach, both quickly and through an in-depth study, and which words to introduce during the lesson, once students have grasped an understanding of the concept the word represents. Teachers define less important or easily understood words in context, providing synonyms in English and, when possible, in Spanish. When engaging students in an in-depth study of key vocabulary words, teachers use graphic organizers to help students conceptualize important ideas related to the word, such as cognates in Spanish, definitions, related words, and example sentences. Teachers also use pictures, realia, and total physical response (TPR), to help students understand and remember the words. After the teacher introduces the words and their meanings, students practice using the words. They are given sentence frames with the word already embedded and then are asked to insert the word into less scaffolded sentences.

Most importantly, the words that have been selected for in-depth study are re-visited and students are required to use them in writing and conversation to ensure that they develop a deep understanding of the word meaning. *(Lesaux & Harris, 2015)*.

Visual Supports

In addition to providing pictures of key vocabulary words and graphic organizers to organize information about these words, teachers implement additional visual supports to ensure that English Learners can access content instruction. These include:

- pictorial input charts
- anchor charts with key concepts and processes defined in pictures and words
- graphic organizers that help students visually display information, such as Thinking Maps
- word walls with high frequency and/or content-specific words and symbols

Structured Language Practice

Research on English Learners' language development has shown that there is a strong correlation between students' oral English skills and their reading comprehension and writing abilities. *(August & Shanahan, 2006)* As such, English Learners benefit from abundant oral practice throughout the course of a lesson. However, this oral practice must be well structured in order to be effective. As such, teachers teach and implement Structure Language Practice routines, or SLPs. These routines provide students with a structured time to practice the vocabulary and grammatical structures that characterize the academic language of the lesson. The routines ensure that there is an equitable balance of talk time among students and that students are held accountable for speaking and listening to their peers.

Sentence Frames and Sentence Starters

To help students perform the language function necessary to accomplish an oral or written task, teachers provide students with written sentence frames and sentence starters. An example of a sentence frame for cause and effect language is: *As a result of __(past tense verb phrase: cause)__, ____(past tense verb phrase: effect) ___.* Another example is: _____ *due to the fact that* _____. Both examples are sentence frames in that they support students with the completion of an entire sentence, whereas sentence starters only support students in beginning a sentence. However, as exemplified above, even sentence frames can vary in the amount of support they provide students, with the first example being more supportive than the second. Teachers use their knowledge of students' developmental and language needs to determine which type of sentence frame to use and whether to post it or to share it orally. No matter the type of frame used, teachers always spend time introducing the frame to students, teaching them how to use it, and practicing it before they expect students to use it independently.

Process for Annual Evaluation of the EL Program

The administrators of CNHS No. 2 meet with members of the Learning Group from Camino Nuevo Charter Academy's Home Support Office on a regular basis in the form of Quarterly Data Meetings. These Data Meetings, which are held at the end of each quarter of the academic year, are opportunities for school site and organizational leaders to collectively evaluate the effectiveness of the entire educational program, including the English Learner Program. During these meetings, leaders analyze a wide range of EL performance data, including CELDT/ELPAC scores, Lexile scores, Smarter Balanced Interim Assessment Block scores, course grades. They also analyze whole child data points such as attendance and suspensions. This holistic portrait of English Learner performance allows leaders to synthesize programmatic strengths and weaknesses, as well as determine whether members of the following subgroups are in need of additional support:

- English Learners, especially Long-Term English Learners (LTELs) and students At Risk of Becoming LTELs
- Reclassified students, especially those who reclassified within the previous four school years

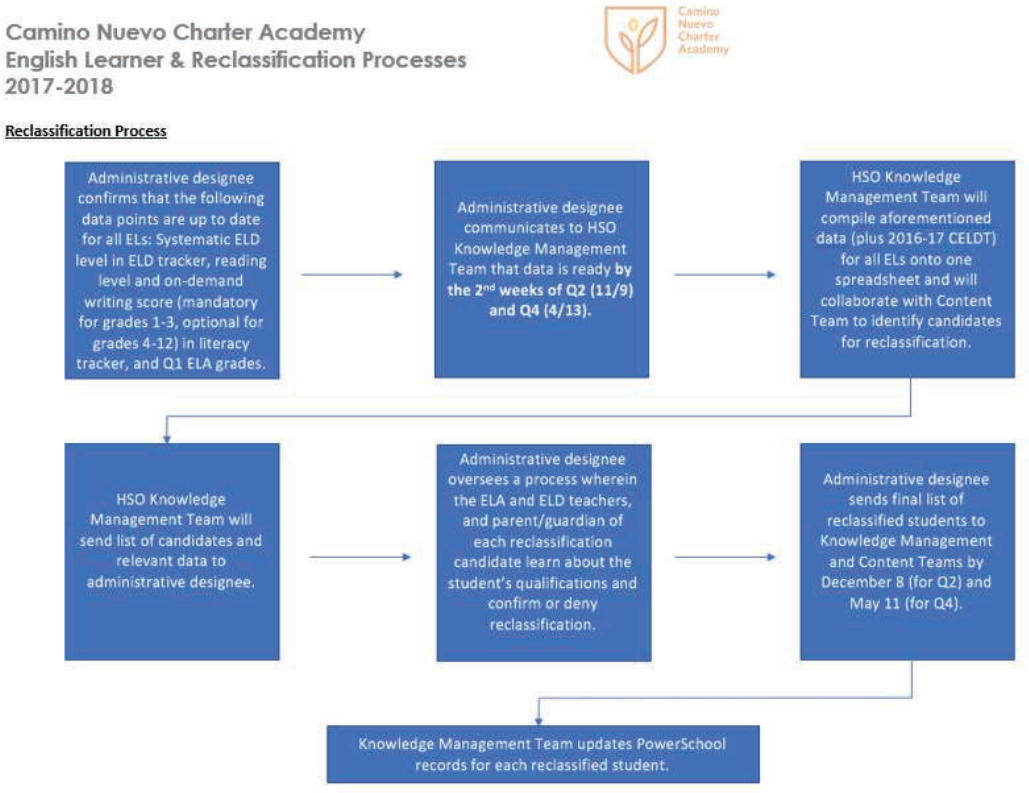
CNHS No. 2 leaders and Home Support Office staff also analyze performance data of reclassification candidates in order to ensure that all students who are ready or close to ready to reclassify are able to do so within the subsequent cycle. For example, students who are meeting all criteria but one are explicitly identified and targeted for intervention support, if needed, in order to ensure that they meet the missing criterion and reclassify swiftly.

Quarterly Data Meetings are followed by strategic planning time for the site leadership team members to take into account recommendations from the Home Support Office, as well as their own ideas for programmatic adjustments. By engaging in annual strategy plan writing, and adjusting these plans on a quarterly basis based on the results of student achievement data, leaders at CNHS No. 2 ensure that data is not collected to simply sit in a spreadsheet. Rather, data is used to prioritize leadership actions and to make programmatic adjustments in order to better meet the needs of all students, especially English Language Learners and reclassified students.

Reclassification Process and Criteria

The following describes the reclassification process for the 2017-2018 school year, as well as the reclassification criteria for all Camino Nuevo Charter Academy students.

Reclassification Process



Reclassification Criteria

Grades 1-2	Grades 3-8	Grades 9-12
2016-2017 CELDT Score *or* Internal ELD Level Overall performance level of 4 or 5, with scores of 3 or higher in all four domains for grade 2 and with scores of 3 or higher in listening and speaking for grade 1. If the student did not meet these criteria on the 2016-2017 CELDT test, then movement to an Early Advanced ELD level will be determined based on Systematic ELD unit assessment performance.	**2016-2017 CELDT Score *or* Internal ELD Level** Overall performance level of 4 or 5 with scores of 3 or higher in all domains: listening, speaking, reading and writing. If the student did not meet these criteria on the 2016-2017 CELDT test, then movement to an Early Advanced ELD level will be determined based on Systematic ELD unit assessment performance.	**2016-2017 CELDT Score *or* Internal ELD Level** Overall performance level of 4 or 5 with scores of 3 or higher in all domains: listening, speaking, reading and writing. If the student did not meet these criteria on the 2016-2017 CELDT test, then movement to an Early Advanced ELD level will be determined based on CNCA's ELD benchmark assessment.
English Reading Level Meets quarterly benchmark goals for each English reading	**English Reading Level** Reading level in English within 1.5 years of the grade level benchmark, inclusive	**English Lexile Level** Lexile level falls within the "approaching college and career readiness" band or better
English Writing Score	**English Writing Score**	**English Writing Score**

On-demand writing sample indicates that English writing meets standards (e.g., a score of a 3 on a 4-point CNCA rubric)	On-demand writing sample indicates that English writing approaches standards (e.g., a score of a 2 on a 4-point CNCA rubric). SBA Writing Domain score may be used.	On-demand writing sample indicates that English writing approaches standards (e.g., a score of a 2 on a 4-point CNCA rubric). SBA Writing Domain score may be used.
Teacher Opinion ELA progress report grades of 3 or better in all domains (reading, writing, listening and speaking).	**Teacher Opinion** ELA progress report grade of 2 or better in all domains (reading, writing, listening, and speaking), or C- or better.	**Teacher Opinion** ELA progress report grade of C- or better.
Parent Opinion Teacher and/or administrative designee must obtain parent signature on the RFEP letter, indicating approval, once relevant data have been shared	**Parent Opinion** Teacher and/or administrative designee must obtain parent signature on the RFEP letter, indicating approval, once relevant data have been shared	**Parent Opinion** Teacher and/or administrative designee must obtain parent signature on the RFEP letter, indicating approval, once relevant data have been shared

Gifted and Talented (GATE) Students and Students Achieving Above Grade Level

Camino Nuevo Charter Academy's educational philosophy is grounded in the belief that we should serve all students with the expectation that they can achieve at the highest academic levels. Subsequently, CNHS No. 2 does not identify GATE students nor do we offer GATE classes. High-achieving students will be identified by scoring in the advanced range on internally developed standardized assessments, reading at least one or more years above grade level, and achieving mastery in all core courses with a score of 4 or an A. Teachers will consistently analyze student data and performance to inform their instructional focus and promote appropriate opportunities for individualization. They will use this information to create learning activities that target the needs of all students and scaffold appropriately. The accelerated pace at which gifted and talented students learn information requires flexible pacing strategies (Daniel & Cox, 1988) such as: skill grouping, curricular compacting, contracting, and credit by examination. Other examples include:

- Using different text levels in independent reading and guided reading instruction.
- Homogeneous grouping for challenge projects.
- Assigning challenge problems for early finishers.
- Vertical enrichment projects aligned to academic learning.
- Activities to hone thinking, reasoning, communication and self-regulation skills.

Students Achieving Below Grade Level

On a monthly basis, the CNHS No. 2 leadership team looks at student level data to identify students who need extra support and/or additional differentiation. On a quarterly basis, the CNHS No. 2 leadership team meets with CNCA home office staff to

take a deep dive in to student and teacher level data. The reflections of these discussions are shared in weekly teacher professional development. From these data discussions and daily instructional time, teachers and leaders identify struggling students who need long-term intervention based on class performance and grades. These students, particularly in math, are placed in an intervention class named Study Lab that are taught by math teachers. During Study Lab, students are receiving support for their core math classes, doing remediation work to get caught up, or previewing upcoming lessons to prepare them for the core math classes. Additionally, due to challenges around getting students to stay after school for tutoring support and remediation, in 2015-2016, CNHS No. 2 adjusted the bell schedule to include a Tutoring Block every Wednesday for 45 minutes where students are assigned to a class that they are either failing or close to failing to get tutoring support directly from the teacher. This space allows all students to get support or get ahead during the school day and provides opportunities for teachers to reteach, assess, and/or work with individuals and smaller groups of students who need more support.

Socio-Economically Disadvantaged/Low-Income Students

Given that 97% of the CNHS No. 2 student population qualify as socio-economically disadvantaged, the support of these students is a whole-school approach. CNHS No. 2 identifies its socio-economically disadvantaged students subgroup through meal applications, CALPADS Direct Certification, and parent education data collected though the enrollment form. CNHS No.2 school leadership team and Home Office leadership team have quarterly data meetings to monitor and track progress of all students. Site administrators are part of SSTs to track progress of individual students with teachers in the grade-level teams. Many times, students who come from low SES households require more extensive supports to be successful in school. As mentioned earlier, our instructional model is grounded in a whole-student approach, taking in to account the social emotional, social capital, and academic needs of our students. As such, CNHS No. 2 has an innovative on site counseling program that allows the school to provide a significant percentage of the student population with mental health service during school hours. CNHS No. 2 has a full time Family Services Coordinator that provides extensive trainings for parents, coordinates services for families, and connects with other outreach organizations to provide wrap around supports. Our school has two-full time college counselors and a part time college counseling assistant. Our families and students have a relatively low counselor to student ratio when compared with the national average. Additionally, we offer our students internship opportunities and experiential educational opportunities, such as college trips, camping trips, and partnerships with a variety of leadership development organizations that are intended to build our students' social capital so they are prepared to navigate the academic and social challenges of college, regardless of their socio-economic status.

CNHS No. 2 partners with the Youth Policy Institute to provide a comprehensive after school program that ensures student safety and offers enrichment, free of charge. The program includes access to computers, sports programs, food services, and academic support after school. Moreover, CNHS No. 2 has enrichment activities after school such

as CIF sports teams, school clubs and tutoring. With these partnerships and supports CNHS No. 2 is able to effective meet the needs of students that fall under the category of socio-economically disadvantaged.

Students with Disabilities
The DRL contains all provisions necessary to address matters related to students with disabilities and special education.

Students in Other Subgroups

CNHS No. 2 serves a high-needs population. Ninety-seven percent of our students come from households that qualify for free or reduced lunch, many of our students have been exposed to traumatic life expenses related to living in poverty, and for many of the students at CNHS No. 2 the school is the one point of stability in their lives. Subsequently, the school has embedded supports to address these needs throughout its approach to instruction, social emotional supports, and outreach to parents. Strategies and services such as in school therapy, a restorative approach to discipline, and highly differentiated instruction all meet the needs related to servicing foster youth. The family services coordinator at CNHS No. 2 will also track the needs of any foster youth that attend the school. The family services coordinator will act as a liaison to any and all agency involved in providing services for foster youth students and ensure their needs are being met. CNHS No. 2's family services coordinator will identify foster youth, homeless students, and unaccompanied minors through self-disclosure, enrollment process, or referral by a local agency, staff member, and/or family member of the student. Upon identification of a student as foster, homeless, or unaccompanied minor, CNHS No. 2 will immediately enroll the student in school even if records normally required for enrollment are lacking (e.g., academic records, special education records, proof of residency, medical records and/or immunizations). The family services coordinator will also assist the student with referrals to school based educational programs and/or support services as well as community resources. Families, children and youth receive educational services for which they are eligible, including referrals to health, mental health, dental and other appropriate centers.

English Language development has developed into a leveled class systems where students are grouped according to their language development levels. The program has three dedicated teachers that provided instruction that is aligned to a Systematic ELD curriculum. The school uses internal ELD benchmarks and CELDT scores to track student progress. With this information teachers differentiate instruction to target language accusations domains such as listing, speaking, reading, and writing. The school also uses data from the CELDT to place students in the correct ELD classes and to help teachers target long term English language learners language accusation deficit area.

CNHS No. 2 has incorporated a space for students with IEPs to practice their English language accusation skills with an RSP teacher. During this time, students receive

support with their language accusation needs through the lens of each student's processing deficits. The team has determined students with IEPs that are also long term English language learners have yet to reclassify English fluent proficient due the processing deficit in the language acquisition area they are struggling in. One of the leveled ELD classes for this school is for students with IEPs and is taught by an RSP teacher.

Lastly, the school population of new comers to our country has increased steadily year after year. Subsequently, the school has created an English Language support lab class that provided a myriad of supports for these high needs students. In this class teachers supplement core instruction in Spanish (ELA and Math), cover community resources with students, and help to craft a transition plan for life after high school. The students that we serve in this class are also in ELD classes designed to ensure students are provided with English language acquisition support.

A Narrative Describing a "Typical Day" at the Charter School

Students begin arriving at school at 7:15 am and are greeted by school staff and administrators. The school environment is a small, safe school that allows teachers and staff to get to know every student's needs and focus on ensuring they achieve at high levels.

Our master schedule is designed to meet the needs of our students. Our A-G curriculum and focus on the Common Core State Standards ensures a rigorous and well-rounded education. Subsequently, innovative scheduling practices have been utilized to ensure the student's schedules complement their rigors leaning experience. CNHS No. 2 has imbedded math support, achieve 3000 reading support, i-connect, tutoring block, and i-graduate classes into every students weekly learning experience. Our math support and reading support classes are targeted classes created to provide students with tier two intervention supports such as targeted remediation, extension work on curriculum covered during core instruction, and opportunities to reassess on content that has not been mastered during core instruction. Students will meet every day in an advisory like class, i-connect. There, students will build connection with teachers and fellow students in a gender specific setting. In i-connect, students will also reach out to the community during service leaning trips where they will build an appreciation for civic duty though hands on experiential leaning. Lastly, all students go to a tutoring block class one a week. During this highly dynamic time students are pre-selected by teachers to focus on an area of study they need the most support in. The rosters are every changing and evolving though out the year based on student needs and upcoming academic experiences.

In each classroom students will be taught by highly qualified teachers that implement proven instructional strategies. Literacy experiences are aligned to an instructional framework based off of Mike Schmoker's research. Students are brought though a cycle of strategic vocabulary, reading, discussion and writing mini lessons that are based off of

proven strategies. All students experience math though the College Prep Math curriculum. This curriculum places a premium on conceptual exploration of mathematics and is designed to allow students to obtain an internalized understating of mathematical concepts. Lastly, all students will travers their school day with opportunities to expresses themselves in the arts, forging languages and a myriad of other engaging academic and nonacademic elective courses.

After school, students have a safe structured environment provided by the Youth Policy institute. Even more, student run clubs, tutoring and sports teams are available for students to develop both their social and academic capacities. After school ends members of the student government might be attending an SBC meeting or students might be diligently working on assignments in the computer lab that is open after school hours. CNHS No. 2 is committed to providing a safe and supportive space both during and after school ends.

Sample Student School Day

Time	Activity
7:45-8:00	I arrive at school and am greeted by my principal as I enter the campus. I make my way to receive breakfast with my fellow students. The first bell rings at 7:55am and I quickly make my way to 1st period that starts at 8:00am
8:00-9-25	Science, I love science! I am greeted by my teacher at the door and work my way to my seat. The learning objective is clear, “understand the various fault configurations and their relationship to geologic principals.” After doing the “do now” my classmates and I break off into small groups to develop visual representations of a specific fault configuration that we are expected to teach to other members of our class. I share out my work and listen intently to my classmates describe the other material while taking notes on a graphic organizer. We fill out our exit ticket that allows us to reflect on our work and set goals for the next time we meet.
9:30-10:55	In history we are beginning a new unit. The class works though new vocabulary with the aid of a graphic organizer. We record these vocabulary words in a vocabulary binder and are instructed to reference these words as we engage with documents throughout the unit. The teacher begins to read though an article from the 1960s on civil rights. We read along with her as she points out the vocabulary words we covered earlier. I have such a better understanding of the text now knowing these words. At the end of class we discuss if we agree or disagree with the tactics the Black Panther group was engaged in. As I engage in a discussion with fellow students I start to develop a deeper understanding of greater context the Civil Rights Movement as a whole. Off to i-connect!
11:00-11:35	As we settle in, the boys in my class connect with one another and check in about how the first few weeks of school have been. Our teacher then leads us in a reflective goal setting experience where we set an objective

	for the year and commit to hold each other accountable to accomplish it. Lastly, we sit and listen to the daily students announcements about upcoming events and important information.
11:35-12:15	The rush to the lunch line begins. My friends and I say hello to the administrators and campus aids out during lunch and hurry to pick up our food. We receive our lunch and sit down outside to catch up and talk about the test coming up next week in science. There are activates taking place that are led by the student government and some of my friends make their way over the field to take part in an informal soccer game. The bell rings and as soon as it starts lunch is over.
12:20-1:45	During art we review a reading from a contemporary art magazine. We are required draw connections between contemporary artwork and the classic works of Picasso. Before we start however, the teacher guides us though the reading and helps us annotate key paragraphs. We apply our learning in a self-created contemporary art piece that symbolizes any emotion of our choosing. We straighten up our work areas and prepare to move onto our last class.
1:45-3:15	As our teacher greets us at the door of our i-graduate class I can see the computer cart is open and ready to go. We sign out our computers and all students quickly logged into their Achieve 3000 accounts. We work though the lesson and wait for our accuracy report. My friend asks me for help answering a question. Just as I lean over to help him my teacher reminds me that all questions are different as the program is leveled to everyone's individualized reading levels and the articles and questions we read are tailored to our reading ability and proximal zone of development. At the end of class we review our ACT and SAT registration forms and go over the expectations for the college trip we will be taking as a class next week. Right before the bell rings students quickly put the computer away in the cart and straighten up the room.
3:15-6:00	I find the YPI sign in table and go to the computer lab. I start work on an essay that is due Friday. The YPI staff member helps me with a few paragraphs and revisions. I save my work and go out to the field for a quick basketball game. We play a few games and the day is over. 6:00 rolls around and my mother picks me up and I make it home to help around the house and prepare for the next day.

References

Federal Register. (2016, July 29). Retrieved from https://www.gpo.gov/fdsys/pkg/FR-2016-07-29/pdf/2016-17230.pdf

(2000). LA County Children's Planning Council*. US Bureau of Census.*

August, D., & Shanahan, T. (2006). Executive Summary. In C. f. Linguistics, Developing Literacy in Second-Language Learners: Report of the National Literacy

Panel on Language-Minority Children and Youth (pp. 1-9). *Mahwah, NJ: Lawrence Erlbaum Associates.*

Dufour, DuFour, and Eaker (2008). Revisiting Professional Learning Communities at Work: New Insights for Improving Schools, *Bloomington, IN: Solution Tree Press*

Hart, B. a. (1995, Spring). The Early Catastrophe: The 30 Million Word Gap by Age 3. American Educator, *pp. 4-9.*

Johnston-Tyler, J. (2014). The CEO of Self. *CreateSpace Independent Publishing Platform.*

Marzano, R. (2003). What Works in Schools: Translating Research Into Action. *Alexandria: Association for Supervision and Curriculum Development.*

Schmoker, M. (2011). Focus. *Association for Supervision & Curriculum Development.*

Schmoker, M. (2006). Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. *Association for Supervision & Curriculum Development.*

Tariba, L. (2014). California English Language Development and Common Core Standards: Considerations for Their Implementation. *Santa Clara County Office of Education, (p. 5). Santa Clara.*

Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress toward Outcomes Will Be Measured

"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school." (Ed. Code § 47605(b)(5)(B).)

"The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card." (Ed. Code § 47605(b)(5)(C).)

Measurable Goals of the Educational Program

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(c)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

Standardized Testing

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

Please refer to LCFF Table in Element 1 to understand the school's measurable goals and objectives.

Methods for Measuring Pupil Progress towards Outcomes

Camino Nuevo High School No. 2 -- 2017-2018 Assessment Calendar

Test	Grade Levels	Window	Due Date	Notes/Updates
Quarter 1				
CELDT: Initial Assessment	K-12	8/14-9/12	9/12	All students classified as TBD (kindergarteners and students new to the CA public school system) must complete the CELDT within the first 30 calendar days of enrollment
BOY Lexile Assessment: LevelSet	9-12	8/14-9/15	9/15	Create site-specific schedule for LevelSet administration dates
Q1 Interim Assessment Blocks (ELA and Math)	9-11	Consult site-specific IAB calendar	10/26	Exact IABs to be administered each quarter determined at the site level
Quarter 2				
MOY Lexile Assessment: LevelSet	9-12	1/2-1/19	1/19	Consult site-specific schedule for LevelSet administration dates
Q2 Interim Assessment Blocks (ELA and Math)	9-11	Consult site-specific IAB calendar	1/19	Exact IABs to be administered each quarter determined at the site level
MOY ELD Benchmark	9-12	1/2-1/19	1/19	ELD teachers administer to their ELD classes
Quarter 3				
ELPAC Annual Assessment	K-12	2/1-3/2	3/2	The ELPAC Annual Assessment window opens 2/1; create a site-specific assessment calendar to assess all ELLs during the month of February
Q3 Interim Assessment Blocks (ELA and Math)	9-11	Consult site-specific IAB calendar	3/23	Exact IABs to be administered each quarter determined at the site level
Quarter 4				
EOY Lexile Assessment: LevelSet	9-12	5/29-6/8	6/8	Consult site-specific schedule for LevelSet administration dates
MDTP Algebra Readiness Test	8th	5/29-6/8	6/8	
EOY ELD Benchmark	9-12	5/29-6/8	6/8	ELD teachers administer to their ELD classes
Smarter Balanced Summative Assessment	3-8, 11	Create site-specific calendar 5/1-6/1	6/1	Smarter Balanced Summative Assessments must be given to students grades 3-11
California Science Test (CAST)	5, 8, 10	Create site-specific calendar 5/1-6/1	6/1	The CAST is given to all assigned grade levels, in 2016-2017 that was 5,8, 10

Projected Outcomes

Quarter One Assessments

- CELDT: student outcomes are limited to obtaining baseline data related to language acquisition levels.
- BOY Lexile Levels: 9th grade students will achieve baseline data. 10th -12th grade student will be expected to maintain previous years EOY reading levels.
- Interim Block Assessments: 9th grade students will set a base line data point as they are taking a new test for both math and ELA. 10th grade students will expected to progress one level of performance compared to their 9th grade IAB assessment scores. 11th grade students will be expected to meet standards on the IAB assessments. Students taking the math IAB assessments will be expected to meet standard expectations as thy will be taking the assessments that matched the content they are currently covering.

Quarter Two Assessments

- MOY Lexile Levels: Students will be expected to make a 20% growth in overall performance levels.
- Interim Block Assessments: 9th grade students will set a base line data point as they are taking a new test for both math and ELA. 10th grade students will expected to progress one level of performance compared to their 9th grade IAB assessment scores. 11th grade students will be expected to meet standards on the IAB assessments. Students taking the math IAB assessments will be expected to meet standard expectations as thy will be taking the assessments that matched the content they are currently covering.
- MOY ELD Benchmark: Students are expected to progress one ELD level from the previous year by demonstrating competency in all sub section of their current ELD level assessment.

Quarter Three Assessments

- ELPAC Annual Assessment: (TBD) school will set base line expectations based off of the 2017 -2018 school year administration.
- Interim Block Assessment: 9th grade students will set a base line data point as they are taking a new test for both math and ELA. 10th grade students will expected to progress one level of performance compared to their 9th grade IAB assessment scores. 11th grade students will be expected to meet standards on the IAB assessments. Students taking the math IAB assessments will be expected to meet standard expectations as thy will be taking the assessments that matched the content they are currently covering.

Quarter Four Assessments

- EOY Lexile Assessment: Students will be expected to make a 40% growth in overall performance levels form EOY Lexile levels
- MDTP Algebra Readiness Test: This assessment will provide baseline data for incoming 9th grade students and will be used to created 9th grade math rosters.

- EOY ELD Benchmark Assessments: Students will increase one ELD level compared from BOY
- Smatter Balance Summative Assessment 11th Grade: Reference LCFF table

CNHS No. 2 believes a robust assessment program yields positive student results. Students are assessed from the time they enter the school though graduation. Teachers, administration and central leadership monitor their progress closely.

Teachers administer quarterly Common Formative Assessments (CFAs) within their departments to evaluate student progress in reaching essential standards. With increased focus on formative assessments targeting critical Common Core skills, the data from individual students' assessments is used to drive strategies for re-teaching and reassessment, and to ensure that each student is mastering essential standards. Common Formative Assessments with rubrics provide a unique opportunity for teachers to compare results and identify which classroom practices glean the highest levels of student achievement. Opportunities to discuss teaching practices that target specific essential standards also allow teachers to brainstorm best practices for reaching students who struggle with any particular aspects of a topic. Assessment strategies are therefore informed by the collaboration of multiple teachers from any given discipline, with perspective across grade levels.

Given that student performance on math is a critical learner need for our school, beginning last year, the math department administered Common Formative Assessments on a more frequent basis to obtain additional feedback for comparative value across classes, and also administered Common Summative Assessments as a best practice. This allowed the math department as a team to monitor the particular needs of individual students, in addition to identifying topics meriting additional instruction.

The Common Formative Assessments for math are collaboratively created and vetted by our math team. Most recently, the math department has incorporated CFAs based on the Common Core Standards for Mathematical Practice. These assessments are carefully analyzed with the goal of revising curriculum pacing and offering strategic, differentiated intervention to ensure that all students master essential content standards.

CNHS No. 2 also assesses and monitors student Lexile levels and ELD classification in order to put in place the proper supports to propel student growth in literacy and language. Lexile levels are assessed twice a year for all students and monthly for students enrolled in reading support classes using the Achieve3000 program. Teachers are able to monitor shifts in student Lexile levels and use this information to inform literacy targets in the classroom. Students designated as English Learners (EL) are assessed annually with the CELDT for their state designation. Students designated as EL all students are also assessed on an internal ELD placement test. This allows us to identify additional areas of support. Selected students with low literacy may also be

administered the Flynt Cooter exam to better pinpoint literacy needs and to determine appropriate supports for the student.

Data Analysis and Reporting

- The type(s) of data the school will use:
  - CELDT/ELPAC Levels
  - RFEP Status
  - SBAC Standard Proficiency
  - Reading Levels
  - ELD Benchmark Assessments
  - Content specific Mastery Grades
  - Subgroup performance on these data points
- The role and use of data to inform curriculum, instruction, tiered intervention, and enrichment:
  - After administering the aforementioned assessments, the Home Support Office Education Team, site leaders/administrators, and teachers engage in a robust data analysis process each quarter to identify strengths of the academic program, areas for growth, struggling students, and opportunities for re-teaching. Focus students are identified so that teachers may strategically target differentiated supports to meet their individual needs. Student performance data is compiled and various reports are created. Not only is the overall proficiency evaluated, but causal factors, such as students' literacy and language abilities, are considered as levers for progress towards proficiency. The performance of high priority subgroups, such as ELLs and students with disabilities is examined so that we may closely monitor their progress.
  - Site leaders/administrators meet quarterly with the Home Support Office team to discuss student learning and progress, as well as viable and actionable next steps. This includes class placement and schedule alterations, identifying focus students for intervention courses, as well as Advanced Placement.
  - Board receives end-of-year progress reports measuring performance towards organizational success formula.
- The role and use of data to inform stakeholders of school performance:
  - School-wide data is then shared outwardly with parent representatives on the Site Based Council as well families who attend Coffee with the Principal where data is shared on a regular basis. The board is also presented with middle-of-the-year and end-of-the-year progress reports, indicating current student progress on the Smarter Balanced Assessment Consortium as well as ACT and SAT scores for eleventh and twelfth grade students.

Grading, Progress Reporting, and Promotion/Retention

- Grading policy
  - Letter Grades – CNHS No. 2 uses a grading system called "standards based grading," where grades are given based on students' proficiency on core standards

for each class. This grading system uses a 4-point scale.

4-Point Scale	Proficiency Level	Approximate Letter Grade Equivalency
4	Advanced	A
3	Proficient	B
2	Basic	C
1	Below Basic	F
0	No Data	No Grade

Scores & Letter Grades

Proficiency Level	Score	iConnect Letter Grade
Super advanced	Above 800	A
Advanced	650-800 = A	A
Proficient	500-649 = B	B
Basic	400-499 = C	C
Below Basic	Under 400 = F	F

- Type and frequency of progress reporting
  - Parents are regularly informed of student progress through five-week and quarterly progress reports. Additionally, students receive formal semester grades that are recorded onto transcripts. Similar to their children, parents have continual access to detailed student grade reports and logs through PowerSchool and Kickboard. Should that data raise significant concern prompting multiple parent-teacher conferences, the Student Success Team will work collaboratively with parents to create a goal and viable and actionable next steps.
  - From Family Handbook: The Camino Nuevo Charter Academy academic year is divided into two 20-week semesters. Families will get a report card at the end of each semester and progress reports at the end of the first and third quarters of the year. Report cards may be mailed home or given directly to students or families/guardians during family conferences.

- Promotion/retention policy and procedures including appeals procedures
  - From Handbook: Retention Policy - Students with 2 or more I's or F's in their A-G courses at the end of the spring semester of summer school might repeat the grade. Students with 20 or more absences or excessive tardies may be retained. Other decisions about retention will be based on an individual basis, based on each student's credit readiness for the following year.
  - Retention/Promotion Appeal Policy - The parent/guardian may disagree with the retention or promotion determination. If the parent/guardian disagrees, they are entitled to an appeal meeting. Upon request for information, the principal/designee shall explain the appeal process and provide the parent(s)/guardian(s) with a form to request a site-level appeal.

Element 4 – Governance

"The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement." (Ed. Code § 47605(b)(5)(D).)

General Provisions

As an independent charter school, Charter School, operated as or by its non profit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School's website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

Legal and Policy Compliance

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.[1] [1].

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the Public Records Act.

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing

[1] *The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.*

board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

Title IX, Section 504, and Uniform Complaint Procedures

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

Notification of the District

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

Student Records

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code

section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

Parent Engagement

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

Federal Program Compliance

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Camino Nuevo Charter Academy Board of Directors

Camino Nuevo High School No. 2 ("Charter School") is operated by Camino Nuevo Charter Academy ("CNCA"), a California nonprofit public benefit corporation, in accordance with the Articles of Incorporation and Bylaws adopted by the Board of Directors ("Board") of CNCA. Charter School agrees and acknowledges that the CNCA Board is the sole controlling and governing body for Charter School and accordingly holds fiduciary authority and responsibility for, among other things: (1) the governance and operation of Charter School in compliance with applicable law, policy, and the Charter, as they may be amended; (2) Charter School's financial management and viability, including but not limited to all expenditures and accounting of all public funds received by or on behalf of Charter School and its students; and (3) the selection, hiring, compensation, supervision, evaluation, and termination of the CNCA Chief Executive Officer and all other CNCA employees, including the employees of Charter School.

The Board shall have a minimum of five (5) and a maximum of eighteen (18) members who are committed to serving the Charter School's student population and aligned to the mission and vision of the CNCA organization. The Board members shall include a diverse skill set, based on the needs of CNCA. Members of the Board will include:

- **President:** The President shall have such powers as the Board may delegate to him or her and, in the absence of the Chief Executive Officer, shall have the powers of the Chief Executive Officer and shall act for and in the stead of the Chief Executive Officer.
- **Secretary:** The Secretary shall be the custodian of the corporate seal of CNCA and of the books and records and files thereof. The Secretary shall keep or cause to be kept, at CNCA's principal office or such other place as the Board may order, a minute book of all meetings of the Board and its committees. The Secretary shall also keep, or cause to be kept, at CNCA's principal office in the State of California the original or a copy of the Articles of Incorporation and Bylaws of CNCA, as amended to date. The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committee thereof required by the Bylaws or by law to be given, and shall have such other powers and perform such other duties as may be delegated by the Board.
- **Treasurer:** The Treasurer shall be the chief financial officer of CNCA and shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of CNCA, including, without limitation, accounts of its assets, liabilities, receipts and disbursements, and shall send or cause to be sent to the CNCA Board such financial statements and reports as are by law or the Bylaws required to be sent to them. The Treasurer shall deposit, or cause to be deposited, all monies and other valuables in the name and to the credit of CNCA and such depositories as may be designated by the Board. The Treasurer shall disburse the funds of CNCA as may be ordered by the Board, shall render to the President or the Board, whenever requested, an account of all transactions and of the financial condition of CNCA, and shall have such other powers and perform such other duties as may be delegated by the Board.

Executive-level employees include:

- **Chief Executive Officer:** The CEO manages the day to day operations of Charter School, acting as an agent of the Board. The CEO provides information and input to the Board and manages all Charter School business. The CEO manages the CNCA staff and several of its officers, oversees the charter schools within the CNCA network, and works closely with the Board to execute the long-term, strategic growth of CNCA and its mission.
- **Chief Operations and Strategy Officer:** Under the direction of the CEO, the COSO oversees the operations, programs, and advancement capacity of the organization. The COSO is responsible for the planning, development, implementation, assessment, and improvement of the operations, programs, and advancement of the organization and its charter schools. The Chief Operations and Strategy Officer reports directly to the PN-EDG Board and CNCA CEO. She is a member of the PN-EDG staff and her services are included in the CNCA / PN-EDG service agreement; the cost of

her services are covered in the indirect fees CNCA pays to PN-EDG for services.

- **Chief Learning Officer:** Under the direction of the CEO, the CLO oversees all academic functions of the CNCA organization. The CLO, formerly the Chief Academic Officer, is responsible for the planning, development, implementation, assessment, and improvement of the instructional programs across the organization and its charter schools. She is also responsible for adult learning across the organization. She reports directly to the PN-EDG Board and CNCA CEO. She is a member of the PN-EDG staff and her services are included in the CNCA / PN-EDG service agreement; the cost of her services are covered in the indirect fees CNCA pays to PN-EDG for services.

All management powers not specifically designated to the Board are delegated to the Chief Executive Officer, who answers directly to the Board. Financial and business matters are overseen by the CNCA CEO and are currently managed by ExED, the relationship is expanded upon below. CNCA's most senior contact at ExEd currently serves in a Chief Financial and Business Officer capacity and reports directly to the CNCA CEO.

The Board meets every other month or six times per year.

- In accordance with the Brown Act, all CNCA Board meetings are open to the public, with notice posted 72 hours in advance of the meeting. All items to be discussed by the Board are agendized and meeting minutes are available to the public upon request. Board agendas and minutes are posted in the main office of the Charter School. Board meeting dates are listed in the minutes and included in the Charter School's calendar of events. All Board meeting agendas include location and time of meeting.
- Board meeting dates will be scheduled by the last Board meeting of the prior school year.
- Quorum: a majority of directors with voting authority then in office constitutes a quorum of the Board for the transaction of business.
- Participating in meetings by conference telephone: members of the Board may participate in any meeting through the use of video or telephone conference equipment pursuant to the teleconferencing rules of the Brown Act.

CNCA complies with the Brown Act with regard to all issues related to the governance and operations of the Charter School, including but not limited to meetings regarding policies, education, and fiscal issues.

Committees of the Board will be formed and meet on an as-needed basis. Committee meetings will be noticed and conducted in accordance with the Brown Act.

Process for Selecting Board Members

CNCA recruits members to the Board who have a demonstrated passion for serving the students and families of the Greater MacArthur Park. Board members serve an initial one-year term, followed by three-year renewable terms if re-elected. Per the Bylaws, Board members are elected at a regular meeting of the Board from nominations presented by the Nominating Committee, but if any such regular meeting is not held, the directors may be elected at any special meeting of the Board held for that purpose.

CNCA Board Members

Celia Alvarado

Celia Garcia Alvarado is the Vice President of Corps Member and Alumni Impact for Teach For America-Los Angeles. In this role, she currently leads the largest regional team that is responsible for corps member coaching and development and supporting and accelerating the leadership trajectory and impact of all alumni in the education sector. Prior to rejoining Teach For America, she was the Executive Director of the Western Region, where she was responsible for overseeing Education Pioneers' work in California, Colorado and Washington and successfully led the launch of Denver, CO as a new programmatic site in 2014. Celia began her career as an educator in the Los Angeles Unified School District and was named Teacher of the Year in 2003 for her district. Prior to joining Education Pioneers, she was a Managing Director on the teacher leadership development team at Teach For America-Los Angeles, and led the team responsible for coaching and developing close to 300 corps members who collectively taught approximately 22,000 students in low-income communities across Los Angeles County. Celia received her B.A. from Stanford University, her Ed.M. from Harvard University and Ed.D. from the University of California, Los Angeles. She is an adjunct faculty member at Loyola Marymount University's Graduate School of Education.

Mark Dalzell, Board President

Mark Dalzell is recently retired. His previous position was as a Senior Vice President of Capital Research Company and a fixed income portfolio manager for The Capital Group Companies, a large Los Angeles-based investment management firm. Originally from Pittsburgh, PA, Mark received an undergraduate degree in international affairs from the Woodrow Wilson School at Princeton University in 1976, and a master's degree in public policy from the Kennedy School of Government at Harvard University in 1979. He has lived in New York and London, and moved to Los Angeles in 1997. He is currently a resident of Brentwood and Laguna Beach. Mark has a strong interest in public and international affairs. Since coming to Los Angeles he has been active in a local charter school in the MacArthur Park area of the city and previously served as Chairman of the CNCA Board. Mark is involved with the Los Angeles Philharmonic Association as a board member. He is also a Board member of the Los Angeles Opera.

David Gidlow

David Gidlow is an executive in the apparel industry, specializing in product development, sourcing and manufacturing. He has worked for a mix of large corporations (Warner Bros., Macy's) as well as smaller, entrepreneurial companies (BUM Equipment, Babystyle) and traveled extensively in Asia, Latin America and Europe. David is a native of St. Louis, and holds a B.A. in Political Science from Occidental College and an M.B.A. in Marketing from the Anderson Graduate School of Management at UCLA. In his free time, David is an avid swimmer, cyclist and baker.

Rachel Hunt

Rachel Hunt is an urban education reform leader and practitioner. She is committed to ensuring that all young people have access to a high-quality, public education that prepares them for college, careers, and life. Rachel founded and led a diverse, top-ranking, 6-12 charter school in a Massachusetts district that had historically performed in the lowest 10th percentile of the state. There she pioneered a charter-district collaboration and was elected to serve on the city's school board. Since stepping down as a school leader, Rachel has consulted to public schools and school systems. She earned her B.A. from Wesleyan University and her M.Ed. in School Leadership from Harvard Graduate School of Education.

Shiho Ito, Secretary

Shiho Ito is a community organizer and founding officer of CNCA. Starting in 1990 as part of the community's grassroots organizing efforts, she served as founding officer for Pueblo Nuevo Development, the community development corporation that launched the CNCA schools. She has led outreach initiatives at Larchmont Charter, mentored at-risk youth at Community Magnet, and served on the California Council of Parent Participation Nursery Schools. Shiho currently chairs the Education Committee at Ikar, a progressive, egalitarian Jewish community. She is active in the Yale Alumni Schools Committee, Get Lit: Words Ignite, and L.A. Drama Club's Shakespeare in the City, bringing the classics to underserved neighborhoods through performing arts classes. She works as a project consultant for Angeleno Group LLC, and as a translator for Pacific Asian Language Services. Prior to the birth of her children, she worked in film production and acquisitions for the Japanese market. She received a B.A. from Yale University where she majored in both English and East Asian Studies.

Gabriel Sandoval

Gabriel Sandoval is a Partner in the statewide education law practice group of Atkinson, Andelson, Loya, Ruud & Romo, a California-based law firm representing over 450 educational institutions including universities, community colleges, school districts, and charter schools. Prior to joining the firm, Sandoval served in President Barack Obama's Administration as Senior Advisor and Director of Policy for the White House Initiative on Educational Excellence for Hispanics. In this capacity, Sandoval advanced Executive Order 13555, which is focused on expanding and improving the educational opportunities and outcomes for Latinos from cradle to career. While in the Obama Administration, Sandoval also served as Senior Counsel

in the Office for Civil Rights of the U.S. Department of Education—the largest office of the federal government focused exclusively on ensuring that students are not discriminated against based on race, color, national origin, sex, or disability. He is a Pahara-Aspen Education Fellow, a Member of the Aspen Global Leadership Network, and an American Marshall Memorial Fellow of the German Marshall Fund of the United States. Sandoval earned his B.A. with departmental honors from Stanford University and J.D. from Columbia University School of Law, where he was a recipient of a Human Rights Fellowship.

Cindy Lee Smet
Cindy Lee Smet had a professional career in finance prior to having her family. While her three sons were in the public elementary schools in Hermosa Beach, she was an active volunteer and board member in both the PTO and the Hermosa Beach Education Foundation. She is a founding trustee of the Vistamar School, an independent high school in El Segundo, California, which opened in 2005. Cindy currently sits on the California Science Center Foundation Board. Cindy and her husband, John, have a family foundation, Onward Readers, which among other initiatives, funds a literacy program at four Catholic Elementary Schools in the Los Angeles area. Onward Readers focuses on pre-K to third grade children and its goal is to keep students at or above grade level in reading. Prior to becoming a mother, Cindy worked in banking and finance. With a BA in Economics from the University of Virginia, she started her professional life as a commercial lender for a large bank in Georgia. She earned her MBA at UCLA and worked in securities sales in Citicorp's investment bank. She also worked for three years in corporate finance at PaineWebber.

Parents as Partners

Charter School's goal is to create the strongest possible partnership between home and school in order to increase student achievement and success. Parents are our most important partners in the road to student success. We strongly believe that students will find greater levels of academy success when their home and school share similar values about learning, develop a positive relations, and when they work together to build a strong partnerships.

Charter School actualizes the "Parents as Partners" approach by offering various avenues for parents to become involved in school decision-making. Parents have the opportunity to participate in a robust series of workshops that promote authentic engagement, intended to support them with learning to navigate the school system for their students. At the completion of the workshop series, parents craft suggestions for the Principal, and then meet with the Principal to discuss their recommendations.

Site-Based Council

Charter School has a Site Based Council ("SBC") that serves as an advisory council to the Principal. The SBC includes the school Principal and parent representatives of the school. Parents are elected through a ballot vote at the beginning of each school year by parents from each grade span. The SBC also includes teachers, who are elected by their peers for each grade span. The SBC may also include classified staff representation and the student body president at the high school level. The SBC provides suggestions and recommendations to the site Principal and/or the CNCA Board on issues that include budgeting, curriculum, school policies, school/community participation, LCAP, the SPSA, English Language Learners, and the general direction of the Charter School.

Pueblo Nuevo Education and Development Group

Charter School is and shall continue to be operated by Camino Nuevo Charter Academy ("CNCA"), a California nonprofit public benefit corporation. CNCA acknowledges and agrees that CNCA's governing board is and shall be the sole controlling and governing body for Charter School, and holds responsibility for key operational matters including but not limited to: (1) the selection, hiring, compensation, supervision, evaluation, and termination of CNCA's chief administrator; (2) the governance and operation of Charter School in compliance with applicable law, policy, and the Charter, as they may be amended from time to time; and (3) Charter School's financial management, viability, and accountability, including but not limited to all expenditures and accounting of all public funds received by Charter School. As reflected in the Organization Chart herein, CNCA is related to its sole statutory corporate member (a nonprofit public benefit corporation) pursuant to California Corporations Code section 5056, called Pueblo Nuevo Education and Development Group ("PN-EDG"). PN-EDG's role as statutory member in the organization is limited to the authority of a member under the California Corporations Code. CNCA shall hold PN-EDG accountable for exercising its statutory rights in a manner that is consistent with the best interests of CNCA and Charter School, including but not limited to the appointment and removal of directors of the CNCA governing board. Notwithstanding any other law or provision of this Charter, CNCA's governing board shall not be comprised of a majority of any combination of member(s) or member(s)'s directors, employees, or affiliates.

PN-EDG has no authority to vote on or otherwise exercise control over matters exclusively governed by and/or within the purview of the CNCA governing board pursuant to law or the Charter, including but not limited to the governance and operation of Charter School, the expenditure of public funds received by or on behalf of Charter School, or unilateral acts to dissolve Charter School. All contracts between CNCA and PN-EDG shall require that, in performing any and all obligations and/or exercising any rights under such contract, PN-EDG and its governing board, employees, and representatives shall comply with all applicable laws, standards, and policies regarding ethics and conflicts of interest. All transactions between CNCA and PN-EDG, including any transfer of funds or assets from CNCA to PN-EDG

otherwise permissible under the provisions below, must be approved by CNCA in a lawful, open and transparent manner. CNCA shall maintain records with verifiable documentation of such transactions.

CNCA's management and expenditure of its public funds are subject to public transparency and accountability, and District oversight. CNCA, including its governing board, employees and representatives, shall not transfer any funds or other assets to PN-EDG, including but not limited to assets derived from public funds, unless such transfer is determined by the CNCA Board of Directors to be in the best interests of CNCA, and such transfer occurs through a transaction conducted on terms equivalent to those prevailing in an arm's length transaction, to the extent practicable.

Any such transaction shall be and remain subject to District oversight. PN-EDG, including its employees and representatives, may make donations of funds, goods, and services to Charter School in accordance with applicable law. CNCA agrees and acknowledges that all public funds received by or on behalf of Charter School, including Charter School assets derived from public funds, shall be deemed to retain their statutorily restricted purposes and remain within the jurisdiction and control of Charter School, regardless of any transfer or assignment to PN-EDG, should any such transfer or assignment occur (payment for services or goods received pursuant to contract excepted). Such public funds shall remain subject to Education Code section 47633(c) and shall be included within the scope of Charter School's annual audit per Education Code section 41020(c).

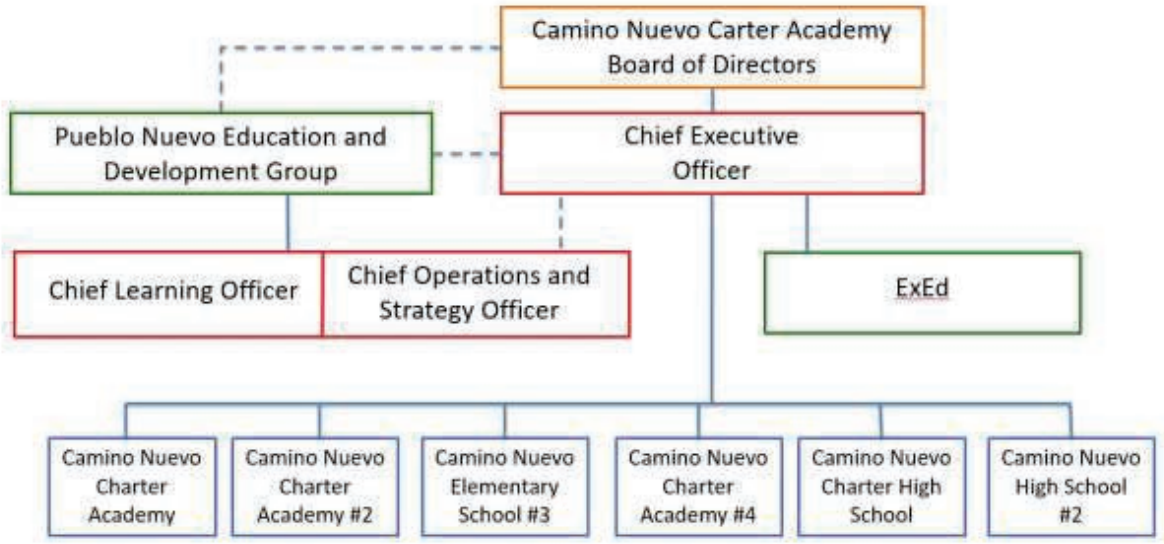
CNCA acknowledges and agrees that all of Charter School's related party transactions, as that term is defined in the applicable Generally Accepted Accounting Principles ("GAAP") standards, that involve CNCA's public funds shall remain within the scope of the annual audit required under Education Code section 41020(c) and subject to District oversight. CNCA shall inform all related parties with whom it transacts business, and require in all contracts with related parties, that such related parties shall respond promptly to and cooperate with all reasonable District inquiries related to such transactions and contracts. CNCA agrees that related party transactions involving public funds shall be subject to audit by LAUSD for purposes of charter school oversight, including but not limited to any investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit in accordance with Education Code section 35400.

Any significant change to the governance structure described in this Element 4 of the Charter as amended, including but not limited to the suspension or termination of PN-EDG's statutory membership in CNCA and/or the addition or substitution of any member of CNCA, shall require the prior approval of the District, which may entail approval of the LAUSD Board of Education of a request for material revision of the Charter in accordance with District policy and procedures.

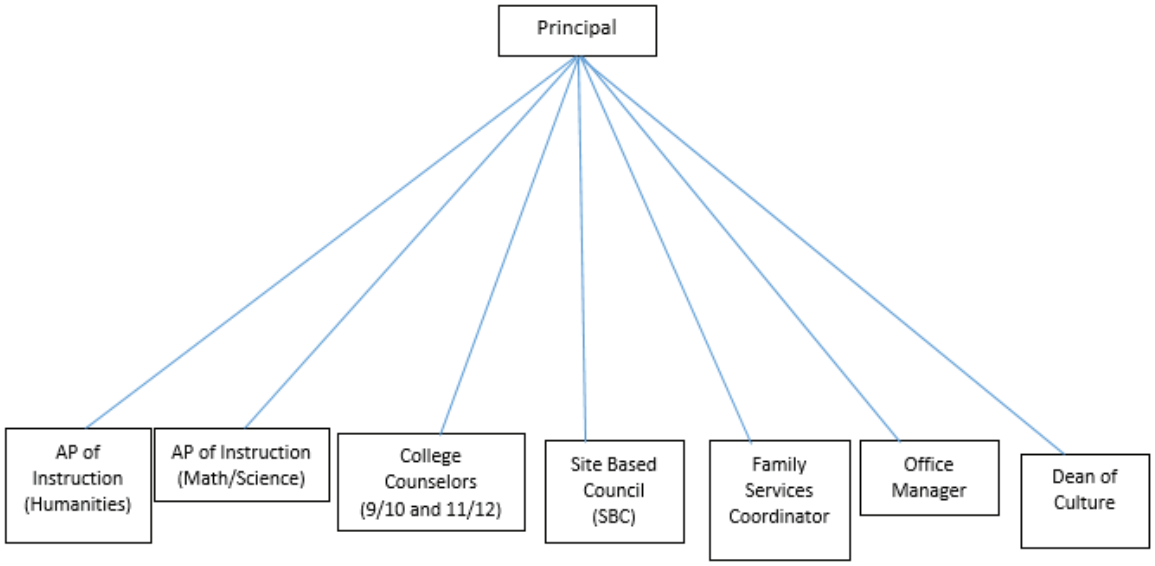
Business and Operations Management

CNCA has for many years and currently continues to outsource most business services to ExEd, a California nonprofit public benefit corporation that the U.S. Internal Revenue Service has determined to be exempt from federal income taxation pursuant to Section 501(c)(3) of the Internal Revenue Code, and that provides business and operations management services to CNCA. This enables the school site staff to focus on instructional and curricular issues. The business services provided to CNCA and Charter School include: budgeting, fiscal planning, vendor management, accounts payable, attendance tracking systems, completion and submission of compliance reports, supports with the monitoring of applicable laws, and serve as a liaison with the District as appropriate. The contracted organization, ExEd, employs generally accepted accounting principles.

CNCA Organizational Structure, 2017-2018



CNHS No. 2 Organizational Chart as of 2017-2018



Element 5 – Employee Qualifications

"The qualifications to be met by individuals to be employed by the charter school." (Ed. Code § 47605(b)(5)(E).)

Equal Employment Opportunity

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA and Credentialing Requirements

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Employee Positions and Qualifications

CNHS No. 2 will staff positions based on the needs of school. At a minimum, the school will have a Site Principal and a School Site Leadership team who will guide the school in realizing the CNCA mission and reaching its goals.

Site Principal

The Principal serves as the educational leader, responsible for the development, implementation, and evaluation of a high quality, comprehensive educational program. He/She is responsible for administering the educational program in accordance to Camino Nuevo Charter Academy's school board policies and administrative rules and regulations. He/She is expected to embody, promote and lead CNCA's Schools mission, vision and policies. Achieving academic excellence requires that the school Principal work collaboratively to direct and nurture all members of the school staff and to communicate effectively with parents. Inherent to the position are the responsibilities for scheduling, curriculum development, extracurricular activities, personnel management, emergency procedures, and facility operations

At minimum the Site Principal must:

- Hold a Bachelor's degree;
- Have demonstrated educational leadership and vision;
- Have worked with students of diverse backgrounds and socioeconomic status.

The Site Principal will:

- Carry out the vision of the organization under the direction of the Board of Directors and the Chief Executive Officer;
- Provide instructional leadership to the school;
- Hire and evaluate the effectiveness of employees according to the mission, philosophy, and obligations of the school as outlined in the employee handbook and the certificated teachers collective bargaining agreement;
- Oversee the day-to-day operations of the school in alignment with the organizational core values;
- Provide opportunities for staff development and professional growth;
- Report to the Chief Executive Officer on the progress of the school in achieving school and organizational goals;
- Be a liaison to community partners;
- Represent the mission and core values of the organization;
- Manage school finances and support services – meals, counseling, college readiness, etc.

School Site Leadership Team

School Site Leaders must believe deeply in the mission of CNCA, have a vision for how he/she will lead the school to reach the goals outlined in the site dashboard, and must embrace the responsibility of ensuring that students from our low-income, primarily immigrant, linguistically diverse community can succeed. Members of the School Site Leadership team will support the site principal in the overall administration of the instructional program and school operations. He/she will use leadership, coaching, and administrative skills to promote the growth of a professional learning community (PLC) that fosters teacher leadership and increased academic achievement.

At minimum the Site Leaders must:

- Hold a Bachelor's degree;
- Have demonstrated educational leadership and vision;
- Have worked with students of diverse backgrounds and socioeconomic status.

The Site Leaders will:

- Assist the site principal in the overall administration of the instructional program and school operations;
- Support the implementation of school-wide vision, goal setting and positive school culture;

- Support the cycle of continuous improvement by providing instructional leadership and regularly analyzing key data indicators;
- Plan and facilitate professional development activities that promote a culture of growth and collaboration;
- Perform Site specific duties and responsibilities assigned by the Principal;
- Represent the mission and core values of the organization.

All personnel must commit to the mission and vision of CNCA. Employees' job descriptions and work schedules are reviewed and modified as necessary to meet the needs of the school and its students. Comprehensive job descriptions are based on the job duties and work basis as outlined in individual employee contracts.

Teachers

CNHS No.2 seeks teachers who will embrace the challenge of demonstrating that public education in a low-income, primarily immigrant, multilingual area can succeed. We are looking for hardworking individuals who are committed to the CNHS No. 2 vision and mission. CNHS No. 2 seeks instructional staff holding appropriate California teaching credentials for all positions with core instructional responsibilities. CNHS No. 2, however, reserves the right to hire non-credentialed instructional staff in non-core, non-college preparatory subjects where the prospective staff member has an appropriate combination of expertise in subject matter, professional experience, and the demonstrated ability to work successfully in an instructional capacity.

A. **Teacher qualification to teach core, college preparatory classes**
Core curriculum areas, as defined by the State of California Academic Standards Commission, means "the areas of English language arts, mathematics, history-social science, science, and special education." Each college preparatory course in these core curriculum areas will be taught by a teacher meeting the qualifications as specified in the Education Code Section 47605(l), e.g., a Commission on Teacher Credentialing certificate, permit or equivalent document. These documents shall be maintained on file at the personnel office and shall be subject to periodic inspection by the chartering authority.

B. **Teacher qualification for other classes**
CNHS No. 2 reserves the right to hire non-credentialed instructional staff in non-core, non-college preparatory subjects where the prospective staff member has an appropriate combination of expertise in subject matter, professional experience, and the demonstrated ability to work successfully in an instructional capacity.

CNHS No. 2 is looking for teachers who have or are able to:

- Work collaboratively in teams, grade-levels, and at times in whole-staff configurations;

- Aspire to excellence in all areas specified by the California Standards for the Teaching Profession and the quality of their instruction will be evaluated in light of those standards;
- Work collaboratively with parents, administrators and other colleagues. Team teachers are expected to have a shared discipline strategy, common class rules, and to coordinate content instruction whenever possible;
- Create powerfully engaging, project-based curriculum designed to move students towards meeting the specific skills and content outlined by the California State Standards and defined by clear, specific, written criteria, such as student/teacher generated rubrics, that will be provided to students before a new concept and/or skill is attempted or assessed;
- Keep detailed documentation of their efforts to create consistent and meaningful communication with parents and a wide variety of strategies designed to promote academic success for all students;
- Create a coherent plan for classroom discipline and to keep clear and specific documentation of all intervention taken to correct student behavior before referring a student out of class;
- Maintain high quality records for attendance, coursework, and to submit completed report cards and school-wide assessment records on time;
- Employ a wide variety of teaching methods designed to create opportunities for deep understanding and differentiated instruction for all levels of ability within a class, including serving students identified with special needs;
- Create and maintain a nurturing and engaging classroom environment;
- Support the school's mission, vision and policies and to promote and enforce the same;
- Take responsibility for all other tasks related to improving student achievement and offering powerful learning opportunities;
- Effectively implement department, school or organization wide initiatives;
- Commit to preserving the cultural heritage of students;
- Educational vision for and experience working with low-income and/or minority students.

Classified Personnel

CNHS No. 2 seeks candidates who will embrace the challenge of demonstrating that public education in a low-income, primarily immigrant, multilingual area can succeed. We are looking for hardworking individuals who are committed to the CNCA vision and mission.

Office Personnel will be responsible for, but not be limited to:

- Developing and implementing clerical and administrative procedures for smooth daily school operations;
- Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other clerical and administrative duties as assigned;

- Bilingual translation and communication with parents and community;
- Ordering and purchasing office and classroom supplies and vendor management.

At a minimum, Office Personnel must:

- Knowledge of office practices and procedures
- Knowledge of operation of various office machines and computer programs
- Knowledge of appropriate techniques used in giving out information in person and on the telephone
- Ability to maintain confidentiality of sensitive information
- Ability to work effectively with school personnel and the public

Teacher Assistants will be responsible for, but not be limited to:

- Carry out tasks assigned by the teacher;
- Assume responsibility for small learning groups of children;
- Assist in the social and educational development of students under the guidance of class teachers;
- Assist in maintenance of student records of attendance and achievement.

At a minimum, Teacher Assistants must:

- Completed 2 years of college coursework, possess an AA degree, and/or have passed the CBEST;
- Bilingual (oral & written) Spanish/English is preferred;
- Demonstrated successful experience working with students.

Element 6 – Health and Safety Procedures

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237." (Ed. Code § 47605(b)(5)(F).)

Health, Safety and Emergency Preparedness Plan

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District's Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan ("Plan"), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School's requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on blood-borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

Family Educational Rights and Privacy Act (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

Criminal Background Clearances and Fingerprinting

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school-site services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

Immunization and Health Screening Requirements

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students

were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

Safe Place to Learn Act

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

Suicide Prevention Policy

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

The Vice President of Human Resources and HR designee serve in the capacity of Custodian(s) of Records per the DOJ.

All Camino Nuevo Charter Academy schools follow the Camino Nuevo Charter Academy District Wellness Policy. The CNCA Wellness Policy is based on the USDA's model and follows the guidelines established in the Healthy, Hunger-Free Kids Act of 2010 and updated by the Final Rule in 2016 (Federal Register, 2016)

CNHS No. 2 is committed to the optimal development of every student. CNHS No. 2 is committed to the wellbeing of its students and their families. CNHS No. 2 wishes to provide the best possible environment that promotes learning and the development of lifelong wellness practices through education and practical programs.
This policy outlines CNHS No. 2's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in CNHS No. 2 have access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the school campus – in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;

- The community is engaged in supporting the work of CNHS No. 2 in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- CNHS No. 2 establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

This policy applies to all students, staff and schools in CNCA.

Element 7 – Means to Achieve Racial and Ethnic Balance

"The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." (Ed. Code § 47605(b)(5)(G).)

Court-ordered Integration

Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained, pursuant to the Crawford court order, by the District's Student Integration Services (collectively the "Court-ordered Integration Program"). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD's Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District's Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District's goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

Camino Nuevo High School No. 2 will make diligent efforts to recruit students of various racial and ethnic groups so as to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of the LAUSD. Recruitment includes publicizing our instructional program through fliers, mailings, banners, school website, hosting Open House events, providing tours of the Charter School and speaking to interested parents. Digital outreach will also be conducted, targeting families in the neighborhoods listed below, and leveraging the support of SchoolMint, an online tool intended to streamline the application and enrollment process for families. Major outreach efforts will target a two-mile radius of the school. Recruitment efforts will target the Greater MacArthur Park, Mid-Wilshire, and Echo Park communities. Per Ed Code 48985, CNHS No. 2 will provide all outreach materials in the primary language spoken by more than 15% of the student population, which is currently English and Spanish. CNHS No. 2 will continue to revisit enrollment and census data annually to ensure that materials are provided in any other relevant language.

Outreach Plan

- Fall Semester (ongoing) – Implement strategic marketing efforts such as fliers, mailings, community meetings, distribute school information at various community agencies, notify school community of waiting list interest forms and post waiting list interest form on website.
- October – Display lottery information banner in prominent location at the Charter School site.
- November-January – Hold open house and informational meetings on at least two separate nights to inform parents of the academic and extracurricular activities at Camino Nuevo High School No. 2.

Element 8 – Admission Requirements

"Admission requirements, if applicable." (Ed. Code § 47605(b)(5)(H).)

Documentation of Admissions and Enrollment Processes

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

Homeless and Foster Youth

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

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

Non-Discrimination

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

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

Admission Requirements

Admission to CNHS No. 2 is open to any resident of the state of California. Camino Nuevo High School No. 2 shall adhere to all state and federal laws regarding the minimum age of students. Camino Nuevo High School No. 2 shall not enroll pupils over 19 years of age unless continuously enrolled in a public school and making satisfactory progress toward high school diploma requirements and is not over the age of 22. Camino Nuevo High School No. 2 shall not require any child to attend the charter school. If the number of students applying for admission exceeds openings available, entrance will be determined by a public random drawing.

Student Recruitment

CNHS No. 2 will recruit students from all backgrounds. Major outreach efforts will target a two-mile radius of the school. Recruitment efforts will target the Greater MacArthur Park, Mid-Wilshire, and Echo Park communities. These efforts will also include information on services the school offers for students with low academic performance, socio-economically disadvantaged students, and students with disabilities. This information will be included in the outreach efforts outlined in Element 7.

Lottery Preferences and Procedures

CNHS No. 2 shall admit all students who wish to attend. If the number of pupils who wish to attend exceeds the school's capacity, attendance shall be determined according to public random drawing.

1. Preference shall be extended first to students residing within LAUSD.
2. Preference shall be then extended to students currently attending CNCA schools.
3. Preference shall then be extended to siblings of students currently attending CNHS No. 2.
4. Preference shall then be extended to children of CNHS No. 2 employees not to exceed 10% of the Charter School population.
5. Students residing in California with no ties to CNHS No. 2.

CNCA has a K-12 model, as such we extend preference to students who attended a CNCA middle school in order to allow them to continue the strand. We extend a preference to siblings that would be attending the same campus to help our families.

In order to participate in the lottery a family must fill out the enrollment interest form and receive a duplicate copy or receipt. It is the families' responsibility to contact us if any information on their enrollment interest form changes. Enrollment interest forms will be made available in the school office, online, and at recruitment events and accepted after October 1 of each year.

- The lottery will be held on a designated date each year for CNCA schools.

- The lottery will be held annually on a Friday between December and mid-February, and no later than February 15. The specific date will be confirmed and communicated broadly to our schools, families, board, and the community by mid-September each school year.
- The date and location(s) will be advertised in advance at all CNCA schools and on the CNCA website.
- Families may attend the lottery in person, but do not need to be present in order to participate.
- Only open seats will be filled.
- Names of students who filled out enrollment interest forms by the school's designated deadline will be entered into the lottery.
- All students entered into the lottery will be assigned a lottery number.
- Families selected in the lottery will be notified by phone call and/or letter. Notified families must confirm verbally intent to enroll by the campus deadline and then submit enrollment paperwork. Families that do not respond will be withdrawn from the list.
- CNHS No. 2 will utilize SchoolMint, or a similar platform, to perform the lottery drawing.

SchoolMint is an application that automates and streamlines the lottery interest forms and waitlist for both CNHS No. 22 and Camino Nuevo High School. It will allow parents to apply to one or both campuses. School staff will be able to manage all lottery forms and view analytics online. Lotteries are run by a secure computer algorithm, it runs rules and priorities as set forth in the charter and insures they are followed every time. This will assure families of an equitable, tamper-proof process. Site staff will enter the data manually for any paper enrollment interest forms received. In addition, SchoolMint will automate waitlist and track open seats in real time.

Element 9 – Annual Financial Audits

"The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority." (Ed. Code § 47605(b)(5)(I).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

a. Provisional Budget – Spring prior to operating fiscal year
b. Final Budget – July of the budget fiscal year
c. First Interim Projections – November of operating fiscal year
d. Second Interim Projections – February of operating fiscal year
e. Unaudited Actuals – July following the end of the fiscal year
f. Audited Actuals – December 15 following the end of the fiscal year
g. Classification Report – monthly according to Charter School's Calendar
h. Statistical Report – monthly according to Charter School's Calendar of Reports
   In addition:
   - P1, first week of January
   - P2, first week of April
i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

Annual Audit Procedures

Each fiscal year, an independent auditor certified by the State of California conducts an audit of the financial affairs of CNHS No. 2 and CNCA to verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and internal controls. CNCA's Board of Directors selects an auditor based upon their relevant experience with school finance and charter school finance, auditing team experience, proposed fees, and other relevant criteria. An annual independent financial audit of the books and records of CNHS No. 2 will be conducted for each fiscal year. The books and records of CNHS No. 2 will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with

applicable provisions with the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Audit Committee, made up of members of the Board of Directors, will annually recommend to the Board of Directors selection of an independent auditor. The auditor will have, at a minimum, a CPA and educational institution audit experiences and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars. Pursuant to AB 1137, CNHS No. 2 will provide any necessary financial statements to charter granting agency and the Los Angeles County Office of Education (LACOE), and the respective state agencies. The CEO and representatives of ExED, back office provider, will provide auditors with all required documentation prior to execution. The CEO will ensure the required agencies receive copies of the completed audit by the statutory deadline. At conclusion of the audit, the CEO, along with the audit committee, will review any deficiencies, findings, material weaknesses, or audit exceptions and report them to the Board of Directors with recommendations on how to resolve them. The Board of Directors will submit a report to the charter granting agency describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the charter granting agency along with an anticipated timeline.

Element 10 – Suspension and Expulsion Procedures

"The procedures by which pupils can be suspended or expelled." (Ed. Code § 47605(b)(5)(J).)

General Provisions

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

Students with Disabilities

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will

meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student's disability?
B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  A. Was the misconduct caused by, or directly and substantially related to the student's disability?
  B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

Gun-Free Schools Act

Charter School shall comply with the federal Gun-Free Schools Act.

School Climate and Student Discipline System

CNHS No. 2's ultimate priority is to maintain the physical and emotional safety of all members of the community. Teachers take a proactive approach using school-wide PBIS including: setting clear expectations, reinforcing positive behavior, redirecting misbehavior, and teaching conflict resolution skills. In response to misbehavior that

infringes on the safety of our community, we aim to have a discipline system focused on being restorative rather than one with punitive consequences. CNHS No. 2 will provide professional development to staff on the school's discipline policy and progressive discipline practices at the beginning of each year and throughout the year as necessary

School responses to misbehavior may include but are not limited to: loss of privileges, a one-on-one student meeting, parent/guardian contact, behavior incident report, parent/guardian conference, in/out of school suspension, intervention service referrals, and/or a Student Success Team meeting. CNHS No. 2 may also hold restorative circles and use restorative practices to resolve discipline concerns. The aim of these practices is to identify harms, needs, and obligations to repair harm done toward people, property, and the institution.

Egregious misbehavior is met with consequences such as in-school or out-of-school suspension and/or expulsion. Parents/guardians shall notified prior to suspensions and are asked to come to school for an informal suspension conference, which may include the Principal or designee, teacher and/or student. At the suspension conference, an individual behavior plan may be developed for the student.

CNHS No. 2's student discipline policy is included in the student/family handbook. School staff review the discipline policy with students and families at the beginning of the school year and/or upon admission to CNHS No. 2. By enrolling in the school, the students and families acknowledge their understanding of and the responsibility to the standards set forth in the discipline policy. The discipline policy includes student rights and responsibilities and the school's suspension and expulsion policies. The discipline policy will not be implemented in a way that is discriminatory, arbitrary, or capricious, and will follow the general principles of due process.

Student Suspension & Expulsion

In-School Suspension

Using their discretion, the Principal or designee may assign a student to an in-school suspension. Students in in-school suspension will be monitored by the administration and school staff.. Students who are suspended in-school will be provided with work for all courses in which they are enrolled and will be provided with assistance in order to complete their academic assignments. A student may be suspended in-school for a maximum of five school days and a maximum of 20 instructional days per academic year. Students will not be suspended or expelled for academic failure. Students shall only be suspended or expelled for actions as defined by Element 10 of the charter petition.

Grounds for Suspension and Expulsion

Practices and considerations for student suspension and expulsion can be found in the section below; ultimately, the school site Principal or designee has discretion over

student discipline procedures including student suspension and recommendations for expulsion.

Students who present a real or alleged threat to health and safety of others including but not limited to verbally or physically aggressive behavior may be immediately suspended and later recommended for expulsion by the Principal or designee.

A student may be suspended or expelled for any of the acts enumerated in this section and related to school activity or school attendance that occur at any time, including, but not limited to, any of the following:

- While on school grounds.
- While going to or coming from school.
- During the lunch period whether on or off the campus.
- During, or while going to or coming from, a school-sponsored activity.

The Principal or designee may implement alternative consequences to suspension as appropriate. If a parent/guardian would like to appeal a student's suspension, the suspension appeal form is available in the main office. A conference with the Principal and/or their designee will be held to determine whether or not the suspension will be upheld and kept on the student's records.

Matrix for Suspension/Expulsion Recommendations

Student Offenses with No Discretion for Recommendation to Expel	Student Offenses with Limited Discretion for Recommendation to Expel	Student Offenses with Broad Discretion for Recommendation to Expel
Principal shall immediately suspend and recommend expulsion when the following occur at a school or at a school activity off campus.	Principal shall recommend expulsion when the following occur at school or at a school activity off campus unless particular circumstances render expulsion inappropriate.	Principal may suspend and recommend expulsion when the following occur at school, a school activity, or on the way to/from school or a school activity.
1. Possessing, selling, or furnishing a firearm. 2. Brandishing a knife at another person. 3. Unlawfully selling a controlled substance listed in *Health and Safety Code* Section 11053. 4. Committing or attempting to commit a sexual assault or committing sexual battery as defined in 48900 (n). 5. Possession of an explosive.	1. Causing serious physical injury to another person, except in self-defense. 2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. 3. Unlawful Possession and/or use of any controlled substance (except for the first offense of possession of no more than one avoirdupois ounce of marijuana other than concentrated cannabis. 4. Robbery or extortion. 5. Assault or battery, or threat of, on a school employee.	1. Caused, attempted to cause, or threatened to cause physical injury to another person (unless, in the case of serious injury). 2. Possessed dangerous objects 3. First offense of marijuana possession of not more than one ounce, or alcohol. 4. Sold, furnished, or offered a look alike substance representing drugs or alcohol 5. Caused damage to school or private property. 6. Committed theft 7. Possessed or used tobacco. 8. Committed obscenity/profanity/vulgarity. 9. Possessed, sold, or negotiated to sell any drug paraphernalia. 10. Knowingly received stolen school or private property. 11. Possessed an imitation firearm. 12. Committed sexual harassment. 13. Harassed, threatened or intimidated a student witness. 14. Sold prescription drug Soma. 15. Engaged in an act of hazing. 16. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

Out-of-School Suspension Procedures

Informal Conference

The CNHS No. 2 Principal or designee has the authority to suspend students. Every effort will be made to hold an informal conference prior to suspension with the student and his/her parent or guardian. The conference may be omitted if the Principal or t designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without conference, the parent/guardian shall be notified of the suspension and a conference will be requested as soon as possible.

Notice to Parents/Guardians

At the time of suspension, a designated administrator shall make a reasonable effort to contact the parent/guardian by telephone or in person to be followed up with a written notification. This notice will state the specific offense/s committed by the student. In addition, the notice will state the date and time the student may return to school. If the Principal, Principal designee, or CEO wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may note that the parents are required to respond to this request without delay and that violations of school rules can result in expulsion from the school.

Appeal of Suspension

The suspension of a student will be at the discretion of the Principal or designee of Camino Nuevo High School No. 2. Parents and/or guardians will be notified by the Principal or designee in advance to enactment of the suspension via an informal suspension conference and can appeal a student’s suspension.

- To appeal an in or out of school suspension a student’s parent/guardian must submit the appeal of suspension form to the Director of Student Services. The Director of Student Services works at CNCA’s home office and supports the CNHS No. 2 Principal and Leadership team in ensuring sound discipline practices. The appeal of suspension form can be obtained at the CNHS No. 2 main office or at the CNCA Home Office and must be submitted within 5 days of the last day of the student’s suspension.
- For in/out of school suspension appeals, the Director of Student Services shall form a suspension appeal committee to review the appeal of suspension within 5 school days of the submission of the appeal.
- The Director of Student Services will notify the parent/guardian in writing of the decision of the appeal within 3 working days of the appeal committee’s decision.
- The decision communicated by the Director of Student Services is final and may not be further appealed. The results shall be documented and kept as student records.

- The parent/guardian may submit a written objection to the final decision, which will be kept in the student's records. Submission of a written objection to the Director of Student Services will not result in further appeal actions.

The Principal or designee may implement alternative consequences to suspension as appropriate.

Length of Suspension

The length of suspension for students may not exceed a period of 5 consecutive school days unless the Principal or designee has made a recommendation for expulsion and the outcome is pending. The student may be placed in an interim setting until the outcome of the expulsion hearing. A student shall not be suspended for more than 20 school days; a student in special education shall not be suspended for more than 10 school days within an academic year. The Principal or designee will work with teachers to make necessary arrangements to provide the student with classroom material and current assignments to be completed at home during the length of the suspension including homework. Student assignments may be picked up from the CNHS No. 2 main office daily during the length of the student's suspension; retrieval of work assignments for courses in which the student is enrolled should be picked up from the main office at least once per week. CNHS No. 2 may make arrangements with the parent/guardian of the student to take exams and/or state and teacher administered tests in the CNHS No. 2 main office of the CNCA Home Support Office.

In the event that a student's suspension is extended beyond 5 days pending an expulsion hearing, the Principal or designee will provide the student with an interim placement including independent study. The purpose of the placement is to ensure meaningful access to relevant curriculum and instructional support thereby allowing a pathway to credit completion. Students facing expulsion for the following offenses will be immediately referred to LACOE for interim placement pending the outcome of the expulsion hearing:

1. Unlawful gun possession. This applies to all types of guns including but not limited to firearms, air guns, stun guns, replica guns, and any device that discharges a metallic object by gun powder.
2. For students 16 years of age or older, assault of another person with a weapon in a manner likely to cause serious bodily injury.
3. For students 16 years of age or older, battery of another person causing serious bodily injury.

Pre-Expulsion Conference

A decision to recommend expulsion may not be made until after the Principal or designee has concluded the pre-expulsion conference with the parent/guardian. If at all possible, the student should also be present. At the conclusion of the conference, if the

Principal or designee determines to not recommend expulsion, appropriate alternative intervention should be implemented.

The pre-expulsion conference will be conducted in accordance with the following procedures:

The Principal or designee shall make every effort to contact the family, including by phone and by mail, to schedule the pre-expulsion conference. The Principal or designee shall conduct the conference and arrange for a second school official to be present as a witness. At the conclusion of the conference, the Principal or designee shall:

a. Inform the student and the parent of each applicable charge.
b. Provide the student and the parent with the opportunity to discuss the allegation.
c. Ask the student to respond, verbally and in writing, to the allegation(s) and provide the student the opportunity to admit, deny, or qualify his or her participation and to present any explanation, justification, or other information relevant to the alleged misconduct.
d. Keep record of all pertinent comments made during the conference, particularly those made by the student or parent.
e. Advise the student and parent of their obligation to not engage in harassment, intimidation, or threatening behavior against potential witnesses.
f. Explain the expulsion procedure and the process of an interim placement should the Principal or designee recommend expulsion.
If the student and parent do not attend the pre-expulsion conference, the

Principal or designee will:

a. Exercise all due diligence to reschedule the conference within a reasonable period of time and document the details of each attempt.
b. At the Principal or designee's discretion, the suspension and pre-expulsion conferences may be combined and held as one. c. For students with an IEP or a 504 Plan, the manifestation determination IEP or 504 Plan review meeting must be held prior to the pre-expulsion conference.

School-Site Expulsion Procedures

Only the Principal or designee is authorized to recommend a student's expulsion. The following are steps the school Principal or designee should take whenever a student is accused of an act for which expulsion may or must be recommended.

Incident Investigation

When an alleged incident occurs, the Principal or designee will investigate the matter prior to issuing a suspension, except when the principal has determined that an "emergency situation" exists, defined in E.C. Section 48911[c] a "...clear and present

danger to the lives, safety, or health of pupils or school personnel." The school principal or administrative designee will be responsible for each of the following responsibilities:

1. Collect relevant information surrounding the incident;
2. Identify and interview witness(es) and the accused student;
3. Secure verbal and written statements from the accused student, victim(s) and witness(es) who observed the incident and may corroborate any piece of information obtained;
4. Review the appropriate pupil records, such as cumulative record, and, when applicable, Individual Education Plan (IEP);
5. Contact law enforcement, as applicable;
6. Maintain contact with law enforcement and proceed with the discipline process as appropriate.

Student Suspension Prior to Expulsion

Every effort will be made to hold an informal conference prior to suspension with the student. At this conference, the Principal or designee will:

1. Discuss with the student the details surrounding the charge(s);
2. Provide the student the opportunity to respond to the charge(s) and to present a defense;
3. Inform the student of the grounds upon which a suspension is based, if a suspension is warranted;
4. Encourage the student to write a statement concerning the alleged misconduct and to sign and date it.

The conference may be postponed if the Principal or designee determines that an emergency situation exists. If the student is suspended without conference, the parent/guardian shall be notified of the suspension and a conference will be requested as soon as possible. The student shall be provided with assignments for all courses for which they are enrolled during the term of the student suspension. The student's parent/guardian may pick-up assignments for the student daily in the CNHS No. 2 main office.

The Expulsion Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. A hearing will be held within 30 days after the date that the school Principal or designee has made the determination that an act subject to expulsion has occurred and has evidence supporting reason for expulsion. The Board of Directors will designate a Board Discipline Committee consisting of at least three members, which includes one CNCA Board Member (excluding the Chairman and President of the Board) and one CNCA school administrator from any CNCA school. The expelling principal or any other administrator and staff who was involved in the disciplinary process cannot be a member of the CNCA Board Discipline Committee. Written notice of the hearing will be forwarded to the student and the student's parent/guardian at

least 10 calendar days before the date of the hearing via certified mail to the student's home address on record. The Board Discipline Committee is delegated by the CNCA Board, the authority to make a final decision on expulsion. A decision, communicated via written notice, along with a record of expulsion, will be made within 10 school days after the conclusion of the expulsion hearing (unless the student requests in writing that the decision be postponed).

This Hearing Notice will include:

a. The date and place of the hearing;
b. A statement of the specific facts, charges and offense upon which the proposed expulsion is based;
c. A copy of CNHS No. 2's disciplinary rules that relate to the alleged violation;
d. Student and parent rights related to expulsion hearings including the right to counsel or the presence of an advocate, and/or language support.

The Hearing Process:

a. Presentation of the case: The school Principal or designee will provide factual evidence upon which the expulsion recommendation is based. The student or parent/representative will also have the right to present on the case and provide relevant context.
b. Evidence: The Principal or designee will provide credible evidence to support the recommendations for expulsion. The student or parent/representative will have the right to provide credible evidence to support the case.
c. Witnesses: The Principal or designee will present any witnesses who will testify on behalf of the school. If the witness is a student, the principal will obtain parental consent. The student or parent/representative will have the right to call upon any witnesses to testify on his/her behalf.

Post Hearing

Written notice to expel a student will be sent by the school Principal or designee to the parent/guardian of any student who is expelled via certified mail to the student'. This notice will include the following:

a. The specific offense(s) committed by the student for any of the acts listed under "Grounds for Suspension and Expulsion."
b. Notice of the student or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with CNHS No. 2;
c. The reinstatement eligibility review date;
d. Copy of the rehabilitation plan;
e. The type of educational placement options during the period of expulsion;
f. Appeal procedures.

A record of the hearing will be created and maintained by any means including electronic recording, as long as a reasonably accurate and complete written

transcription of the hearing can be made. A Fact and Findings document will be prepared in order to summarize the evidence presented at the hearing and , to substantiate the expulsion decision by the CNCA Board Discipline Committee ,CEO, or designee. This document shall serve as a summary of the conclusions regarding the underlying facts of the case under consideration by the CNCA Board Discipline Committee. The Facts and Findings documents will be included with the expulsion order and any other recommendations that the CNCA Board Discipline Committee deems appropriate. If a student is expelled, CNCA will assist the parent/guardians in finding a new and appropriate placement for an expelled student by advising the parent to call the local district Student Discipline Proceedings Office if they would like for the student to attend a local district school or to work with the Los Angeles County Office of Education for an alternative school placement.

Appeal for Expulsion

Expulsion of a student will be recommended by the Principal or the Principal's designee and must be approved by the CNCA Board Discipline Committee. Parents and/or guardians will be notified in advance to enactment of the expulsion and can appeal a student's expulsion. The student will be provided with or continue in the interim placement until a meeting is scheduled to hear the expulsion appeal (within 10 working days of receipt of expulsion appeal).The student's parent(s)/guardian(s) must attend to present their appeal to a committee appointed by CNCA Board of Directors, including CNCA Board of Directors members whose members were not involved in the expulsion recommendation or decision. The parent/guardian is entitled to reasonable accommodations, language support, and other due process protections and rights.

To appeal an in or out of school expulsion a student's parent/guardian must submit a written appeal of expulsion form to the CNCA Chief Operations and Strategy Officer. The appeal of expulsion form can be obtained at the CNCA Home Office and must be submitted within 5 days of receipt of the student's expulsion order.

- The Chief Operations and Strategy Officer shall form an expulsion appeal committee made up of CNCA Board of Directors members not involved in the recommendation for expulsion, expulsion proceedings, or any previous discipline related to the student to review the appeal of expulsion within 5 school days of the submission of the appeal.
- The Chief Operations and Strategy Officer will notify the parent/guardian in writing of the decision of the appeal within 3 working days of the expulsion appeal committee's decision.
- The decision communicated by the Chief Operations and Strategy Officer is final and may not be further appealed. The results shall be documented and kept as student records.
- The parent/guardian may submit a written objection to the final decision, which will be kept in the student's records. Submission of a written objection to the Chief Operations and Strategy Officer will not result in further appeal actions.

The decision of expulsion appeal committee will be final. In the event of a decision to expel a student from Camino Nuevo High School #2, CNCA will work cooperatively with the district of residence, county, and/or charter schools to assist with the appropriate educational placement of the student who has been expelled. If a student is under an expulsion order from another school district (LEA), all information including the student's rehabilitation plan, must be provided to the CNCA Charter School Board of Directors for review. The Board of Directors will determine if enrollment will be granted upon review of expulsion on a case by case basis.

Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates via phone or submission of the expulsion order via certified mail.

Element 11 – Employee Retirement Systems

"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security." (Ed. Code § 47605(b)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School's participation in, and/or coverage of its staff members by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a "government plan" governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School's existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Retirement Rights and Systems

All full-time certificated CNHS No. 2 employees who are eligible participate in STRS and eligible classified employees participate in PERS and/or another retirement plan. Employees contribute the required percentage and CNHS No. 2 contributes the employer's required portion. All withholdings from employees and the charter school are forwarded to the STRS/PERS Fund and/or private retirement programs as selected by employees. Contributions to federal social security are made on behalf of all employees who are not STRS eligible. CNHS No. 2 submits all retirement data through LACOE and complies with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other members of STRS/PERS. The CNCA Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate.

Element 12 – Public School Attendance Alternatives

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." (Ed. Code § 47605(b)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Camino Nuevo High School No. 2 is a school of choice. No student is required to attend the Charter School.

Element 13 – Rights of District Employees

"The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school." (Ed. Code § 47605(b)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter." (Ed. Code § 47605(b)(5)(N).)

General Provisions

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, ("Dispute") shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys' fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party's attorneys' fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys' fees, costs and/or expenses, or mediator's or arbitrator's fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

Proposition 39 Disputes

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. ("Proposition 39"), shall be resolved in accordance with the procedures set forth below:

1. Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director

Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
CNHS No. 2
3500 West Temple St.
Los Angeles, CA 90004

2. A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3. If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4. If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5. If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

Non-Proposition 39 Disputes

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

1. Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

   Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

   Director
   Charter Schools Division
   Los Angeles Unified School District
   333 South Beaudry Avenue, 20th Floor
   Los Angeles, California 90017

   Director/Principal
   CNHS No. 2
   3500 West Temple St.
   Los Angeles, CA 90004

2. A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3. If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written

Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4. If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5. If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." (Ed. Code § 47605(b)(5)(O).)

Revocation of the Charter

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

Closure Action

The decision to close Charter School by the governing board of Charter School must be documented in a "Closure Action." A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

Closure Procedures

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on "Charter School Closure Requirements and Recommendations (Revised 08/2009)" posted on the California Department of Education website. All references to "Charter School" apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

(1) The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

(2) Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

(3) Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

(4) The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

(5) The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

(6) The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
(7) Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
(8) All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

(1) The effective date of the closure of Charter School
(2) The name(s) and contact information for the person(s) handling inquiries regarding the closure
(3) The students' school districts of residence
(4) How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

(1) A description of the circumstances of the closure
(2) The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:
(1) Information on how to enroll or transfer the student to an appropriate school
(2) A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
(3) Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:
(1) The effective date of the closure of Charter School

(2) The name(s) and contact information for the person(s) handling inquiries regarding the closure
(3) The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

(1) An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
(2) An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
(3) An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

(1) Preliminary budgets
(2) Interim financial reports
(3) Second interim financial reports
(4) Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

(1) Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
(2) The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
(3) The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

(4) The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
b. Make final federal tax payments (employee taxes, etc.)
c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and

other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
    (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
    (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall

be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
  (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

  (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

  (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

  (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of

obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Insurance

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District (A.M. Best A-, VII or better) or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be $1,000,000 per

occurrence/$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of $500,000 per occurrence and $500,000 general aggregate.

6. Professional Educators Errors and Omissions liability coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

7. Sexual Molestation and Abuse coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

8. Employment Practices Legal Liability coverage with limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

9. Excess/Umbrella Liability insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inceptions, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

> "Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

Fiscal Matters

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third-Party Contracts

Charter School shall ensure that all third-party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,

- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days' notice to Charter School. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours' notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of

District Required Language Addendum

Assurances, Affirmations, and Declarations

Camino Nuevo High School No. 2 (also referred to herein as "CNHS No. 2" and "Charter School") shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter "Ed. Code") § 47605(d)(1).)

- Not charge tuition. (Ed. Code § 47605(d)(1).)

- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)

- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)

- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)

- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School's capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as "LAUSD" and "District"). (Ed. Code § 47605(d)(2)(B).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)

- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School's employees for

the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

Element 1 – The Educational Program

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

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

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

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

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

requirement that Charter School "shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan." (Ed. Code § 47606.5(e).)

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

SELPA Reorganization

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

Modified Consent Decree Requirements

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree ("MCD") and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software

system used for online Individualized Education Programs ("IEPs") and tracking of related services provided to students during the course of their education.

As part of fulfilling the District's obligations under the MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor's ("OIM") required format in accordance with the OIM's required timelines and as follows:

- End of Year Suspension

  District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

  The standard file including District ID.

- Norm day
  District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- CBEDS

- All Students enrolled as of December 1 of each school year

  District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout
  District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District's integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school." **(Ed. Code § 47605(b)(5)(B).)**

"The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card." **(Ed. Code § 47605(b)(5)(C).)**

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(c)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

Element 4 – Governance

"The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement." **(Ed. Code § 47605(b)(5)(D).)**

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School's website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.[2]

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the Public Records Act.

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

---

[2] *The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Educationr on continued application to charter schools.*

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School

shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Element 5 – Employee Qualifications

"The qualifications to be met by individuals to be employed by the charter school." **(Ed. Code § 47605(b)(5)(E).)**

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Element 6 – Health and Safety Procedures

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237." **(Ed. Code § 47605(b)(5)(F).)**

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District's Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan ("Plan"), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School's requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

Element 7 – Means to Achieve Racial and Ethnic Balance

"The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." **(Ed. Code § 47605(b)(5)(G).)**

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District's Student Integration Services (collectively the "Court-ordered Integration Program"). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD's Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW))*. The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District's Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District's goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

Element 8 – Admission Requirements

"Admission requirements, if applicable." **(Ed. Code § 47605(b)(5)(H).)**

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

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

Element 9 – Annual Financial Audits

"The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority." **(Ed. Code § 47605(b)(5)(I).)**

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code

sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

a. Provisional Budget – Spring prior to operating fiscal year
b. Final Budget – July of the budget fiscal year
c. First Interim Projections – November of operating fiscal year
d. Second Interim Projections – February of operating fiscal year
e. Unaudited Actuals – July following the end of the fiscal year
f. Audited Actuals – December 15 following the end of the fiscal year
g. Classification Report – monthly according to Charter School's Calendar
h. Statistical Report – monthly according to Charter School's Calendar of Reports
   In addition:
   - P1, first week of January
   - P2, first week of April
i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

"The procedures by which pupils can be suspended or expelled." **(Ed. Code § 47605(b)(5)(J).)**

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

C. Was the misconduct caused by, or directly and substantially related to the student's disability?
D. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
    - Copy of parental notice of expulsion hearing
    - Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and

instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment

- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:

C. Was the misconduct caused by, or directly and substantially related to the student's disability?
D. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has

not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

Element 11 – Employee Retirement Systems

"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security." **(Ed. Code § 47605(b)(5)(K).)**

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School's participation in, and/or coverage of its staff members by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a "government plan" governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School's existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Element 12 – Public School Attendance Alternatives

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." **(Ed. Code § 47605(b)(5)(L).)**

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Element 13 – Rights of District Employees

***"The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school."* (Ed. Code § 47605(b)(5)(M).)**

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

***"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter."* (Ed. Code § 47605(b)(5)(N).)**

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, ("Dispute") shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys' fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to

pay, or be awarded, any other party's attorneys' fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys' fees, costs and/or expenses, or mediator's or arbitrator's fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq*. ("Proposition 39"), shall be resolved in accordance with the procedures set forth below:

2) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
[Charter School Name]
[Charter School Address]

3) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic

confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

4) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

5) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

6) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

2) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

   Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

   Director
   Charter Schools Division
   Los Angeles Unified School District

333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
[Charter School]
[Charter School Address]

3) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

4) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

5) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

6) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

***"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records."* (Ed. Code § 47605(b)(5)(O).)**

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a "Closure Action". A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on "Charter School Closure Requirements and Recommendations (Revised 08/2009)" posted on the California Department of Education website. All references to "Charter School" apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The students' school districts of residence

4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure

2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school

2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

10. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

11. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

12. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

13. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

14. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

15. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).

16. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

17. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

18. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. Make final federal tax payments (employee taxes, etc.)

c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities *(*i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
  (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
  (iii) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its

regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

(iv) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

(iii) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(iv) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to

another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be $1,000,000 per occurrence/$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of $500,000 per occurrence and $500,000 general aggregate.

6. Professional Educators Errors and Omissions liability coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

7. Sexual Molestation and Abuse coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

8. Employment Practices Legal Liability coverage with limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

9. Excess/Umbrella Liability insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inceptions, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

> *"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."*

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter

and requires that the District, among other things, monitors the fiscal condition of Charter School.

- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)

Enrollment by Grade - Camino Nuevo High No. 2 (CA Dept of Education)

DataQuest Home / Enrollment Report

2020-21 Enrollment by Grade

Camino Nuevo High No. 2 Report (19-64733-0127910)

+ Report Description

+ Report Options and Filters

Name	Total	Grade 9	Grade 10	Grade 11	Grade 12
Camino Nuevo High #2	**471**	123	127	105	116

LAUSD BOARD APPROVED
02/06/18
(BR 301-17/18)
TERM: 2018-2023

Renewal Charter Petition for Central City Value High School

Submitted by Value Schools

December 13, 2017

Renewal Charter Petition for
Central City Value High School, 2018-2023

Table of Contents

Assurances, Affirmations, and Declarations 3
Element 1 – The Educational Program 5
Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured 92
Element 4 – Governance 97
Element 5 – Employee Qualifications 106
Element 6 – Health and Safety Procedures 123
Element 7 – Means to Achieve Racial and Ethnic Balance 127
Element 8 – Admission Requirements 129
Element 9 – Annual Financial Audits 133
Element 10 – Suspension and Expulsion Procedures 135
Element 11 – Employee Retirement Systems 150
Element 12 – Public School Attendance Alternatives 151
Element 13 – Rights of District Employees 152
Element 14 – Mandatory Dispute Resolution 153
Element 15 – Charter School Closure Procedures 157
Additional Provisions 164

Assurances, Affirmations, and Declarations

Central City Value High School (also referred to herein as "Central City Value," "CCVHS" and "Charter School") shall:

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

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

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

Element 1 – The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full

implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding ("MOU"), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree ("MCD") and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs ("IEPs") and tracking of related services provided to students during the course of their education.

As part of fulfilling the District's obligations under the MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor's ("OIM") required format in accordance with the OIM's required timelines and as follows:

- End of Year Suspension

District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

The standard file including District ID.

- Norm day

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- CBEDS
- All Students enrolled as of December 1 of each school year

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout

District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data
- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District's integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

GENERAL INFORMATION	
• The contact person for Charter School is:	Joaquin Arroyo, Principal
• The contact address for Charter School is:	221 North Westmoreland Ave., Los Angeles, CA 90004
• The contact phone number for Charter School is:	213-471-4686
• The proposed address or ZIP Code of the target community to be served by Charter School is:	221 N. Westmoreland Ave., Los Angeles, CA 90004
• This location is in LAUSD Board District:	2
• This location is in LAUSD Local District:	Central
• The grade configuration of Charter School is:	9-12
• The number of students in the first year will be:	480
• The grade level(s) of the students in the first year will be:	9-12
• Charter School's scheduled first day of instruction in 2018-2019 is:	August 6, 2018
• The enrollment capacity, defined as the total number of students who may be enrolled in Charter School regardless of student residency is:	480
• The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
• The bell schedule for Charter School will be:	MTTF: 7:30 AM – 2:53 PM Weds: 7:30 AM – 1:37 PM
• The term of this Charter shall be from:	July 1, 2018 - June 30, 2023

Student Population to be Served

Value Schools was founded to educate students who come from traditionally underserved populations. Opened in 2003 and located at its present site since 2007, Central City Value High School is a classroom-based high school that primarily enrolls youth from the Silver Lake/Koreatown neighborhood of downtown Los Angeles. Most of Central City Value's students come from families living below the poverty line, have parents who did not attend college, and live in households where English is not typically spoken. Some are recent arrivals to the United States, speaking little or no English.

Students from the surrounding neighborhoods often experience domestic instability, with families of mixed citizenship and immigration status who are often under substantial stress. They have experienced more trauma, food insecurity and substandard education than students in neighborhoods with higher income levels. Central City Value High School recognizes that the families it serves need targeted assistance to ensure that students are prepared for, apply to, attend and complete their higher education.

Although gentrification of the surrounding area is thought likely to change the demographics of the neighborhood somewhat in coming years, Central City Value still expects an enrollment and demographic pattern substantially similar to that in recent years.

Central City Value High School Student Demographics*				
Characteristic	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**
Hispanic/Latino	95.5%	93.8%	95.6%	94.0%
English Language Learner	17.0%	14.1%	14.7%	15.0%
Fluent English Proficient	71.7%	76.2%	74.4%	75.6%
English Only	11.1%	9.7%	9.4%	9.2%
Free/Reduced Price Meal Eligible	95.1%	94.2%	94.3%	95.3%
Students with Disabilities	9.8%	10.6%	10.1%	9.2%

*Sources: 2014-2017 - CDE DataQuest; 2017-2018 - internal CCVHS data submitted to CALPADS

Central City Value High School Five-year Enrollment Plan					
Grade	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**
9	128	128	128	128	128
10	122	122	122	122	122
11	118	118	118	118	118
12	112	112	112	112	112
Total	480	480	480	480	480

Central City Value expects its recruitment efforts to yield full classes over the term of the charter, but has budgeted more conservatively to reflect recent small declines in enrollment. For a variety of reasons including neighborhood gentrification by residents with younger (or no) children, increasing post-recession housing costs, and immigration enforcement activity, families in the area Central City Value serves have become increasingly transient in recent years. Transfers out of Central City Value tend to be transfers to geographically distant schools or districts in conjunction with a family move. Class sizes decline over time because although students who transfer into Central City Value in the middle of their high school years are sought out and welcomed, many high school students do not wish to leave their first high school home.

While it's currently authorized and requested charter capacity is 480, Central City Value is prepared to adapt to any foreseeable increase in enrollment or decrease in attrition. Physical, financial, and faculty resources are sufficient to handle such fluctuations. Should unanticipated influx and retention occur to require a material revision to increase capacity (e.g., to 512), Central City Value would seek such a revision in consultation with the Charter Schools Division.

Community Need for Charter School

Central City Value High School exceeds the current standard for charter renewal. It fills a need in the community for a high-quality educational option for families who seek a small, rigorous academic setting with a strong, values-based school culture. Students whose parents choose this environment thrive, as evidenced by their performance relative to their peers in nearby and similar schools. They do so because Value Schools creates intentional school communities in which highly qualified professionals enlist parents and students to work toward a common goal – helping all students acquire the skills, knowledge, and intellectual flexibility to fulfill their potential as citizens contributing to a better world.

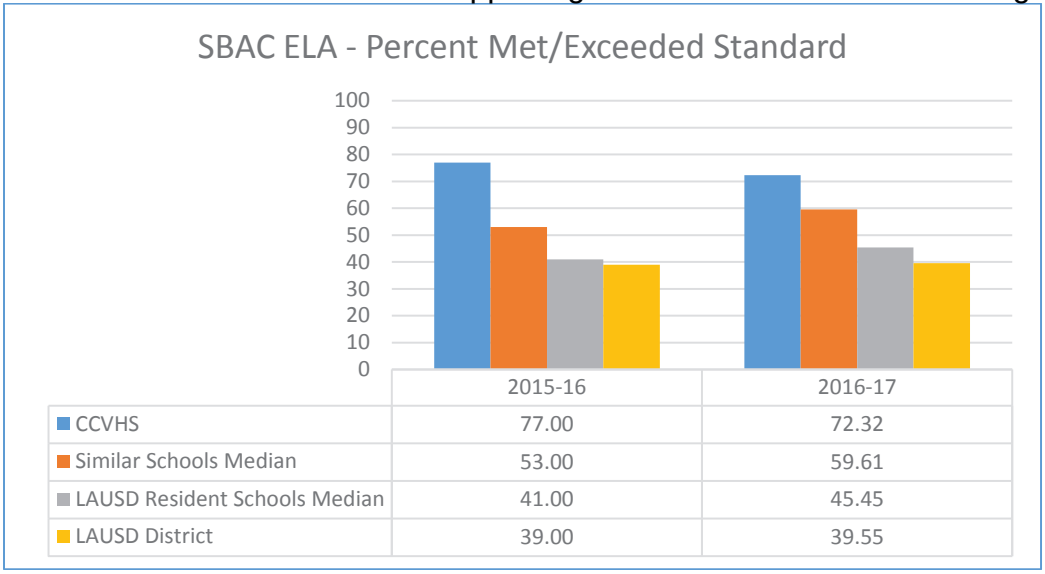
While much of this intentional school culture is best observed by witnessing the educational experience on campus, state and local oversight necessarily relies on objective performance measures that reflect the products of that culture. Current performance measures include the California Assessment of Student Performance and Progress (CAASPP), the NWEA, school-level results such as graduation, college readiness, and college acceptance rates, and English Learner reclassification rates.

The performance measures summarized below indicate that across all numerically significant subgroups, Central City Value student achievement compares favorably to that of students in the neighborhood schools that Central City Value students would otherwise attend and in Los Angeles Unified School District schools with similar populations and characteristics. Importantly, regardless of initial skill levels, students show substantial growth when they enter the Value Schools environment.

Comparative performance on English Language Arts

Central City Value's performance in English Language Arts is consistent with its emphasis on academic excellence to improve its graduates' chances of attending a four-year university. As was demonstrated in earlier years on metrics including the CST and API, Central City Value's English Language Arts achievement exceeds that of the schools its students would otherwise attend (resident schools) and that of schools with demographically similar populations (similar schools) as well as the LAUSD as a whole.

Schoolwide results. The CAASPP-administered Smarter Balanced Assessment program has required testing of 11th-grade students in English Language Arts and Mathematics for the last three years of the current charter term. In each of those years, a substantially higher proportion of Central City Value students met or exceeded the prescribed standard than comparison schools. The chart below shows data for the most recent two years of testing.



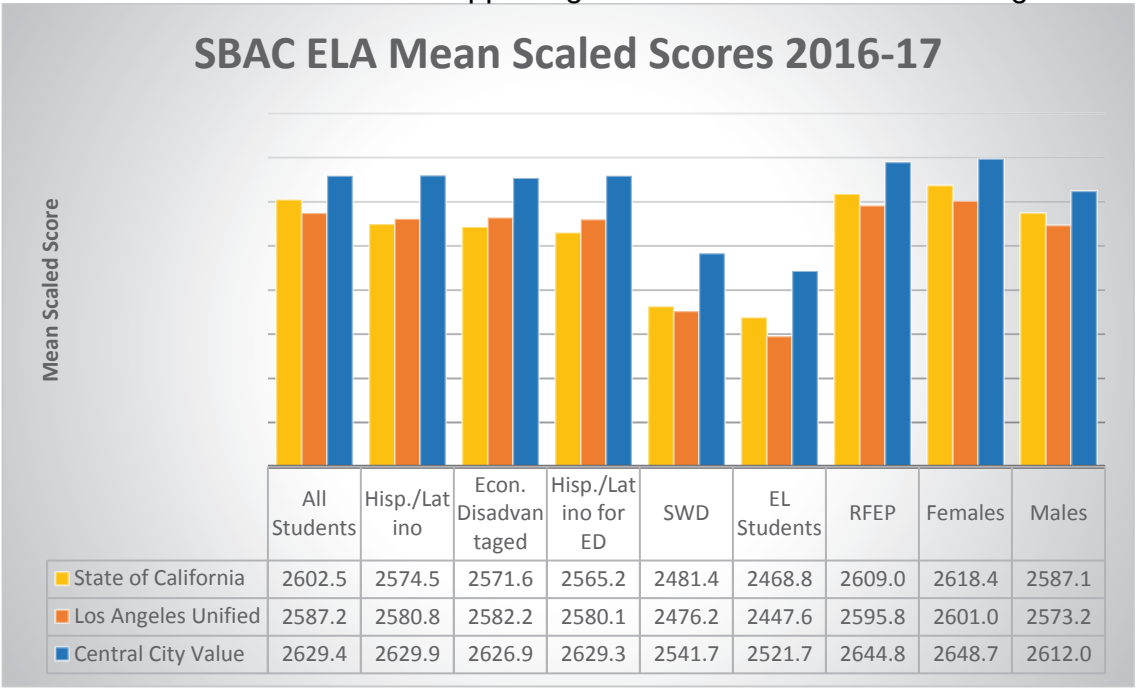
Source: Data set provided by CSD for Central City Value

Subgroup results. Given the nature and relative homogeneity of the student populations in Central City Value, similar and resident schools, it is not surprising that the schoolwide superior performance is reflected in the Economically Disadvantaged and Hispanic/Latino subgroups, as seen below:

SBAC English Language Arts % of Students who Met or Exceeded Standard		
	2015-2016	**2016-2017**
CCVHS (All Students)	77.00%	72.32%
CCVHS (English Learners)	*	*
CCVHS (Socioeconomically Disadvantaged)	77.00%	71.43%
CCVHS (Latino)	77.00%	72.12%
CCVHS (Students with Disabilities)	*	*
Similar Schools median (All Students)	53.00%	59.51%
Resident Schools median (All Students)	41.00%	45.45%
LAUSD (All Students)	39.00%	39.55%

*No. of students tested fell below Cal. Ed. Code §52052's threshold for numerical significance.
Source: Data set provided by CSD for Central City Value

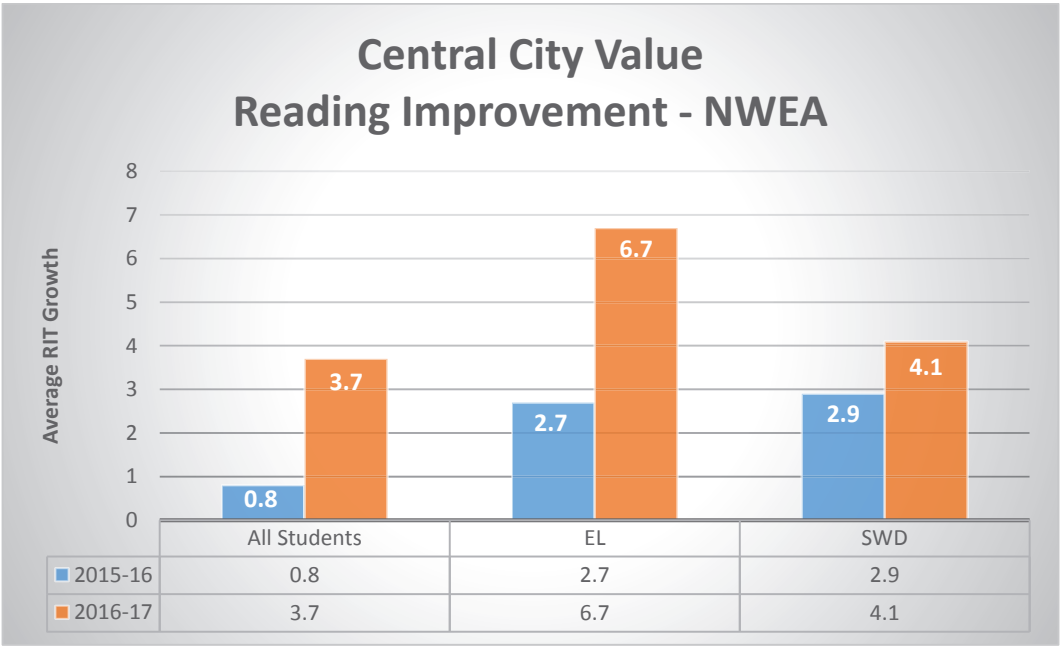
Additional comparison subgroup data from the most recent test administration shows that Central City Value's performance advantage in English Language Arts occurs in all numerically significant subgroups, not just in the authorizing district but in the state as a whole.



	All Students	Hisp./Latino	Econ. Disadvantaged	Hisp./Latino for ED	SWD	EL Students	RFEP	Females	Males
State of California	2602.5	2574.5	2571.6	2565.2	2481.4	2468.8	2609.0	2618.4	2587.1
Los Angeles Unified	2587.2	2580.8	2582.2	2580.1	2476.2	2447.6	2595.8	2601.0	2573.2
Central City Value	2629.4	2629.9	2626.9	2629.3	2541.7	2521.7	2644.8	2648.7	2612.0

Source: Data from CAASPP/SBAC website

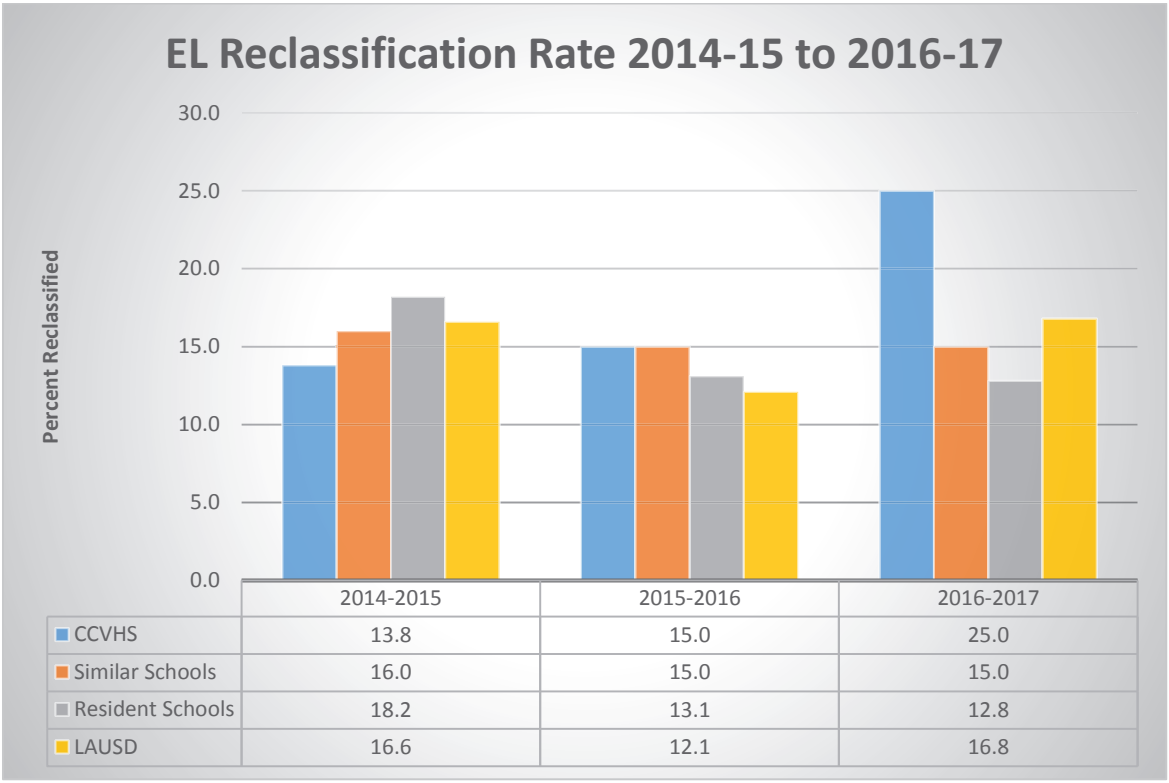
Performance growth over time – NWEA Reading. All student groups, but particularly English Learners, show substantial growth over time at Central City Value, with EL students showing an average RIT score growth of 6.7 in the last year measured.



	All Students	EL	SWD
2015-16	0.8	2.7	2.9
2016-17	3.7	6.7	4.1

Source: Internal CCVHS NWEA results

English Learner progress and reclassification. Consistent with the ELA growth shown by English Learners on the NWEA, Central City Value's most recent EL reclassification rate reflects substantially more progress toward English proficiency than in comparison schools.

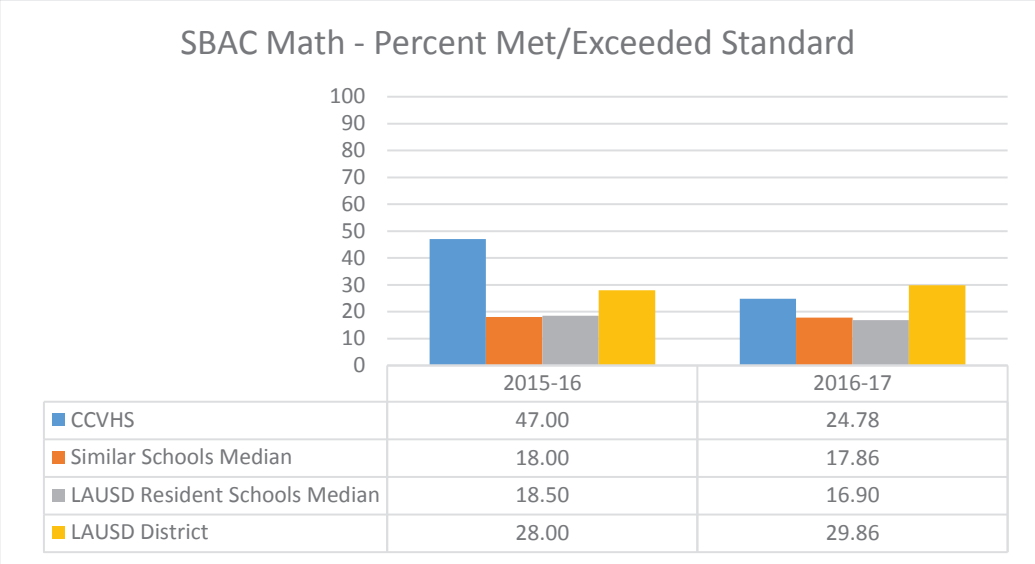


	2014-2015	2015-2016	2016-2017
CCVHS	13.8	15.0	25.0
Similar Schools	16.0	15.0	15.0
Resident Schools	18.2	13.1	12.8
LAUSD	16.6	12.1	16.8

Source: CSD-provided data set for CCVHS and median rates of comparison entities

Comparative performance on Mathematics

Schoolwide results. As is true for most public schools in the LAUSD, Central City Value scores on CAASPP's Mathematics assessment are lower than the same students' scores on the ELA assessment. While Central City Value still outperformed resident and similar schools, the differences were smaller. A particularly outstanding group of students who were juniors in the second year of the test's administration produced scores somewhat higher than expected in the typical year.

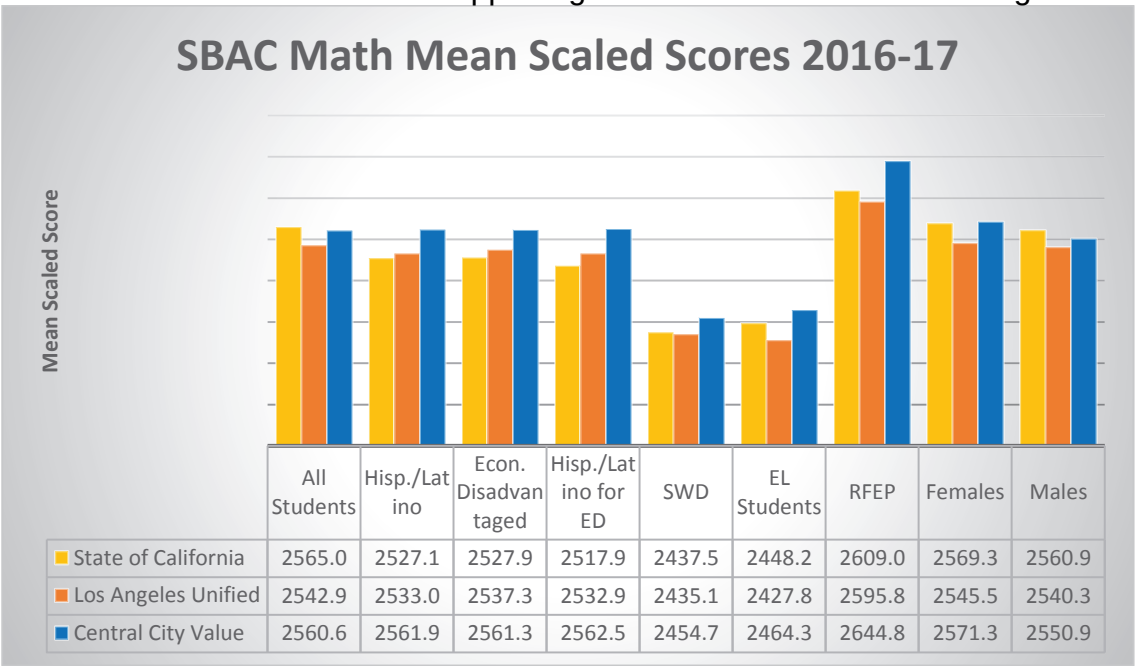


Source: Data set provided by CSD for Central City Value

Subgroup results. Despite the disparity between ELA and mathematics assessment results overall, Central City Value's commitment to improving performance for all student subgroups can be seen in the breakdown of scores in numerically significant subgroups, below.

SBAC Mathematics % of Students who Met or Exceeded Standard		
	2015-2016	**2016-2017**
CCVHS (All Students)	47.00%	24.78%
CCVHS (English Learners)	*	*
CCVHS (Socioeconomically Disadvantaged)	47.00%	25.71%
CCVHS (Latino)	48.00%	25.71%
CCVHS (Students with Disabilities)	*	*
Similar Schools median (All Students)	18.00%	17.86%
Resident Schools median (All Students)	18.50%	16.90%
LAUSD (All Students)	28.00%	29.86%

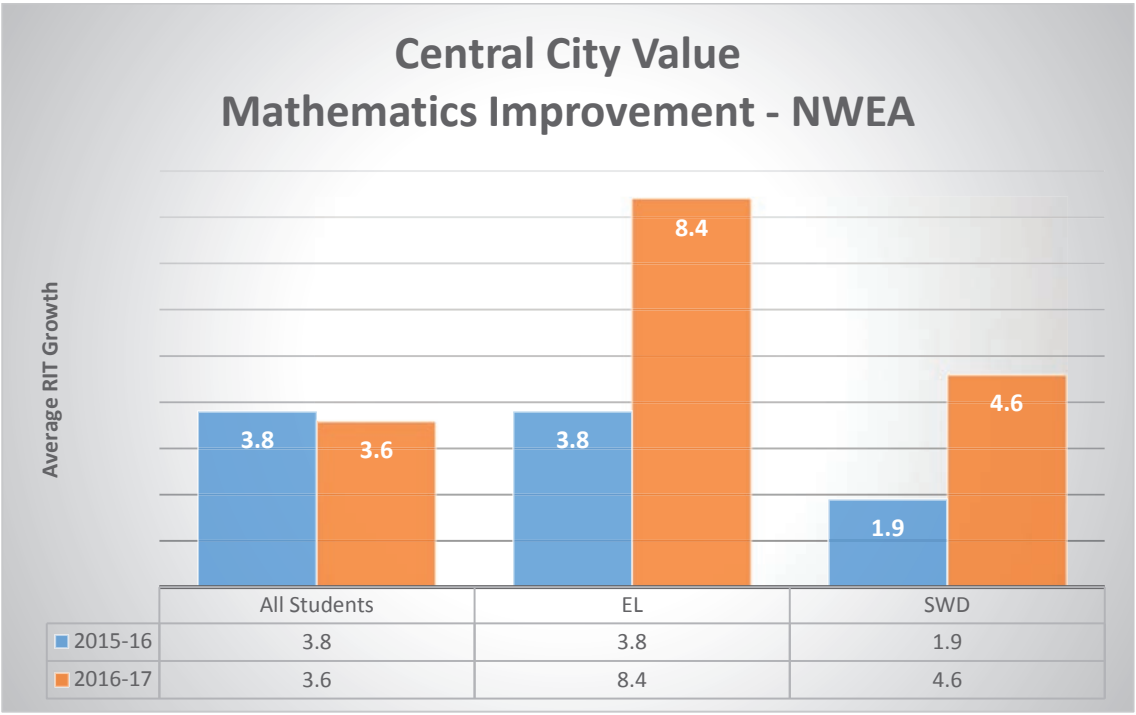
*No. of students tested fell below Cal. Ed. Code §52052's threshold for numerical significance.
Source: Data set provided by CSD for Central City Value



	All Students	Hisp./Latino	Econ. Disadvantaged	Hisp./Latino for ED	SWD	EL Students	RFEP	Females	Males
State of California	2565.0	2527.1	2527.9	2517.9	2437.5	2448.2	2609.0	2569.3	2560.9
Los Angeles Unified	2542.9	2533.0	2537.3	2532.9	2435.1	2427.8	2595.8	2545.5	2540.3
Central City Value	2560.6	2561.9	2561.3	2562.5	2454.7	2464.3	2644.8	2571.3	2550.9

Source: Data from CAASPP/SBAC website

Performance growth over time – NWEA Mathematics. Again, as with ELA, student growth over time is especially noteworthy, particularly for English Learners and students with disabilities. In the most recent year, English Learners had an average increase in RIT scores of 8.4; students with disabilities had an average increase of 4.6.



	All Students	EL	SWD
2015-16	3.8	3.8	1.9
2016-17	3.6	8.4	4.6

Source: Internal CCVHS NWEA results

Challenges in mathematics education. Since California began requiring 11th-graders to take part in the Smarter Balanced Assessment System, Central City Value's scores in the Mathematics section have been uneven. In the first administration, 20% of Central City Value juniors students met or exceeded the math standard. In 2016 that percentage jumped to 47%, which was dramatically higher than the median for resident or similar schools. In 2017, 11th-grade math scores declined to 25%, representing a challenge for Central City Value even though these scores still outpaced area schools.

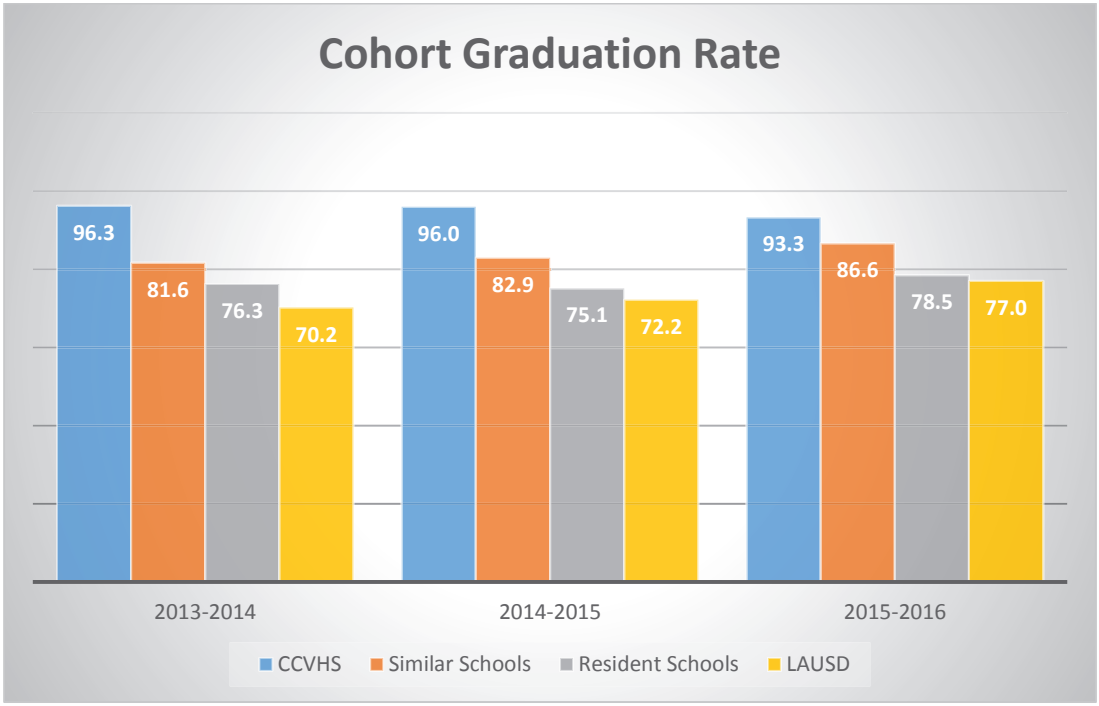
In its ongoing performance data analysis, Central City Value concluded that the performance spike and decline likely resulted from two main factors: the happenstance of an unusual mix of talented scholars in the 2016 junior class (which was reflected in other areas including four-year and elite university admissions), and two exceptionally skilled math teachers, both of whom departed in the same year (one to pursue a Ph.D. and one to move out of the area).

Recent mathematics scores still track or outpace comparison schools, but when seen in conjunction with relatively stable high scores on the English Language Arts section, they represent a challenge. Central City Value is attempting to meet that challenge with strategies directed to both students and teachers. In addition to the weekly attention to grades, motivation and learning strategies during all students' advisory periods, student-centered strategies include: (a) required, free after-school tutoring by math department faculty for students whose grades drop below a C-minus; (b) math tutoring four days per week during the 30-minute SSR period for students whose scores nearly meet the standard on the NWEA math assessment (currently 30-35 students); (c) a new Math Enrichment class for students in Integrated Math II; (d) ten optional Saturday sessions to prepare students for the SBAC; and (e) summer school math remediation classes. Teacher-centered strategies include: (a) a new, highly qualified Mathematics Department chair; (b) personal coaching on instruction and assessment under the auspices of CPM, the creator of the Integrated Mathematics curriculum used at Central City Value; (c) regular teacher professional development activities including ways to differentiate instruction; and (d) periodic CMO-wide "Teachers Teaching Teachers" sessions at which Value Schools mathematics faculty share best practices and bring in outside teacher professional development resources as needed.

Graduation and post-secondary education

The first of Value Schools' core values is "Academic excellence is the means to a full life." From the beginning of their careers in a Value Schools K-8 or one of its high schools, students are told that going to school is the most important thing that they can be doing at this stage of their lives, that graduation from high school is a minimum goal, and that all students can and should move on to higher education or training. Graduation, college readiness, and university acceptance data reflect that emphasis.

Graduation rate



Source: Data set provided by CSD for Central City Value

College readiness and admission data. Central City Value makes substantial efforts to ensure that students can acquire the number and type of course credits they need to enter a four-year university in the California state system. The proportion of Central City Value students who graduate with all the U.C. "A-G" requirements with a grade of "C" or better is shown below. (Combining information for California State University requirements and University of California requirements would yield somewhat higher numbers, but Central City Value's focus is on qualifying students for U.C. schools and private schools with equivalent admission requirements.)

Central City Value High School Successful A-G Completion Rate				
2012-2013	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
51%	60%	72%	63%	76%

Source: Internal Central City Value transcript data

The emphasis on college readiness pays off in the acceptance rate to four-year institutions of higher learning:

2017 Central City Value Graduates Accepted to Four-Year College or University	
All Students	72%
English Learners	17%
Socioecon. Disadv./Low Income Students	71%
Students with Disabilities	11%

Source: Internal Central City Value records

Summary

On the 2016-2017 SBAC assessment in English Language Arts, 72.32% of Central City Value's students met or exceeded the performance standards, as compared to the median of 45.45% for resident schools. In Math, 24.78% of Central City Value's students met or exceeded the performance standards, as compared to the median of 16.90% for resident schools.

On the 2015-2016 SBAC assessment in English Language Arts, 77% of Central City Value's students met or exceeded the performance standards, as compared to the resident schools median of 41%. In Math, 47% of Central City Value's students met or exceeded the performance standards, as compared to the resident schools median of 18.5%.

Central City Value reclassifies its English Learners at a higher rate than similar and resident comparison schools. Its college-going culture of academic excellence leads to high rates of readiness to enter universities and correspondingly high rates of acceptance.

Goals and Philosophy

Mission of Central City Value High School

Central City Value High School's mission is to facilitate the learning of high school students who come from underserved populations by providing a highly focused academic program in a community that fosters character development with a core set of values. Central City Value is committed to helping students grow into persons who make a positive difference for their community and their world throughout their lives.

The core values around which Central City Value High School is built, discussed at more length in the description of Instructional Design and Focus below, are:

1. ***Academic excellence is the means to a full life.***
2. ***Each student can develop to his or her fullest potential.***
3. ***Each individual is unique and deserves respect.***
4. ***A safe, nurturing community is essential to academic excellence.***
5. ***Service to others and the community is a responsibility of an educated person.***

Central City Value students will become self-motivated, well-rounded, competent, lifelong learners who will make a difference in the world when they have fully understood the meaning of these values and put them into practice.

What it Means to be an Educated Person in the Twenty-first Century

The Central City Value High School vision of an educated person in the 21st century is one who has the motivation, knowledge and skills necessary to make a positive difference in the world. These individuals:

- actively seek to continue to learn throughout their entire lives;
- have both the basic knowledge and skills that all persons can acquire and the refinement of those special talents that each person possesses;
- respect every person and work to promote the dignity of each person;
- show that by collaborating with others the community can gain more than what the individuals can achieve on their own; and

- use what they have learned to contribute to society through employment, civic participation, family life, and community service.

Central City Value's approach to educating young people is premised on the research-informed belief that successfully completing at least a four-year college-level education provides the best opportunity to acquire the skills listed above. To be considered educated in the 21st century in the United States, a student should be able to:

- demonstrate proficiency in English language arts, mathematics, science, social sciences and the arts;
- gather and evaluate information and produce original works with confidence and clarity;
- use technology effectively, creatively, and responsibly;
- apply, analyze, synthesize and evaluate new information and ideas at a high level; and
- communicate ideas clearly, build and defend arguments logically, and solve problems collaboratively.

Along with this focus on university preparedness, Central City Value recognizes and supports alternative paths to becoming an educated, successful and contributing member of the community. Visiting speakers and counselor input have led graduates to military careers, trade and technical schooling, and entrepreneurial pursuits before or in lieu of attending a four-year university.

How Learning Best Occurs

Learning best occurs in an environment where there are shared high expectations for academic performance and proper behavior, and a strong community of individuals committed to the five core values on which the Value Schools are built.

Central City Value's teachers are guided by research findings in education and learning. A fundamental resource is Robert Marzano's *Classroom Instruction that Works* (2001). Through a meta-analysis of hundreds of studies, Marzano's research team identified these nine instructional practices as particularly effective in raising student achievement:

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and providing recognition
- Providing appropriate homework and practice
- Modeling and allowing for nonlinguistic representations
- Promoting cooperative learning
- Setting objectives and providing feedback
- Generating and testing hypotheses
- Presenting cues, questions, and advance organizers

Central City Value's teachers receive professional development on these practices, and have also identified the following factors and practices as important to their students' successful acquisition of knowledge and skills:

- Appropriate motivation for acquisition of knowledge and/or skills
- Balance of familiar and new concepts
- Opportunity to immediately use newly acquired information
- Frequent repetition
- Diversity of models of work that illustrate high standards and expectations
- Authentic and meaningful application of learning
- Opportunity to transition from concrete to abstract thought
- Appropriate and intermittent reinforcement and corrections during successive approximations to the goal

Goals for Producing Self-Motivated, Competent, and Lifelong Learners

Central City Value's goals are best reflected in the Schoolwide Learner Outcomes (SLOs, formerly known as ESLRs).

Central City Value High School students are:

1. Life-long self-directed learners who:
    a. Possess a strong academic foundation
    b. Think critically and analytically to expand knowledge and solve problems;
    c. Demonstrate the skills and knowledge to adapt to new technologies;
    d. Take risks for the sake of growth;
    e. Set, prioritize, and pursue goals;
    f. Recognize and use resources; and
    g. Strive to enhance and maintain physical, mental, and emotional well-being.

2. Effective communicators who:
    a. Speak, write, and use other forms of expression accurately, effectively, and creatively;
    b. Exercise efficient and critical listening and reading skills;
    c. Possess the language skills to interact in a culturally diverse society;
    d. Foster conflict resolution in a creative, peaceful, and dignified manner; and
    e. Promote the idea that school provides an environment to achieve one's potential.

3. Collaborative individuals who:
    a. Participate effectively in a variety of leadership and supportive roles;
    b. Recognize, accept, and exercise social responsibilities and civic duties;
    c. Respect and value individuals of different cultures, backgrounds, and abilities;
    d. Maintain a high level of personal and academic integrity; and
    e. Make sound, ethical, and accountable decisions that affect the natural environment and their school community.

Annual Goals

These SLOs, developed to produce students who are self-motivated, competent, lifelong learners, are operationalized in the specific annual goals in the LCFF State Priorities tables that follow. The tables set out goals for all numerically significant pupil subgroups, the actions Central City Value will take to achieve the goals, and the metrics by which progress toward the goals will be measured. Note: an asterisk indicates "subgroup not numerically significant at this time."

LCFF STATE PRIORITIES	
GOAL #1	
Consistent with Values #1 and #2, all students will seek and achieve academic excellence in a broad range of studies, consistent with their individual gifts and potential.	Related State Priorities: ☒ 1 ☒ 4 ☒ 7 ☒ 2 ☒ 5 ☒ 8 ☒ 3 ☐ 6 Local Priorities: ☒: Inculcate core values ☐:

Specific Annual Actions to Achieve Goal

Outcome groups 1 and 2 (Excellence in basic services and implementation of content and performance standards)

- *Recruit and retain highly qualified teachers and administrators.*
- *Assign teachers to courses they are well qualified to teach.*
- *Provide onsite teacher professional development.*
- *Encourage and allocate funds for off-site professional development.*
- *Provide special education contract instructors as needed in addition to encroachment fee.*
- *Annually review curricular materials for efficacy and alignment with current standards.*
- *Purchase standards-aligned curricular materials for all students in standards-based courses.*

Outcome group 3 (Excellence in pupil achievement, Mathematics)

- *Use integrated curriculum and co-enrollment strategies to improve mathematics learning.*
- *Purchase appropriate materials, supplies and educational software to reinforce and extend mathematics curriculum.*

Outcome group 4 (Excellence in pupil achievement, English Language Arts)

- *Annually evaluate English Learner Master Plan and revise as needed.*
- *Implement research-based ELD program.*
- *Use co-enrollment strategies for English Learners to expedite development of fluency and reclassification.*

Outcome group 5 (Pupil achievement; broad course of study: Implementing Value #2 by developing student potential)

- *Monitor student progress toward graduation and completion of UC A-G requirements.*
- *Meet with parents and students after each semester grading period to ensure student is on track to graduate.*
- *Provide credit recovery opportunities for all students who need them.*
- *Offer as many Honors and Advanced Placement courses as warranted by enrollment, in a broad range of subject areas including mathematics, English, history/social studies, art and design.*
- *Counsel students and parents on the advantage of challenging courses and encourage students to develop their potential by taking higher level courses whenever possible.*
- *Provide multiple methods/opportunities for students to prepare for SAT/ACT.*
- *Employ college counselors sufficient to provide individual guidance for all students.*
- *Allocate funds for Naviance or similar college-preparation software or services.*
- *Hold multiple informational events for parents to encourage college applications (e.g., college application instruction, college selection assistance, financial aid explanations)*
- *Offer each student the opportunity to go on college tours.*

Expected Annual Measurable Outcomes

Outcome #1a: All core courses will be taught by properly assigned, appropriately credentialed teachers.
Metric/Method for Measuring: % of core course sections taught by credentialed teachers knowledgeable in the subject area

Applicable Student Groups	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

Outcome #1b: Teachers will model Value #1 as lifelong learners by developing their skills and knowledge.
Metric/Method for Measuring: % of teachers who obtain more than 10 hours of outside professional development

Applicable Student Groups	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	56%	59%	60%	61%	62%	63%

Outcome #2: All students will have access to the full curriculum with standards-aligned curricular materials.
Metric/Method for Measuring: % of students who have standards-aligned curriculum/materials.

Applicable Student Groups	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

Outcome #3a: Students will understand mathematics concepts and how to use them.
Metric/Method for Measuring: % of students who meet or exceed the standard on state-mandated assessment of mathematics (SBA)

Applicable Student Groups	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	25%	2%	4%	6%	8%	10%

		increase above baseline	increase above baseline	increase above baseline	increase above baseline	increase above baseline
English Learners	0%	2% increase above baseline	4% increase above baseline	6% increase above baseline	8% increase above baseline	10% increase above baseline
Socioecon. Disadv./Low Income Students	26%	2% increase above baseline	4% increase above baseline	6% increase above baseline	8% increase above baseline	10% increase above baseline
Foster Youth	*	*	*	*	*	*
Students with Disabilities	0%	2% increase above baseline	4% increase above baseline	6% increase above baseline	8% increase above baseline	10% increase above baseline

Outcome #3b: All student groups will grow in understanding of mathematics concepts and how to use them.
Metric/Method for Measuring: % of students at or above grade level on the NWEA in Math

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	40%	2% increase above baseline	4% increase above baseline	6% increase above baseline	8% increase above baseline	10% increase above baseline
English Learners	0%	2% increase above baseline	4% increase above baseline	6% increase above baseline	8% increase above baseline	10% increase above baseline
Socioecon. Disadv./Low Income Students	39%	2% increase above baseline	4% increase above baseline	6% increase above baseline	8% increase above baseline	10% increase above baseline
Foster Youth	*	*	*	*	*	*
Students with Disabilities	13%	2% increase above baseline	4% increase above baseline	6% increase above baseline	8% increase above baseline	10% increase above baseline

Outcome #3c: Students will demonstrate growth in their mathematical knowledge and skills.
Metric/Method for Measuring: % of students who increase their NWEA RIT score in Math

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	64%	3% increase above baseline	6% increase above baseline	9% increase above baseline	11% increase above baseline	13% increase above baseline
English Learners	74%	2%	3%	4%	5%	6%

		increase above baseline	increase above baseline	increase above baseline	increase above baseline	increase above baseline
Socioecon. Disadv./Low Income Students	63%	3% increase above baseline	6% increase above baseline	8% increase above baseline	10% increase above baseline	12% increase above baseline
Foster Youth	*	*	*	*	*	*
Students with Disabilities	71%	2% increase above baseline	4% increase above baseline	6% increase above baseline	8% increase above baseline	9% increase above baseline

Outcome #4a: Students will improve their ability to understand, read and use the English language.
Metric/Method for Measuring: % of students who meet or exceed the standard on state-mandated assessment of English Language Arts (SBA)

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	72%	1% increase above baseline	2% increase above baseline	3% increase above baseline	4% increase above baseline	5% increase above baseline
English Learners	0%	1% increase above baseline	2% increase above baseline	3% increase above baseline	4% increase above baseline	5% increase above baseline
Socioecon. Disadv./Low Income Students	71%	1% increase above baseline	2% increase above baseline	3% increase above baseline	4% increase above baseline	5% increase above baseline
Foster Youth	*	*	*	*	*	*
Students with Disabilities	21%	1% increase above baseline	2% increase above baseline	3% increase above baseline	4% increase above baseline	5% increase above baseline

Outcome #4b: All student groups will improve their performance in English Language Arts.
Metric/Method for Measuring: % of students at or above grade level on the NWEA in Reading

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	45%	2% increase above baseline	4% increase above baseline	6% increase above baseline	8% increase above baseline	10% increase above baseline
English Learners	2%	1% increase above baseline	2% increase above baseline	3% increase above baseline	4% increase above baseline	5% increase above baseline
Socioecon. Disadv./Low Income Students	43%	2%	4%	6%	8%	10%

		increase above baseline	increase above baseline	increase above baseline	increase above baseline	increase above baseline
Foster Youth	*	*	*	*	*	*
Students with Disabilities	13%	2% increase above baseline	4% increase above baseline	6% increase above baseline	8% increase above baseline	10% increase above baseline

Outcome #4c: Students will show significant growth in their ability to understand and use English.
Metric/Method for Measuring: % of students who increase their NWEA RIT score in Reading

Applicable Student Groups	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	66%	3% increase above baseline	6% increase above baseline	9% increase above baseline	12% increase above baseline	14% increase above baseline
English Learners	73%	2% increase above baseline	4% increase above baseline	6% increase above baseline	8% increase above baseline	10% increase above baseline
Socioecon. Disadv./Low Income Students	64%	3.5% increase above baseline	7% increase above baseline	10% increase above baseline	13% increase above baseline	16% increase above baseline
Foster Youth	*	*	*	*	*	*
Students with Disabilities	58%	2.5% increase above baseline	5% increase above baseline	7.5% increase above baseline	10% increase above baseline	12% increase above baseline

Outcome #4d: English Learners will become fluent English users as soon as possible.
Metric/Method for Measuring: EL reclassification rate

Applicable Student Groups	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	35%	30%	30%	30%	30%	30%
Socioecon. Disadv./Low Income Students	35%	30%	30%	30%	30%	30%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	15%	1% increase above baseline	2% increase above baseline	3% increase above baseline	4% increase above baseline	5% increase above baseline

Outcome #5a: Central City Value will encourage academic excellence and development of potential by encouraging students to take high-level courses.
Metric/Method for Measuring: % of students who take at least one AP or Honors course

Applicable Student Groups	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	57%	58%	59%	60%	61%	62%
English Learners	6%	7%	8%	9%	10%	11%
Socioecon. Disadv./Low Income Students	39%	40%	41%	42%	43%	44%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	25%	26%	27%	28%	29%	30%

Outcome #5b: College-bound Central City Value students will be prepared for higher education.
Metric/Method for Measuring: % of students taking an Advanced Placement exam who achieve a score of 3 or better

Applicable Student Groups	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	47%	48%	49%	50%	51%	52%
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	49%	50%	51%	52%	53%	54%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	0%	1% increase above baseline	2% increase above baseline	3% increase above baseline	4% increase above baseline	5% increase above baseline

Outcome #5c: Central City Value will maintain a high graduation rate.
Metric/Method for Measuring: Cohort graduation rate

Applicable Student Groups	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	93%	93%	93%	93%	93%	93%
English Learners	91%	91%	91%	91%	91%	91%
Socioecon. Disadv./Low Income Students	93%	93%	93%	93%	93%	93%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	100%	93%	93%	93%	93%	93%

Outcome #5d: At least 70% of 12th-graders will graduate having fulfilled the UC A-G requirements.
Metric/Method for Measuring: A-G completion rate among seniors

Applicable Student Groups	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	76%	70%	70%	70%	70%	70%
English Learners	17%	2% increase above baseline	4% increase above baseline	6% increase above baseline	8% increase above baseline	10% increase above baseline

Socioecon. Disadv./Low Income Students	75%	70%	70%	70%	70%	70%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	11%	2% increase above baseline	4% increase above baseline	6% increase above baseline	8% increase above baseline	9% increase above baseline

Outcome #5e: At least 70% of students will realize their potential by achieving acceptance to a four-year institution of higher learning.
Metric/Method for Measuring: % of graduating students admitted to a four-year college or university

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	72%	70%	70%	70%	70%	70%
English Learners	17%	2% increase above baseline	4% increase above baseline	6% increase above baseline	7% increase above baseline	8% increase above baseline
Socioecon. Disadv./Low Income Students	71%	70%	70%	70%	70%	70%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	11%	2% increase above baseline	4% increase above baseline	6% increase above baseline	8% increase above baseline	9% increase above baseline

GOAL #2

Consistent with Values 3, 4, and 5, Central City Value will maintain a safe, nurturing school community that respects the uniqueness and dignity of all persons and that develops enthusiastic, lifelong contributors to a healthy and cooperative world.

Related State Priorities:

☒ 1 ☐ 4 ☐ 7
☐ 2 ☒ 5 ☐ 8
☒ 3 ☒ 6

Local Priorities:

☒: Inculcate core values
☐:

Specific Annual Actions to Achieve Goal

Outcome group 1 (Consistent with Value #3, respectfully engaging parents and students as unique individuals encourages regular attendance and enthusiastic participation in the school community.)

- *Hold professional development sessions on "Teaching the Values," emphasizing a culture of respect.*
- *Convene each class level weekly in a "Community Time" session designed to build community, reinforce the core values, and resolve differences constructively.*
- *Hold a senior retreat moderated by staff trained to reinforce community values of respect, individuality, and trust.*
- *Hold regular Parent/Student/Advisor conferences to keep parents involved in students' education and emphasize importance of regular attendance.*
- *Engage the services of Value Schools' attendance intervention specialist to help families overcome obstacles to regular attendance.*

Outcome group 2 (Consistent with Value #4, a safe, nurturing community facilitates academic success and develops good citizens.)

- *Employ staff (e.g., security guard, custodian) and technology (e.g., alarm system) sufficient to keep school safe and clean.*
- *Regularly maintain school facilities, including classrooms, furniture, equipment and vehicles.*
- *Provide well-balanced, appetizing meals for students.*

Outcome group 3 (Consistent with Value #5, modeling a culture of "giving back" encourages students, parents, and others to contribute meaningfully to the school and to the wider community.)

- *Allocate funds to organize and support student activities such as leadership council, clubs and athletics.*
- *Organize and support community service activities such as neighborhood cleanups, Heal the Bay, and charity fundraisers.*

Expected Annual Measurable Outcomes

Outcome #1a: Central City Value will decrease chronic absenteeism.
Metric/Method for Measuring: Chronic absenteeism rate as reported on the CDE School Dashboard

Applicable Student Groups	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	20.4%	2% decrease below baseline	4% decrease below baseline	6% decrease below baseline	8% decrease below baseline	10% decrease below baseline
English Learners	14.1%	1% decrease below baseline	2% decrease below baseline	3% decrease below baseline	4% decrease below baseline	5% decrease below baseline
Socioecon. Disadv./Low Income Students	20.5%	2% decrease below baseline	4% decrease below baseline	6% decrease below baseline	8% decrease below baseline	10% decrease below baseline
Foster Youth	*	*	*	*	*	*
Students with Disabilities	22.4%	2% decrease below baseline	4% decrease below baseline	6% decrease below baseline	8% decrease below baseline	10% decrease below baseline

Outcome #1b: Central City Value will decrease the incidence of suspension to 1.5% or lower.
Metric/Method for Measuring: Suspension rate

Applicable Student Groups	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	2.1%	1.5%	1.5%	1.5%	1.5%	1.5%
English Learners	1.3%	1.5%	1.5%	1.5%	1.5%	1.5%
Socioecon. Disadv./Low Income Students	1.3%	1.5%	1.5%	1.5%	1.5%	1.5%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	2.1%	1.5%	1.5%	1.5%	1.5%	1.5%

Outcome #2a: Students will build and experience a safe, nurturing school community.
Metric/Method for Measuring: Positive responses to a cluster of 7 Likert-scale questions on the anonymous Central City Value School Climate Survey administered to all grade levels.

Applicable Student Groups	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	68%	2% increase above baseline	4% increase above baseline	5% increase above baseline	6% increase above baseline	7% increase above baseline

Outcome #2b: Parents will feel that their children are in a safe, nurturing school community.
Metric/Method for Measuring: Positive responses to a cluster of 14 Likert-scale questions on Central City Value survey of parents of junior class.

Applicable Student Groups	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Parents of All Grade 11 Students	90%	90%	90%	90%	90%	90%

Outcome #2c: Parents will contribute to a safe, nurturing school community that encourages academic excellence.
Metric/Method for Measuring: % of parents who attended at Student/Parent/Advisory meetings as tracked by sign-in sheets.

Applicable Student Groups	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	95%	95%	95%	95%	95%	95%

Outcome #3: Central City Value will encourage students to demonstrate Value #5 by serving the community.
Metric/Method for Measuring: CCVHS School Climate Survey administered to all grade levels; % of students who report being encouraged to participate in community service activities

Applicable Student Groups	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	*66%*	2% increase above baseline	4% increase above baseline	5% increase above baseline	6% increase above baseline	7% increase above baseline

Instructional Design

Central City Value High School's instructional design has a proven track record of success. Central City Value will continue to increase academic success in the population it serves by implementing a traditional, classroom-based instructional model centered on five core values. The curriculum is grounded in the relevant state standards (Common Core, Next Generation Science Standards, etc.), based on sound research, and primarily directed at preparing all students to attend a four-year university.

The research-based model by which Central City Value High School will continue to increase academic success among low-income minority students rests on two proven elements: (1) an emphasis on values and (2) accountability for results.

An Emphasis on Values

Since the 1990s, research has shown that low-income and minority students thrive in schools that share key characteristics with academically successful parochial schools serving the same demographic. Those characteristics include a focused curriculum, an emphasis on academics, and direct management by the principal. The most important factor, though, is that parents and faculty share a set of core beliefs and values; this common ground generates an extra "social capital" propelling student achievement. (See, e.g., Bryk et al., *Catholic Schools and the Common Good,* 1993.)

Research by Samuel Casey Carter found that schools that create a culture that purposefully emphasizes moral development have higher achievement levels. Carter described twelve very different schools, each of which fostered academic success by forming strong, character-based cultures. He described four traits of such schools: a strong belief that culture determines outcomes; a culture that is nurturing but demanding; a culture committed to student success;

and a culture of people, principles and purpose. (Carter, *On Purpose: How Great School Cultures Form Strong Character*, 2011.)

The Value Schools model does not rest on a unique curriculum or unusual teaching methods. Rather, what energizes and binds the Central City Value High School community in the learning experience is a common "worldview." It is reflected in the five values that form the core of Value Schools' educational model, mentioned above but set out in more detail here:

- ***Academic excellence is the means to a full life.***

Academic learning develops a person's capacities to enjoy life, to live cooperatively and comfortably with others, to contribute to the economic well-being of oneself and society and to be an active citizen. Anything less than striving for excellence deprives both students and society. The fundamental means to excellence are teachers who offer expert instruction with high expectations for performance, students who are disciplined learners and standards of accountability for both.

- ***Each student can develop to his or her fullest potential.***

Each person is different, but each is gifted with talents and abilities. While each ought to excel in an area of special talent, each also should develop the whole range of human talents to the maximum extent possible. Schools have the responsibility of assisting parents and the students to identify areas of special talent and, at the same time, guiding students so that no area of learning is neglected.

- ***Each individual is unique and deserves respect.***

Each person has the right to life, liberty and the pursuit of happiness. These rights accord each with dignity that is to be respected by all. This dignity implies that in society there are rules that limit certain behaviors so that all might have the fullest exercise of their rights. These rules are the laws enacted by government, codes of conduct set by institutions, customs and practices found in civil society and the moral norms freely adopted by individuals. Good schools set high standards for student behavior.

- ***A safe, nurturing community is essential to academic excellence.***

Rules of conduct that protect each person's dignity are not enough to create community. A community grows from common ideals and shared experiences. A community is composed of persons who genuinely care for each other and who seek well for each other. In a community, everyone belongs and feels valued by the others. In community, each feels secure and is supported in efforts to grow in every way.

- ***Service to others and the community is a responsibility of an educated person.***

An education completes a person by developing his/her talents and abilities. However, an educated person is not satisfied only with personal development. Talents and abilities perfected through an education need to be used to make a better world for all. Community service is a benefit for the civic or economic life of society, as well as for the family, social groups and voluntary organizations.

The Value Schools experience shows that emphasizing these five values purposefully develops a school culture that forms student character and drives student achievement.

Accountability for Results

As schools of choice, charter schools are accountable to multiple stakeholders. Parents, in particular, must be satisfied that their children are receiving a good education, and always have the option of moving their children to another school. Accordingly, Central City Value High School is committed to constant self-assessment and accountability to its families. In its instructional model, Central City Value implements this focus on accountability using a continuous cycle of three critical elements:

- a clear set of student learning outcomes based on California's Common Core State Standards for ELA and Mathematics, Next Generation Science Standards, state standards for History and Social Science, and other standards as applicable;
- methods and activities for students that have been selected by professional teachers; and
- ongoing assessment (testing) to determine that the student has acquired the learning.

This approach to the learning process is not unique to Value Schools; in fact, it is increasingly being adopted by the educational community. Value Schools is different, at least at present, in that it focuses its teachers' attention on student learning performance and compensates (i.e., rewards and continues to employ) its teachers and administrators for success in student learning.

Factors for Success

The success of Value Schools depends on the "who" (our educators), the "what" (our curricular focus), and the "how" (our methods and assessments) of its educational model. Experience shows six elements essential to success:

- ***Select the right educators.***

The educators hired for Central City Value High School must demonstrate both proficiency and commitment. They must be well trained, confident and capable of identifying the strengths and needs of each student. They must also be flexible and creative in choosing or developing appropriate techniques to reinforce those strengths and meet those needs, while staying faithful to the prescribed standards. Of utmost importance, they must believe in and support the five core values that undergird the entire enterprise.

- ***Plan, assess, and annually revise the educational program as a team.***

The principal and teachers work as a team to choose a coordinated instructional program. The annual school-wide cycle has three steps: (1) review curriculum standards; (2) analyze available assessment results; and (3) decide what instructional activities will take place. Following the team planning, individual teachers make their own lesson plans. These steps are repeated in a continuous cycle, informed by assessments.

- ***Focus the curriculum on students as individuals.***

A standards-based curriculum focuses on what students know, not what teachers teach. Teaching may be a group activity; learning is done person-by-person. Student-focused learning requires teachers to provide learning activities and tasks suited to individual needs. Some learning activities may occur individually, some in small groups and some in large groups. At

Central City Value High School, teachers employ differentiated instruction and assessment strategies to focus on each individual student.

- ***Use research–based instructional materials.***

As part of the annual planning and budgeting cycle, administrators and teachers seek research-based instructional materials aligned with applicable curricular standards, including Common Core and Next Generation Science Standards. The teachers are expected to use the materials when and where they are helpful to the students. When students require alternative or additional materials to master content and skills, the teachers are expected to research and request materials that will support student learning.

- ***Supervise teachers.***

The success of the program relies on the commitment and professionalism of the teacher to facilitate student learning. In the Value Schools model, teachers are not simply trusted to be professional. Lead teachers, the assistant principal, and principal supervise the teaching that takes place in the Charter School. Supervision is not limited to coaching teachers on different methodologies; it is also assisting teachers in understanding the standards and interpreting assessments. Other levels of supervision and guidance are provided through peer observations and reflective debriefings, as well discussions of best practices.

- ***Foster the growth of the educators.***

Central City Value High School provides opportunities for the continued growth of its teachers, administrators, and other educational staff. Professional development needs vary with the achievement of the students and the experience of the teachers in any given year. The administration offers and supports internal and external professional development opportunities for all teachers, based on recommendations by the Academic Council. Peer and administrative observation cycles are used to promote best practices and to ensure accountability.

"Teaching" the Values

Because the Five Values are so central to the program at Central City Value High School, a consistent and purposeful presentation to the students is essential. There are three ways in which the values are presented to the students (and their parents): persistent communication, reinforcing the practice of the values by students and the modeling of the values by faculty and staff.

"Persistent communication" means that the values are heard or read by the students many times during the school day. The following are some examples of "persistent communication." At the time of initial registration at Central City Value High School, the parent will meet with a school administrator who uses the Five Values as a framework for explaining the school's expectations for the family and what the family can expect of Central City Value. For example, the family is told that regular attendance is essential because of Value 1 – achieving academic excellence is the means to a full and complete life, and a student with poor attendance will not be successful in school. An administrator would explain the relationship of the school uniform to the values of building a unified community. (With certain "freer-dress day" exceptions, Central City Value students are required to wear black or khaki pants or shorts with a school-supplied polo shirt or another polo shirt, sweatshirt, or jacket that either bears the Central City

Value logo or is of a plain navy blue color. The Student and Parent Handbook spells out the dress code in more detail.)

Parents are encouraged to commit to supporting the values by signing a Parent Pledge. (This also serves as the Title I Parent Compact.) Administrators who conduct the parent induction meetings notify parents and guardians that parental involvement is encouraged, but is not a requirement for acceptance to, or continued enrollment at, Central City Value. All parents and guardians will also receive this notice by way of the Student and Parent Handbook.

If a conduct issue arises with a student, advisory teachers or administrators may use one or more of the Five Values as a vehicle for discussing the issue with the student (and parent). For example, if a student is excessively teasing another student, the matter would be addressed in the context of the third value, which emphasizes respect for others.

One period each week, all members of an entire class meet together for "Community Time." This vital part of each week provides a variety of opportunities to introduce and reinforce the Five Values. Motivational speeches from classmates, guest speakers, Value Schools board members or Central City Value staff provide concrete examples of overcoming obstacles to success and maximizing potential, giving life to Values 1 and 2. Sharing current events and engaging student action may illustrate Value 5, while working out conflicts and setting common goals exemplify Values 3 and 4. At Central City Value High School, Community Time has been found to be an essential tool in imparting the Five Values and in getting students to internalize them. Other student awards ceremonies and assemblies also provide opportunities for reinforcing the values.

To reinforce the themes throughout the school day and campus, the Five Values are posted as banners and wall hangings in many locations and reproduced in student planners. Teachers begin every class by describing the link between the academic objectives of the session and one or more of the Five Values.

Reinforcing the practice of the values is done most frequently by praising a student or group of students for living out a value in the course of a school day. Alternatively, a value can be highlighted by pointing out when it has *not* been practiced. When collecting homework assignments, for example, teachers might praise students for getting their work done in a timely fashion, exemplifying the pursuit of academic excellence. A failure to turn in assignments, similarly, calls for a message about the failure to honor that value.

Finally, faculty and staff serve as role models for the students as they demonstrate the values throughout the day. For example, they demonstrate the value of community by showing how teachers collaborate in multiple ways. Teachers also provide opportunities for students to build community by assigning group projects, performing community service, playing on sports teams, and learning effective and respectful social communication skills.

Summary of Instructional Methods and Strategies

Value Schools' instructional programs are grounded in the Five Values and focused on student needs. Central City Value is not organized around a particular pedagogical style. Its program employs a continuous cycle of determining baseline performance in the context of learning standards, selecting appropriate instructional materials and strategies, executing those strategies, and analyzing the results. This cyclical approach to instruction is supported by the selection of the principal and teachers, assessment and planning, supervision of teachers, professional development, focus on individual students, and research-based instructional materials.

With appropriate assistance and oversight from school administrators and mentors, teachers assess the learning strengths and needs of their students, select appropriate materials, and differentiate their instruction to lead each student to mastery of the curriculum. If the chosen methods and materials are not successful, responsibility for adapting or replacing them is immediate and local.

Experience shows that various teaching strategies can succeed at Central City Value. These include direct instruction, peer teaching, collaborative problem solving and exploration, seminar-based discussion, Socratic questioning, demonstrations and experiments, and online learning. Transcending all teaching methodologies are the Five Values, schoolwide learner outcomes, and the belief that when the correct teaching strategies and motivational methods are used, all students at Central City Value High School will succeed.

Curriculum and Instruction

A standards-based curriculum provides for each grade level or subject area the specific content to be learned and the specific skills to be acquired. Central City Value High School uses California's Common Core State Standards for Mathematics and for English Language Arts, aligning its English Learner efforts to the latter; the Next Generation Science Standards; and state standards for History and Social Science. Teachers in science, social studies, world languages other than English, and elective classes also address the Common Core literacy standards in the context of teaching their subject matter. The applicable Common Core State Standards for the non-core subject areas are also incorporated into the curriculum. All courses are designed to lead to mastery of the Charter School's schoolwide learner outcomes and incorporate the five core values whenever possible.

A comprehensive course list follows.

COURSE LIST

English Language Arts

English 9/English 9 Honors
Core/College Preparatory
UC approved but not as an honors course.
2 semesters. No prerequisite.
This course introduces students to a variety of literary genres and writings, including but not limited to articles, autobiographies, poetry, persuasive essays, literature and exposition. Students will read and critically respond to texts both orally and in writing, using a variety of methods including compare/contrast, persuasion, narration, and description. In addition, students will study vocabulary and grammar, and will complete daily reading and writing tasks. By the end of the course, students will have developed and improved their analytical reading, writing, speaking, and listening skills to support their further studies through high school and into college.

English 10/English 10 Honors
Core/College Preparatory
UC approved
2 semesters. Prerequisite: passing grade in English 9 or concurrent placement.
English 10 focuses on literature and non-fiction from around the world. This comprehensive course of study is designed to strengthen critical thinking and reading skills as students study and analyze world literature. They will compose original texts that demonstrate descriptive, narrative, expository, and literary analysis skills. Additionally, students will complete journals, grammar and vocabulary exercises, and a research paper. By the end of the course, students will have developed and improved their analytical reading, writing, speaking, and listening skills to support their further studies through high school and into college.

English 11/English 11 Honors
Core/College Preparatory
UC approved
2 semesters. Prerequisite: passing grade in English 10 or concurrent placement.
English 11 focuses on the American experience, California state standards, and Central City Value High School's Schoolwide Learner Outcomes, which expect that students become (1) Lifelong, self-directed learners, (2) Effective Communicators, and (3) Collaborative Individuals. Students are guided through the comprehension, analysis, and critique of multiple genres including literary, expository, and technical documents to gain insight into elements and aspects of American culture expressed through its literature, rhetoric, and media. By the end of the course, students will have developed and improved their analytical reading, writing, speaking, and listening skills to support their entry into and success through college.

English 12/English 12 Honors
Core/College Preparatory
UC approved
2 semesters. Prerequisite: passing grade of English 11 or concurrent placement.
English 12 extends students' range of reading and writing skills to prepare them to succeed in college English courses. The course focuses on British literature, including Shakespeare and classical texts as well as romantic, Victorian, modern, post-modern and contemporary works. Students will trace the historical development of English literature and the growth of the English language through social, political, and cultural influences. Students will critically read and analyze selected works for theme, tone, voice, and ideology. By the end of the course, students will have developed and improved their analytical reading, writing, speaking, and listening skills to support their entry into and success through college.

CSU Expository Reading and Writing
Core/College Preparatory
UC approved
2 semesters. Prerequisite: passing grade in English 11 or concurrent placement; open to Seniors only.
The Expository Reading and Writing Course (ERWC) was developed collaboratively by staff at California State University and California high school teachers to more effectively bridge the high-school and college literacy experience of students. The ERWC aims to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of rigorous instructional modules, student in this rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. Students will deeply read, critically comprehend, and respond to non-fiction and literary texts, and will learn research methods and documentation conventions. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, biographies, memos, assorted public documents, non-fiction and literary texts. By the end of this course, students will be expected to use an independent examination process when reading unfamiliar texts and writing in response to them.

AP English Language and Composition
Core/College Preparatory
UC approved
2 semesters. Prerequisite: Teacher recommendation; grade of "C" or better in English 10/10H; open to Juniors and Seniors only; placement essay required.
Advanced Placement English Language and Composition is a college-level course in which students analyze a variety of texts to perform rhetorical and argumentative analysis. Each quarter of this full-year course has a thematic unit, with all working together to support the overall schema. Students in this course examine many of the seminal works of American and British authors. Emphasis is on the study of rhetoric and argument of increasing complexity in works of fiction and non-fiction, with the holistic goal of developing critical and analytical readers and cogent writers capable of meeting the demands of college level work.

AP English Literature and Composition
Core/College Preparatory
UC approved
2 semesters. Prerequisite: Teacher recommendation; grade of "C" or better in English 11/11H; open to Juniors and Seniors only; placement essay required.
Advanced Placement English Literature and Composition is a college-level course that engages students in the intensive study of various genres from British and American works to Russian and other world literature written from the sixteenth century (or before) to contemporary times. Students interpret these while considering their structure, style, and themes; the social and historical values they reflect; and the use of such literary and rhetorical devices as diction, syntax, figurative language, and tone. Additionally, students write extensively offering evaluations and interpretations of literary pieces in different writing genres including expository and argumentation essays.

Mathematics

Math Enrichment
Non-core
2 semesters. No prerequisite.
The goal of this course is to provide support to students in Integrated Math I and Integrated Math II who lack the necessary skills to succeed in the course. It will give students a strong foundation in essential basic math skills in order to increase their competence in mathematics and gain confidence in their abilities. This course will focus on number sense, the language of math, rules of exponents, square roots, order of operations, functions, equations, inequalities, data analysis, statistics, probability, and mathematical reasoning in problem solving.

Integrated Math I /Honors Integrated Math I
Core/College Preparatory
UC approved but not as an honors course
2 Semesters.
Integrated Math I is the first course of a three-course sequence including Integrated Math I, Integrated Math II, and Integrated Math III. Integrated Math I satisfies the California Common Core Standards and is intended primarily for students in the ninth grade. Integrated Math I builds and strengthens students' conceptual knowledge of functions, linear functions, transformations and solving, modeling two-variable data, sequences, systems of equations, congruence and coordinate geometry, exponential functions, inequalities, functions and data, constructions and closure.

Integrated Math II /Honors Integrated Math II (replaced Geometry/Hon. Geometry in 2015-2016)
Core/College Preparatory
UC approved but not as an honors course
2 Semesters. Prerequisite course: Passing grade in Integrated Math I or equivalent.
Integrated Math II is the second of a three-year integrated math sequence that will help students see the relationships between algebra, geometry, and statistics. This class completes

the geometry curriculum in the first semester, and then completes the second semester of algebra. The geometry portion of this class includes similarity, polygons, circles, areas, volumes, and an introduction to right triangle trigonometry. The algebra portion includes an introduction to functions, imaginary numbers, higher order polynomials, graphing of functions, and irrational expressions.

Integrated Math III (replaced Algebra 2 in 2016-2017)
Core/College Preparatory
UC approved but not as an honors course
2 Semesters. Prerequisite courses: Passing grade in Integrated Math I and II or equivalent.
Integrated Math III is the third course of a three course sequence that includes Integrated Math I, II, and III. This course uses a problem-centered approach and is integrated with the other core content courses including English, science, and social science. Knowledge is built through units organized around a central theme. Students solve a variety of smaller problems that develop the underlying skills and concepts needed to solve the central problem of each unit. This course weaves content standards from Algebra I, Geometry, Algebra II, and Statistics at an intermediate to advanced level including coordinate geometry, circles and other conic sections, binomial distributions, permutations and combinations, exponential and logarithmic functions, rates of change, derivatives, trigonometry and quadratics. The course demands that students further develop the logic needed for abstract problem solving and emphasizes the common core standards.

Precalculus
Core/College Preparatory
UC approved
2 semesters. Prerequisite: A grade of C- or better in Integrated Math III.
In this course, students cover the algebraic, exponential, logarithmic, and trigonometric functions and their graphs, as well as analytic geometry, in preparation for a course in calculus. The main focus is to build a solid background in the mathematics needed to study and apply calculus to real world problems.

Calculus AB
Core/College Preparatory
UC approved
2 semesters. Prerequisite: Integrated Math 3 and/or Precalculus.
This class is for students who have completed Precalculus with a “C” or higher, and demonstrated abilities to begin handling college-level coursework, but with a slower pace. Students will be exposed to higher level topics in mathematics that cannot be covered in precalculus, as well as learning new tools and strategies to analyze and interpret functions of graphs with various techniques. By the end of the course, students will be able to identify the limits of functions, determine continuity, use differentiation to identify important criteria (tangent lines, rates of change), use integration techniques to identify the area of functions between two regions, and use different calculus strategies to determine solutions of sequences (Riemann Sums, Trapezoidal Rule, Mean Value Theorem).

AP Calculus AB
Core/College Preparatory
UC approved
2 semesters. Prerequisite: 4 years of high school math courses and teacher recommendation.
Calculus AB prepares students for the AP Calculus AB Examination topics of elementary functions and differential and integral calculus. Other topics include functions, graphs, limits and continuity, derivatives of basic functions, applications of the derivative, implicit differentiation, curve sketching, related rates, implicit differentiation to find the derivative of an inverse function, integration, applications of integration, geometric interpretation of differential equations via slope fields, and L'Hopital's rule.

Statistics and Probability
Core/College Preparatory
UC approved
2 semesters. Prerequisite: Integrated Math I.
Statistics and Probability strengthens students' conceptual knowledge of designs of experiments, descriptive statistics, correlation and regression, probability, chance variability, sampling, chance models, and tests of significance. This course satisfies the California Common Core Standards for statistics and probability and is primarily intended for students in the 11th and 12th grades. Students are exposed to non-routine problems that encourage transference and extension. These problems often require students to work collaboratively to produce a variety of outcomes and representations (reports, diagrams, models and presentations). Students will be exposed to models of real-world situations and asked to create their own. Manipulatives, news articles, technology, graphs, charts, and diagrams will help students see the connections between different sections of the test and realize that many connections exist between different topics in mathematics and to other disciplines.

History/Social Science

World History/Honors World History
Core/College Preparatory
2 semesters. No prerequisite.
This intensive year-long course covers modern world history, focusing on the development of western civilization and nations, and their relationship to the development and foreign policy of the United States. Students will comprehend how cultural patterns, political institutions, and genetic diversity of today are directly related to the past. This course teaches students with diverse backgrounds and abilities to read, write, and think critically about current and historical issues.

AP European History
Core/College Preparatory
UC approved
2 semesters: Prerequisite: Teacher recommendation and a placement exam.
The AP European History course is designed to give students a rigorous, college-level exposure to European history, giving students the analytic skills and factual knowledge necessary to deal

critically with problems and materials in European history. The course prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. The course will survey significant events, themes, and periods in European history with supplementary readings in the form of documents, essays, or books. This course examines the evolution of European history from the late-Middle Ages to the present. Since the AP curriculum demands higher-order thinking, students are frequently required to analyze, synthesize, and evaluate primary and secondary historical sources, in addition to comprehending, memorizing, and applying facts.

U.S. History/ Honors U.S. History

Core/College Preparatory

UC approved

2 semesters. Prerequisite: for Honors, teacher recommendation.

This course covers a broad range of history, beginning with enlightenment influences of the founding institutions and concluding with the Reagan Revolution. The course makes history comprehensible to all learners by presenting the material through a combination of oral, text, graphics, and video input. The content is aligned to California History/Social Science standards. Students engage in an in-depth exploration of U.S. history to appreciate how their place in the U.S. today was shaped by events that predated them. Students will comprehend how cultural patterns, political institutions, and genetic diversity of today derive from the past. This course teaches students with diverse backgrounds and abilities to read, write, and think critically about current and historical issues. A significant portion of classroom instruction is devoted to developing logical thinking by posing questions and eliciting answers. Students are given many opportunities to read, analyze, and write about historical documents.

AP United States History

Core/College Preparatory

UC approved

2 semesters. Prerequisite: Teacher recommendation and placement exam.

This AP United States History course is designed to give students a rigorous, college-level exposure to United States history. It will provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. The course will survey significant events in U.S. history with supplementary readings in the form of documents, essays, or books on special themes. This course examines the evolution of the American republic from the initial European incursions into North America to the present. Since the AP curriculum demands higher-order thinking, students are frequently required to analyze, synthesize, and evaluate primary and secondary historical sources, in addition to comprehending, memorizing, and applying facts.

United States Government and Politics
Core/College Preparatory
UC approved
1 semester. Prerequisite: open to Seniors only.
This course teaches the philosophy and processes of the different levels of our government. The class will focus on the following units: Basic Government Theory, the U.S. Constitution, Federalism in the United States, the Three Main Branches of our National Government, Civil Rights, Civil Liberties, and Political Parties. The main goal of the class is to transform each student into a more politically aware and responsible citizen. After the class, each student will be prepared to be an informed voter and willingly participate in our political process.

AP United States Government and Politics
Core/College Preparatory
UC approved
2 semesters. Prerequisite: open to Seniors only; teacher recommendation and placement exam.
AP United States Government and Politics is an intensive study of the formal and informal structures of government and the processes of the American political system, with an emphasis on policy-making and implementation. This course is designed to prepare students for the AP Exam. The major units of the course are: Constitutional Underpinnings, The Four Main Institutions of Government, Civil Rights and Civil Liberties, American Political Culture and Public Opinion, Political Participation, Political Parties, Interest Groups, the Media, and Public Policy. This course will also cover economics and therefore fulfills the economics graduation requirement as well.

Latin American Studies
Elective/College Preparatory
UC approved
1 Semester. No prerequisite.
This course examines the discovery and colonization of Spanish-speaking Latin America and the subsequent rise of nation states in Central and South America from Mexico to Chile and Argentina. The course emphasizes the political, social, and cultural changes that Latin American countries have gone through to become modern nations in the last 500 years, and also examines how Latin American people have attempted to understand themselves and their civilization in the same time period. Contemporary Latin American authors are studied to understand the nature of this struggle throughout the region.

Science

Environmental Science/Honors Environmental Science
Elective/College Preparatory
Core/College Preparatory for Honors
UC approved but not as an honors course
2 semesters. No prerequisite.
This course is designed to cover a variety of topics within the sciences. The goal is to provide students with the scientific principles, concepts and methodologies required to understand the

interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate risk factors of these problems, and to examine alternative solutions for resolving or preventing them. Emphasis in this class is placed on science as a process, energy conversions underlying all ecological processes, the Earth as an interconnected system, how humans alter the environment, environmental problems and their social context and developing sustainable practices. The course will incorporate NGSS standards and the CCSS ELA standards for literacy in science. Students in the honors class will be required to read documents at a higher Lexile level than students in the non-honors class. Furthermore, students in the honors class will be required to answer questions that require an increased depth of knowledge.

Biology/Honors Biology
Core/College Preparatory
UC approved for both
2 semesters. Prerequisite for the Honors Biology: Teacher's recommendation and at least a B-grade in Environmental Science.
Biology is a laboratory science course that utilizes a conceptual approach to teach the study of living things. Concepts covered include but are not limited to life's diversity, cells, heredity, energy and matter, organization of living systems, evolution, physiology, the biosphere, and ecological principles. Students will be required to complete laboratories, apply scientific methods, and write comprehensive laboratory reports. The course will incorporate NGSS standards and the CCSS ELA standards for literacy in science.

AP Biology
Core/College Preparatory
UC approved
2 semesters. Prerequisites: Biology and Integrated Math 1 and 2
AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions. The course is based on four Big Ideas that encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about living organisms and biological systems. These are: (1) The process of evolution explains the diversity and unity of life; (2) Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis; (3) Living systems store, retrieve, transmit, and respond to information essential to life processes; (4) Biological systems interact, and these systems and their interactions possess complex properties.

Chemistry/Honors Chemistry
Core/College Preparatory
UC approved for both
2 semesters. Prerequisite for Honors Chemistry: Teacher's recommendation and at least a B-grade in Biology.
This course is based on the Chemistry in the Community course developed by the American Chemical Society. The course explores chemistry as it relates to household, local, and global

environments. Chemistry is a laboratory science that allows students to understand concepts using a hands-on approach. Students are expected to follow scientific methods when performing laboratories and completing lab reports. The course will incorporate NGSS standards and the CCSS ELA standards for literacy in science.

Anatomy and Physiology/Honors Anatomy and Physiology
Core/College Preparatory
UC approved for both.
2 semesters. Prerequisite: Open to Juniors and Seniors only; grade of B or better in Biology and Chemistry is strongly recommended.
Anatomy & Physiology is presented using two major unifying themes. First, structure and function complement one another in the normal, healthy human body. Second, nearly all structure and function in the body can be explained in terms of keeping conditions in the internal environment relatively constant in homeostasis. Repeated emphasis of these principles encourages students to integrate otherwise isolated factual information into a cohesive and understandable whole. As a result, anatomy and physiology emerge as living dynamic topics of personal interest and importance. The course will span all the systems of the body in health and cover some pathology.

World Languages Other than English

Spanish 1
Core/College Preparatory
UC approved
2 semesters. No prerequisite.
This course is designed to develop world language skills and to prepare students for living in a global society. Classroom instruction is designed to develop the ability to communicate in a second language by involving students in communicative tasks. Classroom instruction includes reading, writing, listening, and speaking skills. Students will learn the target language in a contemporary cultural context.

Spanish 2
Core/College Preparatory
UC approved
2 semesters. Prerequisite: C or better in Spanish 1, Teacher Recommendation and/or Spanish Placement Test.
This second year course is designed to further enhance world language skills and to prepare students for living in a global society. Classroom instruction is designed to increase the ability to communicate in a second language by involving students in communicative tasks. Classroom instruction includes reading, writing, listening, and speaking skills. Students will learn the target language in a contemporary cultural context.

Spanish 3
Core/College Preparatory
UC approved
2 semesters. Prerequisite: C or better in Spanish 2, Teacher Recommendation and/or Spanish Placement Test.
This elective course reviews and broadens grammatical concepts of the Spanish language through practice of more complex structures and more extensive vocabulary. Spanish 3 provides further opportunity to practice the four basic language skills. The course increases emphasis on speaking, reading, writing, and listening, and continues to present information pertaining to the life and culture of the people. The course is conducted primarily in the Spanish language.

AP Spanish
Core/College Preparatory
UC approved
2 semesters. Prerequisite: B or better in Spanish 3 and Teacher recommendation.
This course reviews and expands course work from the first three years. The emphasis of this course is to prepare for the AP Spanish Language and Culture Examination. It reviews and broadens grammatical concepts of the Spanish language. It continues to provide practice in the four basic language skills. It maintains emphasis on speaking, reading, writing, and listening. The basic study of literature is begun at this level. It continues to present information pertaining to the life and culture of the people portrayed in literature. Spanish is spoken. The course is conducted primarily in the Spanish language.

Visual and Performing Arts

Art 1: A Visual Journey
Core/College Preparatory
Meets the UC and Cal State VPA Requirement
2 semesters. No Prerequisites.
Art 1 is a survey course for beginning art students. Students will create original works of art in both 2- and 3-dimensional designs in a variety of media. Some of the materials used in the course are charcoal, ink, pencil, watercolor and mixed media collage. Students will apply goal setting and problem solving skills in the completion of their assignments, so creative solutions will be met on deadline. Throughout the two semesters, students will have the opportunity to read and write about artists, time periods and apply critical thinking skills in the writing about and the discussion of works of art. Art 1 is a discipline-based course that is designed to meet the California Content Standards required for the Visual Arts in the Proficient Category.

Drawing and Painting
Core/College Preparatory
Meets the UC and Cal State VPA requirement
2 semesters. Prerequisite: Art 1 A & B.
Drawing and Painting is an advanced art class in which students will apply what they learned in Art 1 to more challenging assignments in the area of two-dimensional art. Students will create

works of art of acceptable quality using the techniques of graphic drawing, pen and ink, colored pencil, watercolor, tempera paint and multi-media collage. Drawing and Painting is a discipline-based course designed to meet the California Content Standards in the Visual Arts in the Advanced Category.

AP Art History

Core/College Preparatory

UC approved; meets the UC and Cal State VPA requirement

2 semesters. Prerequisite: Art 1 A & B.

Art History is a two-semester chronological survey of Western art and an overview of art and ideas outside the Western tradition. Beginning with Pre-historic and ending with Post-modernism, students will study ideas and trends influencing artists from ancient times to the present day. Art will be viewed both as an expression of culture and as an exchange of cultures. This course includes the investigation of art and art history through slides, films, reading, field trips, and writing and art projects. Studio projects will provide exploration of historic media and methods and an understanding of the creative process. Art History is a discipline-based course designed to meet the California Content Standards in the Visual Arts in the Proficient Category.

AP Studio Art: Drawing

Core/College Preparatory

UC approved; meets the UC and Cal State VPA requirement

2 semesters. Prerequisites: Art 1 A & B, Drawing and Painting A & B, and Teacher recommendation.

AP Studio Art is a college-level course for students who have an exceptional desire to pursue higher levels of personal development and growth in the visual arts. The course will encompass various techniques and drawing media, expansion of foundation skills, and the development of personal style and themes (voice) shown in artwork, thinking and articulating personal ideas in writing and in verbal critique. Discussion with the teachers, peers and other mentor groups, expanding one's knowledge of artists and art history will be demonstrated during the year through research and oral presentations. Student work will be presented during the year and exhibited in the annual student art exhibit. Drawing media employed will include pencil, charcoal, ink, pastel; also used will be printmaking, painting and other forms of expression. This course is designed to meet the California Content Standards in the Visual Arts in the Advanced Category.

Exploring Graphic Design

Elective/College Preparatory

UC approved

1 Semester: Prerequisite: One semester of Drawing and Painting.

The Graphic Design course is intended for the skilled and motivated digital and visual art student who is interested in producing college-level photographs and photography-based projects and mastering the principles of design while developing a personal vision using advanced compositional techniques and concepts. Students will view digital photography as an art form, using the image as ground for a collage, manipulation, and current software techniques that place photography within contemporary artistic practices that blend ideas with technology. The course will focus on developing a deeper understanding of how the elements

and principles of design are expressed using digital imagery for student artist to create their own consistent "voice" and artistic style. Students will use the critique process as a method for evaluation as well as idea generation for current and future work. Over the course of the school year, students should be able to produce a variety of quality digital-based works that show advanced knowledge and skill through their own point of view.

3-D Design
Elective/College Preparatory
UC approved; meets the UC and Cal State VPA requirement.
2 semesters, no prerequisite.
In 3-D art, we begin by learning how to draw in order to express what we see. Drawing is an essential foundation to the art making process and provides us with a new way of seeing. Through practice, we will develop an "artist lens" to explore sculpture through the use of many different materials. Art will consist of studio time to work on projects, along with demonstrations, lectures, and critiques. The fundamental "building blocks" of any artwork are known as the *elements of art* (line, shape, form, value, texture, color, space). The ways we organize the elements of art are known as the *principles of design* (balance, contrast, dominance, emphasis, repetition, rhythm, variation, unity, subordination, movement). We will observe the elements of art and principles throughout the year. The units explored in 3-D art are Drawing into Sculpture, Bookmaking, Assemblage Art, Craft, Paper Mache, Soft Sculpture and Loom Beading.

Miscellaneous Electives and Non-Core Courses

Becoming a Man
Non-core/College Preparatory
Elective
UC approved History/Social Science elective
1 Semester. No prerequisite.
The purpose of this class is to study and reflect on the meaning and application of masculine life in our society. The goal is for each student to emerge from the class with a proper understanding of the strengths and weaknesses of manhood. Manhood will be covered from multiple angles: Anthropology, Biology, Psychology, Sociology, History, and Media/Art. Each student's personal view of manhood will be blended into a broader perspective while he or she completes the major projects for the class.

Chicano Power, Civil Rights, and the Birth of Rock and Roll
Elective/College Preparatory
UC approved History/Social Science elective
1 semester. Prerequisite or co-requisite: U.S. History.
This course critically evaluates civil rights and music in the 1950s and 1960s. The Chicano, African-American, and women's civil rights movements, as well as the "hippie" counterculture, receive principal focus. The course uses both primary and secondary sources to demonstrate the political and social changes in American during these decades. Video and music samples supplement written material. Students participate through classroom discussion, independent

research, and pupil-created PowerPoint presentations. By illuminating the fifties and sixties in a thematic, side-by-side comparison, students realize the dynamic cultural and historic transformation during this period. Students also develop research skills, increase computer literacy, and master critical reading and writing.

Criminology

Elective/College Preparatory

UC approved History/Social Science elective

1 Semester. Prerequisite: Juniors or Seniors; must have passed or be concurrently taking U.S. History A.

This course is an introductory course in which students study the topic of criminal justice from the following perspectives: Historical, Sociological, Psychological, Political, Economic, Practical, and Ideological. The class will focus on topics such as the History of Criminal Justice, Constitutional Underpinnings of American Law, Structure of Criminal Trials, Basics of Law Enforcement, Felonies and Misdemeanors, Basics of Corrections, Civil Liberties vs. Criminal Justice, and Social Deviance.

Freshman Seminar

Non-core/ Required

UC approved

2 Semesters. No prerequisite.

The goal of Freshman Seminar is to prepare each student academically for a successful high school career at Central City Value High School. Upon completion of this course, students will have a thorough understanding of the five core values of the school. Students will explore their attitudes and beliefs about education and their responsibility to themselves, their families, and their community. Students will demonstrate the ability for goal setting, time management, note-taking, public speaking, peer learning, communicating with teachers and peers, listening skills, and critical writing and thinking skills. These skills will empower students to become self-advocates throughout high school, for a successful college experience, and as life-long learners.

History of Film

Elective/College Preparatory

UC approved History/Social Science elective

1 Semester. No prerequisite.

This course examines film-making from the 1800s through the present. Its main objective is to familiarize students with the history of American film, with a special focus on films that have been culturally and aesthetically influential. The course examines the history of American cinema from the invention of the movie camera to the silent era, the era of the studio monopolies and the contemporary blockbuster. Films will be studied for their artistic, cultural, and historical meanings. Screenings will include films from all genres (dramas, comedies, musicals, film noir, westerns, science fiction, etc.) and by directors such as Charlie Chaplin, Victor Fleming, Michael Curtiz, Orson Welles, Stanley Donen, Gene Kelly, Alfred Hitchcock, Francis Ford Coppola, Steven Spielberg, George Lucas, etc. Students will also learn how to interpret film form (narrative structure, storytelling modes, etc.) and style (lighting, staging, acting, camerawork, editing, sound, etc.). This course provides a foundation of knowledge for

aspiring movie makers, for students interested in further film study, and for those who simply desire a deeper appreciation of American cinema and mass culture.

Improvisation and Sketch Comedy
Core/College Preparatory
UC approved interdisciplinary elective
2 semesters, no prerequisite.
This course will outline guidelines and techniques for Long Form Improvisation as it is taught at the Upright Citizen's Brigade Training Centers and performed at the Upright Citizens Brigade Theatres in New York and Los Angeles. Students will adhere to a set of clear guidelines as they work together with other improvisers to build a comedic scene with scene partners. Students will learn the concept of "Game," which is the single specific idea that makes a scene funny. This course will also teach students how to write and perform sketch comedy. Students will learn to write sketches in a variety of formats, working alone or with others. Students will discuss, analyze, rehearse and perform scripted and improvisational scenes and monologues. They will also learn the history of improv and sketch (Monty Python, Kids in the Hall, Saturday Night Live, The Family, Improv Olympics, etc.). Students will design their own theatrical sets and create advertisement posters for their comedy shows.

Introduction to Psychology
Elective/College Preparatory
UC approved History/Social Science elective
2 semesters. Prerequisite: Open to Juniors and Seniors only; grade of C or better in Biology and in English classes.
This course introduces students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. This course is intended to provide an academic introduction to the field. Students will study each of the major sub-fields within psychology and will also learn about the methods that psychologists use. The course format is lecture and discussion, with reading, observation and writing required. Students will also conduct and present their own research projects. The course follows many of the recommendations and standards proposed by the American Psychological Association for the teaching of high school psychology. A comprehensive final exam will be given at the end of each semester.

Introduction to Women's and Gender Studies
Elective/College Preparatory
UC approved interdisciplinary elective
1 semester. No prerequisite.
The goal of this class is to provide students with an analytical lens that they can use to understand the social construction of gender and sexuality. The course will begin by analyzing the construction of gender and how it intersects with power, oppression, class, age and sexual identity. The course will then focus on analyzing how gender and sexuality affect privilege and oppression, and the relationship of those concepts to the nation's perception of the female gender, body and beauty. The class will highlight and follow the development of women in popular culture to focus on how gender has been and is currently presented. This course will

allow students to critically think about how the concepts of gender and sexuality play out in people's daily lives, institutions and media.

Life Skills
Elective
1 Semester. No prerequisite.
The primary goal of this course is to facilitate decision-making and other skills related to post-secondary success. Students will also learn about college entrance requirements and steps to succeeding in higher education. Topics include goal setting, selecting a college major and classes, and acquiring financial aid.

Principles of Economics
Elective/College Preparatory
UC approved History/Social Science elective
1 semester. Prerequisite: open to Seniors only.
This course provides students with an understanding of economic theory, culture and modern practice in all global regions. The course covers both macroeconomic and microeconomic principles. It focuses on these main units: Goods vs. Services, Scarcity and Utility, Economics as Decision Making Process, Different Types of Economies, Role of Government in Economics, Supply and Demand, Equilibrium and Elasticity, Business Structures, Aggregate Economic Indicators, Inflation, and National Economic Trends. The main goal of the class is to educate each to become a more economically aware and financially responsible citizen.

Public Speaking
Elective/College Preparatory
UC approved interdisciplinary elective.
1 Semester. No prerequisite.
The primary goals of this course are to make students confident public speakers, critical thinkers and life-long learners. In this course, students will overcome any public speaking apprehension and will learn how to be an effective public speaker. Students will research speech topics, study the theories and principles of effective communication, and critically evaluate their own speech performances and the performances of others.

SAT Prep
Non-Core/Elective
1 Semester: Open to juniors and seniors only.
The SAT Prep course is a semester long course designed to facilitate college admission for juniors and seniors by preparing them to take the SAT. Students use an SAT Prep book, as well as several online and additional resources to learn skills and strategies to practice and prepare for the SAT. Half of the course focuses on the Math section, where students review key concepts such as numbers and operations, algebra and functions, geometry and measurement, and statistics and probability. The other half of the course focuses on the Critical Reading section and the Writing section of the exam. In the Critical Reading section of the course, students learn vocabulary and strategies to tackle the sentence completion and passage-based reading questions. In the Writing section, students learn strategies to identify sentence error

types, improve sentences and paragraphs, and write essays. Students also learn time management and test-taking strategies.

PE 1: Fitness and Health
Core/Non-college preparatory
2 Semesters. No prerequisite.
This is a required course with the primary goal of developing physical fitness and healthy living by raising awareness and encouraging students to make informed and intelligent lifestyle choices. Students will engage in a variety individual and collaborative activities, and will track their physical fitness growth. Students will also cover health issues including nutrition, sexually transmitted diseases, and healthy lifestyle choices.

PE 2: Fitness and Health
Core/Non-college preparatory
2 Semesters.
This is a required course in which the primary goal is to continue the development of physical fitness and healthy living awareness begun in PE 1 to encourage students to make informed and intelligent lifestyle choices. Students will engage in a variety individual and collaborative activities, and will track their physical fitness growth. Students will also cover health issues included but not limited to nutrition, sexually transmitted diseases, and healthy lifestyle choices.

Introduction to Computer Science (online course offered by Edhesive.com)
Elective/College Preparatory
UC approved
2 semesters. Prerequisite: Passing grade in Integrated Math I.
Introduction to Computer Science is an interactive introductory course for students new to programming that teaches the foundations of computer science using the Python language. This year-long course prepares students for AP Computer Science A and AP Computer Science Principles and teaches students how to think computationally and solve complex problems. The course includes web-based video classes, activities, and practice exercises; regular quizzes, projects and exams, with substantial online support.

AP Computer Science (online course offered by Edhesive.com)
Elective/College Preparatory
UC approved
2 semesters. Prerequisite: Grade of B or better in Introduction to Computer Science and Teacher recommendation.
AP Computer Science teaches fundamental programming topics including problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and ethical and social implications of computing. Students will learn to design and implement computer programs that solve problems relevant to today's society, including art, media, and engineering. AP Computer Science A teaches object-oriented programming using the Java language and is meant to be the equivalent of a first-semester, college-level course in computer science. It will emphasize problem solving and algorithm development, and use hands-on experiences and examples so

that students can apply programming tools and solve complex problems. This course will prepare students for the end-of-course AP Exam.

English Enrichment

Non-core/Required for certain students
ELD class
2 semesters. Prerequisite: None

Designed for English Learners, this class allows students to continue their English language development. Targeted instructional routines for vocabulary, writing, speaking, and listening help English Learners master the Common Core State Standards. By completing the reading and writing assignments, and through in-depth feedback, students will become empowered, independent learners with the skills and knowledge to succeed throughout high school and college.

Resource Lab

Non-core/Elective
1 semester. Prerequisites: None

During resource lab, students practice their reading and writing skills, as well as their oral language skills. This class is used to help support a few students with IEPs in a small group setting and to exercise ELA skills in a casual and pressure-free environment. Students start the class with a journal entry based on a teacher prompt. The students share afterwards by giving an oral summary. The next activity involves reading an interesting Newsela article independently and taking a quiz on it. Video is also used in the resource lab. Students have the rest of the period to catch up on homework, with the teacher available to assist with assignments if needed.

Intervention and enrichment programs

Student Success Program

The Student Success Program (SSP) at Central City Value identifies, challenges, supports and follows students who are struggling academically or behaviorally. The Five Values provide the framework for intervention, discussion and change.

The SSP has three tiers and a Pre-Tier 1 warning stage. Once identified as needing SSP services, a student stays in an assigned tier for one or two 6-week blocks, depending on the tier.

Teachers who observe that a student is displaying academic or behavioral difficulties convey that observation to the SSP Coordinator. A student who is displaying these difficulties in two or more classes may be given an SSP warning or be placed in the Tier 1 level of intervention, depending on the severity of the situation.

Pre-Tier 1 Warning. On the recommendation of two teachers or administrators, a student whose GPA falls below 2.5 or who is failing two or more classes may be given an SSP warning. These students are directed to attend teachers' office hours for the classes they are failing, and meet with the SSP Coordinator and teachers to discuss informally elements of the RtI program that might get the student back on track.

Tier 1. Students are placed in Tier 1 if they meet two or more of the triggering criteria: (1) GPA falls below 2.0; (2) failing two core classes; (3) referral by two or more teachers/administrators (4) excessive absence or tardiness; (5) student is in jeopardy of failing to meet graduation requirements.

In Tier 1, staff members focus on Value #2, which emphasizes reaching one's potential. They help the student identify hindrances to success. The following approaches are used to help students reach their potential:

- The student meets with the SSP Coordinator during Sustained Silent Reading period once per week, at which time the SSP Coordinator checks in on student's class grades, GPA, attendance, and behavior reflections.
- Once problems are identified, the student is given tools to overcome issues that can be addressed immediately.
- The SSP Coordinator and the student develop a plan for success, which the Coordinator distributes to classroom teachers and advisor.
- The parent is notified of the SSP placement and has an opportunity to comment on the plan.
- After a 6-week block, student progress toward reaching goals is evaluated by a team of 3 teachers, the SSP Coordinator, advisor and the student.
- If sufficient progress has been made, the student is removed from SSP but monitored for continued success.
- If insufficient progress has been made, the student is provided with increased interventions.

Tier 2. This level of support is for students who do not display sufficient improvement in the identified academic or behavioral issue(s) after one six-week block of intervention. Tier 2 provides more intensive intervention, including parental consultation, more frequent progress assessment, and longer time in tier. Students stay in this tier for at least two blocks before they are eligible to move to another tier.

In Tier 2, the following approaches are used to help students move up to Tier 1 and reach their potential:

- The student and parent attend the "Living the Values" meeting at the end of weeks 1, 2, 4 and 5.
- The student meets twice weekly with the SSP Coordinator either before or after school to discuss goals, interventions provided, and overall progress.
- Students are given academic skills supports through in-class small group intervention, after-school tutoring, and access to technology-based skill building programs.
- The student is monitored for progress by the SSP Coordinator, all classroom teachers, advisor and the student.
- A student who demonstrates progress returns to the Tier 1 intervention level and is monitored for continued success.

- A student who does not demonstrate progress is referred for more intensive evaluation and interventions.

Tier 3. Students who need more regular, more frequent, or more intensive intervention than those in Tier 2 are assigned to Tier 3. The SSP Coordinator and a special education professional plan and implement more intensive supports. Students are supported at this level for three consecutive blocks and must demonstrate success before becoming more independent.

In Tier 3, the following approaches are used to provide extra help for students:

- An SSP meeting takes place at the start of each block.
- The SSP Coordinator meets with the student twice a week (once before or after school and once during the school day).
- A special education professional observes the student in the classroom once or twice during each block, shares observations with the team and makes recommendations.
- The student chooses a mentor teacher to meet with regularly for support and guidance.
- The student and at least one parent meet every six weeks with an administrator. In these meetings, the administrator uses a values-based structure to clarify expectations for the student, discuss progress, identify successful behaviors, and consider supports that may be available at home.
- The student may be recommended for individual or group counseling to improve pro-social behaviors and explore hindrances to success.
- If a disability or untreated mental health issue is suspected, the student is referred to a special education professional or counselor for further screening or evaluation.
- At the end of each block the student's progress is evaluated by the student, the SSP Coordinator, all relevant classroom teachers, the advisor, the mentor teacher, and sometimes a counselor. Students making significant progress move back to a less intensive level of intervention and are monitored for future success. Students not demonstrating significant progress may be recommended for further evaluation by a special education professional to explore the possibility of a more serious condition or disability.

Reaching one's potential is a lifelong process. At every step of the Student Success Program, students are encouraged to be agents of their own change and growth. As positive behaviors increase, students gain more power over their choices and consequences. The SSP team is there to guide, support, encourage and model at the level needed for each student.

Enrichment opportunities for all students

Central City Value High School provides enrichment opportunities for all students to become well rounded people. These opportunities include exposure to the fine arts, cultural activities, career and college preparation supports, and other extracurricular experiences. For example, Central City Value takes students to the Los Angeles World Affairs Council, to art museums including MOCA and the Getty Museum, the GRAMMY Museum, and to plays and musicals at

the Music Center and the USC drama department. These activities are frequently linked to the curriculum to deepen students' understanding of topics they are currently studying. For example, students in the Chicano Studies class might tour architecture reflecting that culture, art classes visit local museums, social studies students go to events at the World Affairs Council. Consistent with Central City Value's emphasis on higher education, beginning in their freshman year, every student has the chance to tour at least one and often several 4-year colleges or universities.

On-campus enrichment events include a schoolwide talent show, a Winter Art performance, and etiquette classes. Motivational guest speakers are brought in to speak to the students about their goals and future, offer advice on higher education and careers, and encourage them to deepen and broaden their studies.

Curricular and Instructional Materials

While subject to change as new materials become available, following are the texts, supplemental texts, and other instructional materials Central City Value teachers expect to use during the charter term.

English Language Arts

English 9
Monster
Princess
Night
Always running
Honors English 9
Night
Always Running
Invisible Man
Othello
Lucia Long Journey Home
Escape from Camp 14
Supplemental texts for English 9 and Honors English 9
To Kill a Mockingbird
Miscellaneous rhetorical essays, speeches, and primary source texts
English 10
I Know Why the Caged Bird Sings
The Perks of Being a Wallflower
Things Fall Apart
Speak
El Salvadoran Stories of War and Hope
Hispanic American Literature, Glencoe/McGraw-Hill
Honors English 10
Catcher in the Rye

Macbeth
Antigone
Oedipus
Testimony – Death of a Guatemalan Village
Hispanic American Literature, Glencoe/McGraw-Hill

Supplemental texts for English 10 and English 10 Honors

Animal Farm
I Know Why the Caged Bird Sings
Catcher in the Rye
The Perks of Being a Wallflower
Oedipus
Antigone
Things Fall Apart
Glencoe/McGraw-Hill Hispanic American Literature

English 11

The Great Gatsby
The Kite Runner
Hamlet
The Scarlet Letter

Honors English 11

A Raisin in the Sun
The Scarlet Letter
The Great Gatsby
Hamlet

Supplemental texts for English 11 and Honors English 11

Miscellaneous rhetorical essays, speeches, and primary source texts
Holt Anthology American Literature 5th course
Holt Handbook 5th Course
Grammar Workbook, Prentice-Hall, 3rd ed.
SAT Vocabulary Building and Sentence Completion Workbook
The Scarlet Letter
A Raisin in the Sun
The Kite Runner
Hamlet
Glencoe/McGraw-Hill Hispanic American Literature

English 12

1984
Brave New World
Into the Wild
Expository Reading and Writing Course Student Reader, California State University Press

Honors English 12

1984
Brave New World

Into the Wild
Macbeth
Pygmalion
One Flew Over the Cuckoo's Nest

Supplemental texts for English 12 and Honors English 12

Miscellaneous rhetorical essays, speeches, and primary source texts
One Flew Over the Cuckoo's Nest
Native Son
A Midsummer Night's Dream
Fahrenheit 451

CSU Expository Reading and Writing

Expository Reading and Writing Course Student Reader, California State University Press

AP English Language and Composition

The Language of Composition: Reading, Writing, Rhetoric, Bedford/St. Martin's, 2nd ed.
Everything's An Argument, Bedford/St. Martin's, 7th ed.
Rhetorical Devices: A Handbook and Activities for Student Writers, Prestwick House, 2007
Expository Reading and Writing Course, The California State University
The Bedford Reader, Bedford/St. Martin's, 12th ed.
Albert.io
The Kite Runner
Outliers
The Great Gatsby

AP English Literature and Composition

Grammar Workbook, Prentice-Hall, 3rd ed.
SAT Vocabulary Building and Sentence Completion Workbook, Advanced College Prep, 2013
Albert.io
College Board AP Literature Vocabulary
Hamlet
The Awakening
Paper Towns
Into the Wild
Native Son
Antigone
Beloved

Math Enrichment
Depending on student level:
Core Connections Integrated I, College Preparatory Mathematics, CPM, 2015
Core Connections Integrated II, College Preparatory Mathematics, CPM, 2015
DreamBox.com
Integrated Math I
Core Connections Integrated I, College Preparatory Mathematics, CPM, 2015
Honors Integrated Math I
Core Connections Integrated I, College Preparatory Mathematics, CPM, 2015
Integrated Math II
Core Connections Integrated II, College Preparatory Mathematics, CPM, 2015
Honors Integrated Math II
Core Connections Integrated II, College Preparatory Mathematics, CPM, 2015
Integrated Math III
Core Connections Integrated III, College Preparatory Mathematics, CPM, 2015
Precalculus
Precalculus, Brooks-Cole, 9th ed.
AP Calculus AB
Calculus Early Transcendentals, W. H. Freeman; 1st ed.
Calculus AB
Calculus: Early Transcendental Functions, Cengage Learning, 8th ed.
Statistics and Probability
Statistics, W.H. Freeman, 2nd ed.

History/Social Science

World History
World History – Connections to Today, Prentice Hall, 2003
Honors World History
World History – Connections to Today, Prentice Hall, 2003
AP European History
A History of Western Society Since 1300, Bedford St. Martin, 11th ed.
U.S. History
America – Pathway to Present Modern American History, Prentice Hall, 2005
Honors U.S. History
The American Pageant, Houghton Mifflin Company, 15th ed.
AP United States History
The American Pageant, Houghton Mifflin Company, 16th ed.
U.S. Government and Politics
United States Government – Democracy in Action, Glencoe, 1st ed.
AP United States Government and Politics

American Government: Institutions and Policies, Houghton Mifflin Company, 10th ed.
Government by the People, Pearson, 25th ed.

Latin American Studies

Born in Blood and Fire: A Concise History of Latin America, W. W. Norton & Company; 4th ed., 2016

Science

Environmental Science
Environmental Science: Earth as a Living Planet, Wiley, 9th ed.
Honors Environmental Science
Environmental Science: Earth as a Living Planet, Wiley, 9th ed.
Biology
Biology, Miller & Levine, 2014
Honors Biology
Biology: California Edition, Pearson Education, 2007
Chemistry
Chemistry: Connections to Our Changing World, Prentice Hall, 2008
Honors Chemistry
Chemistry, Prentice Hall, 6th ed.
Anatomy and Physiology
Anatomy and Physiology, Thibodeau and Patton, 6th ed.
Honors Anatomy and Physiology
Anatomy and Physiology, Thibodeau and Patton, 6th ed.

World Languages Other than English

Spanish 1
¡*Buen Viaje!,* McGraw Hill, 2003
Vistas: Introduccion a la lengua espaniola, Vista Higher Learning, 2005
Spanish Two Years, AMSCO – School Publications, 2001

Spanish 2
Entre Mundos: An Integrated Approach to the Native Speaker, Pearson-Prentice Hall, 2nd ed.
Encuentros Maravillosos: Gramática a Través de la Literatura, Prentice Hall, 2nd ed.
AP Spanish, Preparing for the Language and Culture Examination, Pearson

Novels:
Mas allá de mí
Antes de ser libres
La leccion de August
Cuentos de Eva Luna
Devolver al remitente
Senderos fronterizos
Cajas de cartón

Spanish 3
Entre Mundos: An Integrated Approach to the Native Speaker, Pearson-Prentice Hall, 2nd ed.
Encuentros Maravillosos: Gramática a Través de la Literatura, Prentice Hall, 2nd ed.
AP Spanish, Preparing for the Language and Culture Examination, Pearson

Novels:
Mas allá de mí
Antes de ser libres
La leccion de August
Cuentos de Eva Luna
Devolver al remitente
Senderos fronterizos
Cajas de cartón

AP Spanish
Entre Mundos: An Integrated Approach to the Native Speaker, Pearson-Prentice Hall, 2nd ed.
Encuentros Maravillosos: Gramática a Través de la Literatura, Prentice Hall, 2nd ed.
AP Spanish, Preparing for the Language and Culture Examination Pearson

Novels:
Mas allá de mí
Antes de ser libres
La leccion de August
Cuentos de Eva Luna
Devolver al remitente
Senderos fronterizos
Cajas de carton

Visual and Performing Arts

Art: A Visual Journey
Arttalk, Glencoe-McGraw Hill, 2000
Drawing and Painting
Arttalk, Glencoe-McGraw Hill, 2000
AP Art History
Gardner's Art Through the Ages: A Global History, Wadsworth Publishing, 15th ed.
AP Studio Art: Drawing
Art Fundamentals: Theory and Practice, McGraw-Hill Education; 12th ed.
Exploring Graphic Design
Adobe Photoshop
3-D Design
Art Fundamentals: Theory and Practice, McGraw Hill, 12th ed.

Becoming a Man
Becoming a Man: Half a Life Story, Harper, 2004
Chicano Power, Civil Rights, and the Birth of Rock and Roll
The Sixties, Routledge, 2016
Criminology
Criminology Theories, Patterns, & Typologies, Wadsworth Publishing; 13th ed.
Freshman Seminar
Career Choices and Changes: A Workbook. Academic Innovations; 4th ed.
History of Film
Flashback: A Brief History of Film, Prentice Hall, 5th ed.
Improv and Sketch Comedy
Upright Citizens Brigade Comedy Improvisation Manual, Comedy Council of Nicea, 2013
Introduction to Psychology
Psychology, Myers, 7th ed.
Psychology – Study Guide, Myers 7th ed.
Introduction to Women's and Gender Studies
Gender, Race, and Class in Media: A Critical Reader, SAGE Publications, Inc; 4th ed., 2014
Principles of Economics
Economics – Today and Tomorrow, Glencoe, 1st ed.
Public Speaking
Public Speaking for College and Career, McGraw-Hill Higher Education; 10th ed.
SAT Prep
8 Practice Tests for the SAT, Kaplan Publishing, 2017
Introduction to Computer Science (online course offered by Edhesive.com)
Edhesive.com
AP Computer Science (online course offered by Edhesive.com)
Edhesive.com
English Enrichment
Middlebury Interactive Digital Course – English Language Learning
Rosetta Stone

Scope and Sequence
While students have some flexibility in when they take certain courses, the scope and sequence chart below lays out the typical availability of courses and the stage at which most students would take them.

CURRICULUM SCOPE AND SEQUENCE

Grade 9		Grade 10		Grade 11		Grade 12	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
English Language Arts - All UC-B except those starred*							
English Skills Prep*	English Skills Prep*						
English Enrich	English Enrichment*	English Enrichment*	English Enrichment*	English Enrichment*	English Enrichment*	English Enrichment*	English Enrichment*
English 9	English 9	English 10	English 10	English 11	English 11	English 12 ERCW	English 12 ERCW
Honors English 9*	Honors English 9*	Honors English 10	Honors English 10	Honors English 11	Honors English 11	Honors English 12	Honors English 12
				AP English Lang/Comp	AP English Lang/Comp	AP English Lit/Comp	AP English Lit/Comp
Mathematics - All UC-C except those starred*							
Math Enrichment*	Math Enrichment*	Math Enrichment*	Math Enrichment*	Math Enrichment*	Math Enrichment*		
Integrated Math I, II, or III	Integrated Math I, II, or III	Integrated Math II or III	Integrated Math II or III	Integrated Math II	Integrated Math II		
Honors Int. Math I, II, or III	Honors Int. Math I, II, or III	Honors Int. Math I, II, or III	Honors Int. Math I, II, or III	Honors Int. Math II	Honors Int. Math II		
		Precalc	Precalc	Precalc	Precalc	Precalc	Precalc
		Statistics	Statistics	Statistics	Statistics	Statistics	Statistics
				AP Calculus AB	AP Calculus AB	AP Calculus AB	AP Calculus AB
History/Social Science - All UC-A or G							
Freshman Sem	Freshman Sem	World History	World History	U.S. History	U.S. History	U.S. Gov't	U.S. Gov't
		Honors World History	Honors World History	Honors U.S. History	Honors U.S. History	Principles of Economics	Principles of Economics
		AP Euro History	AP Euro History	AP U.S. History	AP U.S. History	AP Gov't/Pol	AP Gov't/Pol
				Chicano Studies	Chicano Studies	Chicano Studies	Chicano Studies
				Latin American Studies	Latin American Studies	Latin American Studies	Latin American Studies
Science - All UC-D							
Envir'tal Sci	Envir'tal Sci	Chemistry	Chemistry	Chemistry	Chemistry		
Honors Envir'tal Sci	Honors Envir'tal Sci			Honors Chemistry	Honors Chemistry		
				Anat/Phys	Anat/Phys	Anat/Phys	Anat/Phys

Grade 9		Grade 10		Grade 11		Grade 12	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
		Biology	Biology	Honors Anat/Phys	Honors Anat/Phys	Honors Anat/Phys	Honors Anat/Phys
		Honors Biology	Honors Biology	AP Biology	AP Biology	AP Biology	AP Biology
World Languages Other than English - All UC-E							
Spanish 1 or 2	Spanish 1 or 2	Spanish 1 or 2	Spanish 1 or 2	Spanish 1, 2, or 3	Spanish 1, 2, or 3	Spanish 1, 2, or 3	Spanish 1, 2, or 3
						AP Spanish Lang/Culture	AP Spanish Lang/Culture
Visual and Performing Arts - All UC-F							
Art 1	Art 1	Drawing/ Painting	Drawing/ Painting	Drawing/ Painting	Drawing/ Painting	Drawing/ Painting	Drawing/ Painting
		Graphic Design	Graphic Design	Graphic Design	Graphic Design	Graphic Design	Graphic Design
				AP Studio Art	AP Studio Art	AP Studio Art	AP Studio Art
				AP Art History	AP Art History	AP Art History	AP Art History
				3D Design	3D Design	3D Design	3D Design
Electives - All UC-G except those starred*							
Freshman Seminar	Freshman Seminar	Life Skills*	Life Skills*	Life Skills*	Life Skills*	Life Skills*	Life Skills*
		Psychology	Psych	Psych	Psych	Psych	Psych
		Gender Studies	Gender Studies	Gender Studies	Gender Studies	Gender Studies	Gender Studies
				Becoming a Man	Becoming a Man	Becoming a Man	Becoming a Man
				Public Speaking	Public Speaking	Public Speaking	Public Speaking
				Criminology	Criminology	Criminology	Criminology
				Intro Comp Sci	Intro Comp Sci	Intro Comp Sci	Intro Comp Sci
				AP Comp Sci	AP Comp Sci	AP Comp Sci	AP Comp Sci
				SAT Prep*	SAT Prep*	SAT Prep*	
		Improv/ Sketch Com	Improv/ Sketch Com	Improv/ Sketch Com	Improv/ Sketch Com	Improv/ Sketch Com	Improv/ Sketch Com
				History of Film	History of Film	History of Film	History of Film
				Yearbook*	Yearbook*	Yearbook*	Yearbook*
Physical Education/Fitness and Health							
Phys Ed 1	Phys Ed 1	Phys Ed 2	Phys Ed 2	Phys Ed 2	Phys Ed 2	Phys Ed 2	Phys Ed 2

Methodologies and Curriculum in Support of Content Standards

The administration and the academic lead teachers are responsible for the implementation of the Common Core State Standards (CCSS). Central City Value provides ongoing training in how to implement the standards, including workshops, online training, and off-site professional development in content and pedagogy. Department teams evaluate the effectiveness of curriculum materials and make materials recommendations to the administration before the budget is set for the following year.

The English curriculum in the 9th, 10th, and 11th grades at Central City Value High School targets the English Language Arts Common Core State Standards. Similarly, the Integrated Math I, II, and III (and corresponding Honors courses) curriculum is aligned to the Mathematics Common Core State Standards. Curricula for classes other than math and English integrate the literacy aspects of the Common Core State Standards.

In Central City Value science classes, the application of three-dimensional learning of the Next Generation Science Standards (NGSS) is designed to guide instruction in biology, chemistry, environmental science and physiology. The science curriculum facilitates student understanding of the world by including the three performance expectations of disciplinary core ideas, crosscutting concepts, and scientific and engineering practices. To achieve this, Central City Value aims to shift the traditional teacher-centered role to student-centered learning, fostering curiosity in students and allowing them to critically tackle phenomena related to science and engineering. The teacher serves as the facilitator who guides students into solving problems. Further, since the three-dimensional learning is designed to be progressive, building on ideas from the past, all science teachers will hold regular meetings to ensure that ideas covered in each class build upon one another, as students move on to the next grade level. Central City Value's Science Department will strive to allow students to seek knowledge, find evidence and test theories to gain a better understanding of scientific concepts, and will support professional development of teachers to attend NGSS trainings whenever they are available.

Technology-Related Skill Mastery

All classrooms at Central City Value High School have computers for student use, with a current schoolwide computer to student ratio of approximately 1.3 to 1. Basic computer literacy figures prominently in Freshman Seminar, a required first-year course. Students acquire proficiency in keyboarding, MS Word, MS PowerPoint and MS Excel or their equivalents. Students continue to use and practice essential computer skills throughout their tenure at Central City Value whenever their instructors deem it appropriate, such as using MS Word to write essays, MS PowerPoint when giving oral presentations, and MS Excel to perform calculations and create charts and graphs.

To prepare for computer-administered examinations such as the Smarter Balanced Assessments, all students in grades 10 – 12 also take certain semester exams on computers. Twice a year, teachers use PowerSchool-Assessment to prepare and administer Common Core/SBAC-aligned benchmark assessments using a computerized examination format similar to what students will encounter on state tests. To prepare students for the SBAC Math exam, Central City Value introduces graphing calculators early in the integrated mathematics sequence and requires their use in all math courses.

Graduation requirements

Central City Value's curriculum is designed to ensure that students will acquire the number and type of units required and recommended by the University of California and the California State University. Central City Value requires a minimum of 230 units for graduation, with each course requiring a grade of "D" or better for credit toward graduation. The prescribed course of study is shown below:

Subject Area	**California State Mandated Requirements for High School Graduation**	**UC Requirements for Freshman Admission**	**CSU Requirements for Freshman Admission**	**CCVHS Requirements for Graduation**
English	3 years	4 years of approved courses	4 years of approved courses	4 years of approved courses.
Mathematics	2 years, including Algebra I beginning in 2003-04 (*EC* 51224.5)	3 years, including algebra, geometry, and intermediate algebra. 4 years recommended.	3 years, including algebra, intermediate algebra, and geometry	3 years of math classes, including Integrated Math II and III minimally.
Social Science	3 years of history/social science, including 1 year of U.S. history & geography; 1 year of world history, culture, and geography; and 1 semester each of American government and economics.	2 years of history/social science, including 1 year of U.S. history or 1/2 year of U.S. history and 1/2 year of civics or American government; and 1 year of world history, cultures, and geography.	2 years, including 1 year of U.S. history or U.S. history and government and 1 year of other approved social science.	3 years of history/social science, including 1 year of U.S. history & geography; 1 year of world history; and 1 semester each of American government and principles of economics.
Science	2 years, including biological and physical sciences.	2 years with lab required, chosen from biology, chemistry, and physics.	2 years, including 1 year of biological and 1 year of physical science with lab.	2 years, including biological and physical sciences, recommend 3 years.

Subject Area	California State Mandated Requirements for High School Graduation	UC Requirements for Freshman Admission	CSU Requirements for Freshman Admission	CCVHS Requirements for Graduation
		3 years recommended.		
World Languages	1 year of either visual and performing arts or world language other than English.	2 years in same language required. 3 years recommended.	2 years in same language required.	2 years in same language required.
Visual and Performing Arts		1 year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art.	1 year of visual and performing arts chosen from the following: dance, drama/theater, music, or visual art.	1 year of visual and performing arts chosen from the following: our UC-approved VPA list.
Physical Education	2 years	None	None	2 years
Electives		1 year *	1 year *	1 year *

* Must be chosen from UC-approved academic courses in history, English, advanced mathematics, lab science, world language other than English, social science, arts, or interdisciplinary. For a course to count toward Central City Value's graduation requirement, the student must achieve a grade of "D" or better.

University of California "A-G" Requirements

Admission to the University of California requires a student to acquire 150 units, with a grade of "C" or better, in courses approved by the University of California across seven subject areas. Central City Value High School offers a broad range of courses sufficient to allow students to acquire these units, and advisors or counselors perform regular checks to ensure that students are on track. The following courses meet the University of California A-G requirements:*

A Requirement: U.S. History; Honors U.S. History; AP U.S. History; U.S. Government and Politics; AP U.S. Government and Politics; World History; Honors World History; Latin American Studies; AP European History

B Requirement: English 9; English 10; Honors English 10; English 11; Honors English 11; English 12; Honors English 12; AP English Language and Composition; AP English Literature and Composition; CSU Expository Reading and Writing

C Requirement: Integrated Math I; Honors Integrated Math I; Integrated Math II; Honors Integrated Math II; Integrated Math III; Honors Integrated Math III; Precalculus; Calculus; AP Calculus AB; Statistics and Probability

D Requirement: Biology; Honors Biology; AP Biology; Chemistry; Honors Chemistry; Anatomy and Physiology; Honors Anatomy and Physiology; Environmental Science

E Requirement: Spanish 1; Spanish 2; Spanish 3; AP Spanish Language and Culture

F Requirement: Art: A Visual Journey; Drawing and Painting; AP Studio Art: Drawing; Exploring Graphic Design; 3-D design; AP Art History

G Requirement: Principles of Economics; Introduction to Psychology; Chicano Power, Civil Rights, and the Birth of Rock and Roll; Introduction to Women's and Gender Studies; Becoming a Man; Criminology; Improv and Sketch Comedy; Introduction to Computer Science; AP Computer Science; Becoming a Man; Freshman Seminar; History of Film; Public Speaking

*Note: The University of California does not categorize 9th-grade classes as Honors classes in any subject area, but the courses count toward the overall A-G requirement. The Course List indicates the distinction between "UC-approved" and "UC-approved but not as Honors course."

California State University Requirements

The California State University system also prescribes the number and types of courses high school students should complete for admission and success in its universities. Students at Central City Value High School, with the assistance of teachers and counselors, should be prepared to meet these requirements; advisors under the supervision of the assistant principal perform quarterly checks on students' progress toward meeting the requirements and recommend schedule changes as necessary to reach them.

Course requirements for both the UC and CSU systems are posted on the Value Schools website and regularly disseminated to students and parents.

Credit recovery and support

Central City Value High School recognizes that certain students may have difficulty in a particular class or may suffer a traumatic event in their lives that may prevent them from passing a particular course. Parents are notified if their son or daughter has not received credit for a class and should make up the credits. A summer school program is held for students who need credit recovery. Students may also repeat a class during the following school year, or be referred to a community college for a make-up class. Students are also allowed to make up a course using GradPoint, an online platform that supports credit recovery.

The college counselor or faculty advisors provide individualized academic advising to all students to ensure they are meeting A-G requirements, helping students fill gaps as needed. While transfers in the senior year are uncommon, these students may have modified graduation goals and supports. Seniors at risk of not graduating are prioritized for academic advising, intervention, state-mandated high school exit exam support (if applicable), summer school, and credit recovery opportunities.

WASC Accreditation

Central City Value High School is WASC-accredited up until 2021, and will have a mid-term visit in 2018.

Parent Notification Regarding Course Transferability

Central City Value High School understands the importance of ensuring that the school and parents can communicate effectively about all issues, but especially about students' academic progress and requirements for university acceptance and attendance. The school has staff fluent in both English and Spanish (and other languages as necessary) to facilitate that communication, and uses interpreters when appropriate.

During the initial enrollment process, and at intervals throughout their students' high school years, Central City Value High School informs parents and guardians about the transferability of courses to colleges and universities and to other public high schools. The information is disseminated at parent meetings and sent home with students, included in the student/parent handbook, and posted on the school's website. Efforts are made to ensure that parents receive the information in the language of their choice.

Student/Parent/Advisor conferences are used to inform parents about their students' progress towards fulfilling graduation and university admission requirements, as are parent meetings held on several evenings throughout the year. Students at risk of not graduating receive special attention from advisors, appropriate interventions by the Student Support Program, and credit recovery opportunities. If a student is transferring into or out of Central City Value and the transfer might result in the inability to obtain the credits needed to graduate or gain admission to a California state university, the parents or guardians are advised about credit recovery options and what is required to meet graduation requirements. The school explains which course requirements the student is missing and suggests avenues by which the necessary units can be obtained. All parent meetings are held in English and Spanish or have translators as needed to ensure parents and administrators are able to communicate clearly.

Preparing for Higher Education and Careers (C/CI)

To meet the demands graduates will encounter in higher education and employment, Central City Value works to develop in students the skills they will need to survive and thrive in their lives after high school. Central City Value uses two primary vehicles for this: the Advisory Period (for all students) and the Life Skills course (an elective many students choose). Advisory teachers and the college counselors monitor student schedules and achievement. Individually and in groups, staff regularly stress to students that they should complete the University of California A-G requirements, take Advanced Placement courses and exams if possible, and do their best on all tests but especially the Smarter Balanced assessments.

The vast majority of students are expected to reach the "Prepared" level on the College/Career Indicator through a combination of (1) earning a high school diploma and (2) qualifying scores on Smarter Balanced summative assessments or AP examinations. Central City Value's emphasis on meeting the A-G requirements will also result in a large group of students reaching "Prepared" status via the "A-G plus Smarter Balanced" or "A-G plus AP Exam" pathways.

Given its primary focus on university preparedness, its relatively small size, and resource constraints, Central City Value is not set up to provide full Career Technical Education pathways. Rather, it develops in students a broad range of academic and life skills in all students, and assists students who wish to pursue technical education either in a dual enrollment setting or upon graduation.

Regardless of the post-graduation route students plan to take, all students need the skills to be full participants in the workforce and the society. Accordingly, counselors are currently revising the Advisory curriculum to more systematically ensure that students acquire essential life/work skills. The program will be divided into differing tiers, specific to grade level. It will cover such topics as: graduation requirements and how to keep track of progress toward graduation; the importance of attending a college/university; different majors and careers; how to write a résumé and prepare for employment; basic business etiquette; business writing; self-awareness; and communication skills. The Advisory Program will be wide-ranging, drawing on outside professional resources as well as such online tools as Naviance, collegeboard.org; Khan Academy, Newsela, and scholarship websites. Central City Value administration will evaluate and revise the program in light of the Career/College Indicator, other college readiness and acceptance indicators, and alumni experience.

Vista Legacy Global Academy
Supporting Documentation

Academic Calendar

Central City Value High School Academic Calendar 2018-2019

Month	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	TOTAL
JULY	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31				
																0	0	0	0	0	0	0				0
																					PD	PD				2
AUGUST			1	2	3	6	7	8	9	10	11	12	13	14	15	20	21	22	23	24	27	28	29	30	31	
			0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
			PD	PD	PD																					3
SEPTEMBER						3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	
						0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	18
																PF										1
OCTOBER	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31			
	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			22
			BD	BD	BD	PF			SF	SF																1
NOVEMBER				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	
				1	1	1	1	1	1	1	0	1	1	1	1	0	0	0	0	0	1	1	1	1	1	16
																										0
DECEMBER	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31					
	1	1	1	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0					10
								SF	SF	SF																0
JANUARY		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31		
		0	0	0	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1		18
																										0
FEBRUARY					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28		
					1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1		19
																										0
MARCH					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	
					1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	0	0	0	0	14
													BD	BD	BD	PF		SF	SF							1
APRIL	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30				
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1				22
																										0
MAY			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31	
			1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	21
																						SF	SF	SF	PD	0
JUNE						3	4	5	6	7	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	
						0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
						PD																				2

KEY:

August 6 First Day of School
May 30 Last Day of School

School not in session

Teacher Meetings
1:37pm Dismissal

Holidays

Sept. 3	Labor Day
Nov. 12	Veterans' Day Observed
Nov. 19-23	Thanksgiving
Dec.17-Jan 4	Winter Break
Jan. 14	Martin Luther King Day
Feb. 18	Presidents' Day
Mar 22 - 29	Spring Break
May. 27	Memorial Day

Quarter Dates

1st Quarter	Aug. 6-Oct 5 (43 days)
2nd Quarter	Oct. 9- Dec. 14 (43 days)
3rd Quarter	Jan 7- March 15 (48 days)
4th Quarter	March 19-May 30 (46 days)
SBAC Dates	TBD

180 Student Days/Instructional Days
10 PD/PF Days

Parent Conferences SF
1st quarter Oct. 11-12
3rd quarter March 20-21

Professional Dev Days **(PD)**
July 30-August 3
May 31 and June 3

Pupil Free Days PF
Sept. 17
Oct. 8
March 18

Semester Finals SF
Dec 12-14
May 28-30

Benchmark Days BD
October 3-5
March 13-15

Other Days off

Bell Schedule

The school uses a rotating block schedule with A, B, and C days as delineated in the chart below. On Wednesdays the school has a different schedule, with shorter periods allowing for professional development in the afternoon.

Block Rotation

Day:	A	B	C
Session 1	1	5	3
Advisory	Adv	Adv	Adv
Nutrition	Nutrition	Nutrition	Nutrition
SSR/ELD	SSR/ELD	SSR/ELD	SSR/ELD
Session 2	2	6	4
Session 3	3	1	5
Lunch	L	L	L
Session 4	4	2	6

Bell Schedule for Mondays, Tuesdays, Thursdays and Fridays

Start	End	Session	Minutes
7:30 AM	8:48 AM	1	78
8:48 AM	8:54 AM	Passing	6
8:54 AM	9:14 AM	Advisory	20
9:14 AM	9:34 AM	Nutrition Break	20
9:34 AM	9:38 AM	Passing	4
9:38 AM	10:08 AM	SSR/ELD	30
10:08 AM	11:14 AM	Passing	6
10:14 AM	11:32 AM	2	78
11:32 AM	11:38 AM	Passing	6
11:38 AM	12:56 PM	3	78
12:56 PM	1:30 PM	LUNCH	34
1:30 PM	1:35 PM	Passing	5
1:35 PM	2:53 PM	4	78

Bell Schedule for Wednesdays

Start	End	Session	Minutes
7:30 AM	8:37 AM	1	67
8:37 AM	8:43 AM	Passing	6
8:43 AM	9:08 AM	Advisory	25
9:08 AM	9:28 AM	Nutrition Break	20
9:28 AM	9:32 AM	Passing	4
9:32 AM	10:39 AM	2	67
10:39 AM	10:45 AM	Passing	6
10:45 AM	11:52 AM	3	67
11:52 PM	12:25 PM	Lunch	33
12:25 PM	12:30 PM	Passing	5
12:30 PM	1:37 PM	4	67
1:50 PM	3:00 PM	Faculty Meeting	70

Bell Schedule for Half Days

Start	End	Session	Minutes
7:30 AM	8:25 AM	1	55
8:25 AM	8:30 AM	Passing	5
8:30 AM	8:45 AM	Advisory	15
8:45 AM	8:50 AM	Passing	5
8:50 AM	9:45 AM	2	55
9:45 AM	10:00 AM	Nutrition Break	15
10:00 AM	10:05 AM	Passing	5
10:05 AM	11:00 AM	3	55
11:00 AM	11:05 AM	Passing	5
11:05 AM	12:00 PM	4	55

Following are three sample schedules of currently enrolled students.

J. D. – Grade 12

Course	Room	Periods
Public Speaking	8	1
AP US Gov't A	8	2
Psychology A	19	3
AP Calculus-AB A	20	4
Honors Physio A	19	5
AP English Lit A	3	6
English Enrichment-SSR	8	SSR/ELD
Advisory-HR A	17	Advisory

S.S. – Grade 10 Early Advanced or Advanced EL Student

Course	Room	Periods
Spanish 1 A	21	1
World History A	23	2
Biology A	2	3
English 10 A	7	4
Phys Ed 10 A	CR	5
Integrated Math II	9	6
English Enrichment	6	N-Block
Advisory-HR A	2	Advisory

M.G. – Grade 11 Intermediate, Early Intermediate, or Beginning EL Student

Course	Room	Period
Spanish 1A	21	1
English 11A	11	2
English Enrichment A	7	3
US History A	12	4
Chemistry	4	5
Integrated Math III	13	6
Language Enrichment – SSR	4	N-Block
Advisory-HR A	22	Advisory

Grades	Number of Regular Days	Number of Instr. Minutes per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of Parent Advisor Conference Days	Number of Instr. Minutes Per Parent Advisor Conference Days	Number of Benchmark-Exam Days	Number of Instr. Minutes Per Benchmark-Exam Days	Total Number of Instr. Days	Minutes Req'd per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
9	133	382	30	308	1	235	4	255	12	310	180	64800	65021	221
10	133	382	30	308	1	235	4	255	12	310	180	64800	65021	221
11	133	382	30	308	1	235	4	255	12	310	180	64800	65021	221
12	133	382	30	308	1	235	4	255	12	310	180	64800	65021	221

Professional Development

Teacher recruitment

Educators hired for Value Schools must have the professional training required to be able to recognize student needs, to identify materials and approaches likely to meet those needs, and to differentiate their instructional approaches to maximize student achievement. Central City Value High School seeks teachers who are committed to helping all students succeed, who understand and accept the five core values, and who are willing to collaborate with other faculty to create an exceptional school by instilling those values in their students. All teachers recruited for Central City Value must have the appropriate qualification for state credential requirements.

To recruit qualified teaching candidates, administrators at Central City Value will:

- distribute job announcements;
- post job positions on Internet websites (e.g., EDJOIN);
- attend job fairs in California;
- contact local universities' education programs; and
- maintain partner relationships with Teach for America and Loyola Marymount University.

The principal and a team of administrators, lead teachers, and core faculty with relevant knowledge interview promising candidates. Whenever possible, candidates are asked to provide a model lesson, either online or in person, to allow the interview team to assess the recruit's content knowledge and teaching skills.

Value Schools and Central City Value facilitate teacher recruitment and retention through:

- competitive salaries and benefits plan;
- periodic longevity salary increases;
- small campus settings;
- tuition reimbursement opportunities;
- opportunities for leadership roles; and
- traditions and appreciation celebrations that recognize teachers.

Continuing professional development

Central City Value encourages all teachers to continue their education by attending online and in-person graduate and post-graduate courses, workshops, and training throughout the year, including the summer months. An Academic Council assesses training needs, creates and oversees Central City Value's professional development program, and ensures opportunities are offered on multiple tracks:

CMO-wide education. Teachers Teaching Teachers (TTT) is a CMO-wide initiative that occurs twice during each academic year. TTT provides an opportunity for all faculty members at Value Schools to learn from each other on a range of topics common to all Value Schools and pervasive in the population they serve. These events operate to increase teacher knowledge and to build community across Value Schools, which enhances educational continuity from Kindergarten through high school graduation.

Single-campus professional development sessions. One afternoon per week (currently Wednesday) is set aside for on-site professional development and for teacher collaboration. Using a Professional Learning Communities model, teachers and administrators share their expertise with the rest of the teaching staff through in-house workshops.

One-on-one peer observation and coaching. Central City Value organizes peer observations as one way of ensuring that teachers are using the teaching techniques learned during professional development. The administration visits classrooms frequently to observe teachers applying these techniques.

Off-site specialty training. As desired and appropriate, Central City Value encourages and supports teachers who wish to attend courses and conferences and share their increased knowledge with the wider school community. Recent opportunities have included:

- CPM Math workshops
- Advanced Placement conferences
- California Association for the Gifted conferences

Before each school year begins, specific preparation and training sessions are scheduled for all teachers (and in some instances, all staff) to ensure proper delivery of the educational program and familiarity with required topics.

Professional Development Plan. For the 2018-19 school year, Central City Value's Professional Development Plan is:

1. Before school year begins, all staff members will attend training sessions on:
    a. Curriculum, discipline, general staff expectations, schoolwide data trends, school culture and values.
    b. Health, safety, and emergency procedures, including CPR and blood-borne pathogen avoidance
    c. Child abuse detection and reporting
    d. Youth suicide prevention
    e. Brown Act requirements

f. Any other mandated subject

2. During the school year:

   a. Weekly professional development sessions (every Wednesday while school is in session) conducted, as appropriate, by the administration, lead teachers, and others with particular expertise. Topics and scheduling are structured according to need, with some sessions being relevant for all and some for more specialized groups.

   b. Outside workshops and other professional development opportunities as approved by Administration.

Below are some of the professional development topics expected to be covered during the five-year charter term. In addition to the mandated sessions, topics scheduled for 2018-19 are noted by an asterisk.

- Implementing Common Core State Standards in the classroom*
- Working with students with disabilities*
- Teaching English Language Learners*
- Behavioral interventions and restorative justice*
- Writing across the curriculum
- Collaborative learning*
- Using technology in the classroom*
- Using PowerSchool, including PowerSchool-Assessment*
- Using Google Classroom and PowerSchool's Unified Classroom*
- Using the Integrated Mathematics curriculum* (math faculty only)
- How to differentiate instruction*
- Teaching critical thinking/metacognitive strategies
- Response to Intervention*
- Using Achieve 3000*
- Plagiarism, peer editing and using online detection services (e.g., Turnitin.com)*

Meeting the Needs of All Students

As a small learning community, Central City Value is able pay close attention to the needs of all students and intervene early with students who need more challenging assignments, more language development, tutoring in specific subjects, or socio-emotional supports. The primary vehicle for keeping track of these needs and ensuring they are met is the Advisory Program.

The purpose of the Advisory Program is to boost academic success through professional and caring relationships between advisors and students. Faculty members who act as advisors help students become aware of their learning patterns and motivate them to become college-ready. Each week, an advisor meets with each student, using information from PowerSchool to monitor student progress and set goals for the week. The program draws on all five of the

school's core values and the schoolwide learner outcomes, and functions as a key support network for all students. It is also the main mode of communication, enabling students to be well-informed members of the school community. To ensure that students receive appropriate support, the Advisory Program provides direct communication between faculty members and students' families.

English Learners

Central City Value High School is committed to serving the needs of all students, including those who enroll with little or no fluency in English. Central City Value follows all applicable federal and state laws and regulations concerning English Learners and concerning educational equity for all. This Master Plan summarizes the school's approach to identifying, classifying, educating and reclassifying English Learners.

Identifying and Classifying English Learners. Central City Value identifies English Learners among newly enrolled students using CALPADS, the Home Language Survey (HLS), and the state-mandated tool for assessing English language proficiency (CELDT/ELPAC).[1]

CALPADS. Before the school year begins, the Title III Coordinator checks CALPADS for information concerning home language, date of initial U.S. school enrollment, and language classification status of new students who come to Central City Value from other California public schools. That information is entered into a database and disseminated to the teachers.

When a student enrolls at Central City Value for the first time, parents receive an enrollment packet requesting certain information beyond that required for lottery participation or admission. The administration maintains English and Spanish enrollment packets at all times and prepares packets in other languages or employs interpreters as needed if parents do not read either language. Included in the enrollment packet is a Home Language Survey.

Home Language Survey. As required by law, Central City Value uses the Home Language Survey to determine whether a language other than English is used in the student's home. Before asking parents to complete the HLS, the Title III Coordinator or designee describes its purpose and uses, explains that their child may be given a test of English language proficiency, and assures them that the HLS will not be used to determine the student's language classification or immigration status. The information provided on the Home Language Survey is kept in the student's cumulative record.

The Home Language Survey asks six questions:

1. What language did your child learn when he/she first began to talk?
2. What language does your child most frequently speak at home?
3. What language do you (the parents or guardians) most frequently use when speaking with your child?
4. What language is most often spoken by adults in the home?

[1] References in this plan to CELDT/ELPAC denote whatever state-mandated assessment of English language proficiency is in effect at the time the assessment is made.

5. Has the student ever received any formal English language instruction in an English as a Second Language (ESL) or English Language Development (ELD) program?
6. Has your child ever been given the CELDT (California English Language Development Test)?

The Title III Coordinator or designee uses the HLS to assign a student to a preliminary language status as follows:

1. If the answers to the first four questions on the Home Language Survey are "English," the student is classified as English Only (EO).
2. If the answer to any of the first three questions on the Home Language Survey indicates a potential language barrier, the student is considered a Possible English Learner.
3. If the answer to the first three questions on the HLS is "English" and the response to the fourth question is a language other than English, the Title III Coordinator/designee inquires further into the student's home language background to determine whether the student should be considered a Possible English Learner. This inquiry involves consulting with the parent and considering such factors as:
    - Answers to HLS questions 5 & 6.
    - Parent requires an interpreter to communicate in English.
    - Parent speaks to the student in a language other than English.
    - Parent completed the HLS in a language other than English (e.g., spelling the word "English" in another language such as "ingles").
    - Student initiates interaction with parents in a language other than English.
    - When parents are absent, the student is regularly under the care of a person who speaks a language other than English.
    - Student, after having been enrolled in the Mainstream English Program designed for students with fluent-English proficiency for a reasonable length of time, demonstrates a lack of comprehension regarding instruction and classroom/school routines conducted in English.

CELDT/ELPAC. Once Possible English Learners are identified, but no later than 30 days after they enroll at Central City Value, the Title III Coordinator or designee administers the state English language proficiency assessment, either the California English Language Development Test (CELDT) or, once implemented, the English Language Proficiency Assessment for California (ELPAC). Parents are consulted about the need to administer the assessment and are informed about the results and subsequent program placement. (Students who are identified ELs also take the state-mandated English language assessment annually until they are reclassified.)

The Title III Coordinator, with input from teachers or administrators as appropriate, uses the CELDT/ELPAC results to identify and place English Learners. The Title III Coordinator promptly notifies teachers of the classification, but teachers do not wait for official notice to employ strategies addressing the needs of English Learners.

Initial Language Classification/Status

Based on the overall performance on the initial English language proficiency assessment, a Possible English Learner may be classified as follows:

Initial Fluent English Proficient (IFEP): The overall performance level on the initial CELDT/ELPAC is Early Advanced or Advanced, with Listening, Speaking, Reading, and Writing skill area scores of Intermediate or higher (grades 5-12). This result can occur when the student enters school already fluent in English and the home language(s) or when the student has had minimal exposure to the other language(s) spoken in the home.

English Learner (EL): The overall performance level on the initial CELDT/ELPAC is Beginning, Early Intermediate, or Intermediate. A student may also be classified as an EL if the overall performance level is Early Advanced or Advanced, but with skill area scores of Beginning or Early Intermediate in Listening, Speaking, Reading or Writing (grades 5-12).

Parent Notification

Parents of students who are tested using the CELDT/ELPAC receive, within 30 calendar days of initial or annual proficiency testing, official notice of:

- the student's initial English Language Proficiency Level and how it was assessed;
- the student's official language classification and program placement;
- reclassification, or program exit, criteria; and
- for ELs with a disability, information about how the student's instructional program will meet both English language and special needs as delineated in the IEP.

Service Providers

Teachers are the mainstay of the English Learner program at Central City Value, providing instruction during the day. All Central City Value core content teachers must have the state-required EL Authorization. All teachers are trained in and use SDAIE strategies to provide English Learners access to the core and elective curriculum. Teachers also use Middlebury's Interactive Languages and Rosetta Stone as appropriate.

Guided by input from its English Language Advisory Committee and led by the Title III Coordinator, Central City Value administration and faculty ensure that instruction is effective for all students including ELs. The administration uses ongoing professional development, classroom observations, peer teacher mentors, parent surveys, and other stakeholder input to ensure that needs are properly assessed and met.

Services Provided

Overview. With the exception of 9th-grade students in the "newcomer" category, all students at Central City Value High School are placed in the mainstream general education program. (9th-grade newcomers are placed in an ELD class instead of English 9.) All classes except those for World Language other than English (e.g., Spanish) are taught in English, but teachers differentiate instruction to meet the needs of all students, modifying the level of English used with students of differing language acquisition status. English Learners are supported through a combination of modified instruction, academic support as needed, and specific strategies for acquiring academic English. Teachers provide sheltered instruction using SDAIE techniques when students have difficulty understanding English.

Newcomers classified as Emerging Language Learners (Beginners/Early Intermediate), as determined by entry date into the country and assessment scores, if any, are placed in a full-block English Enrichment Class, which replaces English 9. Students in this class use Middlebury Interactive's ELL Level Entering program. This program is project-based and provides newcomer English Learners with instruction in both Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiencies (CALP). It is aligned to the Common Core State Standards (CCSS) and the four language domains of reading, writing, listening, and speaking.

All other English Learners identified as Expanding Language Learners (Intermediate) and Bridging Language Learners (Early Advanced and Advanced) attend, in addition to their core English class, an additional 30-minute block of Language Enrichment instruction 4 days a week within the school day. Students in these classes use the Achieve3000 Boost, Access, and Español program, which focuses on improving literacy skills, informal, and academic English vocabulary, and is aligned with the CCSS and the four language domains.

All English Learners are also placed in an English Learners Summer School for Reading and Language Development to conserve and extend the gains made during the school year in the four language domains. This class continues the development of academic English in the four language domains. It also supports the school's Summer Reading Program, which assists students with their summer assignments so they can be ready for the new school year.

Research-Based Instructional Strategies for Developing Academic English
Central City Value teachers embed in all classroom instruction strategies for the continuing development of academic English. These include strategies identified by the U.S. Department of Education such as:

1. **Monitor progress.** Through regular assessments, data analysis, and data-driven instruction, teachers identify areas of need and quickly provide remediation opportunities. The Title III Coordinator oversees this process to ensure that the entire teaching staff employs best practices.
2. **Provide opportunities for reading interventions.** ELs are often at risk for struggling in reading and other academic content areas. Small-group tutoring during the N-block helps these students, offering targeted assistance to ensure mastery and proficiency in English Language Arts.
3. **Teach vocabulary explicitly.** Central City Value explicitly addresses the well-recognized vocabulary gap that underlies EL students' difficulty mastering grade-level content. Research suggests students need to learn 3,000-4,000 new vocabulary words each year. Central City Value teachers in all classes provide vocabulary instruction using word lists, word walls, and targeted vocabulary review.
4. **Develop Academic English.** To achieve academic success, ELs need to reach cognitive academic language proficiency (CALP), which research suggests may take five years or more. Students must possess both basic interpersonal communication skills (BICS) of social language and the content-area vocabulary and language specific to academic skills. "Academic English" is needed for students to perform and demonstrate higher-order tasks such as comparing, synthesizing, analyzing and inferring. Accordingly, teachers explicitly teach and scaffold vocabulary and tasks such as synthesis and

analysis. Central City Value uses strategies such as co-enrollment in English/ELD classes and targeted instruction during summer school to expedite and reinforce acquisition of academic English knowledge.

5. **Use cooperative peer learning techniques.** Central City Value teachers use strategies such as "pair-share" to give students authentic language practice among their peers. Teachers provide a prompt and students practice their vocabulary and grammar by speaking briefly on the topic of the prompt and discussing it with classmates. Such techniques can develop both BICS and academic language in an engaging and collaborative format.

Consistent with California English Language Development Standards, Central City Value's overall instructional program is designed to meet the needs of English Learners and to benefit all students with high expectations and an intense focus on literacy. Central City Value teachers use the California English Language Development Standards and Proficiency Level Descriptors to differentiate instruction for English Learners. As these standards are aligned with Common Core standards, Central City Value's Common Core-aligned curriculum addresses English Learners' needs organically throughout the school day and year. ELD standards suggest additional differentiation techniques, student activities, and appropriate texts for Emerging, Expanding, and Bridging English Learners. Among the strategies Central City Value teachers use to meet the needs of ELs are:

- Pre-teaching of key vocabulary
- Peer tutoring with students who demonstrate more advanced English skills during daily Advisory period
- Additional phonics, decoding, and fluency instruction
- Use of native language, when necessary, to clarify words or concepts
- Supportive culture of high expectations and discipline
- Predictable class structure in all content areas
- Extended time for literacy (reading and writing) instruction
- Word Walls to reinforce academic vocabulary
- In-school tutoring designed to meet the academic and developmental needs of students at each grade level
- Systematic reading strategy and textual analysis instruction
- Extensive independent reading at each student's level
- Systematic writing and grammar instruction
- Frequent use of "think-pair-share" and other cooperative learning strategies
- Use of graphic organizers to represent ideas
- Reinforcement of ELA standards in all content areas
- Explicit vocabulary instruction in all content areas
- Group work in all content areas
- Frequent use of assessments and specific feedback from teachers
- Frequent communication with and engagement of parents in supporting academic and behavioral expectations

Central City Value regularly assesses and monitors students' language development and growth. Along with the annual administration of the state-mandated assessment and implementation of the reclassification process, teachers document students' ELD progress with ELD assessment portfolios.

Reclassifying English Learners

The overarching goal of the EL program is to bring English Learners to sufficient English fluency to merit reclassification and leave the program. The Title III Coordinator/designee is responsible for ensuring that ELs who meet the eligibility criteria are reclassified in a timely manner.

Students are considered eligible for reclassification as Fluent English Proficient when they:

- demonstrate a CELDT overall performance level of 4 or 5 with skill area scores of 3 or higher in Listening, Speaking, Reading and Writing, or the ELPAC equivalent;
- obtain a score on the NWEA Reading test equivalent to the midpoint of the "Basic" range for their grade level; and
- are recommended for reclassification by the teacher of their English class.

Parental consultation. When a student appears to qualify for reclassification, the Title III Coordinator/designee sends a Notice of Reclassification home to the parents, entering the date of the notice into the school-wide data system. Parents are asked to sign a copy of the letter to indicate their consent to the reclassification and return it to the school. The consent is filed in the student's cumulative record along with the performance data that triggered the reclassification.

If the parent/guardian does not return the form or otherwise indicate consent to reclassification, the Title III Coordinator will contact the parents to discuss the evidence for eligibility and the advantages of reclassification. The final decision to reclassify a student remains with the principal.

Upon reclassification, the Title III Coordinator meets with the student to share the news of reclassification and makes any necessary changes to the student's schedule.

Progress after reclassification

All RFEP students are monitored at the end of each reporting period. If a student is not making satisfactory progress after reclassification, the Title III Coordinator/designee meets with the classroom teacher(s) to develop an instructional plan with specialized support. Appropriate intervention measures may include such approaches as:

- Student/teacher/parent conference
- Specialized reading, writing, and/or math instruction
- After school and/or before school academic support
- Summer school

English Learners with disabilities are identified and reclassified in the same way, with attention to appropriate testing accommodations listed in their Individualized Education Programs (IEPs). In addition to the basic reclassification criteria, the IEP team also determines if an EL with a disability has met the English Language Development (ELD) goal(s) in his/her IEP.

Annual Assessment Results and Program Placement: Parents of EL students who are administered the annual CELDT/ELPAC receive official notification informing them of their child's:

- Annual English language proficiency level and how it was assessed
- Official language classification
- Instructional program placement

The Title III Coordinator/designee is responsible for monitoring ELD progress and ensuring teachers have time and training to complete the review of ELD assessments and student work samples.

Professional Development

Central City Value holds regular professional development sessions for administrators and staff covering legal and other requirements concerning the identification, placement, education and reclassification of English Learners. Teachers, administrators, staff responsible for working with EL students' records, office staff and support staff must attend this annual training, which is scheduled shortly before the start of the school year or early in the school year. This training includes initial EL identification, placement options and procedures, parental rights and involvement in identification and placement, and how to communicate assessment results to families.

In addition to this mandatory training on the EL Master Plan, Central City Value provides regular professional development on techniques and strategies for developing language proficiency. These sessions occur both shortly before the school year begins and during Wednesday afternoon Professional Development periods.

Program Evaluation

To evaluate the efficacy of the EL Program, the Title III Coordinator, principal/designee and ELAC look at state-mandated testing and performance on nationally normed assessments (e.g., the NWEA MAP) and at performance and growth on midterm and semester exams. The Title III Coordinator also analyzes CELDT/ELPAC data to assess student progress in language acquisition. Results are disaggregated to examine EL and non-EL performance separately to identify gaps in the EL program that need to be addressed in curricular materials, instructional strategies, or professional development.

The program evaluation includes progress monitoring by weekly quizzes, midterm and semester exams, projects, tests, written work, and performance on state-mandated testing and nationally normed assessments. Performance indicators of interest include:

- Individual student improvement on the CELDT/ELPAC test from year to year
- Individual student improvement on the NWEA MAP assessment year over year
- Schoolwide RFEP rate
- Individual RFEP progress monitoring
- Schoolwide CAASPP sub group reports for grade 11

These indicators are captured on a performance dashboard and reported at faculty meetings, ELAC meetings, and meetings of the Academic Performance and Accountability Committee

(APAC) of Central City Value's Board of Directors. The principal and APAC summarize the results for the full Board of Directors to help the board's exercise its oversight responsibilities.

Gifted and Talented (GATE) Students and Students Above Grade Level

Central City Value High School does not offer a GATE program. The needs of gifted and high-achieving students are addressed through:

- Differentiation
- Honors and Advanced Placement courses
- Dual Enrollment

Differentiation. Teachers differentiate their instruction within the classrooms at all levels, extending the curriculum in breadth and depth with anchor assignments and independent learning. Open-ended assignments provide an opportunity for gifted and high-achieving students to add breadth and depth to their learning. Teachers may provide "challenge" activities in lieu of regular assignments, or may propose "teasers" or extension questions. Novels chosen for small group discussions are leveled to provide more in-depth analysis for the more able students.

Honors and Advanced Placement courses. Central City Value offers honors courses in English, Math, Science, and Social Science as well as twelve Advanced Placement courses. Honors and AP courses provide students with the academic vocabulary and foundation to read difficult material and to understand subtle differences in the English language, particularly Academic English.

Dual Enrollment. To enrich and deepen the educational experience for gifted and high-achieving students, the college counselor is available to help students co-enroll at local community colleges for additional courses.

Identification, outreach, and monitoring. Students entering Central City Value take the NWEA assessment in reading, writing, and mathematics. Students who read above grade level or possess a strong foundation in mathematics are placed in the appropriate honors classes. Students who do not initially test into Honors or Advanced Placement courses can move into these courses based on teacher recommendation. Consistent with its emphasis on academic excellence as a core value, Central City Value sets high expectations and encourages all students to become qualified for Honors and Advanced Placement courses.

To ensure that students are appropriately placed and that gifted and high-achieving students are benefiting from their placement and educational experiences, lead teachers and administrators analyze their scores on the NWEA, Smarter Balanced Assessments, Advanced Placement tests, the PSAT and SAT, and internal benchmark exams. Academic counselors consult with teachers and students to ensure all students are appropriately challenged without being overwhelmed.

Students Achieving Below Grade Level

Central City Value has multiple structures to support students who are working below grade level, including the Advisory Program, differentiated instruction, the Student Success Program. For example, teachers use in-class small group intervention and offer tutoring during office hours, which may be after school or during other free periods. Teachers also seek out alternative materials by which a student may better understand the content to be mastered, and encourage students performing below grade level to take advantage of technology-based skill building programs (e.g., Naviance SAT/ACT prep, Khan Academy, Criterion Writing).

Additionally, summer school and ELD classes are held for those who need the extra instructional time, and two math instructors are available until 4:30 PM three days a week to provide assistance to students who need it.

Identification and monitoring by Advisory Program. The advisor is the primary teacher on campus who ensures that students working below grade level receive academic support. Each semester, the advisor meets with each student and his or her parents/guardians to discuss the student's academic progress. The advisor also manages students' transcripts and works with the administration to see that students working below grade level are scheduled for summer school courses.

Differentiated instruction. Teachers use differentiated instructional strategies – SDAIE strategies, homogeneous/heterogeneous grouping, computer software, small group instruction – in their classrooms. Students who are working below grade level have the opportunity to receive tutoring during the SSR and lunch periods. If students continue working below grade level, they will be referred to the Student Success Program.

Student Success Program. The Student Success Program (SSP) is an intervention program that assists students facing academic difficulties. The program is based on the premise that all students learn differently and that with the appropriate supports all students can achieve academic success. Each student in the program has a team comprising their teachers, advisor, an administrator, the SSP coordinator and parents. This team assesses the student's strengths and weaknesses and develops appropriate interventions to help the student improve to grade level academicwork.

Summer school. Central City Value offers students who work below grade level the opportunity to attend summer school sessions to help them reach mastery of curricular standards. Summer school is also used to encourage summer reading and provide additional ELD instruction to prevent summer drift. Summer reading assignments are based on students' NWEA-ascertained reading levels. Teachers set a goal of raising students' reading levels by two grades each year and use differentiated instruction, active reading strategies, and targeted reading assignments to reach that goal.

Math enrichment. Students who are functioning below grade level in math and need a stronger foundation are placed in Math Enrichment and highly encouraged to attend office hours to receive tutoring on their specific deficiencies. Teachers direct students on a course of training using Khan Academy, identifying the appropriate modules to target the students' deficiencies.

Students remain in this program until they have demonstrated mastery of the course-level standards.

Graduation plan. All students develop a graduation plan to keep track of their progress toward graduation. Teachers and a college counselor help students to create the plan after the first semester of freshman year and to update it each semester thereafter. Students who need to make up credits to graduate on time are invited to summer school and may also be counseled to seek credit recovery at local adult high schools.

Central City Value High School uses scores on the NWEA, SBAC, SAT, and internal benchmark exams to monitor the progress of all students, including those achieving below grade level. Teachers and administrators organize grade-level meetings within Central City Value and across the Value Schools network for teachers to discuss strategies to better assist these students.

Socio-Economically Disadvantaged/Low Income Students

When students enroll at Central City Value High School, the principal or assistant principal uses CALPADS and the free/reduced meal application forms parents complete during registration to identify socioeconomically disadvantaged/low-income students. The vast majority of Central City Value students fall in this category, so all programs are geared to this subgroup.

Central City Value provides enrichment opportunities for socio-economically disadvantaged students to broaden their exposure to the fine arts, cultural activities and other extracurricular experiences that facilitate the growth of a well-rounded person. For example, students may go to the Los Angeles World Affairs Council, to art museums including MOCA and the Getty Museum, the GRAMMY Museum, and to plays and musicals at the Music Center and the USC drama department. Central City Value also sponsors a schoolwide talent show, a Winter Art performance, etiquette classes, and clubs that expand students' horizons.

Consistent with its core value that "Academic excellence is the means to a full life," Central City Value High School emphasizes the value of an education and the importance of hard work to all its students regardless of socioeconomic status. To motivate students to keep their focus on higher education, teachers, administrators, and other school staff, throughout the school year and in all activities, refer to college admission and attendance as a desirable and achievable goal.

Central City Value also provides opportunities for students and parents to acquire the intangible social skills and information needed for higher education and career success. The student advisory program focuses students on college information and the five values, using events such as Back-to-School Nights, College Nights, college campus visits, an annual college fair, financial aid workshops, and on-campus college presentations. Advisors work with all students to ensure they take a university-oriented curriculum. Juniors and seniors work with a college counselor to create individual graduation plans, prepare for university admission and placement tests, write personal statements and essays for applications, apply to appropriate institutions of higher education, and seek financial aid.

Parents are treated as partners with teachers and administrators in the educational process. At individual meetings with advisors, teachers, and the college counselor, as well as at monthly meetings of parent groups, parents are encouraged to help their children attain their

educational and career goals. Central City Value honors the Title I Parent Compact that guarantees regular meetings with parents, teachers and staff to develop goals to help socioeconomically disadvantaged students increase their academic achievement, and seeks input from the School Site Council and Academic Council on ways to reach those goals.

Many socioeconomically disadvantaged students enter college with a smaller academic vocabulary than their more advantaged peers. To mitigate this deficit, Central City Value High School assigns all students a curriculum-aligned summer reading book and assignment. By reading grade-level texts and thinking about these texts critically throughout the summer months, students not only acquire vocabulary but practice critical reading comprehension strategies as well.

For students who desire additional support and tutoring or simply want a quiet place to sit and complete daily homework assignments, teachers provide office hours during each full school day. While open to all, such safe havens and additional support structures are especially important to socioeconomically disadvantaged students, who often lack home environments conducive to academic work. Of particular importance to students who do not have computers or the internet in their homes, Central City Value students have access to computers on campus before, during, and after school.

Recognizing the impact of poverty on student concentration and performance, Central City Value contracts with an outside provider to provide free or reduced-cost counseling services for students who do not have Medi-Cal or other health insurance sufficient to cover similar services. There is also a full-time socio-emotional counselor available to students.

Central City Value High School uses scores on the NWEA, SBAC, the SAT, and internal benchmark exams to monitor the progress of students in this group as it does for other groups. Teachers meet regularly to discuss student progress and strategies that might specifically target the socioeconomically disadvantaged population.

Students with Disabilities

See District Required Language above.

Students in Other Subgroups

Given the population that Central City Value serves, nearly all students fall within one of the categories already described, particularly socioeconomically disadvantaged/low income status. Homeless and foster youth are not a large segment of the school community, but Central City Value recognizes that the segment may grow over the charter term due to, among other things, changes in national immigration policy. It also recognizes the particular needs of such students and the rights accorded them under Cal. Ed. Code §48850 *et seq.* and abides by its responsibilities under the Foster Youth Bill of Rights.

Central City Value generally first learns of the home status of its students during the enrollment process (post-lottery, if any), when it gathers residence and parent/guardian information. Teachers and counselors are alert to signs that already-enrolled students' home status has changed, and foster parents typically identify themselves to the school promptly upon taking on their fostering duties.

To meet the particular needs of homeless and foster youth, Central City Value partners with local support agencies. For example, it maintains a strong relationship with Magnolia Place, part of the Children's Bureau of Southern California, which specializes in providing services for foster youth and foster parents. One member of Central City Value's board of directors is the long-time Director of Community Services for the Bureau's Los Angeles region. He brings special expertise and close attention to matters involving this population.

When a Central City Value student is identified as a foster youth, the principal assigns him or her to an academic counselor. That counselor works with the student's advisory teacher to monitor the student's academic and social progress. The advisory teacher checks in with the student daily, allowing for regular monitoring of social and behavioral issues. The academic counselor meets with the student weekly, often including the advisory teacher. The counselor, advisor, and other teachers as appropriate meet regularly to gather data and develop plans for any additional support the student may need.

A "Typical Day"

Central City Value High School students have six classes per semester, in a three-day rotation with four classes per day. Thus, in addition to an advisory period, lunch and nutrition breaks, and reading or English Enrichment sessions, each student has four 78-minute classes on Monday, Tuesday, Thursday and Friday. These days begin at 7:30 AM and end at 2:53 PM. (Wednesday's schedule is modified to accommodate teacher professional development, parent/teacher conferences, etc.) For example:

Day A – Periods 1, 2, 3, 4

Day B – Periods 5, 6, 1, 2

Day C – Periods 3, 4, 5, 6

The A – C pattern repeats throughout the semester.

Advisory period. At the end of the first class session, students have a six-minute break, then report to an advisory period. Advisory periods are 25 minutes on Wednesdays and 20 minutes each other day. During these periods:

- Advisors take attendance.
- Students hear the daily bulletin.
- Advisors may use the period for a discussion of one of the core values.
- Students may use computers to check grades or assignments on PowerSchool, research college opportunities or work on applications.

An intentional outcome of the advisory period is that advisors develop relationships with the students, monitor academic and social problems, and direct students to after-school tutoring if needed. These relationships and attention to progress inform the Student/Parent/Advisor meetings each semester.

Community Time. On a typical full day, one class cohort will be found in the community room for a 20-minute session that explicitly reinforces one or more of the Five Core Values. In a typical Community Time session, students might hear a motivational talk from another classmate, a guest speaker, or school personnel. They might engage in a discussion of a difficult situation or a disruptive school event, process traumatic external events, or adopt class goals. These sessions are an integral part of building a safe, nurturing community and of the Restorative Justice program.

Typical class experiences. In each class period, the teacher begins by explaining the day's agenda. Included in this agenda is the academic objective, the Common Core State Standard attached to that objective, the school values and SLOs that apply to the lesson, and a coordinating warm-up exercise that focuses students on the objective.

In a typical day, a student has a 30-minute "N block" for either 30 minutes of Silent Sustained Reading (SSR) or an English Enrichment class. (English Learners receive a minimum of 2 hours of language instruction weekly, often using programs such as Achieve3000, *Middlebury Interactive Languages* and *Rosetta Stone*.) After the English Enrichment or SSR time, students report to their second class. Their third class is followed by lunch, then a fourth class, then dismissal.

After-school hours. After-school hours may be spent with teachers holding office hours or tutoring, which is mandatory if a student's grade falls below a C-. Academically eligible students may also participate in Central City Value's extensive CIF-sanctioned sports program.

Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school." **(Ed. Code § 47605(b)(5)(B).)**

"The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card." **(Ed. Code § 47605(b)(5)(C).)**

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(c)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

Measurable Goals of the Educational Program

The measurable goals of Central City Value High School's educational program are set out in the State Priorities table in Element 1, and are incorporated here by reference.

Objectives of the school's educational program

Central City Value High School provides an engaging, rigorous, college preparatory education centered on its five core values. Students graduating from Central City Value High School will be prepared for success in college and will possess the motivation and skills to make a positive difference in the world. By hiring and developing highly qualified and caring teachers; and by modeling and teaching the values, Central City Value creates a vibrant learning community in which all students can thrive.

Performance Targets Aligned to State Priorities

Central City Value High School has aligned its performance targets to state priorities, as can be seen in the State Priorities table in Element 1, which sets out measurable goals and is incorporated here by reference. Administrators use a school-developed dashboard to report to parents and the governing board progress on reaching the targets. Students review their individual results with their advisor.

All students take the NWEA assessments in the fall and again in spring to measure academic growth in ELA and math. Teachers analyze the results of these exams and use the results to tailor lessons specific to the needs of the students. NWEA data provides the school with an additional data point and additional insight into student performance. It is expected that in the typical year, at least 75% of students will demonstrate at least one year of growth in ELA and Mathematics for each year in school, as measured by the NWEA assessments.

Academic progress is measured by internal benchmark exams given in each academic discipline four times each year. Teachers use PowerSchool - Assessment to track and analyze the results of these exams, and the goal is to have at least 90% of students pass these benchmark exams each time they are administered. Since the questions on the benchmark exams are linked to the Common Core State Standards, the results of these exams give an indication of future student performance on the Smarter Balanced assessments. The NWEA assessments also closely mirror concepts to be tested on the SBAC assessments and will therefore also be used to gauge future SBAC assessment results.

Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment

Central City Value High School uses the following tools to track student progress. They will be used for placement, formative data and summative data as indicated. Performance expectations are found in Element 1 (State Priorities Table) or listed below the description of the assessment.

	Placement	Formative	Summative	Other	Frequency
NWEA Assessments	X		X		Biannually
Common Core standards aligned benchmark assessments		X	X		4/year (every 9 weeks)
Class-specific unit end/chapter end exams		X			Teacher option
Goal: At least seventy percent of students receive a grade of C or higher on each exam.					
Other student work products				X	Teacher option
Goal: At least seventy percent of students earn a 3 on a 5 point rubric, which corresponds to a "C" grade.					

Data Analysis and Reporting

The types of data the school will use. Central City Value High School uses performance data from the following standardized assessments: The NWEA assessments, state-mandated high school exit exam (if applicable), the Smarter Balanced Assessments, the EAP, the CELDT/ELPAC, and AP exams. The school also uses data from benchmark exams given every nine weeks.

The role and use of data to inform curriculum and instruction. Teachers and administration analyze performance data to identify the students' skill strengths and deficits, and perform item analyses of the assessments themselves to identify the most challenging learning tasks. Teachers then use the data to modify their instruction and will reteach standards that students have failed to master until the large majority of students are able to demonstrate proficiency on that standard on a formative assessment. Curricular changes may be made in response to patterns of performance.

The NWEA/MAP is administered two or three times a year to measure student growth in ELA and Math and to inform instruction. Mandatory benchmark exams are given every nine weeks, and teachers use PowerSchool - Assessment to mine the information to assess student progress. This allows teachers to re-teach when necessary, differentiating instruction to accommodate the learning styles of subgroups and individuals.

Results of the benchmarks are regularly discussed in department meetings and shared with theadministration. During these discussions, teachers exchange ideas on how to teach difficult concepts in their subject area. With the use of frequent benchmark exams, teachers identify areas of academic weakness in students from the identified subgroups (students with disabilities, ELs). The teachers use the data to provide additional instruction in those areas to meet the needs of the students and move them toward mastery of the standards.

The role and use of data to monitor and improve the charter school's educational program and operations. Central City Value gathers input from stakeholders on its educational program and operations. In addition to regular parent meetings, ELAC and LCAP input processes, and observation, Central City Value uses online surveys such as those prepared by WestEd to get feedback from students, parents, teaching, and support staff. A committee of school staff will analyze the survey results and suggest improvements.

Central City Value High School also uses surveys to assess parent support for the school and to assess how well students have internalized the five core values. These surveys are administered and analyzed annually and reports from the data are prepared for the Board of Directors and the school community.

The role and use of data to inform stakeholders of school performance. Consistent with its emphasis on academic excellence, Central City Value tracks student academic performance and reports on that performance regularly to the CEO and the Board of Directors. A dashboard is used to keep the board apprised of performance and highlight areas of particular excellence or need for growth. The Academic Performance and Accountability Committee, a committee of the Central City Value High School Board of Directors, meets at least twice during the year to review the dashboard and the school's progress toward

meeting specific goals. In keeping with principles of charter school transparency, dashboard data will also be made available on the school's website, either directly or by way of a link to the new state dashboard site.

Grading, Progress Reporting, and Promotion/Retention

Grading policy. Central City Value teachers use the following grading scale in all courses:

A range	B range	C range	D range	F range
97-100% = A+	87-89% = B+	77-79% = C+	67-69% = D+	Below 60% = F
93-96% = A	83-86% = B	73-76% = C	63-66% = D	
90-92% = A-	80-82% = B-	70-72% = C-	60-62% = D-	

Grades at Central City Value High School reflect level of mastery of academic standards and do not reflect behavior. Teachers are encouraged to allow students to make up work when late or incomplete, so that appropriate mastery of learning standards can be assessed. Teacher comments about citizenship and work habits will be mentioned in a separate area of a student's report card. Quizzes, exams, oral presentations, projects and papers will be graded and used to determine a student's final grade in a course.

Type and frequency of progress reporting. At the end of each semester, report cards are issued to students and families. Progress reports are given at the midpoint of each semester. Student/Parent/Advisor conferences are scheduled at this time, and specific strategies for improving grades are discussed.

PowerSchool is used to calculate grades and provide progress reports and report cards. Parents, students, and teachers have twenty-four hour access to student grades via PowerSchool. Teachers are required to update student grades at least once a week so that parents and students can monitor student progress.

Advisors discuss academic progress with their advisees at least once a week. Advisors share effective strategies and practices for maximizing a student's potential and, with the student, sets incremental goals for improvement. The Advisor/Advisee relationship involves motivation, inspiration and modeling, as well as correction of ineffective learning habits and poor time management.

Promotion/retention policy and procedures. Central City Value High School students will be promoted to the next grade level once they have earned a sufficient number of units that will show that they are on track to graduate. Students are retained if they are deficient in units and their deficiencies will not be able to be remediated during summer school. Teachers and administrators make every effort to ensure students obtain the required number of units to graduate.

Parents are notified at each advisory meeting of a student's progress. Retention as a possible option is presented as soon as it appears that a student is unlikely to complete the year's units, and no later than the April advisory meeting. A separate retention meeting is held with the student, parents, and either principal or assistant principal to fully explain the consequences of retention and to enlist the parent's help in encouraging and motivating the student to excel. If

parents do not consent to having the student retained, the administrator provides a written notice of the retention recommendation and asks the parents to indicate that they understand the recommendation but choose to have their student promoted despite the risk that he or she will not have sufficient credits to graduate on time.

Element 4 – Governance

"The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement." **(Ed. Code § 47605(b)(5)(D).)**

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School's website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.[2]

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the Public Records Act.

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

[2] The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and

representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

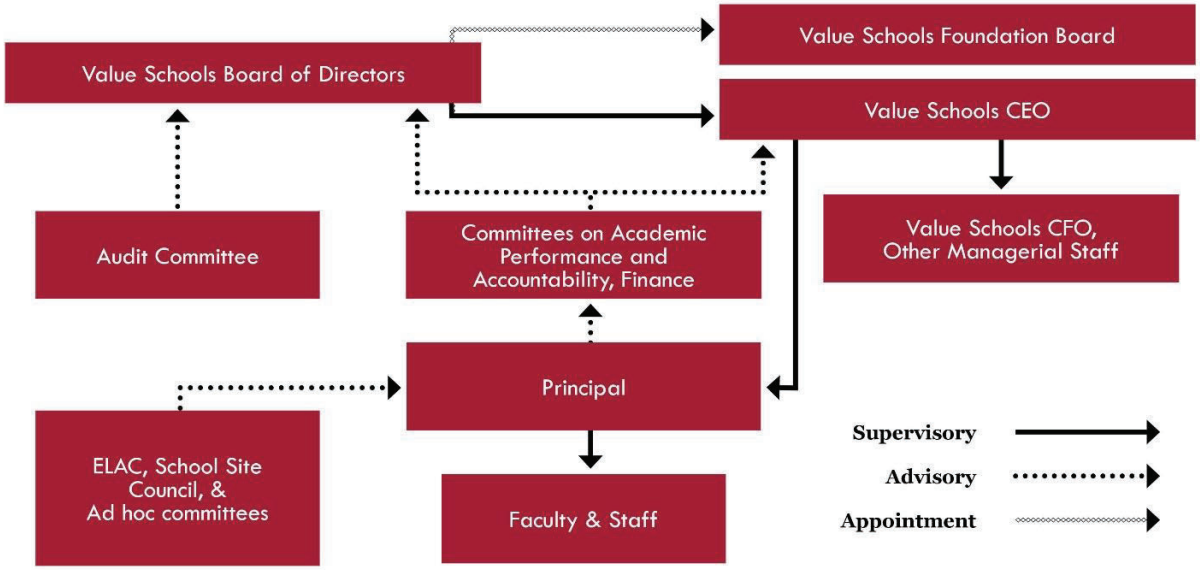
PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Organizational Chart



Value Schools

Value Schools, a Charter Management Organization, is a California nonprofit public benefit corporation established by Jerome R. Porath, Ph.D. and incorporated in July 2000.

The mission of Value Schools is to establish and support high-quality, values-based elementary and secondary charter schools for populations of students who have been historically underserved.

The Value Schools Board of Directors sets all policies for, and has sole legal and fiduciary responsibility for, Central City Value High School.

Value Schools is responsible for establishing and maintaining relationships with all relevant government units on behalf of the Charter School, including but not limited to the Los Angeles Unified School District, the Los Angeles County Office of Education, and the California Department of Education.

Value Schools separately accounts for all funds, public and private, that are given to Central City Value High School, and uses such funds solely for the operation of Central City Value High School. Value Schools enters into all contracts, leases and other legal agreements that may be necessary to operate Central City Value High School.

Value Schools provides financial and accounting services, legal representation, public relations and general oversight of school operations for Central City Value High School. In return for the services provided, a percentage of the public funds given to operate Central City Value High School is transferred to Value Schools for its general operations. That percentage is determined for each school operated by Value Schools by the anticipated cost of services provided and financial position of the Charter School. Eight percent per year is currently set as the

appropriate target when a Charter School attains full enrollment; newer schools historically have been assessed a lower amount until they reached full enrollment. Value Schools reserves the right to adjust the fees as necessary to cover the services provided.

Value Schools Board of Directors

Membership and General Responsibilities

The Value Schools Board of Directors oversees all schools operated by Value Schools, the nonprofit public benefit corporation that operates Central City Value High School. As prescribed by the Value Schools by-laws, the board is to have at least five and no more than seven members. The board is self-perpetuating, with each Director elected for a term expiring on the second June 30th occurring after the date the Director takes office, unless the Board determines that to provide the continuity of staggered terms, a Director may be elected for a term expiring on the first June 30th occurring after the date the Director takes office.

The Value Schools Board of Directors also appoints, removes, and sets the terms of the members of the Value Schools Foundation ("VSF"). VSF is a California nonprofit public benefit corporation, recognized as an exempt organization under section 501(c)(3) of the Internal Revenue Code, created and operated exclusively to support Value Schools. VSF does not receive any public funds and does not exercise any authority over Value Schools or Central City Value High School.

The Value Schools Board of Directors recruits candidates for both boards who share the vision of Value Schools and who have the capacity to make a contribution to the advancement of the mission of Value Schools. This capacity is demonstrated through having a commitment to educational excellence for traditionally underserved populations; understanding of the communities Value Schools serves; the time to assist with board or Value Schools projects; and expertise relevant to the board's guidance and oversight functions. Current directors have expertise in education, finance and investments, community resources, law, community health and organizational consulting.

The responsibilities of the Value Schools Board of Directors are to ensure that the mission of the Charter School is fulfilled, to hold the Value Schools Chief Executive Officer accountable for the successful performance of Central City Value High School in all areas, and to ensure the financial integrity of the Charter School and the sufficiency of resources.

Central City Value High School agrees and acknowledges that the governing board of Value Schools is the sole controlling and governing body for the Charter School, and accordingly holds fiduciary authority and responsibility for, among other things:

1) the selection, hiring, compensation, supervision, evaluation, and termination of the CEO and, through the CEO, all other Central City Value employees;
2) the governance and operation of Central City Value High School in compliance with applicable law, policy, and the Charter, as they may be amended from time to time; and
3) Central City Value High School's financial management and viability, including but not limited to all expenditures and accounting of all public funds received by or on behalf of Central City Value and its students.

Board of Directors – Structure and Operations

The Value Schools Board of Directors conducts its work through meetings of the whole and three standing committees, all of which operate under Brown Act requirements. It may also be informed by advice and analyses produced by ad hoc committees or by task forces that the CEO forms from time to time.

Audit Committee

The Audit Committee comprises one or more members of the Value Schools Board and such other participants as the chair of the Value Schools Board may appoint. This committee participates in the selection of an external auditor, annually meets with the auditor, and reports audit findings to the Value Schools Board of Directors.

Academic Performance and Accountability Committee

Members of the Academic Performance and Accountability Committee are selected from the Value Schools board. The committee works with senior staff and school leadership to monitor academic performance at Central City Value High School, considering what performance elements should be measured, how they should be measured, the timing of measurement, and how results should be reported. For each meeting, the principal gives the committee dashboard metrics assessing progress toward schoolwide and subgroup goals included in Central City Value's LCAP, and with any other significant internal metrics. From time to time, the committee also examines broader issues of educational importance and how Value Schools can increase academic achievement. The committee regularly reports its findings to the Value Schools Board of Directors to help the board fulfill its responsibility to ensure a successful educational program.

Finance Committee

The Finance Committee, comprising members of the Value Schools board, works with the CEO, CFO and back-office service provider to ensure that the finances of Central City Value High School are properly managed and reported. Finance Committee meetings include reviews of financial reports from Value Schools staff and back-office service provider. The committee also reviews Value Schools' business practices to maximize efficiency and effectiveness. The group regularly reports its findings to the full Value Schools Board of Directors to help the Board fulfill its responsibility to ensure sound financial operations.

Meeting procedures

Timing, location and notice. Board of Directors' meetings are scheduled four times a year, approximately quarterly. At times throughout the year, additional Board meetings are convened as needed to act on unforeseen or urgent issues, such as the need to obtain resolutions to pursue facilities, funding, or grant opportunities. Board meetings are held within the LAUSD boundaries, usually at one of the Value Schools, in a location sufficiently large to accommodate members of the public who attend. Time is allotted for members of the public to address the board.

Consistent with Brown Act requirements, written notice of meeting dates and locations is provided, posted at Central City Value in a prominent place as close to its main entrance as is practically possible, and posted on the Value Schools website. At least 72 hours before regular

meetings, and 24 hours before special meetings, the meeting agenda is posted in the same location as the notice of dates and locations.

Agendas and meeting minutes are available on request by e-mail or at the Central City Value main office, and are posted on the Value Schools website.

Quorum. A quorum of the Board for the transaction of business shall be the greater of a majority of the Directors then in office or one-fifth of the authorized Directors.

Teleconferencing. The Board may use teleconferencing in connection with any meeting of the Board. If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations and conduct teleconference meetings in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the Board. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconference location shall be accessible to the public. The timeline for posting the notice and agenda shall be the same as for an in-person meeting of the Board. The agenda shall provide an opportunity for members of the public to address the Board directly at each teleconference location. During the teleconference, at least a quorum of the members of the Board shall participate from locations within the boundaries of the District. Participation in a meeting through use of teleconferencing constitutes presence in person at that meeting as long as all members participating in the meeting are able to hear one another. All votes taken during a teleconferenced meeting shall be by roll call.

Value Schools' Major Executive Positions

Chief Executive Officer

The primary responsibility of the Chief Executive Officer (CEO) of Value Schools is the leadership and management of that organization. The duties of the CEO include oversight of academic programs; educational leadership; budgeting; fundraising; development; public relations; long-range planning; student services; and recruitment of personnel for the home office. The CEO is responsible for the financial stability of the organization and oversight, control and supervision of all buildings, grounds and equipment.

The CEO recruits, appoints, supports, evaluates and, if needed, dismisses school principals. The CEO supports the principals by holding bi-weekly one-on-one meetings to discuss important issues. The CEO and all principals in the Value Schools organization also meet bi-weekly as a group to discuss any problems and concerns that may arise, to provide mutual support, and to share best practices. The CEO convenes leadership workshops to provide professional development for principals and other school leaders.

The CEO reports to the Value Schools Board of Directors, which is responsible for the selection, hiring, compensation, supervision, evaluation, and termination of the CEO. The CEO is not a member of the Value Schools Board of Directors or of the Value Schools Foundation Board.

Chief Financial Officer

The Chief Financial Officer (CFO) keeps and maintains adequate and correct accounts of the properties and the financial transactions of Value Schools. The CFO works closely with the CEO and back-office service provider to ensure that each school and the organization is financially sound and has adequate and appropriate processes and procedures in place to guarantee ongoing success. The CFO provides expertise in the areas of finance and accounting; payroll and human resources; insurance; grant and bond reporting. The CFO supports the activities of the auditors during the annual financial audit and ensures timely preparation and dissemination of such financial reports as may be required by the Board of Directors or the CEO. The CFO reports to and is evaluated by the CEO.

Central City Value High School Staff and Organization

Principal

The major responsibility for Charter School decisions rests with the principal. The principal has authority in the areas of school personnel, curriculum, students, facilities and finances. The principal also chairs the School Site Council. The principal reports to and is evaluated by the CEO.

Faculty & Staff

See Job Descriptions in Element 5. Faculty and staff report to and are evaluated by the principal of Central City Value.

School Site Council

As prescribed by Cal. Ed. Code § 52852, Central City Value High School's School Site Council comprises the principal, two parents chosen at parent meetings, two faculty members chosen by the faculty, and two students chosen by student election.

The School Site Council participates in the Central City Value budgeting process before the budget is submitted to the Board of Directors for approval, provides input on the LCAP, reviews any policies sent to it by the Value Schools Board of Directors for review, and serves as the Advisory Committee required by Title I. The School Site Council also advises on school policies of concern to parents and students (e.g., student uniforms, vacation schedules, nutrition, special classes and extra-curricular activities) and to the faculty (e.g., leave days, faculty dress code and non-classroom responsibilities).

The School Site Council meets at least four times a year and complies with the Brown Act in its operations. Information from School Site Council meetings is communicated to the Value Schools Board by the principal.

English Learner Advisory Committee (ELAC)

This committee works with school leadership to ensure English Learners receive the services necessary to become proficient in English, enroll in college preparatory classes, and attain higher academic achievement. The ELAC helps to assess needs, set program goals and objectives, and develop a master plan for English Learners at Central City Value. Membership includes school administrators and teachers, but parents of English Learners comprise at least

the same percentage of the ELAC membership as English learners constitute of the school's total student population.

Other Stakeholder Involvement

Central City Value builds a safe, nurturing community of scholars by affirmatively seeking as much student, teacher, and parent participation as possible. The administration uses in-school announcements, letters, the parent/student handbook, and the Value Schools website to advertise opportunities by which stakeholders can help guide Central City Value's educational program and school operations and to give notice of meetings and events.

Although the School Site Council takes the lead on helping to develop and update the Local Control Accountability Plan (LCAP), Central City Value seeks other stakeholder input on the LCAP and other school matters throughout the year. Central City Value holds frequent meetings to inform parents about the school's operations and core values. Most meetings and events are held during evening hours to accommodate parents who work during the day. School-level and subgroup performance data are made available so parents can review student progress. Parents are invited to participate in discussions and surveys to provide input and feedback on spending and program decisions. Central City Value also invites parents and other stakeholders to participate in college preparation activities such as college/university information nights, college admission workshops, and explanations of student aid opportunities.

Teachers participate in a variety of committees throughout the year to analyze performance data and evaluate program effectiveness. This collaborative process encourages maximum stakeholder involvement in decision making.

Student opportunities for involvement include the Leadership Council, School Site Council, Student Ambassadors, National Honor Society, athletics, and various clubs.

Element 5 – Employee Qualifications

"The qualifications to be met by individuals to be employed by the charter school." **(Ed. Code § 47605(b)(5)(E).)**

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Central City Value High School currently has and expects to continue having for the next charter term the following positions:

Certificated:

Principal
Assistant Principal
Dean of Students
Teacher – Core Subjects
Teacher – Special Area
Substitute Teacher
Special Education Coordinator

Classified:

Various Clerical Positions
School Custodian
School Facilities Maintenance Worker
School Security Guard

Job Descriptions

Position descriptions follow.

Job Description for Position of Principal

General Responsibility

The principal provides overall leadership, direction and management to the school community in accord with the policies and practices of *Value Schools*.

Supervision

The principal is supervised by the chief executive officer of *Value Schools* (or an authorized delegate) and is directly responsible to that person.

Specific Duties

1. Hires, supervises and evaluates the teachers and other school personnel, subject to the policies of *Value Schools* governing the qualification for employees and the personnel practices—including teacher evaluation based on student achievement.
2. Organizes the instructional program, chooses the programs and materials, and supervises the instruction and assessment of students; with the advice and assistance of the faculty and subject to the curriculum standards and program assessment for *Value Schools*.
3. Administers the admission of students, including lottery, student orientation and parent induction; makes major student disciplinary decisions; supervises student grading and, with the advice and assistance of staff, makes student placement decisions.
4. Supervises the maintenance and repair of the materials, equipment and school facilities and property; with input from faculty and staff, submits recommendations to *Value Schools* CEO or designee for facilities improvements.
5. Prepares the school budget according to the CFO's budget preparation guidance for *Value Schools* and with input from the faculty; makes or approves all financial decisions necessary to implement the approved budget plan.
6. Chairs the School Site Council and provides it with staff support.
7. Plans appropriate professional development activities.
8. Acts as a role model of the five core values of *Value Schools*.
9. Supports the philosophy and goals of the school and the mission and goals of *Value Schools*.
10. Ensures the health, safety and welfare of students and other faculty and staff.
11. Holds confidential matters with appropriate confidentiality.
12. Adheres to all the employee policies and practices of the school and of *Value Schools*.
13. Carries out other such duties and responsibilities as may be assigned by the chief executive officer (or authorized delegate) to achieve the goals of *Value Schools*.

Required Qualifications

1. Evidence of agreement with the five core values of *Value Schools*.
2. Master's degree in school administration (or equivalent).
3. Successful experience as a principal in a private or parochial school or as a principal in a "site-based-managed" public school; or preparation through
    a. on-the-job training by having been a vice-principal (or equivalent position with a different title) in a private, parochial or site-based-managed public school; or
    b. graduate-level education in a program designed to prepare for leadership in private or parochial school.
4. Compliance with the policies on tuberculosis, criminal record review and employment eligibility verification.
5. Fluency in the English language.
6. Ability to read printed materials; to hear oral questions and instructions; orally present information, give directions and answer questions; to arrange furniture, equipment and materials in classrooms and other school settings.

Desired Qualifications

1. Five years successful experience as a principal of a private, parochial or site-base-managed public school.
2. Academic preparation through graduate level education in a program designed to prepare for leadership in private or parochial school.
3. Fluency in the native language of the Charter School's students other than English.

Job Description for Position of
Assistant Principal

General Responsibility

The assistant principal is responsible for assisting the principal by performing some of the duties of the principal in accord with the policies and practices of *Value Schools*. The assistant principal may also be assigned teaching responsibilities when such assignment is consistent with the Value Schools policy that all core courses will be taught by properly assigned, appropriately credentialed teachers."

Supervision

The assistant principal is supervised by the principal and is directly responsible to the principal.

Specific Duties

1. Performs or assists principal with principal's duties as assigned.
2. Represents the principal to the faculty, staff, parents and students in the absence of the principal.
3. Participates in the professional development activities that have been established by the principal or by the chief executive officer (or authorized delegate).
4. Acts as a role model of the five core values of *Value Schools*.
5. Supports the philosophy and goals of the school and the mission and goals of *Value Schools*.
6. Ensures the health, safety and welfare of students and other faculty and staff.
7. Holds confidential matters with appropriate confidentiality.
8. Adheres to all the employee policies and practices of the school and of *Value Schools*.

Required Qualifications

1. Evidence of agreement with the five core values of *Value Schools.*
2. A master's degree or California teaching credential.
3. Five years of successful teaching experience.
4. Compliance with the policies on tuberculosis, criminal record review and employment eligibility verification.
5. Fluency in the English language.

Desired Qualifications

1. Experience working in one of the *Value Schools*.
2. Preparation by experience or education to be a principal in one of the *Value Schools*.
3. Fluency in the native language of the students other than English.

Job Description for Position of
Dean of Students

General Responsibility

A dean of students is responsible for maintaining order in the school community.

Supervision

A dean of students is supervised by the principal and is directly responsible to the principal.

Specific Duties

1. Performs certain specific duties of the principal that are assigned by the principal.
2. Gives assistance to the principal in undertaking certain activities of the specific duties of the principal.
3. Participates in the professional development activities that have been established by the principal or by the chief executive officer (or authorized delegate).
4. Acts as a role model of the five core values of *Value Schools*.
5. Supports the philosophy and goals of the school and the mission and goals of *Value Schools*.
6. Ensures the health, safety and welfare of students and other faculty and staff.
7. Holds confidential matters with appropriate confidentiality.
8. Adheres to all the employee policies and practices of the school and of *Value Schools*.
9. Works with faculty and staff to:
    a. Create classroom discipline procedures,
    b. Observe classroom management,
    c. Organize meetings with parents and students,
    d. Update emergency procedures in classroom and school,
    e. Help develop sound relationships with students,
    f. Assure that students are demonstrating the values of the school.
10. Works with students to:
    a. Mend and maintain relationships with teachers, students and parents,
    b. Assist them with their behavior in the classroom,
    c. Hold them accountable for their actions,
    d. Develop to their fullest potential,
    e. Work with our counseling services,
    f. Understand the need to be at school on time.
11. Works with parents to:
    a. Emphasize the importance of academic excellence,
    b. Encourage their parental role in their student's life,

c. Create a safe and learning environment at home,
d. Solve student's behavioral issues in the classroom,
e. Help reinforce the five Values of the school.

Required Qualifications

1. Evidence of agreement with the five core values of *Value Schools*.
2. A bachelor's degree or California teaching credential.
3. Five years successful teaching experience.
4. Compliance with the policies on tuberculosis, criminal record review and employment eligibility verification.
5. Fluency in the English language.
6. Ability to read printed materials; to hear oral questions and instructions; orally present information, give directions and answer questions; to arrange furniture, equipment and materials in classrooms and other school settings.

Desired Qualifications

1. Experience working in one of the Value Schools.
2. Preparation by experience or education to be a principal in one of the Value Schools.
3. Fluency in the native language of the charter school students other than English.

Job Description for Position of

Teacher—Core Subjects

General Responsibility

A core teacher is responsible for facilitating student learning at specified grade level(s) or in basic subject area(s) in accord with the policies and practices of *Value Schools*.

Supervision

A core teacher is supervised by the school principal and is responsible to the principal. However, if the size of the school justifies school administrators in addition to a principal, the principal may assign the supervision of a teacher to one of these other administrators.

Specific Duties

1. Prepares and delivers instruction.
2. Monitors student acquisition of the learning standards by formal and informal means.
3. Supervises students, models and reinforces responsible student behavior.
4. Provides reports on student progress to all relevant stakeholders.
5. Maintains an environment that is conducive to learning.
6. Participates in school planning, budgeting and decision making with the principal as required.
7. Supports and cooperates with other school faculty and staff in a manner that furthers the successful completion of their duties.
8. Responds promptly and respectfully to inquiries from parents.
9. Attends such parent, community and professional meetings required by the principal.
10. Participates in relevant professional development activities.
11. Acts as a role model of the five core values of *Value Schools*.
12. Supports the philosophy and goals of the school and the mission and goals of *Value Schools*.
13. Ensures the health, safety and welfare of students and other faculty and staff.
14. Holds confidential matters with appropriate confidentiality.
15. Adheres to all the policies and practice of the school and of *Value Schools*.
16. Performs other duties that may be assigned by the principal that further the goals of the school.

Required Qualifications

1. Evidence of agreement with the five core values of *Value Schools*.
2. Bachelor's degree in the subject area(s) to be taught or in a closely related area.
3. Has the appropriate credential for the position.
4. Compliance with the policies on tuberculosis, criminal record review and employment eligibility verification.
5. Fluency in the English language.

6. Ability to read printed materials; to hear oral questions and instructions; orally present information, give directions and answer questions; to arrange furniture, equipment and materials in classrooms and other school settings.

Desired Qualifications

1. Successful experience in teaching or in other ways working with students (of the age level for which employment is offered).
2. Fluency in the native language of the students other than English.

Job Description for Position of

Teacher—Special Area

General Responsibility

A special area teacher is responsible for facilitating student learning by providing a particular educational service that supplements the work of the core teachers in accord with the policies and practices of *Value Schools*. Some examples of Special Area teachers are: special education teachers and coordinators, remedial specialists, speech therapist, librarians, school and college counselors, art teachers and physical education teachers/coaches.

Supervision

A special area teacher is supervised by the school principal and is responsible to the principal. However, if the size of the school justifies school administrators in addition to a principal, the principal may assign the supervision of a teacher to one of these other administrators.

Specific Duties

1. Determines specialized needs of the students through consultation with one or more of the core teachers and the principal and through appropriate assessment procedures.
2. Prepares and delivers instruction, support or experiences to increase or enhance student learning.
3. Supervises students, models and reinforces responsible student behavior.
4. Provides reports on student progress to all relevant stakeholders
5. Maintains an environment that is conducive to learning.
6. Participates in school planning, budgeting and decision making with the principal as required.
7. Supports and cooperates with other school faculty and staff in a manner that furthers the successful completion of their duties.
8. Responds promptly and respectfully to inquiries from parents.
9. Attends such parent, community and professional meetings required by the principal.
10. Participates in relevant professional development activities.

11. Acts as a role model of the five core values of *Value Schools*.
12. Supports the philosophy and goals of the school and the mission and goals of *Value Schools*.
13. Ensures the health, safety and welfare of students and other faculty and staff.
14. Holds confidential matters with appropriate confidentiality.
15. Adheres to all the policies and practice of the school and of *Value Schools*.
16. Performs other duties that may be assigned by the principal that further the goals of the school.

Required Qualifications

1. Evidence of agreement with the five core values of *Value Schools*.
2. Bachelor's degree in the subject area(s) to be taught or in a closely related area.
3. Has the appropriate credential for the position.
4. Compliance with the policies on tuberculosis, criminal record review and employment eligibility verification.
5. Fluency in the English language.
6. Ability to read printed materials; to hear oral questions and instructions; orally present information, give directions and answer questions; to arrange furniture, equipment and materials in classrooms and other school settings.

Desired Qualifications

1. Successful experience in teaching or in other ways working with students (of the age level for which employment is offered).
2. Fluency in the native language of the students other than English.

Job Description for Position of Substitute Teacher

General Responsibility

A substitute teacher is responsible for facilitating student learning by performing the work of a core teacher or special area teacher in the absence of that teacher, in accord with the policies and practices of *Value Schools.*

Supervision

A substitute teacher is supervised by the school principal and is responsible to the principal in all matters. However, if the size of the school justifies school administrators in addition to a principal, the principal may assign the supervision of a substitute teacher to one of these other administrators.

Specific Duties

1. Implements the lesson plans, learning activities and assessments that were designed by the absent teacher.

2. In cases of a long absence of a teacher, the substitute teacher may be required to perform all the specific duties of the teacher for whom a substitute is needed.
3. Acts as a role model of the five core values of *Value Schools*.
4. Supports the philosophy and goals of the school and the mission and goals of *Value Schools*.
5. Ensures the health, safety and welfare of students and other faculty and staff.
6. Holds confidential matters with appropriate confidentiality.
7. Adheres to all the employee policies and practices of the school and of *Value Schools*.
8. Performs other duties that may be assigned by the principal that further the goals of the school.

Required Qualifications

1. Evidence of agreement with the five core values of *Value Schools*.
2. Bachelor's degree in the subject area(s) to be taught or in a closely related area.
3. Evidence of the qualifications required by the State of California for the position.
4. Compliance with the policies on tuberculosis, criminal record review and employment eligibility verification.
5. Fluency in the English language.
6. Ability to read printed materials; to hear oral questions and instructions; orally present information, give directions and answer questions; to arrange furniture, equipment and materials in classrooms and other school settings.

Desired Qualifications

1. Successful experience in teaching or in other ways working with students of the age level for which employment is offered.
2. Fluency in the native language of the students other than English.

Job Description for Position of

Special Education Coordinator

General Responsibility

A special education coordinator is responsible for ensuring that students with disabilities receive appropriate services and accommodations.

Supervision

A special education coordinator is supervised by the school principal and is responsible to the principal in all matters. However, if the size of the school justifies school administrators in addition to a principal, the principal may assign the supervision of a special education coordinator to one of these other administrators.

Specific Duties

1. Provides professional development and resources to special education teachers and general education teachers regarding placement, curriculum, and procedures.
2. Analyzes assessment results to drive instruction and IEP development.
3. Schedules and facilitates IEP meetings in a collaborative and professional manner.
4. Supports general education teachers and administrators in implementation of appropriate strategies to meet the needs of students with IEPs.
5. Creates and maintains Special Education documentation in accordance with federal, state, and district regulations.
6. Develops and assists with appropriate behavior management techniques for student with special needs.
7. Mentors RSP teachers.
8. Ensures IEP timeline compliance.
9. Complete monthly reporting documents at school site (300 report via Welligent)
10. Develop positive relationships with outside vendors (i.e. Direct Ed) to ensure students are receiving documented services (speech, counseling, deaf/hard of hearing)
11. Assist with the development of 504 Plans
12. Develop positive relationships with parents and families in order to engage them in the IEP process and keep families informed of student progress
13. Assist administration with preparing documentation for the DVR.
14. Acts as a role model of the five core values of Value Schools.
15. Supports the philosophy and goals of the school and the mission and goals of Value Schools.
16. Ensures the health, safety and welfare of students and other faculty and staff.
17. Holds confidential matters with appropriate confidentiality.
18. Adheres to all the employee policies and practice of the school and of Value Schools.
19. Performing other duties that may be assigned by the principal that further the goals of the school.

Required Qualifications

1. Evidence of agreement with the five core values of *Value Schools*.
2. Bachelor's degree
3. Has the credential required by the Commission on Teacher Credentialing for the position.
4. Compliance with the policies on tuberculosis, criminal record review and employment eligibility verification.

5. Fluency in the English language.
6. Ability to read printed materials; to hear oral questions and instructions; orally present information, give directions and answer questions; to arrange furniture, equipment and materials in classrooms and other school settings.

Desired Qualifications

1. Successful experience in working with students with disabilities.
2. Fluency in the native language of the students other than English.

Master Job Description for Clerical Positions

General Responsibility

Clerical positions at *Value Schools* may have different titles depending on levels of responsibility and experience and the size of the individual school's office staff. Such titles include office manager, school secretary, administrative assistant, and clerical assistant. Employees in these positions provide clerical and staff support to principals and to others on the school faculty and staff.

Supervision

An employee in a clerical position is supervised by the principal or by a staff person assigned by the principal to perform the function.

Specific Duties

1. Performs clerical functions including word processing, data entry, filing, and mailing; answers telephones; schedules events, meetings and appointments, etc.
2. Performs receptionist duties of greeting visitors, answering general inquiries about the school, observing activities on school premises.
3. Helps to prepare reports and school records (attendance, fire drills, inspections, employee work hours, etc.).
4. Calls parents in cases of student absence, emergencies, or as otherwise directed.
5. Manages projects as assigned by the principal.
6. Helps with certain bookkeeping and financial management functions.
7. Purchases office and school supplies as directed.
8. Admits tardy students and records their entry into the school.
9. Acts as liaison with members of the community beyond the Charter School.
10. Helps teachers arrange field trips, duplicate materials and order instructional supplies.

11. Attends staff meetings as directed.
12. Participates in professional development activities as directed.
13. Acts as a role model of the five core values of *Value Schools.*
14. Supports the philosophy and goals of the school and the mission and goals of *Value Schools.*
15. Ensures the health, safety and welfare of students and other faculty and staff.
16. Holds confidential matters with appropriate confidentiality.
17. Adheres to all the employee policies and practices of the school and of *Value Schools.*
18. Performs other duties as assigned by the principal that further the goals of the school.

Required Qualifications

1. Evidence of agreement with the five core values of *Value Schools.*
2. High school diploma.
3. Experience or formal training in the word processing, data entry and management, the use of computers and other office equipment.
4. Compliance with the policies on tuberculosis, criminal record review and employment eligibility verification.
5. Fluency in the English language.
6. Ability to read printed materials; to hear oral questions and instructions; orally present information, give directions and answer questions; to arrange furniture, equipment and materials in classrooms and other school settings.

Desired Qualifications

1. Clerical experience commensurate with position level.
2. Experience as an employee or volunteer in a school or agency serving school-aged children and youth.
3. Some college.
4. Knowledge of basic spreadsheet functions.
5. Fluency in a native language of the students other than English.

Job Description for Position of
School Custodian

General Responsibility

A custodian is responsible for cleaning the school building and grounds and keeping the appearance of the facilities in good order in accord with the policies and practices of *Value Schools*.

Supervision

The custodian is supervised by the principal or by a staff person assigned by the principal to perform the function; the custodian is responsible to the principal or assigned staff person.

Specific Duties

1. Cleans regularly and routinely all areas of the building.
2. Ensures that the exterior of the building and grounds are in good order.
3. Prepares for the principal a schedule for the cleaning of the building.
4. Assists faculty and staff in the maintaining the good appearance of their work areas.
5. Cleans facilities on evenings or weekends as may be needed to accommodate school activities.
6. Orders cleaning and other school supplies.
7. Attends staff meetings as scheduled by the principal.
8. Participates in appropriate professional development activities.
9. Acts as a role model of the five core values of *Value Schools.*
10. Supports the philosophy and goals of the school and the mission and goals of *Value Schools.*
11. Ensures the health, safety and welfare of students and other faculty and staff.
12. Holds confidential matters with appropriate confidentiality.
13. Adheres to all the employee policies and practices of the school and of *Value Schools.*
14. Performs other duties that may be assigned by the principal that further the goals of the school.

Required Qualifications

1. Evidence of agreement with the five core values of *Value Schools.*
2. High school diploma.
3. Compliance with the policies on tuberculosis, criminal record review and employment eligibility verification.
4. Fluency in the English language.

5. Ability to read printed materials; to hear oral questions and instructions; orally present information, give directions and answer questions; to arrange furniture, equipment and materials in classrooms and other school settings.

Desired Qualifications

1. Experience of three or more years in a custodial position.
2. Experience as an employee or volunteer in a school or agency serving school-aged children and youth.
3. Fluency in a native language of the students other than English.

Job Description for Position of
School Facilities Maintenance Worker

General Responsibility

A school facilities maintenance worker is responsible for ensuring that the building systems are in good working order in accord with the policies and practices of *Value Schools*.

Supervision

The school facilities maintenance worker is supervised by the principal or by a staff person assigned by the principal to perform the function; the school facilities maintenance worker is responsible to the principal or assigned staff person.

Specific Duties

1. Inspects, maintains and repairs building systems (electrical, plumbing, HVAC, etc.) either directly or by arranging for their inspection, repair and maintenance.
2. Prepares a schedule of inspections and maintenance.
3. Identifies, screens, and assists in the selection of maintenance and repair services.
4. Makes purchases of supplies and equipment.
5. Performs one or more of the duties of a school custodian in the absence of the custodian.
6. Attends staff meetings as scheduled by the principal.
7. Participates in the professional development activities that have been established by the principal or by the chief executive officer (or authorized delegate).
8. Acts as a role model of the five core values of *Value Schools.*
9. Supports the philosophy and goals of the school and the mission and goals of *Value Schools.*
10. Ensures the health, safety and welfare of students and other faculty and staff.
11. Holds confidential matters with appropriate confidentiality.

12. Adheres to all the employee policies and practices of the school and of *Value Schools.*
13. Performs other duties that may be assigned by the principal that further the goals of the school.

Required Qualifications

1. Evidence of agreement with the five core values of *Value Schools.*
2. High school diploma.
3. Experience as a tradesperson or apprentice in at least one area of building systems, or three years of experience in facilities maintenance
4. Compliance with the policies on tuberculosis, criminal record review and employment eligibility verification.
5. Fluency in the English language.
6. Ability to read printed materials; to hear oral questions and instructions; orally present information, give directions and answer questions; to arrange furniture, equipment and materials in classrooms and other school settings.

Desired Qualifications

1. Holds a license in one or more of the areas of building systems.
2. Has three or more years of experience in facilities maintenance.
3. Experience as an employee or volunteer in a school or agency serving school-aged children and youth.
4. Fluency in a native language of the students other than English.

Job Description for Position of Security Guard

General Responsibility

A security guard maintains the security and safety of the student body, faculty and staff; patrols the campus; and maintains security of buildings and grounds in accord with the policies and practices of *Value Schools.* The security guard is neither required nor permitted to carry or have access to a weapon while on duty.

Supervision

A security guard is supervised by the school principal and is responsible to the principal in all matters. However, if the size of the school justifies school administrators in addition to a principal, the principal may assign the supervision of a security guard to one of these other administrators.

Specific Duties

1. Provides a safe, secure environment for students, staff and guests on campus.
2. Establishes and maintains good rapport with students, staff and community members.

3. Regulates student behavior on campus, in cafeterias, restrooms, parking lots and other open areas.
4. Assists with controlling classroom disturbances or acts of defiance.
5. Detains students suspected of narcotics, tobacco, or alcoholic infractions.
6. Patrols campus; greets and directs visitors; checks for passes and identification cards as needed; and handles safety situations posed by unauthorized persons.
7. Acts as a role model of the five core values of *Value Schools.*
8. Supports the philosophy and goals of the school and the mission and goals of *Value Schools.*
9. Holds confidential matters with appropriate confidentiality.
10. Adheres to all the employee policies and practices of the school and of *Value Schools.*
11. Performs other duties that may be assigned by the principal.

Required Qualifications

1. Evidence of agreement with the five core values of *Value Schools.*
2. High school diploma.
3. Compliance with the policies on tuberculosis, criminal record review and employment eligibility verification.
4. Fluency in the English language.
5. Ability to read printed materials; to hear oral questions and instructions; orally present information, give directions and answer questions; to arrange furniture, equipment and materials in classrooms and other school settings.

Desired Qualification

1. Successful experience as a school security guard.

Element 6 – Health and Safety Procedures

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237." (Ed. Code § 47605(b)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District's Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan ("Plan"), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School's requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

Custodian of Records

For purposes of the California Department of Justice requirements, the Principal of Central City Value High School and the Chief Financial Officer of Value Schools will serve as Custodians of Records.

Health, Wellness & Safety

Central City Value High School maintains comprehensive policies to ensure the health and safety of its students, staff, parents and others who may be on school premises. These policies cover the following areas:

- Compliance with federal, state and local laws concerning health and safety, including but not limited to building codes, fire codes, and occupational safety laws
- Supervision of students
- Prevention of injury
- Prevention of property loss by fire, vandalism, theft and water damage
- Emergency preparedness for fire, medical emergency, earthquake, flooding, bomb threat, and violence or criminal activity or police action around the school
- Administration of medication to students

In addition, Value Schools has adopted wellness policies on physical activity and nutrition to implement its commitment to providing school environments that promote and protect students' health, well-being, and ability to learn by supporting healthy eating and physical activity. In particular:

- Central City Value will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing the school's nutrition and physical activity policies.
- All students will have opportunities, support, and encouragement to be physically active on a regular basis.
- Foods and beverages sold or served at school will meet the nutrition recommendations of the U.S. Department of Agriculture's Dietary Guidelines for Americans.
- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.

- To the maximum extent practicable, the Charter School will participate in available federal school meal programs (including the School Breakfast Program, National School Lunch Program [including after-school snacks], Summer Food Service Program, and Fruit and Vegetable Snack Program).
- Central City Value High School will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.

Specific goals have been adopted in the following areas:

- Nutritional quality and portion sizes of foods and beverages sold and served on campus, including both government-supported food programs and foods and beverages sold individually
- Qualifications of school food service staff
- Discouraging the sharing of foods and beverages
- Healthy choices in fundraising activities, rewards, celebrations, and school-sponsored events
- Nutrition and physical activity promotion and food marketing, appropriate to grade level, using a sequential, comprehensive, and standards-based program
- Integrating physical activity into the classroom setting
- Communicating with parents about the importance of healthy diets and daily physical activity for their children, encouraging good practices in these areas, and supplying resources to educate them on ways to achieve these goals outside school
- Appropriate food marketing in school consistent with Central City Value's standards
- Staff wellness
- Physical activity opportunities and physical education, including daily physical activity and physical activity opportunities before and after school

For each of the schools it operates, Value Schools establishes a baseline assessment of the school's nutrition and physical activity status and regularly monitors and reviews policies to ensure that its charter schools achieve the standards set by the Wellness Policy.

Element 7 – Means to Achieve Racial and Ethnic Balance

"The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." (Ed. Code § 47605(b)(5)(G).)

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District's Student Integration Services (collectively the "Court-ordered Integration Program"). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD's Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District's Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District's goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

General Policy Statement

Notwithstanding other statements, assurances and certifications that may appear in this charter petition, Central City Value High School in admitting students to the school will follow California law and the requirements and procedures presented in Element 8.

Charter School's Plan to Achieve the District's Racial and Ethnic Balance Goal

Because most of the students attend Central City Value High School live in nearby neighborhoods and these neighborhoods are mostly Hispanic/Latino, the school has a disproportionately high number of Hispanic/Latino students compared to district-wide percentages, but is demographically almost identical to traditional public schools in the neighborhood. Central City Value will continue to prepare recruitment literature in English, as well as in Spanish and Korean, to continue its outreach efforts to African-American, Asian, Caucasian, and other students. Central City Value will conduct outreach to community organizations and middle schools, both public and private, during the late fall and winter to attract additional ethnic groups. In addition to recruiting at other Value Schools and at Rise Kohyang Middle School at 3020 Wilshire Blvd, Los Angeles, CA 90010, Central City Value will be participating in the:

- KIPP L.A. High School Fair in September 2018, at LA Plaza de Cultura y Artes, 501 N. Main St. Los Angeles, CA 90012; and the

- Vista Charter Middle School High School Fair in November 2018 at 2900 W Temple St, Los Angeles, CA 90026.

When non-Latino families inquire about Central City Value, the administration will make every effort to encourage them to enroll their children. In addition Central City Value High School will look to nearby neighborhoods that may have racial/ethnic populations other than Hispanic and actively recruit in those neighborhoods. In particular, Central City Value will advertise, by posters or flyers and, when possible, in-person gatherings, at the following local parks:

- Poinsettia Recreation Center, 7341 Willoughby, 90046
- Madison Hancock, 627 N. Rossmore Ave., 90004
- Lemon Grove Recreation Center, 4959 Lemon Grove Ave., 90029
- Pan Pacific Park, 7600 Beverly Blvd., 90036
- Denker Recreation Center, 1550 W. 35th Pl., 90018
- Trinity Park, 2415 Trinity St., 90011
- Plunge City Park, 1300 W. Olympic, 90015
- Hope and Peace Park, 843 S. Bonnie Brae, 90057
- Echo Park Youth Center, 515 Laveta Terrace, 90026
- Lake Street Community Center, 227 N. Lake St., 90026

Value Schools maintains a website to inform families of prospective students about their school choices and the advantages of attending one of the *Value Schools* charter schools. Specific information about Central City Value High School is included on that site to encourage parents who may not be familiar with Central City Value from living in the neighborhood to consider it as an educational option on the basis of its academic success. Central City Value High School has ensured that it is listed with information sites about charter schools such as those maintained by the LAUSD and the California Charter Schools Association. Written materials are also maintained at the Charter School site, and are mailed to the families of prospective students on request.

Element 8 – Admission Requirements

"Admission requirements, if applicable." (Ed. Code § 47605(b)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

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

Student Recruitment

Central City Value High School primarily recruits students from the neighborhood in which it is located. As is true for surrounding schools, the student population is largely socio-economically disadvantaged (as defined by eligibility for free or reduced price meals). There are also a significant number of English language learners. The traditional public schools in the

surrounding area have low achievement profiles. Central City Value reaches out to students from these schools to inform them of their educational choices. Recruiting, advertising and outreach materials make it clear that Central City Value High School welcomes all students, including those with disabilities.

Admission Requirements

The requirements for admission to Central City Value High School are as follows:

1. The student must be a resident of the state of California.
2. The student must be eligible to enter the ninth grade.
3. The student must not have completed the twelfth grade

Admission Priorities

In the event that there are more youth seeking enrollment in Central City Value High School than there is space available, students will be admitted according to the following priorities:

Lottery Exemptions

Students currently enrolled in Central City Value High School are exempt from the lottery.

Lottery Preferences

1. Students living within LAUSD boundaries are given first preference in the lottery as required by Ed. Code §47605(d)(2)(B).
2. Second preference is given to siblings of children currently enrolled in Central City Value, to promote educational continuity and family convenience.
3. Third preference is given to children of Central City Value's staff or of members of the Value Schools Board of Directors up to 10% of enrollment, to promote board involvement, regular attendance and staff retention.

Admission Process

1. Parents who are seeking to enroll a new student in the school submit a lottery application. Lottery applications for the upcoming year are available throughout the year at the school and on the school's website. Enrollment is open all year except from the close of business on the Monday before the lottery draw to the morning following the draw.
2. The lottery application asks for the student name, parent contact information, the grade level for which admission is sought, the birth date of the student and information that would indicate whether the student is eligible for preference in the lottery.
3. At least fifteen days before the lottery draw, parents of students who are currently enrolled are asked if they plan to have their children return in the following year. If they say "yes," or fail to return the form, those students are counted as returning for purposes of calculating the number of available seats.
4. The lottery draw is held in January, typically on the second Friday of the month. The specific date, time and location are noted on the lottery application; the first lottery draw of the new charter term, if needed, will occur at 8:00 AM on January 11, 2019. The lottery is held at Central City Value High School in its Community Room unless the number of attendees necessitates a move to a larger area on the campus. Attendance at the lottery is not required for admission to the school.

5. The lottery draw is conducted by the principal or the principal's designee. One staff member chosen by the faculty and one parent representative chosen at a parent meeting oversee lottery procedures, reviewing stated procedures beforehand and verifying that the procedures are properly executed. District representatives are invited to attend lottery drawing.
6. If the number of applicants exceeds the available seats on the lottery date, a lottery is conducted by the principal or principal's designee by randomly drawing names of applicants with preferences, in the order of priority listed above. The names drawn first are accepted for admission until all seats are filled. The remainder of the names are drawn to create the waiting list.
7. Once the waiting list of students with lottery preferences is established, the principal or principal's designee randomly draws names from the remaining applicant pool and places them on the waiting list in the order the names are drawn.
8. Once all seats are filled and a waiting list established, applications are still accepted, and assigned a waiting list number in the order in which they are received.

Public notice of admission process

1. All applicants to Central City Value High School are given a written description of the rules governing the admission process when they submit a lottery application.
2. The lottery application notes the place, date and time of the lottery. This information is also posted in a prominent place near the entrance to the school most commonly used by the public and on the Value Schools website.
3. Within twenty-four hours after the lottery, names of those selected by lottery are posted in the same location as the notice of the lottery.
4. As noted in "Admission Process" above, attendance at the lottery is not required for admission to the Charter School. Parents may contact the Charter School's main office to learn the outcome of their child's lottery application, i.e., admission or place on a waiting list.

Enrollment

1. Before a student attends Central City Value High School for the first time, but only after the student has been admitted, the family is asked to complete an enrollment form by which the school obtains additional information about the student and family.
2. A member of the school's clerical staff notifies those selected for admission, in the order of their lottery draw, to notify them of admission and begin the enrollment process. If the staff member is unable to reach a parent directly, he or she will leave a message asking the parent to call for an appointment. If the parent fails to respond within two business days, that student loses his/her place and is moved to the end of the waiting list.
3. At the time of contact with a parent, an appointment is scheduled for the parent to meet with Charter School staff to complete the enrollment form. Appropriate accommodations are made for parents/guardians who cannot attend an appointment during regular office hours, including extended office hours and the opportunity to submit the enrollment form by mail. Charter School staff offer assistance to parents, in

person or on the telephone, who need help filling out the form. If the parent fails to keep the appointment and does not appear for a rescheduled appointment date, or fails to submit the enrollment form within five business days that student loses his/her place and is moved to the end of the waiting list.

Waiting list

1. The waiting list governs the order in which openings are filled.
2. If a parent applies after the lottery and all seats have been filled, the parent is orally notified at the time of application of the position that the student will be assigned on the waiting list.
3. If a seat becomes available at a later date due to the departure of an enrolled student, a member of the school office staff calls parents in the order of placement on the list. Parents are given email and telephone contact information and directed to contact the school within three calendar days by one of those methods, or in person, to indicate interest in the position.

Lottery records

Central City Value High School maintains in the cumulative files of admitted students a record of how they were selected for admission (e.g., a sibling of a current student or lottery) for as long as the student is enrolled at the school. If the student leaves the school before graduating, the record of how the student was selected is removed from the student's file and filed with the records of those students not selected in the year the student was admitted.

Central City Value High School maintains for three years a file with the lottery applications for those students not selected for admission. Filed lottery applications indicate the date the application was received, the date of lottery and the waiting list number if one was assigned. A copy of any admission-related correspondence between a family and the school is appended to the filed application.

Parent induction program

After the student has been admitted, parents are offered the opportunity to meet with Central City Value High School's principal or designee. In the conference the Charter School's expectations for both the student and parent are outlined. Parents are encouraged to identify their children's current strengths, interests, needs, and potential challenges. They are also asked to identify the challenges they may face in their role as partners in their child's success at Central City Value. The principal guides the parent through possible solutions to these challenges and describes the parent supports provided by Central City Value. The conference includes an invitation to parents to make a commitment to support the core values and to cooperate with Central City Value in the formation of the student in these values. Students are invited to join their parents at the end of the conference and to commit to the core values.

Although parents and students are invited to participate in the induction conference and to commit to the core values, neither students nor parents are required to participate as a condition of any student's admission, continued enrollment, attendance, or participation in Central City Value's educational activities.

Element 9 – Annual Financial Audits

"The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority." (Ed. Code § 47605(b)(5)(I).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

a. Provisional Budget – Spring prior to operating fiscal year
b. Final Budget – July of the budget fiscal year
c. First Interim Projections – November of operating fiscal year
d. Second Interim Projections – February of operating fiscal year
e. Unaudited Actuals – July following the end of the fiscal year
f. Audited Actuals – December 15 following the end of the fiscal year
g. Classification Report – monthly according to Charter School's Calendar
h. Statistical Report – monthly according to Charter School's Calendar of Reports
   In addition:
   - P1, first week of January
   - P2, first week of April
i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

Selecting the Auditor Approved by the State Controller

The Value Schools CEO and CFO meet annually with the Audit Committee of Value Schools to determine whether the auditor engaged for the previous fiscal year should be contracted for the current fiscal year audit. If the auditor previously engaged is determined to be satisfactory and eligible, the Audit Committee reports that determination to the Value Schools Board for approval by the Board. If a new auditor is to be engaged, the Value Schools CEO and CFO propose two or more auditors with experience in education finance from the California State Controller's list of Certified Public Accountants Directory Service (CPADS) for K-12 Local Education Agency Audits as posted at http://cpads.sco.ca.gov/ or otherwise promulgated by the Controller. The Audit Committee reviews the qualifications of the auditors, verifies that they are on the state controller's list of approved auditors, interviews prospective auditors and reviews references as needed. The Audit Committee submits its recommendation to the Board for approval.

Conducting the Annual Audit

The Value Schools CFO prepares a draft financial statement for the auditor's review, prepares all schedules requested by the auditor and provides all documents and records requested by the auditor. The Principal of Central City Value High School provides information to the CFO or to the auditor as requested. The Value Schools CEO is available to meet with the auditor to ensure that all necessary information is provided. The Audit Committee has the opportunity to meet with the auditor to review the draft audit before it is finalized.

Correcting Issues Identified in the Audit

Upon completion of the annual audit the final audit report is submitted to the Audit Committee. The Audit Committee reviews the report for any deficiencies, findings, material weaknesses, or audit exceptions. The Audit Committee reports such issues to the entire Board. The Audit Committee supervises the CEO and CFO in the correction of such issues and provides such support as may be needed. All recommended changes are to be implemented within thirty days of the Audit Committee's review of the final audit report or within a reasonable time period in light of the complexity of the recommended changes. All deficiencies, findings, material weaknesses, or audit exceptions are to be resolved to the satisfaction of LAUSD.

Submitting the Audit to Required Agencies

The Value Schools CFO is responsible for ensuring the submission of the completed annual audit to the Los Angeles Unified School District, the California State Controller, the California Department of Education, the Los Angeles County Office of Education and any other governmental agency that might become required by law or regulation. The submission of the annual audit is to be on the timeline required by state law or regulation.

Element 10 – Suspension and Expulsion Procedures

"The procedures by which pupils can be suspended or expelled." (Ed. Code § 47605(b)(5)(J).)

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student's disability?
B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  A. Was the misconduct caused by, or directly and substantially related to the student's disability?
  B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the

rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

School Climate and Student Discipline System

The Charter School's values-based school climate and student discipline system are consistent with the principles of the District's *Discipline Foundation Policy, School Discipline Policy* and *School Climate Bill of* Rights resolution in that it uses schoolwide positive behavior support and discipline prevention, implements tiered behavior intervention, employs multiple alternatives to suspension, and provides professional development to teachers, administrators, and staff on all aspects of the Central City Value discipline policies.

Central City Value High School maintains a positive behavior philosophy, with modeling and reinforcement of positive behavior and lifestyle choices. Discipline policies focus on the students' rights and responsibilities while on school grounds and at school activities, as well as the school's options for dealing with challenging behavior. Central City Value uses alternatives to suspension to support students when behavioral missteps occur, including conversation with teachers or administrators, Community Time sessions in which students are able to reflect on their actions and make amends to the community, and tiered interventions of increasing severity. (See "Interventions Rather than Sanctions" below.) Following general principles of due process, Central City Value's discipline policies shall not be discriminatory, arbitrary or capricious. The policies are adapted as needed to take account of the provisions of the IDEA and other considerations common to students with special needs.

Responsible Behavior for Students

Responsible behavior is a hallmark of Value Schools because it reflects an acceptance of the Five Core Values, in particular the values of respecting others and building a safe and nurturing community. These values are closely aligned with the principles of the District's *Discipline Foundation Policy*. Students learn these values and how they relate to their educational experience throughout their Central City Value tenure, as described more fully in Element 1. The emphasis on these values results in such habits as:

- politeness and courtesy towards all (e.g., teachers, students, volunteers, visitors);
- kind words about others: statements that degrade another because of race, gender, creed, national origin, physical appearance or any other characteristic are not acceptable; language that is crude, obscene or in any way may be considered a form of sexual harassment is unacceptable; threats to a person's well-being and all forms of bullying—even if made in jest—are not acceptable;
- just actions toward others: acts of physical violence of any kind—including pushing, shoving, tripping—and any kind of fighting are not acceptable; taking or destroying or in any way reducing in value the property of another (including the community property of the school) is not acceptable; lewd behavior, signs and gestures are not acceptable;
- healthy choices, including the avoidance of tobacco, controlled substances and alcohol.

Respecting human dignity is a form of toleration of another's rights and differences. However, beyond just getting along with others, human persons have the opportunity of benefiting from the gifts and talents of one another. This is the meaning of community: recognizing that we both give and gain in our cooperative work with one another. This value results in such habits as:

- cooperation with teachers and students in academics and other activities;
- honesty: telling the truth creates the possibility of trust and trust leads to a comfort and freedom in cooperation;
- resolving differences peacefully: going beyond the avoidance of negative words or violent actions and seeking a way to live and work together so that everyone can benefit—resolving differences peacefully sometimes means bringing in another person (most often an adult) who can help find a solution that works for everyone;
- getting help for those in need—this includes help for those who are physically sick or injured and those who are psychologically suffering because of some personal problem (e.g., substance abuse or depression) of some family situation (e.g., death of a parent or divorce) and of some peer pressure (e.g., conflicts in school or with friends, pressure from gangs);
- following safety rules so that all can feel and be secure;
- regular attendance—because frequent absences affect school funding that reduces resources for all as well as one's own education.

The other three values—academic learning, the development of each person's talents in an academically well-rounded way, and service to the community—are manifested in the following habits:

- striving to do one's best at all times;
- paying attention in class and following teacher directions;
- doing homework and other assignments in a timely fashion; and
- helping others to do their work where appropriate.

Interventions Rather Than Sanctions

The school climate at Central City Value High Schools is rooted in the Five Core Values underpinning all Value Schools. Inculcating those values in the students and staff leads to a climate that reinforces the importance of school attendance, development of one's potential, respect for self and others, maintaining a safe and nurturing school community, and being of service to the wider community. Central City Value High School's goal is to produce students who are respectful scholars, able to interact successfully with people having world views, beliefs and preferences different from their own. Because the vast majority of Central City Value students internalize these values from an early age, many potential disciplinary issues are averted or resolved without need for formal action.

Given research supporting alternatives to suspension and expulsion, Central City Value High School employs a Restorative Justice model to implement its discipline policy. Central City Value believes that everyone deserves multiple opportunities for growth and development. Restorative Justice allows those who have been harmed the opportunity to be heard, have input into resolution and have access to support. It also holds accountable those who caused the harm and gives them a role in making amends. Using Restorative Justice in the context of the core values, most problems are resolved with respectful, non-blaming communication and a problem-solving approach.

1. Interventions by Classroom Teachers
    - Meet with students between classes or after school to discuss underlying cause of inappropriate behavior, and understand effects of behavior on others.
    - Model appropriate behavior for specific situations.
    - Generate alternative behavioral strategies.
    - Formulate classroom-specific behavior plan.
    - Discover common areas of interest with staff or other students.
    - Seek motivational and inspirational influences.
    - Help student find and carry out restitution for wrongdoing.
    - Contact parent to meet with student and teacher.
2. Interventions by Administrators

All of the above interventions are also used by administrators. In addition, administrators may:

- Formulate a schoolwide behavior plan.
- Identify additional staff members for mentoring or support.

- Convene SSP meeting to explore unmet learning or social needs.
- Recommend and arrange counseling.
- For attendance-related issues, follow up with approved protocol.

3. Interventions by Counselors
   - Explore root causes of inappropriate behaviors.
   - Screen for common mental health problems (trauma, depression, bullying, gender confusion or sexual orientation issues, eating disorders, anger, drug use, etc.).
   - Set up individual or group sessions to teach coping skills.
   - Refer student to other mental health professional if needed.
4. Interventions by Parents
   - Meet with teachers and administration to discuss behaviors.
   - Reinforce positive changes at home.
   - Coordinate behavior plans with school and home.
   - Arrange for outside support, if needed.

Sanctions Other Than Suspension and Expulsion

1. Opportunity for make-up work, with support if necessary
2. Making restitution for offense, under the principles of Restorative Justice
3. Loss of privileges, such as free dress on Fridays or eligibility for "student of the day"
4. Detention

Suspension and Expulsion – Overview

Consistent with its preference for intervention over sanctions, Central City Value implements a discipline structure that, when student behavior requires removal from the classroom, favors the least severe sanction necessary to maintain school safety and maximize student learning. Except where suspension and recommended expulsion are mandatory, as described below, the Principal may authorize an in-school or out-of-school suspension following the process described.

Because the goal of the discipline policy is to address infractions with as little disruption to the learning process as possible, Central City Value prefers in-school to out-of-school suspensions when safety permits. Students assigned to in-school suspension are removed from their regular class and placed in another learning environment. In addition to the regular classwork, they are provided an opportunity to reflect on the actions leading to their suspension and how those actions contravene the core values. They are given an opportunity and assistance to develop a plan to make amends and restore the good order of the community.

As California law requires, Central City Value shall not involuntarily disenroll, dismiss, transfer or terminate a student for any reason unless the student's parent or guardian has been given written notice of intent to remove the student. That notice must:

- Be provided no less than five schooldays before the effective date of the action;
- Be written in the student's native language or that of the student's parent, guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and

- Inform the recipient(s) of the right to initiate certain notice and hearing procedures (described below) before the action is taken.

If the parent, guardian, or educational rights holder initiates those procedures, the student shall remain enrolled and shall not be removed until Central City Value issues a final decision. Note that this provision does not apply to certain suspensions as described in Cal. Ed. Code § 47605(b)(5)(J).

Grounds for Expulsion or Suspension

Except in cases involving grounds for mandatory expulsion, any of the behaviors or offenses listed below may be grounds for in-school or out-of-school suspension, or expulsion, depending on the severity of the offense and taking into account the safety of the rest of the school community.

1. Grounds for Expulsion (Mandated)

The following offenses are those which mandate immediate suspension and recommendation for expulsion if committed at school or at a school activity off school grounds:

a. Possessing, selling, or furnishing a firearm.
b. Brandishing a knife at another person.
c. Unlawfully selling a controlled substance.
d. Committing or attempting to commit a sexual assault or committing a sexual battery.
e. Possession of an explosive.

Note: Pursuant to E.C. Section 48915 (g), "knife" means any dirk, dagger, or other weapon with a fixed sharpened blade fitted primarily for stabbing; a weapon with a blade fitted primarily for stabbing; a weapon with a blade longer than 3½ inches; a folding knife with a blade that locks into place; or a razor with an unguarded blade.

2. Grounds for Expulsion (Limited Discretion)

The following offenses are subject to Limited Principal Discretion; the Principal shall make a recommendation to expel a student if it is determined that the student committed one or more of the following acts at school or at a school activity off school grounds unless the Principal also determines that expulsion is inappropriate, in which case the Principal may initiate suspension procedures:

a. Causing serious physical injury to another person, except in self-defense.
b. Possession of a knife or other dangerous object of no reasonable use to the pupil.
c. Unlawful possession of any controlled substance, except for either of the following:
    i. The first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis.
    ii. The possession of over-the-counter medication for use by the student for medical purposes or medication prescribed for the student by a physician.
d. Robbery or extortion.
e. Assault or battery upon any school employee.

Note: A serious physical injury includes, but is not limited to: "loss of consciousness, concussion, bone fracture, protracted loss or impairment of function of any bodily member or organ, wound requiring extensive suturing, and serious disfigurement." (California Penal Code Section 243)

In determining whether an offense warrants expulsion or a lesser sanction, the Principal considers:

a. Whether other means of correction are not feasible or have repeatedly failed to bring about proper conduct, and
b. Whether due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

3. Grounds for Suspension or Expulsion (Broad discretion)

The Principal has maximum discretion whether or not to recommend expulsion when he or she determines that a student has committed any of the following offenses at any time, including but not limited to while on the premises of a Value Schools campus; while going to or coming from school; during the lunch period whether on or off campus; and during, or while going to or coming from, a school-sponsored activity:

a. Caused, attempted to cause, or threatened to cause physical injury to another person.
b. Willfully used force or violence upon the person of another, except in self-defense.
c. Possessed not more than one ounce of marijuana (applicable to the first offense only) or possessed alcohol.
d. Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material represented as a controlled substance, alcoholic beverage, or intoxicant.
e. Caused or attempted to cause damage to school or private property.
f. Stole or attempted to steal school property or private property.
g. Possessed or used tobacco or any tobacco products.
h. Committed an obscene act or engaged in habitual profanity or vulgarity.
i. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
j. Knowingly received stolen school or private property.
k. Possessed an imitation firearm. "Imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude it is a firearm.
l. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding.
m. Committed sexual harassment (applicable to grades 4 through 12 only).
n. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence (applicable to grades 4 through 12 only).

o. Intentionally engaged in harassment, threats, or intimidation against school district personnel or pupils (applicable to grades 4 through 12 only).
p. Made terroristic threats against school officials or school property, or both.
q. Offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
r. Engaged in, or attempted to engage in, hazing.
s. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

In determining whether an offense warrants expulsion or a lesser sanction, the Principal considers:

a. Whether other means of correction are not feasible or have repeatedly failed to bring about proper conduct, and
b. Whether due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

Suspension/Expulsion Process

General

The Principal has the authority to suspend and to recommend expulsion subject to the due process rights of students and parents/guardians. The maximum consecutive number of school days for a suspension for a single incident is five. The maximum number of days for suspension during the school year is twenty unless it is necessary to extend a suspension pending resolution of an expulsion hearing or appeal. The maximum number of suspension days for students with disabilities is ten. At all steps during the suspension and expulsion process, necessary translation or interpretation services are provided to ensure parents/guardians are able to understand and participate in the process. Reasonable accommodations are made to ensure parents/guardians who wish to attend a conference or hearing are able to do so.

Suspension Procedures

Notice to Parents/Guardians; Pre-suspension Conference

Suspension in emergency situations. An "emergency situation" involves a danger to the lives, safety or health of students or school personnel. When the Principal or the Principal's designee determines that a student must be removed to ameliorate an emergency situation, the student may be suspended without a conference.

In the case of an emergency suspension without a conference, both the parent/guardian and the student are immediately notified of the student's right to return to school, no later than the next school day, for purposes of a conference with the Principal or the Principal's designee. The notice includes the anticipated length and conditions of the emergency suspension, the specific reasons for it, and an invitation to attend the conference with or without counsel or other advisor. Parents/guardians are assured that reasonable accommodations and language support will be available. They are also informed that a conference with the student is required for the student to return to school, but that they are not required to attend the conference and that no penalty will be imposed on the student if they do not attend. If information presented at the

conference proves the suspension was in error, the suspension shall be removed from the student's record.

Suspension in non-emergency situations. In all non-emergency situations that appear to warrant suspension, a school administrator (typically the Dean of Students) will attempt to contact, by telephone or in person, the student's parent, guardian, or educational rights holder to explain the situation and to schedule a pre-suspension conference within two school days. A written notice is also sent that explains the behavior or events that appear to warrant the suspension, whether it will be an in-school or out-of-school suspension, and the length of the anticipated suspension. The notice either confirms the conference details scheduled orally or, if no contact has been made, details the right to a pre-suspension conference and the time and place it will be held. Whenever practical, the conference will include the teacher, supervisor or other school employee who referred the student for disciplinary action. Unless the student waives the right to a conference or is physically unable to attend, the student's presence is required. Parents, guardians and educational rights holders are encouraged but not required to attend. No penalty, including non-reinstatement, may be imposed on the student for the failure of a parent or guardian to attend the conference.

In the event a suspension is imposed, whether a pre-suspension conference is held or waived, written notice is given to the student and to the person responsible for him or her to indicate the reason suspension was imposed and the date and time the student may return to school (or, for in-school suspensions, return to the regular classroom).

Activities During Suspension

During a period of suspension the student is given assignments and homework by the student's teacher(s) to minimize the loss of schooling. Upon return to school, the student is given an opportunity to make up any missed tests. The assignments are listed on PowerSchool, which the student and parent have access to at home or in school. This gives the student and parent(s) the knowledge of all classroom and homework assignments that are assigned during the days of suspensions. The Principal or designee meet with the suspended student upon return to ensure that assignments have been completed.

Appeal of a Suspension

An appeal from the decision to suspend shall be made in writing to the Chief Executive Officer of Value Schools within five calendar days after the decision of the Principal or Assistant Principal. The written appeal must specify the grounds for the appeal; that is, what provision of law, Central City Value's charter or the Parent/Student Handbook is said to have been violated or misapplied in the conduct of the suspension process. Within five calendar days of receipt of the written appeal the Chief Executive Officer of Value Schools shall notify the parent of the following:

- When and where the informal hearing will be held; however the informal hearing shall be conducted no later than fourteen calendar days after the appeal has been received;
- Who will conduct the hearing – the hearing officer will be the Chief Executive Officer of Value Schools or, in the event of a conflict, a principal or administrator from a Value

Schools campus other than Central City Value High School who is not familiar with the events at issue;

- Who may attend the informal hearing, including at least the parent/guardian, counsel or non-attorney advisor, and student;
- Options for reasonable accommodations and language support if needed
- What types of evidence or testimony will be considered, i.e., documentary or testimonial evidence that proper procedures were not followed at the school level;
- What the possible outcomes of the hearing may be, i.e., upholding the decision, reversing the decision, or returning it to the Principal for further action if it is determined that proper procedures were not followed at the school level;
- When a final decision will be made; however the decision shall not be made later than three (3) calendar days after the hearing.

All timelines may be extended by mutual agreement. The decision is given in writing. The decision of the Principal shall not be reversed arbitrarily or capriciously. The decision of the hearing officer (typically the Value Schools CEO) is final.

Expulsion Procedures

Recommendation for Expulsion

If the action for which a student has been suspended is one that requires or may warrant expulsion, and the Principal decides to recommend expulsion, the Principal appoints a Reviewing Officer familiar with the circumstances surrounding the suspension. The Reviewing Officer: (1) determines whether the student's suspension should be extended pending an expulsion hearing; and (2) contacts the Value Schools CEO to request that a Discipline Review Committee be appointed to conduct the expulsion hearing. Both steps are explained below.

Suspension Pending Expulsion Hearing

A student who is suspended for an offense likely to lead to expulsion may only return to school if the Reviewing Officer determines that the suspension should not be continued pending the expulsion hearing. The student and/or parent will be given an opportunity to be heard as part of this determination. The suspension and, if necessary, interim placement, will be continued until the expulsion hearing if:

- The student's presence will likely be disruptive to the educational process, and/or
- The student poses a threat or danger to others.

The total number of days for which a pupil may be suspended from Charter School shall not exceed 20 school days in any school year, unless a pupil enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of schooldays for which the pupil may be suspended shall not exceed 30 days in any school year. Central City Value will offer a suitable interim placement, such as at a grade-appropriate opportunity school or class, continuation school, or off-site supervised suspension classroom where the student will have meaningful access to education during the term of the suspension pending the outcome of the expulsion process.

For suspension periods not requiring an interim placement, the suspended student's homeroom teacher continues to provide the student with classroom material and current

assignments to be completed at home during the length of the suspension. Written notification listing all required assignments is sent to the student's parents and all needed materials are provided for pick-up in the Central City Value main office. The assignments are also listed on PowerSchool, to which the student and parents have access.

Completed student work sent or delivered to the Charter School's main office are graded in a timely manner by the teacher of each subject, and returned to student on a regular basis, either at the Charter School's main office or by mail if parents so request. Completed assignments are given credit toward semester grades. When completion of regular assignments would otherwise depend on classroom attendance or participation (e.g., group projects), alternative, comparably challenging assignments are accepted.

Expulsion Hearing

The Value Schools CEO appoints a Discipline Review Committee ("DRC") of two certificated members and up to four members in total (certificated and/or classified) uninvolved with the incident. The DRC may not include the Principal, any of the student's current teachers or coaches, the Reviewing Officer, or the Chief Executive Officer of Value Schools. At least one member will be an administrator from another Value Schools campus.

The DRC's role is to conduct an expulsion hearing at which the student and parents have a meaningful opportunity to be heard and to present evidence, and to write a report of its findings of fact and conclusions. The DRC may interview and call hearing witnesses on its own initiative. Unless postponed for good cause by the chair of the DRC at the request of the student and/or parent, the hearing is held within 30 days after the date the student was suspended. At all steps during the suspension and expulsion process, whether written or oral, necessary translation or interpretation services are provided to ensure parents/guardians are able to understand and participate in the process. Hearings are held at a time and in a setting that reasonably accommodates physical and scheduling constraints of necessary parties, including parents/guardians.

Written notice of the hearing is given to the student and the student's parents within three days of the expulsion recommendation and at least 10 business days before the date of the hearing. Parents are notified of:

- The date, time and place of the hearing, and options for obtaining a reasonable postponement to prepare for it
- A statement of the specific facts, charges and offense(s) upon which the proposed expulsion is based
- A copy of the disciplinary rules that relate to the alleged violation
- The opportunity for the student or the student's parents to appear in person at the hearing
- The opportunity for the student to be represented by counsel or a non-attorney advocate
- Options for reasonable accommodations and language support if needed
- The right to examine and acquire copies of all documents to be used at the hearing
- The opportunity to cross-examine all witnesses that testify at the hearing

- The opportunity to present evidence and witnesses on behalf of the student
- The intention to hold the hearing in a closed session unless the student's parent/guardian makes a written request, at least ten (10) business days prior to the hearing, that the hearing be held in an open session.

Record of Hearing
A reasonably accurate and complete record of the hearing shall be made and may be maintained by any means, including electronic recording or minutes taken of the proceeding. If electronic recording is used, it must permit a reasonably accurate and complete transcription of the proceedings. Minutes or transcripts are provided to parents/guardians as soon as possible.

Presentation of Evidence
While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from unidentified witnesses to the alleged offense, if the Discipline Review Committee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses
In the event of an expulsion hearing involving a sexual offense, the DRC will consult with a mental health professional or victims' rights advocate for advice concerning the unique needs of any witness, including a complaining witness, to permit a full examination of the facts while protecting the rights of all persons involved. In such cases, the complaining witness in any sexual assault or battery case will be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying. The Charter School will also provide the complaining witness a room separate from the hearing room for use prior to and during breaks in testimony.

In preparing for and conducting the hearing, the DRC will make efforts to minimize the discomfort and potential intimidation of any complaining witness, including such measures as non-threatening seating arrangements, permitting periods of relief from examination and cross-examination during which he or she may leave the hearing room, and limiting the time for taking the testimony of the complaining witness to the hours he/she is normally in school, unless good cause is shown that such accommodations would prejudice the rights of the student whose alleged infraction is under consideration.

Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the DRC that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the

admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Discipline Review Committee Decision

Based on its investigation and considering all the evidence introduced by the student, parent/guardian, and counsel or advisor, the DRC decides whether there is enough evidence to support the assertion that the student committed an infraction warranting expulsion. Within three calendar days after the hearing and deliberation, the DRC prepares a written summary of its findings of fact and its conclusions concerning expulsion or non-expulsion.

Notice of Decision

After the DRC delivers its findings of fact and conclusions to the Principal, the Principal or designee attempts to notify the parents/guardians by telephone or in person of the decision. Whether or not such oral notice is accomplished, if a decision to expel is made, Central City Value sends the parents/guardians, within two calendar days, written notice of the decision, including the findings and conclusions. This notice also includes the following: notice of the specific offense committed by the student; notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School; notice of any appeal options; and information about alternative placement options, such as Community Day Schools, Opportunity Schools or Independent Study School, other charter schools, and placements suggested by the District.

Appeal of an Expulsion

An appeal of an expulsion decision must be made in writing to the Chief Executive Officer of Value Schools within ten business days after the DRC's decision is received by the parents/guardians. The written appeal must specify the grounds for the appeal. Upon receipt of the appeal, the CEO notifies the Value Schools Board that an appeal has been filed.

Within ten (10) calendar days of receipt of the written appeal the Chief Executive Officer of Value Schools provides the parent/guardian with notice of the following:

- When and where the hearing will be held, which shall be no later than fourteen calendar days after the CEO receives the appeal; if appellant requests an extension, a hearing date will be set within 30 business days of the appeal notice;
- Who will conduct the appeal hearing, i.e., the Value Schools Board;
- Who may attend the hearing, including at least the parent/guardian, counsel or non-attorney advisor, and student;
- Options for reasonable accommodations and language support
- What types of evidence or testimony will be considered, i.e., documentary or testimonial evidence concerning the event under discussion and/or the original hearing;
- What the possible outcomes of the hearing may be, i.e., upholding the decision, reversing the decision, or returning it to the Principal for further action if it is determined that proper procedures were not followed at the school level;
- When a final decision will be made; however the decision shall not be made later than three calendar days after the hearing.

All timelines may be shortened or extended by mutual agreement, and agreement is not to be unreasonably withheld by the Charter School. Upon request of the student and/or parents, the Board may decide the matter based on the written appeal and record submitted, without a hearing. Whether decided on the record or after a hearing, the appellate decision is given in writing not later than three days after the conclusion of the submission of all materials and conclusion of any oral presentations. The decision of the DRC shall not be reversed arbitrarily or capriciously.

Central City Value High School is responsible for ensuring that any records of the expulsion proceedings are maintained, and makes available to students/parents the written findings, minutes and, if any, audio records of the proceedings.

Central City Value also provides post-expulsion support to expelled students and their families to facilitate continued access to education. In the event a student must be expelled, the Charter School will work cooperatively with the parents, public school district of residence, and others to assist with the educational placement of a student who is being expelled. The Charter School will notify the school or district in which an expelled student will next be enrolled of any and all incidents of violence or of behavior that was threatening to the well-being of any person. Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Reinstatement and Readmission

Upon expulsion, students expelled from Central City Value High School are given a rehabilitation plan developed by the Value Schools Board with the assistance of the Principal or his or her designee, and a written notice of the procedures for seeking readmission. The rehabilitation plan includes the elements that the Value Schools Board will consider if the student seeks readmission. While tailored to the individual situation, such elements typically include evidence of improved behavior, attendance and academic performance in the alternative placement setting. The plan may also set out a schedule for periodic review to ensure the student is complying with the rehabilitation plan, as well as a description of assessments to be made at the time of review for readmission. The rehabilitation plan includes that date on which the student may apply for readmission to Central City Value, which will be no later than one (1) year from the date of expulsion.

When the term of expulsion has expired and the student is presented for reinstatement, the Principal reviews compliance with the conditions of the rehabilitation plan and recommends to the Value Schools Board that the student be reinstated, or explains why he or she does not find reinstatement is warranted. The Value Schools Board decides whether to authorize reinstatement.

Element 11 – Employee Retirement Systems

"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security." (Ed. Code § 47605(b)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School's participation in, and/or coverage of its staff members by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a "government plan" governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School's existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Responsible staff

Central City Value High School will have two categories of employees – certificated and classified. At the time of initial employment, each employee will meet with the Human Resources Manager for Value Schools and receive information about the applicable retirement programs. The Human Resources Manager and CFO will work with the Los Angeles County Office of Education to ensure that each employee is properly enrolled in the appropriate program.

Coverage offered

Certificated Staff. All eligible credentialed employees will be covered by the California State Teachers Retirement System (CalSTRS) subject to the terms of that system. Those employees covered by CalSTRS participate in the Medicare portion of the federal social security system, but are not eligible for the OASDI portion. Central City Value High School acknowledges that it must continue such participation for the duration of its existence under the same CDS code.

Classified Staff. All eligible non-credentialed employees will be covered by the California Public Employees Retirement System (CalPERS). Employees covered by CalPERS participate in both the Medicare and OASDI portions of the federal social security system. Central City Value High School acknowledges that it must continue such participation for the duration of its existence under the same CDS code.

All Staff. All employees will be eligible to make voluntary contributions to a tax sheltered plan.

Element 12 – Public School Attendance Alternatives

***"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools."* (Ed. Code § 47605(b)(5)(L).)**

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

By a notice in the Parent-Student Handbook, Central City Value High School will notify students and parents/guardians that any pupil may choose to enroll in another school.

Element 13 – Rights of District Employees

"The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school." **(Ed. Code § 47605(b)(5)(M).)**

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter." **(Ed. Code § 47605(b)(5)(N).)**

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, ("Dispute") shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys' fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party's attorneys' fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys' fees, costs and/or expenses, or mediator's or arbitrator's fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq*. ("Proposition 39"), shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Central City Value High School
c/o Principal
221 N. Westmoreland Ave.
Los Angeles, CA 90004

2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

   Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

   Director
   Charter Schools Division
   Los Angeles Unified School District
   333 South Beaudry Avenue, 20th Floor
   Los Angeles, California 90017

   Central City Value High School
   c/o Principal
   221 N. Westmoreland Ave.
   Los Angeles, CA 90004

2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." (Ed. Code § 47605(b)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a "Closure Action". A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on "Charter School Closure Requirements and Recommendations (Revised 08/2009)" posted on the California Department of Education website. All references to

"Charter School" apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure

Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the

designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports

3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. Make final federal tax payments (employee taxes, etc.)

c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Closure Agents

In the event that Central City Value High School closes, the Chief Executive Officer and Chief Financial Officer of Value Schools will serve as closure agents.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities *(*i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent

Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors

  (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

  (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising From the Facilities:

  (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

(ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
  (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
  (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any

language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be $1,000,000 per occurrence/$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of $500,000 per occurrence and $500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of $5,000,000 per occurrence and $5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inceptions, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

> *"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."*

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the

following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)

ADDENDUM

District Required Language

Assurances, Affirmations, and Declarations

Central City Value High School (also referred to herein as "Central City Value," "CCVHS" and "Charter School") shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter "Ed. Code") § 47605(d)(1).)

- Not charge tuition. (Ed. Code § 47605(d)(1).)

- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)

- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)

- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)

- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School's capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as "LAUSD" and "District"). (Ed. Code § 47605(d)(2)(B).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)

- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(c)(2).)

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

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

Element 1 – The Educational Program

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

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

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

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

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

requirement that Charter School "shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan." (Ed. Code § 47606.5(e).)

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services,

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

SELPA Reorganization

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

Modified Consent Decree Requirements

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree ("MCD") and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs ("IEPs") and tracking of related services provided to students during the course of their education.

As part of fulfilling the District's obligations under the MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor's ("OIM") required format in accordance with the OIM's required timelines and as follows:

- End of Year Suspension

  District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

  The standard file including District ID.

- Norm day
  District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- CBEDS

- All Students enrolled as of December 1 of each school year

  District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout
  District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District's integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school." **(Ed. Code § 47605(b)(5)(B).)**

"The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card." **(Ed. Code § 47605(b)(5)(C).)**

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(c)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

Element 4 – Governance

"The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement." **(Ed. Code § 47605(b)(5)(D).)**

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School's website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.[3]

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the Public Records Act.

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

[3] The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and

representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its

oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Element 5 – Employee Qualifications

"The qualifications to be met by individuals to be employed by the charter school." **(Ed. Code § 47605(b)(5)(E).)**

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Element 6 – Health and Safety Procedures

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237." **(Ed. Code § 47605(b)(5)(F).)**

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District's Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan ("Plan"), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School's requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal

background clearances for its employees prior to provision of school site services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

Element 7 – Means to Achieve Racial and Ethnic Balance

***"The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted."* (Ed. Code § 47605(b)(5)(G).)**

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District's Student Integration Services (collectively the "Court-ordered Integration Program"). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD's Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW))*. The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District's Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District's goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

Element 8 – Admission Requirements

***"Admission requirements, if applicable."* (Ed. Code § 47605(b)(5)(H).)**

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community

meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

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

NON-DISCRIMINATION

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

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

Element 9 – Annual Financial Audits

"The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority." **(Ed. Code § 47605(b)(5)(I).)**

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

a. Provisional Budget – Spring prior to operating fiscal year
b. Final Budget – July of the budget fiscal year
c. First Interim Projections – November of operating fiscal year

d. Second Interim Projections – February of operating fiscal year
e. Unaudited Actuals – July following the end of the fiscal year
f. Audited Actuals – December 15 following the end of the fiscal year
g. Classification Report – monthly according to Charter School's Calendar
h. Statistical Report – monthly according to Charter School's Calendar of Reports
In addition:
    - P1, first week of January
    - P2, first week of April
i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

"The procedures by which pupils can be suspended or expelled." **(Ed. Code § 47605(b)(5)(J).)**

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special

education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student's disability?
B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
    - Copy of parental notice of expulsion hearing
    - Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
    - If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
    - If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:

A. Was the misconduct caused by, or directly and substantially related to the student's disability?
B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student

records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

Element 11 – Employee Retirement Systems

***"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security."* (Ed. Code § 47605(b)(5)(K).)**

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School's participation in, and/or coverage of its staff members by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a "government plan" governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School's existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Element 12 – Public School Attendance Alternatives

***"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools."* (Ed. Code § 47605(b)(5)(L).)**

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Element 13 – Rights of District Employees

***"The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school."* (Ed. Code § 47605(b)(5)(M).)**

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School

unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

***"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter."* (Ed. Code § 47605(b)(5)(N).)**

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, ("Dispute") shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys' fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party's attorneys' fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys' fees, costs and/or expenses, or mediator's or arbitrator's fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq*. ("Proposition 39"), shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
[Charter School Name]
[Charter School Address]

2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

   Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

   Director
   Charter Schools Division
   Los Angeles Unified School District
   333 South Beaudry Avenue, 20th Floor
   Los Angeles, California 90017

   Central City Value High School
   c/o Principal
   221 N. Westmoreland Ave.
   Los Angeles, CA 90004

2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15)

business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." **(Ed. Code § 47605(b)(5)(O).)**

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a "Closure Action". A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on "Charter School Closure Requirements and Recommendations (Revised 08/2009)" posted on the California Department of Education website. All references to "Charter School" apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the

Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The students' school districts of residence

4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure

2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school

2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

4. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

5. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

6. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after

all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. Make final federal tax payments (employee taxes, etc.)

c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter

school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities *(*i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
    (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
    (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the

use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
  (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

  (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

  (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

  (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be $1,000,000 per occurrence/$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of $500,000 per occurrence and $500,000 general aggregate.

6. Professional Educators Errors and Omissions liability coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

7. Sexual Molestation and Abuse coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

8. Employment Practices Legal Liability coverage with limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

9. Excess/Umbrella Liability insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inceptions, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

> *"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."*

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the

Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.

- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.

- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)

California Department of Education

DataQuest Home / Enrollment Report

2021-22 Enrollment by Ethnicity and Grade

Central City Value Report (19-64733-0100800)

+ Report Description

+ Report Options and Filters

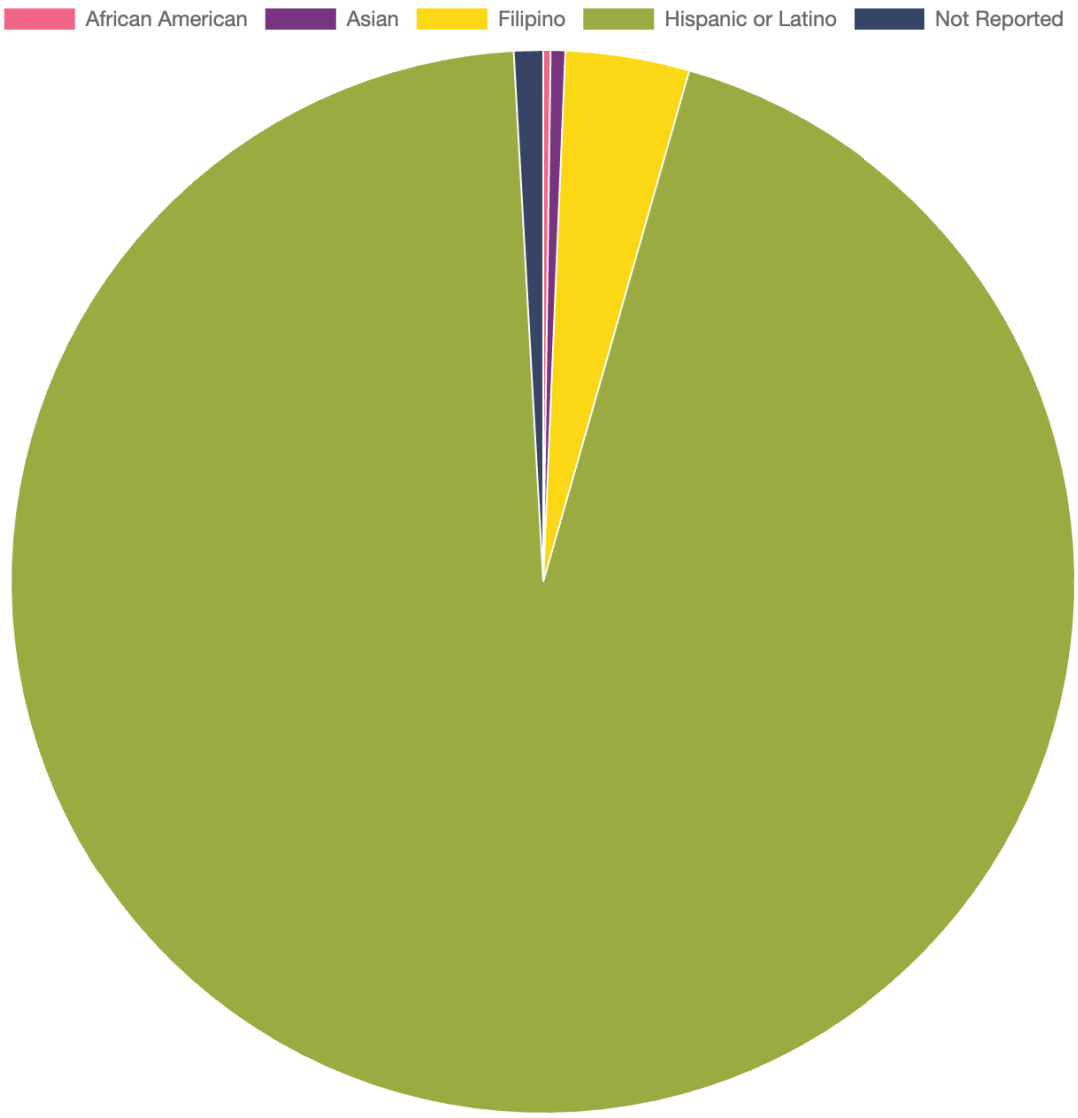
Ethnicity	Total	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Ungr Elem	C
African American	**1**	0	0	0	0	0	0	0	0	0	0	
Asian	**2**	0	0	0	0	0	0	0	0	0	0	
Filipino	**17**	0	0	0	0	0	0	0	0	0	0	
Hispanic or Latino	**428**	0	0	0	0	0	0	0	0	0	0	
Not Reported	**4**	0	0	0	0	0	0	0	0	0	0	
Total	**452**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	

Report Totals

Name	Total	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
Central City Value	**452**	0	0	0	0	0	0	0	0
Los Angeles Unified	**548,338**	47,831	38,424	39,654	40,471	41,363	42,483	40,434	40,117
Los Angeles County	**1,336,558**	107,263	90,423	93,301	95,833	97,856	99,594	99,728	98,598

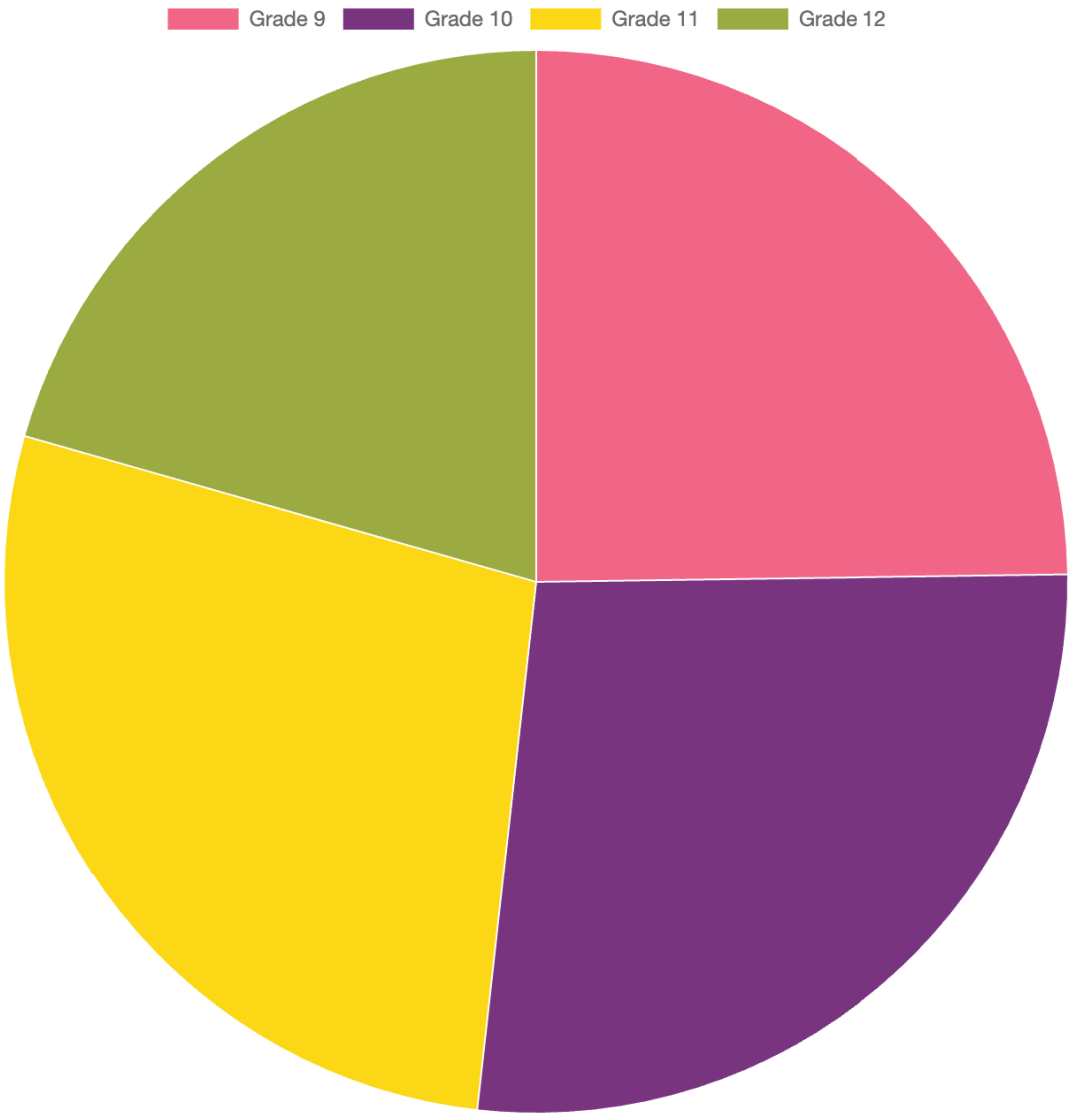
Statewide	**5,892,240**	469,928	408,671	421,662	427,015	433,523	441,608	441,390	435,779

Enrollment by Ethnicity



✚ Enrollment by Ethnicity Chart Data

Enrollment by Grade



✚ **Enrollment by Grade Chart Data**

AUTOMATIC
RENEWAL
03/24/2020
TERM: 2020-2025

LOS ANGELES ACADEMY OF ARTS AND ENTERPRISE

INDEPENDENT CHARTER SCHOOL
RENEWAL PETITION
2020-2025

Submitted by
David Calvo, Principal
Michael Coleman, Assistant Principal
David DeFrenza, Assistant Principal

On behalf of LAAAE's Students,
Parents, Faculty, Staff and Board of Directors

January 27, 2020

Table of Contents

ASSURANCES, AFFIRMATIONS, and DECLARATIONS 5
INTRODUCTION 7
ELEMENT 1: THE EDUCATIONAL PROGRAM 9
Element 1 – The Educational Program 9
GENERAL INFORMATION 14
COMMUNITY NEED FOR CHARTER SCHOOL 14
STUDENT POPULATION TO BE SERVED 27
GOALS AND PHILOSOPHY 30
EDUCATIONAL PHILOSOPHY 31
WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY 33
HOW LEARNING BEST OCCURS 35
GOALS FOR ENABLING SELF-MOTIVATED, COMPETENT, AND LIFELONG LEARNERS 36
ANNUAL GOALS AND ACTIONS ALIGNED TO STATE PRIORITIES 36
INSTRUCTIONAL DESIGN 37
CURRICULUM AND INSTRUCTION 43
LAAAE'S COURSE OFFERINGS 52
INSTRUCTIONAL METHODS AND STRATEGIES TO DELIVER CURRICULUM 91
INSTRUCTIONAL METHODOLOGIES AND CURRICULUM-MATERIALS 92
USE OF TECHNOLOGY 92
MEETING GRADUATION REQUIREMENTS 93
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC) ACCREDITATION 94
TRANSFERABILITY OF COURSES AND PARENT NOTIFICATION 95
ACADEMIC CALENDAR AND SCHEDULES 95
PROPOSED SCHOOL CALENDAR 96
INSTRUCTIONAL MINUTES 97
A TYPICAL DAY AT LAAAE 98
PROFESSIONAL DEVELOPMENT PLAN 100
TEACHER RECRUITMENT 102
MEETING THE NEEDS OF ALL STUDENTS 102
ENGLISH LEARNERS 102
GIFTED AND TALENTED STUDENTS AND STUDENTS ACHIEVING ABOVE GRADE LEVEL 109
STUDENTS ACHIEVING BELOW GRADE LEVEL 110
SOCIO-ECONOMICALLY DISADVANTAGED/LOW INCOME STUDENTS 111
STUDENTS WITH DISABILITIES 113
STUDENTS IN OTHER SUBGROUPS 113
ELEMENT 2: MEASURABLE PUPIL OUTCOMES 114
ELEMENT 3: METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED 114
MEASURABLE PUPIL OUTCOMES: SUMMATIVE AND FORMATIVE ASSESSMENT PERFORMANCE TARGETS 116
PERFORMANCE TARGETS ALIGNED TO THE STATE PRIORITIES AND OTHER PERFORMANCE TARGETS 118
DATA ANALYSIS AND REPORTING 142
GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION 144
TYPE AND FREQUENCY OF PROGRESS REPORTING 145
PROMOTION/RETENTION POLICY AND PROCEDURES 145
ELEMENT 4: GOVERNANCE 148
GOVERNANCE STRUCTURE 151
ORGANIZATIONAL CHART 151
BOARD ROLES AND RESPONSIBILITIES 154

BOARD OF DIRECTORS' COMPOSITION AND MEMBER SELECTION **156**
CRITERIA AND PROCESS FOR SELECTING BOARD OF DIRECTORS' MEMBERS **159**
GOVERNANCE PROCEDURES AND OPERATIONS **160**
BOARD'S DECISION-MAKING PROCEDURES 161
STAKEHOLDER INVOLVEMENT **161**
ELEMENT 5: EMPLOYEE QUALIFICATIONS 164
EMPLOYEE POSITIONS AND QUALIFICATIONS **164**
ELEMENT 6: HEALTH AND SAFETY OF PUPILS 179
CUSTODIAN(S) OF RECORDS 181
STUDENT HEALTH AND WELLNESS 181
EMERGENCY SITUATIONS/AB 1747 ASSURANCE **183**
ELEMENT 7: RACIAL AND ETHNIC BALANCE 184
PLAN FOR ACHIEVING AND MAINTAINING LAUSD's RACIAL AND ETHNIC BALANCE RATIO 184
ELEMENT 8: ADMISSION REQUIREMENTS 186
ADMISSION REQUIREMENTS **187**
STUDENT RECRUITMENT **187**
LOTTERY PREFERENCES AND PROCEDURES **187**
PUBLIC RANDOM DRAWING 187
ELEMENT 9: ANNUAL FINANCIAL AUDITS 189
ANNUAL AUDIT PROCEDURES 189
ANNUAL AUDIT PROCEDURES **190**
FINANCIAL REPORTS 190
ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES 192
DISCIPLINE FOUNDATION POLICY **194**
IN-SCHOOL AND OUT-OF-SCHOOL SUSPENSIONS **196**
GROUNDS FOR SUSPENSION AND EXPULSION **197**
EXPULSION PROCEDURES **199**
ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS 205
ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES 207
ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES 208
ELEMENT 14: MANDATORY DISPUTE RESOLUTION 209
ELEMENT 15: CHARTER SCHOOL CLOSURE PROCEDURES 213
Additional Provisions 220
FACILITIES **220**
DISTRICT-OWNED FACILITIES 220
NON-DISTRICT-OWNED FACILITIES 222
Insurance Requirements 223
EVIDENCE OF INSURANCE **225**
HOLD HARMLESS/INDEMNIFICATION PROVISION **225**
Fiscal Matters 226
DISTRICT OVERSIGHT COSTS **226**
CASH RESERVES **226**
THIRD PARTY CONTRACTS **226**
SPECIAL EDUCATION REVENUE ADJUSTMENT/PAYMENT FOR SERVICES **226**
STUDENT BODY FUNDS **226**
AUDIT AND INSPECTION OF RECORDS **227**
FISCAL POLICIES AND PROCEDURES **227**
APPORTIONMENT ELIGIBILITY FOR STUDENTS OVER 19 YEARS OF AGE **227**
LOCAL CONTROL AND ACCOUNTABILITY PLAN **228**
Assurances, Affirmations, and Declarations 229
Element 1 – The Educational Program 230

Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured 235
Element 4 – Governance 236
Element 5 – Employee Qualifications 239
Element 6 – Health and Safety Procedures 240
Element 7 – Means to Achieve Racial and Ethnic Balance 242
Element 8 – Admission Requirements 243
Element 9 – Annual Financial Audits 244
Element 10 – Suspension and Expulsion Procedures 244
Element 11 – Employee Retirement Systems 247
Element 12 – Public School Attendance Alternatives 248
Element 13 – Rights of District Employees 248
Element 14 – Mandatory Dispute Resolution 248
Element 15 – Charter School Closure Procedures 252
Additional Provisions 259

ASSURANCES, AFFIRMATIONS, and DECLARATIONS

[Los Angeles Academy of Arts and Enterprise] (also referred to herein as "[LAAAE]" and "Charter School") shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter "Ed. Code") § 47605(d)(1).)

- Not charge tuition. (Ed. Code § 47605(d)(1).)

- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)

- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)

- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)

- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School's capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as "LAUSD" and "District"). (Ed. Code § 47605(d)(2)(B).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)

- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School's

employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

INTRODUCTION

Los Angeles Academy of Arts and Enterprise (LAAAE) is a small, independent charter school serving approximately 300 students in grades 6-12 who primarily reside in Koreatown and Westlake. With a respective population per square mile at 42,611 and 38,214, these two neighborhoods rank the highest and second highest in population density in the entire county. Only one other neighborhood in the county exceeds a population density of 25,500 per square mile.[1] Financial struggle is visible in the community. At $26,757 and $30,558, Westlake and Koreatown rank six and 14 respectively in lowest median income out of 265 neighborhoods that generated data.[1] Los Angeles Homeless Services Authority (2019)[2] reported that there was an approximate homeless population of 1,869 in Westlake and another 587 in Koreatown. About 40% of adults have less than a high school diploma in Koreatown. In Westlake, that number is about 59%. For both communities, approximately 68% of residents are foreign born
.

Crime and violence are palpable in these communities. For the May 2019 to November 2019 reporting period, Westlake ranked 23 (out of 209) in violent crimes; Koreatown ranked 52 (Los Angeles Times, n.d.). Both neighborhoods are also recognized as the birthplace of Mara Salvatrucha 13 (InSight Crime, 2018). Commonly referred to as MS-13, this gang "is one of the world's largest and arguably most violent street gangs" (InSight Crime, 2018, p. 3). MS-13 was the first U.S. street gang designated by the U.S. Treasury Department as a transnational criminal organization (United States Department of the Treasury, 2012; United States Department of the Treasury, 2015). The gang has also been the subject of numerous documentaries such as: World's Most Dangerous Gang: Power of Fear (National Geographic, 2019); Gangland: Capitol Killers (History Channel, 2010); and MS13: World's Most Dangerous Gang (National Geographic, 2006). Although Hispanics account for approximately one-half of the community's population, they have historically been overrepresented at the school. Specifically, during the previous term, Hispanics accounted for over 90% of the annual enrollment. The data in this petition will demonstrate how LAAAE is serving the educational needs in this community.

On August 24, 2004, Los Angeles Unified School District (LAUSD) authorized LAAAE to open its doors in September 2005. Upon initial authorization, LAAAE only offered sixth grade. Adding one grade each subsequent year, LAAAE graduated its first senior

---

[1] Los Angeles Times. (n.d.). *Mapping L.A.* Retrieved from http://maps.latimes.com/about/

[2] Los Angeles Homeless Services Authority. (2019). *2019 homeless count by community / city*. Retrieved from https://www.lahsa.org/data?id=13-2019-homeless-count-by-community-city

class in June 2012. LAAAE has now graduated eight senior classes. LAAAE's charter was most recently renewed by LAUSD in March 2015. LAAAE is currently collocated with Roybal Learning Center at 1200 West Colton Street, Los Angeles. LAAAE is submitting this petition for approval of a five-year charter renewal commencing on July 1, 2020. LAAAE meets the minimum statutory criteria for renewal set forth in Ed. Code § 47607(b).

ELEMENT 1: THE EDUCATIONAL PROGRAM

Element 1 – The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special

Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code Section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

SELPA Reorganization

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

Modified Consent Decree Requirements

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree ("MCD") and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs ("IEPs") and tracking of related services provided to students during the course of their education.

As part of fulfilling the District's obligations under the MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor's ("OIM") required format in accordance with the OIM's required timelines and as follows:

- End of Year Suspension

  District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

  The standard file including District ID.

- Norm day
  District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- CBEDS

- All Students enrolled as of December 1 of each school year

  District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout
  District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District's integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

General Information

The contact person for Charter School is:	David Calvo, Principal
The contact address for Charter School is:	PO Box 26750 Los Angeles, CA 90026
The contact phone number for Charter School is:	213-487-0600
The proposed address or ZIP Code of the target community to be served by Charter School is:	1200 West Colton Street Los Angeles, CA 90026
This location is in LAUSD Board District:	2
This location is in LAUSD Local District:	Central
The grade configuration of Charter School is:	6-12
The number of students in the first year will be:	333
The grade level(s) of the students in the first year will be:	6-12
Charter School's scheduled first day of instruction in 2020-2025:	August 10, 2020
The enrollment capacity is: (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).	500
The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
The bell schedule for Charter School will be:	Both straight schedule (1-7) and block
The term of this charter shall be from:	July 1, 2020 to June 30, 2025

Community Need for Charter School

Los Angeles Academy of Arts and Enterprise (LAAAE) is in its 15th year of operation and has become to be known in the community as a school that supports students with high needs. LAAAE has been recognized for four consecutive years (2015-2019) by the California PBIS Coalition for demonstrating systems of tiered interventions for struggling learners. (LAAAE is the only California charter school to earn Platinum recognition in the award's history. LAAAE was also the only school within the LAUSD geography to be awarded Platinum recognition.)[3] Despite the challenges of serving a predominantly minority, immigrant, and socially and economically underserved population, LAAAE is making great strides toward providing support and increasing student achievement and filling an educational void in its community.

[3] California PBIS Coalition. (n.d.). State Recognition System. Schools Recognized. Retrieved from www.pbisca.org

Meeting the needs of the community

LAAAE is filling an educational void in the community it serves. As described in the following tables and narrative, the home schools of most LAAAE students are significantly larger and struggle to meet the needs of disadvantaged and struggling learners. Since 2010, LAAAE has implemented measures yielding improved student achievement outcomes and remarkable Smarter Balanced results as described in the section below.

LAAAE has analyzed available data during its charter term and compared with resident schools and other entities. California Education Code § 47607(b)(4) indicates that "[t]he entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend." The threshold for including a resident school has been 10 students "who would otherwise have been required to attend" the resident school. When filing reports with LAUSD, such as for Prop 39, LAAAE has listed the first school that appears in the Resident School Identifier, as the home school for students. That is, a student can only attend one school at a time.

LAAAE contends that four schools should not be added to the resident school data set because exactly 10 students live in the Jefferson Zone of Choice. Since Dr. Maya Angelou Community High School is the first listed school for these 10 students when searching for a home school, that is the school that has been included in LAAAE's previous resident schools performance communications. From a mathematical perspective, 10 students should contribute only one data point in the resident schools analysis. Compounding this is that § 47607(b)(4) further indicates that the performance analysis should take "into account the composition of the pupil population that is served at LAAAE." Because of outreach to marginalized families and youth, LAAAE serves a greater percentage of socio economically disadvantaged students and English learners, including newcomers and ever-English learners, than these schools. Below are the most recent demographic data (for 2018-2019).

	English Learners			Free or Reduced Lunch
	0-3 Yrs.	EL	Ever-ELs	
LAAAE	12.54%	37.28%	88.85%	98.26%

Angelou	11.44%	31.78%	81.78%	96.56%
Jefferson	10.71%	24.84%	73.76%	94.72%
Nava	8.59%	20.33%	84.17%	97.27%
Santee	8.73%	23.29%	81.34%	95.32%

Source: California Department of Education, DataQuest

LAAAE's data presentation includes the median of the four schools in the Jefferson Zone of Choice, as one data point in the resident schools analyses.

LAAAE also requests consideration for a performance adjustment. LAAAE serves students in grades 6-12. Students in grades six, seven, eight, and eleven are administered the SBAC assessments. Since the other resident schools do not have this configuration, it is appropriate to adjust the scores so that a fair comparison of performance can be made across the middle school grades and high school grades configurations. (In general, statewide data clearly demonstrates different levels of performance across the grade configurations.) Moreover, since most students enroll at LAAAE in middle school, time is needed for students to be brought to grade level and learn English. LAAAE's data generally represents increased performance in the high school, suggesting that students are unquestionably being brought to grade level as the student progresses through the curriculum.

Data from the tables in this section was compiled from data retrieved at California Department of Education's DataQuest (www.dq.cde.ca.gov/Dataquest). In school year 2018-2019, LAAAE's resident high schools' median SBAC proficiency performance was 37.74% and 19.01% for English language arts and mathematics respectively. LAAAE's high school adjusted proficiency scores were 54.54% and 13.33% for English language arts and mathematics. (This high school adjusted proficiency is the sole performance of the eleventh grade as opposed to the performance of the entire student body which includes middle school students.) Accordingly, LAAAE's 2018-2019 high school scores exceed the median performance for English language arts, and the performance of other identified entities.

RESIDENT HIGH SCHOOL PERFORMANCE ANALYSIS

2019 English Language Arts Achievement Level	State of California Adjusted	Los Angeles County Adjusted	Los Angeles Unified Adjusted	LAAAE High School Adjusted	Edward R. Roybal Learning Center	Belmont Senior High	Contreras Learning Center-Academic Leadership Comm	Contreras Learning Center-Los Angeles School Of Global	Contreras Learning Center - School of Business and Tourism	Contreras Learning Center-School Of Social Justice	Ramon C. Cortines School Of Visual And Performing	Jefferson Zone of Choice Proxy	Dr. Maya Angelou Community High	NAVA College Preparatory Academy	Santee Education Complex	Thomas Jefferson Senior High
Standard Exceeded: Level 4	27.10%	26.26%	21.65%	15.15%	27.11%	14.14%	15.48%	9.80%	10.10%	8.60%	24.48%	7.77%	2.21%	9.91%	23.89%	5.63%
Standard Met: Level 3	30.17%	30.19%	30.05%	29.29%	40.36%	20.94%	30.95%	15.69%	30.30%	25.81%	30.27%	24.81%	21.68%	27.93%	36.66%	20.42%
Standard Nearly Met: Level 2	21.38%	22.04%	23.82%	18.18%	16.27%	27.23%	30.95%	47.06%	30.30%	30.11%	23.81%	28.16%	30.97%	34.23%	23.69%	25.35%
Standard Not Met: Level 1	21.35%	21.51%	24.48%	37.37%	16.27%	37.70%	22.62%	27.45%	29.29%	35.48%	21.43%	39.53%	45.13%	27.93%	15.96%	48.59%
	57.27%	56.45%	51.70%	44.44%	67.47%	35.08%	46.43%	25.49%	40.40%	34.41%	54.76%	32.58%	23.89%	37.84%	60.55%	26.05%
	42.73%	43.55%	48.30%	55.56%	32.54%	64.93%	53.57%	74.51%	59.59%	65.59%	45.24%	64.59%	76.10%	62.16%	39.65%	73.94%
					37.74% Resident School Median			16.80% Distance from Median								

2019 Mathematics Achievement Level	State of California Adjusted	Los Angeles County Adjusted	Los Angeles Unified Adjusted	LAAAE High School Adjusted	Edward R. Roybal Learning Center	Belmont Senior High	Contreras Learning Center-Academic Leadership Comm	Contreras Learning Center-Los Angeles School Of Global	Contreras Learning Center - School of Business and Tourism	Contreras Learning Center-School Of Social Justice	Ramon C. Cortines School Of Visual And Performing	Jefferson Zone of Choice Proxy	Dr. Maya Angelou Community High	NAVA College Preparatory Academy	Santee Education Complex	Thomas Jefferson Senior High
Standard Exceeded: Level 4	13.85%	13.10%	8.56%	0.00%	4.19%	2.09%	2.38%	0.00%	0.00%	2.15%	3.69%	3.58%	0.00%	3.64%	7.00%	3.52%
Standard Met: Level 3	18.39%	18.09%	16.78%	13.33%	31.74%	10.47%	20.24%	5.66%	17.53%	5.38%	13.76%	8.27%	1.82%	10.91%	13.25%	5.63%
Standard Nearly Met: Level 2	22.28%	22.57%	23.31%	30.00%	26.95%	18.85%	20.24%	37.74%	18.56%	11.83%	24.16%	18.93%	14.35%	22.73%	22.80%	14.08%
Standard Not Met: Level 1	45.48%	46.24%	51.35%	56.67%	37.13%	68.59%	57.14%	56.60%	63.92%	80.65%	58.39%	69.75%	83.64%	62.73%	57.25%	76.76%
	32.24%	31.19%	25.34%	13.33%	35.93%	12.56%	22.62%	5.66%	17.53%	7.53%	17.45%	11.85%	1.82%	14.55%	20.25%	9.15%
	67.76%	68.81%	74.66%	86.67%	64.08%	87.44%	77.38%	94.34%	82.48%	92.48%	82.55%	88.27%	98.19%	85.46%	79.75%	90.84%
					15.01% Resident School Median			+1.68% Distance from Median								

Source: California Department of Education, DataQuest

In the school year 2018-2019, LAAAE's resident middle schools' median proficiency performance was 27.52% and 15.99% for English language arts and mathematics respectively. LAAAE's middle school adjusted proficiency scores were 20.59% and 12.75% for English language arts and mathematics respectively. (This middle school adjusted proficiency is the sole performance of the middle school grades as opposed to the performance of the entire student body which includes high school students.) LAAAE's performance was near the median.

RESIDENT MIDDLE SCHOOL PERFORMANCE ANALYSIS

2019 English Language Arts Achievement Level	State of California Adjusted	Los Angeles County Adjusted	Los Angeles Unified Adjusted	LAAAE Middle School Adjusted	Berendo Middle	Sal Castro Middle	John H. Liechty Middle	Virgil Middle
Standard Exceeded: Level 4	17.46%	16.77%	13.12%	2.94%	4.00%	3.25%	4.89%	12.40%
Standard Met: Level 3	32.28%	31.84%	28.89%	17.65%	19.48%	22.08%	24.81%	26.44%
Standard Nearly Met: Level 2	24.20%	24.34%	24.95%	35.30%	29.03%	27.92%	27.70%	22.52%
Standard Not Met: Level 1	26.06%	27.05%	33.04%	44.12%	47.48%	46.75%	42.60%	38.65%
	49.73%	48.61%	42.01%	20.59%	23.48%	25.33%	29.70%	38.84%
	50.26%	51.39%	57.99%	79.41%	76.51%	74.67%	70.30%	61.17%
				27.52% Resident School Median				-6.93% Distance from Median

2019 Mathematics Achievement Level	State of California Adjusted	Los Angeles County Adjusted	Los Angeles Unified Adjusted	LAAAE Middle School Adjusted	Berendo Middle	Sal Castro Middle	John H. Liechty Middle	Virgil Middle
Standard Exceeded: Level 4	20.03%	19.25%	15.30%	6.86%	3.59%	5.14%	5.30%	18.98%
Standard Met: Level 3	17.65%	17.39%	15.45%	5.88%	7.19%	11.25%	10.28%	16.24%
Standard Nearly Met: Level 2	25.21%	25.00%	24.54%	25.49%	19.70%	23.15%	22.03%	21.09%
Standard Not Met: Level 1	37.11%	38.36%	44.71%	61.77%	69.52%	60.45%	62.39%	43.69%
	37.67%	36.64%	30.76%	12.75%	10.78%	16.39%	15.58%	35.22%
	62.32%	63.36%	69.25%	87.26%	89.22%	83.60%	84.42%	64.78%
				15.99% Resident School Median				-3.24% Distance from Median

Source: California Department of Education, DataQuest

In the school year 2017-2018, LAAAE's resident high schools' median proficiency performance was 41.19% and 15.39% for English language arts and mathematics

respectively. LAAAE's high school adjusted proficiency scores were 39.13% and 25.53% for English language arts and mathematics respectively. LAAAE's adjusted English language arts proficiency was near the median. The adjusted math proficiency exceeds the median for resident schools and the adjusted performance of another LEA.

RESIDENT HIGH SCHOOL PERFORMANCE ANALYSIS

2018 English Language Arts Achievement Level	State of California Adjusted	Los Angeles County Adjusted	Los Angeles Unified Adjusted	LAAAE High School Adjusted	Edward R Roybal Learning Center	Belmont Senior High	Contreras Learning Center - Academic Leadership Comm	Contreras Learning Center - Los Angeles School Of Global	Contreras Learning Center - School of Business and Tourism	Contreras Learning Center - School Of Social Justice	Ramon C Cortines School Of Visual And Performing	Jefferson Zone of Choice Prosy	Dr Maya Angelou Community High	NAVA College Preparatory Academy	Santee Education Complex	Thomas Jefferson Senior High
Standard Exceeded: Level 4	25.59%	24.73%	19.77%	13.04%	24.88%	12.14%	7.81%	3.80%	22.22%	9.89%	21.10%	9.88%	8.89%	10.87%	27.52%	3.97%
Standard Met: Level 3	30.37%	30.82%	31.22%	26.09%	39.31%	25.24%	28.13%	16.46%	37.37%	27.47%	30.42%	35.12%	29.63%	42.75%	40.60%	26.19%
Standard Nearly Met: Level 2	22.18%	22.52%	24.33%	23.91%	24.88%	29.13%	37.50%	31.65%	24.24%	28.57%	24.57%	27.30%	29.63%	26.81%	18.26%	27.78%
Standard Not Met: Level 1	21.85%	21.89%	24.68%	36.96%	10.94%	33.50%	26.56%	48.10%	16.16%	34.07%	17.92%	25.71%	31.85%	19.57%	13.62%	42.06%
	56.06%	53.35%	50.99%	39.13%	64.17%	37.38%	35.94%	20.26%	59.59%	37.36%	51.52%	45.00%	38.52%	53.62%	68.13%	30.16%
	44.03%	44.45%	49.01%	60.87%	35.84%	62.63%	64.06%	79.75%	40.40%	62.64%	42.49%	53.01%	61.48%	46.38%	31.88%	69.84%
				41.19% Resident School Median				-2.06%	Distance from Median							

2018 Mathematics Achievement Level	State of California Adjusted	Los Angeles County Adjusted	Los Angeles Unified Adjusted	LAAAE High School Adjusted	Edward R Roybal Learning Center	Belmont Senior High	Contreras Learning Center - Academic Leadership Comm	Contreras Learning Center - Los Angeles School Of Global	Contreras Learning Center - School of Business and Tourism	Contreras Learning Center - School Of Social Justice	Ramon C Cortines School Of Visual And Performing	Jefferson Zone of Choice Prosy	Dr Maya Angelou Community High	NAVA College Preparatory Academy	Santee Education Complex	Thomas Jefferson Senior High
Standard Exceeded: Level 4	12.89%	11.84%	7.10%	0.38%	16.86%	3.40%	3.13%	1.28%	7.07%	2.20%	3.75%	1.14%	1.48%	0.74%	5.21%	0.79%
Standard Met: Level 3	18.48%	17.85%	16.16%	18.15%	19.19%	10.19%	14.06%	3.85%	14.14%	7.69%	15.85%	6.86%	6.67%	2.94%	13.42%	7.09%
Standard Nearly Met: Level 2	22.84%	23.27%	24.62%	21.28%	30.23%	18.93%	23.44%	20.51%	25.25%	16.48%	33.43%	25.20%	25.19%	25.74%	25.21%	16.54%
Standard Not Met: Level 1	45.78%	47.01%	52.10%	53.19%	33.72%	67.48%	59.38%	74.36%	53.54%	73.63%	46.97%	66.83%	66.67%	70.59%	56.16%	75.59%
	31.37%	30.72%	23.26%	25.53%	36.05%	13.59%	17.19%	5.13%	21.21%	9.89%	19.60%	8.00%	8.15%	3.68%	18.63%	7.88%
	68.62%	70.28%	76.72%	74.47%	63.95%	86.41%	82.82%	94.87%	78.79%	90.11%	80.40%	93.83%	91.86%	96.33%	81.37%	92.13%
				15.39% Resident School Median				10.14%	Distance from Median							

Source: California Department of Education, DataQuest

In the school year 2017-2018, LAAAE's resident middle schools' median proficiency performance was 22.19% and 14.03% for English language arts and mathematics respectively. LAAAE's middle school adjusted proficiency scores were 22.13% and 18.85% for English language arts and mathematics respectively. LAAAE's 2017-2018 middle school English language arts score was near the median performance.

RESIDENT MIDDLE SCHOOL PERFORMANCE ANALYSIS

2018 English Language Arts Achievement Level	State of California Adjusted	Los Angeles County Adjusted	Los Angeles Unified Adjusted	LAAAE Middle School Adjusted	Berendo Middle	Sal Castro Middle	John H. Liechty Middle	Virgil Middle
Standard Exceeded: Level 4	16.52%	15.55%	11.77%	0.82%	2.59%	3.34%	3.49%	11.88%
Standard Met: Level 3	32.50%	31.79%	28.32%	21.31%	19.84%	18.54%	18.45%	28.70%
Standard Nearly Met: Level 2	24.36%	24.71%	25.09%	29.51%	28.92%	31.31%	28.82%	23.22%
Standard Not Met: Level 1	26.61%	27.96%	34.82%	48.36%	48.64%	46.81%	49.24%	36.20%
	49.03%	47.33%	40.09%	22.13%	22.43%	21.88%	21.94%	40.58%
	50.97%	52.66%	59.91%	77.87%	77.56%	78.12%	78.06%	59.42%
				22.19% Resident School Median			-0.06%	Distance from Median

2018 Mathematics Achievement Level	State of California Adjusted	Los Angeles County Adjusted	Los Angeles Unified Adjusted	LAAAE Middle School Adjusted	Berendo Middle	Sal Castro Middle	John H. Liechty Middle	Virgil Middle
Standard Exceeded: Level 4	19.43%	18.15%	14.28%	5.74%	2.39%	3.27%	3.77%	17.86%
Standard Met: Level 3	17.80%	17.38%	15.02%	13.12%	8.06%	11.31%	9.70%	14.90%
Standard Nearly Met: Level 2	25.64%	25.59%	24.79%	26.23%	26.70%	24.11%	23.71%	22.71%
Standard Not Met: Level 1	37.13%	38.87%	45.90%	54.92%	62.85%	61.31%	62.82%	44.52%
	37.23%	35.53%	29.30%	18.85%	10.45%	14.58%	13.47%	32.76%
	62.77%	64.47%	70.70%	81.15%	89.55%	85.42%	86.53%	67.23%
				14.03% Resident School Median			4.83%	Distance from Median

Source: California Department of Education, DataQuest

In the school year 2016-2017, LAAAE's resident high schools' median proficiency performance was 46.80% and 17.26% for English language arts and mathematics respectively. LAAAE's high school adjusted proficiency scores were 60.00% and 8.89% for English language arts and mathematics respectively. LAAAE's adjusted English language arts exceeds the median and both the adjusted English language arts performance for other entities.

RESIDENT HIGH SCHOOL PERFORMANCE ANALYSIS

2017 English Language Arts Achievement Level	State of California Adjusted	Los Angeles County Adjusted	Los Angeles Unified Adjusted	LAAAE High School Adjusted	Edward R Roybal Learning Center	Belmont Senior High	Contreras Learning Center-Academic Leadership Comm	Contreras Learning Center-Los Angeles School Of Global	Contreras Learning Center - School of Business and Tourism	Contreras Learning Center-School Of Social Justice	Ramon C Cortines School Of Visual And Performing	Jefferson Zone of Choice Prgry	Dr Maya Angelou Community High	NAVA College Preparatory Academy	Santee Education Complex	Thomas Jefferson Senior High
Standard Exceeded Level 4	27.72%	20.77%	21.30%	22.22%	13.59%	12.99%	12.82%	10.39%	20.55%	17.48%	23.17%	12.48%	4.38%	15.03%	24.57%	9.32%
Standard Met Level 3	32.04%	32.43%	33.26%	37.78%	29.66%	25.99%	50.00%	35.06%	41.10%	29.13%	36.36%	34.52%	24.09%	36.46%	35.99%	33.05%
Standard Nearly Met Level 2	21.34%	21.09%	24.52%	22.22%	23.73%	30.51%	23.08%	29.87%	23.29%	30.10%	22.29%	32.84%	34.31%	31.77%	22.15%	33.90%
Standard Not Met Level 1	18.91%	18.91%	20.92%	17.78%	33.02%	30.51%	14.10%	24.68%	15.07%	23.30%	18.18%	20.52%	37.23%	16.15%	17.30%	23.73%
	59.76%	59.20%	54.56%	60.00%	43.22%	38.98%	62.82%	45.45%	61.65%	46.61%	59.51%	47.00%	28.47%	52.08%	60.56%	42.37%
	40.25%	40.80%	45.44%	40.00%	56.78%	61.02%	37.18%	54.55%	38.36%	53.40%	40.47%	53.35%	71.54%	47.92%	39.45%	57.63%
				46.80% Resident School Median				13.20% Distance from Median								

2017 Mathematics Achievement Level	State of California Adjusted	Los Angeles County Adjusted	Los Angeles Unified Adjusted	LAAAE High School Adjusted	Edward R Roybal Learning Center	Belmont Senior High	Contreras Learning Center-Academic Leadership Comm	Contreras Learning Center-Los Angeles School Of Global	Contreras Learning Center - School of Business and Tourism	Contreras Learning Center-School Of Social Justice	Ramon C Cortines School Of Visual And Performing	Jefferson Zone of Choice Prgry	Dr Maya Angelou Community High	NAVA College Preparatory Academy	Santee Education Complex	Thomas Jefferson Senior High
Standard Exceeded Level 4	12.92%	11.78%	7.13%	0.00%	0.84%	0.56%	3.90%	0.00%	2.70%	2.97%	4.96%	1.80%	0.00%	3.19%	4.50%	0.00%
Standard Met Level 3	19.22%	18.58%	16.70%	8.89%	13.87%	10.67%	22.08%	7.79%	20.27%	16.83%	16.03%	11.20%	3.80%	11.17%	11.23%	12.71%
Standard Nearly Met Level 2	23.64%	24.07%	25.84%	33.33%	21.43%	22.47%	21.27%	29.87%	24.32%	22.77%	28.26%	23.04%	16.55%	22.34%	24.21%	23.73%
Standard Not Met Level 1	44.22%	45.59%	50.24%	57.78%	63.87%	66.29%	46.75%	62.34%	52.70%	57.43%	50.73%	63.43%	79.66%	63.30%	60.00%	63.56%
	32.14%	30.36%	23.82%	8.89%	14.71%	11.23%	25.98%	7.79%	22.97%	19.80%	20.99%	12.80%	3.80%	14.36%	15.73%	12.71%
	67.86%	69.64%	76.18%	91.11%	85.29%	88.76%	74.02%	92.21%	77.03%	80.20%	79.01%	86.47%	96.41%	85.64%	84.21%	87.29%
				17.26% Resident School Median				-8.37% Distance from Median								

Source: California Department of Education, DataQuest

In the school year 2016-2017, LAAAE's resident middle schools' median proficiency performance was 20.40% and 11.64% for English language arts and mathematics respectively. LAAAE's middle school adjusted proficiency scores were 18.26% and 6.78% for English language arts and mathematics respectively. LAAAE was near the median.

RESIDENT MIDDLE SCHOOL
PERFORMANCE ANALYSIS

2017 English Language Arts Achievement Level	State of California Adjusted	Los Angeles County Adjusted	Los Angeles Unified Adjusted	LAAAE Middle School Adjusted	Berendo Middle	Sal Castro Middle	John H. Liechty Middle	Virgil Middle
Standard Exceeded: Level 4	15.93%	14.66%	10.56%	2.61%	2.61%	2.33%	2.49%	11.03%
Standard Met: Level 3	32.41%	31.56%	27.37%	15.65%	18.71%	17.15%	15.57%	28.60%
Standard Nearly Met: Level 2	25.19%	25.41%	25.77%	24.35%	26.55%	33.14%	24.86%	23.80%
Standard Not Met: Level 1	26.47%	28.37%	36.30%	57.39%	52.13%	47.38%	57.08%	36.77%
	48.34%	46.22%	37.93%	18.26%	21.32%	19.48%	18.06%	39.63%
	51.66%	53.78%	62.07%	81.74%	78.68%	80.52%	81.94%	60.37%
				20.40% Resident School Median			-2.14%	Distance from Median

2017 Mathematics Achievement Level	State of California Adjusted	Los Angeles County Adjusted	Los Angeles Unified Adjusted	LAAAE Middle School Adjusted	Berendo Middle	Sal Castro Middle	John H. Liechty Middle	Virgil Middle
Standard Exceeded: Level 4	18.65%	16.95%	12.98%	0.85%	2.73%	2.26%	2.09%	12.72%
Standard Met: Level 3	17.91%	17.34%	14.83%	5.93%	9.24%	9.04%	8.35%	15.90%
Standard Nearly Met: Level 2	26.25%	26.10%	24.87%	28.81%	22.01%	23.45%	23.28%	24.35%
Standard Not Met: Level 1	37.19%	39.62%	47.33%	64.41%	66.02%	65.25%	66.28%	47.02%
	36.56%	34.28%	27.80%	6.78%	11.97%	11.30%	10.44%	28.62%
	63.44%	65.72%	72.20%	93.22%	88.03%	88.70%	89.56%	71.37%
				11.64% Resident School Median			-4.86%	Distance from Median

Source: California Department of Education, DataQuest

In the school year 2015-2016, LAAAE's resident high schools' median proficiency performance was 54.00% and 22.50% for English language arts and mathematics respectively. LAAAE's high school adjusted proficiency scores were 65.00% and 34.00% for English language arts and mathematics respectively. LAAAE's adjusted English language arts and mathematics performance exceeded the corresponding medians.

RESIDENT HIGH SCHOOL
PERFORMANCE ANALYSIS

2016 English Language Arts Achievement Level	State of California Adjusted	Los Angeles County Adjusted	Los Angeles Unified Adjusted	LAAAE High School Adjusted	Edward R. Roybal Learning Center	Belmont Senior High	Contreras Learning Center-Academic Leadership Comm	Contreras Learning Center-Los Angeles School Of Global	Contreras Learning Center - School of Business and Tourism	Contreras Learning Center-School Of Social Justice	Ramon C. Cortines School Of Visual And Performing	Jefferson Zone of Choice Proxy	Dr. Maya Angelou Community High	NAVA College Preparatory Academy	Santee Education Complex	Thomas Jefferson Senior High
Standard Exceeded: Level 4	26.00%	24.00%	19.00%	20.00%	11.00%	19.00%	17.00%	8.00%	23.00%	17.00%	21.00%	---	---	---	---	---
Standard Met: Level 3	33.00%	34.00%	35.00%	45.00%	29.00%	37.00%	43.00%	47.00%	53.00%	33.00%	40.00%	28.00%	28.00%	No Testing	28.00%	25.00%
Standard Nearly Met: Level 2	22.00%	23.00%	26.00%	23.00%	30.00%	25.00%	28.00%	34.00%	16.00%	35.00%	25.00%	31.00%	37.00%		31.00%	38.00%
Standard Not Met: Level 1	19.00%	18.00%	20.00%	11.00%	31.00%	22.00%	9.00%	10.00%	6.00%	22.00%	14.00%	33.00%	29.00%		33.00%	38.00%
	55.00%	58.00%	54.00%	65.00%	40.00%	53.00%	62.00%	55.00%	78.00%	44.00%	61.00%	35.00%	33.00%		35.00%	32.00%
	41.00%	41.00%	46.00%	34.00%	61.00%	47.00%	37.00%	44.00%	22.00%	57.00%	39.00%	64.00%	66.00%		64.00%	68.00%
				54.00% Resident School Median				11.00%	Distance from Median							

2016 Mathematics Achievement Level	State of California Adjusted	Los Angeles County Adjusted	Los Angeles Unified Adjusted	LAAAE High School Adjusted	Edward R. Roybal Learning Center	Belmont Senior High	Contreras Learning Center-Academic Leadership Comm	Contreras Learning Center-Los Angeles School Of Global	Contreras Learning Center - School of Business and Tourism	Contreras Learning Center-School Of Social Justice	Ramon C. Cortines School Of Visual And Performing	Jefferson Zone of Choice Proxy	Dr. Maya Angelou Community High	NAVA College Preparatory Academy	Santee Education Complex	Thomas Jefferson Senior High
Standard Exceeded: Level 4	13.00%	11.00%	7.00%	9.00%	4.00%	4.00%	8.00%	7.00%	4.00%	2.00%	7.00%	1.00%	1.00%		2.00%	1.00%
Standard Met: Level 3	20.00%	19.00%	18.00%	25.00%	12.00%	20.00%	16.00%	14.00%	29.00%	11.00%	20.00%	8.00%	3.00%	No Testing	8.00%	11.00%
Standard Nearly Met: Level 2	25.00%	25.00%	27.00%	20.00%	23.00%	23.00%	39.00%	29.00%	46.00%	18.00%	31.00%	26.00%	21.00%		26.00%	28.00%
Standard Not Met: Level 1	43.00%	44.00%	48.00%	45.00%	61.00%	53.00%	38.00%	51.00%	31.00%	69.00%	42.00%	64.00%	75.00%		64.00%	60.00%
	33.00%	30.00%	25.00%	34.00%	16.00%	24.00%	24.00%	21.00%	33.00%	13.00%	27.00%	9.00%	4.00%		10.00%	12.00%
	68.00%	69.00%	75.00%	65.00%	84.00%	76.00%	77.00%	80.00%	77.00%	87.00%	73.00%	90.00%	96.00%		90.00%	88.00%
				22.50% Resident School Median				11.50%	Distance from Median							

Source: California Department of Education, DataQuest

In the school year 2015-2016, LAAAE's resident middle schools' median proficiency performance was 21.50% and 12.50% for English language arts and mathematics

respectively. LAAAE's middle school adjusted proficiency scores were 22.1% and 10.5% for English language arts and mathematics respectively. LAAAE was near the median.

RESIDENT MIDDLE SCHOOL PERFORMANCE ANALYSIS

2016 English Language Arts Achievement Level	State of California Adjusted	Los Angeles County Adjusted	Los Angeles Unified Adjusted	LAAAE Middle School Adjusted	Berendo Middle	Sal Castro Middle	John H. Liechty Middle	Virgil Middle
Standard Exceeded: Level 4	15.35%	14.01%	9.01%	2.94%	2.00%	2.00%	3.00%	11.00%
Standard Met: Level 3	32.65%	31.66%	27.32%	19.16%	19.00%	16.00%	19.00%	27.00%
Standard Nearly Met: Level 2	25.67%	26.34%	26.68%	30.88%	29.00%	30.00%	29.00%	27.00%
Standard Not Met: Level 1	26.33%	28.33%	36.66%	47.30%	51.00%	52.00%	50.00%	35.00%
	48.00%	45.66%	36.33%	22.10%	21.00%	18.00%	22.00%	38.00%
	52.00%	54.67%	63.34%	78.18%	80.00%	82.00%	79.00%	62.00%
				21.50%	Resident School Median			0.60%

2016 Mathematics Achievement Level	State of California Adjusted	Los Angeles County Adjusted	Los Angeles Unified Adjusted	LAAAE Middle School Adjusted	Berendo Middle	Sal Castro Middle	John H. Liechty Middle	Virgil Middle
Standard Exceeded: Level 4	17.66%	15.66%	11.66%	1.97%	3.00%	2.00%	2.00%	11.00%
Standard Met: Level 3	18.00%	17.00%	14.67%	8.53%	8.00%	9.00%	12.00%	17.00%
Standard Nearly Met: Level 2	28.36%	28.68%	27.34%	23.66%	27.00%	28.00%	27.00%	28.00%
Standard Not Met: Level 1	35.98%	38.99%	46.34%	65.57%	62.00%	61.00%	59.00%	44.00%
	35.66%	32.66%	26.33%	10.50%	11.00%	11.00%	14.00%	28.00%
	64.34%	67.67%	73.67%	89.23%	89.00%	89.00%	86.00%	72.00%
				12.50%	Resident School Median			-2.00%

Source: California Department of Education, DataQuest

Analyzing the cumulative distance from median data throughout LAAAE's term, LAAAE achieved a positive distance from resident school's median in both English language arts and mathematics.

MEDIAN PERFORMANCE ANALYSIS	Distance from Median ELA	Math
2019 High School Grades	16.80%	-1.68%
2019 Middle School Grades	-6.93%	-3.24%
2018 High School Grades	-2.06%	10.14%
2018 Middle School Grades	-0.06%	4.83%
2017 High School Grades	13.20%	-8.37%
2017 Middle School Grades	-2.14%	-4.86%
2016 High School Grades	11.00%	11.50%
2016 Middle School Grades	0.60%	-2.00%
Charter Term Median Performance	30.42%	6.34%

Graduation Performance Analysis

When comparing graduation performance across resident schools, it's important to consider that graduation criteria for LAAAE and LAUSD differ. However, both institutions desire an A-G program for their students, since admission to the University of California (UC) and California State University (CSU) requires students to complete an A-G program. Thus, the A-G completion rate is the appropriate index to consider for high school graduation. [On June 9, 2015 the LAUSD Board of Education adopted Equity on A-G: Reaffirming Our Commitment to A-G Life Preparation for All (Res-070-14/15). As is suggested in its name, this resolution (page 820) reaffirms LAUSD's commitment to an A-G course sequence for high school students.] An A-G Adjusted Graduation Rate can be easily calculated by multiplying the percentage of graduates by the percentage of graduates meeting A-G program completion.

Notwithstanding the A-G Adjusted Rate described, students who do not timely graduate within four years are encouraged to remain enrolled and graduate. About half of those who do not graduate within four years, graduate in their fifth year. Some students take a sixth year to finish. Student analysis of those who did not timely graduate with their cohort, indicate that most of them enrolled at LAAAE post ninth grade census date. That is, these students came to LAAAE seeking a different high school opportunity than the one they started at. However, their time to graduate is not extended when the student transfers into LAAAE.

LAAAE works diligently with students who require additional time beyond four years to fulfill graduation requirements and makes every effort to maintain the students. This practice has led to a lower dropout rate, leading to the ultimate goal for all education institutions - graduation for all. LAAAE has made the decision to support these students and see them through to the receipt of a diploma, nonetheless. While the focus remains on ensuring a four-year cohort graduation rate, some student needs do extend beyond that timeline and LAAAE supports all students.

Although LAAAE strives to work with students through to graduation, this may not be the case as some of the resident schools. LAUSD has an established practice to provide "options" for students who are not meeting expectations. LAUSD's Parent and Student Handbook (page 12) illustrates these options. Once a student enrolls in an option program, that student is no longer calculated in the cohort graduation rate for the comprehensive school, and becomes part of the alternative school graduation rate calculation.

Another consideration when reviewing the graduation rate is that LAAAE has a no "D" grade policy. This is because the University of California will not accept A-G coursework that is not "a letter grade of C or better." High school students attending LAUSD schools can earn and use D grades toward graduation.

Lastly, it is noteworthy to add that because LAAAE is a small school, and has small graduation cohort sizes, a few students can account for significant percentage

fluctuations. LAAAE has the smallest graduation cohort among the Resident Schools for each of the years in review.

Below are tables demonstrating how LAAAE's A-G Adjusted Rate exceeds the median A-G Adjusted Rate of resident schools, the A-G Adjusted Rates of LAUSD, County of Los Angeles, and State of California. LAAAE data indicates LAAAE is leading the resident schools and other LEAs in both schoolwide and subgroup A-G completion. Students with Disabilities are not included because too few students were tested across the schools and the data sample is insufficient to meet the threshold for public reporting.

(Because the 2015-2016 cohort sizes for the economically disadvantaged and English learner subgroups are not publicly available, the A-G Adjusted Rates could not be calculated for these subgroups. However, data does exist for how many students graduated with and without an A-G program. Dividing them both, provides the percentage of the students graduating with and without the A-G program.)

Graduation Rate 2018-2019 School Year				Hispanic Cohort			Eco Dis Cohort			EL Cohort		
School	Grad %	Grad A-G	Adj A-G	Grad %	Grad A-G	Adj A-G	Grad %	Grad A-G	Adj A-G	Grad %	Grad A-G	Adj A-G
Belmont Senior High	58.9%	61.2%	36.0%	65.6%	61.5%	40.3%	65.3%	61.5%	40.2%	25.3%	51.4%	13.0%
Contreras Learning Center - School of Business and Toursim	82.9%	70.7%	58.6%	82.7%	70.9%	58.6%	84.3%	70.3%	59.3%	53.8%	64.3%	34.6%
Contreras Learning Center-Academic Leadership Comm	62.3%	64.8%	40.4%	62.3%	64.8%	40.4%	63.3%	65.2%	41.3%	46.0%	55.2%	25.4%
Contreras Learning Center-Los Angeles School Of Global	67.9%	50.9%	34.6%	69.3%	50.0%	34.7%	69.2%	50.0%	34.6%	41.9%	61.5%	25.8%
Contreras Learning Center-School Of Social Justice	74.7%	75.7%	56.5%	76.6%	76.4%	58.5%	74.2%	78.3%	58.1%	56.4%	77.3%	43.6%
Edward R. Roybal Learning Center	82.9%	61.1%	50.7%	84.3%	58.8%	49.6%	84.0%	61.0%	51.2%	59.8%	53.1%	31.8%
Jefferson Zone of Choice Proxy	75.8%	60.1%	45.5%	76.1%	61.9%	47.1%	80.3%	59.3%	47.6%	48.9%	48.9%	23.9%
Ramon C. Cortines School Of Visual And Performing	95.0%	74.4%	70.7%	95.3%	70.7%	67.4%	95.7%	71.1%	68.0%	94.7%	44.4%	42.0%
Median	75.2%	63.0%	48.1%	76.4%	63.4%	48.3%	77.3%	63.4%	49.4%	51.4%	54.2%	28.8%
Los Angeles Academy of Arts and Enterprise	73.3%	97.7%	71.6%	74.6%	97.7%	72.9%	73.3%	97.7%	71.6%	58.3%	92.9%	54.2%
Los Angeles Unified School District	81.5%	51.9%	42.3%	77.7%	58.2%	45.2%	81.3%	62.8%	51.1%	57.2%	52.3%	29.9%
County of Los Angeles	81.8%	63.7%	52.1%	81.1%	53.2%	43.1%	80.4%	53.2%	42.8%	63.6%	36.0%	22.9%
State of California	84.5%	56.6%	47.8%	82.1%	43.6%	35.8%	81.1%	42.7%	34.6%	68.7%	25.7%	17.7%
Dr. Maya Angelou Community High	62.3%	56.5%	35.2%	61.4%	59.1%	36.3%	63.6%	55.2%	35.1%	38.2%	53.8%	20.6%
Jefferson High School	73.0%	51.9%	37.9%	73.1%	54.7%	40.0%	79.3%	51.4%	40.8%	45.5%	44.0%	20.0%
Nava College Preparatory	85.4%	63.7%	54.4%	86.1%	64.7%	55.7%	86.8%	63.4%	55.0%	60.0%	22.2%	13.3%
Santee Education Complex	78.5%	65.5%	51.4%	79.1%	66.5%	52.6%	81.3%	65.4%	53.2%	52.3%	70.0%	36.6%
Zone Median	75.8%	60.1%	44.7%	76.1%	61.9%	46.3%	80.3%	59.3%	47.0%	48.9%	48.9%	20.3%

Source: California Department of Education, DataQuest

Graduation Rate
2017-2018 School Year

School	Grad %	Grad A-G	Adj A-G	Hispanic Cohort Grad %	Hispanic Cohort Grad A-G	Hispanic Cohort Adj A-G	Eco Dis Cohort Grad %	Eco Dis Cohort Grad A-G	Eco Dis Cohort Adj A-G	EL Cohort Grad %	EL Cohort Grad A-G	EL Cohort Adj A-G
Belmont Senior High	61.0%	74.1%	45.2%	61.5%	74.2%	45.6%	65.1%	75.4%	49.1%	35.5%	60.5%	21.5%
Contreras Learning Center - School of Business and Toursim	71.3%	65.7%	46.8%	71.3%	64.5%	46.0%	72.0%	65.7%	47.3%	44.8%	38.5%	17.2%
Contreras Learning Center-Academic Leadership Comm	77.1%	75.3%	58.1%	78.2%	75.9%	59.4%	78.4%	75.0%	58.8%	43.3%	61.5%	26.6%
Contreras Learning Center-Los Angeles School Of Global	68.2%	70.0%	47.7%	69.8%	70.0%	48.9%	69.0%	70.0%	48.3%	35.5%	54.4%	19.3%
Contreras Learning Center-School Of Social Justice	73.6%	68.5%	50.4%	76.3%	70.0%	53.4%	74.8%	68.5%	51.2%	44.2%	52.6%	23.2%
Edward R. Roybal Learning Center	80.8%	60.7%	49.0%	79.0%	59.1%	46.7%	82.0%	60.7%	49.8%	61.5%	50.0%	30.8%
Jefferson Zone of Choice Proxy	75.2%	61.6%	46.2%	74.4%	63.7%	46.5%	79.0%	61.9%	48.3%	42.7%	48.5%	22.9%
Ramon C. Cortines School Of Visual And Performing	96.5%	77.3%	74.6%	97.1%	75.7%	73.5%	96.9%	75.0%	72.7%	100.0%	53.3%	53.3%
Median	74.4%	69.3%	48.4%	75.4%	70.0%	47.8%	76.6%	69.3%	49.4%	43.8%	53.0%	23.1%
Los Angeles Academy of Arts and Enterprise	66.2%	95.2%	63.0%	66.7%	95.2%	63.5%	66.2%	95.3%	63.1%	54.1%	90.0%	48.7%
Los Angeles Unified School District	76.7%	61.9%	47.5%	76.1%	60.8%	46.3%	77.1%	60.9%	47.0%	50.8%	42.0%	21.3%
County of Los Angeles	81.6%	56.2%	45.9%	80.7%	52.2%	42.1%	79.5%	52.6%	41.8%	62.2%	33.4%	20.8%
State of California	83.0%	49.9%	41.4%	80.6%	42.5%	34.3%	79.6%	42.0%	33.4%	67.9%	23.9%	16.2%
Dr. Maya Angelou Community High	67.4%	62.9%	42.4%	67.3%	65.4%	44.0%	71.5%	62.8%	44.9%	39.4%	54.3%	25.3%
Jefferson High School	73.3%	60.3%	44.2%	71.1%	62.0%	44.1%	79.4%	61.0%	48.4%	38.5%	48.0%	18.5%
Nava College Preparatory	89.5%	53.8%	48.2%	89.9%	54.5%	49.0%	89.9%	53.6%	48.2%	75.0%	31.0%	23.3%
Santee Education Complex	77.0%	66.3%	51.1%	77.7%	67.2%	52.2%	78.5%	66.4%	52.1%	45.9%	49.0%	22.5%
Zone Median	75.2%	61.6%	46.2%	74.4%	63.7%	46.5%	79.0%	61.9%	48.3%	42.7%	48.5%	22.9%

Source: California Department of Education, DataQuest

Graduation Rate
2016-2017 School Year

School	Grad %	Grad A-G	Adj A-G	Hispanic Cohort Grad %	Hispanic Cohort Grad A-G	Hispanic Cohort Adj A-G	Eco Dis Cohort Grad %	Eco Dis Cohort Grad A-G	Eco Dis Cohort Adj A-G	EL Cohort Grad %	EL Cohort Grad A-G	EL Cohort Adj A-G
Belmont Senior High	68.0%	67.5%	45.90%	67.9%	66.9%	45.4%	69.0%	68.0%	46.9%	38.1%	40.5%	15.4%
Contreras Learning Center-Academic Leadership Comm	74.5%	65.7%	48.95%	74.4%	67.2%	50.0%	75.0%	68.2%	51.2%	34.4%	72.7%	25.0%
Contreras Learning Center-Los Angeles School Of Global	78.5%	54.8%	43.02%	78.9%	55.0%	43.4%	79.5%	54.8%	43.6%	64.3%	33.3%	21.4%
Contreras Learning Center - School of Business and Toursim	80.2%	71.6%	57.42%	79.2%	69.7%	55.2%	83.3%	71.3%	59.4%	39.1%	44.4%	17.4%
Contreras Learning Center-School Of Social Justice	76.4%	83.3%	63.64%	75.7%	84.0%	63.6%	76.9%	83.1%	63.9%	57.9%	68.2%	39.5%
Edward R. Roybal Learning Center	75.6%	53.8%	40.67%	76.0%	51.3%	39.0%	76.6%	53.8%	41.2%	57.8%	44.8%	25.9%
Jefferson Zone of Choice Proxy	70.1%	60.4%	48.6%	70.0%	60.1%	43.8%	73.0%	58.9%	43.0%	45.3%	44.1%	22.0%
Ramon C. Cortines School Of Visual And Performing	91.3%	71.1%	65.94%	91.3%	89.5%	84.9%	91.9%	89.5%	83.6%	83.3%	76.9%	64.6%
Median	76.0%	66.6%	48.8%	75.9%	67.1%	47.7%	76.8%	68.1%	49.0%	51.6%	44.6%	23.5%
Los Angeles Academy of Arts and Enterprise	78.8%	100.0%	78.80%	80.0%	100.0%	80.0%	78.8%	100.0%	78.8%	60.0%	100.0%	60.0%
Los Angeles Unified School District	76.1%	59.8%	45.51%	75.5%	58.4%	44.1%	76.5%	59.0%	45.1%	51.2%	41.1%	21.0%
County of Los Angeles	80.8%	56.0%	45.25%	80.0%	51.7%	41.4%	78.3%	52.0%	40.7%	62.1%	33.4%	20.7%
State of California	82.7%	49.9%	41.27%	80.3%	42.4%	34.0%	78.8%	41.5%	32.7%	67.1%	24.0%	16.1%
Dr. Maya Angelou Community High	61.1%	53.4%	32.6%	59.8%	54.2%	32.4%	62.4%	53.4%	33.3%	45.3%	44.1%	20.0%
Jefferson High School	70.1%	70.1%	49.2%	70.0%	62.5%	43.8%	73.0%	58.9%	43.0%	43.9%	50.0%	22.0%
Nava College Preparatory												
Santee Education Complex	80.5%	60.4%	48.6%	81.4%	60.1%	48.9%	82.2%	60.5%	49.7%	63.1%	40.2%	25.4%
Zone Median	70.1%	60.4%	48.6%	70.0%	60.1%	43.8%	73.0%	58.9%	43.0%	45.3%	44.1%	22.0%

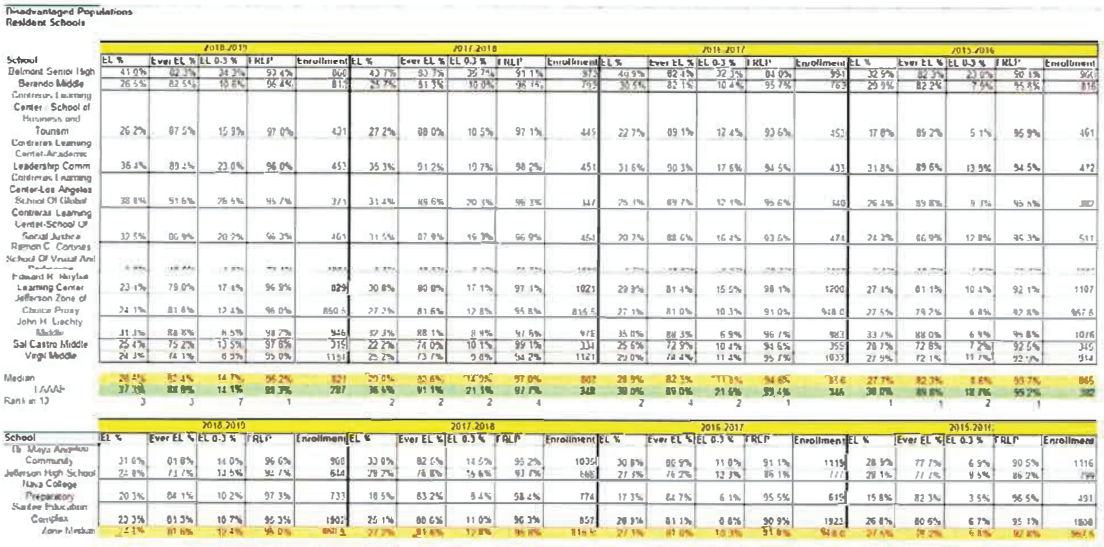
Source: California Department of Education, DataQuest

Graduation Rate
2015-2016 School Year

School	Grad %	Grad A-G	Adj A-G	Hispanic Cohort Grad %	Hispanic Cohort Grad A-G	Hispanic Cohort Adj A-G	Eco Dis Cohort Grad %	Eco Dis Cohort Grad A-G	Eco Dis Cohort Adj A-G	EL Cohort Grad %	EL Cohort Grad A-G	EL Cohort Adj A-G
Belmont Senior High	74.4%	61.5%	45.7%	76.4%	58.6%	44.8%	Data Not Available	60.6%	Data Not Available	Data Not Available	18.2%	Data Not Available
Contreras Learning Center-Academic Leadership Comm	78.2%	69.1%	54.0%	79.7%	66.7%	53.2%		69.7%			28.6%	
Contreras Learning Center-Los Angeles School Of Global	81.4%	44.3%	36.1%	81.5%	46.7%	38.0%		45.2%			22.2%	
Contreras Learning Center - School of Business and Toursim	85.5%	44.0%	37.6%	83.9%	42.6%	35.7%		44.2%			28.6%	
Contreras Learning Center-School Of Social Justice	86.4%	75.5%	65.3%	86.3%	76.2%	65.8%		76.0%			0.0%	
Edward R. Roybal Learning Center	77.5%	50.5%	39.1%	76.5%	46.7%	35.7%		50.0%			0.0%	
Jefferson Zone of Choice Proxy	73.4%	58.7%	33.7%	74.2%	48.9%	36.3%		50.2%			24.0%	
Ramon C. Cortines School Of Visual And Performing	95.6%	64.0%	61.1%	95.9%	57.1%	54.8%		64.0%			37.5%	
Median	79.8%	60.1%	42.4%	80.6%	53.0%	41.4%		55.4%			23.1%	
Los Angeles Academy of Arts and Enterprise	72.7%	100.0%	72.7%	71.9%	100.0%	71.9%		100.0%			100.0%	
Los Angeles Unified School District	N/A	60.1%	N/A	N/A	56.9%	N/A		55.2%			26.1%	
Los Angeles County	86.8%	49.6%	43.0%	85.6%	44.5%	38.1%		45.2%			14.5%	
State of California	88.3%	45.4%	40.1%	86.3%	37.2%	32.1%		36.7%			9.5%	
Dr. Maya Angelou Community High	73.4%	45.9%	33.7%	74.2%	48.9%	36.3%		48.1%			15.4%	
Jefferson High School	79.2%	62.3%	49.4%	N/A	48.9%			50.2%			24.0%	
Nava College Preparatory	No Graduates											
Santee Education Complex	51.9%	58.7%	30.5%	N/A	60.3%			88.6%			36.4%	
Zone Median	73.4%	58.7%	33.7%	74.2%	48.9%	36.3%		50.2%			24.0%	

Source: California Department of Education, DataQuest

Another consideration for data analysis is LAAAE's largely disadvantaged student body. During the previous charter term, LAAAE ranked high among resident schools in serving an English learner population, including newcomer population.



Source: (*CDE Data Quest, School Demographics, English Learners)*

A Similar Schools Analysis is not appropriate because the demographics of the identified Similar Schools are notably different than those of LAAAE. For example, the English

learner median for the provided Similar Schools is seven percent. LAAAE's English learner rate is 37.3% - just over 30% from the median schools. The Ever English learner median for the similar schools is 59.7%. The Ever English learner rate, a figure that includes the percentage of Reclassified Fluent-English-Proficient (RFEP) students – another PSAA metric, for LAAAE is 88.9% - about 30% above the median for Similar Schools.

For the 2017-2018 school year, the English learner median and Ever English learner medians are 8.8% and 58.5% respectively. These figures for LAAAE are 36.5% and 91.1%. The median for low socioeconomic status students is 84.8%, while LAAAE is 96.3%.

For the 2016-2017 school year, the English learner median and Ever English learner medians are 9.3% and 57.8% respectively. These figures for LAAAE are 38% and 89.0%. The median for low socioeconomic status students is 83.2%, while LAAAE is 99.4%.

For the 2015-2016 school year, the English learner median and Ever English learner medians are 8.8% and 57.0% respectively. These figures for LAAAE are 38% and 89.8%. The median for low socioeconomic status students is 87.8%, while LAAAE's is 98.7%. It is noteworthy to add that none of the similar schools are middle schools. Two serve middle grades, with one of the two also serving elementary grades. All fourteen provide high school programming. Data details are below.

Disadventeged Populations
Similar Schools

School	2018-2019				2017-2018				2016-2017				2015-2016			
	EL %	Ever EL	FRLP	Enrollment	EL %	Ever EL	FRLP	Enrollment	EL %	Ever EL	FRLP	Enrollment	EL %	Ever EL	FRLP	Enrollment
Alexander Hamilton Senior High	5.5%	36.2%	68.9%	2602	6.9%	36.6%	69.1%	2637	6.5%	35.0%	71.4%	2719	6.7%	34.0%	65.1%	2879
Alliance Collins Family College - Ready High	11.9%	76.2%	95.6%	596	11.9%	73.4%	95.3%	555	10.5%	72.6%	95.2%	601	8.3%	70.0%	94.3%	601
Alliance Morgan McKinzie High	17.6%	76.7%	93.8%	438	17.0%	79.1%	95.2%	393	15.6%	80.4%	97.2%	327	14.7%	79.1%	98.4%	312
Carson Senior High	6.1%	30.8%	72.8%	1499	6.6%	30.1%	73.5%	1520	6.9%	31.0%	75.7%	1439	7.9%	29.4%	72.8%	1560
Cesar E. Chavez Learning Academies-Social Justice Humanities Academy	7.1%	65.8%	93.3%	521	9.2%	66.9%	91.8%	534	9.5%	67.5%	92.0%	526	9.6%	65.4%	89.4%	509
Fairfax Senior High	8.0%	57.5%	82.5%	1827	9.6%	55.1%	82.2%	1918	9.0%	53.0%	85.4%	1922	8.4%	51.1%	78.5%	2047
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	2631	9.6%	64.8%	91.1%	2511	12.1%	64.4%	90.8%	2525
John F. Kennedy High	5.4%	43.9%	77.4%	2349	7.0%	44.0%	80.3%	2214	8.2%	44.2%	81.1%	2133	8.6%	42.8%	73.3%	2099
King/Drew Medical Magnet High	1.3%	45.2%	86.0%	1567	2.1%	43.9%	91.2%	1573	1.8%	42.2%	84.5%	1570	2.6%	39.9%	89.4%	1570
Los Angeles Leadership Academy	23.2%	64.3%	87.5%	504	20.4%	66.1%	72.5%	505	19.8%	66.9%	88.5%	538	18.2%	67.3%	92.4%	538
Northridge Academy High	3.9%	48.4%	73.1%	1082	5.4%	47.3%	74.6%	1080	6.2%	46.7%	75.0%	1058	5.9%	43.7%	73.0%	1072
South Gate Senior High	9.9%	61.8%	90.4%	2437	11.6%	61.8%	92.7%	2734	12.1%	62.5%	88.2%	2832	14.4%	628%	90.1%	2872
UCLA Community K-12	29.2%	80.7%	91.6%	985	35.1%	81.0%	91.8%	1004	36.2%	78.7%	87.3%	983	44.0%	79.7%	89.7%	998
Venice Senior High	6.9%	43.7%	67.4%	1984	7.3%	43.2%	72.1%	2038	7.7%	42.1%	76.3%	1967	9.0%	42.9%	72.1%	2005
Median	7.0%	59.7%	86.8%	1533.0	8.8%	58.5%	86.7%	1546.5	9.3%	57.8%	86.4%	1504.5	8.8%	57.0%	89.4%	1565.0
LAAAE	37.3%	88.9%	98.3%	287	36.5%	91.1%	96.3%	348	38.0%	89.0%	99.4%	345	38.0%	89.8%	98.7%	382
Rank	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1

Only a K-12 school had more ELs

Source: (*CDE Data Quest, School Demographics, English Learners)*

Other Data

Other related data support LAAAE's academic outcomes. For example, LAAAE qualifies for CCSA's public advocacy support for renewal within its accountability framework, which is based on publicly available academic indicators. LAAAE met the criteria for CCSA renewal support with each accountability framework which includes the current version starting in 2019 and the previous version which covered charter term years 2016

– 2018. Moreover, because of LAAAE's academic performance, CCSA did not need to conduct a Multiple Measure Review during any of those years.

Similarly because of LAAAE's academic outcomes, LAAAE has not been identified for Differentiated Assistance (California Accountability) while LAUSD has. LAAAE has also not been identified for either Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) under Federal Accountability (ESSA), while multiple Resident Schools have been so identified.

Both LAAAE's internal and state data meet the conditions of the first benchmark. LAAAE's support from CCSA and exclusion from school designations for underperforming schools further support this.

Student Population To Be Served

School records indicate that the significant majority are classified as economically disadvantaged and Latino. About one third are English learners. Students come to LAAAE from the surrounding neighborhood, either by walking to school or riding public transportation.

Since opening in 2005, the LAAAE has attracted students and families primarily due to its small learning community and safe environment for students and families. Gradually, as arts and enterprise courses have become more robust, the school has attracted students specifically interested in the study of arts and enterprise. Over the next five years, LAAAE expects to continue serving students in grades 6-12 with similar demographics of the surrounding community and reflective of the existing student population as described above.

Five-Year Student Enrollment Rollout Plan

Grade Level	Current (2019-20)	Year 1 (2020-21)	Year 2 (2021-22)	Year 3 (2022-23)	Year 4 (2023-24)	Year 5 (2024-25)
6th	35	40	46	60	60	75
7th	26	50	45	60	75	75
8th	56	28	50	45	60	75
9th	67	75	50	60	75	75
10th	42	67	75	50	60	75
11th	31	42	67	75	50	50
12th	37	31	42	67	75	75
TOTAL	294	333	375	417	455	500

Meeting the Needs of LAAAE's Student Population

Reflecting on the academic improvements, particularly in relation to nearby schools, merits additional review into various other quantitative and qualitative data. The data reflects that LAAAE serves a significant English learner population since the beginning of the charter term. This petition describes the comprehensive program necessary to meet the needs of our students.

Attendance Rates

LAAAE records indicate that it has maintained a mid-90's average daily attendance (94.2% - 96.9%) during the term of this charter and anticipates a continued ADA of at least 95%.

Surrounding Schools Data

The charts above and below provide a comprehensive analysis of the schools nearby including resident and similar school demographics. They do not reappear here in the to avoid repetition.

Program Enhancement

LAAAE has pushed towards enhancing teacher professional development and refining school staffing to support teacher effectiveness. Faculty have participated in an array of professional development workshops including: Specifically Designed Academic Instruction in English (SDAIE) strategies, use of Illuminate, *A Framework for Understanding Poverty*, as well as a school-wide workshop on *Compassionate Communication* presented by the author of the book, *Words Can Change Your Brain.* Professional development has also included regulatory training such as child abuse and blood borne pathogens. Faculty have also engaged in offsite professional development through providers such as: Western Association of Schools and Colleges (WASC), Los Angeles Unified School District (LAUSD), Los Angeles County Office of Education (LACOE), the Association of Supervision and Curriculum Development (ASCD) and an array of discipline specific conferences. Topics addressed at these workshops varied and included: Common Core State Standards, English learners, special education, discipline, and instructional practices.

Academic Support - The bell schedule includes two late start days. This time is used for professional development, collaboration, and processes such as Response to Intervention (RtI). The bell schedule includes 90-minute blocks. The extended class time allows teachers and students to become more engaged in lessons. The 90-minute block schedule also allows for extra time needed to set up science experiments, change apparel for physical education and dance, and work on project-based activities. Nutrition and advisory are also part of the school day. Advisory includes character education curriculum, which focuses on addressing many of the school-wide learner outcomes especially in the areas of social skills, leadership, communication, and self-advocacy.

LAAAE implements Multi-Tiered Systems of Supports as part of its academic support system. MTSS is an evidence-based model that uses data to inform decisions on how best to support students. MTSS integrates both academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need. Students who are struggling to achieve mastery will receive targeted assistance from instructional and support staff and will be provided with multiple opportunities to improve their performance and master content.

Reading intervention supports students reading below grade level. LAAAE currently utilizes i-Ready and NewsELA. A reading intervention class is offered as a component of the student's schedule with placement being determined by reading ability and space on the student's schedule. A student will not be assigned a reading intervention class if the student is far behind in credits and such scheduling may further impede on-time graduation. Throughout the school year, onsite professional development activities for teachers have included the needs of students qualifying for special education and English learners. These professional development activities are conducted by both onsite personnel and external consultants. The Special Education Coordinator works closely with teachers to ensure that accommodations are made in the least restrictive environment. There is a resource room for students who need additional supports. Students in the special education program who believe they need more time or greater assistance on assignments are able to avail themselves of this resource before-, during- and after-school. To ensure access throughout the school day, teachers are notified ahead of time of this resource available to students in the special education program. RtI is used to help students who are struggling either academically or behaviorally while continuing to give them access to rigorous courses. Special Education and English learner paraprofessionals also provides support for both during the school day and after school.

Expanded Student Services – To better serve its challenging student population, LAAAE expanded its counseling services to provide comprehensive support services. Since this expansion, the RtI process has improved and become more robust. Mental health services have also increased and include group therapy topics such as: depression, conflict resolution, anger management, and bereavement support. Mental health services are provided with parent consultation and authorization. LAAAE has a comprehensive student services team to meet the needs of students.

Partnership with Los Angeles County Department of Mental Health – With this partnership, LAAAE is able to provide additional mental health services, such as depression, behavioral problems, aggression, impulsivity, anxiety, substance abuse, bullying, and trauma.

Areas of Future Growth

LAAAE's last WASC long range plan, which covers six years, is excerpted below. (LAAAE's next Self Study will start in school year 2020-2021).

1. The school needs to increase Student Average Daily Attendance (ADA) and reduce the number of students coming in tardy to school to improve student achievement for all students and implement ways to measure this on a schoolwide basis.

2. Further develop and implement a robust literacy intervention program to construct a strong foundation on which to build deep content knowledge via curricular resources, assessments, intervention, teachers and supplemental materials.

3. The school needs to increase curriculum rigor for all students to increase the number of students who are college ready as measured by the EAP, ELM, SAT/ACT and AP exams.

4. The school needs to create a clear Positive Behavior and Intervention Support (PBIS) discipline policy that is adhered to by all faculty and staff. Classroom rules and expectations are not consistent throughout the campus.

5. Teachers are just now starting to use data to drive instruction; the school needs to create common formative and common summative assessments across the curriculums: each department and subject should have the same set of criterion for data analysis.

LAAAE has made significant growth towards these long range goals and continues making progress toward these and other goals identified in other school plans such as the LCAP. LAAAE takes pride in meeting the needs of the students and community it serves and will continue to work with the support of its stakeholders to increase student achievement from year to year. Stakeholders have frequent opportunity to discuss the progress of goals in advisory meetings, Parent Teacher Organization meetings, biannual school wide retreats, and board meetings.

Goals and Philosophy

The mission of LAAAE is to prepare students for leadership in the arts and business, where creativity, academic knowledge and financial literacy are essential for success. We are developing a generation of diverse, educated, compassionate leaders in the arts and business by providing a dynamic, innovative education that integrates the four lenses of learning: Academics, Arts, Enterprise, and Personal Growth.

- Academics: The LAAAE curriculum fully addresses the core academic content standards of the California State Board of Education and meets the University of California A-G admission requirements.
- The Arts: LAAAE provides comprehensive courses in the visual and performing arts.
- Enterprise: LAAAE provides business education courses that teach core and advanced principles of enterprise, economics, and entrepreneurship.
- Personal Growth: LAAAE focuses on personal growth and responsibility to self and others, through character education and community service.

At LAAAE, we believe that the arts are powerful tools that engage students, not only in academic studies, but also in life itself. The arts engage students at a profound level,

validating different ways of learning and expressing themselves, while overcoming language and cultural differences. We believe that the confluence of arts and enterprise can lead to more productive, passionate students, engaged in their studies, better able to acquire necessary skills, and thus optimally prepared to pursue their future livelihoods. We are committed to equip students with the skills and personal growth necessary to be successful scholars throughout life. The vision of the school is to effectively integrate academics, the arts and enterprise into student educational experiences which will prepare tomorrow's leaders. Our belief is that quality instruction combined with community partnerships will enhance both student literacy and meaningful, purposeful, and enjoyable educational learning opportunities.

The concept to establish LAAAE originated with Moctesuma Esparza, an award-winning filmmaker, who produced many movies including "Selena," The "Milagro Beanfield War," "Gettysburg," "Dorothy Dandridge," "Selma Lord Selma," "Price of Glory," and "The Ballad of Gregorio Cortez." Receiving over 100 honors, including an Academy Award nomination, Esparza grew up in southern California and graduated from UCLA with a bachelor's and master's degree in film. He was active in the Chicano civil rights movement in the 1960's.

In addition to movie making, he remains active in the community and served on the Board of Directors of the Los Angeles County High School for the Performing Arts on the California State University, Los Angeles campus. This experience led Mr. Esparza to envision a charter school as an option to the Los Angeles County High School for the Performing Arts, for students who have limited or no access there, but have dreams and talents that need to be nurtured and developed. He wanted all students, regardless of socioeconomic status, to have access to both a college preparatory curriculum that focuses on visual and performing arts and enterprise. Thus, LAAAE was founded and continues to develop into a viable public education option for students and families.

Educational Philosophy

LAAAE believes that all people have an abiding need for meaning. People want to connect time and space, experience and event, body and spirit, intellect and emotion. We create art to make these connections, to express the otherwise inexpressible. A society without the arts is unimaginable. Our cultural diversity is a vast resource for any arts discipline, and should be used to help students understand themselves and others. The different art forms provide a variety of lenses for examining the cultures and artistic contributions of our nation and others around the world. Curriculum without the arts is not a complete education.

The Arts Education Partnership reported that 45 states require districts or schools to provide arts instruction; 26 states have an arts requirement for high school graduation. Americans for the Arts (2005) revealed that the American people overwhelmingly believe that arts are vital to a well-rounded education. Yet, despite federal and state

policies aimed at promoting the arts and despite the general public's opinion on arts, arts education is disappearing from our schools (Holcomb, 2007).

The study of the arts has been shown to engage students in the learning experience and promote personal accountability while encouraging teamwork, emphasize synthesis of information as well as support divergent thinking, and to allow thinking of the higher values of life. As such, it provides linkages and support for all other curricula, including that which takes place outside the school walls.

The arts have been shown to be a powerful gateway to study, especially for those at risk. Students who have had difficulty learning find self-validation, self-expression and comfort in the arts. The arts provide an atmosphere of engagement so that studies that had previously been interpreted as too difficult to attempt, become more reachable. The arts also provide an environment where communication can be non-verbal. So ability can be seen without misconception, brought about beyond language differences and linguistic minorities. Comprehensive research on arts education and integration is provided in the Arts Integration section of Instructional Design.

LAAAE views economics and arts as not only compatible studies but also symbiotic curricular mates. As the world becomes more complex, young people face a large and increasing variety of important economic decisions, both in their personal lives and as citizens in a global society. By the time students graduate from high school, they will need to understand enough about economics to make reasoned judgments about personal finances and economic policies in order to succeed. Much research supports this perspective. All 50 states and the District of Columbia include economics in their K-12 standards. Moreover personal finance is included in 13 states as a high school requirement. Despite the strong support for economics and finance, support for entrepreneurship is lagging. According to a 2009 survey by the Council for Economic Education, only four states require study about entrepreneurship as a component of a course needed to graduate. Entrepreneurship education should be universal. Entrepreneurship is a key driver in the economy. People exposed to entrepreneurship frequently express that they have more opportunity to exercise creative freedoms, higher self-esteem, and an overall sense of control over their own lives. Forty percent of youth between the ages of 8 and 24 would like to start a business or have already done so. Not every student will start their own business, but everyone benefits from acquiring an entrepreneurial mindset. "Entrepreneurship education is the fundamental tool for reversing the youth unemployment crisis globally. It is a tool that can arm young people not only to start businesses and create jobs, but also to be opportunity-focused, flexible employees ready to fill existing jobs."

"It is to the benefit of every student and every community to establish an entrepreneurial culture in every school" for the following four reasons: (1) Entrepreneurship education provides students an alternate career path at any time in their lives; (2) It provides a background for the teaching of academic subjects giving those studies a grounding in the real world; (3) Entrepreneurial concepts and skills require students to be innovative and

use critical thinking skills; and (4) Entrepreneurial skills give students a way to give back to their communities (Coulson, 2014).

LAAAE is not a school that is apart from community and industry. LAAAE links arts, enterprise and community in order to heighten student engagement and excitement in learning, to increase skills, job opportunities and career horizons. Entrepreneurship and business education are taught at LAAAE using a hands-on approach, by tapping into students' creativity and by making them move around the business world to show them how it works.

LAAAE supports students' multiple intelligences and learning styles. Moreover, students are encouraged to develop self-discovery and self-worth, in order to gain social and emotional success, and to find their identity in society and community, as well as fulfill their rights and responsibilities as citizens.

Charter School students will acquire and develop the skills that will ensure future academic success. The school's goal is that each of our students will enter and graduate from the college, university and or conservatory of their choice. LAAAE's curriculum is designed to prepare students for a future that demands self-assurance, flexibility and creativity as well as the ability to demonstrate proficiency of core academic knowledge through a variety of media.

What it Means to Be an Educated Person in the 21st Century

A well-educated person in the 21st century must possess the necessary skills gained through the development of core academic subject knowledge. Students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication, and collaboration. In congruence to the framework outlined by the Partnership for 21st Century Skills, LAAAE develops student competencies in these 4 areas: (1) Core Subjects and 21st Century Themes, (2) Life and Career Skills, (3) Learning and Innovation Skills, and (4) Information, Media, and Technology Skills.

College and Career readiness

To be successful for college and career, students must master the core subjects and 21st Century Themes. These include the core subject areas: English Language Arts, World Languages, Arts, Mathematics, Economics, Science, Geography, History, Government, and Civics. Additionally, an educated person must also understand academic content at much higher levels, such as having: Global Awareness; Financial, Economic, Business, and Entrepreneurial Literacy; Civic Literacy; Health Literacy and Environmental Literacy

An educated person must have life and career skills that will enable them to be successful in college and their career. These skills include being flexible and adaptable, taking

initiative, having self-direction, interacting positively and collaborative with others, setting and meeting project goals, and being able to guide and lead others.

Students must also have skills in learning and innovation. The focus will be on the 4 Cs: creativity, critical thinking, communication, and collaboration.

- Creativity: able to use a wide range of idea creation techniques, create new and worthwhile ideas, elaborate, refine, analyze, and evaluate their own ideas for improvement in creativity.
- Critical thinking: able to reason effectively, use systems thinking such as analyzing parts to a whole, make sound judgment and decisions based on facts and evidence, and solve problems.
- Communication: able to articulate thoughts clearly and concisely, listening effectively to decipher meaning, and use communication for a range of purposes and to varied audiences.
- Collaboration: able to work effectively and respectfully with diverse teams, exercise flexibility and willingness to help in making compromises, and assume shared responsibilities in working towards common goals

Use of technology

People in the 21st century must interact regularly with technology and various media because the nature of modern times grants us: (1) access to an abundance of information, (2) rapid changes in technology and tools, and (3) the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, people must be able to exhibit a range of functional and critical literacy in relation to technology, information, and media.

- Information Literacy: able to access information efficiently and effectively, and evaluate sources critically
- Media Literacy: able to understand the construction and purpose of media, example how media is experienced differently by individuals and groups, and have fundamental understanding of the ethical/legal issues surrounding the access and use of media.
- Technology Literacy: able to use technology as a tool to research, create, evaluate, and communicate information, use a range of digital technology (e.g., computers, PDAs, media players, GPS, etc.).

The vision and mission of LAAAE are consistent with research on 21st century skills. LAAAE is committed to fulfilling our mission and to providing a research-based curriculum and an educational program designed to prepare students for a future that will increasingly demand academic competence as well as self-assurance and responsibility, critical thinking and creativity.

How Learning Best Occurs

LAAAE believes that learning best occurs under Coalition of Essential Skills Common Principles that have been imbedded in our educational philosophy. They are grounded on increasing learning opportunities, raising academic achievement, providing development opportunities in arts and enterprise, and promoting civic responsibility. To achieve this, LAAAE's educational program will draw upon Dr. Theodore Sizer's Coalition of Essential Schools and its ten principles. A sampling of the integration of the ten principles into LAAAE's philosophy is as follows:

Principle 1. Learning to use one's mind well. LAAAE will focus on helping its pupils learn to use their minds well by holding high expectations and challenging them with rigorous and grade level-specific content.

Principle 2: Less is more, depth over coverage. LAAAE's faculty will employ the Common Core State Standards to focus on each student mastering a limited number of essential skills and areas of knowledge. Curricular decisions will be guided by the aim of thorough student mastery and achievement rather than by effort to merely cover content.

Principle 3: Goals apply to all students. The goals of LAAAE apply to all students. While goals of each individual student may vary, LAAAE will strive for each student to maximize his or her fullest potential.

Principle 4. Personalization. Teaching and learning will be personalized to the maximum feasible extent. To capitalize on this personalization, the school principal and faculty will provide input into the decisions about the details of the course of study, the use of students' and teachers' time, and the choice of teaching materials and specific pedagogies.

Principle 5. Student-as-worker, teacher-as-coach. The governing practical metaphor of LAAAE is the student as worker, rather than the more familiar unilateral teacher as deliverer of instruction. LAAAE faculty's role as coach is to provoke students to learn, how to learn, and thus be independent learners.

Principle 6. Demonstration of mastery. Teaching and learning at LAAAE will be documented and assessed with tools based on student performance of real tasks. Students not at appropriate levels of competence will be provided with intervention and support to assist them to meet grade level standards. Multiple forms of evidence, ranging from ongoing observation of the learner to completion of specific projects will be incorporated to better understand the learner's strengths and needs. Students will also be recognized for their mastery through various award assemblies and activities.

Principle 7. A tone of decency and trust. The tone of LAAAE will explicitly and self-consciously stress values of un-anxious expectation, trust, and decency. Incentives

appropriate for students and teachers will be emphasized. Parents will be key collaborators and vital members of the school community.

Principle 8. Commitment to the entire school. LAAAE's principal and teachers should perceive themselves as generalists first (teachers and scholars in general education) and specialists (experts in a particular discipline) second. Faculty and staff should expect multiple obligations (teacher-counselor-manager) and a sense of commitment to the entire school.

Principle 9. Resources dedicated to teaching and learning. LAAAE's budget targets will provide for student loads that promote personalization, resources for increased student achievement outcomes, time for collective planning by teachers, and competitive salaries for staff.

Principle 10. Democracy and equity. LAAAE will demonstrate non-discriminatory and inclusive policies, practices, and pedagogies. It will model democratic practices that involve all the school's stakeholders. LAAAE will honor diversity and build on the strength of its community, deliberately and explicitly challenging all forms of inequity.

Goals for Enabling Self-motivated, Competent, and Lifelong learners

One of the great challenges facing the educational community is determining how to best inspire young people, especially those at risk, to look beyond school for learning. LAAAE believes that lifelong learning is best achieved through inculcating students with the skills of learning and then supporting them as they discover for themselves. Studies have repeatedly shown that students who discover their own knowledge and understanding and then have it verified through real-world experience are much more likely to retain that knowledge and are also much more likely to search out knowledge and understanding on their own.

LAAAE has developed a series of school wide learner outcomes that are key to students developing the ultimate skill of adaptability in the modern workplace -- the ability to learn.

LAAAE faculty and students recently updated LAAAE's schoolwide learner outcomes so that students demonstrate empathy, integrity, perseverance, respect, and innovation.

Annual Goals and Actions Aligned to State Priorities

In accordance with the requirements of Education Code § 47605(b)(5)(A)(ii), LAAAE's Local Control and Accountability Plan (LCAP) includes annual goals for all pupils and for each subgroup of pupils identified for each of the eight (8) state priorities identified in Education Code § 52060(d). Please refer to the table in Element 2 and 3 for LAAAE's Annual Goals and Measurable Pupil Outcomes Aligned to State Priorities.

Instructional Design

LAAAE offers students a rich curriculum and an array of A-G courses that will be transferable for credit to other institutions. The courses are presented in a way that is intended to capture the students' interest and engage their thinking at the highest and deepest levels. Students will engage in high interest, multidisciplinary, hands-on projects that embed and address respective standards. Through problem solving and peer collaborative work, the students' creativity, and sense of identity and self-esteem, will be enhanced. The intended outcome is that they are knowledgeable individuals, who are proficient in academic concepts and skills. In accordance to the CCSS and California State Standards, the school's curriculum design:

- Fully addresses the Common Core State Standards and California State Standards and meets the University of California A-G requirements.
- Includes comprehensive courses in the visual and performing arts.
- Includes business education courses that teach core and advanced principles of enterprise, economics, and entrepreneurship.
- Focuses on personal growth and responsibility to self and others, through character education and community service.

The Common Core State Standards (CCSS) enables teachers to provide students with tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the CCSS and California State Standards. Accordingly, teachers have opportunities to work cooperatively through horizontal and vertical planning in order to develop lesson plans aligned to these standards while implementing the high-yield instructional strategies in the classroom such as:

Explicit Direct Instruction (EDI) – EDI is a strategic collection of instructional practices combined together to design and deliver well-crafted lessons that explicitly teach content, especially grade-level content, to all students. Here are the EDI lesson design components:

- **Learning Objective**: A statement describing what students Will be able to do by the end of the lesson. It must match the independent practice towards the end of the lesson.
- **Activate Prior Knowledge**: Purposefully moving something connected to the new lesson from students' long-term memories into their working memories so they can build upon existing knowledge.
- **Concept Development**: Teaching students the concepts contained in the learning objective.
- **Skill Development**: Teaching students the steps or processes used to execute the skills in the Learning Objective. Teaching the students how to do it.

- **Lesson Importance**: Teaching students why the content in the lesson is important for them to learn and understand.
- **Guided Practice**: Working problems or scenarios with students at the same time, step-by-step, while checking they are executing the steps correctly.
- **Lesson Closure**: Having students work problems or answer questions to prove that they have learned the concepts and skills in the Learning Objective before they are given Independent Practice to do by themselves.
- **Independent Practice**: Having students successfully practice exactly what they were taught in the lesson.

Furthermore, EDI lessons incorporate several ways to deliver the lesson. These strategies include:

- Checking for Understanding: Continually verifying that students are learning while they are being taught, ensuring to address misconceptions as they arise.
- Explaining: Teaching by telling students the content.
- Modeling: Teaching using think-alouds to reveal to students the strategic thinking required to solve a problem or answer a question.
- Demonstrating: Teaching using physical objects to clarify the content and to support kinesthetic learning.

Public Outcomes by Design – The goal of the Public Outcomes by Design approach is to teach students how to translate academic content into a visual or performing arts outcome that is standards-based and demonstrates proficiency or mastery of the content. Students will engage in a variety of public outcomes which are defined as an artifact or experience that can be seen, heard, touched, or transmitted.

Differentiated Instruction - Differentiated instruction provides a learning environment that will maximize the potential for student success. Differentiated instruction can be recognized by a variety of classroom characteristics such as: teachers begin where the students are; teachers engage in instruction through different learning modalities; a student competes more against himself or herself than against others; teachers provide specific ways for each individual to learn; teachers use classroom time flexibly; and teachers are diagnosticians, prescribing the best possible instruction for each student.

Scaffolding – Teachers identify the current developmental skills of individual students based on assessments and provide support structures to help students move to the next level. As the year progresses, the student becomes more adept at skills and at directing his or her learning, and becomes more autonomous. Scaffolding strategies include: show and tell; tap into prior knowledge; give more time to talk; pre-teach vocabulary; use visual aids; and pause, ask questions, pause, review.

Inquiry-Based Learning - Based on the scientific method, this student-centered strategy requires students to conduct investigations independent of the teacher, unless otherwise

directed or guided through the process of discovery. Teachers use this strategy in developing critical thinking and problem solving skills.

Project-based Learning - PBL integrates knowing and doing. Students learn knowledge and elements of the core curriculum, but also apply what they know to solve authentic problems and produce results that matter. Though PBL, teachers engage students in projects where students can take advantage of digital tools to produce high quality, collaborative products.

Information Processing Strategies - Teaching students "how to" process information is a key factor in teaching students how to strategically organize, store, retrieve, and apply information presented. Such strategies will include memorization, reciprocal teaching, graphic organizers, scaffolding, or webbing.

Restorative Practices – LAAAE focuses on restorative rather than punitive approaches to responding to behavior. The driving force behind this approach is the idea of proactively building positive school communities while dramatically reducing discipline referrals. "Restorative means to believe that decisions are best made and conflicts are best resolves by those most directly involved in them. The restorative practices movement seeks to develop good relationships and restore a sense of community in an increasingly disconnected world. These practices have been applied in justice systems, families, workplaces and neighborhoods, as well as in schools". This approach includes an expectation of Culturally Responsive Teaching and creative, meaningful alternatives to suspension. The expectation is for students to want to be come to school and to be in school every day.

LAAAE does not view suspensions or expulsions as an effective way of addressing student behaviors. To support our students, we have a robust student services team as well as different programs that motivate students. Accordingly, LAAAE was recognized by the California PBIS Coalition for four consecutive years for providing a support infrastructure to students. Thus, not only are alternatives to traditional school discipline in place at LAAAE, LAAAE has been recognized for implementing them.

Growth Mindset- In order to develop a rigorous instructional program under the California Common Core State Standards, it is imperative that LAAAE develops a growth mindset in its students. Under the Common Core State Standards, students are pushed to develop their conceptual knowledge and expand their critical thinking, reading, and writing skills. This has led LAAAE to develop a more robust instructional program, including intensified approach to how they reach their subgroups, such as English Learners and Students with Disabilities. The implementation of curriculum aligned to the rigors of the Common Core State Standards, and integration of the arts and enterprise into the instructional program implore the need to develop a strong growth mindset in its students.

Culturally Responsive Teaching and Learning- In order to be culturally responsive, transforming instructional practices must occur intentionally. This spans various practices, including classroom management, academic-literacy instruction, academic-vocabulary instruction, academic-language instruction, and creating a responsive learning environment. It is about changing educators' hearts and mindsets about how students are looked upon culturally and linguistically in all areas of instruction.

Responsive Classroom Management	Responsive Academic Literacy	Responsive Academic Vocabulary	Responsive Academic Language
• Ways for responding • Ways for discussing • Attention signals • Movement	• Read-aloud storytelling • Supplemental text selections • Interaction with text strategies	• Focus on common strategies • Building on students' words • Focus on low-frequency words	• Contrastive analysis • Revision process • Role playing

Other High Yield Instructional Strategies

Cooperative Learning - Teachers limit use of ability groups, keep groups small, apply strategy consistently and systematically and assign roles and responsibilities in groups. Teachers integrate content and language through group engagement, reader's theatre, pass the pencil, circle of friends, cube it, radio reading, shared reading and writing, plays, science projects, debates, jigsaw, group reports, choral reading, affinity diagrams.

Identifying similarities and differences - Students compare, classify, and create metaphors, analogies and non-linguistic or graphic representations. Teachers utilize: thinking maps, T-charts, Venn diagrams, classifying, analogies, cause and effect links, compare and contrast organizers. Question/Answer/Relationship (QAR) sketch to stretch, and affinity diagrams.

Summarizing and Note Taking - Students learn to eliminate unnecessary information, substitute some information, keep important information, write / rewrite, and analyze information. Students should be encouraged to put some information into own words. Teachers model summarization techniques, identify key concepts, bullets, outlines, clusters, narrative organizers, journal summaries, break down assignments, create simple reports, quick writes, graphic organizers, column notes, and affinity diagrams.

Nonlinguistic Representations - Students create graphic representations, models, mental pictures, drawings, pictographs, and participate in kinesthetic (hands-on) activities in order to assimilate knowledge. Teachers incorporate: Visual tools and manipulatives,

problem-solution organizers, spider webs, diagrams, concept maps, drawings, charts, thinking maps, graphic organizers, sketch to stretch, storyboards, foldables, act out content, and make physical models.

Generating and Testing Hypothesis - Students generate, explain, test and defend hypotheses using both inductive and deductive strategies through problem solving, history investigation, invention, experimental inquiry, and decision-making. Student incorporate thinking processes, constructivist practices, investigations, explorations, social construction of knowledge, use of inductive and deductive reasoning, questioning the author of a book, and finding other ways to solve same math problem.

Visible Learning - Visible Learning means an enhanced role for teachers as they become evaluators of their own teaching. According to John Hattie, Visible Learning and Teaching occurs when teachers see learning through the eyes of students and help them become their own teachers.

The figure below represents the high-level principles of Visible Learning:

I see learning through the eyes of my students			
Mind frames • I am an evaluator/activator • I am a change agent • I am a seeker of feedback • I use dialogue more than monologue • I enjoy challenge • I have high expectations for all • I welcome error • I am passionate about and promote the language of learning	**A cooperative and critical partner** • I use learning intentions and success criteria • I aim for surface and deep outcomes • I consider prior achievement and attitudes • I set high expectation targets • I feed the gap in student learning	**An adaptive learning expert** • I create trusting environments • I know the power of peers • I use multiple strategies • I know when and how to differentiate • I foster deliberate practice and concentration • I know I can develop	**A receiver of feedback** • I know how to use the three feedback questions • I know how to use the three feedback levels • I give and receive feedback • I monitor and interpret my learning/teaching

		confidence to succeed	
I help students become their own teachers			

Arts Integration – Fully aligned to a core mission of the school, arts integration focuses on the infusion and integration of the arts throughout the curriculum. Arts integration blends content and skills between an art form and another academic subject (Isenberg & Jalongo, 2010). Arts integration research positively links to increased student engagement, motivation, and persistence. The arts can engage students who are not typically reached through traditional teaching methods, including those from economically disadvantaged backgrounds, reluctant learners, and those with learning disabilities (Deasy, 2002; Fiske, 1999; Stevenson & Deasy, 2005). Catterall found that English learners are significantly more likely to pursue a college degree if they attend an arts-rich high school. Rinne et al's review of long term memory effects "clearly suggests that arts integration may offer a highly effective way to enhance retention of content." Arts integration has also been linked to improved attendance and decreased disciplinary issues (Barry, 2010).

The integration of arts enables students to make meaningful connections to one another, to themselves, to their lived world, and to other content areas. Through experimenting with different art forms and processes, students learn to take risks through exploration and to develop flexible thinking skills, envisioning from different vantage points and responding to new possibilities in the creative process (Fiske, 1999;[11] Stevenson & Deasy, 2005[12]). Thus, arts integration cultivates and provides an arena to display the varying multiple intelligences (Pearson, 1998).

The benefits of this model extend beyond students. Principals of arts-rich schools encourage teachers to take risks, to learn new skills, and to make changes in their instruction to support arts integration. Additionally, the nature of integration fosters collaboration amongst teachers. Such collaborative relationships contribute to increased teacher satisfaction, interest, and success, and lead to the development of a sense of community of practice in the school. These teachers are more innovative in their teaching, willing to experiment, persevere in integrating the arts despite barriers, and approach their classes in a more child-centered rather than adult-centered manner (Barry, 2010[13]; Burton et al., 1999).

LAAAE educators meets the needs of individual students through the use of differentiation and response to intervention. Differentiating instruction may mean teaching the same material to all students using a variety of instructional strategies, or it may require the teacher to deliver lessons at varying levels of difficulty based on the ability of each student. According to Carol Ann Tomlinson, differentiation occurs in many ways, including designing lessons based on student learning styles, group students by shared interests or ability for assignments, assess students learning using formative and summative assessments, manage the classroom to ensure students have a safe and

supportive learning environment, and continually assess and adjust lesson content to meet the individual needs of students.

Continually assessing adjusting lesson content is key to responding to individual student needs. LAAAE educators analyze student work, focusing on identifying gaps in student learning, and creates a plan of action to ensure those gaps are addressed. The protocol includes selecting formative assessments, unpacking the standard(s) the assessments address, identifying the conceptual knowledge and procedural skills necessary to demonstrate mastery of the standard, and reviewing student work against the exemplar. LAAAE educators will then create a plan for re-teaching to ensure students who did not meet the standard have additional opportunities for re-learning and embed additional practice and assessment to ensure those gaps are addressed.

Curriculum and Instruction

The school uses the Common Core State Standards and the California State Standards (as applicable) as the base content for the instructional program. The curriculum meets or exceeds the core academic content standards of the California State Board of Education by offering enrichment classes in the arts and enterprise, and providing opportunities for reading and mathematics intervention to students who are performing below grade level.

English-Language Arts Curriculum

With the Common Core State Standards emphasizing increased literacy across all content areas, students will be respectively challenged within the domains of reading: literature; reading: informational text; writing; speaking and listening; and language. While students continue to need mastery of enabling skills such as reading, writing, and computing, they must also prepare for the additional basics, which include problem solving, critical and creative thinking, decision making, flexibility and adaptability, and the ability to work collaboratively. The intent of the LAAAE curriculum is to: equip students with the level of literacy needed to participate as informed citizens in a democratic society, function effectively in the world of work, and realize personal fulfillment.

Using the CCSS as a base, the first priority of an English language arts program is language development. Use of oral and written language allows for the expression of the human spirit, the development of ethical responsibility, and the ability to interact with and influence others. Indeed, it is the use of language that challenges us to examine and clarify our thinking as we search for the best means to communicate our thoughts and ideas.

Language and literature are the content of an integrated English language arts program. The study of these areas includes the structure of the English language, its social and historical perspective, and a respect and appreciation for cultural diversity. Essential to this study is the systematic exploration of literature with a clear emphasis on the comprehension and response to the beauty and legacy of the English language. The readings balance traditional "classics" with contemporary works.

At LAAAE, students will share the responsibility for their learning. They must develop an increased awareness of their own thinking, including attitudes, habits, and dispositions. Student-initiated learning involving choice, collaboration, and active participation produces higher levels of interest and accomplishment in students.

A balanced English language arts curriculum focuses on the student as an active participant in the learning process. Included in the study is the selective and strategic use of monitoring, self-questioning, and focusing strategies. In a similar manner, engaged learners explore options in presentation: films or videotapes in the study of literature and language; audiotapes in the study of oral language; and word processors and other media in composing, revising, and publishing compositions. Reading assignments incorporate approved literature and textbooks. The reading process includes reading aloud and independent reading.

LAAAE students learn to work with complex ideas confidently and successfully. Reading and thinking skills are developed by asking questions, sharing opinions and supporting ideas with evidence from the sections they read in textbooks or teacher-selected literature. Students process reading selections that integrate other subjects, such as drama, science (with selected readings on ecology), human development, economics, and humanities curricula.

Activities include:

- Shared Inquiry Discussion
- Noting significant passages
- Supporting ideas with evidence from the text
- Vocabulary development
- Post discussion writing
- Textual analysis

Writing is taught as a process. Students are taught to write thesis statements and topic sentences. Concrete details and commentary sentences are then taught to support the thesis. Through each draft, students revise and edit their work to produce a finished product of which they can be proud. Teacher input and peer editing are essential to the success of the program. In addition to expository writing, students experiment with different writing genres. These include creative writing, letter writing, journal entries, use of Cornell Notes and poetry.

Additionally, outside speakers are brought in throughout the year to engage students in discussions and activities that pertain to an individual unit of study. In this way, students are encouraged to become involved in the larger community.

ELA Intervention

Remediation reading courses will be provided in addition to the core English language arts courses in grades 6-12. Students who score below proficiency levels or are otherwise

identified as having literacy deficiencies will be placed in a remediation reading course. These courses will focus on building fluency, phonemic awareness, phonics, vocabulary, and comprehension. The reading courses use intervention programs such as:

- **I-Ready** - *i-Ready* is a web-based program that provides an extensive library of engaging, cross-curricular informational and literary selections that adhere to grade-appropriate Lexile® metrics, and provide grade-appropriate levels of vocabulary complexity, sentence length, and word count. These rigorous controls ensure students encounter ever-increasing levels of text complexity. As a student demonstrates mastery, the selections presented will have richer academic vocabulary, higher word counts, and deeper examinations of topics and themes. For students who require support, the program provides personalized scaffolds that help students engage with challenging texts rather than avoid them.
- **NewsELA –** NewsELA is a program that provides valuable and versatile supplemental literacy lessons in social emotional learning. It is used primarily in advisory to foster social emotional learning.

English Language Development Curriculum

Students identified needing an ELD course are placed in either a middle school or high school ELD class. The ELD classes are part of LAAAE's school day and are additional classes given to students identified as students in need of targeted English support. Various SDAIE strategies and differentiated instruction are incorporated to facilitate English language acquisition. These include scaffolds, Thinking Maps, sentence frames, frequent integration of visual mediums, and Teach Like a Champion pedagogy. The English learner program is further detailed in the attached English Learner Master Plan.

Mathematics Curriculum

As outlined in the CCSS, the mathematics program is designed to give students the fundamentals they need while providing opportunities to explore real world mathematics through a variety of projects. In addition to textbooks, teachers use several different types of projects and logical puzzles to introduce real-world applications of mathematics, such as building bridges, self-designed floor plans, and budgets. LAAAE believes that students acquire an appreciation for, and develop an understanding of, mathematical ideas if they have frequent encounters with interesting, challenging problems.

Fluency in mathematics is an expectation for all students. Fluency incorporates three ideas: efficiency, accuracy and flexibility.

Students can get overwhelmed with procedures and calculations that lead to errors. They become efficient as they develop strategies that are manageable, understandable, easily carried out, and generate results that solve problems. Students must develop an accurate knowledge of number facts and number relationships in order to reason and solve problems well. Flexibility is the product of students' successful experiences with

problems using a variety of strategies and the analysis of the strategies to determine their efficiency and accuracy.

Mathematics has its own language, and the acquisition of specialized vocabulary and language patterns is critical to a student's understanding and appreciation of the subject. Students need to use correctly the concepts, skills, symbols, and vocabulary instructional practices included in this document. Students should talk about mathematics and use the language to verify solutions to mathematical problems.

Problem solving and reasoning are stressed throughout the goals at each grade and in every course. The development of problem-solving skills is a major goal of the mathematics program. Experiences in problem-solving processes should permeate instruction. Problem solving should be integrated early and continuously into each student's mathematics education. Students need a wide range of skills and strategies to use as a tool for representing and solving a variety of problems.

Mathematics Intervention

Business mathematics courses will be provided in addition to the core mathematics courses in grades 6-12. Students who score below proficiency levels or are otherwise identified as having mathematical deficiencies will be placed in a business mathematics course. Business mathematics is rooted in business concepts and intended to help increase students' math skills. The course provides comprehensive coverage of personal and business-related mathematics. In addition to reviewing the basic operations of arithmetic, students are prepared to understand and manage their personal finances, as well as grasp the fundamentals of business finances. This course also prepares students to be smart shoppers, informed taxpayers, and valued employees. Basic math skills are covered in a step-by-step manner, building confidence in students. Beyond basic math, connections are made to pre-algebra and algebra, communication and career spotlights.

Science Curriculum

Using the Next Generation Science Standards as a base, students are introduced to the recurring concepts and connections made within the various science disciplines such as Earth Science, Life Science, and Physical Science. Throughout the courses, emphasis is placed on the development of critical thinking skills, as well as, on the role of creativity in scientific thought. Students of all grade levels are responsible for showing grade-appropriate mastery in science skills, such as graphing, coherent data collection, and drawing conclusions from data. Students learn correct lab procedures and safely and develop sound reasoning and thoughtful questioning. Sample science concepts include:

- Valuing the environment by providing opportunities for students to develop a feeling of appreciation and respect for the environment.

- Systems and interactions enabling students to acquire an understanding of ecological concepts as they practice thinking and problem-solving processes.

- Patterns of change which challenge students to recognize the ways their environment changes.
- Conservation encouraging students to act responsibly toward the environment through school and community enhancement projects and personal action.

Throughout the curriculum, students are responsible for showing grade-appropriate mastery in science skills, such as graphing, coherent data collections and drawing conclusions from data. Students will learn correct and safe lab procedures and learn to develop sound reasoning and thoughtful questions, as well as, conduct short-term and long-term projects.

Social Sciences Curriculum

LAAAE embraces the History-Social Science frameworks set forth by the California State Board of Education. In this framework, there are three major goal categories:

- Knowledge and Cultural Understanding
- Democratic Understanding and Civic Values
- Skills Attainment and Social Participation.

Each of the goal categories above, further develops into basic learnings serving as curriculum strands. Examples of these are as follows:

- **Historical Literacy -** Developing research skills and a sense of historical empathy, understanding the meaning of time and chronology, analyzing cause and effect, understanding the reasons for continuity and change, recognizing history as common memory, with political implications, understanding the importance of religion, philosophy and other major belief systems.
- **Ethical Literacy** Recognizing the sanctity of life and dignity of individual; understanding the ways in which different societies have tried to resolve ethical issues; understanding the ideas that people profess affect their behaviors.
- **Cultural Literacy** - Understanding the rich, complex nature of a given culture, recognizing relationships among the various parts of a nation's cultural life; learning about the myths, legends, values of people; recognizing that literature and art shape and reflect the inner life of a people; taking pride in their own cultural heritages and developing a multicultural perspective that respects the dignity and worth of all people.
- **Geographic Literacy -** Developing an awareness of place; developing location skills and understanding; understanding human and environmental interaction; understanding human movement; understanding world regions and their historical, cultural, economic, and political characteristics.
- **Economic Literacy** - Understanding the basic economic problems confronting all societies; understanding comparative economic systems; understanding the basic economic goals; performances and problems of our society; understanding the international economic system.

- **Socio-Political Literacy** - Understanding the close relationship between social and political systems; understanding the close relations between society and the law; understanding comparative political systems.

The State Framework succinctly articulates the intent of the curriculum, "The more accurately the K-12 social studies program addresses the contemporary conditions of real life and of academic scholarship, the more likely such a program is to help students develop a deeper understanding of how to know, how to apply what they know, and how to participate in building a future."

World Languages other than English Curriculum

LAAAE believes that it is important for all students to be bilingual and biliterate in at least another language. Many of the students attending LAAAE already speak Spanish. However, not all of them are able to read and write or understand its grammar. We will focus on deepening and expanding the students' knowledge of the Spanish language by building on what they already know. This will further demonstrate the fact that we highly value the students' culture and language, contributing to their self-esteem and empowerment. This also make the curriculum more culturally relevant.

Courses begin with the grammatical groundwork for Spanish and move through successively more challenging and complex material at each level. Model sentences and reading passages gradually increase in length and complexity. Special long-range projects are designed to recognize multiple intelligences in student learning styles and interests. Teachers use multimedia, computer software, and authentic texts (such as newspapers) to enhance reading and listening skills. Students write on a variety of topics, ranging from personal experiences and current events in the lower levels to literary analysis in the upper levels.

LAAAE recognizes the value of opportunities for instruction in Other World Languages to support student participation in an increasingly international economy. As enrollment and student interest in other languages build, the school will offer more Other World Languages.

*Health and Physical Education Curriculum*LAAAE's fitness program gives each student the opportunity to experience and participate in various sports and movement activities.

Students will:

- Understand the moral, social, emotional, and conceptual aspects of health and wellness.
- Develop fundamental physical skills, including strategies, techniques, and appreciation for a physical activity.
- Emphasize teamwork and cooperation.
- Develop knowledge on body care (health and nutrition) and development.
- Understand the relationship between diet and health, and the impact on learning.

- Demonstrate knowledge of infectious diseases and prevention through written and verbal presentations.
- Understand that health means more than the absence of disease or the avoidance of danger.
- Participate in alternative fitness activities such as yoga, martial arts, dance, drill team and other movement classes or activities, as they are offered.
- Participate in team- and trust-building exercises.
- Participate in after-school athletics programs as they are available.

Visual and Performing Arts Curriculum

Using the state standards as a base, courses in the arts ground students in the rigor, detail, and focus of art in various forms, such as visual art, dance, music, drama or film. Students are also encouraged to explore their own creative processes in individual fields.

While being mindful of integrating the arts throughout the curriculum, LAAAE believes in the integrity of each of the art forms. Each discipline also provides rich and complex points of view on the world and human experience. Each offers analytical and theoretical perspectives, a distinct history, varied interpretations, as well as, innumerable connections to all human activity. Therefore, the curriculum focuses on comprehensive, sequential learning across four arts disciplines, each including its own skills, knowledge, and techniques. Instruction in the arts occurs through a hands-on orientation, e.g., students should be continually involved in the work, practice, and study required for effective and creative engagement in all disciplines.

The program aims to include, with direction taken from student and parent interest, school budget, and school facilities that support specialized teaching spaces and equipment storage, the following types of arts strands:

- Visual Arts: painting, drawing, film making, set design, sculpture, ceramics.
- Music: instrumental, digital, choral, composition, music theory, orchestra.
- Theatre: acting, improvisation, direction, production, set design, costume design.
- Dance: Folklorico, jazz, flamenco, ballet, tap, hip hop, choreography, drill.

The music department inspires students to achieve their individual musical potential, to cooperate within an ensemble setting, and to gain a higher respect for, and deeper understanding of the world of music.

The visual arts curriculum helps students explore, discover and express themselves through a wide variety of media. Students examine meaning and intention in creating art to deepen the process of personal artistic expression. The curriculum stresses artistic process over the final product. It strives to foster in students an appreciation for the creative endeavor and the willingness to take risks, the inherent discipline and rewards of

the creative process, cultural relevance, and a sense of art history, and finally, a sense of one's own infinite creative possibility.

The focus on dance is three-fold: (1) students learn and develop technique placement and skills; (2) students explore their own creative potential and the importance of dance as a tool for communication and expression; and (3) students look at both cultural and historical dance heritage. The dance curriculum includes sequential programming in each specialty. The faculty helps students develop motor efficiency, movement awareness, and technical expertise. Students explore and build their capacity for creative expression through movement and broaden their knowledge of dance heritage, history and culture. Students are encouraged to challenge themselves and to work at a level that reflects their experiences and training. Students learn current dance techniques and design their own dance routines. Students also learn the basics of choreography and progress into creating pieces for others. These pieces are performed in informal presentations, as well as, for the general public.

The theater arts curriculum is process-based and experiential. Classes are sequentially designed both for students who wish to explore a possible interest in drama and for those whose primary interest is theatre. Students develop concentration, personal discipline, and a respect for the art and the artist. Moreover, students participate in all aspects of theatrical production, providing them with experience in the business of theater arts.

Economics and Enterprise Curriculum

The school curriculum leads students through a study of enterprise that develops economic and financial literacy. The school creates a gateway to the study of enterprise, business and economics through personal experiences such as creating a home budget and understanding the concepts of needs versus wants.

Students learn economic concepts in the context of the real world and in connection with the arts. The school also offers a vision of how the arts can play a role in this. Students graduate with a sense of commitment and compassion for the world outside themselves. They learn not just about business and economics, but also about doing socially responsible business. This holistic experience gives students broader perspectives and better prepares them to be: responsible citizens, effective participants in a global economy, productive workers, prudent savers and investors, knowledgeable consumers, and life-long, thoughtful decision-makers.

Another entry to the understanding of economics is through enterprise itself. Business faculty at LAAAE organize a career day for students, bringing a number of guests from the business of the Arts. Students are exposed to many different levels of employment of various careers.

The enterprise opportunities are viewed as a method for fulfilling community service opportunities. Further, the school introduces students to arts/enterprise mentors and associated volunteer and job experiences in the community. We believe that this program

will only be effective if it is well-supported by the industries it represents. Economics and enterprise courses are currently offered.

LAAAE's Middle School Sample Course Offerings

Subject Area	6th Grade		7th Grade		8th Grade	
	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.
English Language Arts	*ENG 6A H ENG 6A*	*ENG 6B H ENG 6B*	*ENG 7A H ENG 7A*	*ENG 7B H ENG 7B*	*ENG 8A H ENG 8A*	*ENG 8B H ENG 8B*
Mathematics	*MATH 1 A*	*MATH 1 B*	*MATH 2 A ALG 1A*	*MATH 2 B ALG 1B*	*ALG 1A GEOM A*	*ALG 1B GEOM B*
Science	*COMP SCI 1 A*	*COMP SCI 1 B*	*COMP SCI 2 A*	*COMP SCI 2 B*	*COMP SCI 3 A*	*COMP SCI 3 B*
History-Social Science	*WLD HIST ANC A*	*WLD HIST ANC B*	*WLD HIST MDVL A*	*WLD HIST MDVL B*	*U.S. HIST A*	*U.S. HIST B*
ELD, Remediation Reading, Business Math, OR other Elective	*ELD A ELECT A*	*ELD B ELECT B*	*ELD A ELECT A*	*ELD B ELECT B*	*ELD A ELECT A*	*ELD B ELECT B*
Exploratory Wheel	*EXP WHL A/B*	*EXP WHL C/D*	*EXP WHL A/B*	*EXP WHL C/D*	*EXP WHL A/B*	*EXP WHL C/D*
Physical Education	*PE A*	*PE B*	*PE A*	*PE B*	*PE A*	*PE B*

For the high school, courses listed below satisfy graduation requirements and are A-G approved.

LAAAE's High School Sample Course Offerings

Subject Area	9th Grade		10th Grade		11th Grade		12th Grade	
	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.
English Language Arts	*ENG 9A H ENG 9A*	*ENG 9B*	*ENG 10A*	*ENG 10B*	*ENG 11A H ENG 11A*	*ENG 11B H ENG 11B*	*ENG 12B H ENG 12B*	*ENG 12B H ENG 12B*

		H ENG 9B	*H ENG 10A*	*H ENG 10B*	*AP ENG LANG*	*AP ENG LANG*	*AP ENG LIT*	*AP ENG LIT*
Mathematics	*ALG 1A*	*ALG 1B*	*GEOM A*	*GEOM B*	*ALG 2A*	*ALG 2A*	*PRECALC A*	*PRECALC B*
Science	*EARTH SCI A*	*EARTH SCI A*	*BIO A*	*BIO B*	*CHEM A*	*CHEM B*	*PHYSIC A*	*PHYSIC B*
History-Social Science			*WLD HIST A*	*WLD HIST B*	*U.S. HIST A*	*U.S. HIST B*	*AM GOVT*	*ECON*
Remediation Reading, Remediation Math, PE OR other Elective	*ELD A ELECT A*	*ELD B ELECT B*	*ELD A ELECT A*	*ELD B ELECT B*	*ELD A ELECT A*	*ELD B ELECT B*	*ELD A ELECT A*	*ELD B ELECT B*
Remediation Reading, Remediation Math, PE OR other Elective	*ELECT A*	*ELECT B*	*ELECT A*	*ELECT B*	*ELECT A*	*ELECT B*	*ELECT A*	*ELECT B*
Remediation Reading, Remeidation Math, PE OR other Elective	*ELECT A*	*ELECT B*	*ELECT A*	*ELECT B*	*ELECT A*	*ELECT B*	*ELECT A*	*ELECT B*

Existing and currently anticipated course offerings and their current guidelines are further detailed below.

LAAAE'S Course Offerings

English Language Arts Courses

Course Title: English 6 *(Currently offered.)*
Grade Level: 6
Label: Core College Preparatory
This course provides instruction in the English Language Arts strands identified by Common Core Standards to promote academic excellence in Reading, Writing, Speaking & Listening, and Language. Pupils will expand reading comprehension skills using structural analysis, vocabulary and knowledge of words through context, word study, and multi-media resources. They will read and comprehend grade-appropriate text with fluency and expand their use of reading strategies and skills across content areas. The course will also build knowledge and critical thinking skills through close reading of texts; writing to support claims, to clarify ideas; and a range of collaborative discussions.

The appropriate use of technology and digital media are essential components integrated in the course.

Course Title: English 6 Honors *(Planned if warranted by student demand.)*
Grade Level: 6
Label: Core College Preparatory
This course provides instruction in the English Language Arts strands identified by Common Core Standards to promote academic excellence in Reading, Writing, Speaking & Listening, and Language. This accelerated course will have augmented instructional pacing and greater depth of content and more rigorous expectation of pupil work. Pupils will expand reading comprehension skills using structural analysis, vocabulary and knowledge of words through context, word study, and multi-media resources. They will read and comprehend level-appropriate text with fluency and expand their use of reading strategies and skills across content areas. The course will also build knowledge and critical thinking skills through close reading of texts; writing to support claims, to clarify ideas; and a range of collaborative discussions. The appropriate use of technology and digital media are essential components integrated in the course.

Course Title: English 7 *(Currently offered.)*
Grade Level: 7
Label: Core College Preparatory
This course provides instruction in the English Language Arts strands identified by Common Core Standards to promote academic excellence in Reading, Writing, Speaking & Listening, and Language. Pupils will continue expanding reading comprehension skills using structural analysis, vocabulary and knowledge of words through context, word study, and multi-media resources. They read and comprehend grade-appropriate text with fluency and expand their use of reading strategies and skills across content areas. Pupils use the writing process to compose a variety of multi-paragraph texts with an awareness of audience and purpose. Pupils revise drafts and then edit for mechanics, word usage, and sentence structure. They formulate questions, research a topic, and write multi-paragraph text to inform or persuade and also write summaries and may publish their work. They participate in and sometimes lead group discussions. Pupils expand active listening skills and demonstrate public speaking techniques. The appropriate use of technology and digital media are essential components integrated in the course.

Course Title: English 7 Honors *(Planned if warranted by student demand.)*
Grade Level: 7
Label: Core College Preparatory
This course provides instruction in the English Language Arts strands identified by Common Core Standards to promote academic excellence in Reading, Writing, Speaking & Listening, and Language. This accelerated course will have augmented instructional pacing and greater depth of content and more rigorous expectation of pupil work. Pupils will continue expanding reading comprehension skills using structural analysis, vocabulary and knowledge of words through context, word study, and multi-media resources. They read and comprehend grade-appropriate text with fluency and expand

their use of reading strategies and skills across content areas. Pupils use the writing process to compose a variety of multi-paragraph texts with an awareness of audience and purpose. Pupils revise drafts and then edit for mechanics, word usage, and sentence structure. They formulate questions, research a topic, and write multi-paragraph text to inform or persuade and also write summaries and may publish their work. They participate in and sometimes lead group discussions. Pupils expand active listening skills and demonstrate public speaking techniques. The appropriate use of technology and digital media are essential components integrated in the course. This course fulfills the 7th grade English requirement and the reading requirement for promotion.

Course Title: English 8 *(Currently offered.)*
Grade Level: 8
Label: Core College Preparatory
This course emphasizes the development of critical reading and writing skills using a variety of literature and informational text of steadily increasing sophistication. Pupils conduct "close" readings, careful writing, in-depth class discussions and presentations, and deepen their ability to independently write, analyze, evaluate, and critique text. Pupils use the writing process to compose a variety of multi-paragraph texts with an awareness of audience and purpose. They revise drafts and then edit for mechanics, word usage, and sentence structure. They formulate questions, research a topic, and write multi-paragraph text to inform or persuade and also write summaries and may publish their work. Pupils participate in and sometimes lead group discussions. Pupils expand active listening skills and demonstrate public speaking techniques. Technology integration in the course will enhance reading, writing, speaking, listening, and language use. They demonstrate increasing sophistication in all aspects of language use and actively seek to comprehend other perspectives and cultures through reading and listening.

Course Title: English 8 Honors *(Planned if warranted by student demand.)*
Grade Level: 8
Label: Core College Preparatory
This accelerated course is designed for pupils who have demonstrated advanced reading and/or writing skills and will have augmented instructional pacing, greater depth of content, and more rigorous expectations of pupil work. The course uses a variety of grade level and above grade level literature and informational text of steadily increasing sophistication. Pupils enrolled in this course read and write a variety of text independently and proficiently. They conduct "close" readings, careful writing, in-depth class discussions and presentations, and independently write, analyze, evaluate, and critique text. Pupils use the writing process to compose a variety of multi-paragraph texts with an awareness of audience and purpose. They revise drafts and then edit for mechanics, word usage, and sentence structure. They formulate questions, research a topic, and write multi-paragraph text to inform or persuade and also write summaries and may publish their work. Pupils participate in and sometimes lead group discussions. Pupils expand active listening skills and demonstrate public speaking techniques. Technology integration in the course will enhance reading, writing, speaking, listening,

and language use. They demonstrate increasing sophistication in all aspects of language use and actively seek to comprehend other perspectives and cultures through reading and listening.

Course Title: English Language Development (ELD) *(Currently offered.)*
Grade Level: 6-8
Label: Core College Preparatory
This course is designed to allow students to develop fluency in academic language. Assignments and activities require students to accomplish a variety of intellectually challenging tasks, calling on them to demonstrate, at an advanced linguistic level of competence, their ability to use a variety of writing techniques, modes of development and formal conventions. This course will include college-preparatory composition and literature comparable to other mainstream college-preparatory English courses.

Course Title: Reading *(Currently offered.)*
Grade Level: 6-8
Label: Non-Core College Preparatory
This course is recommended for pupils who must develop basic reading skills/strategies. The purpose of this course is to provide remedial instruction and practice in reading and language arts skills. This course provides pupils with opportunities to develop reading skills/strategies at their individual instructional level. Pupils are assessed so that the content specifically focuses on those reading benchmarks for which pupils need extra support and practice. Emphasis is placed on mastery of those benchmarks. Skills/strategies may be taught within the context of a laboratory setting. The content should include, but not be limited to content identified by diagnosis of each pupil's needs for remedial instruction and test-taking skills and strategies for reading and writing. Instruction reviews all of the Common Core English language arts strands and domains.

Course Title: English 9 *(Currently offered.)*
Grade Level: 9-12
Label: Core College Preparatory - "b" (UC approved)
High School Requirement: English
This course provides instruction in the all of the Common Core English language arts strands and domain. The course is designed to prepare students to critically examine written texts through writing. The course is designed to prepare students for further English study, as well as prepare them for writing across content areas. Students will continue their study of grammar and mechanics as these two topics apply to writing. Students will read in four genres: novel, drama, myth, and short story. Additionally, students will analyze through written responses, various non-fiction sources including business and current affairs (news) documents. Through their readings, students will expand and improve their use and knowledge of vocabulary. Students will produce expository, persuasive, and narrative essays, as well as shorter descriptive and informational pieces. In their writing assignments, students will demonstrate a mastery of steps involved in the writing process. Students will give oral presentations demonstrating

speaking skills, and be required to comment cogently on the presentations of other students, thus demonstrating appropriate listening skills.

Course Title: English 9 Honors *(Planned if warranted by student demand.)*
Grade Level: 9
Label: Core College Preparatory - "b" (pending UC approval)
High School Requirement: English
This accelerated course is designed for pupils who have demonstrated advanced reading and/or writing skill and will have augmented instructional pacing, greater depth of content, and more rigorous expectation of pupil work. This course provides instruction in all of the Common Core English language arts strands and domains. The course is designed to build on knowledge and skills acquired in earlier grades but in more sophisticated ways such as mastering the language, structure, and rhetoric of text; completing more complex writing assignments; reading and analyzing a range of literary and informational text, both classic and contemporary; delivering more extensive oral presentations; This course will offer instruction in reading and vocabulary strategies necessary for comprehension of printed materials; research; the writing of effective paragraphs and multi-paragraph papers, with emphasis upon all stages of the writing process in timed and untimed assessments (prewriting, drafting, revising, editing, publishing); speech instruction including formal and informal presentations; evaluation of mass media; the analysis of genres and the study of language in conjunction with writing, concentrating on conventions of grammar, usage, and mechanics.
PREREQUISITE: English 8 grades letter B- or higher and Teacher approval

Course Title: English 10 *(Currently offered.)*
Grade Level: 9-12
Label: Core College Preparatory - "b" (UC approved)
High School Requirement: English
This course provides instruction in all of the Common Core English language arts strands and domains. The course is designed to prepare students to critically examine written texts through writing. The course is designed to prepare students for further English study, as well as prepare them for writing across content areas. Students will continue their study of grammar and mechanics as these two topics apply to writing. Students will read in four genres: novel, drama, poetry, and short story. Additionally, students will analyze through written responses, various non-fiction sources including business and current affairs (news) documents. Through their readings, students will expand and improve their use and knowledge of vocabulary. Students will produce expository, persuasive, and narrative essays, as well as shorter descriptive and informational pieces. In their writing assignments, students will demonstrate a mastery of steps involved in the writing process. Students will give oral presentations demonstrating speaking skills, and be required to comment cogently on the presentations of other students, thus demonstrating appropriate listening skills.
PREREQUISITE: English 9

Course Title: English 10 Honors *(Planned if warranted by student demand.)*

Grade Level: 10
Label: Core College Preparatory - "b" (pending UC approval)
High School Requirement: English
This accelerated course is designed for pupils who have demonstrated advanced reading and/or writing skill and will have augmented instructional pacing, greater depth of content, and more rigorous expectation of pupil work. This course provides instruction in all of the Common Core English language arts strands and domains. The Focus is on traditional, technical, and creative methods of composition. Instruction emphasizes the study of themes found universally in global text, both literary and informational, critical analysis of text, as well as author's historical, philosophical, cultural, and ethical perspectives. Content includes instruction in reading literature and in vocabulary strategies necessary to comprehend printed materials; the writing of essays for various purposes and audiences, using literary and nonliterary subjects; untimed and timed writings, utilizing all elements of the writing process where appropriate (prewriting, drafting, revising, editing and publishing); emphasis of applicable research; analysis of selections found in world literature; study of grammar, mechanics, usage and other conventions of standard written English in conjunction with writing; study of mass media, including analysis of propaganda and persuasion techniques; and instruction in speech, including analysis of effective techniques in oral presentations.
PREREQUISITE: English 9 & Teacher approval

Course Title: English 11 *(Currently offered.)*
Grade Level: 9-12
Label: Core College Preparatory - "b" (UC approved)
High School Requirement: English
This course provides instruction in all of the Common Core English language arts strands and domains. The course provides a rigorous collect preparatory course designed to continue to prepare students for successful academic careers at the colleges and universities of their choice. Students read novels, short stories, drama, poetry and non-fiction works and analyzes literature in terms of theme, literary devices, historical, political and cultural context, and point of view. They draw inferences, understand historical influence, and consider philosophical stance. They expand their vocabulary, as well as their listening and speaking skills within the context of literature. They demonstrate research techniques and an ability to write with an understanding of audience and purpose. Over the course of a year, they produce a variety of writings including reading logs and journals, character studies, speeches, creative pieces, compare and contrast, analytics, expository, narrative, reflective, persuasive and research essays.
PREREQUISITE: English 10

Course Title: English 11 Honors *(Planned if warranted by student demand.)*

Grade Level: 11
Label: Core College Preparatory - "b" (UC approved)
High School Requirement: English
This accelerated course is designed for pupils who have demonstrated advanced reading and/or writing skill and will have augmented instructional pacing, greater depth of content, and more rigorous expectation of pupil work. The course is a reading and writing intensive course designed to prepare students for college, and builds upon the skills and content learned in English II Honors. Students will read, analyze, discuss, and compare a variety of full-length works, including novels, plays, poems, short stories, essays, and other non-fiction. Discussions and assignments focus on developing students' fluency in multiple forms of communication, their comprehension of different genres, their understanding and use of literary terms and devices, their analysis of texts language and structure, as well as their critical thinking. Students will participate in regular writing activities focused on the processes of writing and of thinking through writing. Students will practice different types of writing, including informal, narrative, autobiographical, expository, persuasive, and especially analytical. Students will also participate in oral and multimedia group and individual presentations. Students will learn note taking and MLA format for the research components of projects. There is an emphasis on deeper critical thinking, engaging discussion, more effective writing, and formal research papers.
PREREQUISITE: English 10 and Teacher approval

Course Title: English 12 *(Currently offered.)*
Grade Level: 9-12
Label: Core College Preparatory - "b" (UC approved)
High School Requirement: English
This course promotes excellence in English language arts through experiences in all of the Common Core English language arts strands and domains. English 12 is the final year of advanced English study for high school students. It ties together four years of critical reading and word analysis skills, and polishes students writing in preparation for college and the real world beyond it. Students will draw deep into the origins of western culture, reading a variety of timeless works from classic and contemporary British authors. The literature will serve as the basis of each major unit of study. Special emphasis is placed on the recurring theme of looking to the future (for better or worse) while examining the historical, social, political, and scientific sub-disciplines embedded in each piece. Students will be expected to respond to the literature studied with increasingly complex analysis. They will understand author motive, choice of diction, tone, and perhaps most importantly of all, the impact that each studied work has on modern culture. This deep literary study is guided through fluid oral and written communication exercises throughout the year. A variety of narrative, analytical, persuasive, and expository writing accompanies all major units of study with additional opportunities to refine verbal rhetoric before peers and contemporaries.
PREREQUISITE: English 11

Course Title: English 12 Honors *(Planned if warranted by student demand.)*
Grade Level: 12

Label: Core College Preparatory - "b" (pending UC approval)
High School Requirement: English
This accelerated course is designed for pupils who have demonstrated advanced reading and/or writing skill and will have augmented instructional pacing, greater depth of content, and more rigorous expectation of pupil work. This course promotes excellence in English language arts through enriched experiences in all of the Common Core English language arts strands and domains. Instruction will cover the written and oral analysis of major literary works of various genres in relationship to cultural influences and to the development of the literary traditions of the English language. Writing assignments will develop Pupils' abilities to interpret literature and analyze it critically. All phases of the writing process will be utilized where appropriate (prewriting, drafting, revising, editing, and publishing). Pupils will also extend their speaking, researching, viewing, and listening, skills. Language study should include vocabulary and grammar in the context of literature and writing and an overview of the history of the language as reflected in literature.
PREREQUISITE: English 11 and Teacher approval

Course Title: English Language Development (ELD)
Grade Level: 9-12
Label: Core College Preparatory - "b" (ELD 2 is UC approved)
High School Requirement: English
This course is designed to allow students to develop fluency in academic language. Assignments and activities require students to accomplish a variety of intellectually challenging tasks, calling on them to demonstrate, at an advanced linguistic level of competence, their ability to use a variety of writing techniques, modes of development and formal conventions. This course will include college-preparatory composition and literature comparable to other mainstream college-preparatory English courses.

Course Title: Advanced Placement English Language and Composition *(Planned if warranted by student demand.)*
Grade Level: 11-12
Label: Core College Preparatory - "b" (UC approvedal)
High School Requirement: English
Advanced Placement English Language and Composition provides pupils with college-level curriculum to study the semantic, structural, and rhetorical resources of the English language as they relate to the principles of effective writing. This college-level curriculum engages Pupils in becoming skilled readers of prose written in a variety of rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Examples of prose from various fields and periods serve as models of effective writing. This course provides a variety of writing opportunities that require the use of different styles and tones. Pupils develop individual writing styles adaptable to writing needs in college. This course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement examination.
PREREQUISITES: English 10/H and teacher approval

Course Title: Advanced Placement English Literature and Composition *(Planned if warranted by student demand.)*
Grade Level: 11-12
Label: Core College Preparatory - "b" (pending UC approval)
High School Requirement: English
Advanced Placement English Literature and Composition provides pupils with college--level curriculum to study practice writing and literature. Pupils learn to use the modes of discourse and to recognize the assumptions underlying various rhetorical strategies. Pupils acquire an understanding of the resources of the language and an understanding of the writer's craft. Pupils develop critical standards for the appreciation of any literary work and increase their sensitivity to literature as shared experience. This course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement examination.
PREREQUISITES: English 11/H and teacher approval.

ENGLISH LANGUAGE ARTS ELECTIVES

Course Title: Speech and Debate I *(Planned if warranted by student demand.)*
Grade Level: 9-12
Label: Core College Preparatory - "g" (pending UC approval)
High School Requirement: Electives
The purpose of this course is to provide instruction in the fundamentals of formal and informal oral communication, argumentation, and problem solving. The content includes, but is not limited to, the forms of oral communication, techniques of group discussion, techniques of effective listening, analysis of audience, and techniques of public speaking, logical thinking, organization of facts, speaking skills, research skills related to debate topics, and participation in frequent debate situations.

Course Title: Speech and Debate II *(Planned if warranted by student demand.)*
Grade Level: 10-12
Label: Core College Preparatory - "g" (pending UC approval)
High School Requirement: Electives
The purpose of this course is to continue the development of skills related to formal and informal oral communication, debate and forensic activities. The content should include, but not be limited to, the following: formal class discussions, public speaking assignments, oral interpretation, elements of debate, principles of effective communication for specific purposes as they apply to argumentation and debate skills, research skills, critical thinking skills, listening and speaking skills, formal written preparation of materials for competitive speaking activities.
PREREQUISITE: Speech and Debate I

Course Title: Speech and Debate III *(Planned if warranted by student demand.)*
Grade Level: 11-12
Label: Core College Preparatory - "g" (pending UC approval)
High School Requirement: Electives

The purpose of this course is to provide continuing instruction in the skills and techniques of debate. The content should include, but not be limited to, the following: selection of debate topics, elements of argumentation, the use of proof, preparation of debate briefs, cross-examination techniques, and practice in conventional cross-examination debates.
PREREQUISITE: Speech and Debate II

Course Title: Journalism I – Yearbook *(Planned if warranted by student demand.)*
Course Title: Journalism I – Newspaper *(Planned if warranted by student demand.)*
Grade Level: 9-12
Label: Core College Preparatory - "g" (pending UC approval)
High School Requirement: Electives
This course provides instruction in aspects of journalism and workshop experience in journalistic production. Instruction will be given in recognizing and writing news for journalistic media and in developing editorials, sports articles, and feature stories. In addition to written work, pupils will receive instruction in the history and traditions of journalism as well as workshop experiences in photography, layout, advertising, printing, and other practical aspects of journalistic enterprise. In connection with workshop experiences, one or more pupil journalistic productions may be included.

Course Title: Journalism II – Yearbook *(Planned if warranted by student demand.)*
Course Title: Journalism II – Newspaper *(Planned if warranted by student demand.)*
Grade Level: 10-12
Label: Core College Preparatory - "g" (pending UC approval)
High School Requirement: Electives
The content of this course includes, but is not limited to, the following: training necessary for successful news gathering for journalistic media, practice in gathering information, practice in writing news, sports, feature articles, and editorials, and exploration of career opportunities in journalistic fields through various media. Pupils will practice in the preparation of materials for publication in journalistic media.
PREREQUISITES: Journalism I

Course Title: Journalism III – Yearbook *(Planned if warranted by student demand.)*
Course Title: Journalism III – Newspaper *(Planned if warranted by student demand.)*
Grade Level: 11-12
Label: Core College Preparatory - "g" (pending UC approval)
High School Requirement: Electives
The purpose of this course is to provide intermediate instruction in journalistic writing and production skills. The content includes, but is not limited to, instruction and practice in applying all aspects of the writing process, organization and management techniques relating to journalistic productions, including leadership skills, record keeping, time management, use of personnel, and task organization, and workshop experiences in producing various kinds of journalistic products.
PREREQUISITES: Journalism II

Course Title: Journalism IV – Yearbook *(Planned if warranted by student demand.)*

Course Title: Journalism IV – Newspaper *(Planned if warranted by student demand.)*
Grade Level: 12
Label: Core College Preparatory - "g" (pending UC approval)
High School Requirement: Electives
The purpose of this course is to provide additional instruction in journalistic writing and production techniques. The content includes, but is not limited to, the following: writing, designing, and managing journalistic enterprises, implementing pupils' creative skills and talents in writing, graphic design, and/or photography, management skills, production techniques for printed journalistic media.
PREREQUISITES: Journalism III

Course Title: Reading *(Currently offered.)*
Grade Level: 9-12
Label: Non-Core College Preparatory
High School Requirement: Electives
This course is recommended for pupils who must develop basic reading skills/strategies. The purpose of this course is to provide remedial instruction and practice in reading and language arts skills. This course provides pupils with opportunities to develop reading skills/strategies at their individual instructional level. Pupils are assessed so that the content specifically focuses on those reading benchmarks for which pupils need extra support and practice. Emphasis is placed on mastery of those benchmarks.
Skills/strategies may be taught within the context of a laboratory setting. The content should include, but not be limited to content identified by diagnosis of each pupil's needs for remedial instruction and test-taking skills and strategies for reading and writing. Instruction reviews all of the Common Core English language arts strands and domains.

Mathematics Courses

Course Title: Mathematics 1 *(Currently offered.)*
Grade Level: 6
Label: Core College Preparatory
This course will focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division as well as using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking. Algebraic concepts are developed as pupils create tables and charts to extend and describe a rule. Pupils evaluate and write formulas and algebraic expressions. In geometry, pupils determine complementary, supplementary, and missing angles. Pupils identify and locate points on a coordinate plane and plot geometric shapes in all four quadrants. Data analysis requires pupils to construct sample spaces and tree diagrams to find the number of outcomes for an event. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an essential component of this course.

Course Title: Mathematics 1 Honors *(Planned if warranted by student demand.)*
Grade Level: 6
Label: Core College Preparatory
This accelerated course focuses on six critical areas: 1) connecting ratio and rate to whole number multiplication and division as well as using concepts of ratio and rate to solve problems; 2) completing and understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; 3) writing, interpreting, and using expressions and equations; 4) developing understanding of statistical thinking; 5) developing understanding of and applying proportional relationships; and 6) developing understanding of operations with rational numbers and working with expressions and linear equations. Algebraic concepts are developed as pupils create tables and charts to extend and describe a rule. Pupils evaluate and write formulas and algebraic expressions. In geometry, pupils determine complementary, supplementary, and missing angles. Pupils identify and locate points on a coordinate plane and plot geometric shapes in all four quadrants. Data analysis requires pupils to construct sample spaces and tree diagrams to find the number of outcomes for an event. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an essential component of this course.

Course Title: Mathematics 2 *(Currently offered.)*
Grade Level: 7
Label: Core College Preparatory
This course will focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples. Pupils continue their development of the rational number system with the inclusion of integers. Algebraic sense develops as pupils analyze and extend patterns to describe the rule. Geometric skills include describing relationships between basic geometric elements, figures, and transformations on a coordinate plane. Pupils refine their understanding of data analysis by formulating their own questions, collecting and organizing data, and choosing the appropriate graphical representation. Identification, explanation, and application of mathematical concepts correspond with real-world situations. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an essential component of this course.

Course Title: Mathematics 2 Honors *(Planned if warranted by student demand.)*
Grade Level: 7
Label: Core College Preparatory
This accelerated course will focus on six critical areas: 1) developing understanding of and applying proportional relationships; 2) developing understanding of operations with rational numbers and working with expressions and linear equations; 3) solving problems involving scale drawings and informal geometric constructions, and working with two-

and three-dimensional shapes to solve problems involving area, surface area, and volume; 4) drawing inferences about populations based on samples; 5) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; and 6) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Pupils continue their development of the rational number system with the inclusion of integers. Algebraic sense develops as pupils analyze and extend patterns to describe the rule. Geometric skills include describing relationships between basic geometric elements, figures, and transformations on a coordinate plane. Pupils refine their understanding of data analysis by formulating their own questions, collecting and organizing data, and choosing the appropriate graphical representation. Identification, explanation, and application of mathematical concepts correspond with real-world situations. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an essential component of this course.

Course Title: Mathematics 3 *(Currently offered.)*
Grade Level: 8
Label: Core College Preparatory
This course will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Pupils become proficient in working with various representations of and calculating with real numbers including scientific notation. Algebra skills extend in identifying missing terms in a sequence or representation. Pupils solve linear equations and graphically represent the solution. Measurement skills expand to include how changes in dimensions affect the perimeter, area, and volume. Pupils apply properties of equality and proportionality to similar and congruent shapes. Geometric concepts are extended to include the calculation of the measure of the interior angles of polygons. Pupils refine their understanding of data analysis as they include box-and-whisker plots to graphically represent a data set and then describe this data through the use of measures of central tendency. Pupils begin to evaluate statistical arguments based on accuracy and validity. Pupils synthesize, generalize, and apply knowledge and strategies to new situations. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an essential component of this course.

Course Title: Math Intervention
Grade Level: 6-8
Label: Non-Core College Preparatory
The purpose of this course is to provide remedial instruction and practice in mathematics skills and concepts. The content should include, but not be limited to, mathematics content identified by diagnosis of each pupil's needs for remedial instruction identified,

test-taking skills, and strategies for mathematics. Students will be able to use mathematical concepts involving quantities reasoning and analysis effectively as a tool in their personal and business lives.

Course Title: Algebra I *(Currently offered.)*
Grade Level: 8-12
Label: Core College Preparatory - "c" (UC approved)
High School Requirement: Mathematics
This course is designed to develop the algebraic concepts and processes that can be used to solve a variety of real world and mathematical problems. The course is based on the standards set by the State of California and is a necessary course for the High School Exit Exam. The following topics are included: algebraic operations; rules of exponents; solving and graphing linear equations, inequalities, and quadratics; solving systems of equations; parallel and perpendicular lines; functions and relations; application problems. Algebraic skills are applied in a wide variety of problem-solving situations.

Course Title: Algebra I Honors *(Planned if warranted by student demand.)*
Grade Level: 8-12
Label: Core College Preparatory - "c" (pending UC approval)
High School Requirement: Mathematics
This accelerated course is designed to develop the algebraic concepts and processes that can be used to solve a variety of real world and mathematical problems. The course is based on the standards set by the State of California and is a fundamental course to pass the High School Exit Exam. The following topics are included: algebraic operations; rules of exponents; solving and graphing linear equations, inequalities, and quadratics; solving systems of equations; parallel and perpendicular lines; functions and relations; application problems. Algebraic skills are applied in a wide variety of problem-solving situations.
PREREQUISITE: Mathematics 3 and teacher approval.

Course Title: Geometry *(Currently offered.)*
Grade Level: 8-12
Label: Core College Preparatory - "c" (UC approved)
High School Requirement: Mathematics
Geometry is a course designed to develop the geometric relationships and deductive strategies that can be used to solve a variety of real world and mathematics problems. This course develops students' ability to construct formal, logical arguments and proofs in geometric settings and problems. Students will learn geometry skills and concepts as well as using these skills to model and relate real world problems and applications.
PREREQUISITE: Algebra I or Algebra I Honors and teacher approval.

Course Title: Geometry Honors *(Planned if warranted by student demand.)*
Grade Level: 8-10
Label: Core College Preparatory - "c" (pending UC approval)

High School Requirement: Mathematics
Geometry Honors is a rigorous course designed to develop the geometric relationships and deductive strategies that can be used to solve a variety of real world and mathematics problems. This course provides pupils with a rigorous study of Euclidean geometry including advanced topics. It incorporates problem solving, reasoning, modeling, and effective communication in the study of transformation, geometry, trigonometry, measurement, and probability. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an essential component of this course.
PREREQUISITE: Algebra I or Algebra I Honors and teacher approval.

Course Title: Algebra II *(Currently offered.)*
Grade Level: 9-12
Label: Core College Preparatory - "c" (UC approved)
High School Requirement: Mathematics
Algebra II is a course designed to continue the study of the structure of algebra and to provide the foundation for applying these skills to other mathematical and scientific fields. This course expands the content and concepts of algebra I and geometry. Students will acquire the problem-solving skills in various content areas such as quadratic, polynomial, exponential, logarithmic and rational functions as well as the complex number system.
PREREQUISITE: Geometry or Geometry Honors and teacher approval.

Course Title: Algebra II Honors *(Planned if warranted by student demand.)*
Grade Level: 9-12
Label: Core College Preparatory - "c" (pending UC approval)
High School Requirement: Mathematics
Algebra II Honors is a rigorous course designed to continue the study and expands upon the concepts and procedures learned in Algebra I H and Geometry H. It provides the foundation for applying these skills to other mathematical and scientific fields. Emphasis is on the study of polynomial, exponential, logarithmic, and trigonometric functions, systems of equations and inequalities, matrix algebra, sequences and series, conic sections, and proof of mathematical conjectures. Connection to other areas of mathematics and applications to other disciplines are integrated into the course.
PREREQUISITE: Geometry or Geometry Honors and teacher approval.

Course Title: Math Analysis/Trigonometry *(Planned if warranted by student demand.)*
Grade Level: 11-12
Label: Core College Preparatory - "c" (pending UC approval)
High School Requirement: Mathematics
This course is designed to prepare students for further study of mathematics at the college level. All standard Math Analysis/Pre-calculus topics will be presented. Integration of technology, such as the use and programming of graphing calculators, throughout the units will prepare students for participation in a technological society. In-depth study of such topics as the family of functions (e.g. polynomial, rational,

exponential, logarithmic, and trigonometric), limits, derivatives, vectors, matrices, sequences, and series will be undertaken.
PREREQUISITE: Algebra 2 or Algebra II Honors and teacher approval.

Course Title: Pre-Calculus *(Currently offered.)*
Grade Level: 10-12
Label: Core College Preparatory - "c" (UC approved)
High School Requirement: Mathematics
The purpose of this course is to emphasize the study of functions and other skills necessary for the study of calculus. Pre-Calculus serves as a rigorous prelude to AP Calculus. The first half concentrates on algebra and functions, with particular attention paid to graphing and solving linear, quadratic, polynomial, rational, exponential, and logarithmic functions. Applications of the material during first semester include maxima/minima problems, average rate of change, and compound interest. Second semester, the course shifts to trigonometry, with discussion of the trigonometric ratios, radian measure, the graphs of the trigonometric functions, the special angle formulas, the laws of sines and cosines, vectors, parametric equations, and the conic sections. If time permits, the course explores additional topics such as mathematical induction, the binomial theorem, and sequences and series.
PREREQUISITE: Algebra II or Algebra II Honors and teacher approval.

Course Title: Pre-Calculus Honors *(Planned if warranted by student demand.)*
Grade Level: 10-12
Label: Core College Preparatory - "c" (pending UC approval)
High School Requirement: Mathematics
The purpose of this accelerated course is to emphasize the study of functions and other skills necessary for the study of calculus. Pre-Calculus serves as a rigorous prelude to AP Calculus. The first half concentrates on algebra and functions, with particular attention paid to graphing and solving linear, quadratic, polynomial, rational, exponential, and logarithmic functions. Applications of the material during first semester include maxima/minima problems, average rate of change, and compound interest. Second semester, the course shifts to trigonometry, with discussion of the trigonometric ratios, radian measure, the graphs of trigonometric functions, the special angle formulas, the laws of sines and cosines, vectors, parametric equations, and conic sections. If time permits, the course explores additional topics such as mathematical induction, the binomial theorem, and sequences and series.
PREREQUISITE: Algebra II or Algebra II Honors and teacher approval.

Course Title: Calculus *(Currently offered.)*
Grade Level: 11-12
Label: Core College Preparatory - "c" (UC approved)
High School Requirement: Mathematics
This course provides a comprehensive survey of differential and integral calculus concepts, including limits, derivative and integral computation, linearization, Riemann

sums, the fundamental theorem of calculus, and differential equations. Content is presented in 10 units and covers various applications, including graph analysis, linear motion, and average value, area, volume, and growth and decay models. In this course students use an online textbook, which supplements the instruction they receive and provides additional opportunities to practice using the content they've learned. **PREREQUISITE:** Pre-Calculus and teacher approval.

Course Title: Remediation Math *(Currently offered.)*
Grade Level: 9-12
Label: Non-Core College Preparatory
High School Requirement: Electives
The purpose of this course is to provide remedial instruction and practice in mathematics skills and concepts. The content should include, but not be limited to, mathematics content identified by diagnosis of each pupil's needs for remedial instruction identified, test-taking skills, and strategies for mathematics. Students will be able to use mathematical concepts involving quantities reasoning and analysis effectively as a tool in their personal and business lives.

Science Courses

Course Title: Comprehensive Science 6 *(Currently offered.)*
Grade Level: 6
Label: Core College Preparatory
The purpose of this course is to build upon previously learned scientific concepts. The course focuses on understanding Earth and Space science systems. Pupils will use scientific processes, protocols, and tools, including inquiry, to build understanding of Earth's structure and place in the Solar System, atmospheric processes, and composition of matter. For the earth and space science unifying concept, they will learn about: the relationship between the Earth's atmosphere, topography, weather, and climate; the characteristics of our solar system that is a part of the Milky Way galaxy; and that landforms result from a combination of constructive and destructive processes. Pupils develop a foundation for scientific literacy as they use critical thinking, collaboration, and communication skills. The appropriate use of technology will be an essential component of this course.

Course Title: Comprehensive Science 6 Honors *(Planned if warranted by student demand.)*
Grade Level: 6
Label: Core College Preparatory
This course will have augmented instructional pacing, more rigorous expectation of pupil work and enhanced science activities. The course focuses on understanding Earth and Space science systems. Pupils will use scientific processes, protocols, and tools, including inquiry, to build understanding of Earth's structure and place in the Solar System, atmospheric processes, and composition of matter. For the earth and space science unifying concept, they will learn about: the relationship between the Earth's

atmosphere, topography, weather, and climate; the characteristics of our solar system that is a part of the Milky Way galaxy; and that landforms result from a combination of constructive and destructive processes. Pupils develop a foundation for scientific literacy as they use critical thinking, collaboration, and communication skills. The appropriate use of technology will be an essential component of this course.

Course Title: Comprehensive Science 7 *(Currently offered.)*
Grade Level: 7
Label: Core College Preparatory
This course focuses on understanding the living systems on Earth. Pupils will use scientific processes, protocols, and tools, including inquiry, to build understandings of living things and the interactions between living and non-living things. Critical thinking, collaboration, accuracy, and communication skills will be used as pupils develop a foundation for scientific literacy in life, earth, and physical science content. For the nature of science unifying concept, pupils will learn that: scientific knowledge requires critical consideration of verifiable evidence obtained from inquiry and appropriate investigations; and interactions of science and society in an ever-changing world. For the life science unifying concept, pupils will learn: the role of genetic information in the continuation of a species; that living things are composed of cells, which are specialized multicellular organisms to perform a variety of life functions; how living and non-living components of ecosystems interact; and that life forms change over time, contributing to the variety of life forms on the Earth. For the physical science unifying concept, pupil will learn: the properties and changes of property in matter; position and motion of an object result from the net effect of the different forces acting on it; and the transfer of energy. Technology, history and nature of science will be essential components of this course.

Course Title: Comprehensive Science 7 Honors *(Planned if warranted by student demand.)*
Grade Level: 7
Label: Core College Preparatory
This course will have augmented instructional pacing, more rigorous expectation of pupil work and enhanced science activities. This course focuses on understanding the living systems on Earth. Pupils will use scientific processes, protocols, and tools, including inquiry, to build understandings of living things and the interactions between living and non-living things. Pupils develop a foundation for scientific literacy in life, earth, and physical science content and are required to use critical thinking, collaboration, and communication skills. For the nature of science unifying concept, pupils will learn that: scientific knowledge requires critical consideration of verifiable evidence obtained from inquiry and appropriate investigations; and interactions of science and society in an ever-changing world. For the life science unifying concept, pupils will learn: the role of genetic information in the continuation of a species; that living things are composed of cells, which are specialized multicellular organisms to perform a variety of life functions; how living and non-living components of ecosystems interact; and that life forms change over time, contributing to the variety of life forms on the Earth. For the physical science

unifying concept, pupil will learn: the properties and changes of property in matter; position and motion of an object result from the net effect of the different forces acting on it; and the transfer of energy. Technology, history and nature of science will be essential components of this course.

Course Title: Comprehensive Science 8 *(Currently offered.)*
Grade Level: 8
Label: Core College Preparatory
This course provides the physical science explanations that extend understandings developed in previous science courses. Pupils will use scientific processes, protocols, and tools, including inquiry, to build understanding of structures, patterns, and relationships explained through the physical sciences. Pupils expand their scientific literacy and are required to use critical thinking, collaboration, and communication skills throughout the course activities. The appropriate use of technology will be an essential component of this course.

Course Title: Comprehensive Science 8 Honors *(Planned if warranted by student demand.)*
Grade Level: 8
Label: Core College Preparatory
This accelerated course will have augmented instructional pacing, more rigorous expectation of pupil work and enhanced science activities. Pupils will use scientific processes, protocols, and tools, including inquiry, to build understanding of structures, patterns, and relationships explained through the physical sciences. Pupils expand their scientific literacy and are required to use critical thinking, collaboration, and communication skills throughout the course activities. The appropriate use of technology will be an essential component of this course.

Course Title: Earth Science *(Currently offered.)*
Grade: 9-12
Label: Core College Preparatory - "g" (UC approved)
High School Requirement: Science
Earth Science provides a strong foundation for high school freshmen in the cultivation and development of a scientific process, scientific method, a structured and coordinated approach to studying the world around us. This science course is designed to meet the following criteria: provide the student with a broad-based background and appreciation of their ever-changing planet and its place in the universe; provide quantitative analysis and experimental tools to develop the student's scientific and critical thinking skills; provide extensive preparation and comprehensive coordination between biology, chemistry, physics, and earth sciences; and prepare the student for college courses and careers in the geosciences and astronomy. The topics covered in this course are organized around the following general headings: Investigation and Experimentation, Earth Materials, Dynamic Earth Processes, Sculpting Earth's Surface, Energy in the Earth System, Biogeochemical cycles, The Global Ocean, Structure and Composition of the Atmosphere, California Geology, and Earth's Place in the Universe.

Course Title: Earth Science Honors *(Planned if warranted by student demand.)*
Grade: 9-12
Label: Core College Preparatory - "g" (pending UC approval)
High School Requirement: Science
Earth Science Honors provides a rigorous foundation for high school freshmen in the cultivation and development of a scientific process, scientific method, a structured and coordinated approach to studying the world around us. This science course is designed to meet the following criteria: provide the student with a broad-based background and appreciation of their ever-changing planet and its place in the universe; provide quantitative analysis and experimental tools to develop the student's scientific and critical thinking skills; provide extensive preparation and comprehensive coordination between biology, chemistry, physics, and earth sciences; and prepare the student for college courses and careers in the geosciences and astronomy. The topics covered in this course are organized around the following general headings: Investigation and Experimentation, Earth Materials, Dynamic Earth Processes, Sculpting Earth's Surface, Energy in the Earth System, Biogeochemical cycles, The Global Ocean, Structure and Composition of the Atmosphere, California Geology, and Earth's Place in the Universe.
PREREQUISITE: Teacher approval.

Course Title: Biology *(Currently offered.)*
Grade Level: 9-12
Label: Core College Preparatory - "d" (UC approved)
High School Requirement: Science
This course will give students an overview of life sciences covering organic chemistry, microbiology, cytology, genetics, biogenetics, evolution, comparative anatomy, zoology, botany, human biology, and ecology. It will follow California state standards for high school biology and include laboratory-based investigation to teach content by having students implement the scientific method while doing their own investigations.

Course Title: Biology Honors *(Planned if warranted by student demand.)*
Grade Level: 9-12
Label: Core College Preparatory - "d" (pending UC approval)
High School Requirement: Science
Biology Honors will provide opportunities to pupils for general exploratory experiences and activities in the fundamental concepts of life. Emphasis is placed on developing research skills, and laboratory techniques. Independent study projects and inquiry-based learning experiences are integral parts of the course requirements. Topics will include but not be limited to: the scientific method, laboratory apparatus usage and safety, biochemistry, cell biology, genetics, botany, zoology, human anatomy and physiology, and ecological relationships. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course.
PREREQUISITE: Algebra I/H & Teacher approval.

Course Title: Advanced Placement Biology *(Planned if warranted by student demand.)*
Grade Level: 9-12
Label: Core College Preparatory - "d" (UC approved)
High School Requirement: Science
The Advanced Placement Biology course is designed to offer students a solid foundation in introductory college-level biology. By structuring the course around the four big ideas, enduring understandings, and science practices it assists students in developing an appreciation for the study of life and help them identify and understand unifying principles within a diversified biological world. What we know today about biology is a result of inquiry. Science is a way of knowing. Therefore, the process of inquiry in science and developing critical thinking skills is the most important part of this course. At the end of the course, students will have an awareness of the integration of other sciences in the study of biology, understand how the species to which we belong is similar to, yet different from, other species, and be knowledgeable and responsible citizens in understanding biological issues that could potentially impact their lives. This course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement examination.
PREREQUISITE: Algebra I/H & Teacher approval.

Course Title: Chemistry *(Currently offered.)*
Grade Level: 10-12
Label: Core College Preparatory - "d" (UC approved)
High School Requirement: Science
Chemistry is a college-prep, laboratory based science subject designed for 10th, 11th, and 12th grade high school students. This course will cover concepts and theories relating to the scientific field of Chemistry. Students will have a clear understanding of the atomic and molecular structure, chemical bonds, conservation of matter and stoichiometry, gases and their properties, acids and bases, solutions, chemical thermodynamics, reaction rates, chemical equilibrium, organic chemistry and biochemistry, and nuclear processes. The laboratory work will develop students reasoning power, the ability to apply chemical principles; as well as acquaint students with chemical laboratory techniques.
PREREQUISITE: Biology and Algebra I.

Course Title: Chemistry Honors *(Planned if warranted by student demand.)*
Grade Level: 10-11
Label: Core College Preparatory - "d" (pending UC approval)
High School Requirement: Science
Chemistry Honors will provide pupils with an opportunity to study the composition, properties and changes associated with matter. Topics will include but not be limited to: heat, changes of matter, atomic structure, bonding, the periodic tables, formulas, equations, mole concept, gas laws, reactions, solutions, equilibrium systems, and oxidation reduction reactions.
PREREQUISITE: Biology, Algebra I, and teacher approval.

Course Title: Physics *(Currently offered.)*

Grade Level: 10-12
Label: Core College Preparatory - "d" (UC approved)
High School Requirement: Science
Physics will provide opportunities to pupil for an introductory study of the theories and laws governing the interaction of matter, energy, and the forces of nature. Topics will include but not be limited to: kinematics, dynamics, energy, work and power, heat, thermodynamics, wave characteristics, light, electricity, magnetism, and nuclear physics.
PREREQUISITE: Algebra II (pupil may be concurrently enrolled).

Course Title: Physics Honors *(Planned if warranted by student demand.)*
Grade Level: 10-12
Label: Core College Preparatory - "d" (pending UC approval)
High School Requirement: Science
Physics I Honors will provide pupils with an in depth study of the theories and laws governing the interaction of matter, energy, and the forces of nature. Topics will include but not be limited to: kinematics, dynamics, energy, work, power, heat and thermodynamics, wave characteristics, light, electricity, magnetism, and nuclear physics.
PREREQUISITE: Algebra II (pupil may be concurrently enrolled) and teacher approval.
Course Title: Advanced Placement Environment Science *(Currently offered.)*
Grade Level: 10-12
Label: Core College Preparatory - "d" (UC approved)
High School Requirement: Science
The goal of this course is to provide students with the scientific principles, concepts, and methodologies to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, and to evaluate the risks associated with these problems and examine alternative solutions for resolving and/or preventing them. This course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement examination.
PREREQUISITE: Teacher approval.

History-Social Studies Courses

Course Title: World History: Ancient Civilization 6 *(Currently offered.)*
Grade Level: 6
Label: Core College Preparatory
The purpose of this course is for pupils to investigate the development of ancient civilizations and regions through the Age of Exploration. They expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became

dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.

Course Title: World History: Ancient Civilization 6 Honors *(Planned if warranted by student demand.)*
Grade Level: 6
Label: Core College Preparatory
This accelerated course will have augmented instructional pacing, more rigorous expectation of pupil work and enhanced social studies activities. The purpose of this course is for pupils to investigate the development of ancient civilizations and regions through the Age of Exploration. They compare and contrast the major religions of the world, characteristics necessary for the development of sustainable civilizations, the role governments and ideologies play in societies, and the development of regional cultures.

Course Title: World History: Medieval Early Times 7 *(Currently offered.)*
Grade Level: 7
Label: Core College Preparatory
This course is the study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A.D. 500–1789. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times.

Social Studies – World History: Medieval Early Times 7 Honors *(Planned if warranted by student demand.)*
Grade Level: 7
Label: Core College Preparatory
This accelerated course will have augmented instructional pacing, more rigorous expectation of pupil work and enhanced social studies activities. Pupils will study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A.D. 500–1789. Pupils explore and evaluate challenges facing the new nation and make connections between the rise of industrialization and contemporary social and economic conditions.

Course Title: U.S. History 8 *(Currently offered.)*
Grade Level: 8
Label: Core College Preparatory
The purpose of this course is for pupils to study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. After reviewing the development of America's democratic institutions founded on the Judeo- Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. Students learn about the challenges facing the new nation, with an emphasis on the

causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

Course Title: U.S. History 8 Honors *(Planned if warranted by student demand.)*
Grade Level: 8
Label: Core College Preparatory
This accelerated course will have augmented instructional pacing, more rigorous expectation of pupil work and enhanced social studies activities. The purpose of this course is for pupils to continue to study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. After reviewing the development of America's democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. Students learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

Course Title: World History *(Currently offered.)*
Grade Level: 9-12
Label: Core College Preparatory - "a" (UC approved)
High School Requirement: Social Science
World History will provide pupils the opportunity to acquire an understanding of the chronological development of civilization by examining the political, economic, social, religious, military, dynastic, scientific, and cultural events that have affected humanity.

Course Title: World History Honors *(Planned if warranted by student demand.)*
Grade Level: 9-12
Label: Core College Preparatory - "a" (pending UC approval)
High School Requirement: Social Science
World History Honors will provide pupils the opportunity to acquire a comprehensive understanding of the past in terms of what has been interpreted about change or process as it related to the development of humanity. This is done by analyzing the political, economic, social, religious, military, dynastic, scientific, and cultural events that have shaped and molded humanity. Implicit in this is an understanding of the historical method, the inquiry process, historical reasoning and interpretation.
PREREQUISITE: Teacher approval.

Course Title: Advanced Placement World History *(Planned if warranted by student demand.)*
Grade Level: 9-12
Label: Core College Preparatory - "a" (pending UC approval)
High School Requirement: Social Science

Advanced Placement World History is a college-level course that offers motivated pupils the opportunity to immerse themselves in the processes that, over time, have resulted in the knitting of the world into a tightly integrated whole. The course highlights six themes that allow the pupils, throughout the course, to make comparisons, construct and evaluate arguments, assess issues of change and continuity, handle diverse interpretations through analysis of context, bias and frame of reference, and using documents and primary data in developing the skills necessary to analyze point of view, context and bias. This course is designed with an emphasis on meeting the requirements of the College Board examination.
PREREQUISITE: Teacher approval.

Course Title: United States History *(Currently offered.)*
Grade Level: 11-12
Label: Core College Preparatory - "a" (UC approved)
High School Requirement: Social Science
United States History will provide pupils with the opportunity to acquire an understanding of the chronological development of the American people by examining the political economic, social, religious, military, scientific, and cultural events that have affected the rise and growth of the nation.

Course Title: United States History Honors *(Planned if warranted by student demand.)*
Grade Level: 11-12
Label: Core College Preparatory - "a" (pending UC approval)
High School Requirement: Social Science
United States History Honors will provide pupils with the opportunity to acquire an in-depth and comprehensive understanding of the chronological development of the American people by examining the political, economic, social, religious, military, scientific, and cultural events that have affected the nation. Implicit in this is an understanding of the historical method, the inquiry process, historical reasoning and interpretation, and the issues of external and internal validity.
PREREQUISITE: Teacher approval.

Course Title: Advanced Placement United States History *(Planned if warranted by student demand.)*
Grade Level: 11-12
Label: Core College Preparatory - "a" (UC approved)
High School Requirement: Social Science
Advanced Placement United States History is a college-level course designed to provide pupils with the analytical skills and enduring understandings necessary to deal critically with the problems and materials in United States history. The program prepares pupils for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Pupils should learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical

scholarship. The course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format. This course is designed with an emphasis on meeting the requirements of the College Board examination.
PREREQUISITE: Teacher approval.

Course Title: United States Government *(Currently offered.)*
Grade Level: 12
Label: Core College Preparatory - "a" (UC approved)
High School Requirement: Social Science
This course is a study of United States federal, state, local, and tribal governments evaluating the impact of political foundations, structures, processes, and institutions. Students apply constitutional principles to assess the growth and development of the United States government and political system. Pupils will acquire a comprehensive understanding of American government and political behavior. Appropriate concepts and skills will be developed through an evaluation of the Declaration of Independence, the Constitution, and the Bill of Rights, an analysis of the roles of the three branches of government at the local, state, and national levels, a comparative view of the changing roles of the three branches of government at the local, state, and national levels, a comparative view of the changing nature of political parties and interest groups in determining government policy, an evaluation of citizen rights and responsibilities in a democratic state, and the importance of civic participation in democratic political processes

Course Title: United States Government Honors *(Planned if warranted by student demand.)*
Grade Level: 12
Label: Core College Preparatory - "a" (pending UC approval)
High School Requirement: Social Science
Pupils will acquire a comprehensive understanding of American government and political behavior. This course is designated as honors level by the accelerated instructional pacing and depth of content. Appropriate concepts and skills will be developed through an evaluation of the Declaration of Independence, the Constitution, and the Bill of Rights, an analysis of the roles of the three branches of government at the local, state, and national levels, a comparative view of the changing roles of the three branches of government at the local, state, and national levels, a comparative view of the changing nature of political parties and interest groups in determining government policy, an evaluation of citizen rights and responsibilities in a democratic state, and the importance of civic participation in democratic political processes.
PREREQUISITE: Teacher approval.

Course Title: Advanced Placement United States Government & Politics *(Planned if warranted by student demand.)*
Grade Level: 12

Label: Core College Preparatory - "a" (pending UC approval)
High School Requirement: Social Science
Advanced Placement United States Government & Politics is a college-level course which provides an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. This course is designed with an emphasis on meeting the requirements of the College Board examination.
PREREQUISITE: Teacher approval.

Course Title: Economics *(Currently offered.)*
Grade Level: 11-12
Label: Core College Preparatory - "g" (UC approved)
High School Requirement: Social Science
Economics will provide pupils the opportunity to acquire an understanding of the way in which society organizes its limited resources to satisfy unlimited wants. The pupil will be introduced to the major characteristics of the mixed market economic system in the United States and how the basic economic questions are answered.

Course Title: Economics Honors *(Planned if warranted by student demand.)*
Grade Level: 11-12
Label: Core College Preparatory - "g" (pending UC approval)
High School Requirement: Social Science
Economics Honors will provide pupils the opportunity to acquire a comprehensive understanding of the way in which society organizes to utilize its limited resources to satisfy unlimited wants and the distinguishing characteristics of other types of economic systems with particular attention to the American mixed system.
PREREQUISITE: Teacher approval.

Course Title: Psychology I *(Planned if warranted by student demand.)*
Grade Level: 9-12
Label: Core College Preparatory - "g" (UC approved)
High School Requirement: Electives
Psychology I will provide pupils with an understanding of human behavior, behavioral interaction, and the progressive development of individuals with an emphasis on sports psychology. Appropriate concepts and skills will be developed through the theories and methods of study employed by psychologists, human growth and development, self-concept development, adjustment, motivation and desire, intelligence, conditioning and learning, memory, personality and behavior, emotion and frustration, abnormal behavior, conformity, autonomy, alienation, stress, mental health and therapy.

Technology and Business Elective Courses

Course Title: Skills for Success *(Planned if warranted by student demand.)*

Grade Level: 6-8
Label: Non-Core College Preparatory
The purpose of this course to provide basic skills that are important for academic success and success in the 21st century workplace such as word processing, presentation software, creating charts from data in excel, and finding information and images online to use in reports and other documents. Students learn the basics of touch-typing, digital citizenship, as well as how to choose a computer device that fits their needs. In addition, pupils learn management systems to assist them in organization skills.

Course Title: Computer Literacy *(Planned if warranted by student demand.)*
Grade Level: 9-12
Label: Core College Preparatory - "g" (AP Computer Science Principles is UC approved)
High School Requirement: Electives
This semester course is designed to provide pupils with fundamental computing skills. Areas of emphasis include Internet use and safety, office productivity applications, and system fundamentals. The appropriate use of technology is an integral part of this course.

Course Title: Media Production *(Currently offered.)*
Grade Level: 9-12
Label: Core College Preparatory - "g" (UC approved)
High School Requirement: Electives
This course is designed to incorporate different mediums communications. Students will use a variety of techniques to produce projects combining sound, music, video, and art. The course will provide a culminating experience for pupils who have been who have excelled in their computer classes. Students will also get practical experience preparing materials for the school.
PREREQUISITE: Teacher approval

Course Title: Radio Production 1-4
Grade Level 9-12
Label: Core College Preparatory - "f" (UC approved)
High School Requirement: Electives
This course provides students with general information on the structure and operation of radio stations, production companies and other related companies. The course also covers theoretical aspects of the basic radio field and control room/studio equipment. Students are required to complete simple field production assignments - audio - as part of the course activities.

Course Title: Computer Applications I *(Planned if warranted by student demand.)*
Course Title: Computer Applications II *(Planned if warranted by student demand.)*
Grade Level: 9-12
Label: Core College Preparatory - "g" (pending UC approval)
High School Requirement: Electives

The purpose of Computer Applications I and II is to provide pupils with intensive hands-on experience with some commonly used software packages. Advanced applications of commercially available software will be emphasized.
PREREQUISITE: For Computer Applications II, Computer Applications I.

Course Title: Introduction to Business *(Currently offered.)*
Grade Level: 9-12
Label: Core College Preparatory - "g" (UC approved)
High School Requirement: Local Option (Business)
This course provides a basic overview of the business environment. Creating, financing, marketing, and managing a business will be covered as well as communication and human resources. Included will be the examination of business as it relates to the U.S. and world economies, business ethics, entrepreneurship, types of businesses, organizational structure and ownership models, impact of technology, decision making as influenced by internal and external factors.

Course Title: Entrepreneurship *(Currently offered.)*
Grade Level: 9-12
Label: Core College Preparatory - "g" (UC approved)
High School Requirement: Local Option (Business)
This course will prepare students to be responsible, enterprising entrepreneurial thinkers by studying the attitudes and skills that characterize entrepreneurs. Through "real-life" experiences, they will learn the skills related to creativity, initiative, problem solving, flexibility and adaptability in a business setting in order to make decisions, manage results and learn from the outcomes of their decisions. Through the study of these business topics students will develop an understanding of the role of business as it relates to them, as well as develop critical thinking skills that will shape their decisions concerning future studies and career planning.

Course Title: Introduction to Marketing *(Currently offered.)*
Grade Level: 9-12
Label: Core College Preparatory - "g" (UC approved)
High School Requirement: Local Option (Business)
This course prepares students to apply marketing and advertising foundations and principles. Students will apply marketing practices, principles and tasks in a variety of business and educational settings in order to learn how marketing interacts with other facets of business such as sales, finance, communications, accounting and human resource management.

Course Title: Personal Finance *(Planned if warranted by student demand.)*
Grade Level: 11-12
Label: Core College Preparatory - "g" (pending UC approval)
High School Requirement: Local Option (Business)

This course prepares students to understand and apply skills to the real world of personal finance. Students will be introduced to elements of every day financial transactions, as well as life's major financial decisions. Included will be: Banking Transactions, Income Management, Vehicle Ownership, Loans/Credit Cards, Investments, Real Estate, Renting Apartments, and some basic Business (retail oriented).

Physical Education Courses

Course Title: Physical Education *(Currently offered.)*
Grade Level: 6-8
Label: Non-Core College Preparatory
This course focuses on the physical, mental, social, and emotional development of pupils in cooperative and competitive settings. Students develop psychomotor skills and engage in movement and lifetime fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Students participate in movement experiences found in team, individual, and dual sports; dance/rhythms; and lifetime recreational activities. Health and skill-related fitness concepts are explored through personal goal setting and self-evaluation.

Course Title: Physical Education *(Currently offered.)*
Grade Level: 9-12
Label: Non-Core College Preparatory
High School Requirement: Physical Education
This course focuses on the physical, mental, social, and emotional development of pupils in cooperative and competitive settings. Students develop psychomotor skills and engage in movement and lifetime fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Students participate in movement experiences found in team, individual, and dual sports; dance/rhythms; and lifetime recreational activities. Health and skill-related fitness concepts are explored through personal goal setting and self-evaluation.

Course Title: Dance *(Currently offered.)*
Grade Level: 6-8
Label: Non-Core College Preparatory
This course is designed to develop an appreciation of dance as an art form. Through movement experiences, pupils communicate in a way that is different from the written or spoken word, or even from other visual or auditory symbol systems. Students develop higher order thinking skills through perceiving, analyzing, and making discriminating judgments about dance. The pupil examines the role and meaning of dance in diverse social, cultural, and historical contexts through a variety of dance forms. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society.

Course Title: Body Conditioning *(Planned if warranted by student demand.)*
Grade Level: 9-12

Label: Non-Core College Preparatory
High School Requirement: Physical Education
This co-ed course provides student athletes with general conditioning concepts and activities, as well as sport specific training techniques and practices.

Course Title: Dance 1 *(Currently offered.)*
Grade Level: 9-12
Label: Core College Preparatory - "f" (UC approved)
High School Requirement: Physical Education
This course is designed to develop an appreciation of dance as an art form. Through movement experiences, pupils communicate in a way that is different from the written or spoken word, or even from other visual or auditory symbol systems. Students develop higher order thinking skills through perceiving, analyzing, and making discriminating judgments about dance. The pupil examines the role and meaning of dance in diverse social, cultural, and historical contexts through a variety of dance forms. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society.

Course Title: Dance 2 *(Currently offered.)*
Grade Level: 9-12
Label: Core College Preparatory - "f" (UC approved)
High School Requirement: Physical Education
This course is designed to promote dance training for a higher level of achievement. This course will develop and extend the artistic, affective, cognitive, and psychomotor potentials of the advanced pupil. The pupil will be provided with opportunities to explore, create, organize, evaluate, and perform a variety of dance forms.
PREREQUISITE: Dance I

Course Title: Advance Dance/Dance 3 *(Currently offered.)*
Grade Level: 8-12
Label: Core College Preparatory - "f" (UC approved)
High School Requirement: Physical Education
This course is designed to promote dance for a higher level of achievement. This course will develop and extend the artistic, affective, cognitive, and psychomotor potentials of the pupil include training in dance techniques, choreography, and a variety of dancing styles. Dance technique complexity increases in the progression of course sequence.
PREREQUISITE: Dance II

Course Title: Soccer *(Planned if warranted by student demand.)*
Grade Level: 9-12
Label: Non-Core College Preparatory
High School Requirement: Physical Education
This is a co-ed course designed to improve skills specific to ball handling, kicking, offense and defense in soccer. This class will include conditioning specific to preparing students for an advanced level of competition.

Course Title: Martial Arts *(Planned if warranted by student demand.)*
Grade Level: 9-12
Label: Non-Core College Preparatory
High School Requirement: Physical Education

The course concepts include training in basic martial arts techniques, method of integrating mind, body and spiritual wellbeing, while improving physical fitness and emotional health.

Course Title: Weight Training 1 *(Planned if warranted by student demand.)*
Grade Level: 9-12
Label: Non-Core College Preparatory
High School Requirement: Physical Education
Beginning Weight Training provides pupils with opportunities to acquire basic knowledge and skills in weight training that may be used in physical pursuits today as well as in later life, improve muscular strength and endurance, and enhance body image.

Course Title: Weight Training 2 *(Planned if warranted by student demand.)*
Grade Level: 10-12
Label: Non-Core College Preparatory
High School Requirement: Physical Education
Intermediate Weight Training provides pupils with opportunities to extend the acquisition of knowledge and the development of skills in weight training that may be used in physical fitness pursuits today as well as in later life, further improve strength and endurance, and further enhance body image.
PREREQUISITE: Weight Training 1 or teacher approval.

Course Title: Weight Training 3 *(Planned if warranted by student demand.)*
Grade Level: 11-12
Label: Non-Core College Preparatory
High School Requirement: Physical Education
Advanced Weight Training provides pupils with opportunities to further extend the acquisition of knowledge and the development of skills in weight training that may be used in physical pursuits today as well as in later life, further improve muscular strength and endurance, and further enhance body image.
PREREQUISITE: Weight Training 2 or teacher approval.

World Languages

Course Title: Spanish *(Planned if warranted by student demand.)*
Grade Level: 6-8
Label: Core College Preparatory
This course introduces pupils to the target language and its culture. Pupils will develop and communicative skills and cross-cultural understanding. Specific content includes, but

is not limited to, beginning skills in listening and speaking with special attention to pronunciation. An introduction to reading and writing is also included as well as the fundamentals of grammar and culture. The course provides practice in correct use of basic vocabulary and language structures to enable pupils to function effectively within realistic settings. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course.

Course Title: Spanish I *(Currently offered.)*
Grade Level: 7-11
Label: Core College Preparatory - "e" (UC approved)
High School Requirement: World Language
This course introduces pupils to the target language and its culture. Pupils will develop and communicative skills and cross-cultural understanding. Specific content includes, but is not limited to, beginning skills in listening and speaking with special attention to pronunciation. An introduction to reading and writing is also included as well as the fundamentals of grammar and culture. The course provides practice in correct use of basic vocabulary and language structures to enable pupils to function effectively within realistic settings. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course.

Course Title: Spanish II *(Currently offered.)*
Grade Level: 8-12
Label: Core College Preparatory - "e" (UC approved)
High School Requirement: World Language
This course is for pupils who have successfully completed Spanish I. Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the intermediate-low level. The focus is communication in the target language incorporating understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable pupils to function effectively within realistic settings. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course.
PREREQUISITE: Spanish I or mastery of standards corresponding to Spanish I

Course Title: Spanish III *(Currently offered.)*
Grade Level: 9-12
Label: Core College Preparatory - "e" (UC approved)
High School Requirement: World Language
This course is designed for pupils who have successfully completed Spanish II. World Languages III provides mastery and expansion of skills acquired by the pupils in World Languages II. Specific content includes, but is not limited to, expansions of vocabulary

and conversational skills through discussions of selected readings. Analyzing reading selections strengthens pupils' acquisition of grammatical concepts. Students continue to refine proficiency in Spanish with the end-of-course goal of demonstrating proficiency at the intermediate-mid level. The focus is communication in Spanish incorporating understanding of Spanish cultures, connecting with other disciplines, comparing native language to Spanish, and participating in multicultural communities.
PREREQUISITES: Spanish II or mastery of standards corresponding to Spanish II and teacher approval.

Course Title: Advanced Placement Spanish Language and Culture *(Currently offered.)*
Grade Level: 10-12
Label: Core College Preparatory - "e" (UC approved)
High School Requirement: World Languages
This advanced placement course is comparable to an advanced level college Spanish language course. This college-level curriculum prepares pupils to use the three modes of communication (interpersonal, interpretive, and presentational) in the Intermediate to Pre-Advanced range. This course engages pupils in an exploration of culture in both contemporary and historical contexts. Emphasizing the use of Spanish for active communication, it encompasses aural/oral skills, reading comprehension, grammar, and composition. Special emphasis is placed on the use of authentic source materials and the integration of language skills. Pupils will combine listening, reading, and speaking (or listening, reading, and writing) skills in order to demonstrate understanding of authentic Spanish-language source materials. This course is designed with an emphasis on meeting the requirements of the College Board examination.
PREREQUISITES: Spanish I and Teacher approval.

Course Title: Advanced Placement Spanish Literature and Culture *(Currently offered.)*
Grade Level: 11-12
Label: Core College Preparatory - "e" (UC approved)
High School Requirement: World Languages
This advanced placement course is designed to the pupil with a learning experience equivalent to that of an introductory college course in literature written in Spanish. The course introduces pupils to the formal study of a representative body of texts from Peninsular Spanish, Latin American, and U.S. Hispanic literature. The course provides pupils the opportunity to demonstrate proficiency in Spanish across the three modes of communication (interpersonal, interpretive, and presentational) and the five goal areas (communication, cultures, connections, comparisons, and communities). This course is designed with an emphasis on meeting the requirements of the College Board examination.
PREREQUISITES: AP Spanish Language and Teacher approval.

Other Electives

Course Title: Advisory *(Currently offered.)*
Grade Level: 6-8
Label: Non-Core College Preparatory
This course is designed to help build character skills and support reading skills.

Course Title: Exploratory Wheel *(Currently offered.)*
Grade Level: 6-8
Label: Non-Core College Preparatory
This course is designed for all students to experience different core programs of the school. Each quarter, students are exposed to introductory concepts across the arts and business to build a foundation of knowledge with the courses better preparing them to select a pathway during their high school career. Quarter topics change cycle three years.

Course Title: Advisory *(Currently offered.)*
Grade Level: 9-12
Label: Non-Core College Preparatory
High School Requirement: Electives
This course is designed to help build character counts skills and support reading skills.

Visual and Performing Arts

Dance

Course Title: Dance 1 *(Currently offered.)*
Grade Level: 9-12
Label: Core College Preparatory - "f" (UC approved)
High School Requirement: Physical Education
This course is designed to develop an appreciation of dance as an art form. Through movement experiences, pupils communicate in a way that is different from the written or spoken word, or even from other visual or auditory symbol systems. Students develop higher order thinking skills through perceiving, analyzing, and making discriminating judgments about dance. The pupil examines the role and meaning of dance in diverse social, cultural, and historical contexts through a variety of dance forms. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society.

Course Title: Dance 2 *(Currently offered.)*
Grade Level: 9-12
Label: Core College Preparatory - "f" (UC approved)
High School Requirement: Physical Education
This course is designed to promote dance training for a higher level of achievement. This course will develop and extend the artistic, affective, cognitive, and psychomotor potentials of the advanced pupil. The pupil will be provided with opportunities to explore, create, organize, evaluate, and perform a variety of dance forms.
PREREQUISITE: Dance I

Course Title: Advance Dance/Dance 3 *(Currently offered.)*
Grade Level: 8-12
Label: Core College Preparatory - "f" (UC approved)
High School Requirement: Physical Education
This course is designed to promote dance for a higher level of achievement. This course will develop and extend the artistic, affective, cognitive, and psychomotor potentials of the pupil include training in dance techniques, choreography, and a variety of dancing styles. Dance technique complexity increases in the progression of course sequence.
PREREQUISITE: Dance II

Music

Course Title: Choir 1-4 *(Planned if warranted by student demand.)*
Grade Level: 9-12
Label: Core College Preparatory - "f" (UC approved)
High School Requirement: Visual and Performing Arts
The purpose of these courses is to provide opportunities to students, from an introduction to choral techniques and music theory to being part of a highly polished, select ensemble, which explores and performs choral works of all styles and periods. Students who wish to sing and develop a joy for music will learn the basics and fundamentals of good singing and musicianship. Music literature includes classical repertoire, folk songs, pop and jazz.

Course Title: Guitar 1-4 *(Currently offered.)*
Grade Level: 9-12
Label: Core College Preparatory - "f" (UC approved)
High School Requirement: Visual and Performing Arts
The purpose of these courses are to develop guitar performance proficiency using a variety of techniques. Emphasis will be placed on the development of skills in reading music notation; analysis of form, style, and history; and improvisation and composition techniques.

Course Title: Music 1-4 *(Planned if warranted by student demand.)*
Grade Level: 9-12
Label: Core College Preparatory - "f" (pending UC approval)
High School Requirement: Visual and Performing Arts
The music department inspires students to achieve their individual musical potential, to cooperate within an ensemble setting, and to gain a higher respect for, and deeper understanding of the world of music.

Course Title: Music Theory *(Planned if warranted by student demand.)*
Grade Level: 9-12
Label: Core College Preparatory - "f" (pending UC approval)
High School Requirement: Visual and Performing Arts

Music theory introduces students to the harmonic language of music. Beginning with a review of scales, intervals, rhythm, and meter, the course of study progresses to basic progressions, modulations, treatment of dissonance, secondary dominants, and other chromatic structures. Sight singing and dictation will be emphasized. The music history section of the course will cover the major stylistic change studying music from the Middle Ages through the twenty-first century.

Course Title: Orchestra 1-4 *(Currently offered.)*
Grade Level: 9-12
Label: Core College Preparatory - "f" (UC approved)
High School Requirement: Visual and Performing Arts
The focus of the class is to develop string and instrumental ensemble techniques. A variety of orchestra music literature will be addressed in a range of musical areas. Students will receive instruction with an emphasis on fundamentals and technique development. They have opportunities to practice and perform in a wide range of groupings, from orchestra to jazz ensembles.

Course Title: Piano 1-4 *(Currently offered.)*
Grade Level: 9-12
Label: Core College Preparatory - "f" (UC approved)
High School Requirement: Visual and Performing Arts
The purpose these courses are to develop piano performance proficiency using a variety of techniques. Emphasis will be placed on the development of skills in reading music notation; analysis of form, style, and history; and improvisation and composition techniques.
Film

Course Title: Critical Issues in Film *(Planned if warranted by student demand.)*
Grade Level: 9-12
Label: Core College Preparatory - "f" (pending UC approval)
High School Requirement: Visual and Performing Arts
This class looks at film as a cultural product. The major focus of the class is learning how to interpret films as signifiers of the state of our society, particularly in terms of ideology and politics. The goal of the class is to provide the interpretative skills needed to read a film critically.

Course Title: Film Production *(Currently offered.)*
Grade Level: 9-12
Label: Core College Preparatory - "f" (UC approved)
High School Requirement: Visual and Performing Arts
In this class, students are given cameras to produce their own film statements. They will learn basic camera operation and audio for video. Class discussions, peer critiques, and linear editing are crucial parts of this class process as are visits to studios and film productions. Guest artists will mentor class members.

Course Title: Film Studies *(Planned if warranted by student demand.)*
Grade Level: 9-12
Label: Core College Preparatory - "f" (pending UC approval)
High School Requirement: Visual and Performing Arts
The primary objective of this class is the development of the critical ability to analyze and evaluate film texts. The major historical, theoretical and aesthetic approaches to film are examined. The challenging questions of interpretation are constantly reviewed using a variety of theoretical approaches, including genre and auteur studies.

Course Title: Technical Film *(Planned if warranted by student demand.)*
Grade Level: 9-12
Label: Core College Preparatory - "f" (pending UC approval)
High School Requirement: Visual and Performing Arts
This course emphasizes the development of visual awareness and personal expression through the medium of film. Basic technical skills are stressed, such as familiarity with the camera and its controls, film processing and printing. Classes discuss historical as well as contemporary images and ideas from various sources.

Theatre

Course Title: Improvisation *(Planned if warranted by student demand.)*
Grade Level: 9-12
Label: Core College Preparatory - "f" (pending UC approval)
High School Requirement: Visual and Performing Arts
Stories, characters and situations are created through the use of games and exercises. As well as a tool to relax and stay in the moment, students learn through the games and exercises to really listen to and trust each other.

Course Title: Production *(Planned if warranted by student demand.)*
Grade Level: 9-12
Label: Core College Preparatory - "f" (pending UC approval)
High School Requirement: Visual and Performing Arts
The intersection of theatre and business is explored in this class. Students are taught the basic elements of budgeting, assembling the units which comprise a play or movie, negotiation tools, timelines, etc.

Course Title: Technical Theatre *(Planned if warranted by student demand.)*
Grade Level: 9-12
Label: Core College Preparatory - "f" (pending UC approval)
High School Requirement: Visual and Performing Arts
This course focuses on design conceptualization and theatre technology. It provides a comprehensive background in the technical aspects of a theatre and a working knowledge of the physical stage and how it works. Students receive instruction in the elements of lighting, sound and scenic design.

Course Title: Theatre Arts *(Currently offered.)*
Grade Level: 9-12
Label: Core College Preparatory - "f" (UC approved)
High School Requirement: Visual and Performing Arts
These courses are an exploration in voice, diction, and movement. Students will perform improvisations, pantomime and scenes in order to develop acting and public speaking skills. Other concepts include: acting techniques, advanced improvisation, and theatre history. Class work includes, but is not limited to, the study of method acting, auditioning techniques, performing comedy, stage dialects, and styles of acting.

Course Title: Theatre Arts 2-4 *(Currently offered.)*
Grade Level: 9-12
Label: Core College Preparatory - "f" (UC approvedal)
High School Requirement: Visual and Performing Arts
These courses are an exploration in voice, diction, and movement. Students will perform improvisations, pantomime and scenes in order to develop acting and public speaking skills. Other concepts include: acting techniques, advanced improvisation, and theatre history. Class work includes, but is not limited to, the study of method acting, auditioning techniques, performing comedy, stage dialects, and styles of acting.

Visual Arts

Course Title: Art 1-4 *(Currently offered.)*
Grade Level: 9-12
Label: Core College Preparatory - "f" (UC approved)
High School Requirement: Visual and Performing Arts
Students apply artistic processes and skills, using a wide variety of media, to communicate meaning and intent to works of art. Students further develop skills to create more individualized works of art.

Course Title: Cartooning 1-4 *(Planned if warranted by student demand.)*
Grade Level: 9-12
Label: Core College Preparatory - "f" (pending UC approval)
High School Requirement: Visual and Performing Arts
Cartooning introduces students to the fundamentals associated with cartooning animation and manual techniques. Students will be using paper materials to generate cartoons and animations. The course may be repeated using alternate projects to enhance and further develop skills.

Course Title: Ceramics 1-4 *(Planned if warranted by student demand.)*
Grade Level: 9-12
Label: Core College Preparatory - "f" (pending UC approval)
High School Requirement: Visual and Performing Arts

These courses explore a variety of techniques in clay construction, glazing, firing, and surface decoration. This course also focuses on historical and cultural influences. Students will develop aesthetic perception skills and strengthen their creative expression in the areas of sculpture and pottery. Advanced classes offer expanded technique and student input in projects and focuses on some non-traditional approaches to ceramics.

Course Title: Drawing and Painting 1-4
Grade Level: 9-12
Label: Core College Preparatory - "f" (pending UC approval)
High School Requirement: Visual and Performing Arts
The purpose of these courses is to enable students to develop the fundamentals of drawing and painting, giving students the basic vocabulary and tools of visual art while encouraging self-expression. The principles of composition and the elements of art (line, shape, color, value, texture) are explored through a wide variety of media. The relationship of subject matter, form and meaning is studied through critiques and examples from the history of art. Sequential classes will focus on advanced perceptual, observational and compositional skills necessary to communicate a range of subject matter, symbols, ideas, and concepts using knowledge of drawing and painting media, processes and techniques and include the development of portfolios.

Course Title: Sculpture *(Planned if warranted by student demand.)*
Grade Level: 9-12
Label: Core College Preparatory - "f" (pending UC approval)
High School Requirement: Visual and Performing Arts
This class provides hands on introduction to sculpture as students work with a variety of media while exploring three-dimensional art. Possible materials include wire, plaster, clay, papier-mâché, wood, as well as, found materials. Emphasis is placed on the conceptual possibilities of sculpture and expressing a personal point of view.

Instructional Methods and Strategies to Deliver Curriculum

Charter School will use Intentional Instruction as a primary instructional method, with an emphasis on literacy across the curriculum. The five-part framework for intentional instruction requires teachers to: 1. Establish Purpose; 2. Model Their Thinking; 3. Guide Students' Thinking Through the Use of Questions, Prompts, and Cues; 4. Provide Students with Productive Group Tasks That are Meaningful and Allow Students to Practice Language and Consolidate Learning; and 5. Assign Independent Tasks That Require Students to Apply What They Have Learned. Intentional Instruction is rooted from three theories: Gradual Release of Responsibility (Pearson & Fielding, 1991; Pearson & Gallagher, 1983; Direct Explanation (Duffy et al., 1987); and Literacy as a Social Practice. In an effort to keep students engaged for extended periods of time and be able to teach bell-to-bell, lessons will be planned using the Chunk, Chew, Check method, which allows for information to be delivered in small units (timing no longer than their

approximate age), adequate processing time, like 10/2, and gradually released opportunities for demonstrating mastery. Lessons will include a balance of both teacher-centered and student-centered activities.

Additionally, teachers will be trained in planning for multiple intelligences and tiered instruction. During allocated collaboration time, teachers have opportunities to align their strategies horizontally and vertically. Specific strategies will be used to target literacy in all classes. The reading apprentice method of talking-to-the-text will be used for students to interact with a variety of texts across all disciplines, as called for by CCSS. See/Say, mean, matter (SMM) graphic organizers are used for analyzing quotes, video clips, charts and graphs, and political cartoons, to name a few. The SMM is also used to promote arts integration throughout the curriculum. A variety of cooperative learning techniques, such as structured academic controversy, Socratic seminar, or fan-n-pick will be used as a means of creating safe environments where students collectively gather evidence, have class discussions and formulate opinions. Teachers will also be including writing in every class. Students will be taught how to use SMM graphic organizers to organize their thoughts into TIEAC power paragraphs, and ultimately into essays. TIEAC is an acronym for: topic sentence; introduce the example; example from the text; analysis of the example; and concluding sentence. As students promote to higher grades or become stronger writers, they will be weaned from the graphic organizer and write directly in power paragraph format. Additional instructional strategies are detailed in the Instructional Design section above

Instructional Methodologies and Curriculum-Materials

LAAAE's methodologies and curricula, as described throughout this petition, will support implementation and ensure student mastery of the CCSS and other state content standards by incorporating CCSS aligned curriculum, training teachers in the implementation of such a curriculum, and having consistent assessment of the fidelity of those programs. Charter School will create CCSS sample benchmarks for students to take throughout the year. Analysis of the available data will be used on a regular basis for teachers' to drive their instruction towards student mastery.

Use of Technology

To equip students to better integrate with future technologies, such as computer-based state standardized assessments and workforce software, LAAAE will integrate additional technology use into the curriculum. Most of LAAAE's current is available in digital format.English language arts, mathematics, social studies, and science courses have technology-based lessons embedded into the curricula. Existing intervention web-based programs include i-Ready and Khan Academy. Through the ongoing use of these programs and other platforms, students will be adequately prepared for computer-based assessments. In order to improve technology use, the school has invested in computers. At most, two teachers share a computer cart, and many teachers have their own cart.

Meeting Graduation Requirements

LAAAE's graduation requirements are aligned to A-G admission requirements. The purpose is to ensure that all students are eligible for UC/CSU admission. In addition, the courses offered are similar to other high schools which enable easy credit transfer and midyear placement. Each passing course is worth five credits. Students currently take seven classes (core and non-core) in a semester. In addition, they have a thirty (30) minute advisory that is 2.5 credits. In the current academic year, students can earn seventy-five (75) credits. Thus, in four years, a student can graduate with three hundred (300) credits. LAAAE's minimum graduation credits are two hundred and twenty (220) credits. In addition to number of credits, students must take specific courses to ensure A-G admission as well as state and Charter School graduation requirements. A letter grade of A, B, or C is required to earn A-G credit. Middle school coursework will not count toward graduation requirement fulfillment unless such coursework is of high school nature and has been included in LAAAE's UC Doorways UC/CSU approved course list.

At the beginning of the school year, the counseling department meets with all high school students to review their graduation progress (Grad Checks). In this process, both the counselor and student develop an individual graduation plan (IGP) to enable graduation is accomplished on time. If students are missing credits (core or non-core courses), they are advised of credit recovery opportunities both onsite and offsite. These opportunities include summer school and online classes sponsored by the school and are offered based on contemporaneous needs assessment of student credit deficiencies. Progress checks are ongoing throughout the year (formal/informal) to enable timely graduation. The instructional program ensures student progress toward the college and career readiness indicator through opportunities such as advanced placement classes, career and technical education pathways, and community college articulations.

High school graduation requirements are succinctly identified below.

GRAD REQUIREMENT:	STATE MINIMUM REQUIREMENTS:	REQUIREMENTS FOR LAAAE:	REQUIREMENTS FOR UC/CSU ADMISSION ELIGIBILITY:
English	30 credits (3 years)	40 credits (4 years)	4 years
Math	20 credits (2 years: including 1 year Algebra)	30 credits (3 years: Alg 1, Geom, Alg 2)	3 years (4 recommended)
Science	20 credits (2 years: 1 biological and 1 physical)	20 credits (2 years: 1 biological and 1 physical)	2 years (3 recommended)
Social Studies	30 credits (3 years: World History, US History, and	30 credits (3 years: World History, US History, and	2 years (3 recommended)

	Economics/Government)	Economics/Government)	
Foreign Language	10 credits (1 year: either foreign language or VAPA)	20 credits (2 years: at least through Span 2 level)	2 years (3 recommended)
VAPA		10 credits (1 year)	1 year
Physical Education	20 credits (2 years)	20 credits (2 years)	
Business		10 credits (1 year)	
Electives		40* credits	1 year (can be additional class in other requirement)
Community Service		100 hours**	
TOTAL CREDITS	**130**	**220**	

*Students do not need 4 years of purely elective credits. Additional courses in any department taken beyond the minimum requirements will count towards elective credit. In compliance with Education Code, local requirements may be waived for identified students such as foster youth.

Western Association of Schools and Colleges (WASC) Accreditation

LAAAE earned its initial Western Association of Colleges and Schools (WASC) accreditation in November 2010 and was recommended for reaccreditation, for a term of six years, following the November 2014 onsite Visiting Committee review. That mid cycle visit in 2018 was positive and affirmed the previous Visiting Committee's recommendations. LAAAE remains accredited and is preparing for its next visit scheduled for the 2020 – 2021 school year to ensure continued accreditation for subsequent graduating classes.

LAAAE finds that communication is a key component for student success. Parents will constantly be communicated about courses and graduation requirements through a variety of methods such as: workshops, one-to-one conferences, flyers, and outreach calls. The counseling department has several formal and informal meetings annually with students and parents to inform them on their progress toward graduation (grad checks) throughout their high school career.

In addition, LAAAE participates and hosts Cash for College to help students and parents with college information and financial aid. To improve communication with our English learner parents, all calls, notices and workshops are translated in Spanish. In addition,

students who enroll from another country are able to present their foreign transcripts for review and inclusion into their transcript.

All course offerings at LAAAE will allow students to apply to universities/colleges as well as placing them on track for graduation as LAAAE's graduation policy is based on A-G requirements. LAAAE currently has dozens of courses approved on UC Doorways. Additional courses for addition are being considered.

Transferability of Courses and Parent Notification

LAAAE's accreditation with the Western Association of Schools and Colleges (WASC) ensures that its academic program is transferable to other high schools and universities. Courses offered at Charter School will meet state graduation requirements. Moreover, those courses will be transferable to other high schools in accordance with state guidelines for graduation. LAAAE will articulate with colleges, universities, and other schools regarding acceptable courses. LAAAE will consult on a regular basis with all stakeholders regarding the school's educational program. Parents and students will receive course lists at activities such as: articulation programs for the middle schools, parent meetings, during scheduling for each semester, and at the beginning of each school year. Course lists will be available to parents and students throughout the school year. Parents and students will be provided official transcripts and be advised by the counselor on the availability to transfer course credit to subsequent high schools or institutions of higher education.

Academic Calendar and Schedules

LAAAE provides more instructional minutes and school days than the minimum required. LAAAE will have 190 school days per year. In the current bell schedule, the regular instructional day has two late starts on Wednesdays and Fridays. During this time, LAAAE faculty meet for professional development, collaboration and data analysis. Sample student schedules were provided earlier in this element. Designated English language development is provided in the course so name. Integrated English language development is provided in the other courses. Details on the bell schedule are below.

Regular School Days

Monday Bell Schedule

	Start	End
Nutrition	8:40 AM	8:50 AM
Period 1	8:50 AM	9:40 AM
Period 2	9:45 AM	10:35 AM
Period 3	10:40 AM	11:30 AM
Period 4	11:35 AM	12:25 PM
Middle School Period 5 and Lunch		
Lunch	12:25 PM	1:00 PM
Period 5	1:05 PM	1:55 PM
High School Period 5 and Lunch		
Period 5	12:30 PM	1:20 PM
Lunch	1:20 PM	1:55 PM
Period 6	2:00 PM	2:50 PM
Period 7	2:55 PM	3:45 PM

Tuesday/Thursday Schedule

	Start	End
Nutrition	8:40 AM	8:50 AM
Period 1	8:50 AM	10:25 AM
Period 3	10:30 AM	12:00 PM
Middle School Period 5 and Lunch		
Lunch	12:00 PM	12:35 PM
Period 5	12:40 PM	2:10 PM
High School Period 5 and Lunch		
Period 5	12:05 PM	1:35 PM
Lunch	1:35 PM	2:10 PM
Period 7	2:15 PM	3:45 PM

Wednesday/Friday Schedule

	Start	End
Nutrition	9:40 AM	9:50 AM
Period 2	9:50 AM	11:20 AM
Period 4	11:25 AM	12:55 PM
Middle School Period 5 and Lunch		
Lunch	12:55 PM	1:30 PM
Advisory	1:35 PM	2:10 PM
High School Period 5 and Lunch		
Advisory	1:00 PM	1:35 PM
Lunch	1:35 PM	2:10 PM
Period 6	2:15 PM	3:45 PM

Minimum School Days

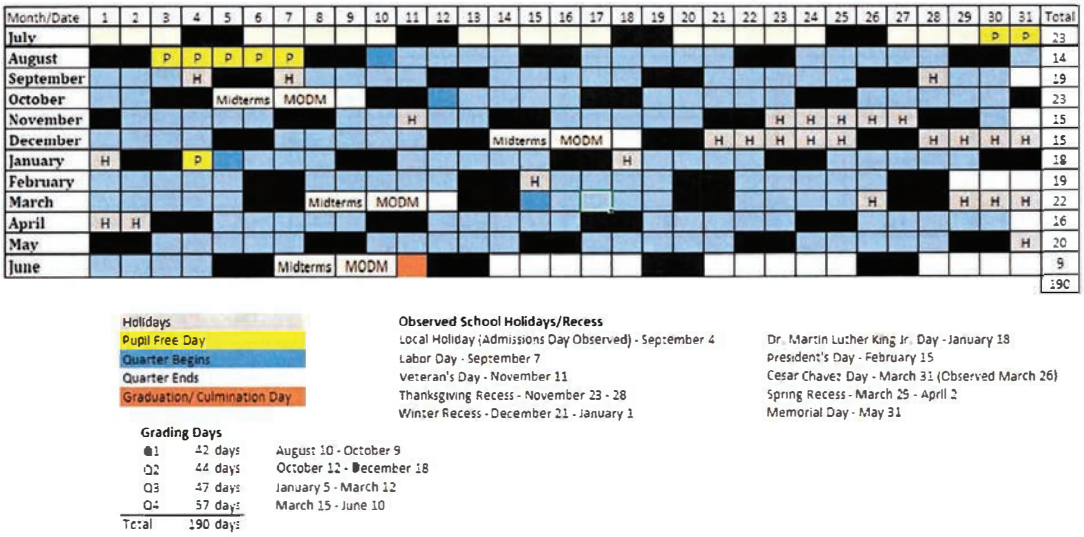
Minimum Day

	Start		End
Period 1	9:40 AM	-	9:50 AM
Nutrition	9:50 AM	-	10:00 AM
Block 1	10:05 AM	-	11:25 AM
Block 2	11:30 AM	-	12:50 PM
Middle School			
Lunch	12:50 PM	-	1:20 PM
Block 3	1:25 PM	-	2:00 PM
High School			
Block 3	12:55 PM	-	1:30 PM
Lunch	1:30 PM	-	2:00 PM
Block 4	2:05 PM	-	2:40 PM

Proposed School Calendar

The proposed calendar is below.

LAAAE Calendar 2020-2021



Month/Date	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Total
July																														P	P	23
August			P	P	P	P	P																									14
September				H			H																					H				19
October					Midterms		MODM																									23
November											H												H	H	H	H	H					15
December															Midterms		MODM				H	H	H	H	H			H	H	H	H	15
January	H			P														H														18
February															H																	19
March								Midterms		MODM																H				H	H	H	22
April	H	H																														16
May																															H	20
June							Midterms		MODM																							9
																																190

Holidays
Pupil Free Day
Quarter Begins
Quarter Ends
Graduation/ Culmination Day

Observed School Holidays/Recess
Local Holiday (Admissions Day Observed) - September 4
Labor Day - September 7
Veteran's Day - November 11
Thanksgiving Recess - November 23 - 28
Winter Recess - December 21 - January 1
Dr. Martin Luther King Jr. Day - January 18
President's Day - February 15
Cesar Chavez Day - March 31 (Observed March 26)
Spring Recess - March 25 - April 2
Memorial Day - May 31

Grading Days

Q1	42 days	August 10 - October 9
Q2	44 days	October 12 - December 18
Q3	47 days	January 5 - March 12
Q4	57 days	March 15 - June 10
Total	190 days	

After school programs, including academic tutoring, intervention, teacher office hours, test preparation, arts and music enrichment, student leadership and athletics, will usually take place from 4:00 to 6:00 p.m.

Instructional minutes

Instructional minutes details are included in the chart below.

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	Select Y/N									0	36000	0	-36000
1	Select Y/N									0	50400	0	-50400
2	Select Y/N									0	50400	0	-50400
3	Select Y/N									0	50400	0	-50400
4	Select Y/N									0	54000	0	-54000
5	Select Y/N									0	54000	0	-54000
6	Yes	30	360	80	375	3	130	77	315	190	54000	65445	11445
7	Yes	30	360	80	375	3	130	77	315	190	54000	65445	11445
8	Yes	30	360	80	375	3	130	77	315	190	54000	65445	11445
9	Yes	30	360	80	375	3	130	77	315	190	64800	65445	645
10	Yes	30	360	80	375	3	130	77	315	190	64800	65445	645
11	Yes	30	360	80	375	3	130	77	315	190	64800	65445	645
12	Yes	30	360	80	375	3	130	77	315	190	64800	65445	645

A Typical Day at LAAAE

A visitor will gain a clear perspective on the school's core values and beliefs by shadowing any given student throughout the day.

Students arrive as early as 7:30 a.m., clad with their Los Angeles Academy of Arts and Enterprise logo uniform polo. Most students walk to school from the nearby community; other students are dropped off by their parents and/or guardians. The school leadership, faculty and staff greet students as they arrive on campus. A nearby campus aide is supporting student supervision.

As students congregate inside, they are immediately welcomed into a calm environment. Bulletin boards are covered with an array of fliers, fundraising announcements, and community information pertinent to both students and their families, which reflects the school's belief in embracing student diversity, creativity, and sense of communion. Recognition of student achievement permeates the school as various posters, awards, and lists plaster the inside school hallways and classrooms.

On regularly scheduled days, students are seated in their classrooms ready to begin by 8:30 a.m. Teachers begin each period with a warm-up activity that students immediately start without instruction, which allows teachers to take attendance on their laptop computers using PowerSchool, the school's data management system. Daily attendance information is sent to the office and parents of students who are absent or tardy without an excused notice are notified before the school day ends.

Both high school and middle school starts at the same time. In their core classes, emphasis is on rigorous and challenging grade appropriate standards-based instruction with high expectations for all students. The daily learning objective can be seen on the

whiteboard, along with the class' agenda. Teachers scaffold their lesson in a manner that gradually releases the cognitive load to students. Teachers' expectations are clear; they engage students in understanding what they must know and be able to do to achieve proficient grades on grade appropriate assignments and standards. Students are actively engaged in their learning by using appropriate academic discourse to facilitate their own exchange of knowledge in pairs, small groups, or with the entire class.

Teachers involve students in defining and dissecting proficient grade-appropriate and content-specific work to ensure students understand what is expected of them. By spending time to understand the different elements that make up proficient-level work, teachers ensure that all students clearly understand how to approach assignments and accurately "judge" the quality of their work. Teachers use a combination of direct instruction and inquiry-based lessons to challenge students and teach them that learning can have different approaches. They vary instructional materials and resources, which includes the use of powerpoint presentations, worksheets, and a mixture of digital content and traditional textbooks. Teachers regularly use educational support technology, such as i-Ready and PBIS Store, to supplement student learning by bringing current technology into the classroom.

Beyond teachers planning "stretch" activities to expand student learning, high achieving students have opportunities to take enriching elective courses beyond the required core curriculum. Students who are performing below grade level on the state standardized exams in English Language Arts and/or Math are placed in a second corresponding class of reading and/or remedial math. This "double dosing" of English and math are essential to our school's push for all students reaching grade-level proficiency.

Students have a regularly scheduled advisory class, which allows teachers to meet with a consistent class for the purposes of advising them on academic, social, and future-planning issues. In some cases, other adults and staff members, such as guidance counselors, may also participate in the advisory program. This program is to ensure that at least one adult in the school has a closer relationship with their group of students, making sure their learning needs are met, encouraging them to make good academic and social choices, and help plan for their future. Advisories are designed to foster stronger teacher-student relationships and a stronger sense of community and belonging in students.

Across all content areas, the arts are integrated into the curriculum. The integration of arts enables students to make meaningful connections to one another, to themselves, to their lived world, and to other content areas. This unique practice engages even the hardest to reach students. As teachers innovate through experimenting with different art forms and processes in their lessons, students learn to take risks through exploration and to develop flexible thinking skills. By challenging students to envision from different vantage points and respond to new possibilities in the creative process, arts integration cultivates and provides an arena to display the varying multiple intelligences.

All students have the opportunity to participate in the nutrition meal program. Nutrition is part of the federal meal service program and students accept full-price, reduced-price, or free-meals depending on eligibility. Student eligibility is determined by income as indicated in their application or by participation in select federal and/or government assistance programs. Nutrition is served in the morning after instruction begins and is 10 minutes long. Breakfast is delivered to each classroom during the designated time for nutrition. High school and middle school have separate staggered 30-minute lunches.

Passing period is supervised by teachers stationed at their doors. School administrators, counselors, and other staff are also present during each passing period. Aside from ensuring student safety, this allows students and staff alike to converse and interact with each other, adding to a friendly and communal school environment.

After school tutoring and extracurricular activities are provided to students through a partnership with Woodcraft Rangers. Struggling learners, as identified through school grades, assessments, and Responses to Intervention (RtI), have opportunities for tutoring with both teachers and the afterschool program. Additionally, students can participate in various enrichment activities, such as afterschool clubs and sports. In partnership with the afterschool program, LAAAE provides supper to students. Furthermore, students regularly participate in events to better serve their communities as required for graduation.

Professional Development Plan

LAAAE promotes, supports and cultivates the preparation and competence of teachers through consistent and high quality professional development. The school expects teachers to be inspired, motivated and knowledgeable of both curriculum and methodology. In accordance with the school's mission, teachers are expected to know their students in depth and to be able to analyze and utilize student data to design, plan and execute rigorous, standards-based long-range plans, and daily lessons in meeting individual student needs.

The school's onsite professional development begins with a 5-day summer institute in the preceding week before each school year begins. The administrative team facilitates the training. Additional trainers are brought in for specialized topics such as special education, SDAIE strategies, CPR, and technology.

At the beginning of the school year, teachers also meet with the administrative team to conduct a self-assessment of their own needs in order to create their own professional growth plan. This individualized teacher plan, approved by the administration, incorporates goals aligned to school-wide, grade-level and individual student achievement data to plan an appropriate professional development program that enhances teacher competence and instructional practice.

The master schedule is designed in order to allow for grade level teachers to have common planning in order to facilitate ongoing professional development through professional learning communities (PLCs) throughout the year. The school's Principal or Assistant Principals lead the regular onsite professional development of the faculty and staff and coordinates departmental and other meetings. The administrative team also provides additional professional support to faculty such as meeting: with teachers for small-group professional development; grade level and/or departments meet with each other and the administrative team to coordinate integrated instructional activities, disaggregate data, discuss student needs, and share effective practices. To further promote a collaborative culture among teachers and facilitate ongoing professional growth, teachers are given opportunities throughout the year to observe the instructional practice of Charter School colleagues and teachers at other school sites.

Offsite professional development is also provided through agencies such as: Western Association of Schools and Colleges (WASC), Los Angeles Unified School District (LAUSD), Los Angeles County Office of Education (LACOE), and Association of Supervision and Curriculum Development (ASCD). Attendees of offsite conferences are able to autonomously select the workshops of particular interest to them.

The professional development plan for the first year of the new charter term includes topics such as:

August 10-14, 2020 (5 Days)

- New teacher orientation including the school's educational program features such as trauma informed practices, disciplinary procedures, and data supported pedagogical best practices; collaboration; PLCs; Charter School's vision and mission and other relevant charter components; building school culture
- Safety Protocols: emergency response, school wide rules, mandated reporting, PBIS;
- Regulatory training: child abuse, blood borne pathogens, first aid and CPR Training; relevant school plans; California Standards for the Teaching Profession; state priorities
- Support: Response to Intervention (RtI), SPED compliance & Accom vs. Mods,
- Effective Instruction: Lesson planning; Supporting English Learners: ELD and Specifically Designed Academic Instruction in English (SDAIE) strategies
- Discipline Policy - Promoting student engagement and a positive learning environment through appropriate classroom management

Ongoing: August-June: Weekly Late Start Wednesdays and Fridays

- Teacher planning and individualized professional growth plan meetings
- Technology integration
- Use of Data Director or other data management systems
- Common core alignment and long range planning

- School and teacher designed professional development
- Professional learning communities by content area
- Data analysis (student, classroom, school-wide) and Data-driven decision making: data system, web-based assessments, student data chats

Ongoing: August – June: Pupil Free Days

- Common core implementation workshops
- Individualized professional development selected by teachers to meet their growth plan needs
- Meeting students' needs through character education curriculum
- Differentiated instructional strategies for all students

Teacher Recruitment

Much research points to teacher expertise as a crucial element in student achievement. Therefore, the goal is to recruit and select the most highly qualified teachers possible to work at LAAAE. As further detailed in Element 5, teachers are expected to possess a bachelor's degree from an accredited college or university. A master's degree is highly desirable. Teachers must also be compliant with core, college preparatory subjects. They must possess a California credential or credential combination authorizing teaching service in the appropriate teaching area(s) and an English learner authorization. Bilingual competency is preferred. Teachers are also expected to be enthusiastic life long-learners and collaborative individuals who support a robust visual and performing arts curriculum, arts integration, urban education, and educational equity for low socioeconomic status students. Charter School will recruit its faculty through job fairs, online recruiting (*e.g.* EdJoin), its own website (www.laaae.org), and through personal recommendations.

Teachers must be able to develop and employ innovative strategies to reach students at all academic levels in grades six through twelve. Teachers must be committed to building a collaborative culture where teachers, administrators, parents, and students work together to ensure student success.

Meeting the Needs of All Students

English Learners

LAAAE will continue to meet the requirements of federal law relative to equal access to curriculum for English learners. The school has developed and implemented the Los Angeles Academy of Arts and Enterprise English Learner Master Plan. In the event of a conflict between the petition and the English Learner Master Plan, the master plan will prevail as it is regularly updated for compliance with revised laws and regulations.

In accordance with its master plan, LAAAE timely identifies potential English learners (ELs) and provides them with an effective English language acquisition program. The school's master plan is based on sound educational theory; adequately supported with trained teachers; and is periodically evaluated to ensure continued program success.

Identification of English Learners

A home language survey is part of the enrollment documentation for all new students. Upon enrolling at LAAAE all parents/guardians will fill out a home language survey. If a language other than English is indicated on the survey, the English Language Proficiency Assessment for California (ELPAC) or English Language Proficiency Assessments for California, will be used to determine English proficiency. If the student has already taken the assessment at a previous school, LAAAE will research the student's English Language Proficiency Assessment for California (ELPAC) achievement test scores to determine progress toward English proficiency and to plan instructional support. LAAAE will administer the annual ELPAC during the month of October. Initial ELPAC exams will be administered to qualifying students upon enrollment during the remainder of the school year.

English Learner Instruction, Services, and Supports

LAAAE's instructional program for English learners promotes language acquisition, oral language development, and enriched learning opportunities for all EL students. The key components of LAAAE's English Learner program are:

- Targeted support for English learners through an English Language Development (ELD) course during the regular instructional day and beyond the school day.
- Use of Specifically Designed Academic Instruction in English (SDAIE) instructional strategies in all areas of the curriculum
- Pairing of English learners with bilingual students or peer-coach "buddies."
- Regular opportunities in every discipline for students to make presentations and express their learning and themselves verbally.
- Progress monitoring of English learners through Reading Plus, SBAC interim assessments, classroom assessments, and teacher evaluations
- Additional reading courses for EL students to accelerate their progress in language acquisition
- Push-in and pull-out support in and out of the classroom provided by EL teacher assistant(s)

Students are mainstreamed into regular courses during instructional day in ensuring that they are afforded meaningful access to the school's academic core curriculum. The standards-based instructional program is presented in English with provisions to ensure comprehension for English Learners and development of English as a second language.

ELD Courses - Students identified (using the criteria above) with a need for an ELD course are placed in either a middle school or high school designated ELD class. The ELD classes are part of LAAAE's school day and are additional classes given to students identified as students in need of targeted English support. The English Learner Coordinator currently progress monitors academic progress for English language learners through an analysis of student performance on state tests, internal benchmarks, and teacher feedback. Long Term English Learners (LTELs) and those at risk of becoming LTELs are identified for additional support services such as increased push-in support from EL paraprofessionals. Designated ELD classes use a variety of instructional tools including online programs to provide differentiated ELD instruction according to students' current proficiency.

Additionally, integrated ELD instruction is ubiquitous in other classes on campus. This is done through a variety of instructional strategies and pedagogy including:

- Various SDAIE strategies and differentiated instruction are used in all classes in order to also assist EL students.
- Numerous visual mediums and other language scaffolds help EL students grasp content while developing English proficiency.
- English teachers assist their colleagues in supporting EL students in other core areas as well as VAPA and other elective courses.

Reading Intervention Courses - English learners who have not achieved grade level proficiency are assigned to take an additional reading course. The reading classes focuses on improving reading development. In particular, the classes will increase reading comprehension, fluency, phonemic awareness, phonics, and vocabulary development.

Research indicates that teaching literacy "is essential to achievement in every academic subject and to educational and economic opportunities beyond school." The panel found that focusing on phonemic awareness, phonics, reading comprehension, and fluency has a positive effect on the literacy development of language-minority students. The research found that language-minority students "rarely approach the same levels of proficiency in text-level skills achieved by native English speakers." In order to increase the found the text level-skills, it is important to build vocabulary knowledge as well as ability to define words, listening comprehension, and syntactic skills as these are all linked to reading and writing proficiency.

LAAAE's emphasis on literacy development through these reading intervention courses has yielded the reclassification rates compiled in the tables below. Detailed EL demographic data is available above in the Community Need for Charter School section.

LAAAE's reading courses are taught by credentialed teachers who are English language arts credentialed. In addition, teachers at LAAAE are required to possess English Learner authorization. Teachers are regularly trained in Specifically Designed Academic

Instruction in English (SDAIE) and are expected to incorporate SDAIE strategies in their lessons and other best practice strategies when working with EL students.

LAAAE's partnership with Woodcraft Rangers also assists EL students through afterschool tutoring and homework assistance. The school also provides students access before, during and after school to assistive technology such as Duo Lingo - a web-based language interactive application, which facilitates language acquisition.

Meeting the State Standards

The Common Core State Standards for English language arts and California State Standards for English Language Development articulate rigorous grade-level expectations in the areas of speaking, listening, reading, and writing to prepare all students to be college and career ready, including English Learners. With Common Core pushing toward literacy across all content areas, the school has made literacy instruction a priority across all content areas. English Learners will also benefit from LAAAE's VAPA and entrepreneurship programs, which will allow students to present their learning in creative and artistic ways. The school's curriculum also allows students to learn how to engage in real-world situations so that they are able to participate on equal footing with native speakers in all aspects of social and civic endeavors.

Reclassification of English Learners

ELs are reclassified to fluent English proficient based on the following multiple criteria that are identified in the California Education Code and recommended by the State Board of Education (SBE). The minimum criteria to be considered for reclassification are:

1. ELPAC score of 4 on overall, oral language, and written language proficiency;
2. Teacher evaluation with a grade of C or better in grade level English language arts class;
3. Parent consultation and approval; and
4. SBAC score of Standard Met or Standard Exceeded OR i-Ready grade level score as follows: Sixth grade $\geq$ 566; Seventh grade $\geq$ 583; Eighth grade $\geq$ 594; Ninth grade $\geq$ 605; Tenth grade $\geq$ 625; Eleventh grade $\geq$ 637; and Twelfth grade $\geq$ 645.

LAAAE has realized success with Reclassified Fluent English Proficient (RFEP) students. In school year 2018-2019, LAAAE's Reclassified Fluent English Proficient was 6.3%. In 2017-2018, the rate was 17.6%. In 2016-2017, the rate was 11%. Over the years, LAAAE's reclassification rate is similar to the reclassification rate of LAUSD, LACOE, and the State of California.

Data in this section was compiled from data retrieved at California Department of Education's DataQuest (www.dq.cde.ca.gov/Dataquest). Not only has LAAAE consistently maintained a higher percentage of English learners and Ever English learners, LAAAE has also maintained a higher newcomer English learner rate. For each

of the three immediate past years, LAAAE has ranked second in percentage of newcomers among the Resident Schools. Below is a table indicating the annual reclassification rate and the percentage of English learners from 0-3 years.

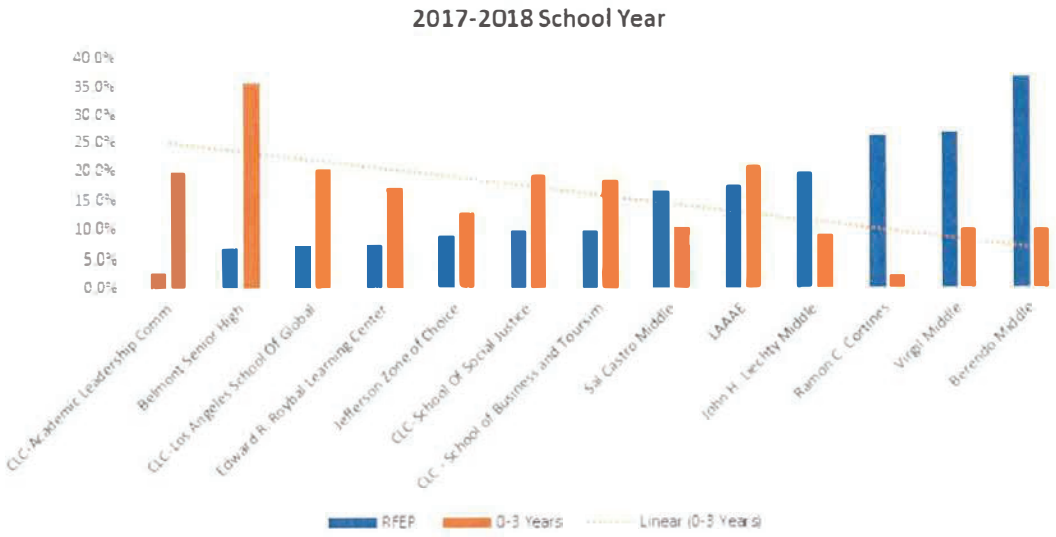
RFEP Rate with 0-3 Years

	2018-2019		2017-2018		2016-2017		2015-2016	
School	RFEP	0-3 Years	RFEP	0-3 Years	RFEP	0-3 Years	RFEP	0-3 Years
Belmont Senior High	5.4%	34.3%	6.6%	35.7%	6.0%	32.3%	12.4%	23.0%
Berendo Middle	28.3%	10.6%	36.5%	10.0%	32.0%	10.4%	19.4%	7.9%
Contreras Learning Center - School of Business and Toursim	7.4%	15.9%	9.7%	18.5%	14.6%	12.4%	25.7%	5.1%
Contreras Learning Center-Academic Leadership Comm	8.2%	23.0%	2.9%	19.7%	10.7%	17.6%	11.3%	13.9%
Contreras Learning Center-Los Angeles School Of Global	7.3%	26.5%	7.0%	20.3%	14.9%	12.1%	18.1%	9.3%
Contreras Learning Center-School Of Social Justice	11.2%	20.2%	9.6%	19.3%	12.1%	16.4%	15.7%	12.8%
Ramon C. Cortines School Of Visual And Performing	17.6%	4.2%	26.1%	2.4%	14.5%	2.0%	24.5%	1.6%
Jefferson Proxy	11.5%	12.4%	8.6%	12.8%	11.0%	10.3%	10.2%	6.8%
Edward R. Roybal Learning Center	21.0%	17.4%	7.2%	17.1%	11.9%	15.5%	11.6%	10.4%
John H. Liechty Middle	14.6%	6.5%	19.8%	8.9%	14.9%	6.9%	14.1%	6.9%
Sal Castro Middle	17.6%	13.5%	16.5%	10.1%	17.2%	10.4%	12.4%	7.2%
Virgil Middle	22.0%	8.9%	26.7%	9.8%	17.6%	11.4%	17.8%	11.7%
Median	13.0%	14.7%	9.7%	14.9%	14.6%	11.8%	14.9%	8.6%
LAAAE	6.3%	14.1%	17.6%	21.1%	11.0%	21.5%	20.3%	18.7%
LAUSD	22.0%	24.3%	20.1%	27.4%	16.0%	20.2%	12.1%	29.0%
Los Angeles County	17.7%	24.2%	16.9%	26.5%	15.0%	27.4%	11.1%	28.5%
State of California	13.8%	26.2%	14.6%	27.7%	13.3%	28.7%	11.2%	29.9%
Dr. Maya Angelou Community	8.5%	14.0%	8.7%	14.5%	9.0%	11.8%	4.7%	6.9%
Jefferson High School	10.3%	14.5%	10.4%	15.6%	9.5%	12.3%	8.8%	9.5%
Nava College Preparatory	12.6%	10.2%	7.5%	8.4%	43.3%	6.1%	11.5%	3.5%
Santee Education Complex	12.6%	10.7%	8.5%	11.0%	12.4%	8.8%	14.0%	6.7%
Zone Median	11.5%	12.4%	8.6%	12.8%	11.0%	10.3%	10.2%	6.8%

Source: California Department of Education, DataQuest

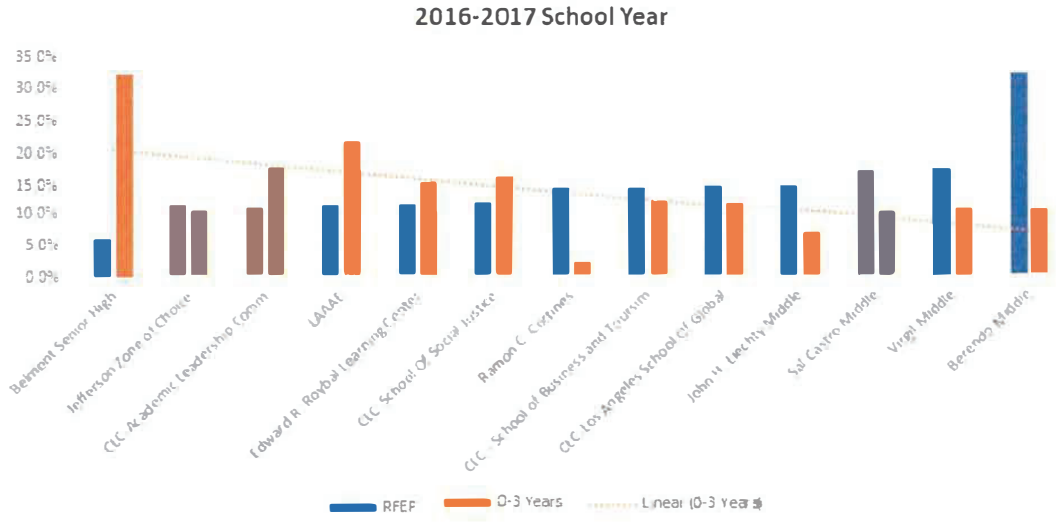
There is an inverse relationship between the percentage of annual reclassification rate and the percentage of newcomers a school has. That is, schools with higher annual

reclassification rates typically serve fewer students new to the country. Below is the 2017-2018 data displayed with a trendline for the 0-3 years percentage rates.



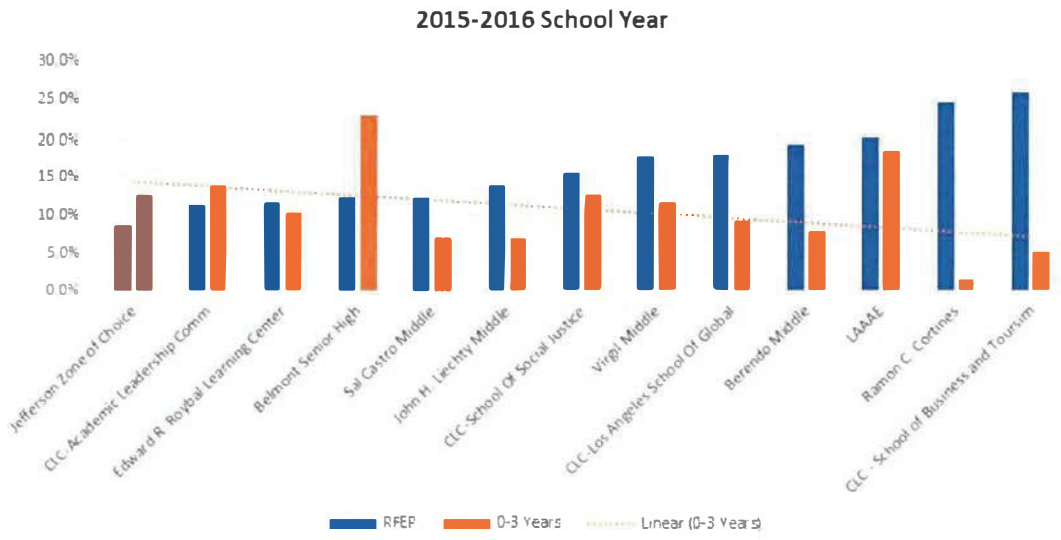
Source: California Department of Education, DataQuest

Reorganizing the data again by annual reclassification rate, below is the 2016-2017 data displayed with a trendline for the 0-3 years percentage rates.



Source: California Department of Education, DataQuest

Reorganizing the data again by annual reclassification rate, below is the 2015-2016 data displayed with a trendline for the 0-3 years percentage rates. The inverse trendline is not as pronounced. However, it is noticeable that LAAAE is an outlier with higher reclassification rates this year.



Source: California Department of Education, DataQuest

Evaluation of English Learners

In the fall of every academic year, EL students take the ELPAC assessment and are reclassified as results become available. LAAAE also uses the state assessment and teacher recommendation in order to monitor student progress and reclassification. A variety of assessments in all classes (core) will also assist in monitoring the progress of EL students and their individual needs. The English Learner Coordinator works directly with the Director of Student Services and other school leaders to evaluate and improve services given to EL students.

Progress Monitoring

The Director of Guidance and Counseling or other later identified faculty, will monitor the progress of English learners, long term English learners (LTELs), and reclassified fluent English proficient (RFEP) on an ongoing basis and via various sources of data including annual ELPAC assessment data, standardized assessments, Reading Plus data, report cards, progress reports, classroom performance, teacher evaluations, Response to Intervention, parental feedback, and if applicable, Individualized Education Plans. This information will assist the school in determining student progress as well as the school's effectiveness servicing the needs of its EL population. Through quarterly data analysis,

teachers identify ELs, LTELs, and FEPs who may be struggling to access grade level content. These students continue to receive individual and small group intervention and targeting tutoring support by the EL paraprofessional(s). Moreover, LAAAE continues to offer reading courses to students who meet the reclassification criteria but still require support with English. Students are also encouraged to participate in the afterschool program to continue receiving academic support beyond the school day. Teachers are regularly trained in Specifically Designed Academic Instruction in English (SDAIE) and are expected to incorporate these strategies in their lessons and other best practice strategies when working with EL students.

Gifted and Talented Students and Students Achieving Above Grade Level

LAAAE meets the academic needs of all its students, from those needing intervention to those needing accelerated studies. Students identified as gifted or talented will be progress monitored by the Director of Student Services or the Assistant Principal. They will serve as the onsite designee for parents to contact regarding gifted and talented education. High achieving students will be identified as those who are:

- Reading at least one or more years above grade level;
- Scoring in the advanced range on internally developed standards-based benchmark assessments;
- Achieving mastery in all core courses as evidenced by report card grade of "A"; and
- Scoring in the advanced range on corresponding state assessments.

LAAAE's teachers will provide gifted students with opportunities for more advanced learning through advanced coursework such as honors or AP coursework (including the arts), curriculum enrichment, creative research projects, and portfolios. These students are provided with targeted classroom instruction and enrichment opportunities intended to meet their specific learning needs.

LAAAE's small, individualized environment allows teachers to create learning activities that target the needs of all students. Through differentiation of instruction, teachers can create enriching lessons with additional learning activities for gifted and talented students, while meeting the needs of all learners in a given classroom. Teachers consistently analyze student data and performance to inform instruction in ensuring that all students are achieving and receiving the appropriate services within the context of curriculum delivery and instruction. Middle school students who are academically ready for high school coursework are provided opportunities for the same, such as Algebra. Given the small size of the school, LAAAE offers honors and advanced courses based on demand and will expand honors/AP the offerings as the school continues to grow. LAAAE will not offer honors or AP courses which have not been included in LAAAE's UC Doorways UC/CSU approved course list.

Accelerated students are also provided enrichment opportunities outside of the core instructional program such as: additional exposure to visual and performing arts and entrepreneurial classes, exhibitions, and internships. For example, advanced students are pushed to express themselves creatively through musical and artistic performances in and out of the school. Leadership provides students a chance to engage in shared decision making, project oversight and overall school improvement. Students are also able to enroll in other programs for remediation, enrichment, or acceleration.

Students Achieving Below Grade Level

The school's thematic program, which allows students to make real-world connections through engaging activities in the arts and entrepreneurial courses, encourages all students to be more engaged. This allows students, including those entering below grade level to benefit more from the core curriculum. The school will take steps to ensure that these students, in particular, are successful. For example, the school will determine the level of mastery in reading, writing, and mathematics for all students using baseline data and interim assessment data from the SBAC assessments. This information, coupled with the results of the prior year standardized tests results and student records, will be used to determine the best educational setting for students (e.g., appropriate course selection, tutoring, referral for special services). Accordingly, services for academically low-achieving students begin with an assessment of student achievement data, including previous report cards, standardized test scores, teacher comments and information provided by the student's parents. Standardized assessments indicate below grade level performance, low grades, and teacher feedback may lead to a Response to Intervention referral.

LAAAE will use the Response to Intervention (RtI) process to identify students achieving below grade level and to provide a multi-tiered system of supports for these students. The school will identify students at-risk for poor learning outcomes; monitor student progress; provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness. The RtI implementation will contribute to more meaningful identification of learning/behavioral problems, improve instructional quality, provide all students with the best opportunities to succeed at the school, and assist with the identification of learning difficulties and problems. The RtI model will have four essential components: a school-wide, multi-level instructional and behavioral system for preventing school failure, screening, progress monitoring, and data-based decision making for instruction, movement within the multi-level system, and disability identification (in accordance to the law).

Faculty comprise the RtI teams who will review (tier 1 meetings) the screening data and identify students in need of additional support through tier 2 intervention. For those students that meet benchmark standards from the administered assessments, they will continue to remain at tier 1 and be progress monitored by the Assistant Principal through the completion of online work associated with the benchmark, academic grades, and teacher feedback. Those students not meeting benchmark standards will be identified and

monitor to determine tier 2 status. The second tier involves instructional modifications and assessments that are developed for students who do not respond sufficiently to tier 1 strategies. At this stage, the process includes assessing students' skills and evaluating the instructional environment, curriculum, and delivery of instruction. Specific interventions are designed and delivered as needed, often in small-group contexts, and students' progress is measured frequently. Students not demonstrating progress in tier 2 interventions will be moved into tier 3 status and those interventions will be implemented. At tier 3, instruction and interventions are further individualized and students may be referred for evaluation of eligibility for special education. Throughout this process the school will identify barriers to learning and strategies to overcome such barriers.-

Low-achieving students will also be targeted for small group tutoring as well as a variety of intervention and enrichment activities such:

- Before- and after- school tutoring and enrichment through partnership with Woodcraft Rangers
- After school teacher office hours for homework help and individualized tutoring
- Remedial classes to build basic skills
- Summer intensives in English language arts and mathematics
- English language development classes as needed
- Test preparation workshops

Socio-Economically Disadvantaged/Low Income Students

LAAAE will identify socioeconomically disadvantaged students based on students qualifying for the Federal Free and Reduced Lunch Program, a proxy for level of poverty.

In 2019, school records indicated that 98% of students at LAAAE qualified for the Federal Free and Reduced Lunch Program. LAAAE serves a community that faces particular challenges regarding poverty, employment, domestic violence, substance abuse and gangs. Serving a predominantly low-income student population, the school recognizes how these and other issues related to family income and the stigma of poverty may impact students' self-esteem and their perception of what they can achieve academically.

When teachers make judgments about students based on their socioeconomic levels, they are hindering students from having an equal opportunity for academic achievement. Thus, LAAAE ensures that its faculty and staff are trained to be sensitive to not single out students as members of this subgroup, but rather view students as individuals. Accordingly, the school identifies needs and monitors socioeconomic students using the same criteria for all other subgroups/students. Teachers, counselors and administrative staff work cooperatively in identifying any social, emotional, economic or academic needs of students and monitor their progress through data and

assessment systems already in place at the school (as described in Element 2 and 3 herein). Through the RtI process, struggling students are identified, monitored, and appropriate support is provided. The Assistant Principal progress monitors students by compiling weekly reports in the areas of academics, behavior, attendance, and social-emotional needs.

LAAAE's educational program is designed to meet the unique needs of socio-economically disadvantaged students by:

- Providing a small and safe learning environment where every student can receive individualized attention and support (e.g. teachers and staff know students by name, foster relationships, and offer support beyond the traditional school day);
- Enforcing a culture of high expectations for all, where every students is encouraged to take the most rigorous course they can, while struggling students are supported through interventions and tutoring initiatives;
- Relating content to students' prior knowledge and real world experiences, which has been proven to improve achievement for socioeconomically disadvantaged students;
- Using the arts and enterprise courses as a method of engaging students interest beyond the traditional classroom experience (see previous research provided in Arts Integration section);
- Providing support that students may not receive at home (e.g. tutoring, homework help and access to computer labs before and after school)
- Providing one to one college preparation support (counselors meet with every student to map out college plans);
- Providing peer group counseling service and clinical support through onsite school counselors with parent consultation and authorization;
- Facilitating fee waivers for college entrance exams;
- Funding and providing college tours of local universities;
- Ensuring that students' basic needs are met so that they can be academically successful (e.g. providing additional meals such as breakfast, lunch, afterschool snack, supper);
- Providing a free school and physical education uniforms for every student;
- Partnering with community organization to provide onsite and offsite services to students and families.

LAAAE also believes it is critical to provide families with additional resources regarding the United States secondary and college educational system. To do this, LAAAE partners with the Parent Institute for Quality Education (PIQE) to provide a free 9-week course to parents each school year. The PIQE course teaches parents how to become advocates for their student's education. Course topics include high school graduation requirements and college entrance requirements, financial aid, school governance structure, parent's rights, A-G requirements, Smarter Balanced (11th grade), and admission tests such as SAT and ACT.

Students with Disabilities

LAAAE currently participates in LAUSD SELPA Option 2. For the 2020-21 school year, LAAAE plans to submit an application for LAUSD SELPA Option 3. If it does not qualify under this option, it will remain under LAUSD SELPA Option 2 and will execute the applicable memorandum of understanding.

Homeless and Foster Youth

Supports enumerated throughout this section for other youth will also be provided to homeless and foster youth upon identification. LAAAE will provide a questionnaire to enrolling students to identify foster and homeless youth to facilitate early identification and services. The governing board regularly reviews the Homeless Student and Foster Youth Policy to ensure resources, such as counseling, instructional materials, a supportive classroom environment are adequately allocated to homeless students and foster youth. The Director of Student Services will monitor student progress, and coordinate necessary resources, including tutoring, academic enrichment program, credit recovery programs, and academic counseling to ensure early intervention, academic counseling and supports; information and data sharing; and coordination of social-emotional supports.

Students in Other Subgroups

Subgroups have been addressed in previous sections of this element. LAAAE's current subgroups are Latino students, socioeconomically disadvantaged students, English learners, and students with disabilities. Should other subgroups materialize over the term of the charter, LAAAE will appropriately respond.

Early College and Middle College High Schools attendance requirements are not applicable.

ELEMENT 2: MEASURABLE PUPIL OUTCOMES
ELEMENT 3: METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school." **(Ed. Code § 47605(b)(5)(B).)**

"The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card." **(Ed. Code § 47605(b)(5)(C).)**

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(c)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

Measurable Goals of the Education Program
"Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school wide and for all groups of pupils served by LAAAE. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated by LAAAE.

Student outcomes are measured according to applicable adopted state performance standards, LAAAE's definition of an educated person in the 21st century, and LAAAE's mission, as described in Element 1. Students will demonstrate progress toward meeting and exceeding these learning goals through their performances on a variety of assessments which are detailed in the charts located within Element 2 & 3. LAAAE's achievement will be measured in both growth and absolute measures and will be compared to the achievement of selected District schools that are similar in demographic and other characteristics, as well as statewide as the accountability framework statewide continues to evolve. Accordingly, LAAAE will adhere to State testing requirements, including provisions of AB 484/2012, and any revisions of Education Code that are applicable to charter schools.

Statewide Standardized Assessments
While LAAAE's educational program does not focus on standardized testing, LAAAE's students will take applicable statewide standardized tests, as comprised within the California Assessment of Student Performance and Progress (CAASPP) administration (including the Smarter Balanced Assessment Consortium (SBAC) for English Language Arts and Mathematics, the California Alternative Assessment (CAA) as applicable, and the California Science Test (CAST)); the English Language Proficiency Assessments for California (ELPAC); and Physical Fitness Testing (PFT), and any other statewide assessment required in the future that is not yet in operation. LAAAE will also incorporate related available instruments and encourage students to take external standardized assessments. The above include:

- •ELPAC - Given to EL students every October for the annual assessment and within 20 days upon arrival for a first time U.S.A. EL student)
- •CAASPP SBAC (annually in the Spring)
- •EAP - Early Assessment Placement embedded in the 11th grade English language development State testing
- •Fitnessgram (Grades 7 and 9)
- •SBAC Interim Comprehensive Assessments (throughout school year)
- •SBAC Interim Block Assessments (throughout school year)
- •SAT (grades 11 and 12 given every once a month)
- •ACT (grades 11 and 12 once a month)
- •PSAT (grades 10 and 11 in October)

	Assessment	Purpose	Grades Tested	Schedule	Expected Outcomes
Statewide Assessments	California Assessment of Student Performance and Progress (CAASPP)- Smarter Balanced Assessment Consortium (SBAC) –*English Language Arts*	Measure proficiency in English Language Arts/Literacy.	Grades 6-8, 11	Annually	See LCFF Charts Below (Goal 2)

	California Assessment of Student Performance and Progress (CAASPP)- Smarter Balanced Assessment Consortium (SBAC) – *Mathematics*	Measure proficiency in [illegible]	Grades 6-8, 11	Annually	See LCFF Charts Below (Goal 2)
	California Assessment of Student Performance and Progress (CAASPP)- California Science Test (CAST)	Measure proficiency in [illegible]	Grades	Annually	See LCFF Charts Below (Goal 2)
		Measure percentage of students in the Healthy Fitness Zone (HFZ). *Physical Education Model Content Standards*	Grades 7	Annually	See LCFF Charts Below (Goal 2)
	English Language Proficiency Assessment for California (ELPAC)	Measure Progress toward English Language Proficiency. [illegible]	All Grades	nitial and Annual	See LCFF Charts Below (Goal 2)
		Measure academic outcomes for students with significant cognitive abilities in English Language Arts, Mathematics, and Science. *Core Content Connectors (linked to the California Common Core State Standards)*	[illegible]	Annually	Students will achieve increasingly higher academic outcomes.

Measurable Pupil Outcomes: Summative and Formative Assessment Performance Targets

Measurable student outcomes will correlate to Common Core and California Content standards, as measured by statewide, standardized assessments, and teacher developed instruments. Formative assessments will take the form of in-class work (such as investigations) and homework assignments. Summative assessments will take the form of unit quizzes and tests. These assessments are standard throughout the educational program and are not described in the charts below.

Formative and summative standards-aligned assessments will also provide data for faculty, students, and parents to review as a measurement of student progress. As established throughout Element 2 and 3, and throughout Element 1, LAAAE will utilize diverse assessments that are aligned with the curriculum and instructional program. LAAAE will pursue schoolwide and student subgroup outcomes to ensure the implementation of the eight state priorities set forth in California Education Code §52060(d). For the purposes of measuring achievement, by student subgroup, a

numerically significant student subgroup is defined as one that meets the criteria set forth in EC §52052(a) and students will include ethnic subgroups, socioeconomically disadvantaged students, English Learners, and students with disabilities of at least 30 in number, and will include homeless youth and foster youth in at least 15 in number. Faculty will use the data to guide instruction and improve student learning.

Students are expected to demonstrate adequate progress. Students not demonstrating adequate progress on standardized assessments will be provided interventions.

School-Based Assessments in courses will include:

- Standards-based assessments
- Weekly teacher-generated quizzes
- Teacher-generated and textbook-adopted assessments
- Quarterly and semester exams
- Portfolios and presentations (as needed)
- Class participation/presentations and rubrics
- Quarterly projects /investigations
- Teacher made performance-based assessments
- UDL Design Framework*

*Universal Design for Learning supports teachers' efforts to meet the challenge of diversity by providing flexible assessment strategies that help teachers differentiate instruction to meet varied needs, especially for students with disabilities and English learners. It does this by providing options for Instruction (Presenting information and content in different ways) and Assessment (Differentiating the ways that students can express what they know) standards-based assessments are embedded in the curriculum used in the instruction of English language arts and mathematics. This curriculum, aligned to Common Core State Standards, additionally provides class and individual diagnostics of student performance. Collectively, these tools allow teachers to assess students based on individual Common Core standards.

Student achievement in developing conceptual thinking, problem-solving skills, and content mastery is assessed using multiple measures. As a program focused on exposing to careers in arts and enterprise, LAAAE also uses formative assessments, which vary from teacher to teacher, when assessing student performance and progress (e.g. career portfolios, performance-based tasks, exhibitions and presentations, peer and self-assessments, audio/visual presentations, journals, research projects, reviews/case studies). These will also help determine whether students are meeting the expectations set forth by the school's mission and vision.

Other Standards-Aligned Assessments, Benchmarks

LAAAE will use standards-aligned benchmark diagnostic assessments at all grade levels. Faculty and staff will utilize test results to determine students' academic needs, and will create learning plans to address these needs in order to reach instructional goals. The additional assessments currently used to measure student growth include: i-

Ready and unit assessments. LAAAE recognizes during the term of the Charter, the Board of Directors, Principal, and faculty may determine an alternate to better support student academic growth, and accordingly reserves the ability to make substitutions. The chart below identifies how LAAAE will monitor and measure student progress toward mastery of state standards and other goals identified therein.

Core Subject	Frequency of Assessment	English language arts/California English language development	Math	Science	
Grades 6-12	*Formative - Q1, Q2, Q3*	*i-Ready, SBAC Interim*			
	Summative	*SBAC - English language arts i-Ready*	*SBAC – Math i-Ready*	*CAST*	

**Assessment Tools subject to change based on recommendations and annual review conducted by Board, Principal, and Faculty.*

Performance Targets Aligned to the State Priorities and Other Performance Targets

The charts below demonstrate the manner in which LAAAE intends to align annual performance goals to the state priorities. As the State revises standardized assessment tools (e.g., SBAC, ELPAC, and CAST) and new school accountability performance measures (e.g., the California Dashboard), LAAAE will update its plans and goals accordingly. The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a "material revision to the charter" as defined in Education Code § 47607. Actions intended to ensure that LAAAE meets these goals and targets are also detailed throughout this charter petition.

LCFF STATE PRIORITIES	
GOAL #1 - BASIC SERVICES, IMPLEMENTATION OF STATE STANDARDS	
Provide all students with access to credentialed teachers, instructional materials that align with state standards, and safe facilities.	Related State Priorities: x 1 ☐ 4 ☐ 7 x 2 ☐ 5 ☐ 8 ☐ 3 ☐ 6 Local Priorities: ☐: ☐:
Specific Annual Actions to Achieve Goal	
Access to credentialed teachers:	

-Hire and retain qualified teachers, screen for a valid credential as outlined by the California Commission on Teacher Credentialing, as well as subject matter and or English learner authorization, and special education authorization as required by law. (Principal/Faculty)
-Annual review of the master schedule to ensure teachers are appropriately assigned.
-Annual reviews and reports of credential status to track upcoming expirations, and notify faculty to renew in a timely manner. Submission of School Accountability Report Card annually. (Principal/Faculty)

Access to standards-aligned curriculum - every student will have access to standards-aligned instructional materials, including English Learners, to master the California Core State Standards (CA CCSS). EC §17002(d).
-Annual budget development and inventory review process will ensure adequate funding for instructional materials that are aligned with California Common Core State Standards. Administer formative and summative assessments in English language arts/literacy, math, science, and social science and analyze data by subgroup. Review will analyze results of internal assessments, benchmark data, and statewide data (such as i-Ready, ELPAC, CAASPP) by student subgroup to inform purchase decisions. Obtain technology necessary to administer CAASPP and other assessments. (Board/Principal/Faculty)
-Conduct ongoing review of standards-based curriculum, and academic achievement data (utilizing formative and summative assessments, internal benchmark data, and statewide test results) to improve and refine comprehensive and consistent delivery of high quality standards-based program for all students. (Principal/Faculty)
-Professional development will be designed to support teachers with the implementation of the California Common Core State Standards, to enhance teacher strategies to provide greater access to the content and improve student outcomes in core subjects. (Principal)
-Refine the teacher evaluation system. (Principal)
Stakeholder Reporting: Provide information annually on the progress of meeting this standard to the Board of Directors and stakeholders at a regularly scheduled LAAAE board meeting, with number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home. Additionally, report on the progress in implementing the state academic standards adopted by the State Board, for the California Dashboard and pursuant to EC § 60119. (Principal/Faculty) (Principal/Board/Stakeholders)
-Ongoing review of English learners, students with disabilities, gifted and talented, homeless, foster youth, and socioeconomically disadvantaged student programs, policies, and services, including student group performance data via internal and statewide assessments, to identify and obtain instructional materials needed to support all students. (Principal/Faculty)
-Services for Student Subgroups: English learners will have access to the English language development program, and supplemental materials necessary to provide English learners with access to core instruction. Individualized intervention strategies, including push-in and or pull-out services, will be provided, as needed to meet student needs. (Principal/Faculty)
-Each student with an individualized education plan (IEP) will have access to instructional materials necessary to participate fully in the education program, as set forth by the student's IEP. (Principal/Faculty)
-Teachers will receive training and professional development specifically directed at the implementation of curriculum that meets the needs of special populations. Teachers will also receive ongoing professional development on SDAIE, GLAD, and other teaching strategies to ensure English learners access content, and will also be trained in strategies addressing the needs of students with disabilities, homeless and foster youth students, gifted and talented students, and socioeconomically disadvantaged students. (Principal/Faculty).

-Teacher Professional Development Process will continue to include a teacher evaluation process, utilizing an evaluation rubric such as The College Ready Promise Framework for Effective Teaching to meet the specific needs of all students, especially students in special populations. (Principal)

Access to safe facilities - School facilities will be kept in good repair. EC §60119.
-Annual planning with adequate budget allocation for facilities maintenance. Personnel will be hired to ensure the facility is cleaned daily and maintained in good repair, in accordance with EC §02(d)(1)(A)-(S). (Principal)
-Regular system of facilities inspections will occur to screen for safety compliance, as needed, including: daily general cleaning by custodial staff, with logs and regular spot checks, and facility maintenance referral request reviews. Facilities and maintenance requests will be corrected in a timely manner, if urgent, corrected immediately. (Principal)
-Comply with requirements to maintain a valid Certificate of Occupancy. (Principal)

Expected Annual Measurable Outcomes

Outcome #1

Students will be taught by teachers who are properly assigned, who have a valid credential, and who hold English learner authorization and education specialist, as may be necessary for compliance with the Williams settlement requirements and other applicable laws.

Metric/Method for Measuring

Ongoing, regular internal compliance checks for percentage of teachers appropriately credentialed and appropriately assigned. Documentation of required credential (per CCTC) maintained on file for each teacher. Annual review of teacher qualifications, percentage of teachers appropriately assigned and credentialed, as defined by CCTC, as reported to the Board of Directors, the School Accountability Report Card (SARC), and LCFF Local Indicator #1 (CA Dashboard).

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	Results from 2020 SARC and CA Dashboard Local Indicator #1 Status: "Met"	100% compliance with CCTC credential requirements CA Dashboard Local Indicator #1 Status: "Met"	100% compliance with CCTC credential requirements CA Dashboard Local Indicator #1 Status: "Met"	100% compliance with CCTC credential requirements CA Dashboard Local Indicator #1 Status: "Met"	100% compliance with CCTC credential requirements CA Dashboard Local Indicator #1 Status: "Met"	100% compliance with CCTC credential requirements CA Dashboard Local Indicator #1 Status: "Met"
English Learners Socioecon. Disadv./Low Income Students Students with Disabilities Latino Students	Results from 2020 SARC and CA Dashboard Local Indicator #1 Status: "Met"	100% compliance with CCTC credential requirements CA Dashboard Local Indicator #1 Status: "Met"	100% compliance with CCTC credential requirements CA Dashboard Local Indicator #1 Status: "Met"	100% compliance with CCTC credential requirements CA Dashboard Local Indicator #1 Status: "Met"	100% compliance with CCTC credential requirements CA Dashboard Local Indicator #1 Status:	100% compliance with CCTC credential requirements CA Dashboard Local Indicator #1 Status: "Met"

					"Met"	
Foster Youth	*	*	*	*	*	*
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

Expected Annual Measurable Outcomes

Outcome #2
Every student will have access to standards-aligned instructional materials, including English Learners, to master the California Common Core State Standards (CA CCSS) appropriate to their respective coursework, and teachers will continue to be trained in California Common Core State Standards implementation.

Metric/Method for Measuring
-Completion of the self-reflection tool for (LCFF Priority #1, California Dashboard).
-Annual completion of textbook and instructional materials section of the School Accountability Report Card (SARC).
-Percentage of teachers that receive professional development and complete the teacher evaluation cycle, utilizing an instrument such as The College Ready Promise Framework for Effective Teaching.
-Annual and ongoing Board of Directors' review of instructional materials purchases at a publicly noticed meeting.

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide and All student subgroups)	Access to standards-aligned curricula & materials: 100% Teacher Professional Development (PD) on student group needs to implement Common Core State Standards: 100%	Access to standards-aligned curricula & materials: 100% Teacher Professional Development (PD) on student group needs to implement Common Core State Standards: 100% CA Dashboard Local Indicator	Access to standards-aligned curricula & materials: 100% Teacher Professional Development (PD) on student group needs to implement Common Core State Standards: 100% CA Dashboard Local Indicator	Access to standards-aligned curricula & materials: 100% Teacher Professional Development (PD) on student group needs to implement Common Core State Standards: 100%	Access to standards-aligned curricula & materials: 100% Teacher Professional Development (PD) on student group needs to implement Common Core State Standards: 100% CA Dashboard Local Indicator	Access to standards-aligned curricula & materials: 100% Teacher Professional Development (PD) on student group needs to implement Common Core State Standards: 100% CA Dashboard Local Indicator

	CA Dashboard Local Indicator #1 - Basic Services Status: "Met" 100% of Teachers will receive professional development on California Common Core State Standards standards alignment and will complete evaluation cycle annually.	#1 - Basic Services Status: "Met" 100% of Teachers will receive professional development on California Common Core State Standards standards alignment and will complete evaluation cycle annually	#1 - Basic Services Status: "Met" 100% of Teachers will receive professional development on California Common Core State Standards standards alignment and will complete evaluation cycle annually	CA Dashboard Local Indicator #1 - Basic Services Status: "Met" 100% of Teachers will receive professional development on California Common Core State Standards standards alignment and will complete evaluation cycle annually	#1 - Basic Services Status: "Met" 100% of Teachers will receive professional development on California Common Core State Standards standards alignment and will complete evaluation cycle annually	#1 - Basic Services Status: "Met" 100% of Teachers will receive professional development on California Common Core State Standards standards alignment and will complete evaluation cycle annually
English Learners Socioecon. Disadv./Low Income Students Students with Disabilities Latino Students	Access to standards-aligned curricula & materials: 100% Teacher Professional Development (PD) on student group needs to Common State 100% CA Dashboard Local Indicator #1 - Basic Services Status: "Met" 100% of Teachers will receive professional development on Common Core State Standards standards alignment and will complete evaluation cycle annually.	Access to standards-aligned curricula & materials: 100% Teacher Professional Development (PD) on student group needs to implement Common Core State Standards: 100% CA Dashboard Local Indicator #1 - Basic Services Status: "Met" 100% of Teachers will receive professional development on California Common Core State Standards standards alignment and will complete evaluation cycle annually	Access to standards-aligned curricula & materials: 100% Teacher Professional Development (PD) on student group needs to implement Common Core State Standards: 100% CA Dashboard Local Indicator #1 - Basic Services Status: "Met" 100% of Teachers will receive professional development on California Common Core State Standards standards alignment and will complete evaluation cycle annually	Access to standards-aligned curricula & materials: 100% Teacher Professional Development (PD) on student group needs to implement Common Core State Standards: 100% CA Dashboard Local Indicator #1 - Basic Services Status: "Met" 100% of Teachers will receive professional development on California Common Core State Standards standards alignment and will complete evaluation cycle annually	Access to standards-aligned curricula & materials: 100% Teacher Professional Development (PD) on student group needs to implement Common Core State Standards: 100% CA Dashboard Local Indicator #1 - Basic Services Status: "Met" 100% of Teachers will receive professional development on California Common Core State Standards standards alignment and will complete evaluation cycle annually	Access to standards-aligned curricula & materials: 100% Teacher Professional Development (PD) on student group needs to implement Common Core State Standards: 100% CA Dashboard Local Indicator #1 - Basic Services Status: "Met" 100% of Teachers will receive professional development on California Common Core State Standards standards alignment and will complete evaluation cycle annually
Foster Youth African American Students	*	*	*	*	*	*

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

**These subgroups are not numerically significant at this time.*

Expected Annual Measurable Outcomes

Outcome #3
School facilities will be cleaned daily, inspected as required by law, and maintained in good repair to ensure health and safety.

Metric/Method for Measuring
-Facilities Inspection Tool (FIT)
-Facilities Inspection Williams Compliance Checklist (Self-Certified)
-Facilities Request Forms Data Review
-Anonymous Annual Climate Survey & Report to Board
-California Dashboard - Local Indicator #1
-California Dashboard - School Climate Data
-School Accountability Report Card (SARC)

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide and All student subgroups)	FIT - "good" or better Dashboard Local Indicator #1 "Met" >70% positive answers on school climate survey	FIT - "good" or better Dashboard Local Indicator #1 "Met" >70% positive answers on school climate survey	FIT - "good" or better Dashboard Local Indicator #1 "Met" >70% positive answers on school climate survey	FIT - "good" or better Dashboard Local Indicator #1 "Met" >70% positive answers on school climate survey	FIT - "good" or better Dashboard Local Indicator #1 "Met" >70% positive answers on school climate survey	FIT - "good" or better Dashboard Local Indicator #1 "Met" >70% positive answers on school climate survey
English Learners Socioecon. Disadv./Low Income Students Students with Disabilities Latino Students	FIT - "good" or better Dashboard Local Indicator #1 "Met"	FIT - "good" or better Dashboard Local Indicator #1 "Met"	FIT - "good" or better Dashboard Local Indicator #1 "Met"	FIT - "good" or better Dashboard Local Indicator #1 "Met"	FIT - "good" or better Dashboard Local Indicator #1 "Met"	FIT - "good" or better Dashboard Local Indicator #1 "Met"
Foster Youth African American Students American Indian/Alaska Native Students	*	*	*	*	*	*

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

**These subgroups are not numerically significant at this time.*

LCFF STATE PRIORITIES

GOAL #2 - STUDENT ACHIEVEMENT, BROAD COURSE OF STUDY, COLLEGE AND CAREER READINESS

All students will demonstrate adequate academic growth and proficiency in core subjects and college and career readiness, and English Learners will gain content knowledge and demonstrate adequate progress towards English language acquisition.

Related State Priorities:
X 1 ☐ 4 x 7
X 2 X 5 ☐ 8
☐ 3 X 6

Local Priorities:
☐:
☐:

Specific Annual Actions to Achieve Goal

Schoolwide
Schoolwide Assessments & Data Analysis
-Administer formative and summative assessments in English Language Arts, Mathematics, Science, and History-Social Science. Analyze data schoolwide and by subgroup. (Principal/Faculty)
-Ongoing use of internal standards-aligned benchmark diagnostic assessment results to review student needs, create learning plans that address the needs to reach instructional goals in core subject areas. (Principal/Faculty)

Instructional Practices and Interventions
-Pacing plans (incorporating California Common Core State Standards for English language arts and Math; California English language development; California Next Generation Science Standards; and State Content standards). (Faculty)
-The master schedule will include English language development, reading intervention, and other coursework to promote English language proficiency for all students, to ensure students achieve proficiency in core academic content. (Principal)
-Devise a pullout and push in schedule to support students not proficient in English or otherwise struggling. (Principal)

Professional Development (PD)
-Ongoing professional development on standards-based instruction (including California Common Core State Standards, California English language development, Next Generation

Science Standards, and CA History-Social Studies Framework) for teachers, with an emphasis on how to make content accessible to English learners and other struggling learners.(Principal)
-Administrative staff will conduct walkthroughs, evaluations using College Ready Promise Framework
for Effective Teaching (or similar rubric), and will set professional goals with teachers. (Principal/Leadership Team)

Stakeholder Reporting
-Statewide test results and other results shared as available within the calendar cycle with stakeholders, including students, teachers, parents, and Board of Directors.(Principal)
-Report progress in implementation of standards adopted by the State Board to the LAAAE Board of Directors and stakeholders at regularly scheduled board meeting, using template from CA Dashboard. Principal/Board/Stakeholders)

Student Achievement – Statewide Assessments
-Implement a benchmark system (using assessments such as, SBAC Interims, i-Ready,relative to grade level) to conduct regular benchmarking (2-4 times per year, depending on assessment).(Principal)
-Provide educational support through a variety of support personnel.(Principal)
-Provide technology and other resources to implement data-driven instruction and differentiation based on individual student need through continuous progress monitoring of student data.(Principal)
-Ensure incentives are in place to achieve participation in statewide testing of 95% or more.(Principal)
-Engage parents, share testing outcomes, present data at schoolwide meetings, host parent workshops.
-Provide regular reports to the Board of Directors on internal standards-aligned diagnostic assessments and statewide assessments.(Principal)
-Annual administration of the FITNESSGRAM® (or other assessment) will yield data to be used as follows: (1) students to assess and plan personal fitness programs; (2) teachers to design the curriculum for physical education programs; and (3) parents and guardians to understand their children's fitness levels. (Principal/Faculty)
-Science teachers will continue to receive professional development on California Next Generation Science Standards. (Principal)
-Students will receive science instruction aligned with the California Next Generation Science Standards.(Principal)
-Use formative and summative assessments to measure students' grade level skills and content knowledge in life, earth and space, and physical science, using the California Next Generation Science Standards (California Next Generation Science Standards). (Principal)
-Teachers will participate in a variety of team meetings to analyze benchmark assessments, California English language development folders, RtI2 meetings, individualized education plan (IEP) meetings, and other meetings as necessary to meet the needs of individual students. (Principal)
-Internal California Next Generation Science Standards-aligned science benchmarks will demonstrate student growth sufficient to meet or exceed student performance at local district schools. (Principal)

English Learners
Assessment

-Continued adherence to systematic collection of the home language survey and implementation of the English learner diagnostic. (Principal/Faculty)
-Administer ELPAC annually to all English learners, analyze data, and design a master schedule that supports intervention. (Principal/Faculty)
-Reclassified Fluent English Proficient (RFEP) students will be monitored in accordance with state and federal requirements, and interventions will be provided, as needed. (Principal/Faculty)
-In addition to the curriculum and standards-aligned texts, English Learners and other struggling readers will be provided with reading intervention to help students achieve improved improvement in literacy skills and advance their reading ability to grade level proficiency. (Principal/Faculty)

Instruction
-Teachers will receive professional development and instructional materials for the implementation of California Common Core State Standards and California English language development standards, and will receive training and utilize strategies (such as SDAIE, GLAD) to support the needs of English Learners. (Principal/Faculty)
-Teachers will utilize assessment data to inform teaching and engage students in evidence-based intervention for English Learners (including a focus on newcomers, and LTELs), and RFEP students, and low-performing students. (Faculty)
-EL students will receive additional instructional support to ensure they are able to access grade-level
academic content through the implementation of California Common Core State Standards and California English language development standards. (Faculty)
-Long-term English Learners (LTELs) will be tracked and monitored, per Every Student Succeeds Act (ESSA) and state guidelines, and provided intervention to achieve English proficiency. (Principal/Faculty)

Stakeholder Involvement
-English Learner Advisory Committee (ELAC) will review the progress of English learners and make recommendations for program improvements, and student interventions. (Faculty)
-Statewide test results and student grades shared as available within the calendar cycle with stakeholders, including students, teachers, parents, and Board of Directors. (Principal/Faculty)
-Report progress in CA implementation of standards adopted by the State Board to the Board of Directors and stakeholders at regularly scheduled board meeting, using template from CA Dashboard. (Board/Principal/Stakeholders)

EL Reclassification
- Provide systematic English language development (ELD) Instruction to English learners who require ongoing language support to provide access to California Common Core State Standards and other content areas. (Principal/Faculty)
-Teachers will continuously monitor the academic achievement and progress of EL students and make
necessary interventions. (Principal/Faculty)
-Teachers will have necessary curricular materials to serve English learners.(Principal/Faculty)
-Teachers will receive professional development on strategies to support instruction for English learners.(Principal/Faculty)
-Re-designated Fluent English Proficient (RFEP) students will continue to be monitored, and

supported, pursuant to State and Federal guidelines.(Principal/Faculty)
-Growth targets will be set schoolwide to increase the percentage of students making annual progress toward English proficiency. (Principal/Faculty)

EL Adequate Progress Rate
-Implement the English Learner Master Plan. (Principal/Faculty)
-Teachers will receive professional development on a variety of strategies (SDAIE, GLAD, and Thinking Maps) to implement standards-aligned instruction with English learners, and ensure that California English language development standards are implemented. (Principal/Faculty)
-Teachers will continuously monitor the academic achievement and progress of English learners, and provide differentiated instruction, evidence-based interventions and activities to meet individual literacy development needs of English learners. (Principal/Faculty)
-Provide designated and integrated English learner instruction to English learner students. (Principal/Faculty)
-Growth targets will be set schoolwide annually to increase the percentage of students making annual progress toward English proficiency. (Principal/Faculty)

Special Populations - English learners, socioeconomically disadvantaged students, students with disabilities, gifted and talented education students, homeless and foster youth
Assessment
-Administer standards-based benchmarks to measure growth and proficiency on state-adopted standardized assessment (by subgroup). (Principal)
-Annually set schoolwide baseline and benchmark performance targets to achieve student performance levels that meet or exceed the local district schools, monitor student progress. (Principal)

Instruction
-Teachers will receive professional development (PD) specific to the implementing standards-aligned instruction, and strategies for addressing the needs of socioeconomically disadvantaged students, students with disabilities, gifted students, and other minority learners. (Principal/Faculty)
-100% of pacing guides and lessons plans will utilize student data and address low-achieving students.
(Faculty)

Homeless and Foster Youth Students
-Implement policy and data infrastructure necessary to identify and support Homeless and Foster Youth students. (Principal)
-Annual review of Homeless Student and Foster Youth Policy ensures adequate resources (counseling, instructional materials, for example) are allocated to Homeless Students and Foster Youth, as required by law, necessary to support educational success. (Board of Directors/Principal)
- Foster youth and homeless student liaison will monitor student progress, and coordinate necessary resources, including tutoring, academic enrichment program, credit recovery programs, and academic counseling to ensure early intervention, academic counseling and supports; information and data sharing; and coordination of social-emotional supports. (Homeless Liaison)

Gifted and Talented Education (GATE) Students
-Ensure staff is well-trained on identification of newly enrolled gifted students, or referral for assessment based on CAASPP data, report card grades, and or teacher referral. (Principal/Faculty)
-Teachers will use strategies such as using different text levels in independent reading and guided reading instruction, appropriate and flexible grouping, and challenge problems for early finishers. (Principal/Faculty)

Expected Annual Measurable Outcomes

Outcome #1

English Learner (EL) Students will have full access to the English language development program and materials and supplemental materials necessary to gain academic content knowledge and attain English language proficiency.

Metric/Method for Measuring

California Dashboard Indicator #2 score - 3 or better.

ELPAC, CAASPP, English Language Proficiency Indicator (ELPI), and other Standardized Assessment and Growth metrics will indicate progress toward English Language Proficiency, reclassification, and LTEL rates that demonstrate adequate increased proficiency.

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025

English Learners, *including Long Term English Learners (LTELs) and Newcomers.*	ELPAC and Dashboard results from 2019-20	Demonstrate growth in ELs who advance one or more level per year on ELPAC.	Demonstrate growth in ELs who advance one or more level per year on ELPAC.	Demonstrate growth in ELs who advance one or more level per year on ELPAC.	Demonstrate growth in ELs who advance one or more level per year on ELPAC.	Demonstrate growth in ELs who advance one or more level per year on ELPAC.
	English Learner Progress Indicator performance (ELPI) results from 2019-20	Demonstrate sufficient performance on ELPI.	Demonstrate sufficient performance on ELPI.	Demonstrate sufficient performance on ELPI.	Demonstrate sufficient performance on ELPI.	Demonstrate sufficient performance on ELPI.
	Reclassification Rate results from 2019-20	Demonstrate growth/year to meet or exceed % of students who demonstrate similar growth at the local or state level on CAASPP, ELPAC.	Demonstrate growth/year to meet or exceed % of students who demonstrate similar growth at the local or state level on CAASPP, ELPAC.	Demonstrate growth/year to meet or exceed % of students who demonstrate similar growth at the local or state level on CAASPP, ELPAC.	Demonstrate growth/year to meet or exceed % of students who demonstrate similar growth at the local or state level on CAASPP, ELPAC.	Demonstrate growth/year to meet or exceed % of students who demonstrate similar growth at the local or state level on CAASPP, ELPAC.

Expected Annual Measurable Outcomes

Outcome #2

English language arts, mathematics, and science proficiency - The percentage of students, *including applicable student groups*, scoring proficient or advanced in English language arts and mathematics on the CAASPP statewide assessments, and science on the CAST, will meet or exceed proficiency rate of state or similar local district schools, or will demonstrate sufficient growth toward proficiency.

Metric/Method for Measuring

-Percentage of students participating in CAASPP SBAC English language development and Math and CA Science Test (CAST) and results

-Students scores on benchmark interim assessments (such as i-Ready).

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	Participation in CAASPP - SBAC	Greater than 95%	Greater than 95%	Greater than 95%	Greater than 95%	Greater than 95%

	English language arts and Math; CAST, and i-Ready (or similar benchmark assessment) CAASPP - SBAC Performance on English language arts and Math (Grades 6-8) and 11 - 2019/20 Results California Science Test (CAST) (Grades 8, and HS) - 2019/20 Results i-Ready (or similar benchmark diagnostic assessment) for all grades (2019/20 Results)	participation in CAASPP - SBAC English language arts and Math; CAST, and i-Ready (or similar benchmark assessment) Meet or exceed the proficiency rate of similar local schools or statewide and by a majority of student group on CAASPP - SBAC English language arts and Math, CAST, and i-Ready (or similar benchmark diagnostic assessment).	participation in CAASPP - SBAC English language arts and Math; CAST, and i-Ready (or similar benchmark assessment) Meet or exceed the proficiency rate of similar local schools or statewide and by a majority of student group on CAASPP - SBAC English language arts and Math, CAST, and i-Ready (or similar benchmark diagnostic assessment).	participation in CAASPP - SBAC English language arts and Math; CAST, and i-Ready (or similar benchmark assessment) Meet or exceed the proficiency rate of similar local schools or statewide and by a majority of student group on CAASPP - SBAC English language arts and Math, CAST, and i-Ready (or similar benchmark diagnostic assessment).	participation in CAASPP - SBAC English language arts and Math; CAST, and i-Ready (or similar benchmark assessment) Meet or exceed the proficiency rate of similar local schools or statewide and by a majority of student group on CAASPP - SBAC English language arts and Math, CAST, and i-Ready (or similar benchmark diagnostic assessment).	participation in CAASPP - SBAC English language arts and Math; CAST, and i-Ready (or similar benchmark assessment) Meet or exceed the proficiency rate of similar local schools or statewide and by a majority of student group on CAASPP - SBAC English language arts and Math, CAST, and i-Ready (or similar benchmark diagnostic assessment).
English Learners Socioecon. Disadv./Low Income Students Students with Disabilities Latino Students	Participation in rate in CAASPP - SBAC English language arts and Math; CAST, and i-Ready (or similar benchmark assessment) CAASPP - SBAC Performance on English language arts and Math (Grades 6-8) and 11 - 2019/20 Results	Greater than 95% participation in CAASPP - SBAC English language arts and Math; CAST, and i-Ready (or similar benchmark assessment) Meet or exceed the proficiency	Greater than 95% participation in CAASPP - SBAC English language arts and Math; CAST, and i-Ready (or similar benchmark assessment) Meet or exceed the proficiency	Greater than 95% participation in CAASPP - SBAC English language arts and Math; CAST, and i-Ready (or similar benchmark assessment) Meet or exceed the proficiency	Greater than 95% participation in CAASPP - SBAC English language arts and Math; CAST, and i-Ready (or similar benchmark assessment) Meet or exceed the proficiency	Greater than 95% participation in CAASPP - SBAC English language arts and Math; CAST, and i-Ready (or similar benchmark assessment) Meet or exceed the proficiency

	California Science Test (CAST) (Grades 8, and HS) - 2019/20 Results i-Ready (or similar benchmark diagnostic assessment) for all grades (2019/20 Results)	rate of similar local schools or statewide on CAASPP - SBAC English language arts and Math, CAST, and i-Ready (or similar benchmark diagnostic assessment), or demonstrate adequate growth toward meeting and/or exceeding proficiency by 2% per annum.	rate of similar local schools or statewide on CAASPP - SBAC English language arts and Math, CAST, and i-Ready (or similar benchmark diagnostic assessment), or demonstrate adequate growth toward meeting and/or exceeding proficiency by 2% per annum.	rate of similar local schools or statewide on CAASPP - SBAC English language arts and Math, CAST, and i-Ready (or similar benchmark diagnostic assessment), or demonstrate adequate growth toward meeting and/or exceeding proficiency by 2% per annum	rate of similar local schools or statewide on CAASPP - SBAC English language arts and Math, CAST, and i-Ready (or similar benchmark diagnostic assessment), or demonstrate adequate growth toward meeting and/or exceeding proficiency by 2% per annum	rate of similar local schools or statewide on CAASPP - SBAC English language arts and Math, CAST, and i-Ready (or similar benchmark diagnostic assessment), or demonstrate adequate growth toward meeting and/or exceeding proficiency by 2% per annum
Foster Youth African American Students American Indian/Alaska Native Students Asian Students Filipino Students Native Hawaiian/Pacific Islander Students Students of Two or More Races White Students	*	*	*	*	*	*

**These student groups are not numerically statistically significant.*

Expected Annual Measurable Outcomes

Outcome #3

Annual administration of the FITNESSGRAM® demonstrating performance that meets or exceeds local District schools. Students will meet or exceed the percentage of students within the Healthy Fitness Zone at local District Schools.

Metric/Method for Measuring

Students will be tested in aerobic capacity, body composition, abdominal strength, trunk extension, upper body strength and flexibility, as required by the FITNESSGRAM Performance Standards.

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	2019/20 FITNESSGRAM Results	Percentage of students in the Healthy Fitness Zone (HFZ) in six physical fitness areas tested will meet or exceed peers at similar schools statewide or similar local schools	Percentage of students in the Healthy Fitness Zone (HFZ) in six physical fitness areas tested will meet or exceed peers at similar schools statewide or similar local schools	Percentage of students in the Healthy Fitness Zone (HFZ) in six physical fitness areas tested will meet or exceed peers at similar schools statewide or similar local schools	Percentage of students in the Healthy Fitness Zone (HFZ) in six physical fitness areas tested will meet or exceed peers at similar schools statewide or similar local schools	Percentage of students in the Healthy Fitness Zone (HFZ) in six physical fitness areas tested will meet or exceed peers at similar schools statewide or similar local schools
English Learners Socioecon. Disadv./Low Income Students Students with Disabilities Latino Students	2019/20 FITNESSGRAM Results	Percentage of students in the Healthy Fitness Zone (HFZ) in six physical fitness areas tested will meet or exceed peers at similar schools statewide or similar local schools	Percentage of students in the Healthy Fitness Zone (HFZ) in six physical fitness areas tested will meet or exceed peers at similar schools statewide or similar local schools	Percentage of students in the Healthy Fitness Zone (HFZ) in six physical fitness areas tested will meet or exceed peers at similar schools statewide or similar local schools	Percentage of students in the Healthy Fitness Zone (HFZ) in six physical fitness areas tested will meet or exceed peers at similar schools statewide or similar local schools	Percentage of students in the Healthy Fitness Zone (HFZ) in six physical fitness areas tested will meet or exceed peers at similar schools statewide or similar local schools
Foster Youth African American Students American Indian/Alaska Native Students Asian Students Filipino Students Native Hawaiian/Pacific Islander Students Students of Two or More Races White Students	*	*	*	*	*	*

Student groups listed are not statistically valid at this time.

LCFF STATE PRIORITIES	
GOAL #3 - PARENT AND COMMUNITY ENGAGEMENT	
Build capacity to achieve a strong family and school partnership with the resources necessary to encourage effective communication, provide	Related State Priorities: x 1 x 4 x 7 x 2 X 5 ☐ 8 ☐ 3 x 6

educational access and equity, and promote parent leadership, including all significant student groups.	Local Priorities: ☐: ☐:

Specific Annual Actions to Achieve Goal

Build Capacity, Leadership
-Provide professional development to faculty and staff on effective parental engagement practices. Host workshops and trainings for parents on student academics and school plans. (Principal/Faculty)
-Establish and regularly review parent engagement policies and ensure equitable parent representation on committees (such as, School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parent Teacher Organization (PTO), as required. (Principal/Faculty)
-Consult with parents on the school accountability plans (such as, Local Control and Accountability Plan (LCAP), Western Association of School and Colleges (WASC), Local Education Agency Plan (LEAP), and Single Plan for Student Achievement (SPSA).) (Principal/Faculty/Staff/Parents) (Principal/Faculty)

Allocate Resources/Promote Participation
-Establish a parent center on campus and designate faculty and staff to support parent involvement. (Principal)
-Host frequent volunteer opportunities and schoolwide events, such as open house, back to school night, progress night, coffee with the principal, parent teacher organization meetings, parent volunteer opportunities, and schoolwide family nights to encourage parent engagement. (Principal/Staff/Parents)

Ensure Access, Communication
-Implement Annual Parent Survey. Present results to stakeholders. (Principal/Faculty)
-Ensure that parents are informed of participation opportunities through a variety of methods, including newsletters, phone calls and orientation meetings. (Principal/Faculty)
-Invest in Student Information System (SIS) that will allow parents to readily access student grades. (Principal/Faculty)
-Ensure critical parent information is readily available in accessible formats and languages spoken by families. [EC §48985] (Principal/Faculty)
-Design specific workshops/events to engage parent participation from specific student subgroups in accordance with English Learner Advisory Committee and School Site Council regulatory requirements (Principal/Faculty)

Expected Annual Measurable Outcomes

Outcome #1
Annual report on parental involvement will show that LAAAE is meeting LCFF Local Indicator #3, as it relates to (1) seeking input from parents/guardians in decision making; and (2) promoting parental participation in school programs.

Metric/Method for Measuring

-LAAAE will use resources such as the *Family Engagement Framework – A Tool for California School Districts*, California Department of Education, as set forth by the California Department of Education, and *Partners in Education – A Dual Capacity-Building Framework for Family-School Partnerships*, as set forth by the United States Department of Education, to inform the development of parent involvement.
-Dashboard Local Indicator #3
-Parental Participation in programs for unduplicated pupils and other student groups
-Minimum of two parent events per year
-Anonymous Annual Climate survey

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide and All student subgroups)	2019 Dashboard Indicator #3 "Met"	Dashboard Indicator #3 "Met"	Dashboard Indicator #3 "Met"	Dashboard Indicator #3 "Met"	Dashboard Indicator #3 "Met"	Dashboard Indicator #3 "Met"
	2019/20 annual school climate survey results positive answers	Annual school climate survey results 75% positive answers	Annual school climate survey results 75% positive answers	Annual school climate survey results 75% positive answers	Annual school climate survey results 75% positive answers	Annual school climate survey results 75% positive answers
	Parent feedback and participation 2019/20	Parent feedback and participation in 2 or more meetings per year	Parent feedback and participation in 2 or more meetings per year	Parent feedback and participation in 2 or more meetings per year	Parent feedback and participation in 2 or more meetings per year	Parent feedback and participation in 2 or more meetings per year
	2019/20 PTO, ELAC and SSC meeting participation	PTO, ELAC and SSC will have regular parent participation, with actively recruit and engage parents of student subgroups	PTO, ELAC and SSC will have regular parent participation, with actively recruit and engage parents of student subgroups	PTO, ELAC and SSC will have regular parent participation, with actively recruit and engage parents of student subgroups	PTO, ELAC and SSC will have regular parent participation, with actively recruit and engage parents of student subgroups	PTO, ELAC and SSC will have regular parent participation, with actively recruit and engage parents of student subgroups
English Learners Socioecon. Disadv./Low Income Students Students with Disabilities Latino Students	2019 Dashboard Indicator #3 "Met"	Dashboard Indicator #3 "Met"	Dashboard Indicator #3 "Met"	Dashboard Indicator #3 "Met"	Dashboard Indicator #3 "Met"	Dashboard Indicator #3 "Met"
	Parent feedback and participation 2019/20	Parent feedback and participation in 2 or more meetings per year	Parent feedback and participation in 2 or more meetings per year	Parent feedback and participation in 2 or more meetings per year	Parent feedback and participation in 2 or more meetings per year	Parent feedback and participation in 2 or more meetings per year
	2019/20 PTO, ELAC	PTO, ELAC and SSC will have regular parent participation,	PTO, ELAC and SSC will have regular parent participation,	PTO, ELAC and SSC will have regular parent participation,	PTO, ELAC and SSC will have regular parent participation,	PTO, ELAC and SSC will have regular parent participation,

	and SSC Meeting Participation	with actively recruit and engage parents of student subgroups	with actively recruit and engage parents of student subgroups	with actively recruit and engage parents of student subgroups	with actively recruit and engage parents of student subgroups	with actively recruit and engage parents of student subgroups
Foster Youth	*	*	*	*	*	*
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

**Subgroup not numerically significant at this time.*

LCFF STATE PRIORITIES

GOAL #4 - SCHOOL CLIMATE, STUDENT ENGAGEMENT, AND COLLEGE & CAREER READINESS

Students will be engaged and prepared for academic and social emotional success through the implementation of Multi-Tiered System of Supports (MTSS).

Related State Priorities:
1 x 4 x 7
X 2 x 5 x 8
☐ 3 x 6

Local Priorities:
☐:
☐:

Specific Annual Actions to Achieve Goal

School Attendance Rate

-Establish schoolwide expectations and set norms with parents and students regarding the importance of student attendance. Include workshops that specifically address attendance. (Principal/Faculty)

-Utilize data systems for attendance monitoring and early intervention through actions such as daily phone notifications, weekly written notifications to keep parents well-informed of any attendance concerns at regular times specified by attendance policy. (Principal/Faculty)

-Refine PBIS strategies that specifically address attendance behaviors, as a means of prevention and intervention. Teachers will be provided professional development to identify students who may require targeted intervention services and strategies to become more engaged. (Principal/Faculty)

-Foster a safe environment free of physical or psychological violence, bullying, and harassment to encourage attendance. (Principal/Faculty)

-Provide additional intervention services to students and families, and parent workshops to serve the unique needs of English learners, socioeconomically disadvantaged students, foster youth, and homeless youth. (Principal/Faculty)

Chronic Absenteeism Rate

-Establish schoolwide expectations and norms regarding attendance. (Principal/Faculty)
-Establish a Student Attendance Review Team (SART) that will review data regularly and address root causes of chronic absenteeism. (Principal/Faculty)
-Utilize data systems for attendance monitoring and early intervention to notify parents and students at intervals to keep parents well informed of attendance concerns. (Principal/Faculty)
-Utilize MTSS, including PBIS strategies to address attendance behaviors. (Principal/Faculty)
-Encourage students to access mental health counseling, academic intervention services, and other individualized support services.(Principal/SART)

Dropout Rate

-Utilize data systems (such as, attendance and behavior monitoring) to identify opportunities for early intervention and to keep parents well-informed of students identified as high risk of dropping out. (Principal)
-Train leaders, teachers and staff to utilize MTSS and implement Positive Behavior Intervention Strategies (PBIS) strategies, Response to Instruction and Intervention (RtI²), Restorative Practices, Trauma- informed strategies, Bias Elimination, and Social Emotional Learning (SEL). (Principal)
-Provide training on re-engagement strategies for teachers to utilize with behavior referrals (Principal)
-Examine school data (for example, student group academic performance, attendance, course failure rates) among student groups to identify students at risk of dropping out. (Principal)

Graduation Rate

-Provide opportunities for academic recognition, such as quarterly progress nights, and awards nights (Principal/Faculty)
-Credit Recovery – offer summer school (HS) and summer enrichment (MS) (Principal/Faculty))
-Ensure that UC/CSU courses are approved by UC Doorways. (Principal/Faculty)
-Submit additional courses for UC approval. Increase the UC/CSU acceptance rate. (Principal/Faculty)
-Devise a master schedule to provide pathways for students to succeed in honors and advanced courses. -Increase course offerings and enrollment in honors and advanced courses. (Principal/Faculty)
-Consult with students early and often regarding A-G requirements and develop individual plans for college readiness. (Principal/Faculty)
-Empower high school students by teaching them to perform their own individualized graduation plan. (Principal/Faculty)
-Through RtI2 and tutoring, provide academic intervention and support to increase the percentage of students promoting to the next grade level in middle school or making adequate progress toward requirements for graduation. (Principal/Faculty)
-Provide access to credit recovery, and other academic support resources for struggling students. (Principal)
-Work closely and collaboratively with afterschool partners to coordinate effective tutoring services for struggling learners (Principal/Faculty)
-Conduct meetings for high achieving students, as well as failing students, to meet with board members. Survey student elective interests annually (Principal/Faculty)

Suspension & Expulsion Rates

-Meet the individual needs of students, in lieu of an exclusionary disciplinary system, adhering to Implement a Multi-Tiered Systems of Support (MTSS) framework, including PBIS, restorative justice, and RtI2 to address behavioral and academic challenges. (Principal/Faculty)
-Track student discipline data, utilizing evidence- based alternatives to suspensions and expulsions. (Principal)
-Provide training and collaboration to ensure team-based implementation from leadership, faculty; data based decision making; and family and community collaboration. (Principal)
-Teachers will engage in regularly professional development that incorporates MTSS framework and strategies such as such as Response to Instruction and Intervention (RtI2), Restorative Practices, Trauma-informed strategies, Bias Elimination, Social Emotional Learning (SEL), and Positive Behavior and Intervention Support (PBIS) to meet individual student needs. (Principal/Faculty)
-Ensure policies are fair, provide for due process, support re-engagement with learning, and avoid practices that lead to disengagement with learning. (Principal)
-Provide training on re-engagement strategies for teachers to utilize with behavior referrals. (Principal)
-Examine school data (for example, student group academic performance, attendance, course failure rates) among student groups. (Principal)

Expected Annual Measurable Outcomes

Outcome #1

Maintain or exceed dashboard performance in Chronic Absenteeism and achieve average daily attendance (ADA) of greater than or equal to 95% schoolwide and by numerically significant subgroups.

Metric/Method for Measuring

-Performance on the Statewide Indicators for Chronic Absenteeism
-Student Information System (SIS) - Monthly, Quarterly, and Annual Attendance Reports; weekly truancy Data reports; CalPADS data reporting

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide and All student subgroups)	2019/20 Dashboard status - Chronic Absenteeism	Maintain ADA of 95% or greater. Maintain Dashboard performance - meeting or	Maintain ADA of 95% or greater. Maintain Dashboard performance - meeting or	Maintain ADA of 95% or greater. Maintain Dashboard performance - meeting or	Maintain ADA of 95% or greater. Maintain Dashboard performance - meeting or	Maintain ADA of 95% or greater. Maintain Dashboard performance - meeting or

		exceeding state performance.	exceeding state performance	exceeding state performance	exceeding state performance	exceeding state performance
English Learners Socioecon. Disadv./Low Income Students Students with Disabilities Latino Students	2019/20 Dashboard status - Chronic Absenteeism	Maintain ADA of 95% or greater. Maintain Dashboard performance - meeting or exceeding state performance	Maintain ADA of 95% or greater. Maintain Dashboard performance - meeting or exceeding state performance	Maintain ADA of 95% or greater. Maintain Dashboard performance - meeting or exceeding state performance	Maintain ADA of 95% or greater. Maintain Dashboard performance - meeting or exceeding state performance	Maintain ADA of 95% or greater. Maintain Dashboard performance - meeting or exceeding state performance
Foster Youth African American Students American Indian/Alaska Native Students Asian Students Filipino Students Native Hawaiian/Pacific Islander Students Students of Two or More Races White Students	*	*	*	*	*	*

**These student groups are not numerically significant at this time.*

Expected Annual Measurable Outcomes

Outcome #2

Maintain a dropout rate of less than that of the median for similar schools statewide or local schools with similar students, schoolwide and by numerically significant subgroups, and maintain graduation rate that meets or exceeds the median of similar or local schools including consideration for LAAAE's population and graduation requirements.

Metric/Method for Measuring

School Accountability Report Card (SARC); re-enrollment Documentation; CalPADS; School Climate Survey Data (CA Dashboard Local Indicator); Internal Professional Development Tracking Data

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide and All student subgroups)	2019-20 Dropout rate CDE/CalPADS	Achieve a dropout rate of less than or equal to dropout rate of local district schools, schoolwide and by numerically significant subgroups	Achieve a dropout rate of less than or equal to dropout rate of local district schools, schoolwide and by numerically significant subgroups	Achieve a dropout rate of less than or equal to dropout rate of local district schools, schoolwide and by numerically significant subgroups	Achieve a dropout rate of less than or equal to dropout rate of local district schools, schoolwide and by numerically significant subgroups	Achieve a dropout rate of less than or equal to dropout rate of local district schools, schoolwide and by numerically significant subgroups
	2019/20 Graduation Rate on CA Dashboard	Achieve a graduation rate that meets or exceeds similar or local schools graduation rate, or demonstrates adequate growth toward those rates	Achieve a graduation rate that meets or exceeds similar or local schools graduation rate, or demonstrates adequate growth toward those rates	Achieve a graduation rate that meets or exceeds similar or local schools graduation rate, or demonstrates adequate growth toward those rates	Achieve a graduation rate that meets or exceeds similar or local schools graduation rate, or demonstrates adequate growth toward those rates	Achieve a graduation rate that meets or exceeds similar or local schools graduation rate, or demonstrates adequate growth toward those rates
	2019/20 Percentage of Students Completing A-G or CTE programs of study		Achieve a rate the meets or exceeds local schools or demonstrates growth.	Achieve a rate the meets or exceeds local schools or demonstrates growth.	Achieve a rate the meets or exceeds local schools or demonstrates growth.	Achieve a rate the meets or exceeds local schools or demonstrates growth.
	2019/20 AP Passage Rate					
	2019/20 EAP Participation Rate					
	2019/2020 Broad Course of Study Rate	Achieve a rate the meets or exceeds local schools or demonstrates growth.				
English Learners Socioecon. Disadv./Low Income Students Students with Disabilities Latino Students	2019-20 Dropout rate CDE/CalPADS	Achieve a dropout rate of less than or equal to dropout rate of local district schools,	Achieve a dropout rate of less than or equal to dropout rate of local district schools,	Achieve a dropout rate of less than or equal to dropout rate of local district schools,	Achieve a dropout rate of less than or equal to dropout rate of local district schools,	Achieve a dropout rate of less than or equal to dropout rate of local district schools,

		choolwide and by numerically significant subgroups	choolwide and by numerically significant subgroups	choolwide and by numerically significant subgroups	choolwide and by numerically significant subgroups	choolwide and by numerically significant subgroups
	2019/20 Graduation Rate on CA Dashboard	Achieve a graduation rate that meets or exceeds similar or local schools graduation rate, or demonstrates adequate growth toward those rates	Achieve a graduation rate that meets or exceeds similar or local schools graduation rate, or demonstrates adequate growth toward those rates	Achieve a graduation rate that meets or exceeds similar or local schools graduation rate, or demonstrates adequate growth toward those rates	Achieve a graduation rate that meets or exceeds similar or local schools graduation rate, or demonstrates adequate growth toward those rates	Achieve a graduation rate that meets or exceeds similar or local schools graduation rate, or demonstrates adequate growth toward those rates
	2019/20 Percentage of Students Completing A-G or CTE programs of study 2019/20 AP Passage Rate 2019/20 EAP Participation Rate 2019/2020 Broad Course of Study Rate	Achieve a rate the meets or exceeds local schools or demonstrates growth.	Achieve a rate the meets or exceeds local schools or demonstrates growth.	Achieve a rate the meets or exceeds local schools or demonstrates growth.	Achieve a rate the meets or exceeds local schools or demonstrates growth.	Achieve a rate the meets or exceeds local schools or demonstrates growth.
Foster Youth African American Students American Indian/Alaska Native Students Asian Students Filipino Students Native Hawaiian/Pacific Islander Students Students of Two or More Races White Students	*	*	*	*	*	*

*These student groups are not numerically significant at this time.

Expected Annual Measurable Outcomes

Outcome #3

Adherence to all laws and applicable policies regarding expulsions and suspensions, maintaining an expulsion and suspension rate that is less than the median expulsion and suspension rates of local and similar schools.

Metric/Method for Measuring

School Accountability Report Card (SARC); re-enrollment Documentation; CalPADS; School Climate Survey Data (CA Dashboard Local Indicator); Internal Professional Development Tracking Data

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide and All student subgroups)	Dashboard Performance 2019-20 Suspension	Faculty will be trained on best practices for MTSS implementation	Faculty will be trained on best practices for MTSS implementation	Faculty will be trained on best practices for MTSS implementation	Faculty will be trained on best practices for MTSS implementation	Faculty will be trained on best practices for MTSS implementation
		Suspension rate will be less than or equal to median of similar or local schools.	Suspension rate will be less than or equal to median of similar or local schools.	Suspension rate will be less than or equal to median of similar or local schools.	Suspension rate will be less than or equal to median of similar or local schools.	Suspension rate will be less than or equal to median of similar or local schools.
	Dashboard Performance 2019-20 Expulsions	Expulsion rate will be equal or lower than local district schools	Expulsion rate will be equal or lower than local district schools	Expulsion rate will be equal or lower than local district schools	Expulsion rate will be equal or lower than local district schools	Expulsion rate will be equal or lower than local district schools
English Learners Socioecon. Disadv./Low Income Students Students with Disabilities Latino Students	Dashboard Performance 2019-20 Suspensions	Faculty will be trained on best practices for MTSS implementation	Faculty will be trained on best practices for MTSS implementation	Faculty will be trained on best practices for MTSS implementation	Faculty will be trained on best practices for MTSS implementation	Faculty will be trained on best practices for MTSS implementation
		Suspension rate will be less than or equal to median of similar or local schools.	Suspension rate will be less than or equal to median of similar or local schools.	Suspension rate will be less than or equal to median of similar or local schools.	Suspension rate will be less than or equal to median of similar or local schools.	Suspension rate will be less than or equal to median of similar or local schools.
	Dashboard Performance 2019-2020 Expulsions	Expulsion rate will be equal or lower than	Expulsion rate will be equal or lower than	Expulsion rate will be equal or lower than	Expulsion rate will be equal or lower than	Expulsion rate will be equal or lower than

		local district schools	local district schools	local district schools	local district schools	local district schools
Foster Youth		*	*	*	*	*
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

**These student groups are not numerically significant at this time.*

Data Analysis and Reporting

LAAAE uses a variety of processes to collect, disaggregate, and analyze data. Baseline data for initial student placement is collected upon student registration using reports from previous school records (as available and applicable) and standardized test scores, or other performance-based criterion examinations, report card grades, attendance records, and behavioral records.

At the beginning of each school year and at least semi-annually, the school administration will work collaboratively with faculty to generate meaningful reports on assessment data and identify areas of instructional weaknesses pinpointing thresholds of student progress. State standardized assessments will be used to determine mastery of content standards and make decisions regarding school-wide improvement; baseline data will be used for baseline and instructional purpose, program reporting, or as a measure for developing school improvement plans; i-Ready and other classroom based assessments will be used as screening and progress monitoring tools to differentiate instruction; interim assessments will be used for ongoing progress-monitoring of students. In addition to required and mandated assessments, teacher-made and text-adopted classroom assessments will further determine mastery of content standards for earning specific class credit requirements.

Data will be disaggregated and used by teachers to inform instruction on student knowledge and skills relative to Common Core State Standards and applicable state academic content standards as follows:

1. Data reports from the Dashboard, i-Ready, and other instruments will be disaggregated to inform decisions about adjustments to the educational program. Different members of the leadership team will lead different data reports either in silo or in collaboration with other staff. These reports will be made in concert with teachers to identify areas needing improvement while informing instruction to enhance curriculum delivery and teacher effectiveness. Academic updates, as they become available, are provided at every regularly scheduled Board of Directors' meeting for board review and consideration.

2. The school leadership team will meet regularly to: evaluate data and correlate to instructional decisions; review progress-monitoring data at the grade level and classroom level to identify students and their academic levels; identify professional development to enhance students' achievement levels; collaborate, problem solve, share effective practices, evaluate implementation, make decisions, and practice new programs and skills; facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

3. Based on data analyses, school leadership and faculty will collaboratively develop an instructional focus calendars with timelines for addressing targeted strands as denoted in assessed benchmarks. Through the use of the calendars, student assessment data will drive-decisions for continuous improvement of the teaching and learning process. Teacher leaders and/or the school leadership team will communicate with teachers to determine the areas of students' strengths and weaknesses as demonstrated by class work assignments and assessment results.

4. Teachers will be trained and expected to use available data to determine the instructional focus lessons and differentiate instruction accordingly. Struggling students and students referred by teachers will be targeted for tutoring and other services as needed. Students at and above mastery level will be challenged through the use of additional hands-on investigations, projects and research assignments, or advanced coursework to reinforce the mastery of benchmarks.

Targeted Interventions

Using real-time data from frequent assessment results, LAAAE will provide necessary individual, classroom and/or school-wide intervention programs which include: requiring students to attend specific targeted tutoring during and after school; providing for supplemental intervention programs and support within the respective reading and math classrooms through academic coaching, lesson modeling, computerized intervention programs and pull out services.

LAAAE will use data on an ongoing basis to inform instructional practices. Incorporating data will serve as a feedback system to guide teachers in lesson planning and individualizing instruction and to provide students with knowledge of their current levels of performance. These actions will enhance instructional interventions by closely monitoring activities and aligning results with effective instructional decision-making.

Teachers also meet regularly for RtI. Teachers routinely evaluate existing intervention strategies for students who are not meeting expectations academically and socially. These intervention strategies are updated throughout the year.

Sharing Data with Stakeholders

LAAAE developed a process to ensure the data is being shared in a variety of ways, including but not limited to: staff professional development meetings, department meetings, individualized education plan (IEP) meetings, MTSS meetings, parent meetings, back to school nights, progress reports, and the use of the school's database PowerSchool. PowerSchool provides students and parents access to see notes from the teacher, student grades, and attendance. Progress reports are issued to the students and parents at the back to school progress report nights. Progress report night provides a forum wherein students and families are able to meet with teachers to discuss academic and behavioral concerns. Parents and students also receive copies of students state assessment results and in parent meetings. LAAAE also hosts parental workshops wherein parents are taught how to read the data.

Teachers complete a progress report, quarter grades, and have continuous contact with parents via letter, phone calls and emails or through parent-teacher conferences prior to the final grade reports each semester.

The comprehensive assessment program is used to inform stakeholders (students, parents, and teachers) about where a student is succeeding and what areas need strengthening. Assessment serves as a feedback to guide teachers in lesson planning and individualizing instruction. Additionally, it guides students in understanding full mastery of each respective standard and keeps parents informed about student progress through specific learning objectives.

Specific English and Math Intervention Using Data
Staff participates in a review of data including student standardized test scores to verify proficiency levels, grades and teacher recommendations to determine courses that best fits the needs of students. Students below proficiency levels in English and math are provided with additional supports to achieve mastery, which addresses the school's critical learner needs (WASC). These supports include taking additional remedial courses in reading and math, and having ongoing tutoring with their respective teachers and the after-school program. Additional intervention information is provided in Element 1.

Grading, Progress Reporting, and Promotion/Retention
Grading Policy
Students will have regular examinations, performances, projects, papers, and other assignments that may be graded using a conventional letter-grade system. Letter grades ranging from an A to an F may be given for all courses. The current grades include: A (90-100); B (80-89); C (70-79); and F (0-69). Missing work or prolonged absences may result in a grade of incomplete (I). Grades are maintained in PowerSchool or a comparable student information system. Teachers may determine the deadlines for submission of missing work, as well as, the consequences and final grades when students fail to complete missing work. Grade point averages may be weighted based on successful completion of advanced coursework. Middle school grades appear on middle school transcripts. High school grades and coursework completed for high school credit in the middle school appear on the high school transcript. Transferable coursework will

also be reflected on student transcripts. Grade point averages may reflect distinctions for plus and minus grades. A valedictorian and a salutatorian may be recognized at the high school graduation.

Grade Point Averages (GPA) are calculated for any of the reasons listed below:

- Eligibility for high school graduation;
- Class rank;
- Eligibility to participate in interscholastic or extracurricular activities, such as California Interscholastic Federation or National Honor Society;
- Awards and recognition programs;
- Eligibility for the honor roll and /or membership in honor societies; and/or
- College admissions and scholarship competitions.

Type and Frequency of Progress Reporting

Students must earn a minimum grade point average (GPA) of 2.0 to graduate from high school in the State of California. This is also the minimum requirement for participation in sports and activities. LAAAE believes in academic rigor and achievement of potential.

Official progress reports are distributed at parent conferences according to the following schedule:

- Quarter 1 Progress Report (around September)
- Quarter 2 Progress Report (around November)
- Quarter 3 Progress Report (around February)
- Quarter 4 Progress Report (around April)

Report cards are issued at the end of every quarter. Understanding progress reports and report cards may be key in making sure students are on track to graduate. Because progress reports happen at the halfway mark in the reporting period, this allows students and their families to make necessary study preparations following the progress report to ensure academic success.

Interim assessment results, daily student work, and final exams are used to determine student performance. LAAAE hosts parent conferences, open house meetings, parental workshops, and coordinates other appropriate methods of communication with parents/guardians regarding student progress. Parents of students performing below/far below proficient performance are requested to participate in a scheduled parent conference to discuss a collaborative parent's and teacher's plan to improve the student's performance. Faculty regularly meet to analyze these reports and to make necessary adjustments in the program being offered to students who are showing a lack of progress.

Promotion/Retention Policy and Procedures

The school will use data (state and district requirements, report cards, testing scores, and past performance) as factors for placement in the appropriate courses to best suit each child. Depending on individual student assessment results, some students may be

required to enroll in remediation courses for mathematics and reading, which will take the place of electives.

LAAAE does not endorse social promotion and has clearly defined expectations for what students should know and be able to do at each grade level in each subject in an effort to equip all students with the academic skills that enable them to be ready for entrance to and success in college. The middle school promotion policy adopted by LAAAE's Board of Directors is excerpted below.

Students shall progress through grade levels by demonstrating growth in learning and meeting standards of expected student achievement.

As early as possible in the school year in students' school careers, the principal shall identify students who may be at risk of retention in accordance with law, board policy, and the following criteria:

- Teachers' grades in courses. Middle school students must successfully complete at least half of their courses to be promoted to the next grade.
- State-wide achievement test scores (e.g. CAASPP).
- Other performance-based assessments as designated by the school principal.
- In the case of English learners, student progress towards proficiency in the use of the English language.

When a student in grades 6-8 is retained or recommended for retention, the principal shall offer programs of direct, systematic and intensive supplemental instruction in accordance with Education Code 37252.2 to assist the student in overcoming his/her academic deficiencies. Such opportunities may include but are not limited to tutorial programs, after-school programs, and summer school programs.

When a student is identified as being at risk of retention or recommended for retention, the principal shall so notify the student's parent or guardian in writing as early in the school year as practical. The student's parent/guardian shall be provided with an opportunity to consult the teachers responsible for the decision to promote or retain the student. (Education Code 48070.5)

The principal shall also provide a copy of the school's promotion/retention guidelines to those parents/guardians who have been notified that his/her child is eligible for retention.

Before retaining a student, the principal shall determine that:

- The student has not met standards of expected student achievement.
- Remedial help has been provided consistently but has not sufficiently prepared the student for advancement.
- Appropriate support targeted to the student's needs and maturity will be provided in addition to retention.

To repeal a retention decision, the appealing party shall submit a written request to the principal specifying the reasons that the decision should be overruled. The request shall be placed on the subsequent Board of Directors' agenda and shall be resolved within 60 days.

The measurable student outcomes are designed to reflect a dedication to educate all students so that they can flexibly apply the skills and information they have learned in school to a variety of settings for the purpose of making the world a better place.

Student outcomes are measured according to applicable adopted state performance standards, LAAAE's definition of an educated person in the 21st century, and LAAAE's mission, as described in Element 1. Students will demonstrate progress toward meeting and exceeding these learning goals through their performances on a variety of assessments which are detailed in the charts located within Element 2. LAAAE's achievement will be measured in both growth and absolute measures and will be compared to the achievement of selected District schools that are similar in demographic and other characteristics. It is expected that LAAAE will demonstrate adequate growth such that all subgroups will make progress toward meeting or exceeding the performance of subgroups at similar schools or statewide, and according to any other measurement standards that are enacted throughout the course of LAAAE's charter. LAAAE will adhere to State testing requirements, including provisions of AB 484/2012, and any revisions of Education Code that are applicable to charter schools.

Formative and summative standards-aligned assessments will provide data for faculty, students, and parents to review as a measurement of student progress. As established throughout Elements 1 - 3, LAAAE will utilize diverse assessments that are aligned with the curriculum and instructional program. LAAAE will pursue schoolwide and student subgroup outcomes to ensure the implementation of the eight state priorities set forth in California Education Code §52060(d). For the purposes of measuring achievement, by student subgroup, a numerically significant student subgroup is defined as one that meets the criteria set forth in EC §52052(a) and students will include ethnic subgroups, socioeconomically disadvantaged students, English learners, and students with disabilities of at least 30 in number, and will include homeless youth and foster youth in at least 15 in number. Faculty will use the data to guide instruction and improve student learning.

ELEMENT 4: GOVERNANCE

"The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement." **(Ed. Code § 47605(b)(5)(D).)**

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School's website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.[4]

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the Public Records Act.

---

[4]The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element

15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

FEDERAL PROGRAM COMPLIANCE

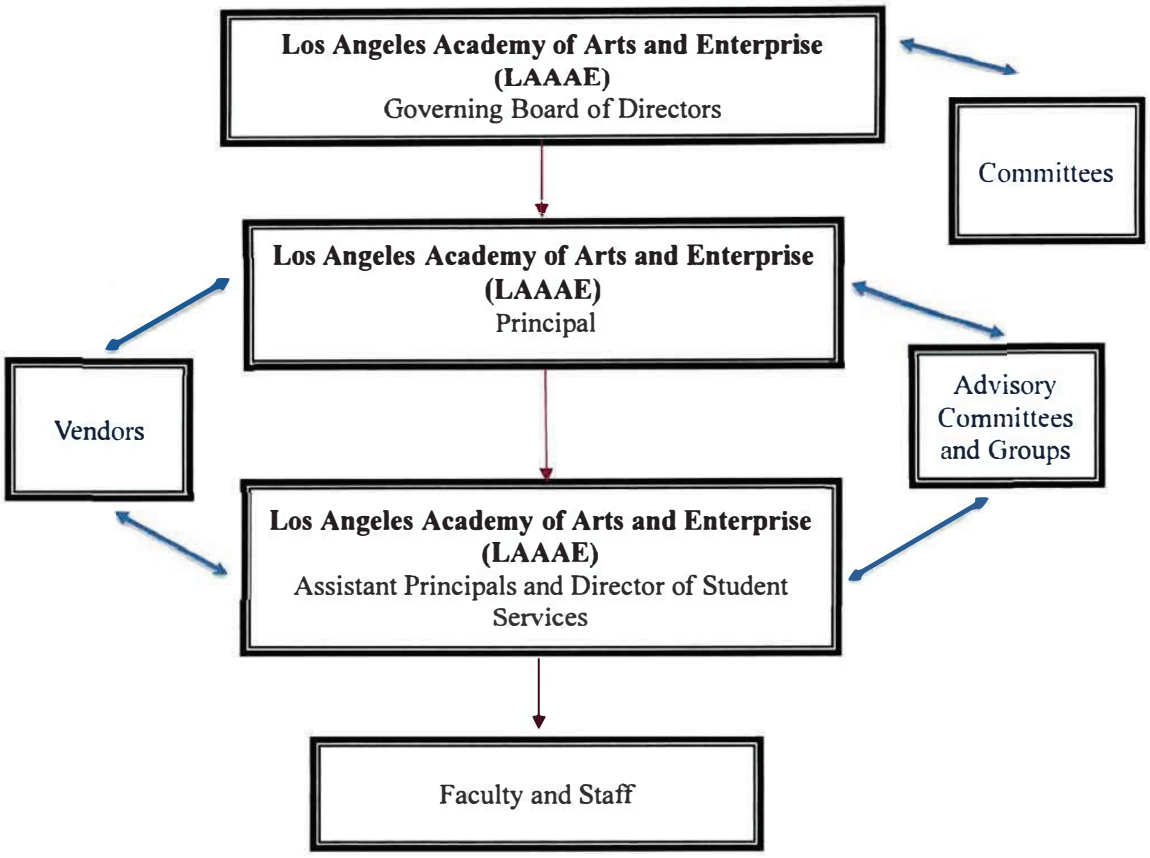
As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Governance Structure

LAAAE's Board of Directors will determine the academic direction and oversees the operation of LAAAE. LAAAE's Board of Directors will hire and oversee the Charter School principal. The principal will be responsible for all aspects of day-to-day administration of LAAAE within the scope of LAAAE's Board of Directors' operating policy and in compliance with district, state, and federal guidelines. LAAAE's onsite leadership team will ensure the operations at LAAAE (e.g. resources, courses, and policies) are in accordance with the mission and vision of LAAAE. The principal is responsible for the day-to-day operations of LAAAE. A description of the principal's roles and responsibilities is provided below. The school's faculty and staff will be responsible for carrying out the day-to-day procedures in their daily activities and interactions with students, parents and the community. LAAAE's faculty and staff will report directly to the principal, who reports to LAAAE's Board of Directors.

Organizational Chart

The following is the organizational chart for LAAAE:



LAAAE's Board of Directors is the ultimate policy-making body for LAAAE and will have the responsibility for the affairs and management of LAAAE. LAAAE's Board of Directors will provide continuing oversight of LAAAE's operations, including a responsibility to effectively and properly manage public funds. Advisory committees and groups include the parent teacher organization, school site council, English language advisory committee, coffee with the principal, and associated student body.

The Principal

The Principal will be the leader of the school. The principal will ensure that the curriculum is implemented in order to maximize student-learning experiences. The principal reports directly to the Board of Directors, and is responsible for the orderly operation of the school and supervision of all employees at the school.

The principal shall perform assigned tasks as directed by the Board of Directors and shall be required to undertake some or all of the tasks detailed below. These tasks may include, but are not limited to, the following:

- Ensure the school enacts its mission;
- Supervise and evaluate, hire and terminate, teachers and staff;
- Communicate and report to the Board of Directors;
- Oversee school finances to ensure financial stability;
- Participate in and develop professional development workshops as needed;
- Serve or appoint a designee to serve on any committees of school;
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal;
- Ensure compliance with applicable state and federal laws and help secure local grants;
- Communicate with parents, recruit new families and students, and assure families of academic growth;
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors;
- Complete and submit required documents as requested or required by the charter and/or Board of Directors and/or LAUSD;
- Identify the staffing needs of the school and offer staff development as needed;
- Maintain up-to-date financial records;
- Ensure that appropriate evaluation techniques are used for both students and staff;
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables;
- Hire qualified substitute teachers as needed;
- Ensure the security of the school building;
- Promote the school in the community and promote positive public relations and interact effectively with media;
- Encourage and support teacher professional development ;
- Attend LAUSD administrative meetings as requested by the District and stay in direct contact with the District regarding changes, progress, etc.;
- Provide all necessary financial reports as required for proper attendance reporting;
- Develop the school annual performance report, the SARC, and the LCAP;
- Present independent fiscal audit to the Board of Directors and, after review by the Board of Directors, submit audit to LAUSD, the County Superintendent of Schools, the State Controller and the California Department of Education;

- Manage student discipline, and as necessary participate in the suspension and expulsion process; and
- Participate in IEP meetings as necessary.

Board Roles and Responsibilities

LAAAE's Board of Directors will have a legal and fiduciary responsibility of LAAAE. LAAAE's Board of Directors will be responsible for providing fiscal accountability by approving and monitoring the budget. LAAAE's Board of Directors will also help ensure effective organizational planning by approving long-range goals and annual objectives, monitoring the general policies such as health and safety, use and maintenance of facilities, fundraising, and overseeing that Charter School resources are managed effectively. This goal will be accomplished primarily through hiring, supporting, reviewing the performance of, and if necessary, dismissing the principal.

Board candidates meet with the principal and with the board's nomination committee to become acquainted with LAAAE's educational program, mission, vision, finances, fundraising goals, and board member expectations. Candidates vetted by the nomination committee are then presented to the full Charter School's Board of Directors for appointment. Currently, LAAAE's Board of Directors' member responsibilities and expectations are outlined in the following that include but are not limited to:

Strategic Planning

- Approve Charter School's mission and review the principal's performance in fulfilling LAAAE's mission;
- Review and approve LAAAE's plans for funding its strategy;
- Review and approve LAAAE's five-year financial goals;
- Annually review and approve LAAAE's budget; and
- Approve major policies.

Leadership and Organization

- Participate in LAAAE's fundraising activities;
- Ensure that the status of LAAAE's strength and workforce planning is equal to the requirements of the long-range goals;
- Approve appropriate compensation, benefit policies, and practices;
- Conduct the performance review of the principal and establish his/her compensation;
- Suggest possible nominees to the nomination committee who can make significant contributions to the work of the board and the organization; and
- Determine eligibility for (if any) and appoint directors to the Board committees.

Operations

- Review the results achieved by LAAAE as compared with the mission, annual and long-range goals, and the performance of similar charter schools;

- Ensure that the financial structure of LAAAE is adequate for its current needs and its long-range strategy; and
- Approve major actions of the principal, consistent with the Board-adopted Fiscal Policies and Procedures.

Communication

- Be informed about LAAAE's mission, policies, and programs;
- Inform others about LAAAE; and
- Keep up-to-date on developments in LAAAE's surrounding community.

Meetings

- Attend Charter School Board of Directors and committee meetings and functions, such as special events. Per LAAAE's Board of Directors' bylaws, a director may be removed from LAAAE's Board of Directors for successive absences at Board of Directors' meetings without reasonable excuse or justification; and
- Review agenda and supporting materials prior to board and committee meetings.

Audit

- Review and accept reports that reflect the operating results and financial condition of LAAAE.;
- Follow applicable policies; and
- Review compliance with relevant material laws affecting LAAAE.

Evaluation and Monitoring Procedures

LAAAE's Board of Directors carries out several evaluation and monitoring procedures throughout the school year. Most noticeably, LAAAE's Board of Directors solicits stakeholder feedback at each Charter School's Board of Directors meeting and retreat. LAAAE's Board of Directors has also requested a fixed agenda item at every board meeting titled principal's update. This agenda item includes a review of both academic progress, which includes applicable academic data as may be available, and school enrollment figures. To ensure adequate fiscal oversight, LAAAE's Board of Directors reviews and questions and/or approves financial reports at each LAAAE board meeting.

To promote graduation rate, LAAAE's Board of Directors' chair personally meets with senior students in danger of not graduating. Other attendees at this meeting may include the principal, assistant principal, other school staff, and the student's parent(s) and/or family. Through a collaborative effort, a strategic plan is identified which will lead to graduation. To encourage postsecondary enrollment, LAAAE's Board of Directors' chair also meets with and motivates students who are on track to graduate.

At the end of the academic school year, stakeholders complete a climate survey wherein they answer questions about LAAAE's culture, the effectiveness of their teachers, and provide constructive feedback about what they think is working and what is not. Data from this survey is then used to drive discussions and workshops at the next retreat.

In addition, LAAAE's Board of Directors certifies compliance to LAUSD's yearly oversight visit. Each year, the school is evaluated by LAUSD for compliance with the charter petition, regulations, and laws and rules. LAAAE's Board of Directors oversees this process and certifies compliance. LAUSD also provides feedback review on their oversight visits.

Board of Directors' Composition and Member Selection

The membership of LAAAE's Board of Directors is comprised of community members who possess the expertise in areas of business, arts and entertainment, finance, school management and governance. These professionals are responsible for establishing policies consistent with LAAAE's mission and ensuring that the educational programs and Charter School operations are in compliance with all statutory and regulatory requirements.

Three of the four founding board members have continuously served since the school's founding over 15 years ago. Their service brings stability and continuity to the school's governance. The following is a list of LAAAE's Board of Directors members and a brief description of their backgrounds, skills, and experience highlighting their contribution in servicing as a Charter School Board of Directors member.

Victoria Castro

Los Angeles educator and activist Victoria Castro was born and raised in Boyle Heights. Castro attended California State University, Los Angeles, and earned her teaching credential from University of California, Santa Cruz, and her master's degree from Pepperdine University. During her college years, she was active in community and college organizations seeking equality, fair representation, and an increase in college attendance for Latinos. She worked in an array of educational posts that ranged from teaching math to administration. In 1986, she assumed her first position as a school principal in East Los Angeles. In 1993, Castro was elected to the Los Angeles Unified School District Board of Education. As a member of the Board, Castro worked tirelessly to improve the school system. In 2001, after eight years on the Board (including one year as president), she returned to school administration as the principal of Hollenbeck Middle School, the junior high she attended. Castro retired from Hollenbeck and LAUSD in 2006. She continues serving on several community-based board of directors. Her activism, dedication, and leadership continue to contribute to community empowerment and educational reform and inspire those who follow in her footsteps.

Moctesuma Esparza

The dream and vision for LAAAE comes from founding board member Moctesuma Esparza. He is an award-winning filmmaker, producer, entertainment executive and entrepreneur, and is well known for his contributions to the movie industry and commitment to creating opportunities for Latinos in entertainment. As a partner in the highly successful Esparza-Katz Productions with Robert Katz, he has worked with stars

such as Robert Redford, Jennifer Lopez, Andy Garcia, Jimmy Smits, Martin Sheen, Robert Duvall and Halle Berry. Esparza most recently founded Maya Entertainment, a vertically integrated production, acquisition and distribution company. It is the only Latino owned and managed production/distribution/exhibition entity in the United States, dedicated to the growing U.S. Latino market. Born and raised in Los Angeles, Esparza received a Bachelor of Arts and a Master in Fine Arts in Theatre Arts, Motion Pictures and Television, from University of California, Los Angeles, and from the onset of his career dedicated himself to empowering and transforming the images of Latinos in Hollywood. Esparza has received numerous awards and honors including being named one of the 50 "Most Powerful and Influential Latinos" of 2008 by The Imagen Foundation, recipient of the 2013 EY Entrepreneur of the Year Award, an Academy Award nomination, a Golden Globe nomination, an Emmy award, a Clio award, Alma Award and a Cine Golden Eagle award.

Tonantzin Esparza

Tonantzin Esparza is an accomplished producer, actress and distribution consultant, and currently Founder and Managing Partner of JoyLab Media – a Los Angeles based production and distribution company. Previously, she served as V.P. of Acquisitions, at Maya Entertainment, a Los Angeles based film production and distribution company focusing on independent films. She was responsible for all content acquisitions, strategic planning, and brand stewardship for the international and U.S. divisions, acquiring and packaging content for theatrical, television, home entertainment and digital. Additionally, she helped launch the international sales division, including strategy, recruiting key talent and co-production opportunities. Previously, Ms. Esparza co-founded the Latino Theater Company's Laboratory, a group of young actors, writers and directors led by artistic director Jose Luis Valenzuela at the Los Angeles Theater Center. As an alumna of Los Angeles County High School for the Arts, Ms. Esparza brings to LAAAE the perspective of a performing arts high school graduate. She double majored in Theatre and Chicano/a Studies at University of California, Los Angeles, with summa cum laude recognition. Most recently, she earned a master's degree in Business at New York University (NYU).

Hector and Norma Orci

In 1986, Mr. and Mrs. Orcí founded La Agencia de Orcí & Asociados—a 100% independent, Latino-owned and managed communications agency. Mr. Orcí is highly respected and has been recognized as a leader by members of the industry, clients and the community. He serves on the boards of the American Advertising Federation, the Association of Hispanic Advertising Agencies and the New America Alliance. Mrs. Orcí is a frequent speaker at colleges and universities around the country and serves on the boards of the Mexican American Legal Defense Fund, New America Alliance, and other community organizations.

Otto Pádron

Otto is President and COO of Meruelo Media Holding. Before joining the Meruelo Media team, Otto was Senior Vice President for Univision Television Network, the leading Spanish language Network in the US. Otto is the only executive to successfully have

headed programming for both major US Spanish language networks, Univision and Telemundo. His unique media background brings a rich perspective and matchless insight of the Hispanic viewer profile, content and cultural preferences to any project. As a shaping member of these powerhouse brands, Otto skillfully blended solution-based ideas with a value-oriented management style driven by bottom-line results. During his 20+ year tenure programming these competitive networks, Otto developed a keen understanding of relevant entertainment formats and has established a reputation for delivering winning results through production excellence and flawless execution.
Otto is a Lieutenant Colonel with over 30 years of service in the US Army. He's an Infantry officer having served in some of the most demanding units in the Army from the 1st Ranger Battalion to 20th Special Forces Group Airborne. LTC Padron has been featured in the "US Army Strong" campaign and in national print publications as one of America's top Hispanic leaders. He holds an advanced degree in Military Strategic Studies from the US Army Command and General Staff College, Ft. Leavenworth, Kansas. Additionally, Otto is a decorated and tested leader with multiple combat tours in Iraq. Otto is also a Commissioner at the City of Los Angeles Convention Center. He holds a double Bachelor of Science in Broadcast Communications and Economics from the University of Miami, Coral Gables and an MBA from Florida International University's Chapman School of Business.

Julio Vallejo

Julio Vallejo is Vice President of Finance & Strategic Planning at Maya Cinemas, a film exhibition company focused on Latino markets across the United States. He has been instrumental in assembling and securing the necessary financing for Maya's existing theaters, including private and venture capital, commercial lending, New Markets Tax Credits, EB-5 and government subsidies. He is responsible for evaluating and underwriting the feasibility of new theater projects. He also monitors and identifies market and industry trends to incorporate them into the company's overall business and market strategies, leveraging on his deep understanding of the Latino consumer behavior and market. Julio began his career with Maya Cinemas as an intern 15 years ago and worked his way up working hand in hand with Moctesuma Esparza.

Julio founded Pigmentocracia Foundation, a non-profit organization in Mexico focused on spearheading the conversation and combat against racial discrimination based mostly on skin color amongst Mexicans, a social issue that is close to Julio's heart. Over the past six years, Julio has become an empirical expert in the subject of racial dynamics in Mexico and how it relates to migration into the United States. He has created an extensive network in the fields of academia, social entrepreneurship, media, film and advertising, as they relate to the subject matter. He majored in Economics at the Tecnologico de Monterrey (ITESM) in Mexico and then went on to study Business and Management of Entertainment at UCLA. Before Maya, Julio started his career working on business strategy consulting and venture capital working at multinational corporations.

Criteria and Process for Selecting Board of Directors' Members

Board Selection
All powers of the corporation shall be exercised by and under the authority of LAAAE's Board of Directors. The property, business, and affairs of the corporation shall be managed under LAAAE's Board of Directors' direction. LAAAE's Board of Directors is the ultimate policy-making body for LAAAE and will have the responsibility for the affairs and management of LAAAE. The guidelines and policies about the selection, composition, and duties of LAAAE's Board of Directors are set out in LAAAE's charter petition and bylaws.

LAAAE's Board of Directors' Bylaws clearly specify the nomination, appointment, removal procedures, and term limits of LAAAE's Board of Directors members, and is summarized as follows:

The authorized number of directors shall be not less than three individuals, nor more than nine. The exact number of directors, the individuals to serve as directors, and their terms of office will be determined from time to time by LAAAE's Board of Directors. No reduction of the authorized number of directors shall have the effect of shortening the term of any incumbent director. Each director shall hold office unless otherwise removed from office in accordance with the Bylaws for three years and until a successor director has been designated and qualified.

The Chair of the Board of Directors or, if none, the President will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nomination committee shall make its report at least seven (7) days before the date of such designation or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by the Bylaws, a list of all candidates nominated by committee.

Directors shall be appointed at a duly organized meeting of LAAAE's Board of Directors. Newly created directorships resulting from an increase in the number of directors comprising LAAAE's Board of Directors and all vacancies occurring on LAAAE's Board of Directors for any reason shall be filled by the majority of the members in office at a duly organized meeting of LAAAE's Board of Directors. A member elected to fill a newly created directorship or a vacancy will serve until a successor is elected. Newly elected members will qualify upon majority vote, agreement to support the founding organization's vision, and upon any other qualifications determined by the board.

All directors shall have full voting rights, including any representative appointed by the chartering authority as permitted by Education Code Section 47604(c). If the chartering authority designates a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board

members. All directors, except for the representative designated by the chartering authority, shall be appointed by the existing Board of Directors.

Any director, except for the representative appointed by LAUSD, may be removed from office with or without cause, by a vote of the majority of the members of the entire Board of Directors. Any director may be removed at the discretion of the Board of Directors from office for missing without reasonable excuse or justification three successive Charter School Board of Directors or committee meetings or half or more meetings of LAAAE's Board of Directors or any committee of Charter School Board of Directors on which the director serves. The representative designated by the chartering authority may be removed without cause by the chartering authority or with the written consent of the chartering authority.

Governance Procedures and Operations

Board Meetings

Regular meetings of the Board, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. The Board of Directors generally meets almost monthly. LAAAE's Board of Directors will hold special meetings as needed and will give proper notice per the *Brown Act* for both regular and special meetings. The Board will approve an annual Board calendar at its annual meeting, which will be held in accordance to the bylaws.

Meetings of the Board shall be held at the principal office of the Corporation, and in accordance with Education Code Section 47604.1(c), unless the Board of Directors designates another location in accordance with the bylaws. The Board may also designate that a meeting be held at any place within the physical boundaries of the county in which the Charter School is located. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act.

Board of Directors' regular meeting dates will be posted in LAAAE's main office and on LAAAE's website calendar. A copy of the Board meeting agenda will be posted at least 72 hours in advance of regular meetings, in accordance with the *Brown Act*. LAAAE's Board of Directors encourages parents, all student-elected officials, and faculty representative be present at every Charter School Board of Directors meeting to ensure active stakeholder engagement in Charter School governance. During these meetings LAAAE's Board of Directors chair actively supports participants to verbalize their concerns, as well as participate in developing and refining existing and new programs to meet state priorities.

LAAAE's Board of Directors actions will be memorialized in meeting minutes, which shall be duly approved by LAAAE's Board of Directors at a subsequent meeting. The minutes will be taken by the LAAAE secretary, principal, and/or other school employee, as may be so assigned by LAAAE's Board of Directors. Meeting minutes will be signed by LAAAE's Board of Directors secretary and maintained in LAAAE's main office.

Board's Decision-Making Procedures

A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote based upon the presence of a quorum. Should there be less than a majority of the directors present at the inception of any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each board member present for each action taken shall be publicly reported.

A majority of LAAAE's Board of Directors present, whether or not a quorum is present, may adjourn any meeting of LAAAE's Board of Directors to another time and place. Notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the Brown Act.

LAAAE's Board of Directors may participate in teleconference meetings, provided the Board complies with all applicable Brown Act requirements, as outlined in its Bylaws. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the Los Angeles County boundaries.

Stakeholder Involvement

Website

From board meetings, to public information, to the school calendar, the website is a primary source of information for stakeholders. Social media will also be used as an information and engagement platform.

Parents and Staff in Governance

One of the primary predictors of student success is stakeholder involvement. Parents of LAAAE students are encouraged to participate in the educational process of their child(ren). Parents are encouraged to actively participate at LAAAE's Board of Directors' meetings. As required by the *Brown Act*, Charter School Board of Directors' meeting agendas are posted prior to Charter School Board of Directors' meetings. Parents are also notified of Board of Directors meetings through other communications such as an automated call. Moreover, LAAAE's Board of Directors requests that parent, student, and faculty representatives be present at every Charter School Board of Directors meeting to ensure that each group is actively involved and represented in governance. During Charter School Board of Directors meetings, stakeholders are given a voice and encouraged to verbalize their concerns, as well as participate in developing and refining existing and new policies and programs.

Parents can participate in Charter School governance, as well as, support student's educational development. LAAAE's parents also lead a parent group.The parent group helps develop family events and school activities Teachers and staff support the parent group in advertising meetings and participating at meetings.

LAAAE also provides parent workshops where parents learn ways to assist with the development of their child.

Stakeholders Consulted on Educational Program

LAAAE engages with stakeholders through meetings, retreats, and events. During these activities, ongoing analysis of data and student achievement guides the direction of LAAAE's LCAP. Accordingly, the stakeholder involvement plan meets LCFF stakeholder involvement requirements and guidelines.

The multiple opportunities for involvement and collaboration of parents, community partners, students, faculty, and school staff have successfully and actively engaged in the development of LAAAE's LCAP through the following methods:

- *Biannual stakeholder retreat* - continuing in the established retreat tradition, LAAAE's Board of Directors sponsors a fall and spring retreat. The retreats are attended by Charter School stakeholders, including LAAAE's Board of Directors, administrative leadership, faculty, staff, the entire student body, and parents. The retreat is a reflective process where all participants study academic data and develop action plans inclusive of the eight state priorities as defined by the LCAP. Priority setting includes but is not limited to refining academic content and performance standards, course access and enrollment, pupil achievement, parental involvement, pupil engagement, and school climate. Students participate through a special rotating workshop style schedule. The multiple opportunities for involvement and collaboration have successfully yielded an increase in student achievement. The ongoing analysis of data and student achievement continue to guide the direction of the curriculum and course offerings. Through this collaboration and analysis, LAAAE continuously evaluates the entire Charter School program to ensure that high expectations which are aligned to the school-wide learner outcomes are maintained as well as an infrastructure which enables the same.
- *Coffee with the principal*- coffee with the principal is a monthly meeting that provides parents with information about governance and school operations issues, and calls for feedback, volunteers, and suggestions about how certain aspects of school priorities should be developed, evaluated, and refined. This meeting provides a forum for parents to share their concerns with the principal and school leadership.
- *Annual climate survey*- The entire student body, faculty and staff, in addition to any parents who wish to participate, complete a school climate survey at the end of each school year. This survey allows LAAAE stakeholders to freely and

anonymously rate their teachers and voice their concerns and provide feedback about all aspects of the school. The results are provided to faculty to assist them in identifying perceived areas of growth, in addition to provide opportunities to improve their craft.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

"The qualifications to be met by individuals to be employed by the charter school." **(Ed. Code § 47605(b)(5)(E).)**

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Employee Positions and Qualifications

LAAAE's workforce shares the educational philosophy of LAAAE and is committed to the education of children. Personnel are committed to the mission and vision of LAAAE. Employees' job descriptions, titles, and work schedules are reviewed and modified as necessary to meet the needs of LAAAE and its students.

The following is a list of key Charter School employee classes/positions, including administrators, certificated staff, instructional support staff, and classified staff with job descriptions along with minimum and desirable qualifications:

PRINCIPAL

Serves as the instructional leaderand the chief administrator and is responsible for the direction of the instructional program, staff performance, and the operation of the school plant. Duties and Responsibilities include, but are not limited to:

JOB DESCRIPTION

Faculty and Instructional Program

- Develop and manage an articulated academic program;
- Recruit highly qualified teachers;
- Mentor and develop teachers to become leaders in their classroom and at LAAAE;
- Observe and evaluate faculty on a regular basis;
- Review instructional documents and provide feedback to teachers;
- Design and review progress towards professional growth plan goals with teachers and
- In collaboration with others, use appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.

Students

- Ensure academic program meets compliance regulations around credit and course requirement;
- Develop and implement an ongoing process for assessing students' needs (including delivery of internal and external benchmarks);
- Implement student recruitment plan;
- Coordinate standardized and internal testing and evaluation of students;
- Design and implement a data-driven system to monitor and assess student achievement.
- Develop and implement a student incentive policy; and
- Manage student enrollment, attendance, and discipline policies and procedures.

Community & Communications

- Articulate the desired Charter School culture and provide evidence of success;
- Represent LAAAE at meetings/forums;
- Facilitate parent and family relations;
- Manage relationships with external educational partners;
- Develop and maintain relationships between parents, students, teachers, classified staff, community members, Charter School's Board of Directors, and all other stakeholders;
- Schedule and coordinate meetings, Charter School events, and workshops for Charter School constituencies;
- Demonstrate an effective management skills, including collaboration, teamwork and delegation; and
- Submit regular reports to LAAAE's Board of Directors on the progress of the school.

School Operations

- Collaborate with the workforce to synthesize LAAAE's vision, goals, and objectives into an annual operational plan;

- Implement policies adopted by LAAAE's Board of Directors;
- Develop and manage the instructional calendar;
- Organize professional development programs;
- Collaborate with the leadership team to coordinate support services, such as: transportation, food services, counseling, and compliance reporting;
- Manage the faculty and staff to achieve a successful academic program and achievement of educational goals;
- Provide instructional leadership to faculty;
- Develop and implement the curriculum in adherence to the charter; and
- Implement and model the professional standards of LAAAE.

Financial Operations

- Implement policies outlined in the Fiscal Policies and Procedure Handbook.

QUALIFICATIONS

Education

- An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university.

- Coursework in multicultural education or equivalent study.

- Coursework in culture, language, and methodology or equivalent study.

Credentials

-A California K-12 teaching credential and an Administrative Services Credential authorizing K-12 service.

Experience

At least five school years of successful full-time service in a public school certificated position(s), no fewer than three years of which must have been in K-12 teaching service.

In addition to or concurrent with the five years required above:

- At least two years of public school certificated service directly related to an instructional program at a middle or senior high school covering grades 6 through 12, inclusive.

- At least one year of service in an administrative or supervisory position utilizing an administrative credential, such as assistant principal or equivalent position.

Knowledge, Skills, Abilities, and Personal Characteristics

- Knowledge of current instructional programs and curriculum;
- Ability to lead, direct, and supervise teachers and staff, including sensitivity to what is appropriate in dealing with students, teachers, administrators, and the public;
- Ability to understand and make provision for divergent viewpoints of personnel involved in the total educational program;
- Ability to recognize, use, and credit ideas of others;
- Recognition that differences in backgrounds present an educational challenge toward the improvement of working relationships;
- Evidence of educational leadership at the secondary level, including the ability to: promote and provide opportunities for recognition, development, and leadership among students and colleagues; and work cooperatively with students, families, Charter school personnel, and community partners;
- Professional growth appropriate for educational administration at the secondary level; awareness of and ability to recognize the effect of proposed or new local or state requirements on secondary educational offerings; alertness in the perception of policy and information needs;
- Understanding of and sensitivity to diversity in the school community and knowledge of resources and instructional materials related to diversity;
- Knowledge of effective administrative and managerial practices and ability to implement them;
- Leadership skill in facilitating group processes, including consensus building and conflict resolution;
- Ability to communicate effectively with students, parents, peers, other personnel, and community representatives, both individually and as a group;
- Ability to direct the management activities associated with the positions of middle school principal and senior high school principal;
- Knowledge of Charter School Board of Directors policies and procedures, goals and objectives, organizational structure and functions, the California Education Code, Charter School Board of Directors rules, negotiated contracts, and consent decrees;
- Appropriate interpersonal style and methods to guide individuals and groups toward task accomplishment;
- Ability to compose and comprehend written communication;
- Knowledge of and skill in budget preparation and control;
- Ability to observe and evaluate subordinates' activities;
- Mobility to traverse all areas of the work site; and
- Ability to travel to other sites/locations.

ASSISTANT PRINCIPAL

The assistant principal will assist the principal in overseeing the development and day-to-day operations of the academic programs and school operations according to the specified goals of the charter petition. Duties and Responsibilities include, but are not limited to:

JOB DESCRIPTION

Provides educational leadership by:

- Assisting in formulating, interpreting, and implementing the school's administrative policies;
- Supervising instruction and activities;
- Developing and improving instructional programs and student services, plan management, staff development, and community affairs; and
- Performs other functions as necessary.

QUALIFICATIONS

Education

- An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university.
- Coursework in multicultural education or equivalent study.
- Coursework in culture, language, and methodology or equivalent study.

Credentials

- A California K-12 teaching credential and an Administrative Services Credential authorizing K-12 service.

Experience

- At least four school years of successful full-time public school certificated position(s), with no fewer than three years of which must have been in teaching service.
- At least two school years of service in a certificated position(s) directly related to a secondary instructional program covering grades 6 through 12, inclusive.
- At least one year of verifiable experience in a non-classroom setting is preferred.

Knowledge, Skills, Abilities, and Personal Characteristics

- Leadership in the field of education and in securing community cooperation;
- Capacity to lead, direct, and supervise fellow workers in education on a democratic basis;
- Understanding of, and sensitivity to the needs of the various cultural and ethnic groups in the school community;
- Ability to direct the management activities associated with the position of l principal or assistant principal;
- Knowledge of the Education Code, Charter School Board of Directors policies and operating procedures, and negotiated agreements;

- Facility in oral and written communication; and
- Appropriate manner including poise, tact, good judgment, and ability to work effectively with LAUSD personnel, community representatives, and students.

TEACHERS

Teachers teach specific subjects in departmentalized classes for which they are appropriately authorized. Teachers are selected by the principal on an application and interview basis. Selection of teachers is based on their teaching experience, the degree of subject matter expertise, and their ability to demonstrate classroom instructional capabilities. Duties and Responsibilities include, but are not limited to:

JOB DESCRIPTION

Instructional Process

- Maintain current teaching certification as applicable;
- Deliver instruction to students in assigned subjects;
- Plan and implement a program of instruction that adheres to LAAAE's philosophy, goals and objectives as outlined in the school charter;
- Make purposeful and appropriate lesson plans that provide for effective teaching strategies and maximize time on task;
- Plan and implement a program of study designed to meet individual needs of students;
- Create a classroom environment conducive to learning by employing a variety of appropriate teaching strategies;
- Encourage student enthusiasm for the learning process and the development of good study habits;
- Prepare substitute folder containing appropriate information;
- Plan and prescribe purposeful assignments for teaching assistants, tutors and volunteers as needed;
- Demonstrate a strong grasp of subject matter; and
- Use effective oral and written expression.

Student Evaluation

- Recognize learning problems and make referrals, as appropriate;
- Evaluate accomplishments of students on a regular basis using multiple assessment methods such as teacher made tests, samples of students' work, mastery skills check lists, criterion-referenced tests and norm-referenced tests;
- Provide progress and interim reports as required; and
- Respect the confidentiality of records and information regarding students, parents, and teachers in accordance with accepted professional ethics, and state and federal laws.

Curriculum Development

- Keep current in subject matter knowledge and learning theory and display willingness to share this knowledge for continual improvement of the school's curriculum;
- Assist on the ongoing curriculum revision process, including the revision of written courses of study; and
- Become acquainted with supplemental services beneficial to students as an extension of regular classroom activities.

Student Safety

- Uphold consistently LAAAE's policies for classroom management, student interaction, and student discipline;
- Take necessary and reasonable precautions to protect students, equipment, materials and facilities;
- Uphold responsibility as a mandated reporter to report any form of suspected child abuse and/or neglect;
- Share responsibility during the school day for the supervision of students in all areas of the school; and
- Provide for the supervision of assigned students when circumstances require a brief absence from the assignment.

Public Relations

- Uphold and enforce Charter School rules and policies;
- Work cooperatively with parents to strengthen the educational program for their children; and
- Establish and maintain cooperative relationships with other staff members.

Professional Growth

- Develop and follow an annual professional development plan that includes clearly stated metrics of success;
- Maintain membership in appropriate professional organizations;
- Attend faculty and staff meetings as required;
- Contribute to the intellectual capital of LAAAE by asking questions and making suggestions for improvement; and
- Maintain appropriate work habits, including regular and punctual attendance and appropriate use of conference and planning time.

QUALIFICATIONS

Education

- An earned bachelor's degree from an accredited college or university.
- ESEA compliance for core, college preparatory subjects.

Credential

- A California credential or credential combination authorizing teaching service in the area and at the level of the assignment.
- English Learner authorization
- Bilingual competency and/or certification, is preferred.

Knowledge, Skills, Abilities, and Personal Characteristics

- Thorough knowledge of and ability to conduct and implement a cognitively challenging instructional program as required by approved course of study;
- Ability to differentiate instruction to meet diverse student learning needs;
- Ability to cooperate with the school faculty and administration in the development of a coherent program of instruction;
- Ability to work effectively with students, parents, staff members, and community representatives in providing a rigorous educational program;
- Thorough knowledge of content and pedagogy necessary for effective instruction; enthusiasm for, and imagination and creativity in teaching the necessary skills for academic success; and commitment to the education of all students;
- Understanding of the physical, intellectual, social, and emotional developmental growth patterns of students;
- Ability to work effectively with all racial, ethnic, linguistic, disability, and socioeconomic groups;
- Ability to communicate effectively including giving clear concise instructions, using academic language, and appropriate level of delivery, and listening without bias and providing appropriate feedback/reinforcement;
- Ability to compose and comprehend written communication;
- Ability to properly use and to care for the materials, supplies, and equipment employed in teaching;
- Appropriate personal appearance, cleanliness, and manner; and
- Poise, tact, and good judgment, and commitment to the education of all students.

SPECIAL EDUCATION COORDINATOR

Coordinates, implements, and monitors legal and LAUSD special education policy compliance activities regarding students with disabilities eligible for special education. Duties and Responsibilities include, but are not limited to:

JOB DESCRIPTION

- Develops and coordinates measurement, scheduling, training, implementation, and

monitoring procedures and activities for school compliance reviews;
- Coordinates and provides services necessary for IEP compliance;
- Assists in the implementation of special education consent decrees and the development of compliance policies, procedures, and communications;
- Develops relevant training and monitoring systems;
- Coordinates and serves as a consultant for the implementation, monitoring, and evaluation of special education instructional programs to meet federal, State, and LAUSD compliance standards at all grade levels;
- Provides assistance and support in the investigation and resolution of complaints related to special education compliance;
- Participates in, and contributes to, the development and revision of comprehensive special education policies and procedures;
- Prepares monitoring reports and other written material for submission to the California Department of Education, LAUSD administrative offices, and other agencies as may be appropriate; and
- Performs other functions as necessary.

QUALIFICATIONS

- An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university.
- Coursework in multicultural education or equivalent study.
- Coursework in culture, language, and methodology or equivalent study.

Credential

- A California credential authorizing special education service.
- English Learner authorization, is preferred.
- Bilingual competency and/or certification, is preferred.

Knowledge, Skills, Abilities, and Personal Characteristics

- Knowledge of the fundamental principles and accepted practices, current trends, literature and research in the field of special education;
- Knowledge of special education curriculum, instructional objectives, and best instructional methods and strategies;
- Knowledge of federal, state and local policies, rules, laws, regulations, and legislation pertaining to special education including the Federal Corrective Action Plan (FEDCAP) for California, the Division of Special Education's *Schools For All Children Strategic Plan For Achieving Measurable Results For All Students Including Those With Disabilities,* consent decrees, consent decree action plans, the Individuals with Disabilities Education Act (IDEA), Federal Corrective Action Plan (FEDCAP) for California, State of California Special Education Regulations, and District special education policies;

- Knowledge of Quality Assurance Process (QAP) and District Validation Review (DVR);
- Ability and integrity in dealing with confidential matters;
- Ability to provide leadership including decision-making, problem-solving, and delegation of authority;
- Ability to work effectively and cooperatively with diverse racial, ethnic, socio-economic, linguistic, and disability groups;
- Appropriate interpersonal style and methods to guide individuals and groups toward task accomplishment; and
- Leadership skill in facilitating group processes, including consensus building and conflict resolution.

DIRECTOR OF STUDENT SERVICES / SCHOOL COUNSELOR

Provides counseling services to secondary students for the early identification and intervention for barriers to academic achievement of students, and to promote and encourage a healthy learning environment. Duties and Responsibilities include, but are not limited to:

JOB DESCRIPTION

- Identify and provide advocacy, child welfare, and attendance services to students;
- Facilitate student achievement by preventing students dropping out, improving their social adjustment, and adding to their sense of stability;
- Identify, assess, and provide clinical intervention to students with behavioral, social, and attendance issues for appropriate school-based and community services;
- Have knowledge of and ability to utilize effective group and individual counseling skills and techniques;
- Provide counseling services and on-going case management to targeted students and their families;
- Participate in the development and revision of policies and procedures relating to safety, violence prevention, and the welfare of students;
- Protect the educational rights of at-risk students, foster-care, homeless students, pregnant and parenting teens, and other disenfranchised youth by linking them to the appropriate services and advocating on their behalf;
- Participate in the development, planning, and implementation of multi-disciplinary and integrated learning support services such as Student Success Team (SST), Resource Coordinating Team (RCT), School Attendance Review Team (SART), and Dropout Prevention and Recovery Team;
- Initiate referrals for parents and students to appropriate community agencies when their needs are beyond the scope of the school; work cooperatively with these and other agencies on a continuing basis regarding aspects of the student's problems which may affect school adjustment;
- Develop and maintain school-site attendance plan and motivation/incentive programs;

- Promote the development and involvement of community partnerships;
- Participate in crisis response as may be necessary;
- Provide leadership in facilitating group processes, including consensus building and conflict resolution;
- Assist in the coordination of standardized assessments including: Advanced Placement (AP), English Language Proficiency Assessments of California (ELPAC), California Assessment of Student Performance and Progress (CAASPP) / Smarter Balanced (SBAC), and Preliminary SAT (PSAT);
- Assist students with institutions of higher education processes such as college applications and financial aid;
- Assist in the development of the master schedule and assign students to appropriate classes. Modify student schedules as may be necessary;and
- Develop and implement training as needed for school staff.

QUALIFICATIONS

Education and Experience

- An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university.
- Coursework in multicultural education or equivalent study.
- Coursework in culture, language, and methodology or equivalent study.

Knowledge, Skills, Abilities, and Personal Characteristics

- Knowledge of and experience in the use of counseling and guidance techniques with secondary students;
- Ability to work effectively and cooperatively with colleagues, other personnel, and community representatives and agencies;
- Knowledge of the growth and development of children and adolescents, learning theory, and mental health concepts;
- Knowledge of uses, interpretation, and limitations of standardized individual and group tests;
- Ability to communicate effectively with students, parents, and personnel;
- Ability to work effectively with students in an advisory capacity and with adults in a consultative role;
- Understanding of the relationship between the total education program and counseling/guidance services;
- Understanding of the physical, intellectual, social, and emotional growth patterns of students;
- Ability to work effectively with all racial, ethnic, linguistic, disability, and socioeconomic groups;
- Ability to compose and comprehend written communication;

- Ability to travel to other sites/locations;
- Mobility to traverse all areas of the worksite and
- Ability to use word processing, spread sheet, and presentation software.

OTHER CERTIFICATED STAFF/SUBSTITUTE TEACHERS

Teachers and staff may serve multiple capacities such as teacher and soccer coach. LAAAE also has established relationships with educational staffing agencies to fill as-needed teaching assignments or other certificated needs.

FINANCIAL MANAGER

Manages and advises on financial matters and accounting procedures pertaining to student body funds, cafeteria collections, and other authorized collections. Duties and Responsibilities include, but are not limited to:

JOB DESCRIPTION

- Collects, counts, records and deposits all monies for field trips, fundraising, and any other source involving monetary activity; posts and maintains accurate ledgers for internal funds;
- Reviews and sorts mail; date stamps invoices and statements; establishes and maintains control procedures for processing incoming correspondence and action documents; maintains files of financial transactions and related correspondence in accordance with approved retention schedules;
- Develops and monitors purchase orders; prepares credit applications with vendors; purchases approved items; verifies that items ordered are received;
- Codes invoices/statements, collates appropriate backup documentation and routes for account payable processing; processes reimbursements; submits school bills for payment; reconciles check register; prepares check register for Charter School Board of Directors agenda review;
- Contacts vendors, administrative offices and financial institutions to resolve problems or discrepancies related to accounts, balances, purchases and payments;
- Assists in budget and audit development; monitors budget line items for variances;
- Tracks and coordinates maintenance of equipment; develops and maintains property inventory;
- Coordinates minor facility concerns and repairs;
- Coordinates payroll transactions and transmits appropriate reports; disseminate paychecks and paystubs;

- Calculates monthly employer and employee CalSTRS contributions; coordinates with CalSTRS consultant to ensure appropriate retirement reporting; prepares voucher for payment to LACOE;
- Disseminates, collects, and monitors free/reduced lunch applications; determines eligibility for free/reduced lunch; provides qualifying notices to applying families;
- Coordinates menu with food service provider; certifies meal plan; orders and monitors meals delivered; processes monthly reimbursement claim with National School Lunch Program;
- Advises principal regarding internal compliance, account balances, and site policies and procedures related to accounting and financial management and
- Performs other functions as necessary.

QUALIFICATIONS

Education:

- Possession of a high school diploma or GED. An earned bachelor's degree from an accredited college or university, is preferred.

Experience:

- Five years of progressive office experience.

Knowledge, Skills, Abilities, and Personal Characteristics

- Accounting practices and procedures;
- Office practices, procedures, and management techniques;
- Principles and terminology of purchasing;
- Budget procedures;
- Sales, withholding, and federal and state employment tax regulations;
- Statistical and arithmetical presentation of data;
- Basic principles of office computer operation;
- Spreadsheet and word processing programs;
- Operate office computer, calculator, and other office machines;
- Follow established administrative procedures;
- Technically supervise and coordinate the work of students assisting in a student body activity;
- Establish and maintain effective relations with students and school employees;
- Conduct business and maintain favorable relations with vendors; and
- Exercise independent judgment and apply sound business practices to student body financial activities.

TEACHER ASSISTANT / TUTOR

Provides instructional support and assistance to teachers and other certificated personnel. Duties and Responsibilities include, but are not limited to:

JOB DESCRIPTION

- Assists teachers or other certificated personnel in preparation for, carrying out, and following up on instruction to individual or small groups of students as assigned; may also assist with instructional materials, audio-visual equipment, and the maintenance of student records;
- Assists teachers, the leadership team, and/or staff with maintaining control of assigned classes to ensure a suitable learning environment, both in classrooms and on Charter School grounds;
- May be assigned limited responsibility to teach specific subject matter, in which the teacher assistant has special skills or training, to a small group of students, under the immediate supervision of a teacher or other certificated personnel; and
- Performs other functions as necessary.

QUALIFICATIONS

Education and Experience

- Possession of a high school diploma or GED.
- All teacher assistants must meet one of the following requirements:
    - Possession of an earned Associate of Arts (AA) degree or higher from a recognized college or university **OR**
    - Have a passing score on the *CBEST* **OR**
    - Completion of 60 semester units or 90 quarter units from a recognized college or university.

Non-degreed teacher assistants are, on a continuing basis, required to be enrolled in, and successfully complete, college courses as described below.

a. Degree Track: A minimum of 12 college semester units (or equivalent quarter units) must be successfully completed each school year. The unit must be in courses leading toward a baccalaureate degree and a teaching credential.

b. Non-Degree Track: Enrollment in a college course at all times during the September-June school year. Such coursework must be successfully completed and result in receipt of college unit or credit.

Knowledge, Skills, Abilities, and Personal Characteristics

- Understanding of the physical, intellectual, social, and emotional growth patterns of

students;
- Ability to properly use and to care for teaching materials, supplies, and equipment;
- Appropriate appearance and cleanliness;
- Commitment to the education of students;
- Appropriate matter, including poise, tact, and use of good humor;
- Oral and written communication skills; and
- Ability to work effectively with all racial, ethnic, language, disability, and socioeconomic groups.

Office and support personnel such as school aides and tutors are selected by the principal on an application and interview basis. Selection is based on the ability to perform the job duties for that position. Office personnel duties include, but are not limited to:

- Answering telephones;
- Filing reports;
- Enrolling students;
- Managing/monitoring office operations;
- Ordering and purchasing office and classroom supplies, and vendor management;
- Developing and implementing clerical and administrative procedures for daily Charter School operations;
- Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other clerical and administrative duties as assigned;
- Developing and leading parent engagement activities, and
- Bilingual translation and communication with parents and community.

QUALIFICATIONS

Education and Experience

- Possession of a high school diploma or GED.

ELEMENT 6: HEALTH AND SAFETY OF PUPILS

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237." **(Ed. Code § 47605(b)(5)(F).)**

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District's Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan ("Plan"), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School's requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

Custodian(s) of Records

Pursuant to Penal Code section 11102.2(b); the Department of Justice (DOJ) implements a confirmation program to process fingerprint-based criminal offender record information background responses on individuals designated by applicant agencies to serve as custodian of records. No person shall serve as an agency custodian of records unless they have been confirmed by the DOJ. Every agency must designate at least one custodian of records.

LAAAE's principal is confirmed by the DOJ and serves as the custodian of records. The Board of Directors may select additional custodians of records. The custodian of records is responsible for the security, storage, dissemination and destruction of the criminal records furnished to the agency and will serve as the primary contact for the DOJ.

Student Health and Wellness

The health and safety of LAAAE staff and pupils is a high priority for LAAAE. LAAAE follows required safety activities included in its policies and procedures. LAAAE will continue to comply with all health and safety laws and regulations that apply to non-charter public schools, including those required by CAL/OSHA, the California Health and Safety Code, and the EPA. LAAAE operates as a drug, alcohol, and tobacco free workplace.

LAAAE will comply with the following new developments in law:

Nutritionally Adequate Free or Reduced Price Meal
Effective July 1, 2019, AB 1871 LAAAE shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

California Healthy Youth Act
Effective July 1, 2019, AB 2601 requires that the Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

Feminine Hygiene Products
The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Prevention of Human Trafficking
By January 1, 2020, the Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

Bullying Prevention

By December 31, 2019, the Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

LAAAE has adopted a wellness policy that addresses the following:

Nutrition Education
School: LAAAE will put up posters that promote good eating habits and healthy food options. Other information will be available through the school website, flyers and/or Charter School newsletter.

Students: Nutrition education is included in the classroom as well as the multipurpose room. Students are required to participate in physical education courses.

Staff: Charter School staff will attend in-services and/or nutrition trainings.

Parent: LAAAE will support parents' effort to provide a healthy diet and daily physical activity for their children.

School Meals: Meals served through the National School Lunch and Breakfast Program will:

- Be appealing and attractive to children;
- Be served in clean and pleasant setting;
- Meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations; and
- Serve only low-fat (1%) white, chocolate, or strawberry milk.
- Beverage vending machines in faculty/staff areas at school and school sites shall include water and 100% fruit juice.

Staff Wellness: LAAAE shall provide information about wellness resources and services and establish a staff committee to assist in identifying and supporting the health, safety and wellbeing of site staff.

- LAAAE site shall be in compliance with drug, alcohol and tobacco free policies;

- LAAAE site shall provide an accessible and productive work environment free from physical dangers or emotional threat that is as safe as possible and consistent with applicable occupation and health laws, policies and rules; and
- Employees shall be encouraged to engage in daily physical activity during the workday as part of work breaks and/or lunch periods, before or after work hours in site sponsored programs or as part of discounted membership in local fitness facilities.

Emergency Situations/AB 1747 Assurance

LAAAE will develop policies and procedures for response to natural disasters and emergencies, including fires and earthquakes. In accordance to AB 1747, the school will develop a comprehensive school safety plan with input from classified employees of LAAAE, a fire department and other first responder entities and that the school safety plan shall include procedures for conducting tactical responses to criminal incidents, including procedures related to persons with guns on school campuses and at school-related functions. Faculty and staff will be trained in basic first aid and CPR.

Child Abuse Reporting: LAAAE will adhere to the requirements of California Penal Code Section 11166 regarding child abuse reporting and AB 1432 regarding required child abuse and neglect mandated training. Charter School staff must report to the proper authorities if they suspect the following occurring to a student:

- sexual assault;
- neglect;
- willful cruelty or unjustifiable punishment;
- cruel or inhuman corporal punishment or injury; and/or
- abuse in out-of-home care.

Auxiliary Services: School staff will conduct annual reviews to ensure all auxiliary services are safe (food services, custodial services, hazardous materials) by developing appropriate policies and awareness training. Charter School will contract with an outside agency for its food service needs. Charter School will ensure that its auxiliary services such as food services, transportation, custodial services are safe and free from hazardous materials through monitoring the execution and implementation of activities described by vendor contracts.

ELEMENT 7: RACIAL AND ETHNIC BALANCE

"The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." **(Ed. Code § 47605(b)(5)(G).)**

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District's Student Integration Services (collectively the "Court-ordered Integration Program"). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD's Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)).* The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District's Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District's goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

Plan for Achieving and Maintaining LAUSD's Racial and Ethnic Balance Ratio

LAAAE will continue to make every effort to recruit students of various racial and ethnic groups in order to continue achieving a balance reflective of the general population residing within the jurisdiction of LAUSD. Students are primarily recruited in the neighborhood where the school is located, which automatically reflects the demographics of nearby LAUSD schools.

LAAAE will conduct orientation meetings prior to the opening of each school year to inform interested parents and students on what the school has to offer. Outreach meetings will be held near LAAAE to expand access for students in the area. Open houses and school tours will be conducted on a regular basis during the school year as well.

LAAAE will develop promotional and informational material (i.e. a school brochure, flyers, a website, and advertisements for local media) that will be easily transmittable to all of the various racial and ethnic groups represented in the district. Promotional and informational materials will be distributed in a variety of community settings to a broad range of community

groups, agencies, neighborhood youth organizations, social service providers, churches, grocery stores, public libraries, and legislators that serve the various racial, ethnic, and interest groups represented in the district. Materials in languages other than English, such as Spanish, will be distributed in order to reach the limited English proficient populations that exist in the area. Should the language base of the community change in the future and become more diversified we would accommodate additional language needs for outreach purposes. Interested students will be subjected to the admission procedures detailed in **Element 8**. It is the objective of LAAAE to notify parents and students in the community through the following methods:

Provide information handouts to businesses frequented by local community members. The flyers will include enrollment period and lottery information (location, date, time). Letters sent to existing families. The letter will include enrollment period and lottery information (location, date, time).

Community outreach efforts including communication with local council members' field offices, local public libraries, park and recreation centers, community-based organizations, and churches and synagogues. Flyers in Spanish and English announcing the enrollment period will be distributed to the local elementary and middle schools, six weeks prior to the closing of the enrollment period and the implementation of the public random lottery (if needed). The flyers will include enrollment period and lottery information (location, date, time).

LAAAE's website (www.laaaae.org) will serve as a primary source of information for stakeholders. LAAAE's radio station (101.5 FM) and social media will also be used as an information and engagement platform.

ELEMENT 8: ADMISSION REQUIREMENTS

***"Admission requirements, if applicable."* (Ed. Code § 47605(b)(5)(H).)**

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

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

Admission Requirements

LAAAE will admit all students who wish to attend LAAAE Should demand exceeds capacity, a lottery shall be performed as described in this petition. LAAAE will not require any child to attend LAAAE.

Student Recruitment

LAAAE primarily focuses its student recruitment efforts within the 2-mile area surrounding LAAAE. This area is predominantly immigrant, low-income, and Spanish speaking. LAAAE uses flyers and word-of-mouth campaigns with the help of its parent volunteers to attract families from the immediate community to ensure the population of students enrolled reflects the surrounding community. Support staff visit elementary schools in the neighborhood, at previously agreed upon dates and times, to recruit students for sixth and ninth grade. School staff also attend local community events to recruit students.

Lottery Preferences and Procedures

Lottery preferences are as follows:

1. Preference shall be extended first to students residing within LAUSD.
2. Preference shall be then extended to students currently attending LAAAE.
3. Preference shall then be extended to siblings of students currently attending LAAAE.

LAAAE extends a preference to current students so that they will not be displaced in their own school. LAAAE provides a preference for siblings to keep families together. Preference eligibility will be determined through information entered on the lottery form.

Public Random Drawing

Should the number of pupils that wish to attend LAAAE exceed capacity, attendance, except for existing pupils who return their intent to reenroll by March 15, shall be determined by a public random lottery will take place per Education Code, section 47605(d)(2)(B). Existing pupils who timely return their intent to reenroll shall be notified of the same with an acceptance letter. Preference eligibility will be determined through information entered on the lottery form.

LAAAE's annual open enrollment window is January 1 to March 15. Only lottery forms received prior to the March 15 deadline will be considered for the public random drawing. Applicants who are not otherwise exempt from the drawing will receive a notificationwith the date, time, and location of the public drawing, their corresponding number, and enrollment preference category, if applicable. Additionally, LAAAE will post the lottery date, time and location on its website homepage (www.laaae.org). The lottery will take place at LAAAE campus in a general meeting space such as the multipurpose room that is easily accessed by visitors. The public display of the lottery will demonstrate to those attending and observing, that the procedures are fairly executed. The drawing will be conducted in both English and Spanish and

will be led by three staff (at least two individuals from the leadership team and one teacher) and three applicants. The lottery will take at a date to be identified, the week following the March 15 deadline at 6:00 p.m., enabling working parents to attend the lottery.

LAAAE will retain the following documents to demonstrate that the lottery was conducted fairly: information session agenda(s)/notice(s); submitted lottery forms; list(s) of students per lottery pool; and sign-in sheet(s) for the public random drawing.

Parents of students on the waiting list will be notified by telephone of space in the applicable grade level. LAAAE will allow two business days for parents/guardians to respond. The response must be provided in person, by telephone, or by writing to the school leadership team member who led the drawing. If no response is received at the end of two business days, then LAAAE will contact the next family on the appropriate waiting list(s). All relevant communications with parents on the waiting list will be logged and maintained in LAAAE's administrative office until the end of the school year.

ELEMENT 9: ANNUAL FINANCIAL AUDITS

"The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority." **(Ed. Code § 47605(b)(5)(I).)**

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

a. Provisional Budget – Spring prior to operating fiscal year
b. Final Budget – July of the budget fiscal year
c. First Interim Projections – November of operating fiscal year
d. Second Interim Projections – February of operating fiscal year
e. Unaudited Actuals – July following the end of the fiscal year
f. Audited Actuals – December 15 following the end of the fiscal year
g. Classification Report – monthly according to Charter School's Calendar
h. Statistical Report – monthly according to Charter School's Calendar of Reports
   In addition:
   - P1, first week of January
   - P2, first week of April
i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

Annual Audit Procedures

As required in LAAAE's petition and state law, LAAAE has been operating in compliance with the state of California's policies on developing an annual budget, conducting annual audits, as well as quality accounting practices. LAAAE contracts with a bookkeeping and back office firm which assists in the accounting procedures checks and balances. This firm also prepares the bank reconciliations. Financial reports are reviewed at each board meeting. Audits are performed by an independent accounting firm. Audit reports are provided to LAAAE's Board of Directors. Audits must be performed in compliance with the requirements described by the US Office of Management and Budget. Previous independent audits have demonstrated that the school's accounting practices are compliant with guidelines.

Each fiscal year an independent auditor conducts an audit of the financial affairs of LAAAE to verify the accuracy of LAAAE's financial statements, attendance and enrollment accounting

practices, and to review LAAAE's internal controls. LAAAE will continue retaining auditors to conduct independent financial audits, which employ generally accepted auditing principles and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Controller General of the United States. The principal will lead the request for proposals to engage firms identified on the State Controller's list of approved auditors. The principal will make an engagement recommendation at a regularly scheduled Charter School Board of Directors' meeting and will subsequently collaborate with the auditor to produce requested items for testing. LAAAE's Board of Directors will determine with which auditor to engage. The audits are performed in compliance with the requirements described by the U.S. Office of Management and Budget. Audit exceptions and deficiencies shall be resolved in conference with the auditor to the satisfaction of the auditing agency. LAAAE agrees to resolve outstanding issues from the audit, insofar as is feasible, prior to the completion of the auditor's final report.

LAAAE's principal will review any audit exceptions or deficiencies with LAAAE's Board of Directors' Treasurer/Chief Financial Officer, or designee to develop a plan to address any deficiencies, findings, material weaknesses, or exceptions. The principal will report such recommendations to the full Charter School Board of Directors explaining how these findings have been or will be resolved to the satisfaction of the auditing agency and the anticipated timeline for doing so.

Annual Audit Procedures

After LAAAE Board of Directors' approval, the principal will engage an independent public accountant, certified by the State of California, to audit LAAAE's financial statements in accordance with Generally Accepted Auditing Standards and the audit guide issued by the Controller of the State of California. LAAAE will prepare the necessary financial reports to be submitted to the District.

Two interim reports and a year-end report, in a format to be produced by LAUSD, which will include actual and revised budget figures and projected revenues, expenditures and fund balances, will be submitted to LAUSD unless a different system is agreed to by all parties.

LAAAE has a financial procedures handbook that outlines fiscal policies and procedures. It provides proper segregation of duties, conforms to Generally Accepted Accounting Principles, and is approved by the LAAAE Board of Directors.

Financial Reports

LAAAE will continue conducting all of its financial operations in a timely manner and for all programs (regular, categorical, and special education) through procedures established by the State of California and the Federal Government, as appropriate. For Federal programs, including Title I, the criteria for eligibility and fiscal guidelines will continue to be as established by the Federal Government. LAAAE elects to receive funding directly.

LAAAE is responsible for meeting eligibility and fiscal requirements established by the Federal Government and for completing the Consolidated Application.

LAAAE shall continue to provide LAUSD with financial and related reports, including enrollment attendance to enable LAUSD to meet its requirements by law. Notwithstanding the petitioners' expectation to receive Title I funding under the Federal guidelines, said funding may not be forthcoming until LAAAE meets established criteria for a determined school year.

LAUSD may at its discretion provide services to LAAAE on a fee for service basis, if requested by LAAAE to do so. In such a case, LAUSD will determine the cost of providing such services.

ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES

"The procedures by which pupils can be suspended or expelled." **(Ed. Code § 47605(b)(5)(J).)**

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student's disability?
B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  A. Was the misconduct caused by, or directly and substantially related to the student's disability?
  B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

Discipline Foundation Policy

Student discipline at LAAAE is based on positive support and involves multiple parties including school staff, teachers, parents, and students. LAAAE seeks input from parents, teachers, and students on how to best provide a safe and healthy school environment.

Based on stakeholder feedback, LAAAE has developed a comprehensive student discipline policy included in the student handbook. Charter School staff review the discipline policy with students and parents. By enrolling in LAAAE, the students and parents acknowledge their understanding of and the responsibility to the standards set forth in the discipline policy. The discipline policy will include the students' rights and responsibilities and LAAAE's suspension and expulsion policies. The discipline policy will not be discriminatory, arbitrary, or capricious, and will follow the general principles of due process.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

LAAAE's foundational beliefs and practices align with the District's Discipline Foundation Policy. Specifically, LAAAE implements a schoolwide positive behavior and intervention and support (PBIS) program. School level practices also include: teaching school rules and social emotional skills; reinforcing appropriate student behavior; using effective classroom management and positive behavior support strategies by providing early intervention for misconduct and appropriate use of consequences. Serving as examples, faculty and staff model community norms, including treating others with respect, appreciating differences, finding peaceful solutions, showing empathy and compassion, and defending the rights of others. Expected student behaviors are rewarded with points which students can redeem for prizes. The program aims to reduce tardies, increase attendance, and improve school climate and culture through a multi-tiered system of academic, social, and behavioral supports to address students' attendance, behavioral, and academic needs. Through positive reinforcement, PBIS is intended to mitigate punitive approaches that infringe on instructional time. Staff enforce disciplinary rules and procedures fairly and consistently among all students. Staff are trained and annually review de-escalation strategies for students in crises. These strategies focus on developing relationships with students, identifying and avoiding, when possible, triggers for undesirable behavior, and stabilize students who have been triggered safely.

Wellness Center and Student Support Services
When a teacher has referred a student to the office, an assistant principal, or designee, will carefully review the incident. Parent(s) will be notified with a phone call and in writing, in more severe cases.

Disciplinary consequences will be appropriate and are issued at the discretion of the administration. The leadership team, office staff, and other faculty assist in classroom management and diffusing challenging situations. Students who do not adhere to their responsibilities, and who violate the school rules may expect consequences for their behavior. Once a student has been referred to the office, consequences may include but are not limited to:

- Loss of privileges;
- Warning, both verbal and written;
- Separation from other students in class;
- Restorative justice practices;
- Notification to parents/guardians;
- In-school and after-school detention;
- In-school suspension;
- Out-of-school suspension; and
- Expulsion.

The decision regarding the consequence will be based on circumstances unique to each individual incident of inappropriate behavior. Factors such as, the cause and severity of the offense, the student's attitude, length of time since the last incident, and the student's past behavior records may influence the disciplinary action to be taken.

In-School and Out-of-School Suspensions

In alignment with California Education Code Section 48911.1, the principal or assistant principal may assign a student to a supervised in-school suspension for any offense that qualifies for suspension for the length of the suspension. Students are expected to attend school if an in-school suspension is assigned. During the suspension, the student will be assigned an alternate and specialized schedule based on the availability of teacher planning periods. The student will be able to continue his or her course of study with the support of other certificated personnel. If the student was receiving support from classified staff, the student will continue receiving that support.

Process for Suspension and/or Expulsion - Informal Conference

Suspension shall be preceded by an informal conference conducted by the principal or designee, with the student and his/her parents. The conference may be omitted if the principal determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without a conference, the parent/guardian shall be notified of the suspension by the principal or designee by telephone. Should this not render success, the principal or designee will follow up in writing by email or US mail. A conference will be conducted as soon as possible thereafter. The principal may notify law enforcement if it is reasonably suspected that the student committed offenses identified in Penal Codes 245, 626, and Education Code 48900. If the student is subsequently arrested, the principal or designee will take immediate steps to notify the parent of the place to which the student is reportedly being taken.

Notice to Parents/Guardians

At the time of a student's suspension, the principal or designee shall make a reasonable effort to contact, in English or Spanish, the parent/guardian by telephone or in person. A written notice will follow initial contact. This notice will state the specific offense(s) committed by the student. In addition, the notice will also state the date and time the student may return to school. The notice will also provide assurance that the process for investigating incidents and collecting evidence will be fair and thorough.

Length of Suspension

The length of a suspension, when not including a recommendation for expulsion, can range from a class period to not exceeding five (5) consecutive days per suspension or twenty (20) days total per year. Students are expected to continue completing their respective assignments throughout a suspension period. LAAAE will continue to provide the student with an education, including textbooks or other instructional materials, classwork, and homework, as well as support from appropriate staff and opportunities to complete missed assignments or other in-class activities. Students will also receive support from the student services team for behavior reflection. Such activities and restorative justice provide opportunities for students to amend acts of hate violence, threats, and terrorist threats, unless identified as an emergency situation as previously

identified. Students not responsive to intervention during in-school suspension will be referred to out-of-school suspension by the principal. As noted earlier, students will continue to receive education through a specialized schedule or home schooling. Upon a recommendation by the principal for expulsion, the pupil and the pupil's parent or guardian will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. The principal will make this determination upon either of the following findings:

- Whether the pupil's presence will be disruptive to the educational process; or
- Whether the pupil poses a threat or danger to others.

Upon this determination, the pupil's suspension will be extended, pursuant to Education Code 48911 (g) pending the results of an expulsion hearing.

Grounds for Suspension and Expulsion

Students who present an immediate threat to the health and safety of others may be suspended or expelled. A student may be suspended or expelled for any of the acts enumerated in this section.

Reasons for Suspension and Expulsion (Education Code 48900 and 48915)

LAAAE does not consider suspensions or expulsions as effective means of improving student behavior and compliance with school rules and policies. While either or both may become necessary in extraordinary circumstances, disciplinary issues shall first be attempted to be dealt with through other strategies. A student may be suspended or expelled for acts which occur, but not limited to: while on school grounds; while going to or leaving from school; and during, or traveling to or from, a school-sponsored activity.

Below are excerpts from the Administrator Recommendation of Expulsion Matrix as posted on the California Department of Education's website (http://www.cde.ca.gov/ls/ss/se/expulsionrecomm.asp) which are used as guidelines by the school.

Must Recommend Expulsion

In accordance with Education Code Section 48915(c), the principal shall suspend and recommend expulsion of a pupil determined to have committed any of the following acts:

1a. Possessing firearm when a district employee verified firearm possession and when student did not have prior written permission from a certificated employee which is concurred with by the principal or designee.

1b. Selling or otherwise furnishing a firearm.

2. Brandishing a knife at another person.

3. Unlawfully selling a controlled substance listed in *Health and Safety Code* Section 11053 et. seq.

4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of *EC* 48900 or committing sexual battery as defined in subdivision (n) of 48900.

5. Possession of an explosive.

Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate

In accordance with Education Code Section 48915(a), the principal shall recommend expulsion for the following violations [except for 48915 subsections (c) and (e)] unless the principal finds that expulsion is inappropriate due to a particular circumstance.

a. Causing serious physical injury to another person, except in self-defense.
b. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
c. Possession and/or use of any substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the *Health and Safety Code*, except for the first offense for possession of not more than one avoirdupois ounce of marijuana other than concentrated cannabis.
d. Robbery or extortion.
e. Assault or battery, or threat of, on a school employee.

The recommendation for expulsion shall be based on one or both of the following:
1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)].

May Recommend Expulsion

In accordance with Education Code Section 48900, in addition to the foregoing mandatory suspension/expulsion infractions, students may be immediately suspended and recommended for expulsion upon a determination that the student has committed one of the acts listed below:

a. Inflicted physical injury
b. Possessed dangerous objects
c. Possessed drugs or alcohol
d. Sold look alike substance representing drugs or alcohol
e. Committed robbery/extortion
f. Caused damage to property
g. Committed theft
h. Used tobacco
i. Committed obscenity/profanity/vulgarity
j. Possessed or sold drug paraphernalia
k. Received stolen property
l. Possessed imitation firearm
m. Committed sexual harassment
n. Harassed, threatened or intimidated a student witness
o. Sold prescription drug Soma
p. Committed hazing
q Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.
r. Participating in the act of hate violence and terroristic threats

Expulsion Procedures

Expulsion Hearing
Upon recommendation of expulsion by the principal, the student and student's guardian(s) and/or representative(s) will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. The determination will be made by the principal upon either of the following determinations:

(1) the pupil's presence will be disruptive to the education process or
(2) the pupil poses a threat or danger to others.

Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing. Students recommended for expulsion are entitled to a hearing to determine whether the pupil should be expelled. A written hearing waiver will be solicited from parents electing to waive the hearing. Unless postponed for good cause, the hearing shall be held within 30 school days after the recommendation for expulsion. The principal will be responsible for providing the student with appropriate educational opportunities, while the student is on suspension and awaiting an expulsion hearing. An agreement currently exists between LAAAE and LAUSD for interim placement.

The expulsion hearing (which is usually held in closed session, unless otherwise requested, 72 hours in advance) will be presided over by an expulsion administrative panel appointed by LAAAE's Board of Directors. The expulsion administrative panel will consist of at least three members who are certificated. No teacher of the pupil or Charter School Board of Directors member will serve on the expulsion administrative panel. A facts and findings document that includes dates, times, incidences, people present, and an objective anecdotal record of the events will be prepared by the expulsion administrative panel to summarize the evidence presented at the hearing and to substantiate the expulsion decision. The administrative panel may recommend to reinstate the student, to reinstate the student with a behavioral contract, or to expel. A special meeting of LAAAE's Board of Directors will be convened preferably within one week of the expulsion hearing. At that meeting, the final expulsion hearing decision and outcome will be reported, by a representative of the expulsion administrative panel, to LAAAE's Board of Directors, who will uphold or not uphold the recommendation.

Written notice of the hearing shall be forwarded by the principal or principal's designee, to the pupil and the pupil's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include the following:

a. The date and place of the expulsion hearing;
b. A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based;
c. A copy of the disciplinary rules which relate to the alleged violation;

d. Notification of the pupil's or parent/guardian's obligation provide information about the pupil's status at the school to any other school district or school to which the pupil seeks enrollment;
e. The opportunity for the pupil or the pupil's parent/guardian to appear in person or to employ and be represented by counsel or an advocate;
f. The right to inspect and obtain copies of all documents to be used at the hearing;
g. The opportunity to confront and question all witnesses who testify at the hearing; and
h. The opportunity to question all evidence presented and to present oral and documentary evidence on the pupil's behalf including witnesses.

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

Presentation of Evidence
While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof, only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the expulsion administrative panel to expel must be supported by substantial evidence that the pupil committed the expellable offense(s).

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, and sworn declarations may be admitted as testimony from witnesses, when the principal determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the pupil who is being considered for an expulsion, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery, as defined in Education Code Section 48900, a complaining witness shall have the right to have his/her testimony heard in a session closed to the public.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. LAAAE must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, LAAAE must present evidence that the witness' presence is both desired by the witness and will be helpful to LAAAE. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.
9. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Notification of Expulsion

The principal, following LAAAE's Board of Directors' decision to expel shall send written notice of expulsion, including the expulsion administrative panel's findings of fact, to the pupil or parent/guardian. This notice shall include the following:

(1) Notice of the specific offense(s) committed by the pupil.

(2) Notice that the pupil has a right to appeal and the date and process by which an appeal may be filed.

(3) Notice of the pupil's or parent/guardian's obligation to inform any new district in which the pupil seeks to enroll of the pupil's status.

(4) Effective date of expulsion.

(5) Notice of alternative education placement.

(6) Date the student to be reviewed for readmission.

Appeal Of Suspension Or Expulsion

If a suspension was assigned by a principal's designee, a parent may request an appeal by submitting a written appeal request, addressed to the principal, within 72 hours of the imposed suspension. If the suspension was assigned or upheld by the principal, a parent may request an appeal, addressed to LAAAE's Board of Directors' chair, within 72 hours of the principal's notification. Lastly, a parent may request an appeals hearing at a regularly scheduled Charter School Board of Directors' meeting. LAAAE's Board of Directors will issue a decision the same day. A written notice with the decision will be provided to the parent. A suspension appeal decision by LAAAE's Board of Directors is final.

Parent/s or legal guardian/s may appeal an expulsion within thirty (30) days from the notice of expulsion by submitting a written request for appeal, or providing that request in person or via telephone to the principal. If the request is made in person or via telephone, the principal will create a memorandum that documents the request and forward it to LAAAE's Board of Directors for review and consideration.

Written notice of the appeal shall be forwarded to the pupil and the pupil's parent/guardian at least ten (10) calendar days before the date of the appeals hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include the following:

a. The date and place of the expulsion appeal hearing;
b. A statement of the specific facts, charges, and offense(s) upon which the proposed expulsion is based;
c. A copy of the disciplinary rules which relate to the alleged violation;
d. Notification of the pupil's or parent/guardian's obligation provide information about the pupil's status at the school to any other school district or school to which the pupil seeks enrollment;
e. The opportunity for the pupil or the pupil's parent/guardian to appear in person or to employ and be represented by counsel or an advocate;
f. The right to inspect and obtain copies of all documents to be used at the hearing;
g. The opportunity to confront and question all witnesses who testify at the hearing; and
h. The opportunity to question all evidence presented and to present oral and documentary evidence on the pupil's behalf including witnesses.

The student will be considered suspended until a meeting is convened to hear the appeal (within 10 working days) at which time the parent(s) or guardian must attend to present their appeal. A fair and impartial panel of representatives assigned by LAAAE's Board of Directors will hear the appeal. Such hearing will be presided over by an expulsion appeals administrative panel which will consist of at least three members who are certificated. No teacher of the pupil or Charter School Board of Directors' member will serve on the administrative appeals panel. This panel will not include any of the members of the expulsion administrative panel. The expulsion appeals administrative panel will deliberate in closed session after hearing presentations from both the principal and the student and his/her parent/s or legal guardian/s. The expulsion appeals administrative panel will issue its decision the same day as the hearing. The expulsion appeals administrative panel may recommend to reinstate the student, to reinstate the student with a

behavioral contract, or to expel. The decision of the expulsion appeals administrative panel will be final.

A facts and findings document that includes dates, times, incidences, people present, and an objective anecdotal record of the events will be prepared by the expulsion appeals administrative panel to summarize the evidence presented at the hearing and to substantiate the appeal decision. A special meeting of LAAAE's Board of Directors will be convened within one week of the expulsion appeal hearing. At that meeting, the final decision and outcome will be reported, by a representative of the expulsion appeals administrative panel, to LAAAE's Board of Directors, who will uphold or not uphold the recommendation.

Recording of Hearing
A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. A copy of the record will be provided to the parent or guardian.

Presentation of Evidence
While technical rules of evidence do not apply to expulsion appeals hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the expulsion appeals administrative panel to expel must be supported by substantial evidence that the pupil committed the expellable offense(s).

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, and sworn declarations may be admitted as testimony from witnesses, when the principal determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the pupil who is being considered for an expulsion, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery, as defined in Education Code Section 48900, a complaining witness shall have the right to have his/her testimony heard in a session closed to the public, as previously detailed in this element.

In the event of a decision to expel a student from LAAAE, LAAAE will work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates.

If a student is expelled or leaves LAAAE without graduating or completing the school year for any reason, LAAAE shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the student, including a transcript of grades or report card, and health information.

If the student is not reinstated, the student can enroll at their home school. Students who are not reinstated, must be sent written notification of such, including specific reasons why reinstatement was denied; and must be given a new eligibility review date.

For new enrollees, LAAAE will request a copy of the rehabilitation plan and work with the expelling school/district to ensure the student is provided with the supports and interventions needed for successful reinstatement.

Outcome data will be maintained including:

- Suspensions
- Expulsions and Expulsion Placements
- Reinstatements
- Out of the District Expellees

Students who demonstrate successful rehabilitation are able to be reinstated. LAAAE will expunge the expulsion order once the student has successfully completed the prescribed rehabilitation plan.

ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS

***"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security."* (Ed. Code § 47605(b)(5)(K).)**

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School's participation in, and/or coverage of its staff members by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a "government plan" governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School's existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Employee Benefits

Mandatory benefits, such as workers compensation, unemployment insurance, Medicare, and social security (for non-CalSTRS members) will be provided by LAAAE. Certificated employees in assignments with creditable service (e.g. principal, assistant principal, and faculty) will not receive social security benefits, but will instead receive California State Teachers Retirement System (CalSTRS) benefits. Non-CalSTRS eligible and classified employees will receive social security benefits.

LAAAE will provide contributions for benefits such as: life, health, dental, vision, and related to full-time employees. Part-time employees will have access to purchase life, health, dental, and vision plans among others. Upon hiring, the principal will ensure that each employee is set up to receive benefits including but not limited to retirement, CalSTRS, social security and health insurance as applicable by employee type and full- or part-time status.

Retirement

All full-time certificated employees who are eligible will participate in the State Teachers Retirement System (CalSTRS). LAAAE will continue such participation for the duration of LAAAE's existence under the same CDS code. Employees will contribute the required percentage, and LAAAE will contribute the required employer's portion. Withholdings from employees and LAAAE will be forwarded to the CalSTRS fund as required. LAAAE will submit retirement data through LACOE and will comply with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other

members of CalSTRS. Social Security payments will be contributed for all non-certificated employees in accordance to Federal and State laws. Full-time classified employees may elect to participate in 403b or similar plans.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." **(Ed. Code § 47605(b)(5)(L).)**

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

LAAAE is a school of choice. No student is required to attend. Parents are informed of this provision at the school orientation meetings. This provision is also indicated in LAAAE's Student and Family Handbook.

ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES

"The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school." **(Ed. Code § 47605(b)(5)(M).)**

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

ELEMENT 14: MANDATORY DISPUTE RESOLUTION

"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter." **(Ed. Code § 47605(b)(5)(N).)**

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, ("Dispute") shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys' fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party's attorneys' fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys' fees, costs and/or expenses, or mediator's or arbitrator's fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* ("Proposition 39"), shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District

333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Principal
Los Angeles Academy of Arts and Enterprise
1200 West Colton Street
Los Angeles, CA 90026

2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

   Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

   Director
   Charter Schools Division
   Los Angeles Unified School District
   333 South Beaudry Avenue, 20th Floor
   Los Angeles, California 90017

   Principal
   Los Angeles Academy of Arts and Enterprise
   1200 West Colton Street
   Los Angeles, CA 90026

2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall

be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

ELEMENT 15: CHARTER SCHOOL CLOSURE PROCEDURES

"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." **(Ed. Code § 47605(b)(5)(O).)**

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a "Closure Action". A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on "Charter School Closure Requirements and Recommendations (Revised 08/2009)" posted on the California Department of Education website. All references to "Charter School" apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The students' school districts of residence

4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure

2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school

2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. Make final federal tax payments (employee taxes, etc.)

c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

Facilities

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of

District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
  (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
  (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

(ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

(i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an

appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Insurance Requirements

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District

which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be $1,000,000 per occurrence/$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of $500,000 per occurrence and $500,000 general aggregate.

6. Professional Educators Errors and Omissions liability coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

7. Sexual Molestation and Abuse coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

8. Employment Practices Legal Liability coverage with limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

9. Excess/Umbrella Liability insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically*

that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inceptions, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

> *"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."*

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

Fiscal Matters

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and

address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in

public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)

ADDENDUM

Assurances, Affirmations, and Declarations

[Los Angeles Academy of Arts and Enterprise] (also referred to herein as "[LAAAE]" and "Charter School") shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter "Ed. Code") § 47605(d)(1).)

- Not charge tuition. (Ed. Code § 47605(d)(1).)

- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)

- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)

- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)

- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School's capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as "LAUSD" and "District"). (Ed. Code § 47605(d)(2)(B).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)

- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(c)(2).)

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

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

Element 1 – The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the

Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Special Education Program

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

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

SELPA Reorganization

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

Modified Consent Decree Requirements

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree ("MCD") and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs ("IEPs") and tracking of related services provided to students during the course of their education.

As part of fulfilling the District's obligations under the MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor's ("OIM") required format in accordance with the OIM's required timelines and as follows:

- End of Year Suspension

  District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

  The standard file including District ID.

- Norm day
  District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- CBEDS

- All Students enrolled as of December 1 of each school year

  District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout
  District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District's integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

Element 2 – Measurable Pupil Outcomes and by which Pupil Progress Toward Outcomes will be Measured	Element 3 – Method

"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school." **(Ed. Code § 47605(b)(5)(B).)**

"The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card." **(Ed. Code § 47605(b)(5)(C).)**

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(c)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter

School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

Element 4 – Governance

"The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement." **(Ed. Code § 47605(b)(5)(D).)**

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School's website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.[5]

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

---

[5]The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

Charter School shall comply with the Brown Act and the Public Records Act.

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Element 5 – Employee Qualifications

"The qualifications to be met by individuals to be employed by the charter school." **(Ed. Code § 47605(b)(5)(E).)**

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l).

Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Element 6 – Health and Safety Procedures

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237." **(Ed. Code § 47605(b)(5)(F).)**

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District's Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan ("Plan"), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School's requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school.

Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

Element 7 – Means to Achieve Racial and Ethnic Balance

"The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." **(Ed. Code § 47605(b)(5)(G).)**

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District's Student Integration Services (collectively the "Court-ordered Integration Program"). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD's Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)).* The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District's Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District's goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

Element 8 – Admission Requirements

***"Admission requirements, if applicable."* (Ed. Code § 47605(b)(5)(H).)**

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

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

Element 9 – Annual Financial Audits

"The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority." **(Ed. Code § 47605(b)(5)(I).)**

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

a. Provisional Budget – Spring prior to operating fiscal year
b. Final Budget – July of the budget fiscal year
c. First Interim Projections – November of operating fiscal year
d. Second Interim Projections – February of operating fiscal year
e. Unaudited Actuals – July following the end of the fiscal year
f. Audited Actuals – December 15 following the end of the fiscal year
g. Classification Report – monthly according to Charter School's Calendar
h. Statistical Report – monthly according to Charter School's Calendar of Reports
   In addition:
   - P1, first week of January
   - P2, first week of April
i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

"The procedures by which pupils can be suspended or expelled." **(Ed. Code § 47605(b)(5)(J).)**

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student's disability?
B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling <u>any</u> student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  A. Was the misconduct caused by, or directly and substantially related to the student's disability?
  B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

Element 11 – Employee Retirement Systems

***"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security."* (Ed. Code § 47605(b)(5)(K).)**

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School's participation in, and/or coverage of its staff members by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a "government plan" governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School's existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Element 12 – Public School Attendance Alternatives

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." **(Ed. Code § 47605(b)(5)(L).)**

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Element 13 – Rights of District Employees

"The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school." **(Ed. Code § 47605(b)(5)(M).)**

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter." **(Ed. Code § 47605(b)(5)(N).)**

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, ("Dispute") shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys' fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party's attorneys' fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys' fees, costs and/or expenses, or mediator's or arbitrator's fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* ("Proposition 39"), shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

   Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

   Director
   Charter Schools Division
   Los Angeles Unified School District
   333 South Beaudry Avenue, 20th Floor
   Los Angeles, California 90017

   Principal
   Los Angeles Academy of Arts and Enterprise
   1200 West Colton Street
   Los Angeles, CA 90026

2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written

Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

   Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Principal
Los Angeles Academy of Arts and Enterprise
1200 West Colton Street
Los Angeles, CA 90026

2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." **(Ed. Code § 47605(b)(5)(O).)**

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a "Closure Action". A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on "Charter School Closure Requirements and Recommendations (Revised 08/2009)" posted on the California Department of Education website. All references to "Charter School" apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and

reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The students' school districts of residence

4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure

2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school

2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf

of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. Make final federal tax payments (employee taxes, etc.)

c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District

therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health,

safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.
In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
  (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
  (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

  (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

  (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

  (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site

as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be $1,000,000 per occurrence/$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of $500,000 per occurrence and $500,000 general aggregate.

6. Professional Educators Errors and Omissions liability coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

7. Sexual Molestation and Abuse coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

8. Employment Practices Legal Liability coverage with limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

9. Excess/Umbrella Liability insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inceptions, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

> *"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."*

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and

volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.

- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.

- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)

California Department of Education

DataQuest Home / Enrollment Report

2021-22 Enrollment by Ethnicity and Grade

Los Angeles Academy of Arts & Enterprise Charter Report (19-64733-0110304)

+ Report Description

+ Report Options and Filters

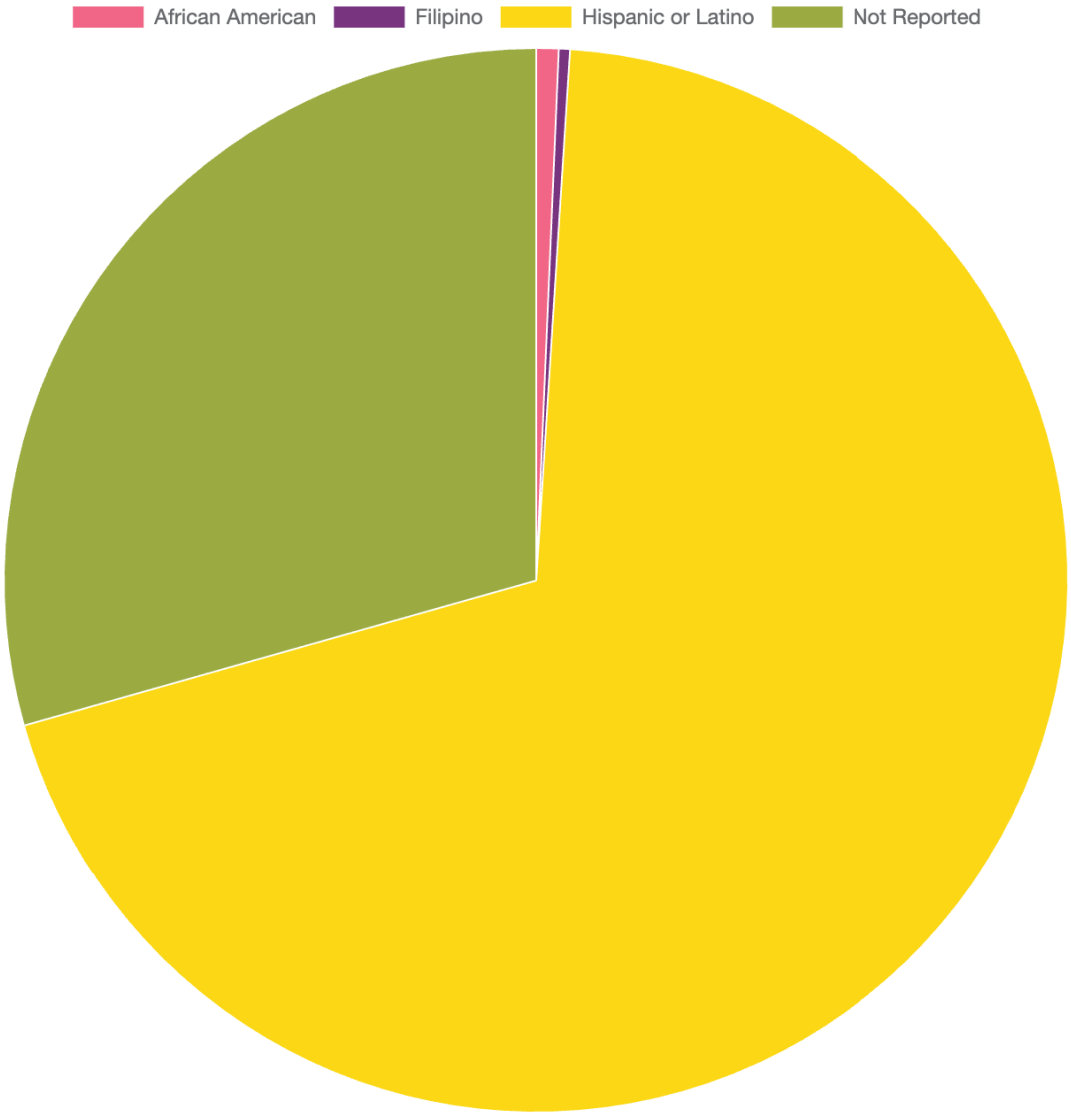
Ethnicity	Total	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Ungr Elem	C
African American	**2**	0	0	0	0	0	0	0	0	1	0	
Filipino	**1**	0	0	0	0	0	0	0	0	0	0	
Hispanic or Latino	**206**	0	0	0	0	0	0	10	27	23	0	
Not Reported	**87**	0	0	0	0	0	0	19	10	16	0	
Total	**296**	**0**	**0**	**0**	**0**	**0**	**0**	**29**	**37**	**40**	**0**	

Report Totals

Name	Total	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
Los Angeles Academy of Arts and Enterprise	**296**	0	0	0	0	0	0	29	37
Los Angeles Unified	**548,338**	47,831	38,424	39,654	40,471	41,363	42,483	40,434	40,117
Los	**1,336,558**	107,263	90,423	93,301	95,833	97,856	99,594	99,728	98,598

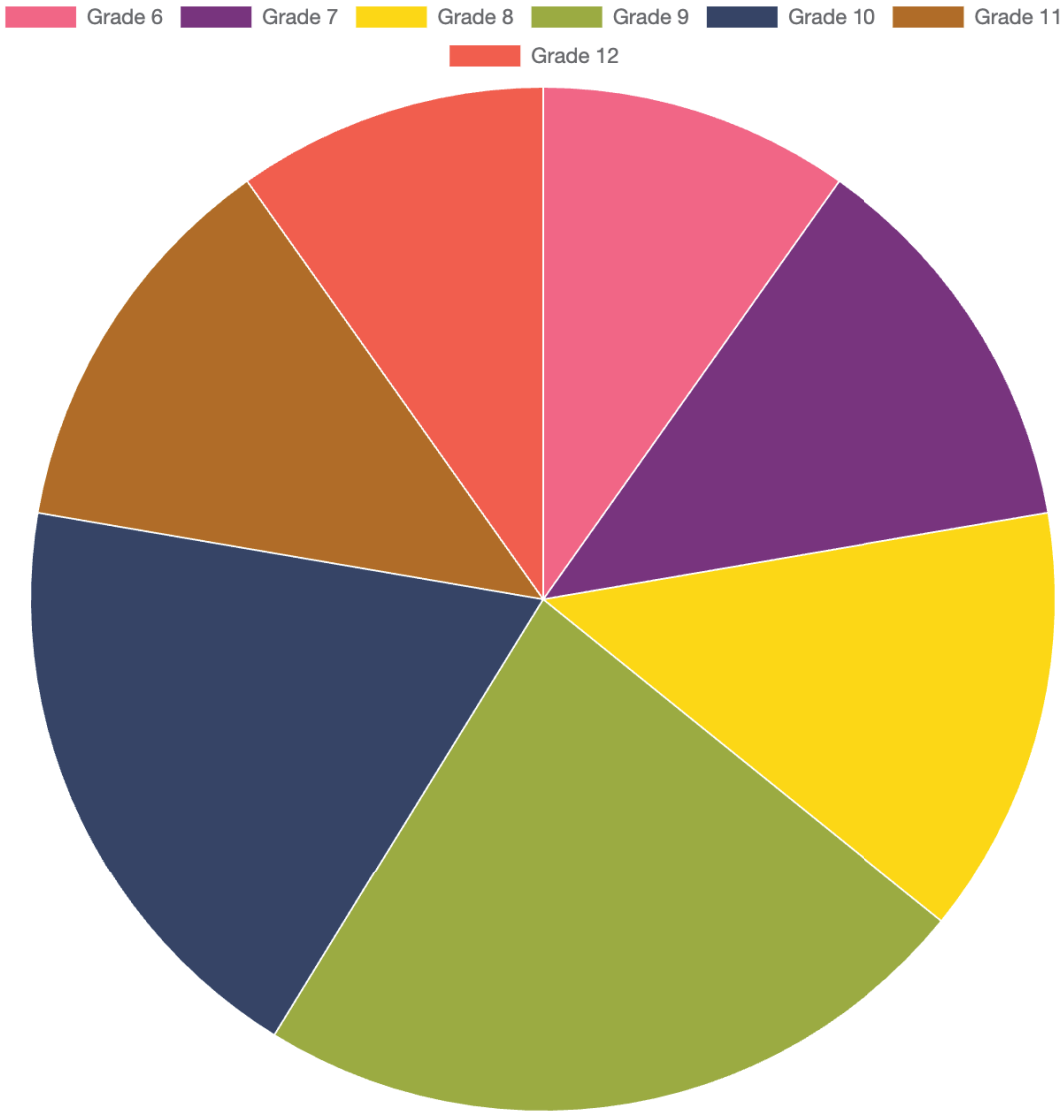
Angeles County										
Statewide	**5,892,240**	469,928	408,671	421,662	427,015	433,523	441,608	441,390	435,779	

Enrollment by Ethnicity



+ Enrollment by Ethnicity Chart Data

Enrollment by Grade



✚ Enrollment by Grade Chart Data

SEARCH

About Academies Students Parents Staff Conta

Welcome

Belmont High School -- Home of the Sentinels!

Belmont is located in the Belmont Zone of Choice and is a historic part of the West Lake/Echo Park neighborhood. Belmont is rich with tradition and ha a staple of the community since 1923. Belmont also offers a variety of activities to our students, from athletics to the academics. There are currently 12 teams, 15+ clubs, and 10 AP courses offered. The school is also comprised of three unique academies that foster the futures of our students and encour career path. The schools mascot is Sammy the Sentinel and the school colors are green and black.

Los Angeles Academy of Medical and Public Service (LAAMPS)
This academy incorporates many features of high school reform movements, which include creating a close-like family atmosphere, integrating acader and career technical education, and establishing viable business partnerships in order to meet key components of the academy model.

Belmont Multimedia Academy (Multimedia)
This academy focuses on technology to prepare students for university and careers in the Arts, Media, and Entertainment, key economies of Los Angele multimedia capital of the world.

School of Science, Art and Green Engineering (SAGE)
This academy offers an academic environment where students become agents of change for themselves.

1575 W 2nd St.
Los Angeles, CA 90026
Phone: (213) 241-4300
Fax: (213) 250-9706

Home of the Sentinels

SEARCH

About Academies Students Parents Staff Conta

LAAMPS

Home

Photo Album

- Uses grant funds to implement a career focused curriculum in Medicine.
- Has a team of teachers who use interdisciplinary units, develop motivational activities, and provide workplace learning opportunities
- Offer career technology education courses such as: Introduction to
- Medical/Physiology, Medical Terminology, and First Responder
- Internships and mentorships are available with community partners such as Children's Hospital Los Angeles and USC's Latino Alumni Association

1575 W 2nd St.
Los Angeles, CA 90026
Phone: (213) 241-4300
Fax: (213) 250-9706

Home of the Sentinels

Multimedia

Home
Staff
Photo Albums

- Students are prepared for 21st C college and career through exciting, real world multimedia project excellent instruction in Science, Math, Social Studies, and English! Many AP classes are available! W a big school program with very personal service. We get to know our students very well, to help the their personal path to success! We have the advantages of a comprehensive school with many choi courses, clubs, sports, activities, leadership, and various academic and afterschool programs to sup and engage you!
- The Multimedia Academy has its own counselor to assist you in graduating, and Belmont has a full college counselor to help in getting into college!
- Why "Multimedia"? The Multimedia Industry is a major part of LA's $200 billion "Creative Economy" major local employer - Otis Report. Get ready for Los Angeles, a global center of media arts!
- Our Multimedia Subjects include: Drawing, Animation, Web Design, Video, Music Production, Digita Imaging, Photography, Multimedia Journalism, Advertising Design, Game Design, Drama. Our teach have decades of experience in media production and instruction!
- Interdisciplinary instruction combines various subject areas into engaging projects!
- Yearly Grants support new high-tech multimedia equipment!
- Equipment is available for student check-out: video and music production laptops and cameras.
- Multimedia graduates have gone on to many prestigious college programs including MIT, Williams, USC, UC Berkeley, Stanford, Cal States, as well as work in the media arts industry.
- Partners that have supported our program: Cal Arts Summer Program, Hollywood Reporter's Wome Entertainment, Film Production with the Philipino Workers Center, Hispanic Fund Summer Sympos UCLA, and Upward Bound with Occidental College, USC, and LACC
- Many "Thanks!" to John Morarity, well-known industry lighting wizard, for his contributions of advi curriculum, and industry connections!
- Huge "Thanks!" to our new partner, Ableton Music Software ("Live"), for their generous contributio our program!
- "Thanks" to the California Alliance for Arts Education for their valuable partnership in the Student V Campaign - and a trip to San Francisco Art Institute for our students.
- Stay tuned for a possible equipment donation from Cinelease for our mini-soundstage!
- Stay tuned for a developing relationship with USC's MxR Virtual Reality Lab and Annenberg's Multin Journalism program.
- Mentorship, job shadowing, field trip and career path providers have included: Fox Studios, The Bre Foundation, The Grammy Museum, Gnomon College, and AT&T, Google and Facebook.
- Please contact us if you have questions or would like to become a partner!
- Lead Teacher/Coordinator - Dain Olsen dain.olsen@lausd.net
- Counselor - Young Kim yhk13181@lausd.net

1575 W 2nd St.
Los Angeles, CA 90026
Phone: (213) 241-4300
Fax: (213) 250-9706

Home of the Sentinels

Science, Arts & Green Engineering Academy

S A G E

ENGINEERING Career Pathway

9th Construction Fundamentals

Learn techniques using green building materials and solutions.

10th Introduction to Technology

Explore the many technologies utilized in engineering.

Vista Legacy Global Academy
Supporting Documentation

11th Drafting Design & CAD (Computer Aided Design)

Learn the basic drawing techniques that real engineers and architects utilize.

Build models using state-of-the-art computer technology.

12th Electric Car Project

Transform a gas-powered car to run on electricity, reducing global warming.

I'VE BEEN WAITING FOR THIS ALL MY LIFE!
SIGN ME UP! BELMONT...get ready for me!

JOIN by *SAGE* ON YOUR APPLICATION

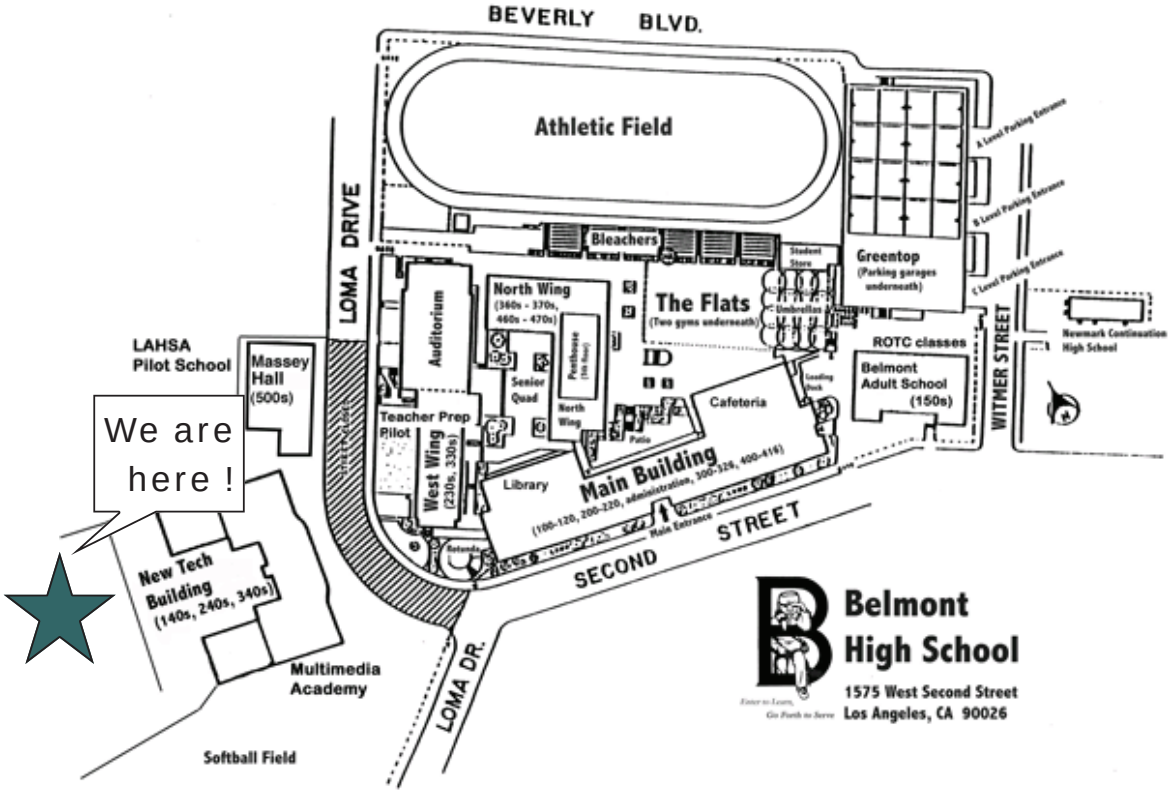
Belmont Health Services

Low cost clinic is now open to the public.

Free for all students!

We have moved to our new location behind the Multi Media building .

Enter on Union Place near Crown.



CONTACT US:

180 Union Place

Los Angeles, CA 90026

phone: 323 644-3885

text : 213 265 1837

Ramon C. Cortines School of Visual and Performing Arts

College Center, Room D-308
450 N. Grand Ave
Los Angeles, CA 90012
Main Office: (213) 217-8600
Website: www.grandartshigh.org

School Year: 2017–2018

CEEB CODE: 054376

GRAND ARTS
Ramón C. Cortines School of Visual and Performing Arts

District: Los Angeles Unified School District
Enrollment: 1473 students School Year: Traditional
Funding: Title 1
# of Counselors: 5

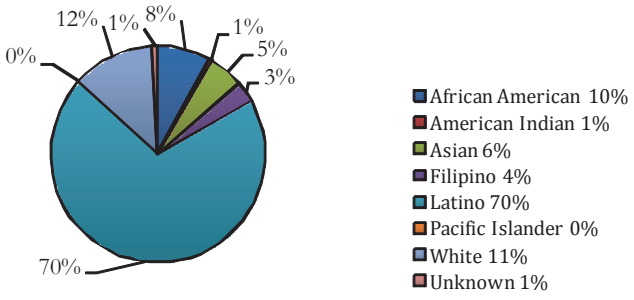
Grades: 9–12

Type: Four-Year Public High School
Accredited: WASC

Total Enrollment:
(As of 9/6/2017)

Freshmen (2021)	242
Sophomores (2020)	321
Juniors (2019)	369
Seniors (2018)	355

Student Demographics



School Information:

Ramon C. Cortines School of Visual and Performing Arts (Grand Arts), formally known as Central Los Angeles High School No. 9, is an LAUSD comprehensive high school for the visual and performing Arts. Ramon C. Cortines Visual and Performing Arts has four arts academies: Theatre, Visual Arts, Dance and Music. Grand Arts is a unique and innovative comprehensive high school—unique not because of its ability to attract the finest trained young artists in Los Angeles, but rather because of its unprecedented commitment to serving the underserved in both academic and arts education. Located in heart of Los Angeles, it serves an area with very high poverty and crime rates. Our diverse student body is made up of Latino, African American, Asian, Filipino, and Caucasian students. Using the visual and performing arts as a focus and motivational tool for student academic achievement, our school program offers an interdisciplinary approach to academics to provide students with a college-preparatory curriculum and learning goals that are focused on enabling students to meet the needs of a globalized society by developing critical thinkers, responsible and socially aware citizens, and effective communicators.

Other Statistics:

86% participate in the federal school lunch program.
9% are English Language Learners at some level.
18% of students are identified gifted/talented.

Accreditation:

Western Association of Schools and Colleges (WASC) has granted accreditation through 2019. Memberships: National Association for College Admission Counseling; The College Board.

Staff:

There are 61 certificated staff members including 4 administrators, 4 guidance counselors, 1 college counselor, 1 Pupil Services and Attendance Counselor, 1 Psychiatric Social Worker and 1 librarian. Doctoral degrees: 0%; Master's degrees: 64%.

Marking System:

Letter grades of A, B, C, D, and F are used. A passing grade is "D". The college recommending mark is "C" or higher. A final cumulative grade point average is computed using a 4.0 scale and includes all work completed in grades 9 through the first semester of the 12th grade.

Method of Computing GPA and Class Rank:

The 12th grade class rank is calculated on a 4.0 scale based on all grades earned in the 9th through 11th grades. The official final class rank is based on work completed in grades 9 through the first semester of 12th grade. The grades are weighted for AP only, not honors courses.

Test Information:

Average ACT scores

ACT	Year	Number of Students Tested		English		Mathematics		Reading		Science		Composite	
		Ramon C. Cortines	State	Ramon C. Cortines	State	Ramon C. Cortines	State	Ramon C. Cortines	State	Ramon C. Cortines	State	Ramon C. Cortines	State
	2012	53	103,024	20.6	21.6	20.4	22.8	21.3	22.1	20.2	21.5	20.7	22.1
	2013	131	107,243	17.9	21.6	18.5	22.8	18.4	22.3	16.9	21.5	18.0	22.2
	2014	119	113,732	18.9	21.8	19.4	22.8	19.5	22.3	18.1	22.0	19.2	22.3
	2015	137	121,815	17.9	22.1	18.3	22.7	19.2	22.6	18.1	22.0	18.5	22.5
	2016	127	127,225	18.9	22.1	18.6	22.7	19.5	22.9	18.1	22.1	18.9	22.6
	2017	138	130,665	20.2	22.5	19.8	22.7	20.9	23.1	19.3	22.2	20.2	22.8

Average SAT scores

SAT		Test Takers	Critical Reading		Mathematics		Writing		Writing Subscores *Multiple Choices*		*Essay*	
		Number	Mean	Standard Deviation (SD)	Mean	SD	Mean	SD	Mean	SD	Mean	SD
	Senior Class (2016–17)	303	513	-	483	-	26	-	-	-	9	-
	Senior Class (2015–16)	247	453	98	439	93	448	85	44.7	8.9	6.8	1.4
	Senior Class (2014–15)	249	451	111	434	96	446	98	44.5	10.2	7.0	1.4
	Senior Class (2013–14)	177	461	93	445	98	445	90	44.4	9.1	7.0	1.3
	Senior Class (2012–13)	222	460	98	441	94	450	90	45.1	9.2	6.8	1.4
	Overall SAT Mean Scores	234	461	99	442	94	451	91	45.3	9.4	6.8	1.5

Curriculum:

Advanced placement courses are offered in the 14 following subject areas at Ramon C. Cortines School of Visual and Performing Arts:

Calculus AB	Government and Politics United States	Studio Art: 2-D Design
English Language and Composition	Music Theory	Studio Art: 3-D Design
English Literature and Composition	Psychology	United States History
Environmental Science	Spanish Language	World History
Statistics	Spanish Literature and Culture	

Honors Level courses are offered in:

Economics	English 9	Chemistry
US History 20th Century	English 10	Physics
World History, Cult, Geog: Modern World	Geometry	Algebra 2
American Literature Composition	Statistics Probability	Biology
Contemporary Composition	Trigonometry/Math Analysis	

Students may be enrolled concurrently in a community college to take advanced coursework and in Adult School or Regional Occupational Centers for job training or remedial coursework.

Advanced Placement Results:

In May 2017, 440 students took 771 AP examinations, with 44% earning scores of 3, 4, or 5. Students took AP examinations in 17 subject areas, most of which are listed above.

Graduation Requirements

Required Curriculum	Years	Credits
Social Science	3	30 credits
English	4	40 credits
Mathematics	2	30 credits
Laboratory Science	2	20 credits
Visual/Performing Arts	1	10 credits
World Languages	2	20 credits
Advanced College Prep	1	10 credits
Electives	2.5	25 credits
Physical Education	2	20 credits
Health	1	5 credits
Total credits needed to graduate		**210 credits**

Graduate Profile—Class of 2017

(92.8% pursued post-secondary education)
Percent Attending 4 year Colleges 53%
Percent Attending 2 year Colleges 39.8%

Contact Information:

Staff Member	Title	Phone Number	Email
Ken Martinez	Principal	(213) 217-8609	kmart4@lausd.net
Kim Bruno	Creative Executive Director	(213) 217-8600	kim.bruno@lausd.net
Rachel Nguyen	Assistant Principal—Visual Arts Academy & School Counseling Services	(213) 217-8631	rtn4954@lausd.net
Karla J. Marquez	College Counselor	(213) 217-8609	karla.marquez@lausd.net
Christine Alfaro	Counselor, Visual Arts Academy	(213) 217-8630	cac2566@lausd.net
Salvador Miranda	Counselor, Music Academy	(213) 217-8777	msalva6@lausd.net
Carmen Ocheita	Counselor, Theatre Arts Academy	(213) 217-8658	carmen.ocheita@lausd.net
Sue Cartagena	Counselor, Dance Academy	(213) 217-8758	susan.cartagena@lausd.net

ABOUT US

- Admissions
- Calendars
- Contact Us
- Governance
- Vision and Mission
- School Data
- Find Us
- In the News
- Principal's Welcome Letter
- History and Grand Architecture

Admissions

Grand Arts High School is a Belmont Zone of Choice school; however, we also admit students from outsid the Belmont Zone based on seat availability.

2021-2022 Applications.

We are currently recruiting for the 2021-2022 school year. If your student is currently in 8th grade, please download the application form below. Complete it, and send t**xochilt.garay(at)lausd.net**

To help provide an insight into our rich arts and academic programs, we are hosting a Recruitment Fair March 3. Please click**http://bit.ly/come2VAPA** to register.

Zoom: 845 4902 2840
Passcode: come2vapa

Please SAVE the application on your computer, then open it and fill in the fields, then save again. Make su your entries are complete before submitting the application.

Non-Belmont Zone Application

Fall 2020 Enrollment

If you previously received a letter of acceptance for your child to attend our school beginning in the fall of 2020, please read this note. Due to the precautionary steps in place with regards to COVID-19, our campu is closed and we are therefore accepting the official enrollment packets electronically at this time. If you have already mailed in your packet, it will be received. Whether or not you have mailed your packet, we need your email address.

Non-BZOC students: Please send an email to enrollment specialist Xochilt Garay: **xochilt.garay(at)lausd.net** with your child's name in the subject line.

BZOC students: Download the BZOC application online a**achieve.lausd.net/zoc** fill it out, and submit it to the School Administrative Assistant at**njs0307@lausd.net**.

Application: Belmont Zone of Choice Students

Students who live in LAUSD's Belmont Zone of Choice may apply in their eighth grade year by computer through their home schools beginning in October. We caution those students to be sure to attend school on the day applications are accepted and to be sure to list the desired Cortines academy (Dance, Music, Visual, or Theatre) as #1, but then also to continue to list all choices through #17.

COUNSELING

Attendance
Welcome to the Counseling Department
Wellbeing Center
College Office

Wellbeing Schedule [.pdf]

Wellbeing Description [.pdf]

Wellbeing Center

Wellbeing Center Schedule

Monday	7:30 a.m.-3:50 p.m.	Rakhi Varma Emily Dang
Tuesday	7:30 a.m.-11:30 a.m.	Rakhi Varma Kenya Lyons
Wednesday	7:30 a.m.-3:50 p.m.	Alexia Vartanian Makaela Newsome
Thursday	CLOSED	
Friday	7:30 a.m.-3:50 p.m.	Rakhi Varma Emily Drang

PROGRAM DESCRIPTION

The Los Angeles County Department of Public Health is partnering with the Los Angeles County Department of Mental Health and Planned Parenthood of Los Angeles to make preventive health care accessible to young people throughout the County by bringing youth-focused health and wellness education and services on campus. Research suggests that many young people enrolled in LA County schools may lack preventive care at an age when risk is highest for uptake of smoking/vaping, for unsafe sex and for other unhealthy behaviors including use of alcohol and other substances. The centers will offer services to educate students for lifelong protective practices and promote social/emotional well-being, youth leadership, and sexual health. These spaces will be youth-friendly and will provide students with a safe, welcoming place where they will find caring adults, supportive peers and integrated services.

The SWCs will be located on 50 high school campuses, represented in all 5 Supervisorial Districts. They will be staffed with Masters level Health Educators and will be open a minimum of 20 hours/week. The services offered through the partnership of DPH, PPLA and DMH include:

- Health education, in the center and in the classroom
- Mental health support, individual and group
- Substance use prevention
- Sexual health services, including limited over-the-counter contraceptives and testing and treatment for sexually transmitted infections.
- Peer leadership training and civic engagement opportunities
- Parent education and support
- After-hours call line for support and referral

The centers are designed within a Positive Youth Development Framework in which students are offered opportunities to discover new strengths and talents, and to experience themselves as leaders in their communities. Students from each school will be trained as peer leaders and receive a stipend for their work and a first job for their college and employment resumes.

For more information, please contact DPH Health Promotions Consultant, Ellen Sanchez: esanchez (at) ph.lacounty.gov

1081 West Temple Street
Los Angeles, CA 90012
Phone: (213)481-0371
Fax: (213)482-0792
www.downtownmagnets.org

Dr. Sarah Usmani, Principal
sarah.usmani@lausd.net

Dr. Dickson Perey, Asst. Principal / Secondary Counseling
DSP3985@LAUSD.NET

Donna Ramos, Academic Counselor
donna.ramos@lausd.net

Lisha Gonzalez, Academic Counselor
lgonza12@lausd.net

Gregory Lee, Academic Counselor
gregory.lee@lausd.net

Lynda McGee, College Counselor
lmcgee@lausd.net

Downtown Magnets High School • 2021-2022 Profile

Business • Fashion • Engineering • Electronic Information

School Description:

Downtown Magnets High School began in 1981 as the Downtown Business Magnet (DBM), a component of the Los Angeles Unified School District's expanding voluntary integration program. When the Electronic Information Magnet (EIM) was created in 1994, DBM adopted the name "Downtown Magnets" to incorporate both magnets into its name. We now house The Academy of Fashion Design and Merchandising, The Academy of Engineering, The Academy of Information Technology, and Academy of Finance. We have a thriving IB program where almost 100% consistently earn the full International Baccalaureate Diploma.

* Top ranked school according to the mandated state testing in English/Language Arts, and math among secondary schools in LAUSD.
* California Gold Ribbon School
* Magnets Schools of America School of Distinction Award in 2016, 2017, 2018, 2019 , and 2020

911 Students	
259 Seniors	
221 Juniors	
235 Sophomores	
196 Freshmen	

84% Students eligible for free lunch

536 Hispanic	**289** Asian / Filipino
39 African American	**27** Multi-racial
20 White	**0** Native American

Advanced Placement Courses:
554 students have 915 enrollments in AP courses in 2019-20

97 Students designated AP Scholars in 2021
29 AP Scholars with Distinction
26 AP Scholars with Honors

College Entrance Test Scores - 2021

SAT/ACT Score Averages: Due to COVID-19 and it's closure of nearly every available testing site in the Southern California area, we did not have enough students take the test to develop a cohort. We will probably have enough to report averages next year.

97% of the Class of 2021 was accepted to college.
82% will be first generation students.

71% 4 year school	**26%** Community college	**2%** Military	**<1%** Work / other	**<1%** Gap year

Marking System

Letter grades of A, B, C, D, and F are used. A passing grade is "D." A final cumulative grade point average is computed using a 4.0 scale and includes all work completed in grades 9 through the first semester of the 12th grade.

The 12th grade class rank is calculated on a 4.0 scale based on all grades earned in the 9th through 11th grades. The official final class rank is based on work completed in grades 9 through the first semester of 12th grade. **The grades are weighted for AP and IB HL only, not honors courses. College classes do not receive an extra point.**

See "Info About COVID-19"

Info About COVID-19

On March 13, 2020, all LAUSD high schools were closed for the rest of the semester. Work was done remotely for the rest of the term. While letter grades were retained, due to a significant number of families with little or no access to internet or technology for weeks, no student could be assigned a failing grade. Students could improve their grades, but they couldn't fall below their 10 week mark.

In the Fall of 2020, we returned to a regular A-F grading system, but we were remote learning only. In April 2021, students were invited to return to campus but remain in online learning. Because of this, only about 5% of our population returned to school and the rest remained in remote learning for the rest of the year.

Because the vast majority of LAUSD students live in poverty that greatly affected their ability to learn, the district implemented a policy that allowed students to use a "Pass/No Pass" (P/NP) grade for some or all classes for the 2020-21 school year only. The Fall of 2021 we returned to a fully on campus experience, with students wishing to stay remote having to move to the distract's online school. They have return rights for the spring, if they choose to come back.By January of 2022, all students are required to be vaccinated against Covid. We will see how this affects our enrollment.

Graduation Requirements - Credits

English	40	Science	20	Physical Ed.	20	210 Total Credits	
Social Science	30	Visual/Perf. Arts	10	Career Pathway	30		
Mathematics	30	Health	5	Electives	25	* 5 Credits = 1 Semester Class	

AP Classes

English Language
English Literature/Composition
American History
U.S. Government
Human Geography
World History
Studio Art 2D
Spanish Language
Spanish Literature
Chinese Language
Art History
Biology
Chemistry
Environmental Science
Computer Science A
Physics 1
Psychology
Studio Art: Drawing

IB Classes

English 1 HL
English 2 HL
History 1 HL
History 2 HL
Spanish 1 HL
Math Studies
Math SL
Film 1 HL
Film 2 HL
Spanish SL
Physics SL
Biology SL
Theory of Knowledge
Mandarin SL

Honors Classes

English 9 AB
English 10 AB
Contemporary
Composition
American Literature
Advanced Math
H Advanced Biology
H Humanities
H Algebra 2

Important Program Notes:

* The class Advanced Math is a course that combines algebra 2 and pre-calculus into an accelerated curriculum.

Magnet Programs

DBM

Downtown Business Magnet attracts students from throughout the district, and includes the Academy of Finance, and the Academy of Fashion Design and Merchandising. Students in the Finance program enroll in up to eight accelerated courses, one of which is a college course, Foundations of Corporate Finance, taken at the University of Southern California.

Design and Merchandising seniors are placed as interns at various industry sites in the Downtown fashion district. Academy courses include Clothing, Apparel Skills, Design, and Merchandising. The culminating activity is a show featuring fashion lines designed and created by the senior students.

DBM is proud to have been adopted by Ernst & Young, and also maintains strong partnerships with the Fashion Institute of Design and Merchandising, Woodbury University, Cal Mart, and many other businesses.

Computer Science / Engineering/ Multimedia

The Computer Science / Engineering/ Multimedia Magnet incorporates technology into all aspects of the educational process and was originally developed with the L.A. Central Library and the UCLA Graduate School of Education. Computer Science / Engineering/ Multimedia includes the Academy of Information Technology, which contains both computer science and digital design pathways, and the Academy of Engineering. A sampling of classes unique to Computer Science / Engineering/ Multimedia includes Engineering Design and Development, Computer Science, Generative Art, Digital Production, and Filmmaking.

IB

IB was introduced to our school 10 years ago with some preparatory courses. The curriculum was very rigorous, and these students sacrificed higher GPA's by remaining in the program. 2017 marked the first graduating cohort of our school's IB Diploma Programme. Of the 104 students over five cohorts who completed the curriculum, 100 received the full diploma, many with extra points.

College Acceptances for Recent Graduating Classes

UC Berkley
UC Irvine
USC
Middlebury College
Smith College
Cal Poly Pomona
UPenn
Wellesley College
Occidental College
Princeton University
UC Merced
Brown University
Vassar College
Kent State University
UCLA
Dickinson College
Woodbury University
Carnegie Mellon University
University of San Francisco
Georgetown University
Pitzer College
St. John's College
Ithaca College
UC San Diego
Northwestern University
Dixie State University
University of San Diego
Xavier University of LA
Mount St. Mary's University
Pomona College
Syracuse University
Roosevelt University
US Naval Academy
Yale University

Login
Select Language ▼

Enrollment Information for Incoming Students 2021-22 (Links and Forms)

Welcome to the DMHS Enrollment page. Here you will find relevant information, links, and forms related to enrollment for the 2021-22 school year. Before you begin the process make sure you have scheduled an Intake Interview Session with your child's counselor. An Intake Interview Session is where students, parents, and counselors meet to enroll the student and map out their freshman year. **No student is fully enrolled until both parent and student have completed their intake interview.** If you have not scheduled your intake interview, please click here.

IN-TAKE INTERVIEWS – Incoming 9th Grade Students

The counseling department will conduct individual in-take interviews with all incoming 9th-grade students and parents. This activity will take place through Zoom and in the student union on the following dates:

- #1) Wednesday, May 19, 2021 (4-7 pm)
- #2) Thursday, May 27, 2021 (4-7 pm)
- #3) Wednesday, June 2, 2021 (4-7 pm)
- #4) Saturday, June 5, 2019 (9-1pm)

Principal's Message
Mission Statement
Campus Map
Bell Schedule 2021-22
Magnet Pathways
Incoming Parent Meeting 2021
Downtown Business Magnet (Business/Fashion)
Downtown Business Magnet (Computer Science/Engineering/MultiMedia)
Master Schedule Event Calendar
Enrollment Information for Incoming Students 2021-22

Enrollment Steps_EnglishandSpanish

Incoming Students 2021-22 (Links and Forms)

Schoology Help

Staff

Virtual Campus Tours

Downtown Magnets H.S Counseling Team

Application: How to Apply.

Alumni Association

The following forms are in English and are required for all incoming freshmen.

2021-22 LAUSD Pre Enrollment Guide English_rev5.18.…

SBE - VLGA 04793

LAUSD Enrollment Form_English for 8 x11 paper

LAUSD Student Emer Crd (2)

LAUSD Student Housing Questionnaire ENGLISH

ImmunizationGuideEnglish

Los siguientes documentos son requisitos para alumnos de nuevo ingreso. **Estos documentos se encuentran en Espanol.**

Pre Enrollment Spanish

LAUSD Student Housing Questionnaire SPANISH

StudentEmergncyFrm_spn (1)

GuiaVacunacionSpanishIMM-222S_School

Small Learning Communities

Small Learning Communities

BFA Academy

Academy of Educational Empowerment: School of Medicine & Law

Computer Science Academy

Academy of Social Work & Child Development

Photo Albums

Video & Audio

Sustainable Business Finance Academy

Business Finance Academy
The Small Learning Community provides students with a firm academic and technica foundation and an understanding of global economic systems, financial markets, pro services, and institutions.

BFA Integrates classroom instruction with workplace experience:

- Allows high school students to achieve the understanding and practical skills the need to begin careers and make educated choices about the financial service industry.
- Students gain first-hand experience in the world of finance through job shadowi internships and job interviews.
- Become familiar with people, functions, and organizations in the finance industr
- Visit banks, financial exchanges, colleges/universities, and public service organizations.

Business Finance Academy Team

CRUZ, BLANCA: Principal

Gonzalez, Fannie: Assistant Principal

Angello, Valerie: Special Education

Ruiz, Jessica: Special Education

Bocande, Yvette: Science

Cordovi, Alianuska: Spanish

Bautista, Robert: Physical Education

Cardona, Guadalupe: Lead

Espeleta, Ruvi: English

Gonzalez-White, Martha: BFA Counselor

Greenidge, Markus: Special Education / Social Science

Shipp, Audrey: English

Lomeli, Daisy: Mathematics

Owoimaha-Church, Estella: Theater/Electives

1200 West Colton St., Los Angeles, CA 90026 P: (213) 580-6400

LAUSD Non-Discrimination Statement

Small Learning Communities

Small Learning Communities

BFA Academy

Academy of Educational Empowerment: School of Medicine & Law

Computer Science Academy

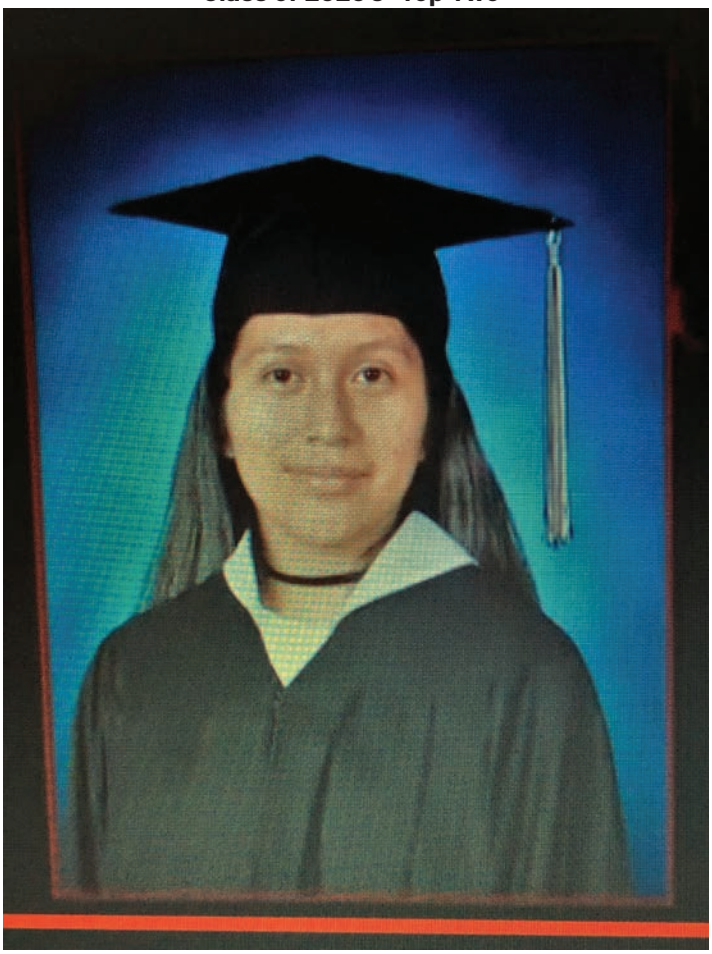
Academy of Social Work & Child Development

Photo Albums

Video & Audio

CSA WISHES ALL THE BEST TO THE CLASS OF 2020 CONGRATULATIO
YOU DID IT !!

Class of 2020's "Top Two"



[redacted]

[redacted]

CSA SENIOR HIGH HONOR ROLL

STUDENT	GPA
[redacted]	
[redacted]	
[redacted]	
[redacted]	[redacted]
[redacted]	
[redacted]	
[redacted]	
[redacted]	
[redacted]	
[redacted]	
[redacted]	[redacted]
[redacted]	
[redacted]	

STUDENT	GPA
[redacted]	
[redacted]	
[redacted]	

CSA SENIOR HONOR ROLL

STUDENT	GPA
[redacted]	

Welcome to the Computer Science Academy!

Our Mission

The Computer Science Academy promotes a rigorous academic and computer orient

curriculum within a supportive environment to foster the intellectual and personal development of our students in preparation for college and a career.

Bienvenidos a la Academia de Ciencia Informática!

Nuestra misión

La Academia de Ciencia informática promueve un currículo riguroso orientado en un ambiente de apoyo para fomentar el desarrollo intellectual y personal de nuestros alu para prepararlos para la universidad y para una carrera.

Digital Citizenship in the 21st Century

Now more than ever we are learning the importance of being digital citizens. The sch closures due to COVID 19 has forced us to rely on distance or online learning. While w remain safe staying at home your education must continue. Your dreams of going to college and creating a career doing something you are passionate about requires you stay focused. It means knowing how to use technology to learn, create, problem solve interact and communicate with your teachers, classmates and peers around the cou and world. Whereas once you were a CSA student of Roybal, now you are a student of world!

VIDEO Link - What does it mean to be a Digital Citizen?

VIDEO Link - What is Digital Citizenship?

Attention All 8th Graders/ Future Class of 2025:

Join Roybal's Computer Science Academy now!

CSA is the place to learn the technological skills and knowledge you'll need to succee college and prepare for a career in the 21st Century.

We are the only high school academy in the Belmont Zone of Choice that offers the P Lead the Way Computer Science Program.

Computer Science - Project Lead the Way

Bringing Computer Science to Life!

At a time when computer science affects how we work and live, PLTW Computer Scie

empowers students in grades 9-12 to become creators, instead of merely consumers the technology all around them.

The program's interdisciplinary courses engage students in compelling, real-world challenges. As students work together to design solutions, they learn computational thinking – not just how to code – and become better thinkers and communicators. Students take from the courses in-demand knowledge and skills they will use in high school and for the rest of their lives, on any career path they take.

2013 Flashback – Roybal's First Cyber Patriot Team

BEE-WARE MAKES NATIONALS IN CYBER PATRIOTS COMPETITION

Roybal Learning Center fielded a team in a national competition dealing with cyb security. The team, BEE-WARE kept winning and advanced all the way to the national in Washington DC. Team members included [redacted] all of CSA and [redacted] Sandoval of ISOL. The team was led by their coach, William Diaz. This is another exam

excellence that deserves our recognition. A special congratulations to all the tea members !!!

Files:

Teachers congratulations card.pdf

1200 West Colton St., Los Angeles, CA 90026 P: (213) 580-6400

LAUSD Non-Discrimination Statement

Small Learning Communities

Small Learning Communities

BFA Academy

Academy of Educational Empowerment: School of Medicine & Law

Computer Science Academy

Academy of Social Work & Child Development

Photo Albums

Video & Audio

Welcome 欢迎 Bienvenidos أهلاً و سهلاً Bienvenue 환영 Maligayang Pagdating

Speak a new language so that the world will be a new world. - Rumi

Academy of Social Work & Child Development (SWCD)

Academy Offerings:

- Spanish-English Dual Language Program
- College Credit from LACC in Child Development
- Certificate Program to work in Early Education Centers
- Programa de Lenguaje Dual en español y inglés
- Créditos universitarios con el Los Angeles Community College
- Programa de Certificado indicando preparados para trabajar en centros de Educ Temprana

Dual Language Program

SWCD students interested in participating in our Dual Language program will receive rigorous grade-level standards-based instruction in both English and Spanish to deve academic proficiency in both languages. Beginners in our Dual Language program wi receive 50% of their academic content in Spanish (Spanish, Algebra 1, Chemistry) and other 50% in English (Eng. 9A, PE, Health). SWCD is the only academy in the BZOC tha offers a dual language program where students get to enjoy the lifelong advantage of bilingualism like: California Seal of Biliteracy, increased academic performance,and awareness and understanding of other cultures.

Academy History

Originally founded as the International School of Languages (ISOL), our academy performed a self-examination in the 2019-2020 school year. Based on a democratic process involving both faculty and students, we rededicated ourselves to supporting students' needs and re-formed as the Academy of Social Work and Child Developmen SWCD.

Graduation 2017
Video
Pictures

Spring Festival 2017 - Thank you Leadership Students!
Pictures

ISOL (our former name) Senior Banquette - 2017
Pictures

Innovative Cinematic Arts and Music Production Magnet

Innovative Cinematic Arts and Music Production Magnet

Photo Albums

Video & Audio

We are in the transition of becoming the ROYBAL LC FILM & TELEVISION MAGNET

Our Vision & Mission

The Innovative Cinematic Arts and Music Production Magnet (iCAMP) utilizes cinematic and music production to increase student ownership and understanding of college and career readiness standards. Research and inquiry will be used to unveil industry needs order to create innovative and practical tools. Students will draw upon a range of experiences value by different cultures in order to respond to the needs of a diverse glo society. Students will understand the purpose and relevance of A-G coursework throug familiar frame of cinema and music production

iCAMP faculty and staff will collaboratively work with university and industry partners t create learning environments that target the development of college and career readin standards and music production and cinematic arts industry knowledge.

Now Accepting Applications for the 2022-2023 School Year!
Select "Roybal LC Film & Television Magnet"

Apply Here!

Educational Partners

Hollywood has come to Roybal Learning Center! **PLEASE READ** about our new partne with George Clooney, Don Cheadle, Eva Longoria, Mindy Kaling & Creative Artist Agen https://www.hollywoodreporter.com/news/general-news/roybal-school-of-film-and television-production-1234971065/

Our partnership with Link Learning will work to ensure that our pathways meet the ne of the film & music industries.
Learn more about Link Learning here!

Warner Bros. First Cut provides our students access to film/media industry professic
& project-based learning opportunities.

Learn more about WB's First Cut program here!

1200 West Colton St., Los Angeles, CA 90026 P: (213) 580-6400

LAUSD Non-Discrimination Statement

Future Students

Join the Titan Family!

Video & Audio

Edward R. Roybal Learning Center is the number one school in English & Maths proficiency amongst schools in the Belmont Zone of Choice. We are comprised of four thematic small learning communities focus on medicine, business & finance, computer science, and social work & child development. We als a magnet program open to students within and outside of the Belmont Zone of Choice, iCAMP, that fo on film and music production. We offer a broad range of academic opportunities such as the AP Capst course to a Dual Language program. Our athletics program is on the rise and our basketball and baseb teams are recent champions.

We welcome you to follow us on Instagram & Twitter @edwardroyballc and Facebook@royballearning center and visit our website at roybaltitans.net

TO APPLY CLICK HERE / PARA APLICAR CLIQUE AQUI

September 2021

Dear Prospective Parents and Students:

Congratulations on soon reaching an important milestone in your educational career, the beginning of your high school ca know that transitioning to high school is an exciting time, especially as you decide what high school to attend. At Ro understand how important this choice is and want to take a moment to ensure that you are well informed about the b becoming a Roybal Titan.

Roybal Learning Center has established multiple academic programs and instituted new curricular measures to meet the interests of all our students.

4 x 4 Schedule: Complete 80 credits a year as opposed to 60 credits
Magnet School: Innovative Cinematic Arts and Music Production magnet (iCAMP) – A Linked Learning Program that emphasizes college and career readiness
15 Advanced Placement (AP courses) including AP Capstone – only school in the Belmont Zone of Choice to offer this course
Increased Electives: Debate Class (League and Tournament), Dance, Physiology, Biomedical 4-year pathway, Computer Science 4- year pathway,
Dual Language Program: Science, Mathematics, and Spanish language and literature dual language instruction and certification
Small Learning Communities: Individualized small learning community 4-year elective pathways – Computer Science Academy, Academy of Social Work and Child Development, Academy of Educational Empowerment: Medicine and Law, and Business and Finance Academy

Roybal continues to witness the transformation that is possible when the focus of our work is the instruction and learni place in our students' classrooms. **The graduation rate was increased to 95%. We are now the best academic sch magnet) in the Belmont Zone of Choice demonstrated by the highest California English and mathematics proficie ensuring your children are university ready.**

We will host two Zoom presentations for students and parents to give you an opportunity to learn more about what our sch offer. You will have the opportunity to meet some of our talented teachers, counselors, and administrators and learn transformational learning happening in our classrooms. We will provide the dates, times, and Zoom information on our wel

We have included some materials about our school with more details regarding the programs we offer. Please contact require any additional support as you prepare for this exciting transition into high school.

Blanca Cruz

Principal

1200 West Colton St., Los Angeles, CA 90026 P: (213) 580-6400

LAUSD Non-Discrimination Statement

Edward R. Roybal Learning Center

JOIN THE TITAN FAMILY!

Academic Programs

- Advanced Placement Courses
- AP Capstone
- Career Pathways
- Dual Language Program
- Debate
- Linked Learning
- Project Lead the Way
- Senior Year Business Internship

Small Learning Communities (SLCs)

- Academy of Education and Empowerment: School of Medicine & Law (AESL)
- Computer Science Academy (CSA)
- Business and Finance Academy (BFA)
- Social Work Child Development Academy (SWCD)
- Innovative Cinematic and Music Production Magnet School

Serving Grades 9-12

Athletics

- Baseball
- Basketball
- Cheer
- Cross Country
- Football
- Golf
- Soccer
- Softball
- Tennis
- Track & Field
- Volleyball
- Wrestling

APPLY: echoices.lausd.net (magnet) apply.lausd.net (SLCs)

- Music and Film Production on Campus
- Cohort experience and smaller classes
- Mentorship through industry partners
- Academic Decathlon
- ARC After-school Program
- Electives: Art, Dance, Theatre, Computer Science, Film & Video Production, Financial Planning, Ethnic Studies, BioMed, etc
- Dreamers Club
- Leadership
- National Honor Society
- Science/Math/Tech Clubs
- Video Club
- Yearbook
- 4x4 schedule: complete 80 credits per year

ROYBAL

@edwardroyballc

@royballearningcenter

3200 W. Colton St., Los Angeles CA 90026

213-580-6400

www.royballtitans.net

Made with PosterMyWall.com

Roybal offers all students:

Sports

* AP Capstone
* Career Pathway
* Dual Language Program
* Debate
* Senior Year Business Internships
* Opportunity to complete 80 credits per year

* Baseball
* Basketball
* Cheer
* Cross Country
* Football
* Golf
* Soccer
* Softball
* Tennis
* Track & Field
* Volleyball
* Wrestling

iCAMP

Innovative Cinematic Arts & Music Production Magnet

#1 We have the highest California English and Mathematics proficiency rates in the Belmont Zone of Choice and Central LA (non magnet)- UC and CSU ready!

Application Window
Oct 1st- Nov 13th

Academy of Educational Empowerment: School of Medicine & Law (AEE)

Business and Finance Academy (BFA)

Computer Science Academy (CSA)

Social Work Child Development Academy (SWCDA)

Extracurriculars

* Academic Decathlon
* ARC After-school
* Arts Clubs
* Community Service Clubs
* Dreamers Club
* Debate
* Gay Straight Alliance Club
* Leadership
* National Honor Society
* Science/Math/Tech Clubs
* Video Club
* Yearbook

Advanced Placement Courses

* AP Capstone
* Biology
* Calculus AB
* Calculus BC
* Chemistry
* Computer Science A
* English Language and Composition
* English Literature and Composition
* Environmental Science
* Human Geography
* Physics
* Spanish Language
* Spanish Literature and Culture
* Statistics
* Studio Art 2D
* U.S. Government & Politics
* U.S. History
* World History

Apply apply.lausd.net

The ALC School of Advanced Studies

What is an SAS program? What is a SAS program?

Schools for Advanced Studies (SAS), initially implemented in the 1998–1999 school year, were created as an alternative to the Gifted / High Ability Magnet program to service gifted / high ability learners throughout the District at resident schools. SAS is the GATE instructional program for resident students.SAS supports the District's commitment to strengthen District services for students identified as gifted, highly gifted, and students who demonstrate superior academic achievement with appropriate documentation (K – 12). SAS also reflects the District's commitment to ensure equitable access, excellence and accountability to high quality gifted / talented programs districtwide.

Schools for Advanced Studies (SAS), initially implemented in the 1998–1999 school year, were zoned within the entire district as an alternative to the Gifted / High Ability Magnet program. SAS schools are part of the GATE instructional curriculum for students who are residents of the campus.SAS schools support the District's commitment to strengthen District-wide support for students identified as gifted, gifted, and students who demonstrate superior academic achievement with appropriate documentation (K – 12).SAS schools also reflect the District's commitment to ensuring equitable access,

Schools for Advanced Studies serve as District demonstration sites for innovative and research-based differentiated curriculum and instruction for gifted / high ability learners in multiple categories. The selection of a school as a Schools for Advanced Studies site is based on proven c nitment and ability to offer a sustained, highly effective, exemplary gifted and talented education (GATE) program that includes essential GATE / SAS program components: 1) Gifted

Gifted Learners 6) Budget Fidelity 7) Innovation and 21st Century Competencies 8) and Program Reporting and Management .

For more information, please email Sandi Drinkward, SAS Program Coordinator, at shd1550@lausd.net

The Schools for Advanced Studies serve as the District's demonstration sites by providing an innovative curriculum that is research-based and includes differentiated instruction for gifted and gifted students in multiple categories.The selection of a school as a Schools for Advanced Studies site is based on the demonstration of commitment, the ability to offer a highly effective curriculum, supporting a Gifted / Talented Education (GATE), as example, which includes the essential components of a GATE program: 1) Identification as Gifted 2) Instruction and Academic Performance of GATE Program Students 3) Knowledgeable and Expert Faculty 4) Parental Involvement,

The SAS model, which is in alignment with AB2313 and the *State Board of Education Recommended Standards for Programs for Gifted and Talented Students,* explicitly supports the District's agreement with the Office for Civil Rights (OCR). It is District policy that schools must reapply every five years for SAS designation. Independent charter schools and magnet programs are not eligible for the SAS designation.

A model SAS site, which is in alignment with the Gifted / Talented Programs Policy Recommendations of the AB2313 legislature and the State Board of Education, explicitly supports the District's agreement with the Office for Civil Rights (OCR for its acronym in English)It is District regulation that schools must reapply every five years for designation as a SAS schoolIndependent charter schools and magnet programs are not eligible for SAS school designation.

For more information, please email Sandi Drinkward, SAS Program Coordinator, at shd1550@lausd.net

ALC Leadership Development

What is Leadership Development?

The Leadership Development program at ALC is designed to help our students grow as leaders in their communities. Through the LD program, students connect with school-based programs and outside organizations that can match a wide range of student interests. Students are also able to design their own LD program and complete internships at local schools, hospitals, and animal shelters. Our students have worked at city hall and in the offices of school board members. They have shadowed neurosurgeons and presented their own clothing brand to a multi-billion dollar clothing company. They've made films that have landed them in film festivals and worked with internationally-known muralists to design murals for the community. There is no limit to what you can do in LD.

Check out the LD Calendar to see some of the amazing programs we have to offer!

Click here to review the ALC Graduation Requirements related to Leadership Development

The 9th Grade Workshop Series

In the 9th grade, students venture through a series of workshops deigned to give them a foundation before they start to develop their own Leadership Development journey.

School-Based LD Programs

Insert description here.

Partnership LD Programs

ALC works with dozens of outside organizations to provide leadership opportunities for our students. If you're interested in extreme sports, join Stoked. Stoked exposes students snowboarding, skateboarding, surfing and a whole lot more to get excited about. If you're interested in dance or other fine arts, then Inner City Arts has a ton of great programs for our students to take advantage of. Want to be an architect? We've partnered with the ACE Mentor program to give our students exposure on what it means to design building and further build up our great city.

The Cobra Chronicles

Summer Edition

#BlackLivesMatter

Happy #BlackLivesMatter Month!

by [redacted]

COVID Update

Learn about the Yellow Tier!

by [redacted]

New On-Campus Fashions

Learn about how and why Bee is so stylish!

IN HONOR OF PRIDE MONTH

SOUTH PHERE

An interview with the teachers leaving our school this year.

Announcements

ASB President: [redacted]

ASB Vice: [redacted]

ASB Secretary: [redacted]

ASB Treasurer: [redacted]

Junior Class President: [redacted]

Junior Class Vice: [redacted]

Sophomore Class President: [redacted]

AP Exam Time Schedules

by Geraldine Pineda

CollegeBoard has recently released an app that you will be required to use if you take an AP test.

This video will explain how to use the app -How to Use the App

Important takeaways

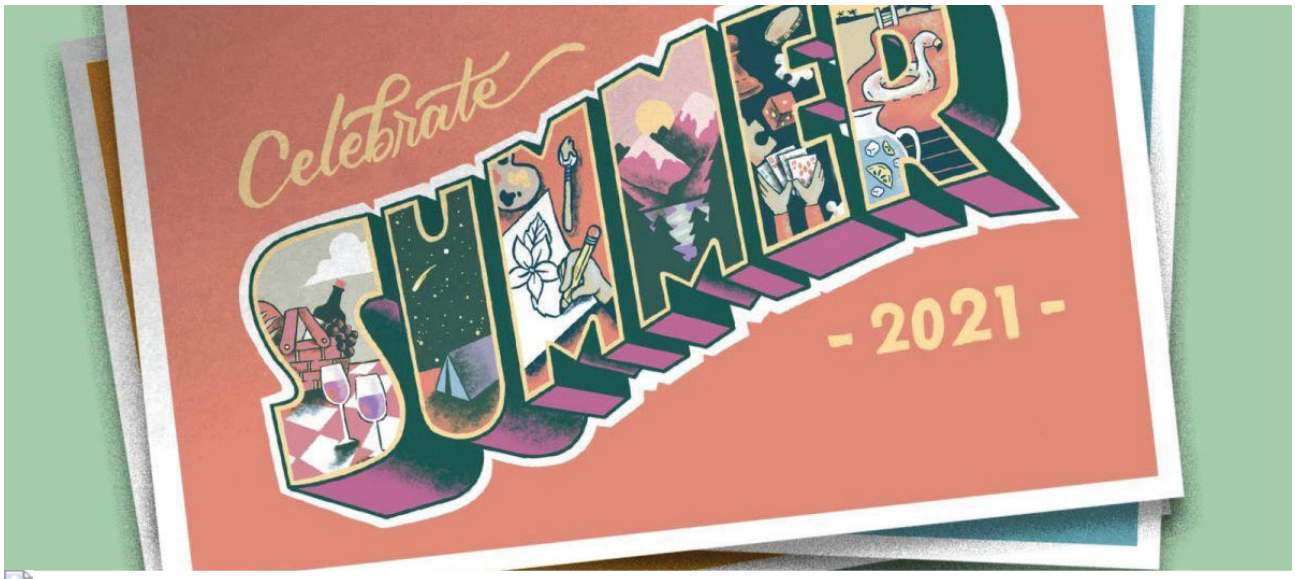
- 3 days before your test, you must complete an exam setup to get familiar with the app
- You must complete an exam setup for each AP test you take
- You will not be able to review or view questions you have already completed to avoid cheating

To download the app click this link -Download the App through here

Check Out these Articles

Fun Activities to do in the Summer

by [redacted]



Movie Night Snack

This recipe is an easy and delicious movie snack. If you're a fan of flaming hot Cheetos, these mozzarella sticks are perfect for you!

by [redacted]

Summer Horoscope

Want to learn about your sign? Things to watch out for and things to go after? Read this.

by [redacted]

Cobra Chronicles Home Current Events Staff Highlights Arts & Entertai

This piece summarizes the newly released Adventure Time on HBO Max.

By [redacted]

We are ALC!

Cobra Chronicles Home Current Events Staff Highlights Arts & Entertai

Join our Email List

Join

BT Vision and Mission

Home
Resources

BT VISION
The vision of the School of Business and Tourism is to graduate confident, skillful students who are prepared four-year universities and ready to participate in the 21st century workforce.

BT MISSION
The mission of the School of Business and Tourism at the Miguel Contreras Learning Complex is to provide students with an education of enduring value. Our Linked Learning program is designed to meet students' int and industry demands by integrating a strong college-preparatory curriculum with career and technical skills the business, tourism, and hospitality career pathways. By participating in thematic, interdisciplinary models project-based learning, students will develop skills in interpersonal relations, leadership, effective written and communication, problem solving, technology, and teamwork.

STUDENT LEARNING OUTCOMES
BT graduates are . . .

- Critical Thinkers
- Effective Communicators
- Students of Strong Character
- Global Contributors

Local District Central Vision
Communicating, collaborating, and creating to inspire life-long learning.

322 South Lucas Avenue
Los Angeles, CA 90017

Phone: (213) 240-3840
Fax: (213) 240-3887

SCHOOL OF SOCIAL JUSTICE @ MIGUEL CONTRERAS LEARNING COMPLEX

*We stand in solidarity with our Black students and staff. Visit our **Black Students Matter** page.*

Welcome to Social Justice

Located just outside of Downtown Los Angeles in the Westlake neighborhood, The School of Social Justice is one of four high schools located on the Miguel Contreras Learning Complex, named for the honored union and labor activist, Miguel Contreras. The School of Social Justice, or SJ as it is affectionately known, is committed to following the path to educational justice for its students and community. We take pride in developing and guiding our students into becoming champions and role models of social change, justice, and equity for all.

/ Educate
/ Organize
/ Advocate

Life's most urgent and persistent question is, "What are you doing for others?" –Martin Luther King, Jr.

Our Vision / *Nuestra Visión*

The vision of The School of Social Justice at The Miguel Contreras Learning Complex is to provide a college preparatory curriculum that develops career readiness. Through an intensive study of diverse perspectives, this curriculum will explore issues of human rights and social concerns, and stimulate intellectual curiosity. Graduates of The School of Social Justice will continue to educate, organize, and advocate as lifelong champions of dynamic social change.

La visión de la Escuela de Justicia Social en el Complejo de Aprendizaje Miguel Contreras es proporcionar un plan de estudios de preparación universitaria que desarrolle la preparación profesional. A través de un estudio intensivo de diversas perspectivas, este plan de estudios explorará temas de derechos humanos y preocupaciones sociales, y estimulará la curiosidad intelectual. Los graduados de la Escuela de Justicia Social continuarán educando, organizando y abogando como campeones de por vida del cambio social dinámico.

Principal's Message / *Mensaje de la directora*

August 7, 2021

Thank you for visiting the Miguel Contreras School of Social Justice website! SJ strives to create a community of learners using a caring and personalized approach. Our curriculum centers topics of human rights and social justice to accomplish our mission to ***Educate, Organize, Advocate.***

We are excited to return to in-person learning for the 2021-22 academic year. Please check out this webpage filled with resources provided by LAUSD to ensure a safe and successful transition from distance learning to in-person learning.

I am proud to say that I have been a member of the SJ team for nearly 20 years, including four at Belmont High School (where I was a founding lead teacher), and the last 15 at Contreras LC. Please reach out to me if you should have any questions; my email address is nmeza@lausd.net, my office number is 213.240.3895, and my Google number (text) is 818.732.9513.

Vista Legacy Global Academy
Supporting Documentation

SCHOOL OF SOCIAL JUSTICE @ MIGUEL CONTRERAS LEARNING COMPLEX

SJ PILOT Calendar

Today February 2022 Print Week Month Agenda

Sun	Mon	Tue	Wed	Thu	Fri	Sat
30	31 BT Welcome Center Cov	Feb 1 GS Welcome Center Cov	2 BT Welcome Center Cov	3 SJ Welcome Center C	4 ALC Welcome Center Co	5
6	7 GS Welcome Center Cov	8 GS Welcome Center Cov	9 BT Welcome Center Cov	10 SJ Welcome Center C	11 ALC Welcome Center Co	12
13	14 ALC Welcome Center Co	15 GS Welcome Center Cov 10am ELAC Meeting/Reun	16 BT Welcome Center Cov	17 SJ Welcome Center C 9am Coffee with the P	18 ALC Welcome Center Co	19
20	21 Presidents' Day--No Sch	22 GS Welcome Center Cov	23 BT Welcome Center Cov 3pm SSC/SGB Meeting	24 SJ Welcome Center C	25 ALC Welcome Center Co	26
27	28 SJ Welcome Center Cov	Mar 1 GS Welcome Center Cov	2 BT Welcome Center Cov	3 SJ Welcome Center C	4 ALC Welcome Center Co	5

Events shown in time zone: Pacific Time - Los Angeles

Calendar

Our Location

School of Social Justice at Miguel Contreras Learning Complex

SCHOOL OF SOCIAL JUSTICE @ MIGUEL CONTRERAS LEARNING COMPLEX

Home About Us + Enrollment Student Support + Parents & Families + Staff Support +
Social Justice Blog

Search

Proudly powered by Weebly

Alliance Ted K. Tajima High School

Mission and Vision

THE ALLIANCE MISSION

Our mission is to open and operate a network of small, high-performing high schools and middle schools in low-income communities in California with historically under-performing schools, that will annually demonstrate scholar academic achievement growth, and graduate scholars ready for success in college.

ALLIANCE'S CORE VALUES

Our five core values build a strong school culture where Alliance principals, teachers, staff, and parents work together to prepare scholars for success in college and future careers. Alliance schools provide powerful learning experiences through interdisciplinary projects and integration of real-world applications into the classroom. Close relationships between scholars teachers and staff encourage teamwork and accountability while ensuring that no scholar slips through the cracks.

1 High Expectations for All Scholars

- Our challenging, standards-based curriculum is premised on the belief that all scholars can perform at high levels.

2 Small Personalized Learning Environments

- Each scholar is part of an advisory group of about 25 scholars.
- Our scholars thrive where they develop close relationships with teachers and all adults in the building.

3 Increased Instructional Time

- Longer school year and school days adding up to 38 more school days per year than local public schools.
- Uninterrupted two-hour block courses to encourage deeper focus and discovery.

Principal's Message

Mission and Vision

School Dashboard

Academic Performance (CAASPP)

4 Highly Qualified Educators

- All staff is held accountable for scholar success and uses data to appraise improvement efforts.
- Extensive training programs for school leaders to better support highly motivated educational innovators.

5 Parents as Partners

- Parent Engagement Specialists at each school are highly involved in training and engaging parents to ensure that learning does not end with the school day.

TAJIMA'S VISION/MISSION

Our vision at Alliance Ted K. Tajima High School is for all scholars, through a shared love of learning, to graduate from college and become enthusiastic, self-aware and influential leaders who, by uplifting their communities, positively impact the world.

Our mission at Alliance Ted K. Tajima High School is to create a nurturing environment that prepares all scholars for college and beyond through rigorous instruction and individualized supports serving the holistic needs of scholars and their families.

2019–2020 School Accountability Report Card

Translation Disclaimer
Select Language
Powered by Google Translate

School Accountability Report Card

Reported Using Data from the 2019–2020 School Year

California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Amber Diaz, Principal

- Principal, Alliance Ted K. Tajima High

About Our School

Welcome to Alliance Ted K. Tajima High School!

As a staff, we are delighted to have all of you on board for what promises to be another exciting school year. You are now a part of an innovative and challenging charter school designed to provide students from some of the most underserved communities in Los Angeles with a quality education. We have eight full years under our belts and know the real challenges (and rewards) of starting a school from scratch. Most importantly, we have a very small school of approximately 450 students in grades 9-12.We must continue to make it our personal goal that each and every student that we come in contact with will learn and succeed academically. We know that the success of our students depends on our ability to work together and to establish supportive relationships between our staff, our students, and their families.

I strongly encourage families to communicate openly with each other. More importantly, all families should feel free to approach the administration to discuss any personal or school issues that may arise for you or your child. Our doors are always open and we welcome any input you may have to make ed K. Tajima High School a more productive learning environment for all students.

We look forward to working with you and your families as we prepare your child for academic success!

Contact

Alliance Ted K. Tajima High
1552 W. Rockwood St.
Los Angeles, CA 90026-5520

Phone: 213-241-8533
Email: adiaz@laalliance.org

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
Email Address	austin.beutner@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2020–2021)	
School Name	Alliance Ted K. Tajima High
Street	1552 W. Rockwood St.
City, State, Zip	Los Angeles, Ca, 90026-5520
Phone Number	213-241-8533
Principal	Amber Diaz, Principal
Email Address	adiaz@laalliance.org
Website	http://www.tajimahigh.org

County-District-School (CDS) Code	19647330123141

Last updated: 1/11/2021

School Description and Mission Statement (School Year 2020–2021)

Alliance Ted K. Tajima High is part of a network of independent public charter schools that provide world-class educational services to address the unique needs of each student.
Alliance schools are tuition-free public schools that serve all students including those with special needs. Alliance schools have been recognized as among the best in the nation in preparing students to enter and succeed in college and significantly outperforming neighboring public schools through an educational model based on:

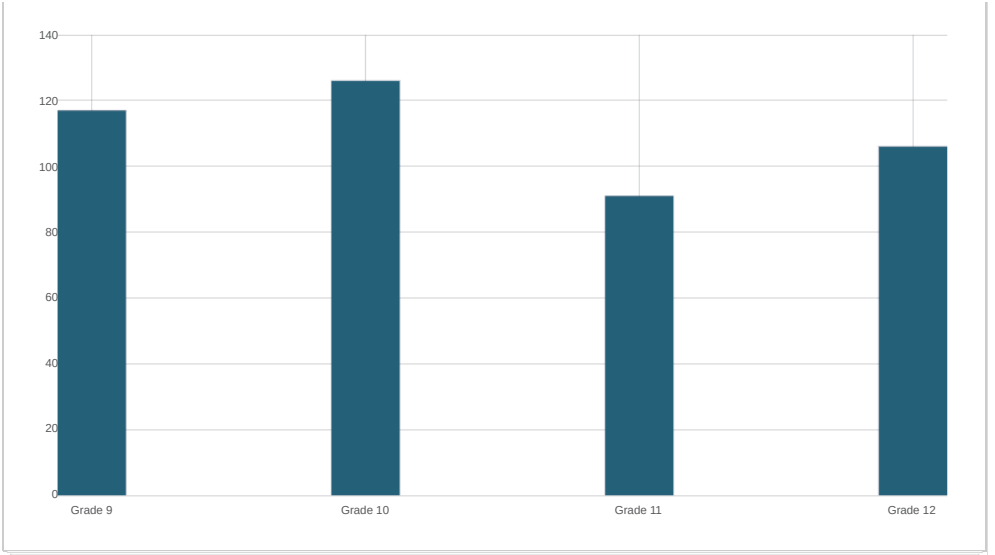
- High expectations for all students
- Small and personalized campuses
- Longer school year and a longer instructional day
- Highly qualified teachers and principals
- Parents as partners in their child's educational success

Together the teachers and staff of our school are working with our community to create a safe and harmonious school that will prepare our students realize their full potential.

Last updated: 1/11/2021

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Number of Students
Grade 9	117
Grade 10	126
Grade 11	91
Grade 12	106
Total Enrollment	440



Last updated: 1/11/2021

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Percent of Total Enrollment
Black or African American	0.90 %
American Indian or Alaska Native	%
Asian	0.50 %
Filipino	1.80 %
Hispanic or Latino	96.40 %
Native Hawaiian or Pacific Islander	%
White	0.20 %
Two or More Races	%

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	96.60 %
English Learners	11.80 %
Students with Disabilities	9.80 %
Foster Youth	0.70 %
Homeless	3.20 %

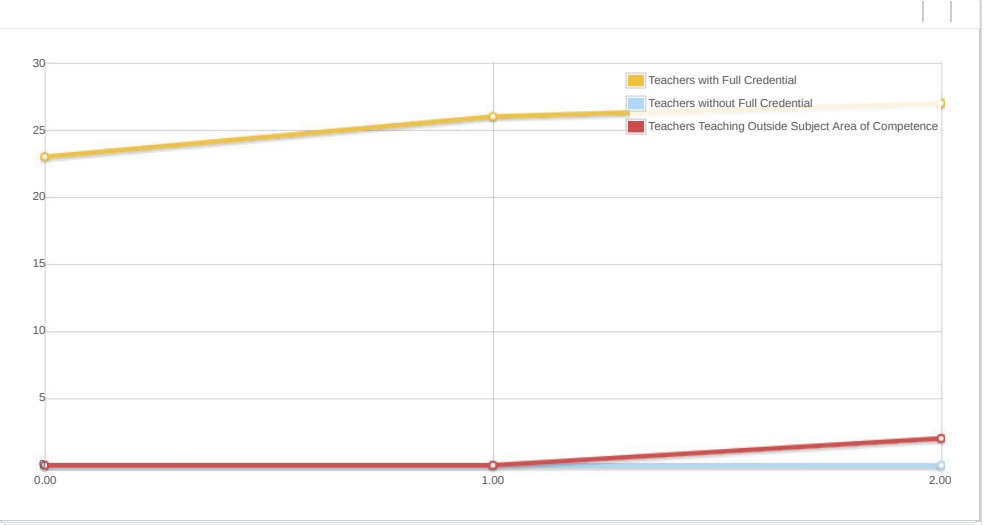
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

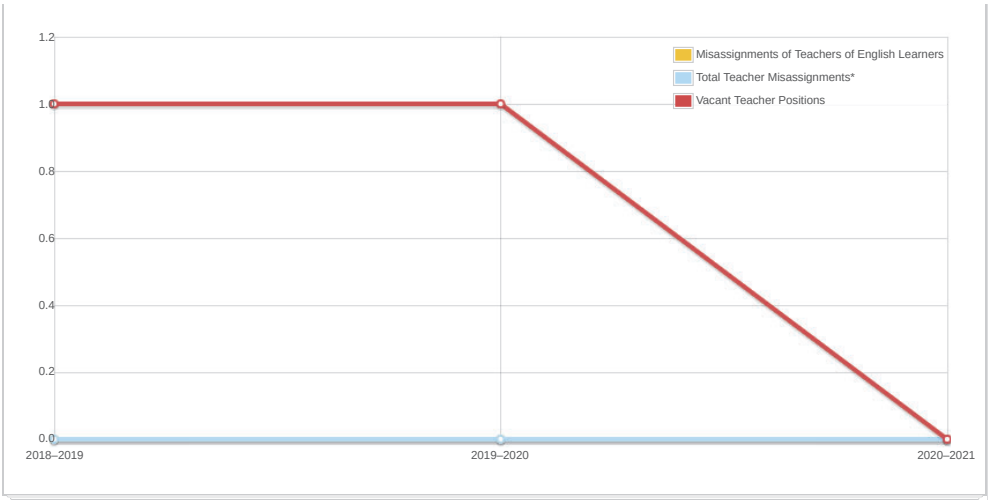
Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	23	26	27	20610
Without Full Credential	0	0	0	669
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	2	1337



Last updated: 1/29/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	1	0



Note: “Misassignments” refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/29/2021

School Facility Conditions and Planned Improvements

The Alliance College Ready Public Schools Facilities Department conducts numerous inspections yearly on school safety and overall general conditions of our campus. These inspections ensure that our facilities are kept safe and clean for students, families and staff.

Last updated: 1/11/2021

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: October 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Filter updates to MERV 13 in December 2020
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Upgraded to touchless fixtures in 2020
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: October 2019

Overall Rating	Good

Last updated: 1/26/2021

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)	75.0%	N/A	45.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	54.0%	N/A	34.0%	N/A	39%	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.
Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.
Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/26/2021

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/26/2021

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/26/2021

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	34	N/A	23	N/A	30	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.
Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 1/26/2021

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/26/2021

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	98.33%

Last updated: 1/26/2021

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2019–2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 1/26/2021

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020–2021)

Parents and families are always strongly encouraged to become involved in school activities within their local community. Some of these activities include; a) school beautification projects, b) parent teacher conferences, c) academic/curriculum fairs, d) numerous social and cultural events, e) collaborative events with local district representatives, and f) classroom support during instructional time. Additionally, we encourage parents to participate in a variety of workshops that we provide regularly throughout the school year. These workshops focus on college readiness, mental health, local community topics, and the ways in which parents can provide social emotional support to their scholars. Last, we also provide the Parent Leadership and Parent Ambassador programs, which are platforms through which parents can develop their leadership skills to impact change in their school community, larger charter school community, or neighborhood initiatives.
Our school also maintains a focus on seeking parent input to guide our decision making process and to ensure that multiple perspectives guide our approach to providing services. In order to do this, we hold a robust, annual stakeholder engagement cycle during which we share data and communicate our budgeting decisions to parents. During this stakeholder engagement cycle, we provide multiple meetings and forums to ensure that these opportunities are accessible to our parents, including regularly occurring townhall meetings, coffees with the principal, and committee meetings. At each of these meetings, parents have the opportunity to review our recommendations and provide feedback based on the data that we review and their own, personal experiences. After each cycle of meetings, we incorporate our families' feedback to ensure that we use our resources in a way that supports our students academic performance and experience at our school. In addition to these feedback sessions, we also offer parents the opportunity to communicate actively with our school through our annual Parent Satisfaction Survey, which provides parents an avenue through which they can rate our school on a number of indicators.

Last updated: 1/11/2021

State Priority: Pupil Engagement

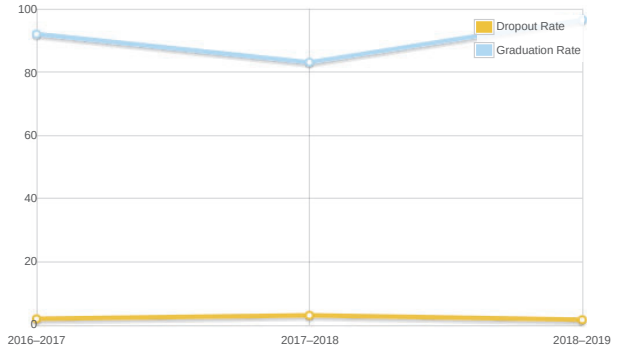
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Dropout Rate	2.00%	3.10%	1.70%	10.80%	11.30%	10.90%	9.10%	9.60%	9.00%
Graduation Rate	92.00%	83.10%	96.60%	79.70%	80.10%	81.50%	82.70%	83.00%	84.50%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/26/2021

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017–2018	School 2018–2019	District 2017–2018	District 2018–2019	State 2017–2018	State 2018–2019
Suspensions	0.50%	1.00%	0.80%	0.70%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%

Suspensions and Expulsions for School Year 2019–2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–2020	District 2019–2020	State 2019–2020

Rate	School 2019–2020	District 2019–2020	State 2019–2020
Suspensions	1.50%	0.40%	2.50%
Expulsions	0.22%	0.02%	0.10%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

Last updated: 2/1/2021

School Safety Plan (School Year 2020–2021)

The School Safety Plan covers policies and expectations regarding the practices at the school in maintaining the safety and security of students, staff members, and the physical campus, responding appropriately to emergencies, and creating a safe and orderly environment that is conducive to learning. The plan is organized according to the state's Standardized Emergency Management System (SEMS) and is reviewed and updated annually. Training is conducted annually at the beginning of the school year and emergency drills and exercises are conducted throughout the school year.

Last updated: 1/11/2021

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	20.00	11	10	1
Mathematics	20.00	11	10	
Science	24.00	6	14	
Social Science	21.00	10	7	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	27.00	5	7	7
Mathematics	25.00	7	12	4
Science	27.00	2	12	2
Social Science	21.00	10	3	2

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	25.00	6	12	3
Mathematics	24.00	9	14	1
Science	23.00	9	11	1
Social Science	22.00	14	10	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/29/2021

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	146.7

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/29/2021

Student Support Services Staff (School Year 2019–2020)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.30

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/29/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$14942.00	$3258.00	$11684.00	$68546.00
District	N/A	N/A	$9056.00	$78962.00
Percent Difference – School Site and District	N/A	N/A	25.30%	-14.10%
State	N/A	N/A	$7750.12	$83052.00
Percent Difference – School Site and State	N/A	N/A	40.50%	-19.10%

Note: Cells with N/A values do not require data.

Last updated: 1/26/2021

Types of Services Funded (Fiscal Year 2019–2020)

Alliance Ted K. Tajima High has programs in place to accelerate scholars' academic growth and ensure scholars are prepared for college and their careers by providing high quality curriculum and support services. Among these, the school provides heightened support for English Learners (EL) with the purpose of reclassifying them with the tools to succeed. The school's reclassification progress is attributed to highly trained and continuous education on evidence-based practices provided to EL staff. In addition, the school provides services for scholars with a range of mild to moderate disabilities, including specialized instructional methods. School intervention supplementary services are also provided to scholars with the purpose of improving academic achievement of disadvantaged scholars. Services rendered include professional development for teachers to assist with reinforcement of curriculum and master schedule modification to provide support classes for scholars beyond the core instructional schedule.

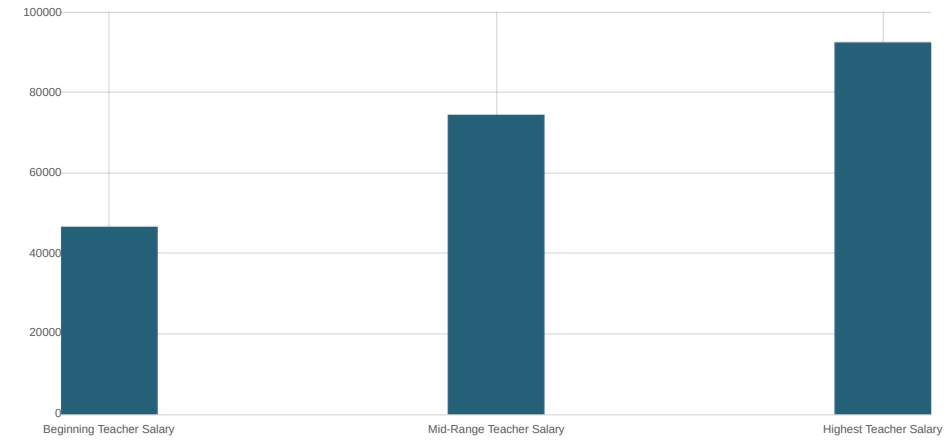
Last updated: 1/11/2021

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

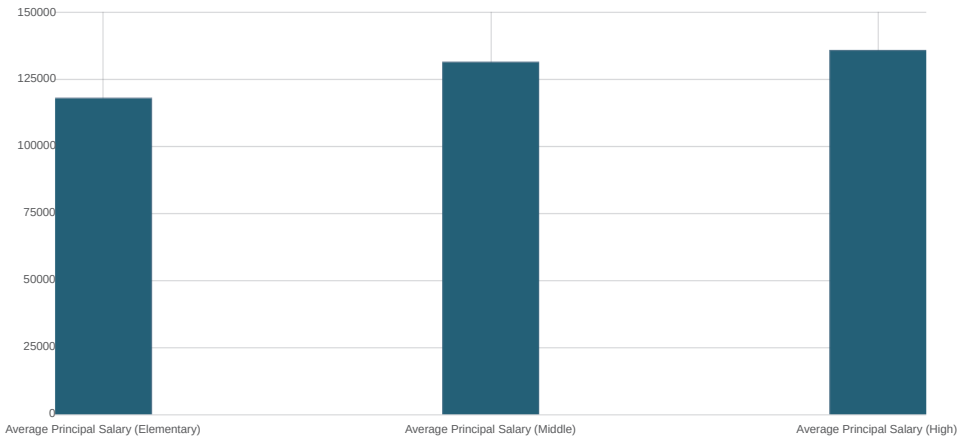
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46,587	$50,029
Mid-Range Teacher Salary	$74,412	$77,680
Highest Teacher Salary	$92,389	$102,143
Average Principal Salary (Elementary)	$117,849	$128,526
Average Principal Salary (Middle)	$131,307	$133,574
Average Principal Salary (High)	$135,702	$147,006
Superintendent Salary	$350,000	$284,736
Percent of Budget for Teacher Salaries	29.00%	33.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/29/2021

Advanced Placement (AP) Courses (School Year 2019–2020)

Percent of Students in AP Courses 45.20%

Subject	Number of AP Courses Offered*
Computer Science	0
English	2
Fine and Performing Arts	3
Foreign Language	5
Mathematics	2
Science	2
Social Science	5
Total AP Courses Offered*	19

*Where there are student course enrollments of at least one student.

Last updated: 1/29/2021

Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	52	51	50

Alliance Ted K. Tajima High School

Clubs and Activities

Check out the Tajima Instagram account (@tajimahigh) for up to the minute updates on all the events going on with:

- Boys/Girls Basketball
- Boys/Girls Soccer
- Dance
- Photography
- Cooking Club
- E-Sports
- Art Club
- Sports Podcast
- Green Club
- Board Games Club
- Play Production
- Student Run Los Angeles
- Associated Student Body

And many more!

RISE KOHYANG HIGH SCHOOL

GRADES 9–12

PRINCIPAL'S MESSAGE

It is my great pleasure to welcome you to Rise Kohyang High School (RKHS)! Our vision for RKHS is to create a holistic and inclusive culture of success where all scholars are safe to persevere through challenges and demonstrate personal growth through collaboration, academic excellence, and a devotion to community service.

I believe passionately it is the job of our school to open as many doors as possible for our students. As such, our program includes high academic rigor coupled with high expectations, a true commitment to community, and a focus on the celebration of our diversity. As one of the pioneers of social-emotional learning in secondary education, RKHS teaches its scholars to apply the skills needed to understand and manage their emotions, demonstrate empathy, and create positive relationships and opportunities through responsible decision making.

I am honored and humbled to serve as the principal of this inspiring community.

Elias Pappas
Founding Principal
Rise Kohyang High School

"I LOVE BRIGHT STAR BECAUSE THEY GAVE ME SO MANY OPPORTUNITIES FOR MY FUTURE. THE EDUCATION IS GREAT AND CHALLENGING, AND THE TEACHERS CARE FOR US ALL. MY CLASSMATES ARE AMAZING."

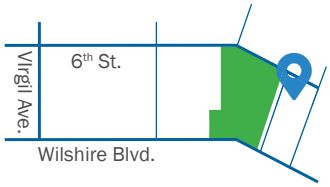
– BRIGHT STAR STUDENT

RISE KOHYANG HIGH SCHOOL
A BRIGHT STAR SCHOOL

600 S. LA FAYETTE PARK PLACE, 2ND FLR.
LOS ANGELES, CA 90057

PHONE: 323-284-2553

WWW.BRIGHTSTARSCHOOLS.ORG



SPORTS AND CLUBS

CIF Sports, including: soccer, basketball, volleyball, wrestling, tennis, cross-country, and track.

Arts, including: Performing arts, arts integration (including visual arts), performing arts, dance through Gabriella Foundation (including Latin Dance and Hip Hop), and music performance (2018-2019 elective course)

Leadership opportunities, including: student government, Model UN, Big Citizens Hub Program, and Youth Business Alliance

Numerous clubs, including: computer, culinary, gaming, Homecoming Committee, winter/spring Showcase Committee, and yearbook

AP CLASSES

AP offerings begin in 9th grade, and we have a 57% pass rate in 9th grade. Students can choose from up to 14 AP courses by the time they graduate as seniors, including:

- Art History
- Biology
- Calculus
- Chemistry
- English Language
- Environmental Science
- Government
- Human Geography
- Literature
- Physics
- Psychology
- Spanish
- US History
- World History

FREE AFTER-SCHOOL PROGRAMS

include clubs, tutoring, and HOLA music

COMMUNITY SERVICE

RKHS students completed over 4,000 hours of community service last year

STUDENT SUPPORT

1:90 Rise Kohyang counselor to student ratio

1:477 National average of counselors to students

1:945 California average of counselors to students

100%

of our students will graduate having met the "A through G" requirements for admission to a UC or Cal State school

LIFE EXPERIENCE LESSONS AND COLLEGE EXPERIENCE LESSONS

Through our hallmark "Life Experience Lessons" (LELs) and "College Experience Lessons," students access horizon-broadening field trips, see endless possibilities for their lives, and know that all opportunities are available to them. RKMS' incoming 9th graders experience a beginning of the year LEL, and all students experience a grade level end-of-year LEL.

TO APPLY

You may apply online via our website: **www.brightstarschools.org**, or stop by any of our schools to apply in person. To reach our enrollment team, please call (323) 954-9957 or email enrollment@brightstarschools.org.

Sharing
Search
Search
Login

≡ Open Menu

WELCOME TO RISE KOHYANG HIGH SCHOOL!

Interested in learning more about enrolling in our school? Click here to submit an interest form to connect with our enrollment team.

ASSEMBLY BILL (AB) 104: 2020-2021 GRADE CHANGE POLICY

Sharing Search Search Login

Assembly Bill (AB) 104 requires school districts to implement policies that give students opportunities to counteract the impact of the pandemic on students' academic achievement and graduation credits. The new law, which went into effect on July 1, 2021, includes the option to change grades to a Pass or No Pass for students enrolled in high school last year (2020-2021 school year).

Click here for more information and to submit a grade change request for the 20-21 school year.

ABOUT RISE KOHYANG HIGH SCHOOL

Our vision for Rise Kohyang High School (RKHS) is to create a holistic and inclusive culture of success where all scholars are safe to persevere through challenges and demonstrate personal growth through collaboration, academic excellence, and a devotion to community service.

At RKHS, we believe passionately it is the job of our school to open as many doors as possible for our students. As such, our program includes high academic rigor coupled with high expectations, a true commitment to community, and a focus on the celebration of our diversity. As one of the pioneers of social-emotional learning in secondary education, RKHS teaches its scholars to apply the skills needed to understand and manage their emotions, demonstrate empathy, and create positive relationships and opportunities through responsible decision making.

News and Updates

Bright Star Featured in Education Next

We're thrilled that Education Next featured our Alumni Support and College Success program , our incredible alumn [redacted], and our ASCS director Genoveva Cortes! At Bright Star, we&r...

Seniors Receive Prestigious Scholarships

In the 20-21 school year, despite many having to complete their senior year in distance learning, our seniors persevered. T he majority of our seniors, nearly 90%, graduated in June! We&rsqu...

Jonathan L. Receives Scholarship to UCSD

Jonathan Lim Receives Leonetti/O'Connell Scholarship to Attend UC San Diego In spring 2021, Rise Kohyang High School senio [redacted] was awarded the Leonetti/O'Connell Sch...

Marni Parsons Honored by MSMF

Marni Parsons, Bright Star's Vice President of Student & Family Services, Awarded the 2021 Matt's Hero Award by the Matthew Silverman Memorial Foundation Every yea...

Support our Teachers

Happy Teacher Appreciation Week! We are grateful for our teachers and all they do for our students, schools, and communities -- help us support them! One way to support our teachers this week? Help ...

For technical questions and comments regarding this website, including accessibility concerns, please contact the Webmaster.

Back to Top

+ - Sharing Search Search

Login

SUPPORT OUR SCHOOLS

JOIN OUR TEAM

ENROLL YOUR CHILD

Site Translator

Select Language

Powered by Google Translate

Rise Kohyang High School

600 South La Fayette Park Place, 2nd Floor Los Angeles, CA 90057

Phone: (323) 284-2553 **Fax:** (323) 978-2423

Legal Information | Privacy Policy | Site Map

ies-web-v2-7 Copyright © 2001-2022. All Rights Reserved. Web Development by Cyberschool & IES, Inc.

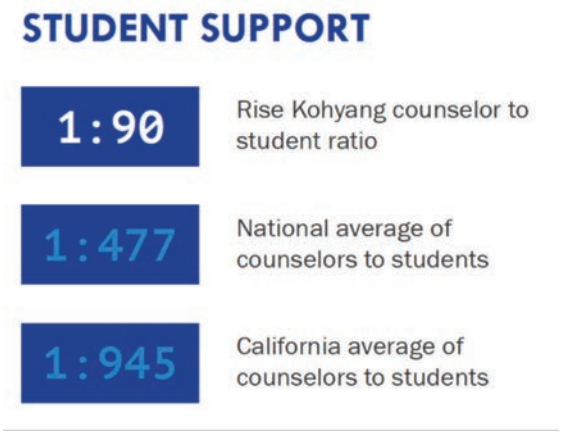
Sharing
Search
Search
Login

≡ Open Menu

Our Program

As a Bright Star School, Rise Kohyang High School offers our students **rigorous academics, inclusive education, social-emotional support, and rich life opportunities beyond the classroom**.

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



ADVANCED PLACEMENT (AP) CLASSES

AP offerings begin in 9th grade, and we have a 57% pass rate in 9th grade. Students can choose from up to 14 AP courses by the time they graduate as seniors, including:

+ - Sharing Search Search Login

- Art History
- Biology
- Calculus
- Chemistry
- English Language
- Environmental Science
- Government
- Human Geography
- Literature
- Physics
- Psychology
- Spanish
- US History
- World History

LIFE EXPERIENCE LESSONS AND COLLEGE EXPERIENCE LESSONS

Through our hallmark “Life Experience Lessons” (LELs) and “College Experience Lessons,” students access horizon-broadening field trips, see endless possibilities for their lives, and know that all opportunities are available to them. RKMS’ incoming 9th graders experience a beginning of the year LEL, and all students experience a grade level end-of-year LEL.

SPORTS AND CLUBS

- **CIF Sports**, including: soccer, basketball, volleyball, wrestling, tennis, cross-country, and track.

Sharing Search Search Login

- **Arts**, including: Performing arts, arts integration (including visual arts), dance through Gabriella Foundation (including Latin Dance and Hip Hop), and music performance (2018-2019 elective course)

- **Leadership opportunities**, including: student government, Model UN, Big Citizens Hub Program, and Youth Business Alliance Numerous clubs, including: computer, culinary, gaming, Homecoming Committee, winter/spring Showcase Committee, and yearbook

FREE AFTER-SCHOOL PROGRAMS include clubs, tutoring, and HOLA music

COMMUNITY SERVICE: RKHS students completed over 4,000 hours of community service last year

Download a one-page overview of Rise Kohyang High School.

For technical questions and comments regarding this website, including accessibility concerns, please contact the Webmaster.

Back to Top

SUPPORT OUR SCHOOLS
JOIN OUR TEAM
ENROLL YOUR CHILD

Site Translator

Select Language
Powered by Google Translate

Rise Kohyang High School

+ - Sharing Search Search

600 South La Fayette Park Place, 2nd Floor Los Angeles, CA 90057
Phone: (323) 284-2553 **Fax:** (323) 978-2423

Login

Legal Information | Privacy Policy | Site Map

ies-web-v2-7 Copyright © 2001-2022. All Rights Reserved. Web Development by Cyberschool & IES, Inc.

English

LCS Staff Login

Search LCS

LARCHMONT CHARTER SCHOOL

HOME ABOUT OUR TEAM CAMPUSES PROGRAMS ADMISSIONS GIVE CONTACT My LCS

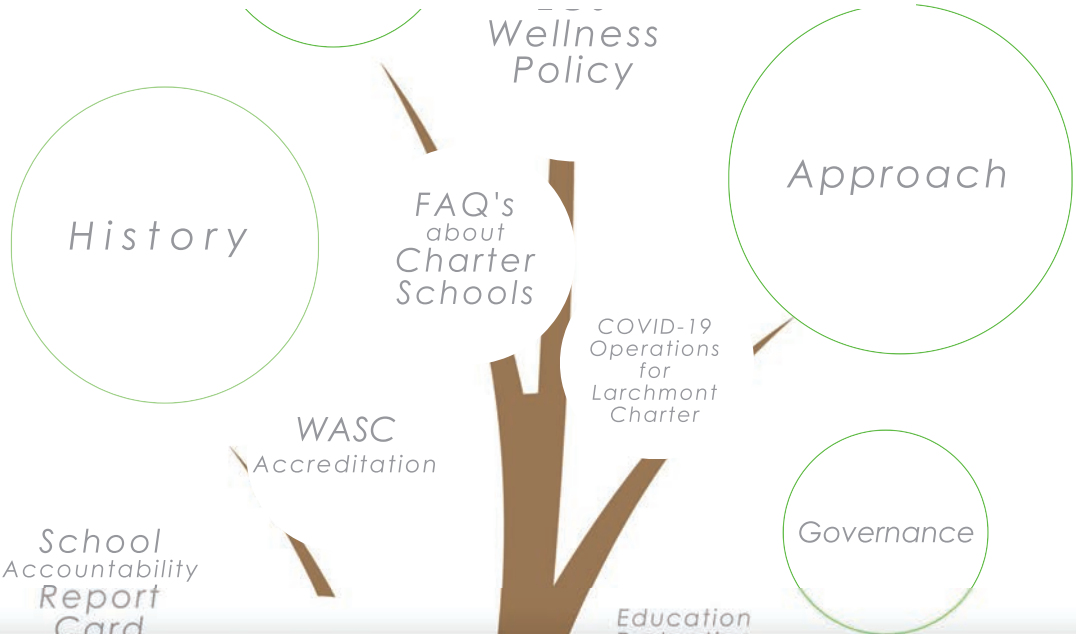
ABOUT US

*"So happy with this school--
the academics, the philosophy...all of it!
Every child in Los Angeles deserves
to go to a school like this one."
-Eli, parent*

Mission

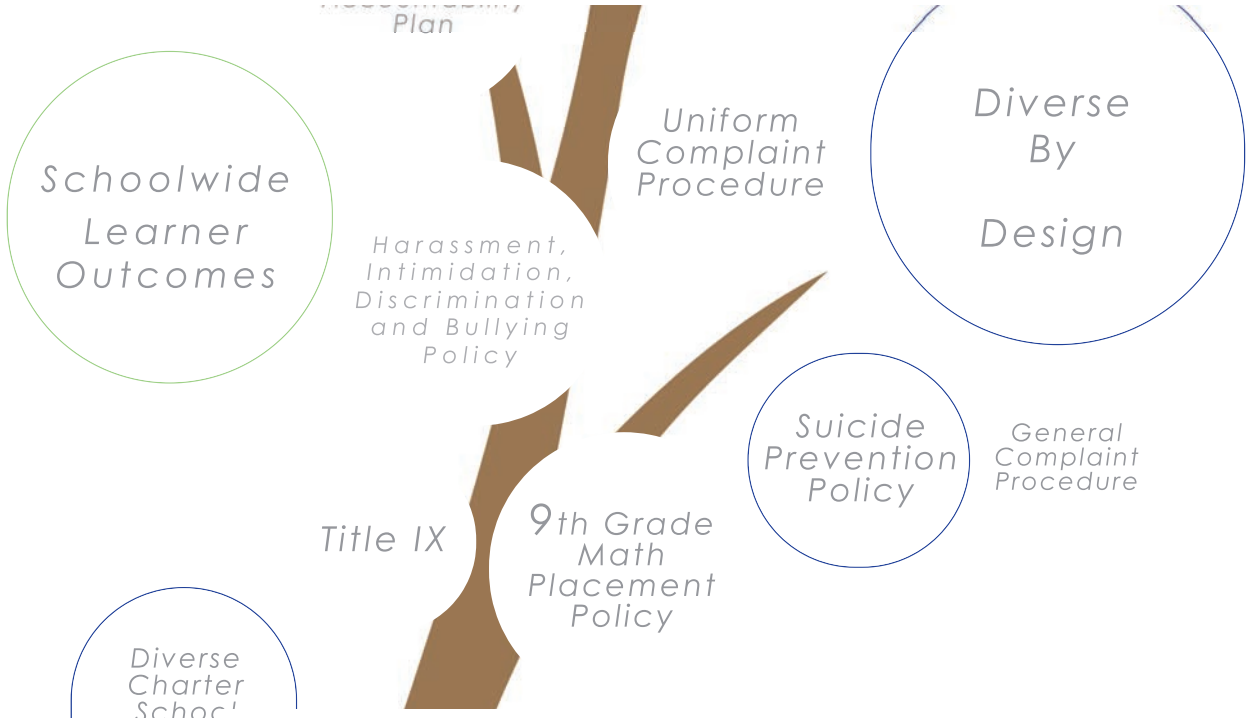
Larchmont Charter School exists to provide a socio-economically, culturally and racially diverse community of students with an exceptional public education.

We foster creativity and academic excellence; our students learn with and from each other in an experience-centered, inquiry-based learning environment. With participation from our entire community, we strive to instill in each student a dedication to improving the world we inhabit.



We use cookies and similar technologies to enable services and functionality on our site and to understand your interaction with our service. By clicking on accept, you agree to our use of such technologies for analytics.

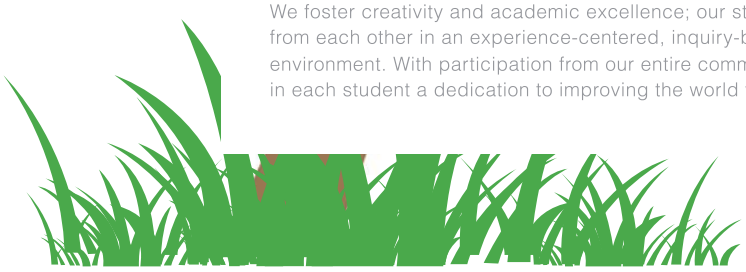
Cookie Settings Accept



Mission

Larchmont Charter School exists to provide a socio-economically, culturally and racially diverse community of students with an exceptional public education.

We foster creativity and academic excellence; our students learn with and from each other in an experience-centered, inquiry-based learning environment. With participation from our entire community, we strive to instill in each student a dedication to improving the world we inhabit.



We use cookies and similar technologies to enable services and functionality on our site and to understand your interaction with our service. By clicking on accept, you agree to our use of such technologies for analytics.

Cookie Settings
Accept

Network Office | 444 N.Larchmont Blvd. Ste.#207 Los Angeles, CA 90004 | 323-380-7893
© 2007-2023 Larchmont Charter School. All Rights Reserved.
Website Design by Rhythm N Spice

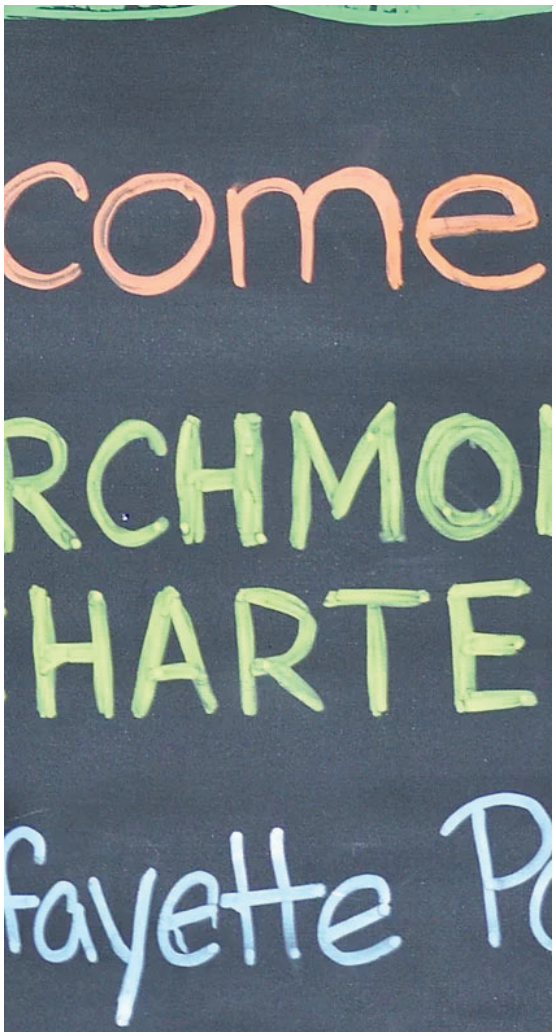
Mission

Larchmont Charter School exists to provide a socio-economically, culturally and racially diverse community of students with an exceptional public education.

We foster creativity and academic excellence; our students learn with and from each other in an experience-centered, inquiry-based learning environment. With participation from our entire community, we strive to instill in each student a dedication to improving the world we inhabit.

We use cookies and similar technologies to enable services and functionality on our site and to understand your interaction with our service. By clicking on accept, you agree to our use of such technologies for analytics.
Cookie Settings
Accept

PROGRAMS
at Lafayette Park



Welcome!

Opening its doors in 2012, Larchmont's secondary program at Lafayette Park (LFP) serves approximately 600 students ranging from 8th grade to 12th grade. The high expectations of Larchmont's secondary progams rigorously prepares students for college, while continuing to foster the sense of community, love of learning and creative processes that are the hallmark of our elementary and middle school programs.

All students receive rigorous college preparatory humanities, mathematics, and science instruction from quality educators who focus on the unique needs of the learner through the constructivist lens. Students are encouraged to creatively utilize what they learn and apply it, to positively address challenges occurring in the world around them and have access to engaging elective courses, like Edible Schoolyard cooking and gardening, yoga, dance, humanities, arts, technology and science. Students additionally form, lead and manage a series of self-directed clubs, which help them continue to grow as well-rounded, successful people, able to gain entrance to the college and career path of their choice.

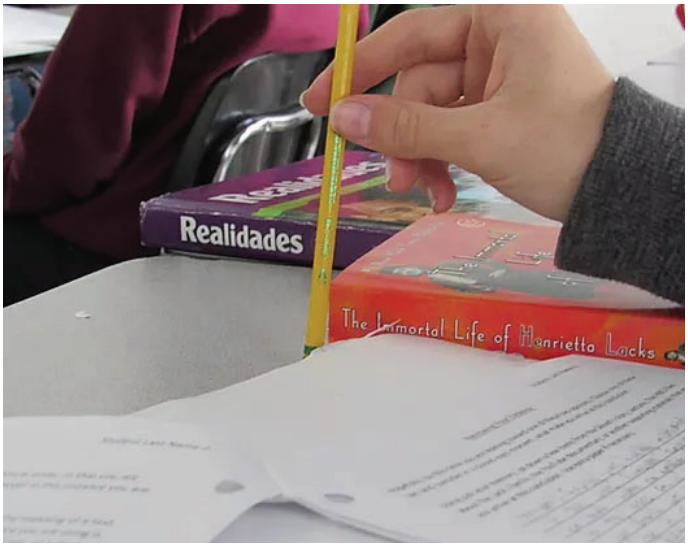
LFP's secondary curriculum is designed to meet and exceed the college admission requirements of top universities and colleges. LFP's courses are aligned to the new Common Core State Standards (CCSS). Consistent with Larchmont's inquiry-based educational philosophy and approach, the CCSS emphasizes the development of critical thinking skills and the experience of reading and writing across the curriculum. Larchmont students therefore explore non-fiction materials from varied academic areas while continuing to read fiction from varied sources and time periods. These experiences serve to help students build the analytical skills necessary to successfully complete junior and senior year research seminars and signature project.

In 11th grade, students take the Junior Research Seminar course in preparation for the 12th grade Senior Seminar where they complete their Senior Hallmark Project and an imbedded SAT preparation program. The Signature Project, a graduation requirement in the senior year, includes an extensive and well-researched thesis, oral presentation and an action research component focused on an area of each student's interest.

In order to graduate, students are required to successfully complete a minimum of 230 credits in four years in grades 9 through 12 and meet proficiency standards as determined by the State of California. Graduation requirements have also been designed to meet the University of California/California State University A-G requirements. All courses offered, with the sole exception of P.E., meet A-G requirements. Core content area courses and most electives satisfy A-G course requirements for admission to University of California and other highly selective universities. Currently, we offer twelve Advanced Placement courses including AP World History, AP US History, AP Government, AP English Language, AP English Literature, AP Calculus AB, AP Calculus BC, AP Statistics, AP Spanish Language, AP Spanish Literature, AP Biology, and AP Environmental Science.

The secondary program has a vibrant after-school programming where students can seek out additional academic support and enrichment opportunities. Athletics offered to 9th-12th students are part of an official CIF-sanctioned program. High school sports include men's and women's tennis, men's and women's volleyball, men's and women's basketball, men's and women's soccer, track and cross country. Middle school sports include all of the aforementioned

track and cross country. Middle school sports include all of the aforementioned options with the addition of flag football and baseball.



English Language Arts

English courses:

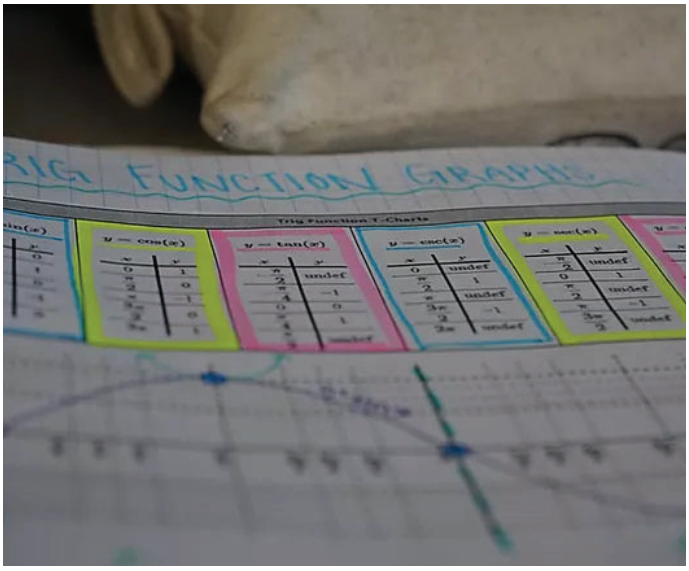
- English 9
- English 10
- English 11
- English 12
- AP English Language
- AP English Literature
- Creative Writing

Mathematics

At LFP all students have the opportunity to take an AP level course math by their Senior year.

Current Math Program Offerings:

- Pre Algebra
- Algebra I
- Algebra II
- Geometry
- Math Analysis
- Introduction to Engineering
- Pre Calculus
- AP Calculus AB
- AP Calculus BC
- AP Statistics



Science

Science courses:

- 8th grade NGSS Science
- Biology
- AP Biology
- Physics
- Chemistry
- Environmental Science
- AP Environmental Science

Social Studies

History courses:

- 8th grade US History
- World Geography
- World History
- AP World History
- US History
- AP US History
- Sociology
- US Government/Economics
- AP US Government

Foreign Language

Spanish courses:

- 8th grade Intro to Spanish
- Spanish I
- Spanish I for Native Speakers
- Spanish II
- Spanish II for Native Speakers
- Spanish III
- AP Spanish Language
- AP Spanish Literature

Electives

Elective courses:

- Edible Schoolyard: Cooking
- Edible Schoolyard: Gardening
- Photography
- Poetry
- Philosophy
- Dance I
- Advanced Dance
- Computer Science
- Mock Trial
- Middle School Art
- Yoga
- Physical Conditioning
- Yearbook
- Music Theory
- Intro to Film
- Advanced Film

Edible School Yard

The Edible Schoolyard Garden at LFP reflects the core values of both our charter and our affiliation with The Edible Schoolyard Project, founded by Alice Waters in Berkeley, CA. The goals of our program are:

- To create and maintain green spaces on campus while studying nature on and around our urban schoolyard. We primarily do this through hands-on maintenance and project oriented work days.
- To begin taking ownership of your learning through activities such as growing plants from seed, preservation practices, garden to table & body care recipes and tastings, collaboration, scientific exploration, DIY activities and more.
- To gain a deeper understanding of our responsibilities to protect the environment through conservation and sustainable practices.
- To cultivate plant life for our own enjoyment while also creating ecosystems for pollinators and birds. Doing this in such an urban setting, we learn more about the available resources and considerations given our climate requirements.

Visual And Performing Arts (VAPA)

Visual And Performing Arts courses:

- Introduction to Chorus
- Advanced Chorus
- Music Theory
- Introduction to Film
- Advanced Film
- Introduction to Theater
- Advanced Theater
- Introduction to Art
- Advanced Art
- Studio Art

Visit the LFP VAPA page.

Athletics

MIDDLE SCHOOL

- Flag Football
- Boys & Girls Basketball

- Boys & Girls Soccer
- Boys & Girls Volleyball
- Boys Baseball
- Boys & Girls Track
- Boys & Girls Cross Country
- Girls Softball

HIGH SCHOOL

- Boys & Girls Basketball
- Boys & Girls Soccer
- Boys & Girls Volleyball
- Boys Baseball
- Boys & Girls Track
- Boys & Girls Cross Country
- Boys & Girls Tennis
- Girls Softball

All programs are based on student interest and support.

Visit the LFP Athletics page.

Student Support

Academic Counseling, Social-Emotional Learning and Special Education

Social-Emotional Learning

At LCS we believe that social and emotional learning is integral to academic success. A number of tools have been blended together to create an SEL program that specifically develops skills in self-recognition & emotional self-management, empathy toward others, conflict resolution and problem-solving.

Key components within Social Emotional Learning include:

- SLO's (School-wide Learning Outcomes), integrated into all of our lessons and interactions with students throughout the day.
- mindfulness, which creates space for students, changing their impulsive reactions to more thoughtful responses.
- positive discipline/alternatives to suspension. We understand that students are still developing an understanding of school expectations, friendships, and countless other skills required to navigate a school setting. With that in mind, our discipline policy/student guidance plan, focuses on a restorative approach to addressing any negative behaviors which may occur at school. Restorative systems include: mediation, conversations, reflection time, repairs, community service, goal plans, and much more.

For more information regarding Larchmont Charter's Student Support Services and special education, please contact Myra Salinas at myra.salinas@larchmontcharter.org.

See additional resources below:

Special Education

The vision of Larchmont Charter's special education program is to ensure life success and/or college success by providing quality instruction to all students with special needs in the least restrictive environment. While the co-teaching model is the ideal method in providing instruction for students with special needs, Larchmont Charter recognizes that given its student population and facilities challenges, it will take some time to achieve this goal. At this time Larchmont Charter implements a pull-out/push-in method in providing services for students with special needs.
Larchmont Charter also provides speech, occupational therapy, counseling, adapted physical education, educational- related intensive counseling services, recreational therapy, and behavior intervention supports.

Our goal for our students with special needs is to master strategies and skills to compensate for their unique learning profiles to enable them to demonstrate learning or proficiency/mastery of the common core standards with the end goal of being exited from the special education program prior to high school graduation.

Differentiation & Gifted Learners: The year begins with an assessment of each learner's ability level, against which individual progress is regularly measured. This is coupled with high expectations for all students, enabling students at all levels to thrive. Larchmont Charter School does not offer separate classes for Gifted/Talented learners. Rather, within the auspices of our program, we utilize curriculum, approaches, and instructional methods which allow us to meet students at their level and to be able to provide differentiated and rigorous learning opportunities.

- A Parent's Guide to Special Education Services Including Procedural Rights & Safeguards (English / Spanish)
- The IEP & You (English / Spanish)
- The ITP & You (English / Spanish)

Lafayette Park Home

Network Office | 444 N.Larchmont Blvd. Ste.#207 Los Angeles, CA 90004 | 323-380-7893
© 2007-2023 Larchmont Charter School. All Rights Reserved.
Website Design by Rhythm N Spice

Select Language
Powered by Google Translate

Search this site

Curriculum

The state-led effort to develop the Common Core State Standards was launched in 2009 by state leaders, including governors and state commissioners of education from 48 states, two territories and the District of Columbia, through their membership in the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). State school chiefs and governors recognized the value of consistent, real-world learning goals and launched this effort to ensure all students, regardless of where they live, are graduating high school prepared for college, career, and life.

The standards are informed by:

- The best state standards already in existence
- The experience of teachers, content experts, states, and leading thinkers
- Feedback from the public

Language Arts Standards

The Common Core asks students to read stories and literature, as well as more complex texts that provide facts and background knowledge in areas such as science and social studies. Students will be challenged and asked questions that push them to refer back to what they've read. This stresses critical-thinking, problem-solving, and analytical skills that are required for success in college, career, and life.

Mathematics Standards

Curriculum

Student Learning Outcomes (SLO)

English Language Development

Special Education and Resources

We Climb

**Growing together.
Building together.**

We Climb

JOIN US ON OUR "WE CLIMB" CAMPAIGN TO RAISE $5.5 MILLION FOR AN EVEREST VALUE SCHOOL CAMPUS.
FIND OUT HOW

The Common Core concentrates on a clear set of math skills and concepts. Students will learn concepts in a more organized way both during the school year and across grades. The standards encourage students to solve real-world problems.

The full list of criteria used to develop the standards is available here.

One Size Does Not Fit All

The Value Schools model is not a "one-size-fits-all" approach. What directs the instructional process is student needs, not the dictates of a particular curriculum or methodology. Good teachers always analyze student needs regardless of who selects the methods and materials. The Value Schools model focuses the teachers' attention first on the needs of the student, and gives responsibility for choosing the most effective means to the teacher in collaboration with the principal and other on-site learning professionals. If the methods and materials are not successful, there is no blame assigned to the curriculum planners for poor decisions; responsibility is immediate and local.

Value Schools is not organized around a particular pedagogical style; rather it is organized around the twin centers of the five core values and the student needs. Educators know a variety of sound pedagogical methods. Using their professional judgment, they determine the learning strengths and needs of each student and the most efficient way for each student to acquire the knowledge or skill set by the curriculum.

Do you have questions about the English Language Development (ELD) Standards? The California Department of Education (CDE) has published resources for understanding the ELD Standards and their alignment to English Language Arts Standards. Read more about it out here.

Central City Value High School Course Guide

Central City Value High School uses the standards-based curricula adopted by the California State Board of Education and the State Department of Schools for the essential subject areas of Language Arts, Mathematics, Science, and Social Studies. University Prep Value School also uses the California State Board of Education's standards-based curricula in the areas of Fine Arts, Health/Physical Education and World

Languages.

Subjects:

- **Language Arts:** writing, reading, written and oral conventions, listening and speaking, including critical thinking and analysis. **Courses:** *English 9/9 Honors, English 10/10 Honors, English 11/11 Honors, AP English Language and Composition, English 12/12 Honors, AP English Literature, Practical Writing 9, English Language Acquisition (ELA).*
- **Mathematics:** *Math Readiness, Geometry, Algebra I/Honors and Algebra II/Honors, Pre-Calculus, and AP Calculus*
- **Social Studies:**
  - Grade 9: *Freshman (Value) Seminar*
  - Grade 10: *World History/Honors*,
  - Grade 11: *United States History/Honors, AP United States History*
  - Grade 12: *United States Government and Politics, AP US Government and Politics, Economics*
- **Science**: Grades 9 - 12: *Physical Science, Chemistry/Honors, Biology/Honors, AP Biology, Physiology/Honors and Health.*
- **Arts**: *Drama and Visual Arts – Art 1, Drawing and Painting, AP Studio Art: Drawing*
- **Physical Education**: *Grades 9 and 10*
- **World Languages**: *Spanish I, Spanish II, Spanish III, AP Spanish Language*
- **Electives**: *Art 3D Design, Chicano Studies, Drawing and Painting, En neering for the Future, Game Design, Health, History of Rock & Roll, Intro to Bu iness, Intro to Computer Science, Latin American History, Life Skills, Printmaking & Design, Psychology, SAT Prep, Women and Gender Studies, World Religions*

Courses meet the A-G requirements of the University of California. This includes four years of English, three years of Social Studies, three years of mathematics, two years of laboratory science, two years of a language other than English, one year of visual and performing arts, and one year of an elective from the preceding content areas.

Directions

For more, please see the **Central City Value High School Regulations, Plans, & Policies.**

Select Language
Powered by Google Translate

Search this site

Athletics

Jaguars Pitcher [redacted] working on his pitching mechanics with Coach Mac Marroquin

Jaguars Athletic Philosophy

Athletics plays an important part in the life of Central City

Athletics plays an important part in the life of Central City Value High School. Young people learn a great deal from participation in interscholastic athletics. Lessons in sportsmanship, teamwork, competition, and how to win and lose gracefully are integral parts of the athletic program. Athletic participation also plays an important part in helping students develop a healthy self-concept, as well as a healthy body. Athletic competition also improves school spirit and helps students develop pride in Central City. Most importantly, it is a privilege to participate in athletics at Central City.

The opportunity for participation in a wide variety of student-selected activities is a vital part of a student's educational experiences. Such participation is a privilege that carries with it responsibilities to the school, to the activity, to other students, to the community, and to the athletes themselves. These experiences contribute to the development of learning skills and emotional patterns that enable the student to achieve maximum benefit from their education.

The major objective of the athletic program is to provide wholesome opportunities for students to develop positive leadership habits and attitudes of social and group interaction.

Coaching leadership is of the highest quality at Central City and provides athletes with the examples of exemplary behavior. Measurement of leadership success is not in terms of the tangible evidence of victories and defeats. Character, courage, commitment, and integrity are the major objectives of the Central City Athletic Program.

The athletic program at Central City is supplemental to the academic program which strives to provide experiences that will help to develop the students physically, mentally, socially, and emotionally. Participation in athletics at Central City seeks to instill the following Five Values:

1. Academic Excellence
2. Realizing Potential
3. Individual Respect
4. Community Values
5. Service to Others

The California Interscholastic Federation (CIF) and the Central City Athletic Department determine the levels of competition and regulations. Central City proudly supports the CIF's Sportsmanship Program: **"Character Counts – Pursuing Victory with Honor"**. Central City Student/Athletes and coaches are expected to abide by the six pillars of character: **Caring, Good Citizenship, Fairness, Respect, Responsibility, and Trustworthiness.**

Sports Offered at Central City Value:

Girls Volleyball **Boys Volleyball**

Cross Country **Dance & Cheer**

Girls Basketball **Boys Basketball**

Girls Soccer **Boys Soccer** **Baseball**

Softball

Athlete Code Of Conduct

Concussion, Sudden Cardiac Arrest, Heat Illness

Forms

Eligibility

Medical Physical

Accident Insurance

Academic/Athletic Tracker

Game Day Attendance

Spirit Wear

Community Service

PHONE: 213-487-0600

LOS ANGELES ACADEMY OF ARTS AND ENTERPRISE

Select Page

About LAAAE

Los Angeles Academy of Arts and Enterprise (LAAAE) is a public charter school located in the west downtown Los Angeles community.

The founding of LAAAE originated with Moctesuma Esparza, a motion picture industry leader who has received over 200 honors and awards, including an Emmy Award and Clio Award, as well as nominations for an Academy Award and a Golden Globe. In addition to movie making, Esparza has been active in the community, including previously serving on the Board of Directors of Los Angeles County High School for the Arts (LACHSA) which is located on the California State University, Los Angeles campus. This experience led Esparza to envision a charter school as an option for students unable to access LACHSA, but whose dreams and talents needed to be nurtured and developed. He believed all students, regardless of socioeconomic status, should have access to a college preparatory curriculum with an emphasis on visual and performing arts and entrepreneurship. Thus, LAAAE was founded and continues to develop into a viable public education option for students and families.

On August 24, 2004, Los Angeles Unified School District (LAUSD) authorized LAAAE to open in September 2005. Upon initial authorization, LAAAE only offered sixth grade. Adding one grade each subsequent year, LAAAE graduated its first senior class in June 2012. LAAAE has now graduated nine senior classes. LAAAE is currently collocated with Roybal Learning Center at 1200 West Colton Street, Los Angeles. Previously, LAAAE was based at 600 South La Fayette Park Place, Los Angeles from 2006 to 2016 and at 3119 West 6 Street, Los

Angeles from 2005 to 2006. LAAAE's charter has been renewed by LAUSD on multiple occasions, most recently in March 2020.

Since its founding, LAAAE has served a predominantly minority, immigrant, and socially and economically underserved population. With an average enrollment of 330 for the past five years, its small size has enabled the fostering of a family-like community. In school year 2019-2020, LAAAE's enrollment was 291. Over 98% of students were socioeconomically disadvantaged. Ninety-nine percent (99%) were minorities and over 91% of students were, or had previously been classified as, an English language learner.

As is implied in its name, students have access to a wide variety of courses in the arts (dance, film, music, radio, theater, and visual arts) and business. Middle school students receive arts and enterprise instruction through an exploratory wheel which enables them to learn different related topics each quarter. The exploratory wheel content changes annually to provide students broad exposure across the arts and entrepreneurship throughout their middle school experience. The 2020-2021 exploratory wheel spokes include: animation, business, cinema production, and dance. Advanced middle school students may enroll in high school or college level classes.

High school students follow an A-G curriculum and complete coursework in both the arts and business to graduate. School year 2020-2021 high school academic course intensity offerings range from intervention to college level and include over 35 University of California A-G approved courses. Five of these are also currently authorized on the College Board's AP Course Audit Ledger and include: AP 2-D Art and Design, AP Calculus, AP Computer Science Principles, AP Spanish Language and Culture, and AP Spanish Literature and Culture. *One hundred percent (100%) of the students who took the AP Spanish Language and Culture exam in May 2020 earned a passing score.*

Through a partnership with Los Angeles City College (LACC), students can take LACC courses at LAAAE. In 2019, LAAAE launched another dual enrollment pathway with LACC through the K12 Strong Workforce Program. These on- and off-campus dual enrollment classes lead students to certification in animation or cinema. To obtain certification, students must complete two years (concentrator and capstone) of coursework in their respective pathway. During the completion of the respective pathway, students obtain skills needed to obtain a job in the cinema or animation industry. There are other career-real-world experiences at LAAAE.

Over two days in December 2019, LAAAE students trained with Swan Lake's (Matthew Bourne) company onstage. After the workshops, students choreographed their own dance and performed it for the company. A few days later, the students were able to see a Swan Lake performance. In February 2019, LAAAE students had a similar experience but with Matthew Bourne's innovative adaptation of Cinderella. On both occasions, students rehearsed in the Music Center studios in downtown Los Angeles and performed on the

Ahmanson stage! During the 2017-2018 school year, LAAAE collaborated with Ballet Hispanico, including participating in a company residency with one of their teaching artists. LAAAE hosts a semiannual showcase (December and May) to feature the visual and performing arts students' talent.

LAAAE in consortium with the National Hispanic Media Coalition and other agencies, was granted broadcasting rights on 101.5 FM in late 2016. Radio classes were then launched to teach students requisite skills for broadcasting. There is a timeshare agreement among the broadcasting partners and each collectively contribute to the signal's transmission. Music production later emerged from radio production. From 2017 to 2020, LAAAE partnered with the Latino Film Institute Youth Cinema Project. In that program, students engaged deeply in all elements of filmmaking and created their own short film. Students were mentored weekly by active members of the entertainment industry. In the culminating activity, students debuted their films at the Linwood Dunn Theater – a screening facility for the Academy of Motion Picture Arts and Sciences. Related noteworthy accomplishments include a student script being selected for a live YouTube read by cast members from NBC's Broke! and another student being featured (October 2020) on the Cartoon Network's series Drawn to Storytelling. Movie making now continues through the LACC pathway.

In 2014, the "D" letter grade was eliminated in both the middle and high school educational program. All students are expected to earn at least a C in order to successfully complete a course. Beyond academics, LAAAE's educational program has a holistic approach and includes providing multi-tiered systems of supports. These systems of support include: positive behavioral interventions and supports (PBIS), multiple opportunities to demonstrate mastery, and a targeted tutoring program. The California PBIS Coalition awarded LAAAE Silver recognition in 2016, 2017, and 2018 and Platinum recognition in 2019, for its systems of tiered interventions. LAAAE is the only California charter school to earn Platinum recognition in the award's history. The California PBIS Coalition recognized LAAAE as a Community Cares recipient in 2020 for its ongoing, positive efforts throughout the COVID-19 pandemic. Other notable recognitions include True Grit in 2015 by Educators 4 Excellence for making significant academic growth. LAAAE was also recognized in 2015 with a Best High Schools Bronze Medal by U.S. News and World Report.

LAAAE has a robust student services team which collaborates with community-based organizations to provide onsite and offsite individual and group therapy, family therapy, gang prevention, and gang intervention. LAAAE has also partnered with Woodcraft Rangers to provide comprehensive after school and extended break programming and services.

To ensure no child goes hungry, LAAAE students are provided with breakfast-in-the-classroom (BIC), lunch, afterschool snack, and supper (for students who stay afterschool).

To promote attendance, LAAAE students are provided with transportation. Most students are issued a transit access pass (TAP card) to ride the public bus (LA Metro and DASH) to school. Alternatively, students may participate in the school-operated transportation services before and after school. Transportation services have been suspended until further notice. During the pandemic, food service has continued in the community. Funding from No Kid Hungry enabled supper and weekend service during June through October. Woodcraft Rangers now supports this initiative.

In 2010, LAAAE initially applied for and received accreditation from the Western Association of Schools and Colleges (WASC). In November 2014 and March 2018, WASC reaffirmed LAAAE's accreditation until June 2021. In 2012, LAAAE became an associate member of the California Interscholastic Federation. In 2015, LAAAE was admitted as a full member. LAAAE's athletic program offers boys' and girls' sports each season. Interested student athletes may participate in any team. Due to the pandemic, athletics have been suspended until further notice.

LAAAE is incorporated as a California nonprofit public benefit corporation and is recognized as a 501(c)(3) entity with the Internal Revenue Service (IRS). Financial statements are independently audited annually. The audit reviews compliance in accordance with generally accepted auditing standards; the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States; and the Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, issued by the California Education Audit Appeals Panel as regulations. LAAAE's 2019-2020 unaudited financial statements report over two million in net assets. The 2020-2021 fiscal year budget balances nearly five million dollars.

The California PBIS Coalition recognized LAAAE in August 2020 for its outstanding contribution of support and care during the COVID-19 pandemic.

The California PBIS Coalition awarded LAAAE Silver recognition in 2016, 2017, and 2018 and Platinum recognition in 2019. LAAAE is the only California charter school to earn Platinum recognition in the award's history.

Professional Associations and Memberships

Los Angeles Academy of Arts and Enterprise is associated with: California Association of School Business Officials (CASBO), California Charter Schools Association (CCSA), California Interscholastic Federation (CIF), College Board, Latino Film Institute's Youth Cinema Project, National Foundation for Teaching Entrepreneurship (NFTE), School Services of California (SSC), Western Association of Schools and Colleges (WASC), and Woodcraft Rangers.

LAAAE teachers and leaders are members of: Association of Supervision and Curriculum Development (ASCD), California Art Education Association (CAEA), California Association for Health, Physical Education, Recreation and Dance (CAHPERD), California Association of Bilingual Education (CABE), California Association of School Counselors (CASC), California Association of Resource and Special Educators (CARS+), California Business Education Association (CBEA), California Council for the Social Studies (CCSS), California Mathematics Council (CMC), California School Nutrition Association (CSNA), California Science Teachers Association (CSTA), National Art Education Association (NAEA), National Association for Bilingual Education (NABE), National Council of Teachers of Mathematics (NCTM), and National Science Teachers Association (NSTA).

LAAAE was awarded a Verizon grant

In May 2019, the Verizon Innovative Learning (VIL) program awarded LAAAE with a grant for materials and curricula. LAAAE is one of 70 schools nationwide and one of five California schools selected to participate. VIL is a virtual reality STEM based program developed by the Verizon Foundation and Arizona State University to teach students about: emerging technology, design thinking process, entrepreneurial thinking, and sustainable development goals.

LAAAE was awarded No Kid Hungry grants

LAAAE pursued funding to expand its community food service program. These grants provided supper and weekend food service during the pandemic from June to October.

LAAAE was recognized with a Bronze Medal from U.S. News and World Report

U.S. News and World Report annually evaluates and recognizes the best high schools in the United States. In their 2015 recognition, LAAAE earned a Bronze Medal.

LAAAE was awarded K12 Strong Workforce grants

In April 2019, LAAAE was one of three Los Angeles high schools selected to participate in a dual enrollment pathway with Los Angeles Community College through the K12 Strong Workforce Program (SWP). While this program continues, LAAAE was funded again for the second and third rounds to continue expanding career education programming in animation and cinema.

LAAAE's Accreditation was Reaffirmed

In April 2018, WASC visited and reaffirmed LAAAE's accreditation until June 30, 2021. LAAAE had great feedback from the Visiting Committee during the January 2021 visit and awaits its final recommendation. LAAAE has been accredited since 2010.

LAAAE's Charter was Renewed by Los Angeles Unified School District

In March 2020, LAUSD renewed LAAAE's charter until June 2025. LAAAE was initially authorized by LAUSD on August 24, 2004 to open in 2005.

Los Angeles Academy of Arts and Enterprise

1200 Colton Street, Building 3, Room 320
Los Angeles, CA 90026-5816

PO Box 26750
Los Angeles, CA 90026-0750

Telephone: 213-487-0600
Fax: 213-487-0500

IMPORTANT LINKS

- Current Student Request to See Administrator or Counselor
- ELPAC Practice Tests
- Employee Portal
- Language Ladder
- PowerSchool

LOS ANGELES ACADEMY OF ARTS AND ENTERPRISE, 2021

SCHOOL PERFORMANCE OVERVIEW

Belmont Senior High

Explore the performance of Belmont Senior High under California's Accountability System.

Suspension Rate	English Learner Progress	Graduation Rate	College/Career
Blue	No Performance Color	Red	Orange

English Language Arts	Mathematics
Red	Red

School Details

NAME	ADDRESS	WEBSITE	GRADES SERVED
Belmont Senior High	1575 West 2nd Street Los Angeles, CA 90026-5701	http://www.Belmonthig...	9-12

BELMONT SENIOR HIGH

Student Population

Explore information about this school's student population.

Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
860	93.4%	41%	0.6%

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

Red

48.6 points below standard

Declined 8.1 Points ▼

EQUITY REPORT
Number of Student Groups in Each Color

2	1	0
Red	Orange	Yellow
0	0	
Green	Blue	

LEARN MORE

Mathematics

Red

134.1 points below standard

Declined 8.8 Points ▼

EQUITY REPORT
Number of Student Groups in Each Color

2	1	0
Red	Orange	Yellow
0	0	
Green	Blue	

LEARN MORE

English Learner Progress

48.2% making progress towards English language proficiency

Number of EL Students: 170

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

LEARN MORE

College/Career

Orange

30.7% prepared

Declined 5.9% ▼

EQUITY REPORT
Number of Student Groups in Each Color

1	2	0
Red	Orange	Yellow
0	0	
Green	Blue	

BELMONT SENIOR HIGH

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Graduation Rate

Red

59.9% graduated

Declined 4% ▼

EQUITY REPORT
Number of Student Groups in Each Color

3	0	0
Red	Orange	Yellow
0	0	
Green	Blue	

BELMONT SENIOR HIGH

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate

Blue

0% suspended at least once

Maintained 0%

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
0 Green	7 Blue	

SCHOOL PERFORMANCE OVERVIEW

Ramon C. Cortines School of Visual and Performing Arts

Explore the performance of Ramon C. Cortines School of Visual and Performing Arts under California's Accountability System.

Suspension Rate

Blue

English Learner Progress

No Performance Color

Graduation Rate

Blue

College/Career

Green

English Language Arts

Yellow

Mathematics

Orange

School Details

NAME
Ramon C. Cortines School of Visual and Performing Arts

ADDRESS
450 North Grand Avenue
Los Angeles, CA 90012-2123

WEBSITE
http://www.central-laus...

GRADES SERVED
9-12

RAMON C. CORTINES SCHOOL OF VISUAL AND PERFORMING ARTS

Student Population

Explore information about this school's student population.

Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,224	73.1%	5%	0.2%

RAMON C. CORTINES SCHOOL OF VISUAL AND PERFORMING ARTS

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

Yellow

6.1 points above standard

Declined 6.2 Points ▼

EQUITY REPORT

Number of Student Groups in Each Color

1	2	0
Red	Orange	Yellow
0	1	
Green	Blue	

LEARN MORE

Mathematics

Orange

103.7 points below standard

Declined 22.5 Points ▼

EQUITY REPORT

Number of Student Groups in Each Color

1	3	0
Red	Orange	Yellow
0	0	
Green	Blue	

LEARN MORE

English Learner Progress

40% making progress towards English language proficiency

Number of EL Students: 40

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

LEARN MORE

College/Career

Green

55% prepared

Maintained -0.4%

EQUITY REPORT

Number of Student Groups in Each Color

0	0	3
Red	Orange	Yellow
0	1	
Green	Blue	

RAMON C. CORTINES SCHOOL OF VISUAL AND PERFORMING ARTS

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Graduation Rate

Blue

95% graduated

Declined 1.5% ▼

EQUITY REPORT

Number of Student Groups in Each Color

0	0	2
Red	Orange	Yellow

0	2
Green	Blue

RAMON C. CORTINES SCHOOL OF VISUAL AND PERFORMING ARTS

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate

Blue

0.2% suspended at least once

Maintained 0.2%

EQUITY REPORT

Number of Student Groups in Each Color

0	0	2
Red	Orange	Yellow

2	4
Green	Blue

SCHOOL PERFORMANCE OVERVIEW

Downtown Business High

Explore the performance of Downtown Business High under California's Accountability System.

Suspension Rate	English Learner Progress	Graduation Rate	College/Career
Blue	No Performance Color	Blue	Blue

English Language Arts	Mathematics
Green	Blue

School Details

NAME	ADDRESS	WEBSITE	GRADES SERVED
Downtown Business High	1081 West Temple Street Los Angeles, CA 90012-1573	http://www.downtown...	9-12

DOWNTOWN BUSINESS HIGH

Student Population

Explore information about this school's student population.

Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,037	79.8%	2.1%	0.4%

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

Green

89.9 points above standard

Declined 18.6 Points ▼

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
3 Green	0 Blue	

LEARN MORE

Mathematics

Blue

44.8 points above standard

Increased 5.6 Points ▲

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
2 Green	1 Blue	

LEARN MORE

English Learner Progress

57.9% making progress towards English language proficiency

Number of EL Students: 19

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

LEARN MORE

College/Career

Blue

80.9% prepared

Increased 3.4% ▲

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
1 Green	2 Blue	

DOWNTOWN BUSINESS HIGH

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Graduation Rate

Blue

96.4% graduated

Increased 2.2% ▲

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
0 Green	3 Blue	

DOWNTOWN BUSINESS HIGH

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate

Blue

0% suspended at least once

Maintained -0.1%

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
0 Green	7 Blue	

SCHOOL PERFORMANCE OVERVIEW

Edward R. Roybal Learning Center

Explore the performance of Edward R. Roybal Learning Center under California's Accountability System.

Suspension Rate

Blue

English Learner Progress

No Performance Color

Graduation Rate

Green

College/Career

Green

English Language Arts

Green

Mathematics

Yellow

School Details

NAME
Edward R. Roybal Learning Center

ADDRESS
1200 West Colton Street
Los Angeles, CA 90026-5816

WEBSITE
http://www.roybaltitans....

GRADES SERVED
9-12

EDWARD R. ROYBAL LEARNING CENTER

Student Population

Explore information about this school's student population.

Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
829	96.9%	23.4%	0.4%

EDWARD R. ROYBAL LEARNING CENTER

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

Green

32.7 points above standard

Maintained 2.9 Points

EQUITY REPORT

Number of Student Groups in Each Color

1	0	0
Red	Orange	Yellow
2	0	
Green	Blue	

LEARN MORE

Mathematics

Yellow

49.8 points below standard

Declined 15 Points ▼

EQUITY REPORT

Number of Student Groups in Each Color

0	1	2
Red	Orange	Yellow
0	0	
Green	Blue	

LEARN MORE

English Learner Progress

41.2% making progress towards English language proficiency

Number of EL Students: 131

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

LEARN MORE

College/Career

Green

43.5% prepared

Increased 10.4% ▲

EQUITY REPORT

Number of Student Groups in Each Color

0	0	2
Red	Orange	Yellow
2	0	
Green	Blue	

EDWARD R. ROYBAL LEARNING CENTER

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Graduation Rate

Green

83.1% graduated

Increased 1.2% ▲

EQUITY REPORT

Number of Student Groups in Each Color

2	0	0
Red	Orange	Yellow
2	0	

Green	Blue

EDWARD R. ROYBAL LEARNING CENTER

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate

Blue

0.2% suspended at least once

Maintained 0.1%

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
0 Green	7 Blue	

SCHOOL PERFORMANCE OVERVIEW

Contreras Learning Center-School of Social Justice

Explore the performance of Contreras Learning Center-School of Social Justice under California's Accountability System.

Suspension Rate

Green

English Learner Progress

No Performance Color

Graduation Rate

Orange

College/Career

Orange

English Language Arts

Orange

Mathematics

Red

School Details

NAME
Contreras Learning Center-School of Social Justice

ADDRESS
322 South Lucas Avenue
Los Angeles, CA 90017-1406

WEBSITE
http://www.socialjustice...

GRADES SERVED
9-12

CONTRERAS LEARNING CENTER-SCHOOL OF SOCIAL JUSTICE

Student Population

Explore information about this school's student population.

Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
461	96.3%	32.5%	0.7%

CONTRERAS LEARNING CENTER-SCHOOL OF SOCIAL JUSTICE

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

Orange

49.1 points below standard

Increased 4.6 Points ▲

EQUITY REPORT
Number of Student Groups in Each Color

1	1	0
Red	Orange	Yellow
0	0	
Green	Blue	

LEARN MORE

Mathematics

Red

155.7 points below standard

Declined 14.5 Points ▼

EQUITY REPORT
Number of Student Groups in Each Color

2	0	0
Red	Orange	Yellow
0	0	
Green	Blue	

LEARN MORE

English Learner Progress

31.6% making progress towards English language proficiency

Number of EL Students: 114

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

LEARN MORE

College/Career

Orange

20.2% prepared

Declined 7.8% ▼

EQUITY REPORT
Number of Student Groups in Each Color

0	3	0
Red	Orange	Yellow
0	0	
Green	Blue	

CONTRERAS LEARNING CENTER-SCHOOL OF SOCIAL JUSTICE

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Graduation Rate

Orange

74.7% graduated

Maintained 0.9%

EQUITY REPORT
Number of Student Groups in Each Color

1	2	0
Red	Orange	Yellow

0	0
Green	Blue

CONTRERAS LEARNING CENTER-SCHOOL OF SOCIAL JUSTICE

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate

Green

0.9% suspended at least once

Maintained 0.2%

EQUITY REPORT

Number of Student Groups in Each Color

0	1	1
Red	Orange	Yellow

2	0
Green	Blue

SCHOOL PERFORMANCE OVERVIEW

School of Business and Tourism at Contreras Learning Complex

Explore the performance of School of Business and Tourism at Contreras Learning Complex under California's Accountability System.

Suspension Rate

Blue

English Learner Progress

No Performance Color

Graduation Rate

Green

College/Career

Green

English Language Arts

Orange

Mathematics

Red

School Details

NAME
School of Business and Tourism at Contreras Learning Complex

ADDRESS
322 Lucas Avenue
Los Angeles, CA 90017-1406

WEBSITE
https://www.btmclc.org

GRADES SERVED
9-12

SCHOOL OF BUSINESS AND TOURISM AT CONTRERAS LEARNING COMPLEX

Student Population

Explore information about this school's student population.

Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
431	97%	26.2%	0.2%

SCHOOL OF BUSINESS AND TOURISM AT CONTRERAS LEARNING COMPLEX

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

Orange

28.7 points below standard

Declined 47.3 Points ▼

EQUITY REPORT
Number of Student Groups in Each Color

0	2	0
Red	Orange	Yellow
0	0	
Green	Blue	

LEARN MORE

Mathematics

Red

128.6 points below standard

Declined 42.2 Points ▼

EQUITY REPORT
Number of Student Groups in Each Color

2	0	0
Red	Orange	Yellow
0	0	
Green	Blue	

LEARN MORE

English Learner Progress

25.9% making progress towards English language proficiency

Number of EL Students: 85

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

LEARN MORE

College/Career

Green

65.8% prepared

Increased 17.9% ▲

EQUITY REPORT
Number of Student Groups in Each Color

0	0	0
Red	Orange	Yellow
2	0	
Green	Blue	

SCHOOL OF BUSINESS AND TOURISM AT CONTRERAS LEARNING COMPLEX

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Graduation Rate

Green

83% graduated

Increased 11.2% ▲

EQUITY REPORT
Number of Student Groups in Each Color

0	0	0
Red	Orange	Yellow

2	0
Green	Blue

SCHOOL OF BUSINESS AND TOURISM AT CONTRERAS LEARNING COMPLEX

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate

Blue

0.2% suspended at least once

Maintained 0%

EQUITY REPORT
Number of Student Groups in Each Color

0	0	0
Red	Orange	Yellow

0	5
Green	Blue

SCHOOL PERFORMANCE OVERVIEW

Contreras Learning Center-Academic Leadership Community

Explore the performance of Contreras Learning Center-Academic Leadership Community under California's Accountability System.

Suspension Rate

Blue

English Learner Progress

No Performance Color

Graduation Rate

Red

College/Career

Orange

English Language Arts

Yellow

Mathematics

Orange

School Details

NAME
Contreras Learning Center-Academic Leadership Community

ADDRESS
322 Lucas Avenue
Los Angeles, CA 90017-1406

WEBSITE
http://www.alccobras.net

GRADES SERVED
9-12

CONTRERAS LEARNING CENTER-ACADEMIC LEADERSHIP COMMUNITY

Student Population

Explore information about this school's student population.

Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
453	96%	36.4%	0.2%

CONTRERAS LEARNING CENTER-ACADEMIC LEADERSHIP COMMUNITY

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

Yellow

8.2 points below standard

Increased 22.2 Points ▲

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	2 Yellow
0 Green	0 Blue	

LEARN MORE

Mathematics

Orange

101.5 points below standard

Maintained -0.3 Points

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	1 Orange	1 Yellow
0 Green	0 Blue	

LEARN MORE

English Learner Progress

39.4% making progress towards English language proficiency

Number of EL Students: 127

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

LEARN MORE

College/Career

Orange

27% prepared

Declined 17.8% ▼

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	2 Orange	1 Yellow
0 Green	0 Blue	

CONTRERAS LEARNING CENTER-ACADEMIC LEADERSHIP COMMUNITY

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Graduation Rate

Red

62.6% graduated

Declined 14.7% ▼

EQUITY REPORT

Number of Student Groups in Each Color

3	0	0
Red	Orange	Yellow

0	0
Green	Blue

CONTRERAS LEARNING CENTER-ACADEMIC LEADERSHIP COMMUNITY

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate

Blue

0.2% suspended at least once

Maintained -0.2%

EQUITY REPORT

Number of Student Groups in Each Color

0	0	0
Red	Orange	Yellow

0	5
Green	Blue

SCHOOL PERFORMANCE OVERVIEW

Contreras Learning Center-Los Angeœs Sdmoocoh pœouacStyl ies

Explore the performance of Contreras Learning Center-Los Angeles dchool of uloyal dt' bies ' nber CaliforniaS Acco' ntayilit. d. stemB

SysGension Rate
NellоP

EngdsmLearner Progress
R o Œrformance Color

pral yation Rate
Y range

Coœege/Career
Y range

EngdsmLangyage Arts
Y range

MatmeD atids
Y range

SdmoocBetaics

NAME
Contreras Learning Center-Los Angeles dchool of uloyal dt' bies

ABBRESS
w33 L' cas A2en' e
Los AngelesvCA , 9901-0794

WETSIUE
http6: lasgsBnet

pRABES SERVEB
, -03

CONURERAS LEARNINp CENUER-LOS ANpELES SCHOOL OF pLOTAL SUYBIES

Styl ent PoGyœation

Explore information ayo' t this schoolS st' bent pop' lationB

EnroœD ent
453

SodioedonoD idaœv Bisal 9antagel
6%50

EngdsmLearners
42.20

Foster foytm
80

CONURERAS LEARNINp CENUER-LOS ANpELES SCHOOL OF pLOTAL SUYBIES

Adal eD id PerhorD ande

/ ieP dt' bent Assessment Ves' lts anb other aspects of school performanceB

LEARN MORE

EngdsmLangyage Arts

Y range

%5.6 Goints uecob stanl arl

Indreasel w%6 Points ▲

EQYIUf REPORU

R' myer of dt' bent uro' ps in Each Color

8	w	8
Veb	Y range	NelloP
8	8	
ureen	Gl' e	

LEARN MORE

MatmeD atids

Y range

331.1 Goints uecob stanl arl

Indreasel 4k.2 Points ▲

EQYIUf REPORU

R' myer of dt' bent uro' ps in Each Color

8	w	8
Veb	Y range	NelloP
8	8	
ureen	Gl' e	

LEARN MORE

EngdsmLearner Progress

w%0 D a: ing Grogress tob arl s Engdsmcangyage Grohidiendv

NyD uer ohEL Styl ents7 22

Progress Le9ecs

/er. High = 45% or higher
High = 55% to less than 45%
Mebi' m = 75% to less than 55%
LoP = w5% to less than 75%
/er. LoP = Less than w5%

LEARN MORE

Cocœge/Career

Y range

4w30 GreGarel

Bedcinel 34.k0 ▼

EQYIUf REPORU

R' myer of dt' bent uro' ps in Each Color

8	4	8
Veb	Y range	NelloP
8	8	
ureen	Gl' e	

CONURERAS LEARNINp CENUER-LOS ANpELES SCHOOL OF pLOTAL SUYBIES

Adal eD id EngageD ent

dee information that shoPs hoP Pell schools are engaging st' bents in their learningB

LEARN MORE

pral yation Rate

Y range

12.50 gral yatel

Maintainel -8.w0

EQYIUf REPORU

R' myer of dt' bent uro' ps in Each Color

3	w	8
Veb	Y range	NelloP
8	8	
ureen	Gl' e	

CONURERAS LEARNINp CENUER-LOS ANpELES SCHOOL OF pLOTAL SUYBIES

Conl itions & CdD ate

/ ieP bata relateb to hoP P ell schools are pro2ibing a health. vsafe anb P elcoming en2ironmentB

LEARN MORE

SysGension Rate

NelloP

30 sysGenl el at œast onde

Indreasel 8.50 ▲

EQYIUf REPORU

R' myer of dt' bent uro' ps in Each Color

8	3	w
Veb	Y range	NelloP
8	w	
ureen	Gl' e	

SCHOOL PERFORMANCE OVERVIEW

Alliance Ted K. Tajima High

Explore the performance of Alliance Ted K. Tajima High under California's Accountability System.

Suspension Rate

Yellow

English Learner Progress

No Performance Color

Graduation Rate

Blue

College/Career

Blue

English Language Arts

Green

Mathematics

Yellow

Basics: Teachers, Instructional Materials, Facilities
STANDARD MET

Implementation of Academic Standards
STANDARD MET

Parent and Family Engagement
STANDARD MET

Local Climate Survey
STANDARD MET

Access to a Broad Course of Study
STANDARD MET

School Details

NAME
Alliance Ted K. Tajima High

ADDRESS
1552 W. Rockwood Street
Los Angeles, CA 90026-5520

WEBSITE
http://www.tajimahigh.o...

GRADES SERVED
9-12

ALLIANCE TED K. TAJIMA HIGH

Student Population

Explore information about this school's student population.

Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
400	95.3%	12.3%	0.3%

ALLIANCE TED K. TAJIMA HIGH

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

Green

61.7 points above standard

Declined 27.1 Points ▼

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
2 Green	0 Blue	

LEARN MORE

Mathematics

Yellow

7.5 points below standard

Declined 18.7 Points ▼

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	2 Yellow
0 Green	0 Blue	

LEARN MORE

English Learner Progress

45% making progress towards English language proficiency

Number of EL Students: 40

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

LEARN MORE

College/Career

Blue

82.3% prepared

Increased 21.1% ▲

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
0 Green	2 Blue	

Local Indicators

LEARN MORE

Implementation of Academic Standards

STANDARD MET

ALLIANCE TED K. TAJIMA HIGH

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Graduation Rate

Blue

96.8% graduated

Increased 13.2% ▲

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
0 Green	2 Blue	

Local Indicators

LEARN MORE

Access to a Broad Course of Study

STANDARD MET

ALLIANCE TED K. TAJIMA HIGH

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate

Yellow

1% suspended at least once

Increased 0.4% ▲

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	1 Orange	2 Yellow
1 Green	0 Blue	

Local Indicators

LEARN MORE

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

LEARN MORE

Parent and Family Engagement

STANDARD MET

LEARN MORE

Local Climate Survey

STANDARD MET

SCHOOL PERFORMANCE OVERVIEW

Rise Kohyang High

Explore the performance of Rise Kohyang High under California's Accountability System.

Suspension Rate

Green

English Learner Progress

No Performance Color

English Language Arts

No Performance Color

Mathematics

No Performance Color

Basics: Teachers, Instructional Materials, Facilities
STANDARD MET

Implementation of Academic Standards
STANDARD MET

Parent and Family Engagement
STANDARD MET

Local Climate Survey
STANDARD MET

Access to a Broad Course of Study
STANDARD MET

School Details

NAME
Rise Kohyang High

ADDRESS
600 South Lafayette Park Place Third Floor
Los Angeles, CA 90057

WEBSITE
http://brightstarschools....

GRADES SERVED
9-12

RISE KOHYANG HIGH

Student Population

Explore information about this school's student population.

Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
288	90.3%	17.7%	0.7%

RISE KOHYANG HIGH

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

No Performance Color

61.3 points above standard

No Data NaN Points

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
0 Green	0 Blue	

LEARN MORE

Mathematics

No Performance Color

29.7 points below standard

No Data NaN Points

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
0 Green	0 Blue	

LEARN MORE

English Learner Progress

64.1% making progress towards English language proficiency

Number of EL Students: 39

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

Local Indicators

LEARN MORE

Implementation of Academic Standards

STANDARD MET

RISE KOHYANG HIGH

Academic Engagement

See information that shows how well schools are engaging students in their learning.

Local Indicators

LEARN MORE

Access to a Broad Course of Study

STANDARD MET

RISE KOHYANG HIGH

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate

Green

0.7% suspended at least once

Maintained 0.2%

EQUITY REPORT

Number of Student Groups in Each Color

0	1	1
Red	Orange	Yellow
0	2	
Green	Blue	

Local Indicators

LEARN MORE

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

LEARN MORE

Parent and Family Engagement

STANDARD MET

LEARN MORE

Local Climate Survey

STANDARD MET

SCHOOL PERFORMANCE OVERVIEW

Larchmont Charter

Explore the performance of Larchmont Charter under California's Accountability System.

Chronic Absenteeism
Green

Suspension Rate
Yellow

English Learner Progress
No Performance Color

Graduation Rate
Blue

College/Career
Blue

English Language Arts
Blue

Mathematics
Green

Basics: Teachers, Instructional Materials, Facilities
STANDARD MET

Implementation of Academic Standards
STANDARD MET

Parent and Family Engagement
STANDARD MET

Local Climate Survey
STANDARD MET

Access to a Broad Course of Study
STANDARD MET

School Details

NAME
Larchmont Charter

ADDRESS
1265 North Fairfax Avenue
West Hollywood, CA
90046-5205

WEBSITE
http://larchmontcharter....

GRADES SERVED
K-12

LARCHMONT CHARTER

Student Population

Explore information about this school's student population.

Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,514	42.8%	8.3%	0.1%

LARCHMONT CHARTER

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

Blue

52.7 points above standard

Maintained 2 Points

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	2 Yellow
3 Green	2 Blue	

LEARN MORE

Mathematics

Green

19.9 points above standard

Maintained 0.2 Points

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	2 Orange	0 Yellow
3 Green	2 Blue	

LEARN MORE

English Learner Progress

55.4% making progress towards English language proficiency

Number of EL Students: 83

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

LEARN MORE

College/Career

Blue

77.3% prepared

Increased 8.9% ▲

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
0 Green	1 Blue	

Local Indicators

LEARN MORE

Implementation of Academic Standards

STANDARD MET

LARCHMONT CHARTER

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Chronic Absenteeism

Green

5.2% chronically absent

Declined 0.8% ▼

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	1 Orange	3 Yellow
4 Green	0 Blue	

LEARN MORE

Graduation Rate

Blue

97.3% graduated

Increased 1.1% ▲

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
0 Green	1 Blue	

Local Indicators

LEARN MORE

Access to a Broad Course of Study

STANDARD MET

LARCHMONT CHARTER

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate

Yellow

1.4% suspended at least once

Increased 0.3% ▲

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	1 Orange	3 Yellow

2
Green

3
Blue

Local Indicators

LEARN MORE

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

LEARN MORE

Parent and Family Engagement

STANDARD MET

LEARN MORE

Local Climate Survey

STANDARD MET

SCHOOL PERFORMANCE OVERVIEW

Camino Nuevo High #2

Explore the performance of Camino Nuevo High #2 under California's Accountability System.

Suspension Rate

Green

English Learner Progress

No Performance Color

Graduation Rate

Orange

College/Career

Orange

English Language Arts

Blue

Mathematics

Yellow

Basics: Teachers, Instructional Materials, Facilities
STANDARD MET

Implementation of Academic Standards
STANDARD MET

Parent and Family Engagement
STANDARD MET

Local Climate Survey
STANDARD MET

Access to a Broad Course of Study
STANDARD MET

School Details

NAME
Camino Nuevo High #2

ADDRESS
3500 West Temple Street
Los Angeles, CA 90004-3620

WEBSITE
http://dalzelllance.cami...

GRADES SERVED
9-12

CAMINO NUEVO HIGH #2

Student Population

Explore information about this school's student population.

Enrollment
460

Socioeconomically Disadvantaged
97%

English Learners
17.8%

Foster Youth
0.7%

CAMINO NUEVO HIGH #2

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

Blue

35.4 points above standard

Increased 59.8 Points ▲

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
0 Green	2 Blue	

LEARN MORE

Mathematics

Yellow

91.3 points below standard

Increased 40.4 Points ▲

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	2 Yellow
0 Green	0 Blue	

LEARN MORE

English Learner Progress

31.8% making progress towards English language proficiency

Number of EL Students: 44

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

LEARN MORE

College/Career

Orange

40.9% prepared

Declined 26.6% ▼

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	2 Orange	0 Yellow
0 Green	0 Blue	

Local Indicators

LEARN MORE

Implementation of Academic Standards

STANDARD MET

CAMINO NUEVO HIGH #2

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Graduation Rate

Orange

89.3% graduated

Declined 2% ▼

EQUITY REPORT
Number of Student Groups in Each Color

0	2	0
Red	Orange	Yellow
0	0	
Green	Blue	

Local Indicators

LEARN MORE

Access to a Broad Course of Study

STANDARD MET

CAMINO NUEVO HIGH #2

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate

Green

1.3% suspended at least once

Declined 1.6% ▼

EQUITY REPORT
Number of Student Groups in Each Color

0	1	0
Red	Orange	Yellow
3	0	
Green	Blue	

Local Indicators

LEARN MORE

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

LEARN MORE

Parent and Family Engagement

STANDARD MET

LEARN MORE

Local Climate Survey

STANDARD MET

SCHOOL PERFORMANCE OVERVIEW

CDowvt BCuvs VtB D

Explore the performance of dentral dwtR . alye ynber dalvfornvali gccoyntaCvwtR uRi tem'

Si egDoeuho RtvD s reen	EopBuea LDtnoDn PrhprnDee Ao Serformance dolor	I ntr i twho RtvD BelloN	ChBBDpDGCtnDDn s reen
EopBuea Ltopi tpDAnve s reen	MtvaDd twy/e P ranGe	mteu/ecTDt/aDneU loevwi /whotBMtvDnutBeU Ft/uBuvDe STAN1AR1 MET	Id gBDd Dovtvwho h, A/tr Dd u/ Svtortrre STAN1AR1 MET
PtrDowtor Ftd uBs EoptpDd Dow STAN1AR1 MET	Lh/tBCBud tvDSin0Ds STAN1AR1 MET	A//Deevht rnhtr Chi neDh, Svirs STAN1AR1 MET	

S/ahhB1 DvtuBe

NAME	A11RESS	WEmSITE	I RA1ES SERVE1
dentral dwtR. alye	YY1 Aorth 2 ei tmorelanb g0enye Wvi gnGelei, dg 9666-5-81:	httpi/....NNN'0alyei chooV	951Y

CENTRAL CIT3 VAL7E

Svir DowPhgi Btwvho

Explore wnformatwon aCoyt thwv i chool Li i tybent popylatwon'

EonhBBl Dow	Sh/uhD/hohd u/t BBs 1uetr 0tovtpDr	EopBuea LDtnoDne	FhevDn3hi va
yv9	. v8y%	2Y84%	f 8y%

CENTRAL CIT3 VAL7E

A/tr Dd u/ PDn,hnd to/D

. veN utybent gi i ei i ment Oei ylti anb other ai pecti of i chool performance'

LEARN MORE

EopBtea Lt opi tpD Anve

s reen

Y. 89 ghuove t bh0D evt or t rr

Mt uovt uoDr 6▼89 Phuove

EQ7 IT3 REPORT

AymCer of utybent s roypi vn Each dolor

f Oeb	f P ranGe	f BelloN
▼ s reen	f Hlye	

LEARN MORE

Mt va Dd t vu/e

P ranGe

9f 85 ghuove bDBh▲ evt or t rr

1 D/BtoDr v8/ Phuove k

EQ7 IT3 REPORT

AymCer of utybent s roypi vn Each dolor

f Oeb	▼ P ranGe	f BelloN
f s reen	f Hlye	

LEARN MORE

EopBtea LDt roDn PrhprDee

5y84% d t: uop grhprDee vh▲t rr e EopBtea Bt opi t pD grh, u/uDo/s

Ni d bDnh, EL Svi r Dovec 5Y

PrhprDee LD0DBe

. erR =vGh % M 4 or hvGher =vGh %: : 4 to lei i than M 4
3 ebvym % -: 4 to lei i than : : 4
WoN % v: 4 to lei i than -: 4
. erR WoN % Wei i than v: 4

LEARN MORE

ChBBDpDGCt rDDn

s reen

yv8 % grDgt rDr

lo/rDt eDr ▼8 % &

EQ7 IT3 REPORT

AymCer of utybent s roypi vn Each dolor

f Oeb	f P ranGe	f BelloN
▼ s reen	f Hlye	

Lh/t Blor u/t vhrne

LEARN MORE

Id gBDd Dovt vho h, A/tr Dd u/ Svt or t rr e

STAN1AR1 MET

CENTRAL CIT3 VAL7E

A/tr Dd u/ Eopt pDd Dow

uee vnformatvon that i hoNi hoN Nell i chooli are enGaGvnG i tybenti vn thevr learnvnG'

LEARN MORE

I ntr i twho RtvD

BelloN

. y8!% pntr i tvDr

1 D/BtoDr 28 % k

EQ7 IT3 REPORT

AymCer of utybent s roypi vn Each dolor

f Oeb	f PranGe	▼ BelloN
f s reen	f Hlye	

Lh/t Blor y/t whne

LEARN MORE

A//Deevh t mnhtr Chi neDh, Swi r s

STAN1AR1 MET

CENTRAL CIT3 VAL7E

Chor uwhoe - CBd t vD

. vsN bata relateb to hoN Nell i chooli are pro0vbvwG a healthR, i afe anb NelcomvwG en0vwonment'

LEARN MORE

Si egDoeuho RtvD

s reen

f 8% ei egDor Dr t w EDtewho/D

1 D/BtoDr 2% k

EQ7 IT3 REPORT

AymCer of utybent s roypi vn Each dolor

f Oeb	f PranGe	f BelloN
▼	▼	

Vista Legacy Global Academy
Supporting Documentation

s reen Hlye

Lh/t Blor u/t whne

LEARN MORE

nt eu/ecTDt/aDneU loewi /whot BMt vDnut BeU Ft/uBwDe

STAN1AR1 MET

LEARN MORE

Pt rDowt or Ft d uBs Eopt pDd Dow

STAN1AR1 MET

LEARN MORE

Lh/t BCBd t vD Si n0Ds

STAN1AR1 MET

SCHOOL PERFORMANCE OVERVIEW

Los Angeles Academy of Arts and Enterprise

Explore the performance of Los Angeles Academy of Arts and Enterprise under California's Accountability System.

Chronic Absenteeism

Green

Suspension Rate

Green

English Learner Progress

No Performance Color

Graduation Rate

Yellow

College/Career

Orange

English Language Arts

Yellow

Mathematics

Red

Basics: Teachers, Instructional Materials, Facilities
STANDARD MET

Implementation of Academic Standards
STANDARD MET

Parent and Family Engagement
STANDARD MET

Local Climate Survey
STANDARD MET

Access to a Broad Course of Study
STANDARD MET

School Details

Optional Narrative Summary

Completed By Los Angeles Academy of Arts and Enterprise

Los Angeles Academy of Arts and Enterprise (LAAAE) is a public charter school which largely serves the west downtown Los Angeles community. Since its founding in 2005, LAAAE has served a predominantly minority, immigrant, and socially and economically underserved population.

NAME
Los Angeles Academy of Arts and Enterprise

ADDRESS
1200 West Colton Street
Building 3
Los Angeles, CA 90026-5816

WEBSITE
http://laaae.org

GRADES SERVED
6-12

LOS ANGELES ACADEMY OF ARTS AND ENTERPRISE

Student Population

Explore information about this school's student population.

Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
287	98.3%	37.3%	0%

LOS ANGELES ACADEMY OF ARTS AND ENTERPRISE

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

Yellow

50.3 points below standard

Increased 10.6 Points ▲

EQUITY REPORT

Number of Student Groups in Each Color

Red	Orange	Yellow	Green	Blue
0	1	2	0	0

LEARN MORE

Mathematics

Red

107.2 points below standard

Declined 18.9 Points ▼

EQUITY REPORT

Number of Student Groups in Each Color

Red	Orange	Yellow	Green	Blue
3	0	0	0	0

LEARN MORE

English Learner Progress

37% making progress towards English language proficiency

Number of EL Students: 81

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

LEARN MORE

College/Career

Orange

46% prepared

Declined 6.1% ▼

EQUITY REPORT

Number of Student Groups in Each Color

Red	Orange	Yellow	Green	Blue
0	2	0	0	0

Local Indicators

LEARN MORE

Implementation of Academic Standards

STANDARD MET

LOS ANGELES ACADEMY OF ARTS AND ENTERPRISE

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Chronic Absenteeism

Green

6.7% chronically absent

Declined 4% ▼

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	1 Yellow
2 Green	0 Blue	

LEARN MORE

Graduation Rate

Yellow

76.5% graduated

Increased 7.9% ▲

EQUITY REPORT

Number of Student Groups in Each Color

1 Red	0 Orange	2 Yellow
0 Green	0 Blue	

Local Indicators

LEARN MORE

Access to a Broad Course of Study

STANDARD MET

LOS ANGELES ACADEMY OF ARTS AND ENTERPRISE

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate

Green

0.3% suspended at least once

Increased 0.3% ▲

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
1 Green	2 Blue	

Local Indicators

LEARN MORE

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

LEARN MORE

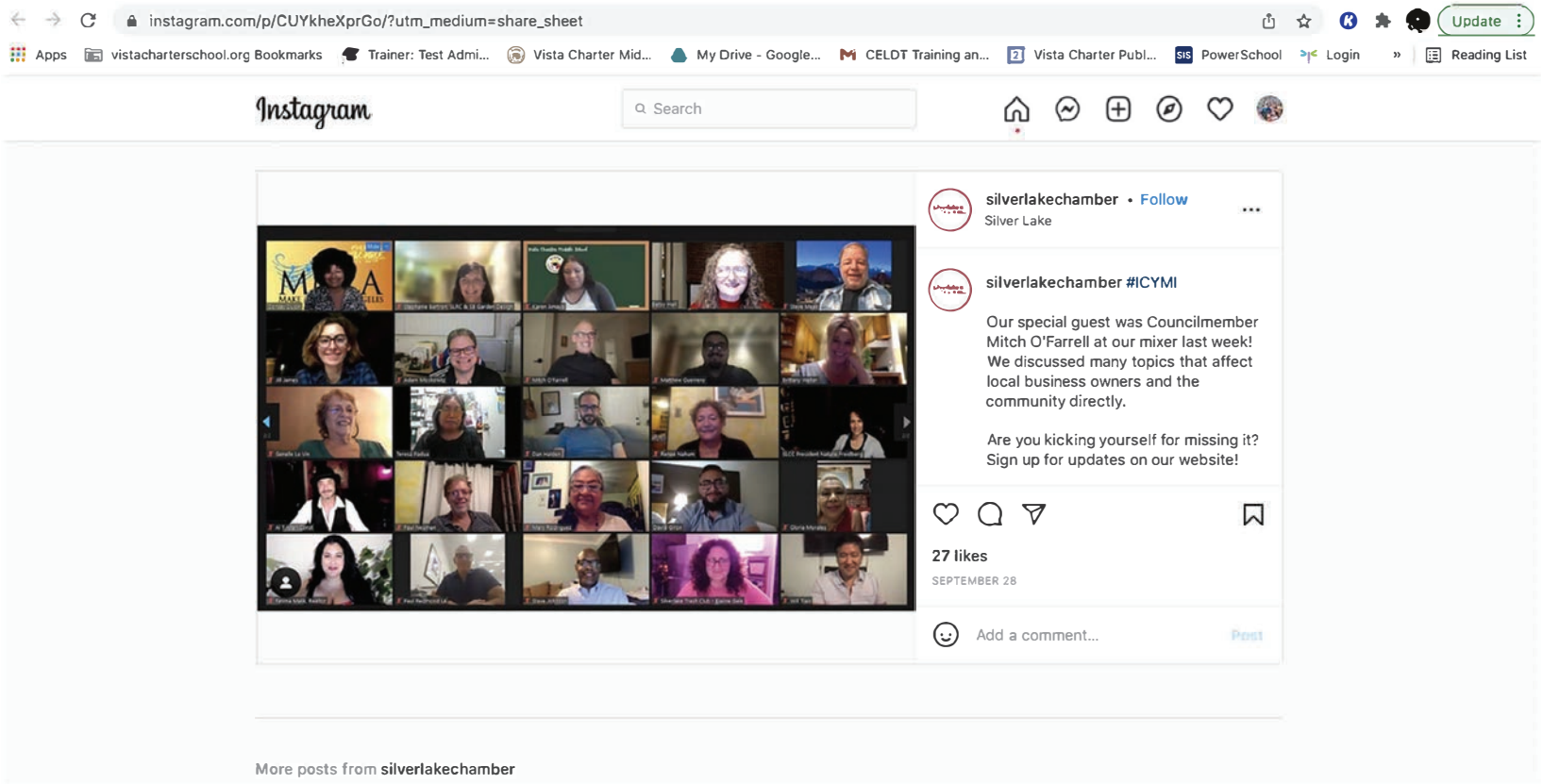
Parent and Family Engagement

STANDARD MET

LEARN MORE

Local Climate Survey

STANDARD MET


instagram.com/p/CUYkheXprGo/?utm_medium=share_sheet
Update
Apps
vistacharterschool.org Bookmarks
Trainer: Test Admi...
Vista Charter Mid...
My Drive - Google...
CELDT Training an...
Vista Charter Publ...
PowerSchool
Login
Reading List
Instagram
Search
silverlakechamber • Follow
Silver Lake
silverlakechamber #ICYMI
Our special guest was Councilmember Mitch O'Farrell at our mixer last week! We discussed many topics that affect local business owners and the community directly.
Are you kicking yourself for missing it? Sign up for updates on our website!
27 likes
SEPTEMBER 28
Add a comment...
Post
More posts from silverlakechamber

Gmail

Karen Amaya <kamaya@vistacharterps.org>

Re: FROM LA.LOTUS FESTIVAL

1 message

Jesus Bojorquez <jbojorquez@vistacharterps.org> Fri, May 6, 2022 at 3:04 PM
To: lotus festival <lalotusfestival@gmail.com>
Cc: Karen Amaya <kamaya@vistacharterps.org>, Daniel Sommer <dsommer@vistacharterps.org>, Erika Najera <enajera@vistacharterps.org>

Greetings,

Thank you for inviting us and for all of the information. We are looking forward to participating in such a great community event.
Attached you will find our application.

On Tue, May 3, 2022 at 10:34 AM lotus festival <lalotusfestival@gmail.com> wrote:

> Dear Lotus Festival Participants:
> Greetings! The Dept of Recreation and Parks of the City of Los Angeles and the Los Angeles Lotus Festival, Inc are happy to announce the return of the Lotus Festival this year at Echo Park here in Los Angeles on July 9-10, 2022 to highlight the people and culture of India.
> Attached please find the application form for the designated area of the festival you wish to participate. Please return the filled application form and the corresponding fee on the designated date.
> We hope to see you all at our 43 rd Lotus Festival on July 9-10, 2022
>
> --
> ***Best Regard***
> ***Henry Cao***
> ***LA Lotus Festival Team member***
>
> **LA.LOTUS FESTIVAL INC**
> **2001 W BEVERLY BLVD #201**
> **LOS ANGELES,CA 90057**
> **TEL:213.413.1622**
> **FAX:213.413.5456**

--
Best,

Jesus "Coach Jee" Bojorquez
Culture & Community Coordinator
Vista Charter Middle School
2900 W Temple St
Los Angeles Ca, 90026
T (213)201-4000 Ext:4054
F (213)201-5861
www.vistacharterms.org

Lotus Fest app VCMS.pdf
71K

Vista Legacy Global Academy
Intent to Re/Enroll Form

Dear current and potential Vista Legacy Global Academy parents/guardians:

This form may be used to support Charter School's request for facilities pursuant to Proposition 39 (California Education Code section 47614). By submitting this form, you are indicating that you are meaningfully interested in enrolling or re-enrolling (as applicable) your child in Charter School's classroom-based program during the 2023-24 school year. Thank you very much for your support and cooperation!

Student Information:

Please fill out one form for EACH student.

Student Name: [redacted] **Grade Level in 2023-24:** 9th
Last, First, Middle

Home Address (including zip code): [redacted]

Home Phone: ([redacted] **Date of Birth:** [redacted]

Does this student currently attend a Charter School?

Yes or No (circle one)

Is this child a resident of Los Angeles Unified School District ("LAUSD")?

Yes or No (circle one)

If yes, please list the name of LAUSD School this student would otherwise attend:

[redacted]

Parent/Legal Guardian Name: [redacted]
Last, First, Middle

Home [redacted]

Home Phone: (___) [redacted] **Email:** [redacted]

By signing below, I am indicating that I am meaningfully interested in enrolling or re-enrolling (as applicable) the above named child in Charter School for the 2023-24 school year. I understand that signing this form does not guarantee enrollment in Charter School. I further understand that this information will be disclosed to the LAUSD to support Charter School's request for facilities under Proposition 39.

Signature of Parent/Legal Guardian: [redacted] **Date:** 8.5.2022

Vista Legacy Global Academy
Intent to Re/Enroll Form

Dear current and potential Vista Legacy Global Academy parents/guardians:

This form may be used to support Charter School's request for facilities pursuant to Proposition 39 (California Education Code section 47614). By submitting this form, you are indicating that you are meaningfully interested in enrolling or re-enrolling (as applicable) your child in Charter School's classroom-based program during the 2023-24 school year. Thank you very much for your support and cooperation!

Student Information:

Please fill out one form for EACH student.

Student Name: [redacted] **Grade Level in 2023-24:** 9
Last, First, Middle

Home Address (including zip code): [redacted]

Home Phone: ([redacted] **Date of Birth:** [redacted]

Does this student currently attend a Charter School?

(Yes) or No (circle one)

Is this child a resident of Los Angeles Unified School District ("LAUSD")?

(Yes) or No (circle one)

If yes, please list the name of LAUSD School this student would otherwise attend:

_____

Parent/Legal Guardian Name: [redacted]
Last, First, Middle

Home Address: [redacted]

[redacted] 456 66 [redacted]

By signing below, I am indicating that I am meaningfully interested in enrolling or re-enrolling (as applicable) the above named child in Charter School for the 2023-24 school year. I understand that signing this form does not guarantee enrollment in Charter School. I further understand that this information will be disclosed to the LAUSD to support Charter School's request for facilities under Proposition 39.

Signature of Parent/Legal Guardian: [redacted] **Date:** 8-5-22

Vista Legacy Global Academy
Documentación de intención de los padres para inscribir o reinscribir al estudiante

Estimado padre/tutor de actual o futuro estudiante de la escuela Vista Legacy Global Academy:

Este formulario puede utilizarse para apoyar la solicitud para obtener instalaciones de acuerdo a la Proposición 39 (sección 47614 del Código de Educación del Estado de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su estudiante en el programa de chárter para el año escolar 2023-24. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante:

Favor completar una forma por estudiante.

[redacted] **Grado en el año 2023-24:** 8
Apellido, Primer Nombre, Segundo Nombre

Domicilio completo (incluyendo ZIP Code):

3[redacted]

Teléfono de Casa: ([redacted] **Fecha de Nacimiento :** 6-06-09

¿Estudiante actual de una escuela charter?

Sí o **No (marque uno)**

¿Reside el estudiante dentro de los límites del Distrito Escolar Unificado de Los Ángeles ("LAUSD" por sus siglas en inglés)?

Sí o **No (marque uno)**

Si contesto sí, por favor identifique la escuela dentro de LAUSD a la cual su hijo(a) asistiría: [redacted]

Nombre del Padre/Tutor: [redacted]

Dirección Completa: [redacted]

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante mencionado arriba en la Escuela Chárter para el año escolar 2023-24. Entiendo que al firmar este formulario no garantiza matriculación en la Escuela Chárter. También entiendo que esta información será revelada a LAUSD para apoyar la solicitud de instalaciones bajo la Proposición 39 de la Escuela Chárter.

Firma del Padre o Tutor Legal: [redacted] **Fecha:** 8-5-22

Vista Legacy Global Academy
Documentación de intención de los padres para inscribir o reinscribir al estudiante

Estimado padre/tutor de actual o futuro estudiante de la escuela Vista Legacy Global Academy:

Este formulario puede utilizarse para apoyar la solicitud para obtener instalaciones de acuerdo a la Proposición 39 (sección 47614 del Código de Educación del Estado de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su estudiante en el programa de chárter para el año escolar 2023-24. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante:

Favor completar una forma por estudiante.

Nombre: [redacted] **Grado en el año 2023-24:** 9-
Apellido, Primer Nombre, Segundo Nombre

Domicilio completo (incluyendo ZIP Code):
[redacted]
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: ([redacted] **Fecha de Nacimiento :** [redacted]

¿Estudiante actual de una escuela charter?

Sí o **No (marque uno)**

¿Reside el estudiante dentro de los límites del Distrito Escolar Unificado de Los Ángeles ("LAUSD" por sus siglas en inglés)?

Sí o **No (marque uno)**

Si contesto sí, por favor identifique la escuela dentro de LAUSD a la cual su hijo(a) asistiría: Vista

Nombre del Padre/Tutor: [redacted]
Apellido, Primer Nombre, Segundo Nombre

Dirección Completa: [redacted]

Teléfono: [redacted] **Email:** [redacted]

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante mencionado arriba en la Escuela Chárter para el año escolar 2023-24. Entiendo que al firmar este formulario no garantiza matriculación en la Escuela Chárter. También entiendo que esta información será revelada a LAUSD para apoyar la solicitud de instalaciones bajo la Proposición 39 de la Escuela Chárter.

Firma del Padre o Tutor Legal: [redacted] **Fecha:** 8/5/22

Vista Legacy Global Academy
Documentación de intención de los padres para inscribir o reinscribir al estudiante

Estimado padre/tutor de actual o futuro estudiante de la escuela Vista Legacy Global Academy:

Este formulario puede utilizarse para apoyar la solicitud para obtener instalaciones de acuerdo a la Proposición 39 (sección 47614 del Código de Educación del Estado de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su estudiante en el programa de chárter para el año escolar 2023-24. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante:

Favor completar una forma por estudiante.

Nombre: [redacted] **Grado en el año 2023-24:** 9
Apellido, Primer Nombre, Segundo Nombre

Domicilio completo (incluyendo ZIP Code):

[redacted]
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: [redacted] **Fecha de Nacimiento :** [redacted]

¿Estudiante actual de una escuela charter?

(Sí) o **No (marque uno)**

¿Reside el estudiante dentro de los límites del Distrito Escolar Unificado de Los Ángeles ("LAUSD" por sus siglas en inglés)?

(Sí) o **No (marque uno)**

Si contesto sí, por favor identifique la escuela dentro de LAUSD a la cual su hijo(a) asistiría: _____

Nombre del Padre/Tutor: [redacted]
Apellido, Primer Nombre, Segundo Nombre

Dirección Completa: [redacted]

[redacted] **Email:** [redacted]

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante mencionado arriba en la Escuela Chárter para el año escolar 2023-24. Entiendo que al firmar este formulario no garantiza matriculación en la Escuela Chárter. También entiendo que esta información será revelada a LAUSD para apoyar la solicitud de instalaciones bajo la Proposición 39 de la Escuela Chárter.

Firma del Padre o Tutor Legal: [redacted] **Fecha:** 8/5/22

Vista Legacy Global Academy
Intent to Re/Enroll Form

Dear current and potential Vista Legacy Global Academy parents/guardians:

This form may be used to support Charter School's request for facilities pursuant to Proposition 39 (California Education Code section 47614). By submitting this form, you are indicating that you are meaningfully interested in enrolling or re-enrolling (as applicable) your child in Charter School's classroom-based program during the 2023-24 school year. Thank you very much for your support and cooperation!

Student Information:

Please fill out one form for EACH student.

Student Name: [redacted] **Grade Level in 2023-24:** 9
Last, First, Middle

Home Address (including zip code):
[redacted]

Home Phone: (_____) [redacted] **Date of Birth:** [redacted]

Does this student currently attend a Charter School?

Yes or No (circle one)

Is this child a resident of Los Angeles Unified School District ("LAUSD")?

Yes or No (circle one)

If yes, please list the name of LAUSD School this student would otherwise attend:

[redacted]

Parent/Legal Guardian Name: [redacted]
Last, First, Middle

Home Address: [redacted]

Home Phone: ([redacted] **Email:** [redacted]

By signing below, I am indicating that I am meaningfully interested in enrolling or re-enrolling (as applicable) the above named child in Charter School for the 2023-24 school year. I understand that signing this form does not guarantee enrollment in Charter School. I further understand that this information will be disclosed to the LAUSD to support Charter School's request for facilities under Proposition 39.

Signature of Parent/Legal Guardian: [redacted] **Date:** 8/5/22

Vista Legacy Global Academy
Documentación de intención de los padres para inscribir o reinscribir al estudiante

Estimado padre/tutor de actual o futuro estudiante de la escuela Vista Legacy Global Academy:

Este formulario puede utilizarse para apoyar la solicitud para obtener instalaciones de acuerdo a la Proposición 39 (sección 47614 del Código de Educación del Estado de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su estudiante en el programa de chárter para el año escolar 2023-24. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante:

Favor completar una forma por estudiante.

Nombre: [redacted] **Grado en el año 2023-24:** 9
Apellido, Primer Nombre, Segundo Nombre

Domicilio completo (incluyendo ZIP Code):

[redacted]
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: [redacted] **Fecha de Nacimiento :** [redacted]

¿Estudiante actual de una escuela charter?

(Sí) o **No (marque uno)**

¿Reside el estudiante dentro de los límites del Distrito Escolar Unificado de Los Ángeles ("LAUSD" por sus siglas en inglés)?

(Sí) o **No (marque uno)**

Si contesto sí, por favor identifique la escuela dentro de LAUSD a la cual su hijo(a) asistiría: _____

Nombre del Padre/Tutor: [redacted]
Apellido, Primer Nombre, Segundo Nombre

Dirección Completa: [redacted]

Teléfono: [redacted] **Email:** [redacted]

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante mencionado arriba en la Escuela Chárter para el año escolar 2023-24. Entiendo que al firmar este formulario no garantiza matriculación en la Escuela Chárter. También entiendo que esta información será revelada a LAUSD para apoyar la solicitud de instalaciones bajo la Proposición 39 de la Escuela Chárter.

Firma del Padre o Tutor Legal: [redacted] **Fecha:** 8/5/22

Vista Legacy Global Academy
Documentación de intención de los padres para inscribir o reinscribir al estudiante

Estimado padre/tutor de actual o futuro estudiante de la escuela Vista Legacy Global Academy:

Este formulario puede utilizarse para apoyar la solicitud para obtener instalaciones de acuerdo a la Proposición 39 (sección 47614 del Código de Educación del Estado de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su estudiante en el programa de chárter para el año escolar 2023-24. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante:

Favor completar una forma por estudiante.

Nombre: [redacted] **Grado en el año 2023-24:** 9
Apellido, Primer Nombre, Segundo Nombre

Domicilio completo (incluyendo ZIP Code):

[redacted]
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: ([redacted] **Fecha de Nacimiento :** [redacted]

¿Estudiante actual de una escuela charter?

Sí o **No (marque uno)**

¿Reside el estudiante dentro de los límites del Distrito Escolar Unificado de Los Ángeles ("LAUSD" por sus siglas en inglés)?

Sí o **No (marque uno)**

Si contesto sí, por favor identifique la escuela dentro de LAUSD a la cual su hijo(a) asistiría: _____

Nombre del Padre/Tutor: _____
Apellido, Primer Nombre, Segundo Nombre

Dirección Completa: _____

Teléfono: (____)_____ **Email:** _____

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante mencionado arriba en la Escuela Chárter para el año escolar 2023-24. Entiendo que al firmar este formulario no garantiza matriculación en la Escuela Chárter. También entiendo que esta información será revelada a LAUSD para apoyar la solicitud de instalaciones bajo la Proposición 39 de la Escuela Chá[redacted]

Firma del Padre o Tutor Legal: [redacted] **Fecha:** 8/5/22

Vista Legacy Global Academy
Documentación de intención de los padres para inscribir o reinscribir al estudiante

Estimado padre/tutor de actual o futuro estudiante de la escuela Vista Legacy Global Academy:

Este formulario puede utilizarse para apoyar la solicitud para obtener instalaciones de acuerdo a la Proposición 39 (sección 47614 del Código de Educación del Estado de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su estudiante en el programa de chárter para el año escolar 2023-24. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante:

Favor completar una forma por estudiante.

Nombre: [redacted] **Grado en el año 2023-24:** 8
Apellido, Primer Nombre, Segundo Nombre

Domicilio completo (incluyendo ZIP Code):
[redacted]
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: ([redacted] **Fecha de Nacimiento :** [redacted]

¿Estudiante actual de una escuela charter?

Sí o **No (marque uno)**

¿Reside el estudiante dentro de los límites del Distrito Escolar Unificado de Los Ángeles ("LAUSD" por sus siglas en inglés)?

Sí o **No (marque uno)**

Si contesto sí, por favor identifique la escuela dentro de LAUSD a la cual su hijo(a) asistiría: Vista charter school

Nombre del Padre/Tutor: [redacted]
Apellido, Primer Nombre, Segundo Nombre

Dirección Completa: [redacted]

Tel [redacted] **Email:** [redacted]

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante mencionado arriba en la Escuela Chárter para el año escolar 2023-24. Entiendo que al firmar este formulario no garantiza matriculación en la Escuela Chárter. También entiendo que esta información será revelada a LAUSD para apoyar la solicitud de instalaciones bajo la Proposición 39 de la Escuela Chárter.

Firma del Padre o Tutor Legal: [redacted] **Fecha:** 08/05/22

Vista Legacy Global Academy
Documentación de intención de los padres para inscribir o reinscribir al estudiante

Estimado padre/tutor de actual o futuro estudiante de la escuela Vista Legacy Global Academy:

Este formulario puede utilizarse para apoyar la solicitud para obtener instalaciones de acuerdo a la Proposición 39 (sección 47614 del Código de Educación del Estado de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su estudiante en el programa de chárter para el año escolar 2023-24. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante:

Favor completar una forma por estudiante.

Nombre: [redacted] **Grado en el año 2023-24:** 9
Apellido, Primer Nombre, Segundo Nombre

Domicilio completo (incluyendo ZIP Code):

[redacted]
Calle, Ciudad, Estado, C[redacted]

Teléfono [redacted] **Fecha de Nacimiento :** [redacted]

¿Estudiante actual de una escuela charter?

(Sí) o **No (marque uno)**

¿Reside el estudiante dentro de los límites del Distrito Escolar Unificado de Los Ángeles ("LAUSD" por sus siglas en inglés)?

Sí o (No) **(marque uno)**

Si contesto sí, por favor identifique la escuela dentro de LAUSD a la cual su hijo(a) asistiría: _____

Nombre del Padre/Tutor: [redacted]
Apellido, Primer Nombre, Segundo Nombre

Dirección Completa: [redacted]

Teléfono: [redacted] **Email:** _____

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante mencionado arriba en la Escuela Chárter para el año escolar 2023-24. Entiendo que al firmar este formulario no garantiza matriculación en la Escuela Chárter. También entiendo que esta información será revelada a LAUSD para apoyar la solicitud de instalaciones bajo la Proposición 39 de la Escuela Chárter.

Firma del Padre o Tutor Legal: [redacted] **Fecha:** 6-5-22

Vista Legacy Global Academy
Documentación de intención de los padres para inscribir o reinscribir al estudiante

Estimado padre/tutor de actual o futuro estudiante de la escuela Vista Legacy Global Academy:

Este formulario puede utilizarse para apoyar la solicitud para obtener instalaciones de acuerdo a la Proposición 39 (sección 47614 del Código de Educación del Estado de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su estudiante en el programa de chárter para el año escolar 2023-24. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante:

Favor completar una forma por estudiante.

Nombre: [redacted] **Grado en el año 2023-24:** 8
Apellido, Primer Nombre, Segundo Nombre

Domicilio completo (incluyendo ZIP Code):

[redacted]
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: ([redacted]) **Fecha de Nacimiento :** _____

¿Estudiante actual de una escuela charter?

Sí o **No (marque uno)**

¿Reside el estudiante dentro de los límites del Distrito Escolar Unificado de Los Ángeles ("LAUSD" por sus siglas en inglés)?

Sí o **No (marque uno)**

Si contesto sí, por favor identifique la escuela dentro de LAUSD a la cual su hijo(a) asistiría: _____

Nombre del Padre/Tutor: [redacted]
Apellido, Primer Nombre, Segundo Nombre

Dirección Completa: [redacted]

Teléfono: [redacted] **Email:** _____

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante mencionado arriba en la Escuela Chárter para el año escolar 2023-24. Entiendo que al firmar este formulario no garantiza matriculación en la Escuela Chárter. También entiendo que esta información será revelada a LAUSD para apoyar la solicitud de instalaciones bajo la Proposición 39 de la Escuela Chárter.

Firma del Padre o Tutor Legal: [redacted] **Fecha:** 8-5-22

Vista Legacy Global Academy
Intent to Re/Enroll Form

Dear current and potential Vista Legacy Global Academy parents/guardians:

This form may be used to support Charter School's request for facilities pursuant to Proposition 39 (California Education Code section 47614). By submitting this form, you are indicating that you are meaningfully interested in enrolling or re-enrolling (as applicable) your child in Charter School's classroom-based program during the 2023-24 school year. Thank you very much for your support and cooperation!

Student Information:

Please fill out one form for EACH student.

Student Name: [redacted] **Grade Level in 2023-24:** 9th
Last, First, Middle

Home Address (including zip code):
[redacted]

Home Phone: [redacted] **Date of Birth:** [redacted]

Does this student currently attend a Charter School?

(Yes) or No (circle one)

Is this child a resident of Los Angeles Unified School District ("LAUSD")?

(Yes) or No (circle one)

If yes, please list the name of LAUSD School this student would otherwise attend:
Sal Castro

Parent/Legal Guardian Name: [redacted]
Last, First, Middle

Home Address: [redacted]

Home Phone: [redacted] **Email:** [redacted]

By signing below, I am indicating that I am meaningfully interested in enrolling or re-enrolling (as applicable) the above named child in Charter School for the 2023-24 school year. I understand that signing this form does not guarantee enrollment in Charter School. I further understand that this information will be disclosed to the LAUSD to support Charter School's request for facilities under Proposition 39.

Signature of Parent/Legal Guardian: [redacted] **Date:** 8-5-22

Vista Legacy Global Academy
Intent to Re/Enroll Form

Dear current and potential Vista Legacy Global Academy parents/guardians:

This form may be used to support Charter School's request for facilities pursuant to Proposition 39 (California Education Code section 47614). By submitting this form, you are indicating that you are meaningfully interested in enrolling or re-enrolling (as applicable) your child in Charter School's classroom-based program during the 2023-24 school year. Thank you very much for your support and cooperation!

Student Information:

Please fill out one form for EACH student.

Student Name: [redacted] **Grade Level in 2023-24:** 9
Last, First, Middle

Home Address (including zip code):
[redacted]

Home Phone: ([redacted] **Date of Birth:** [redacted]

Does this student currently attend a Charter School?

(Yes) or No (circle one)

Is this child a resident of Los Angeles Unified School District ("LAUSD")?

Yes or No (circle one)

If yes, please list the name of LAUSD School this student would otherwise attend:

_____

Parent/Legal Guardian Name: [redacted]
Last, First, Middle

Home Address: [redacted]

Home Phone: [redacted] **Email:** [redacted]

By signing below, I am indicating that I am meaningfully interested in enrolling or re-enrolling (as applicable) the above named child in Charter School for the 2023-24 school year. I understand that signing this form does not guarantee enrollment in Charter School. I further understand that this information will be disclosed to the LAUSD to support Charter School's request for facilities under Proposition 39.

Signature of Parent/Legal Guardian: [redacted] **Date:** AUG. 5, 2022

Vista Legacy Global Academy
Intent to Re/Enroll Form

Dear current and potential Vista Legacy Global Academy parents/guardians:

This form may be used to support Charter School's request for facilities pursuant to Proposition 39 (California Education Code section 47614). By submitting this form, you are indicating that you are meaningfully interested in enrolling or re-enrolling (as applicable) your child in Charter School's classroom-based program during the 2023-24 school year. Thank you very much for your support and cooperation!

Student Information:

Please fill out one form for EACH student.

Student Name: [redacted] **Grade Level in 2023-24:** 9
Last, First, Middle

Home Address (including zip code):
[redacted]

Home Phone: ([redacted]) [redacted] **Date of Birth:** [redacted]

Does this student currently attend a Charter School?

Yes or **No** (circle one)

Is this child a resident of Los Angeles Unified School District ("LAUSD")?

Yes or **No** (circle one)

If yes, please list the name of LAUSD School this student would otherwise attend:
[redacted]

Parent/Legal Guardian Name: [redacted]
Last, First, Middle

Home Address: [redacted]

Home Phone: [redacted] **Email:** [redacted]

By signing below, I am indicating that I am meaningfully interested in enrolling or re-enrolling (as applicable) the above named child in Charter School for the 2023-24 school year. I understand that signing this form does not guarantee enrollment in Charter School. I further understand that this information will be disclosed to the LAUSD to support Charter School's request for facilities under Proposition 39.

Signature of Parent/Legal Guardian: [redacted] **Date:** 8/5/22

Vista Legacy Global Academy
Documentación de intención de los padres para inscribir o reinscribir al estudiante

Estimado padre/tutor de actual o futuro estudiante de la escuela Vista Legacy Global Academy:

Este formulario puede utilizarse para apoyar la solicitud para obtener instalaciones de acuerdo a la Proposición 39 (sección 47614 del Código de Educación del Estado de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su estudiante en el programa de chárter para el año escolar 2023-24. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante:

Favor completar una forma por estudiante.

Nombre: [redacted] **Grado en el año 2023-24:** 9
Apellido, Primer Nombre, Segundo Nombre

Domicilio completo (incluyendo ZIP Code):
[redacted]
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: [redacted] **Fecha de Nacimiento :** [redacted]

¿Estudiante actual de una escuela charter?

Sí o **No (marque uno)**

¿Reside el estudiante dentro de los límites del Distrito Escolar Unificado de Los Ángeles ("LAUSD" por sus siglas en inglés)?

Sí o **No (marque uno)**

Si contesto sí, por favor identifique la escuela dentro de LAUSD a la cual su hijo(a) asistiría: _____

Nombre del Padre/Tutor: [redacted]
Apellido, Primer Nombre, Segundo Nombre

Dirección Completa: [redacted]

Teléfono: [redacted] **Email:** [redacted]

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante mencionado arriba en la Escuela Chárter para el año escolar 2023-24. Entiendo que al firmar este formulario no garantiza matriculación en la Escuela Chárter. También entiendo que esta información será revelada a LAUSD para apoyar la solicitud de instalaciones bajo la Proposición 39 de la Escuela Chárter.

Firma del Padre o Tutor Legal: [redacted] **Fecha:** Agosto 5-22

Vista Legacy Global Academy
Documentación de intención de los padres para inscribir o reinscribir al estudiante

Estimado padre/tutor de actual o futuro estudiante de la escuela Vista Legacy Global Academy:

Este formulario puede utilizarse para apoyar la solicitud para obtener instalaciones de acuerdo a la Proposición 39 (sección 47614 del Código de Educación del Estado de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su estudiante en el programa de chárter para el año escolar 2023-24. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante:

Favor completar una forma por estudiante.

Nombre: [redacted] **Grado en el año 2023-24:** 9
Apellido, Primer Nombre, Segundo Nombre

Domicilio completo (incluyendo ZIP Code):

[redacted]
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: ([redacted] **Fecha de Nacimiento :** [redacted]

¿Estudiante actual de una escuela charter?

Sí o **No (marque uno)**

¿Reside el estudiante dentro de los límites del Distrito Escolar Unificado de Los Ángeles ("LAUSD" por sus siglas en inglés)?

Sí o **No (marque uno)**

Si contesto sí, por favor identifique la escuela dentro de LAUSD a la cual su hijo(a) asistiría: _____

Nombre del Padre/Tutor: [redacted]
Apellido, Primer Nombre, Segundo Nombre

Dirección Completa: [redacted]

Teléfono: ([redacted] **Email:** _____

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante mencionado arriba en la Escuela Chárter para el año escolar 2023-24. Entiendo que al firmar este formulario no garantiza matriculación en la Escuela Chárter. También entiendo que esta información será revelada a LAUSD para apoyar la solicitud de instalaciones bajo la Proposición 39 de la Escuela Chárter.

Firma del Padre o Tutor Legal: [redacted] **Fecha:** 08/05/22

Vista Legacy Global Academy
Documentación de intención de los padres para inscribir o reinscribir al estudiante

Estimado padre/tutor de actual o futuro estudiante de la escuela Vista Legacy Global Academy:

Este formulario puede utilizarse para apoyar la solicitud para obtener instalaciones de acuerdo a la Proposición 39 (sección 47614 del Código de Educación del Estado de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su estudiante en el programa de chárter para el año escolar 2023-24. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante:

Favor completar una forma por estudiante.

Nombre: [redacted] **Grado en el año 2023-24:** 7
Apellido, Primer Nombre, Segundo Nombre

Domicilio completo (incluyendo ZIP Code):
[redacted]
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: [redacted] **Fecha de Nacimiento :** [redacted]

¿Estudiante actual de una escuela charter?

Sí o **No (marque uno)**

¿Reside el estudiante dentro de los límites del Distrito Escolar Unificado de Los Ángeles ("LAUSD" por sus siglas en inglés)?

Sí o **No (marque uno)**

Si contesto sí, por favor identifique la escuela dentro de LAUSD a la cual su hijo(a) asistiría: VISTA

Nombre del Padre/Tutor: [redacted]
Apellido, Primer Nombre, Segundo Nombre

Dirección Completa: [redacted]

Teléfono: (_____)_____ Email: _____

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante mencionado arriba en la Escuela Chárter para el año escolar 2023-24. Entiendo que al firmar este formulario no garantiza matriculación en la Escuela Chárter. También entiendo que esta información será revelada a LAUSD para apoyar la solicitud de instalaciones bajo la Proposición 39 de la Escuela Chárter.

Firma del Padre o Tutor Legal: [redacted] **Fecha:** 08-5-22

Vista Legacy Global Academy
Documentación de intención de los padres para inscribir o reinscribir al estudiante

Estimado padre/tutor de actual o futuro estudiante de la escuela Vista Legacy Global Academy:

Este formulario puede utilizarse para apoyar la solicitud para obtener instalaciones de acuerdo a la Proposición 39 (sección 47614 del Código de Educación del Estado de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su estudiante en el programa de chárter para el año escolar 2023-24. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante:

Favor completar una forma por estudiante.

Nombre: [redacted] **Grado en el año 2023-24:** 8
Apellido, Primer Nombre, Segundo Nombre

Domicilio completo (incluyendo ZIP Code):
[redacted]
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: ([redacted] **Fecha de Nacimiento :** [redacted]

¿Estudiante actual de una escuela charter?

Sí ✓ **o** **No (marque uno)**

¿Reside el estudiante dentro de los límites del Distrito Escolar Unificado de Los Ángeles ("LAUSD" por sus siglas en inglés)?

Sí ✓ **o** **No (marque uno)**

Si contesto sí, por favor identifique la escuela dentro de LAUSD a la cual su hijo(a) asistiría: Vista

Nombre del Padre/Tutor: [redacted]
Apellido, Primer Nombre, Segundo Nombre

Dirección Completa: [redacted]

Teléfono: (_____)_____ **Email:** _____

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante mencionado arriba en la Escuela Chárter para el año escolar 2023-24. Entiendo que al firmar este formulario no garantiza matriculación en la Escuela Chárter. También entiendo que esta información será revelada a LAUSD para apoyar la solicitud de instalaciones bajo la Proposición 39 de la Escuela Chárter.

Firma del Padre o Tutor Legal: [redacted] **Fecha:** 08-5-22

Vista Legacy Global Academy
Documentación de intención de los padres para inscribir o reinscribir al estudiante

Estimado padre/tutor de actual o futuro estudiante de la escuela Vista Legacy Global Academy:

Este formulario puede utilizarse para apoyar la solicitud para obtener instalaciones de acuerdo a la Proposición 39 (sección 47614 del Código de Educación del Estado de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su estudiante en el programa de chárter para el año escolar 2023-24. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante:

Favor completar una forma por estudiante.

Nombre: [redacted] **Grado en el año 2023-24:** 9
Apellido, Primer Nombre, Segundo Nombre

Domicilio completo (incluyendo ZIP Code):

[redacted]
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: [redacted] **Fecha de Nacimiento :** [redacted]

¿Estudiante actual de una escuela charter?

Sí ✓ **o** **No (marque uno)**

¿Reside el estudiante dentro de los límites del Distrito Escolar Unificado de Los Ángeles ("LAUSD" por sus siglas en inglés)?

Sí ✓ **o** **No (marque uno)**

Si contesto sí, por favor identifique la escuela dentro de LAUSD a la cual su hijo(a) asistiría: vista charter school

Nombre del Padre/Tutor: [redacted]
Apellido, Primer Nombre, Segundo Nombre

Dirección Completa: [redacted]

Teléfono: [redacted] **Email:** [redacted]

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante mencionado arriba en la Escuela Chárter para el año escolar 2023-24. Entiendo que al firmar este formulario no garantiza matriculación en la Escuela Chárter. También entiendo que esta información será revelada a LAUSD para apoyar la solicitud de instalaciones bajo la Proposición 39 de la Escuela Chárter.

Firma del Padre o Tutor Legal: [redacted] **Fecha:** 08-6-22

Vista Legacy Global Academy
Documentación de intención de los padres para inscribir o reinscribir al estudiante

Estimado padre/tutor de actual o futuro estudiante de la escuela Vista Legacy Global Academy:

Este formulario puede utilizarse para apoyar la solicitud para obtener instalaciones de acuerdo a la Proposición 39 (sección 47614 del Código de Educación del Estado de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su estudiante en el programa de chárter para el año escolar 2023-24. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante:

Favor completar una forma por estudiante.

Nombre: [redacted] **Grado en el año 2023-24:** 9
Apellido, Primer Nombre, Segundo Nombre

Domicilio completo (incluyendo ZIP Code):
[redacted]
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: [redacted] **Fecha de Nacimiento :** [redacted]

¿Estudiante actual de una escuela charter?

Sí o **No (marque uno)**

¿Reside el estudiante dentro de los límites del Distrito Escolar Unificado de Los Ángeles ("LAUSD" por sus siglas en inglés)?

Sí o **No (marque uno)**

Si contesto sí, por favor identifique la escuela dentro de LAUSD a la cual su hijo(a) asistiría: _____

Nombre del Padre/Tutor: [redacted]

Dirección Completa: [redacted]

Teléfono: [redacted] **Email:** _____

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante mencionado arriba en la Escuela Chárter para el año escolar 2023-24. Entiendo que al firmar este formulario no garantiza matriculación en la Escuela Chárter. También entiendo que esta información será revelada a LAUSD para apoyar la solicitud de instalaciones bajo la Proposición 39 de la Escuela Chárter.

Firma del Padre o Tutor Legal: [redacted] **Fecha:** 8/5/22

Vista Legacy Global Academy
Documentación de intención de los padres para inscribir o reinscribir al estudiante

Estimado padre/tutor de actual o futuro estudiante de la escuela Vista Legacy Global Academy:

Este formulario puede utilizarse para apoyar la solicitud para obtener instalaciones de acuerdo a la Proposición 39 (sección 47614 del Código de Educación del Estado de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su estudiante en el programa de chárter para el año escolar 2023-24. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante:

Favor completar una forma por estudiante.

Nombre: [redacted] **Grado en el año 2023-24:** 9
Apellido, Primer Nombre, Segundo Nombre

Domicilio completo (incluyendo ZIP Code):

[redacted]
Código Postal

Teléfono de Casa: ([redacted] **Fecha de Nacimiento :** [redacted]

¿Estudiante actual de una escuela charter?

Sí o **No (marque uno)**

¿Reside el estudiante dentro de los límites del Distrito Escolar Unificado de Los Ángeles ("LAUSD" por sus siglas en inglés)?

Sí o **No (marque uno)**

Si contesto sí, por favor identifique la escuela dentro de LAUSD a la cual su hijo(a) asistiría: _____

Nombre del Padre/Tutor: [redacted]
Apellido, Primer Nombre, Segundo Nombre

Dirección Completa: [redacted]

Teléfono: ([redacted] **Email:** [redacted]

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante mencionado arriba en la Escuela Chárter para el año escolar 2023-24. Entiendo que al firmar este formulario no garantiza matriculación en la Escuela Chárter. También entiendo que esta información será revelada a LAUSD para apoyar la solicitud de instalaciones bajo la Proposición 39 de la Escuela Chárter.

Firma del Padre o Tutor Legal: [redacted] **Fecha:** 5 de ago 2022

Vista Legacy Global Academy
Documentación de intención de los padres para inscribir o reinscribir al estudiante

Estimado padre/tutor de actual o futuro estudiante de la escuela Vista Legacy Global Academy:

Este formulario puede utilizarse para apoyar la solicitud para obtener instalaciones de acuerdo a la Proposición 39 (sección 47614 del Código de Educación del Estado de California). Al devolver este formulario, usted está indicando que tiene una intención seria de inscribir o reinscribir a su estudiante en el programa de chárter para el año escolar 2023-24. ¡Gracias por su apoyo y su cooperación!

Información del Estudiante:

Favor completar una forma por estudiante.

Nombre: [redacted] **Grado en el año 2023-24:** 9
Apellido, Primer Nombre, Segundo Nombre

Domicilio completo (incluyendo ZIP Code):
[redacted]
Calle, Ciudad, Estado, Código Postal

Teléfono de Casa: [redacted] **Fecha de Nacimiento :** [redacted]

¿Estudiante actual de una escuela charter?

Sí o **No (marque uno)**

¿Reside el estudiante dentro de los límites del Distrito Escolar Unificado de Los Ángeles ("LAUSD" por sus siglas en inglés)?

Sí o **No (marque uno)**

Si contesto sí, por favor identifique la escuela dentro de LAUSD a la cual su hijo(a) asistiría: _____

Nombre del Padre/Tutor: _____
Apellido, Primer Nombre, Segundo Nombre

Dirección Completa: _____

Teléfono: (_____)_____ Email: _____

Con mi firma, indico que tengo una intención seria de inscribir o reinscribir al estudiante mencionado arriba en la Escuela Chárter para el año escolar 2023-24. Entiendo que al firmar este formulario no garantiza matriculación en la Escuela Chárter. También entiendo que esta información será revelada a LAUSD para apoyar la solicitud de instalaciones bajo la Proposición 39 de la Escuela Chárter.

Firma del Padre o Tutor Legal: [redacted] **Fecha:** 8-5-2022

REGISTRO DE FIRMAS DE AUTORIZACIÓN DE PADRES DE FAMILIA/TUTOR DE LA ESCUELA AUTÓNOMA

VISTA LEGACY GLOBAL ACADEMY
(nombre de la escuela autónoma que se propone)

Estamos de acuerdo con el contenido de la propuesta de escuela autónoma, que se anexa, con fecha 8/17/22. Nuestras firmas indican que estamos sinceremente interesados en que nuestro/s hijo/s reciba/n clases en esta escuela autónoma en el primer año de funcionamiento en el año escolar 2023-2024. Tenga en cuenta que las únicas firmas contadas son de padres/tutores cuyo/s hijo/s estarán en un nivel de grado ofrecido por la escuela propuesta en el año de apertura.

Fecha	Nombre del padre de familia/tutor (Por favor en letra de molde)	Firma	Dirección	Número de teléfono	Nombre de alumno en edad escolar (Por favor en letra de molde)	Grado que ingresará/n en el próximo año escolar
8-12-22	[redacted]					6th
8/12/22						7th
						6.
8/12/22						8
8/12/22						7th
8/12/22						8th
8/12/22						7
8/12/22						8
8/12/22						6th
8/12/22						6th
8/12/22						6
8/12/22						8th
						6th
8/12/22						7th

FORM REV 07/25/2022

AVE 90017

CHARTER SCHOOL PARENT/GUARDIAN APPROVAL SIGNATURE PAGE

VISTA LEGACY GLOBAL ACADEMY
(Name of Proposed Charter School)

WE, THE UNDERSIGNED PARENTS, agree to the contents of the attached charter school proposal dated 8/17/22. Our signatures indicate that we are meaningfully interested in having our child(ren) attend this proposed charter school in its first year of operation in the 2023-2024 school year. Note, the only counted signatures are of parents/guardians who's child/ren will be in a grade level offered by the school in the year it opens.

Date Signed	Parent/Guardian Name (Please Print)	Signature	Address	Phone # including area code	Name of child that would attend the proposed charter school (Please Print)	Grade Entering Next School Year
8/12	[redacted]					9th
8/12						9th
8/12						7th
8/12						8th
8/12						8th
						8.
8/12						7
8/12						7
8/12						6
8/12						6
8/12						7
8/12						4
8/12						7
8/12						6.
8-12						6

FORM REV 07/25/2022

CHARTER SCHOOL PARENT/GUARDIAN APPROVAL SIGNATURE PAGE

Vista Legacy Global Academy
(Name of Proposed Charter School)

WE, THE UNDERSIGNED PARENTS, agree to the contents of the attached charter school proposal dated 8/17/22. Our signatures indicate that we are meaningfully interested in having our child(ren) attend this proposed charter school in its first year of operation in the 2023-2024 school year. Note, the only counted signatures are of parents/guardians who's child/ren will be in a grade level offered by the school in the year it opens.

	Date Signed	Parent/Guardian Name (Please Print)	Signature	Address	Phone # including area code	Name of child that would attend the proposed charter school (Please Print)	Grade Entering Next School Year
	8/12/22	[redacted]					6th
	8/12/22						6
	8/12/22						7th
	8/12/22						6th.
	8/12						8th
	8/12						Mongue 7th
	8/12						7
	8/12						8

FORM REV 07/25/2022

DocuSign Envelope ID: 8C78A1C6-3062-447B-BCF5-B8D285C26FB1

CHARTER SCHOOL TEACHER APPROVAL SIGNATURE PAGE

VISTA LEGACY GLOBAL ACADEMY
(Name of Proposed Charter School)

The proposed charter school, seeking to open in the 2023-2024 school year, will be a (check the box that best describes the status of the proposed charter school):
☑ Start-up Charter School: Total number of teachers to be employed at the school during the first year of operation_____. (Signatures of 50% required)
☐ Conversion Charter School: Total number of permanent status teachers currently employed at the school_____. (Signatures of 50% required)

WE, THE UNDERSIGNED CREDENTIALED TEACHERS, have read and agree to the contents of the attached charter school proposal dated_____. Our signatures indicate that we are meaningfully interested in being employed as teachers at this charter school during the first year of operation.

Date of Signature	Teacher's Name (Please Print) / Teacher's Signature	Street Address / City, Zip Code	Phone # including area code	Type of Credential(s) Held	CA Credential Number(s)	Credential Expiration Date(s)	College Degree(s) Held
8/3/22	Brooke Gorin	[redacted]		Single Subject Social Studies	210002171	10/1/25	B.A. History M.A. American Studies and Teaching
8/5/2022	Cristian Moreno			Single subject physical ed	220155532	07/01/2027	B.S Kinesiology
8/5/2022	Isabel Baeza			Single Subject Science	220126865	07/01/2027	BS Biochem MEd School Leadership
8/5/2022	James Oh			Single Subject English	180061960	07/01/2023	BS Film Production

FORM REV 07/25/2022

CHARTER SCHOOL TEACHER APPROVAL SIGNATURE PAGE

VISTA LEGACY GLOBAL ACADEMY
(Name of Proposed Charter School)

The proposed charter school, seeking to open in the 2023-2024 school year, will be a (check the box that best describes the status of the proposed charter school):
☑ Start-up Charter School: Total number of teachers to be employed at the school during the first year of operation_____. (Signatures of 50% required)
☐ Conversion Charter School: Total number of permanent status teachers currently employed at the school_____. (Signatures of 50% required)

WE, THE UNDERSIGNED CREDENTIALED TEACHERS, have read and agree to the contents of the attached charter school proposal dated_____. Our signatures indicate that we are meaningfully interested in being employed as teachers at this charter school during the first year of operation.

	Date of Signature	Teacher's Name (Please Print) / Teacher's Signature	Street Address / City, Zip Code	Phone # including area code	Type of Credential(s) Held	CA Credential Number(s)	Credential Expiration Date(s)	College Degree(s) Held
	8/3/22	Brooke Gorin Brooke Gorin	[redacted]		Single Subject Social Studies	210002171	10/1/25	B.A. History M.A. American Studies and Teaching
	8/5/22	Samantha Hillis	[redacted]		Single Subject ELA & History Admin Cred.	220089947 / 19017618	8/1/27	BA History MA Ed. Leadership

FORM REV 07/25/2022

Vista Legacy Global Academy
Supporting Documentation

Vista Legacy Global Academy
Enrollment & ADA Projections

	2023-24	2024-25	2025-26	2026-27	2027-28
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Enrollment Projection By Grade Level					
Grade 9	125	125	125	125	125
Grade 10		125	125	125	125
Grade 11			125	125	125
Grade 12				125	125
Total Projected Enrollment	**125**	**250**	**375**	**500**	**500**
Attendance Rate	95%	95%	95%	95%	95%
Grade Span ADA Projection					
Tk-3	-	-	-	-	-
Grades 4-6	-	-	-	-	-
Grades 7-8	-	-	-	-	-
Grades 9-12	118.75	237.50	356.25	475.00	475.00
Total Projected ADA	**-**	**-**	**-**	**-**	**-**

Enrollment

	2023-24	2024-25	2025-26	2026-27	2027-28
TK-3	-	-	-	-	-
4-6	-	-	-	-	-
7-8	-	-	-	-	-
9-12	125	250	375	500	500
	125	**250**	**375**	**500**	**500**

RATE

0.95

Average Daily Attendance

	2023-24	2024-25	2025-26	2026-27	2027-28
TK-3	-	-	-	-	-
4-6	-	-	-	-	-
7-8	-	-	-	-	-
9-12	118.75	237.50	356.25	475.00	475.00
	118.75	**237.50**	**356.25**	**475.00**	**475.00**

Vista Legacy Global Academy
Supporting Documentation

BUDGET REPORT ASSUMPTIONS	2023-24	2024-25	2025-26	2026-27	2027-28
Projected Enrollment					
Grades K-3	0	0	0	0	0
Grades 4-6	0	0	0	0	0
Grades 7-8	0	0	0	0	0
Grades 9-12	125	250	375	500	500
Total Enrollment	125	250	375	500	500
Percent Change Over Prior Year	--	100.00%	50.00%	33.33%	100.00%
Projected P-2 ADA					
Grades K-3	-	-	-	-	-
Grades 4-6	-	-	-	-	-
Grades 7-8	-	-	-	-	-
Grades 9-12	118.75	237.50	356.25	475.00	475.00
Total ADA	118.75	237.50	356.25	475.00	475.00
Percent Change Over Prior Year	--	100.00%	50.00%	33.33%	100.00%
ADA to Enrollment Ratio	**0.95**	**0.95**	**0.95**	**0.95**	**0.95**
Revenue Funding Rates (Per ADA)					
Special Education (State)	830.34	830.34	830.34	830.34	830.34
Special Education (Federal)	294.91	294.91	294.91	294.91	294.91
Mandated Cost Reimbursement	53.72	55.88	57.96	57.96	57.96
Lottery (Prop 20)	65.00	65.00	65.00	65.00	65.00
Lottery (Non-Prop 20)	163.00	163.00	163.00	163.00	163.00
Other Major Revenue Assumptions					
Staffing					
Number of Teachers (FTE)	5.00	10.00	15.00	20.00	20.00
Average Teacher Cost (Salary and Benefits)	86,299	88,040	89,212	90,407	92,810
Health and Welfare Cost per Employee	31,285	25,815	23,261	23,659	25,532
Classroom Staffing Ratio					
Students per FTE	25.00	25.00	25.00	25.00	25.00
Benefits					
CalSTRS Employer Rate	19.10%	19.10%	19.10%	19.10%	19.10%
CalPERS Employer Rate					
Facilities					
Rent/Lease	161,311	380,689	658,434	744,859	812,231
Utilities	37,800	56,700	76,545	99,509	124,386
Repairs	10,250	15,375	20,756	26,983	33,729
Administrative Service Agreements					
Oversight Fees to Authorizer (1 or 3 percent)	1%	1%	1%	1%	1%
Authorizer Oversight Annual Fee	17,502	36,276	56,385	77,866	80,653
Other					
Other Major Expenditure Assumptions					

Vista Legacy Global Academy
Supporting Documentation

SALARY POSITIONS ASSUMPTION	2023-24	2024-25	2025-26	2026-27	2027-28
Positions (FTE)					
Certificated Teacher	5	10	15	20	20
Education Specialist	0.25	1	1.5	2	2
SPED Coordinator	0.08	0.13	0.5	1	1
School Psychologist	0.26	0.41	1	2	2
PE Teacher	1	1	1	1	1
Superintendent	0.2	0.23	0.23	0.23	0.23
Assistant Superintendent	0.07	0.5	0.5	0.5	0.5
Principal	0.26	1	1	1	1
Assistant Principal	0.26	0.41	1	1	1
College & Career Counselor	0.26	1	2	3	3
Teacher's Aide	2.07	2.76	8.28	13.8	13.8
Supervision Aide	1.38	1.38	3.45	4.14	4.83
Database Administrator	0.2	0.23	0.23	0.23	0.23
IT Coordinator	0.26	0.41	1	1	1
Office Manager	0.26	0.41	1	1	1
Office Clerk	1	1	2	3	3
Plant Manager	0.26	0.41	1	1	1
Custodian	0.5	1	3	5	5
Culture & Community Coordinator	0	1	1	1	1
Intervention Coordinator	1	1	1	1	1
	9.57	24.28	45.69	62.90	63.59

Vista Legacy Global Academy
Supporting Documentation

Vista Legacy Global Academy

Salaries & Benefits - Year 1

Employee Type	Position	Object Code	Salary	Hrly rate	Hours	Percent of Shared Employee	Annualized	Object Total	STRS	PERS	Medical	Dental	Vision	Life	OASDI/Medi	WC	UI	Benefits Total
									19.10%	0.00%	1,000	35	15	8				
Certificated	Teacher	1100	$ 61,053.00			100%	$ 61,053.00		11,661		12,000	420	180	100	885	916	2,076	28,238
Certificated	Teacher	1100	$ 61,053.00			100%	$ 61,053.00		11,661		12,000	420	180	100	885	916	2,076	28,238
Certificated	Teacher	1100	$ 61,053.00			100%	$ 61,053.00		11,661		12,000	420	180	100	885	916	2,076	28,238
Certificated	Teacher	1100	$ 61,053.00			100%	$ 61,053.00		11,661		12,000	420	180	100	885	916	2,076	28,238
Certificated	Teacher	1100	$ 61,053.00			100%	$ 61,053.00		11,661		12,000	420	180	100	885	916	2,076	28,238
Certificated	Teacher P.E.	1100	$ 61,053.00			100%	$ 61,053.00		11,661		12,000	420	180	100	885	916	2,076	28,238
Certificated	SPED Coordinator	1100	$ 65,763.00			8%	$ 5,261.04		1,005		960	34	14	8	76	79	179	2,355
Certificated	Intervention Coordinator	1100	$ 61,053.00			100%	$ 61,053.00		11,661		12,000	420	180	100	885	916	2,076	28,238
Certificated	Education Specialist	1100	$ 61,053.00			25%	$ 15,263.25		2,915		3,000	105	45	25	221	229	519	7,059
Certificated	College & Career Counselor	1100	$ 72,500.00			26%	$ 18,850.00		3,600		3,120	109	47	26	273	283	641	8,099
Certificated	Psychologist	1100	$ 94,869.00			26%	$ 24,665.94		4,711		3,120	109	47	26	358	370	839	9,579
								$ 491,411.23								-	-	-
Certificated	Superintendent	1300	$ 240,000.00			20%	$ 48,000.00		9,168		2,400	84	36	20	696	720	1,632	14,756
Certificated	Assistant Superintendent	1300	$ 170,000.00			7%	$ 11,900.00		2,273		840	29	13	7	173	179	405	3,918
Certificated	Principal	1300	$ 121,415.00			26%	$ 31,567.90		6,029		3,120	109	47	26	458	474	1,073	11,336
Certificated	Assistant Principal	1300	$ 99,339.00			26%	$ 25,828.14		4,933		3,120	109	47	26	375	387	878	9,875
								$ 117,296.04										-
							Certificated Total	$ 608,707.27	116,263	-	103,680	3,629	1,555	864	8,826	9,131	20,696	264,644
Classified	Teacher's Aide	2100		$ 18.50	5.50		$ 18,315.00			-					1,401	275	623	2,299
Classified	Teacher's Aide	2100		$ 18.50	5.50		$ 18,315.00			-					1,401	275	623	2,299
Classified	Teacher's Aide	2100		$ 18.50	5.50		$ 18,315.00								1,401	275	623	2,299
Classified	Supervision Aide	2100		$ 16.75	5.50		$ 16,582.50			-					1,269	249	564	2,081
Classified	Supervision Aide	2100		$ 16.75	5.50		$ 16,582.50								1,269	249	564	2,081
								$ 88,110.00		-					-	-	-	-
Classified	Plant Manager	2200	$ 52,845.00			26%	$ 13,739.70			-	3,120	109	47	26	1,051	206	467	5,026
Classified	Custodian	2200		$ 17.93	4.00		$ 16,208.72			-					1,240	243	551	2,034
								$ 29,948.42		-					-	-	-	-
Classified	Database Administrator	2300	$ 75,988.00			20%	$ 15,197.60			-	2,400	84	36	20	1,163	228	517	4,447
Classified	IT Coordinator	2300	$ 55,080.00			26%	$ 14,320.80			-	3,120	109	47	26	1,096	215	487	5,099
								$ 29,518.40		-					-	-	-	-
Classified	Office Manager	2400	$ 49,250.00			26%	$ 12,805.00			-	3,120	109	47	26	980	192	435	4,909
Classified	Office Clerk	2400		$ 17.00	8.00		$ 24,480.00			-	12,000	420	180	100	1,873	367	832	15,772
								$ 37,285.00										
Classified	C&C Coordinator	2900		$ 25.28	8.00	0%	$ -				-	-	-	-	-	-	-	-
								$0										-
							Classified Total	$ 184,861.82	-	-	23,760	832	356	198	14,142	2,773	6,285	48,346
																		-
							Staff Total	$ 793,569.09	116,263	-	127,440	4,460	1,912	1,062	22,968	11,904	26,981	312,990

Vista Legacy Global Academy
Supporting Documentation

Salaries & Benefits - Years 1 to 5

Position	Annual	Y1	Y2	Y3	Y4	Y5
Teacher	$ 61,053.00	$ 305,265.00	$ 619,687.95	$ 943,543.59	$ 1,277,114.90	$ 1,315,428.34
Teacher P.E.	$ 61,053.00	$ 61,053.00	$ 62,884.59	$ 64,771.13	$ 66,714.26	$ 68,715.69
SPED Coordinator	$ 60,000.00	$ 5,261.04	$ 8,034.00	$ 30,900.00	$ 61,800.00	$ 63,654.00
Intervention Coordinator	$ 60,000.00	$ 61,053.00	$ 62,884.59	$ 64,771.13	$ 66,714.26	$ 68,715.69
Education Specialist	$ 61,053.00	$ 15,263.25	$ 62,884.59	$ 95,297.63	$ 129,598.85	$ 133,486.82
College & Career Counselor	$ 72,500.00	$ 18,850.00	$ 74,675.00	$ 149,415.25	$ 226,397.71	$ 233,189.64
Psychologist	$ 94,869.00	$ 24,665.94	$ 40,063.18	$ 94,869.00	$ 192,584.07	$ 198,361.59
		$ 491,411.23	**$ 931,113.90**	**$ 1,443,567.72**	**$ 2,020,924.05**	**$ 2,081,551.77**
Superintendent	$ 240,000.00	$ 48,000.00	$ 56,856.00	$ 56,856.00	$ 56,856.00	$ 56,856.00
Assistant Superintendent	$ 170,000.00	$ 11,900.00	$ 87,550.00	$ 87,550.00	$ 87,550.00	$ 87,550.00
Principal	$ 121,415.00	$ 31,567.90	$ 125,057.45	$ 128,809.17	$ 132,673.45	$ 136,653.65
Assistant Principal	$ 99,339.00	$ 25,828.14	$ 41,950.86	$ 102,319.17	$ 105,388.75	$ 108,550.41
		$ 117,296.04	**$ 311,414.31**	**$ 375,534.34**	**$ 382,468.19**	**$ 389,610.06**
	Certificated Total	**$ 608,707.27**	**$ 1,242,528.21**	**$ 1,819,102.07**	**$ 2,403,392.24**	**$ 2,471,161.83**
Teacher's Aide	$ 18,315.00	$ 54,945.00	$ 74,908.35	$ 273,675.60	$ 478,405.87	$ 512,758.04
Supervision Aide	$ 16,582.50	$ 33,165.00	$ 34,159.95	$ 109,932.25	$ 154,812.72	$ 176,039.60
		$ 88,110.00	**$ 109,068.30**	**$ 383,607.85**	**$ 633,218.58**	**$ 688,797.64**
Plant Manager	$ 52,845.00	$ 13,739.70	$ 13,063.28	$ 52,845.00	$ 54,430.35	$ 56,063.26
Custodian	$ 32,417.44	$ 16,208.72	$ 33,389.96	$ 99,226.54	$ 167,038.22	$ 172,049.36
		$ 29,948.42	**$ 46,453.25**	**$ 152,071.54**	**$ 221,468.57**	**$ 228,112.63**
Data Administrator	$ 75,988.00	$ 15,197.60	$ 18,001.56	$ 18,001.56	$ 18,001.56	$ 18,001.56
IT Coordinator	$ 55,080.00	$ 14,320.80	$ 23,260.28	$ 81,732.40	$ 81,732.40	$ 84,184.37
		$ 29,518.40	**$ 41,261.84**	**$ 99,733.96**	**$ 99,733.96**	**$ 102,185.93**
Office Manager	$ 49,250.00	$ 12,805.00	$ 20,291.00	$ 75,727.50	$ 102,999.33	$ 106,089.30
Office Clerk	$ 27,880.00	$ 24,480.00	$ 28,716.40	$ 57,457.89	$ 87,061.63	$ 89,673.48
		$ 37,285.00	**$ 49,007.40**	**$ 133,185.39**	**$ 190,060.95**	**$ 195,762.78**
C&C Coordinator	$ 36,403.20	$ -	$ 36,403.20	$ 37,495.30	$ 38,620.15	$ 39,778.76
		$ -	**$ 36,403.20**	**$ 37,495.30**	**$ 38,620.15**	**$ 39,778.76**
	Classified Total	**$ 184,861.82**	**$ 282,193.99**	**$ 806,094.04**	**$ 1,183,102.22**	**$ 1,254,637.74**
	SALARY TOTAL	**$ 793,569.09**	**$ 1,524,722.20**	**$ 2,625,196.10**	**$ 3,586,494.46**	**$ 3,725,799.57**
	STRS Rates	19.10%	19.10%	19.10%	19.10%	19.10%
	Annual	$ 116,263.09	$ 237,322.89	$ 347,448.49	$ 459,047.92	$ 471,991.91
	PERS Rates	0.00%	0.00%	0.00%	0.00%	0.00%
	Annual	$ -	$ -	$ -	$ -	$ -
	Health Insurance ER Cov	$ 1,058.33	$ 1,217.08	$ 1,399.64	$ 1,609.59	$ 1,851.03
	Eligible Cert Employees	7.57	15.38	23.46	30.46	30.46
	Annual	$ 96,138.70	$ 224,624.19	$ 394,027.05	$ 588,336.47	$ 676,586.94
	Eligible Class Employees	1.98	3.46	6.23	7.23	7.23
	Annual	$ 25,145.92	$ 50,533.14	$ 104,637.19	$ 139,647.82	$ 160,595.00
	OASDI/Medi Cert	1.45%	1.45%	1.45%	1.45%	1.45%
	Annual	$ 8,826.26	$ 18,016.66	$ 26,376.98	$ 34,849.19	$ 35,831.85
	OASDI/Medi Class	7.65%	7.65%	7.65%	7.65%	7.65%
	Annual	$ 14,141.93	$ 21,587.84	$ 61,666.19	$ 90,507.32	$ 95,979.79
	WC Cert	1.50%	1.50%	1.50%	1.50%	1.50%
	Annual	$ 9,130.61	$ 18,637.92	$ 27,286.53	$ 36,050.88	$ 37,067.43
	WC Class	1.50%	1.50%	1.50%	1.50%	1.50%
	Annual	$ 2,772.93	$ 4,232.91	$ 12,091.41	$ 17,746.53	$ 18,819.57
	UI Cert	3.40%	3.40%	3.40%	3.40%	3.40%
	Annual	$ 20,696.05	$ 42,245.96	$ 61,849.47	$ 81,715.34	$ 84,019.50
	UI Class	3.40%	3.40%	3.40%	3.40%	3.40%
	Annual	$ 6,285.30	$ 9,594.60	$ 27,407.20	$ 40,225.48	$ 42,657.68
	TOTAL BENEFITS	**$ 299,400.78**	**$ 626,796.11**	**$ 1,062,790.52**	**$ 1,488,126.95**	**$ 1,623,549.66**

Vista Legacy Global Academy
Supporting Documentation

Name of School	No. of Students	Facility SQFT	Monthly	Annual Cost	PPSQFT
Vista MS - LA	420	31,000	45,291	543,492	1.46
Vista Heritage	270	15,000	18,955	227,460	1.26
Vista Horizon	50	8,900	7,350	73,703	0.83
Vista Condor	175	6,600	8,500	102,000	1.29
	915	61,500			

	No. of Students	Facility SQFT	Monthly	Annual Cost	PPSQFT	% of Annual Budget
Vista High School (Private Facility)	125	8,402	13,443	161,311	$ 1.60	8.02%
	250	16,803	27,557	330,689	$ 1.64	8.67%
	375	25,205	42,369	508,434	$ 1.68	8.27%
	500	33,607	57,905	694,859	$ 1.72	8.30%
	500	33,607	59,353	712,231	$ 1.77	8.05%
Vista Horizon (LAUSD Prop 39)	125	7,870	5,851	70,216	$ 0.74	3.49%
	225	14,167	10,848	130,181	$ 0.77	3.41%
	300	18,889	14,899	178,782	$ 0.79	2.91%
	375	23,611	19,182	230,182	$ 0.81	2.75%
	450	28,333	23,709	284,505	$ 0.84	3.22%

Vista Legacy Global Academy
Supporting Documentation

Vista Legacy Global Academy

User Notes

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
SUMMARY OF FUNDING								
General Assumptions								
COLA & Augmentation	*3.26%*	*0.00%*	*5.07%*	*5.33%*	*3.61%*	*3.64%*	*3.62%*	*3.58%*
Base Grant Proration Factor	-	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Add-on, ERT & MSA Proration Factor	-	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
LCFF Entitlement								
Base Grant	$-	$-	$-	$-	$1,270,269	$2,632,925	$4,092,244	$5,651,550
Grade Span Adjustment	-	-	-	-	33,012	68,400	106,519	146,775
Supplemental Grant	-	-	-	-	214,781	445,178	691,956	955,564
Concentration Grant	-	-	-	-	232,114	481,106	747,800	1,032,682
Add-ons: Targeted Instructional Improvement Block Grant	-	-	-	-	-	-	-	-
Add-ons: Home-to-School Transportation	-	-	-	-	-	-	-	-
Add-ons: Small School District Bus Replacement Program	-	-	-	-	-	-	-	-
Total LCFF Entitlement Before Adjustments, ERT & Additional State Aid	**$-**	**$-**	**$-**	**$-**	**$1,750,176**	**$3,627,609**	**$5,638,519**	**$7,786,571**
Miscellaneous Adjustments	-	-	-	-	-	-	-	-
Economic Recovery Target	-	-	-	-	-	-	-	-
Additional State Aid	-	-	-	-	-	-	-	-
Total LCFF Entitlement	**-**	**-**	**-**	**-**	**1,750,176**	**3,627,609**	**5,638,519**	**7,786,571**
LCFF Entitlement Per ADA	**$ -**	**$ -**	**$ -**	**$ -**	**$ 14,738**	**$ 15,274**	**$ 15,827**	**$ 16,393**
Components of LCFF By Object Code								
State Aid (Object Code 8011)	$ -	$ -	$ -	$ -	$ 1,350,244	$ 2,827,745	$ 4,438,722	$ 6,186,842
EPA (for LCFF Calculation purposes)	$ -	$ -	$ -	$ -	$ 23,750	$ 47,500	$ 71,250	$ 95,000
Local Revenue Sources:								
Property Taxes (Object 8021 to 8089)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
In-Lieu of Property Taxes (Object Code 8096)	-	-	-	-	376,182	752,364	1,128,547	1,504,729
Property Taxes net of In-Lieu	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
TOTAL FUNDING	**-**	**-**	**-**	**-**	**1,750,176**	**3,627,609**	**5,638,519**	**7,786,571**
Basic Aid Status	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Excess Taxes	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
EPA in Excess to LCFF Funding	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total LCFF Entitlement	**-**	**-**	**-**	**-**	**1,750,176**	**3,627,609**	**5,638,519**	**7,786,571**

SUMMARY OF EPA								
% of Adjusted Revenue Limit - Annual	16.13801139%	70.06785065%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%
% of Adjusted Revenue Limit - P-2	16.08698870%	70.06785065%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%
EPA (for LCFF Calculation purposes)	$ -	$ -	$ -	$ -	$ 23,750	$ 47,500	$ 71,250	$ 95,000
EPA, Current Year (Object Code 8012) (P-2 plus Current Year Accrual)	$ -	$ -	$ -	$ -	$ 23,750	$ 47,500	$ 71,250	$ 95,000
EPA, Prior Year Adjustment (Object Code 8019) (P-A less Prior Year Accrual)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Accrual (from Data Entry tab)	-	-	-	-	-	-	-	-

LCAP PERCENTAGE TO INCREASE OR IMPROVE SERVICES								
Base Grant (*Excludes add-ons for TIIG and Transportation*)	$ -	$ -	$ -	$ -	$ 1,303,281	$ 2,701,325	$ 4,198,763	$ 5,798,325
Supplemental and Concentration Grant funding in the LCAP year	$ -	$ -	$ -	$ -	$ 446,895	$ 926,284	$ 1,439,756	$ 1,988,246
Percentage to Increase or Improve Services	0.00%	0.00%	0.00%	0.00%	34.29%	34.29%	34.29%	34.29%

SUMMARY OF STUDENT POPULATION								
Unduplicated Pupil Population								
Enrollment	-	-	-	-	125	250	375	500
COE Enrollment	-	-	-	-	-	-	-	-
Total Enrollment	**0**	**0**	**0**	**0**	**125**	**250**	**375**	**500**
Unduplicated Pupil Count	-	-	-	-	103	206	309	412
COE Unduplicated Pupil Count	-	-	-	-	-	-	-	-
Total Unduplicated Pupil Count	**0**	**0**	**0**	**0**	**103**	**206**	**309**	**412**
Rolling %, Supplemental Grant	0.0000%	0.0000%	0.0000%	0.0000%	82.4000%	82.4000%	82.4000%	82.4000%
Rolling %, Concentration Grant	0.0000%	0.0000%	0.0000%	0.0000%	82.4000%	82.4000%	82.4000%	82.4000%

SUMMARY OF LCFF ADA								
Prior Year ADA for the Hold Harmless - (net of current year charter shift)								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
LCFF Subtotal	-	-	-	-	-	-	-	-
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	-	-	-	-	-
Current Year ADA								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	118.75	237.50	356.25	475.00
LCFF Subtotal	-	-	-	-	118.75	237.50	356.25	475.00
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	-	118.75	237.50	356.25	475.00
Change in LCFF ADA (excludes NSS ADA)	-	-	-	-	118.75	237.50	356.25	475.00
	No Change	No Change	No Change	No Change	Increase	Increase	Increase	Increase

Vista Legacy Global Academy
Supporting Documentation

Funded LCFF ADA for the Hold Harmless								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-

Vista Legacy Global Academy
Supporting Documentation

Vista Legacy Global Academy

Multi-Year Projection

This charter school uses the following basis of accounting:

☐ **Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)**

☒ **Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)**

Description	2023-24	2024-25	2025-26	2026-27	2027-28	Assumptions
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	1,350,244	2,827,745	4,438,722	6,186,842	6,465,601	Based on FCMAT LCFF V23.1a
Education Protection Account (EPA) - Current Year	23,750	47,500	71,250	95,000	95,000	200/ADA
State Aid - Prior Years						
Transfers to Charter Schools in Lieu of Property Taxes	376,182	752,364	1,128,547	1,504,729	1,504,729	Based on 2021-22 P-2 Los Angeles Unified Property Tax Rates
Other LCFF Transfers	-	-	-	-	-	
Total, LCFF Sources	1,750,176	3,627,609	5,638,519	7,786,571	8,065,330	
2. Federal Revenues						
No Child Left Behind	-	-	-	-	-	
Special Education - Federal	-	70,041	105,062	140,082	140,082	Based on most recent LAUSD SELPA rates, Y1 is accrued
Child Nutrition - Federal	73,000	141,400	210,340	282,880	287,200	Based on most recent NSLP federal reimbursement rates
Other Federal Revenues	-	-	-	-	-	
Title I	39,188	78,375	117,563	156,750	156,750	
Title II	4,988	9,975	14,963	19,950	19,950	
Title III	-	9,477	14,216	18,955	18,955	
Title IV	-	-	-	-	-	
Title V	-	-	-	-	-	
PCSGP	-	-	-	-	-	
Total, Federal Revenues	117,175	309,268	462,143	618,617	622,937	
3. Other State Revenues						
Special Education - State	98,603	197,206	295,809	394,412	394,412	Based on most recent LAUSD SELPA rates
Child Nutrition - State	9,125	17,675	26,293	35,360	35,900	Based on most recent NSLP state reimbursement rates
School Facilities Appotionments	108,885	256,965	444,443	502,780	548,256	Based on latest available information from CSFA
Mandated Cost Reimbursement	-	13,272	20,648	27,531	27,531	$49.03 per ADA
State Lottery Revenue	-	27,075	54,150	81,225	108,300	$163/ADA base , $65/ADA prop 20
ASES	-	-	-	-	-	
All Other State Revenues	-	-	-	-	-	
Total, Other State Revenues	216,613	512,192	841,342	1,041,308	1,114,398	
4. Other Local Revenues						
Food Service Sales	-	-	-	-	-	
All Other Sales	-	-	-	-	-	
Interest	-	-	-	-	-	
Donations	-	-	-	-	-	
All Other Fees and Contracts	-	-	-	-	-	
All Other Local Revenues	-					
Total, Local Revenues	-	-	-	-	-	
5. TOTAL REVENUES	2,083,964	4,449,070	6,942,003	9,446,495	9,802,665	
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	491,411.23	931,113.90	1,443,567.72	2,020,924.05	2,081,551.77	Projected salary based on historical data & growth projection, plus 3% annual increase
Certificated Stipends						
Certificated Pupil Support Salaries						
Certificated Supervisors' and Administrators' Salaries	117,296.04	311,414.31	375,534.34	382,468.19	389,610.06	
Certificated Bonuses						
Other Certificated Salaries						
Total, Certificated Salaries	608,707.27	1,242,528.21	1,819,102.07	2,403,392.24	2,471,161.83	
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	88,110.00	109,068.30	383,607.85	633,218.58	688,797.64	Projected salary based on historical data & growth projection, plus 3% annual increase
Non-certificated Support Salaries	29,948.42	46,453.25	152,071.54	221,468.57	228,112.63	
Non-certificated Supervisors' and Administrators' Sal.	29,518.40	41,261.84	99,733.96	99,733.96	102,185.93	
Clerical and Office Salaries	37,285.00	49,007.40	133,185.39	190,060.95	195,762.78	
Non-certificated Bonuses						
Other Non-certificated Salaries	-	36,403.20	37,495.30	38,620.15	39,778.76	

Vista Legacy Global Academy
Supporting Documentation

Other Non-certificated Substitute						
Total, Non-certificated Salaries	184,861.82	282,193.99	806,094.04	1,183,102.22	1,254,637.74	
3. Employee Benefits						
State Teachers' Retirement System, certificated positions	116,263.09	237,322.89	347,448.49	459,047.92	471,991.91	Based on CALSTRS/CALPERS rate increase projections
State Teachers' Retirement System, classified positions	-					(See Salaries & BenefitsTabs)
Public Employees' Retirement System, certificated	-					
Public Employees' Retirement System, classified positions	-	-	-	-	-	
OASDI/Medicare/Alternative, certificated positions	8,826.26	18,016.66	26,376.98	34,849.19	35,831.85	
OASDI/Medicare/Alternative, classified positions	14,141.93	21,587.84	61,666.19	90,507.32	95,979.79	
Health & Welfare Benefits, certificated positions	109,727.65	224,624.19	394,027.05	588,336.47	676,586.94	
Health & Welfare Benefits, classified positions	25,145.92	50,533.14	104,637.19	139,647.82	160,595.00	
State Unemployment Insurance, certificated positions	20,696.05	42,245.96	61,849.47	81,715.34	84,019.50	
State Unemployment Insurance, classified positions	6,285.30	9,594.60	27,407.20	40,225.48	42,657.68	
State Employment Training Tax, certificated positions	-					
State Employment Training Tax, classified positions	-					
Workers' Compensation Insurance, certificated positions	9,130.61	18,637.92	27,286.53	36,050.88	37,067.43	
Workers' Compensation Insurance, classified positions	2,772.93	4,232.91	12,091.41	17,746.53	18,819.57	
Total, Employee Benefits	312,989.73	626,796.11	1,062,790.52	1,488,126.95	1,623,549.66	
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	56,250.00	69,187.50	80,718.75	96,300.00	108,150.00	Projection based on historical data of similar sized schools and
Books and Other Reference Materials	31,250.00	43,562.50	48,125.00	55,000.00	62,500.00	2-5% COLA in out-years.
Materials and Supplies	15,625.00	31,250.00	46,875.00	62,500.00	62,500.00	Supplies for new students + 20% replacement cost included
Noncapitalized Equipment	97,500.00	93,250.00	121,900.00	356,280.00	383,786.00	
Food	91,250.00	176,750.00	262,925.00	353,600.00	359,000.00	
Total, Books and Supplies	291,875.00	414,000.00	560,543.75	923,680.00	975,936.00	
5. Services and Other Operating Expenditures						
Subagreements for Services	10,250.00	15,375.00	20,756.25	46,983.13	78,728.91	Projection based on historical data of similar sized schools and
Travel	15,160.00	22,740.00	30,699.00	39,908.70	49,885.88	2-5% COLA in out-years
Conference, Convention, Meeting	7,589.00	11,383.50	15,367.73	19,978.04	24,972.55	
Field Trip	9,500.00	14,250.00	19,237.50	25,008.75	31,260.94	
Dues and Memberships	14,520.00	30,246.00	36,758.30	43,596.22	50,776.03	
Insurance	12,500.00	18,750.00	25,312.50	32,906.25	41,132.81	
Operations and Housekeeping Services	6,998.00	10,497.00	14,170.95	18,422.24	23,027.79	
Rent	161,311.48	380,688.52	658,433.61	744,859.26	812,230.74	
Utilities	37,800.00	56,700.00	76,545.00	99,508.50	124,385.63	
Repairs	10,250.00	15,375.00	20,756.25	26,983.13	33,728.91	
Leasehold Improvement	7,580.00	15,000.00	15,750.00	16,537.50	17,364.38	
Other Services & Operating Expenses	21,160.00	31,740.00	42,849.00	55,703.70	69,629.63	
Accounting	7,000.00	8,210.00	9,456.30	9,739.99	10,032.19	
Business Services	48,000.00	52,800.00	58,080.00	63,888.00	70,276.80	
Bank Charges	1,550.00	2,325.00	3,138.75	4,080.38	5,100.47	
Education Consultants	15,650.00	23,475.00	31,691.25	41,198.63	51,498.28	
Legal	22,950.00	34,425.00	46,473.75	60,415.88	75,519.84	
Professional Development	59,680.00	68,632.00	78,926.80	90,765.82	104,380.69	
Substitute Teachers (Third Party Vendors)	14,000.00	28,000.00	42,000.00	56,000.00	58,800.00	
Contract Labor	15,620.00	23,430.00	31,630.50	41,119.65	51,399.56	
Special Education Contractors	65,000.00	130,000.00	210,600.00	277,992.00	314,686.94	
Special Education Encroachment (set-aside/admin)	19,720.58	53,449.38	80,174.06	106,898.75	106,898.75	
Communications	10,592.00	15,888.00	21,448.80	27,883.44	34,854.30	
Total, Services and Other Operating Expenditures	594,381.05	1,063,379.40	1,590,256.29	1,950,377.93	2,240,572.01	
6. Capital Outlay						
(Objects 6100-6170, 6200-6500 modified accrual basis only)						
Land and Land Improvements	-	-	-	-	-	
Buildings and Improvements of Buildings	-	50,000.00	100,000.00	150,000.00	100,000.00	
Books and Media for New School Libraries or Major		-	-	-	-	
Expansion of School Libraries	-	-	-	-	-	
Equipment	-	100,000.00	150,000.00	200,000.00	100,000.00	
Equipment Replacement	-	-	-	-	-	
Depreciation Expense (for full accrual only)	-	-	-	-	-	
Total, Capital Outlay	-	150,000.00	250,000.00	350,000.00	200,000.00	
7. Other Outgo						
Tuition to Other Schools	-	-	-	-	-	
Transfers of Pass-through Revenues to Other LEAs	-	-	-	-	-	
Transfers of Apportionments to Other LEAs - Spec. Ed.	-	-	-	-	-	
Transfers of Apportionments to Other LEAs - All Other	-	-	-	-	-	

Vista Legacy Global Academy
Supporting Documentation

All Other Transfers	-	-	-	-	-	
Debt Service:	-	-	-	-	-	
Interest			-	-	-	
Principal	-					
District Oversight Fee	17,501.76	36,276.09	56,385.19	77,865.71	80,653.30	Assumes 1% of local control
Total, Other Outgo	17,501.76	36,276.09	56,385.19	77,865.71	80,653.30	
8. TOTAL EXPENDITURES	2,010,316.64	3,815,173.80	6,145,171.86	8,376,545.05	8,846,510.54	
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)	73,647.67	633,895.96	796,831.34	1,069,949.97	956,154.48	
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	-	-	-	-	-	
2. Less: Other Uses	-	-	-	-	-	
3. Contributions Between Unrestricted and Restricted Accounts	-	-	-	-	-	
(must net to zero)	-	-	-	-	-	
	-	-	-	-	-	
4. TOTAL OTHER FINANCING SOURCES / USES	-	-	-	-	-	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)	73,647.67	633,895.96	796,831.34	1,069,949.97	956,154.48	
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	-	73,647.67	707,543.64	1,504,374.98	2,574,324.95	
b. Adjustments for Unaudited Actuals	-	-	-	-	-	
c. Adjustments for Audit or Restatements	-	-	-	-	-	
2. Ending Fund Balance, June 30 (E + F.1.c.)	73,647.67	707,543.64	1,504,374.98	2,574,324.95	3,530,479.43	
Components of Ending Fund Balance (Optional):						
Nonspendable Revolving Cash (equals object 9130)	-	-	-	-	-	
Nonspendable Stores (equals object 9320)	-	-	-	-	-	
Nonspendable Prepaid Expenditures (equals object 9330)	-	-	-	-	-	
Nonspendable All Others	-	-	-	-	-	
Restricted Fund Balance	-	-	-	-	-	
Committed Fund Balance	-	-	-	-	-	
Assigned Fund Balance	-	-	-	-	-	
Reserve for Economic Uncertainties	100,515.83	190,758.69	307,258.59	418,827.25	442,325.53	
Undesignated/Unappropriated Amount	(26,868.16)	516,784.95	1,197,116.39	2,155,497.70	3,088,153.90	

Vista Legacy Global Academy
Supporting Documentation

Vista Legacy Global Academy

Budget Cash Flow

2023-24

		July	August	September	October	November	December	January	February	March	April	May	June	Accrued	Total	Budget	Variance
Beginning Cash Balance	July 1 Cash =	-	627,535	424,574	911,436	744,435	602,592	768,418	634,721	647,058	676,212	622,806	556,941				
A. REVENUES																	
1. Total, LCFF Sources		-	-	638,778	5,938	-	310,757	5,938	151,617	174,187	75,748	26,333	26,333	334,549	1,750,176	1,750,176	-
2. Total, Federal Revenues		-	-	-	7,300	18,344	7,300	7,300	18,344	7,300	7,300	18,344	7,300	18,344	117,175	117,175	-
3. Total, Other State Revenues		4,930	4,930	8,874	9,787	9,787	9,787	50,619	9,787	9,787	9,787	50,619	9,787	28,134	216,613	216,613	-
4. Total, Local Revenues		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5. TOTAL REVENUES		4,930	4,930	647,652	23,024	28,131	327,843	63,856	179,747	191,274	92,835	95,295	43,420	381,027	2,083,964	2,083,964	-
B. EXPENDITURES																	
1. Certificated Salaries																	
Certificated Teachers' Salaries	1100	40,951	40,950.94	40,950.94	40,950.94	40,950.94	40,950.94	40,950.94	40,950.94	40,950.94	40,950.94	40,950.94	40,950.94	-	491,411	491,411	-
Certificated Stipends	1101													-	-	-	-
Certificated Pupil Support Salaries	1200		-	-	-	-	-	-	-	-	-	-			-	-	-
Certificated Supervisors' and Administrators' Salaries	1300	9,775	9,774.67	9,774.67	9,774.67	9,774.67	9,774.67	9,774.67	9,774.67	9,774.67	9,774.67	9,774.67	9,774.67	-	117,296	117,296	-
Certificated Bonuses	1400													-	-	-	-
Other Certificated Salaries	1900		-	-	-	-	-	-	-	-	-	-	-		-	-	-
1. Certificated Salaries	1000-1999	50,725.61	50,725.61	50,725.61	50,725.61	50,725.61	50,725.61	50,725.61	50,725.61	50,725.61	50,725.61	50,725.61	50,725.61	-	608,707	608,707	-
2. Non-certificated Salaries	2000-2999	8,063	16,073	16,073	16,073	16,073	16,073	16,073	16,073	16,073	16,073	16,073	16,073	-	184,862	184,862	-
3. Employee Benefits	3000-3999	12,941.73	12,941.73	28,710.63	28,710.63	28,710.63	28,710.63	28,710.63	28,710.63	28,710.63	28,710.63	28,710.63	28,710.63	-	312,990	312,990	-
4. Books and Supplies	4000-4999	25,677.08	72,927.08	16,677.08	34,802.08	16,677.08	16,677.08	59,177.08	16,677.08	10,427.08	10,427.08	10,427.08	1,302.08	-	291,875	291,875	-
5. Services and Other Operating Expenditures	5000-5999	29,988	55,224	48,604	59,714	57,787	49,832	42,867	55,224	56,184	40,304	55,224	39,637	3,790	594,381	594,381	-
6. Capital Outlay	6000-6599	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7. Other Outgo	7100-7299	-	-	-	-	-	-	-	-	-	-	-	-	17,502	17,502	17,502	-
8. TOTAL EXPENDITURES		127,395	207,891	160,790	190,025	169,973	162,018	197,553	167,410	162,120	146,240	161,160	136,448	21,292	2,010,317	2,010,317	-
C. Operating Cash Flow		(122,465)	(202,961)	486,862	(167,001)	(141,842)	165,826	(133,697)	12,337	29,154	(53,405)	(65,865)	(93,028)	359,735	73,648	73,648	
D. OTHER FINANCING SOURCES / USES																	
1. Other Sources	8930-8979														-	-	-
2. Less: Other Uses	7630-7699														-	-	-
E. PRIOR YEAR TRANSACTIONS																	
1. ACCOUNTS RECEIVABLE																	
2. PREPAID EXPENDITURES																	
3. ACCOUNTS PAYABLE																	
4. LOANS PAYABLE		(750,000)													750,000		
NET PRIOR YEAR TRANSACTIONS		750,000	-	-	-	-	-	-	-	-	-	-	-	-			
F. ENDING CASH BALANCE		627,535	424,574	911,436	744,435	602,592	768,418	634,721	647,058	676,212	622,806	556,941	463,913				

Budget Cash Flow

2024-25

		July	August	September	October	November	December	January	February	March	April	May	June	Accrued	Total	Budget	Variance
Beginning Cash Balance	July 1 Cash =	463,913	650,849	394,892	279,206	218,955	151,943	77,978	120,286	326,620	475,400	566,125	782,951				
A. REVENUES																	

Vista Legacy Global Academy
Supporting Documentation

1. LCFF Sources																	
State Aid - Current Year	8011	70,694	70,694	127,249	127,249	127,249	127,249	127,249	410,023	410,023	410,023	410,023		410,023	2,827,745	2,827,745	-
Education Protection Account (EPA) - Current Year	8012				11,875			11,875			11,875			11,875	47,500	47,500	-
State Aid - Prior Years	8019														-	-	-
Transfers to Charter Schools in Lieu of Property Taxes	8096		45,142	90,284	60,189	60,189	60,189	60,189	60,189	105,331	52,666	52,666	52,666	52,666	752,364	752,364	-
Other LCFF Transfers	8091, 8097														-	-	-
1. Total, LCFF Sources		70,694	115,836	217,532	199,313	187,438	187,438	199,313	470,212	515,354	474,563	462,688	52,666	474,563	3,627,609	3,627,609	-
2. Total, Federal Revenues		-	-	-	14,140	38,597	14,140	14,140	38,597	14,140	84,181	38,597	14,140	38,597	309,268	309,268	-
3. Other State Revenues																	
Special Education - State	8311	9,860	9,860	17,749	17,749	17,749	17,749	17,749	17,749	17,749	17,749	17,749	17,749		197,206	197,206	-
Child Nutrition - State	8520				1,767.50	1,767.50	1,767.50	1,767.50	1,767.50	1,767.50	1,767.50	1,767.50	1,767.50	1,767.50	17,675	17,675	-
School Facilities Appotionments	8545							96,362				96,362		64,241	256,965	256,965	-
Mandated Cost Reimbursement	8550					13,272									13,272	13,272	-
State Lottery Revenue	8560						6,769			6,769			6,769	6,769	27,075	27,075	-
ASES	8590														-	-	-
All Other State Revenues	8590														-	-	-
3. Total, Other State Revenues		9,860	9,860	17,749	19,516	32,788	26,285	115,878	19,516	26,285	19,516	115,878	26,285	72,777	512,192	512,192	-
4. Total, Local Revenues		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5. TOTAL REVENUES		80,554	125,696	235,281	232,969	258,822	227,862	329,331	528,325	555,779	578,261	617,163	93,090	585,938	4,449,070	4,449,070	-
B. EXPENDITURES																	
1. Certificated Salaries	1000-1999	103,544.02	103,544.02	103,544.02	103,544.02	103,544.02	103,544.02	103,544.02	103,544.02	103,544.02	103,544.02	103,544.02	103,544.02	-	1,242,528	1,242,528	-
2. Non-certificated Salaries	2000-2999	6,905	25,026	25,026	25,026	25,026	25,026	25,026	25,026	25,026	25,026	25,026	25,026	-	282,194	282,194	-
3. Employee Benefits	3000-3999	25,528.31	25,528.31	57,573.95	57,573.95	57,573.95	57,573.95	57,573.95	57,573.95	57,573.95	57,573.95	57,573.95	57,573.95	-	626,796	626,796	-
4. Books and Supplies	4000-4999	2,604.17	110,210.42	75,616.67	24,635.42	41,932.29	24,635.42	20,279.17	41,932.29	20,279.17	24,635.42	20,279.17	6,960.42	-	414,000	414,000	-
5. Services and Other Operating Expenditures	5000-5999	64,771	117,344	89,206	82,441	97,758	91,047	80,600	93,914	100,576	76,756	93,914	75,055	-	1,063,379	1,063,379	-
6. Capital Outlay	6000-6599	50,000	-	-	-	-	-	-	-	100,000	-	-	-	-	150,000	150,000	-
7. Other Outgo	7100-7299	-	-	-	-	-	-	-	-	-	-	-	-	36,276	36,276	36,276	-
8. TOTAL EXPENDITURES		253,352	381,653	350,967	293,220	325,834	301,827	287,023	321,990	406,999	287,535	300,337	268,159	36,276	3,815,174	3,815,174	-
C. Operating Cash Flow		(172,798)	(255,957)	(115,686)	(60,252)	(67,012)	(73,964)	42,308	206,335	148,780	290,725	316,826	(175,069)	549,662	633,896	633,896	
D. OTHER FINANCING SOURCES / USES																	
1. Other Sources	8930-8979														-	-	-
2. Less: Other Uses	7630-7699														-	-	-
E. PRIOR YEAR TRANSACTIONS																	
1. ACCOUNTS RECEIVABLE		381,027															
2. PREPAID EXPENDITURES																	
3. ACCOUNTS PAYABLE		21,292															
4. LOANS PAYABLE	750,000										200,000	100,000			450,000		
NET PRIOR YEAR TRANSACTIONS		359,735	-	-	-	-	-	-	-	-	(200,000)	(100,000)	-	-			
F. ENDING CASH BALANCE		650,849	394,892	279,206	218,955	151,943	77,978	120,286	326,620	475,400	566,125	782,951	607,882				

Budget Cash Flow
2025-26

		July	August	September	October	November	December	January	February	March	April	May	June	Accrued	Total	Budget	Variance
Beginning Cash Balance	July 1 Cash =	607,882	905,790	584,543	425,356	369,028	314,796	242,574	210,211	436,434	719,789	760,827	1,017,422				
A. REVENUES																	

Vista Legacy Global Academy
Supporting Documentation

1. LCFF Sources																	
State Aid - Current Year	8011	147,957	147,957	266,323	266,323	266,323	266,323	266,323	562,238	562,238	562,238	562,238		562,238	4,438,722	4,438,722	-
Education Protection Account (EPA) - Current Year	8012				17,813			17,813			17,813			17,813	71,250	71,250	-
State Aid - Prior Years	8019														-	-	-
Transfers to Charter Schools in Lieu of Property Taxes	8096		67,713	135,426	90,284	90,284	90,284	90,284	90,284	157,997	78,998	78,998	78,998	78,998	1,128,547	1,128,547	-
Other LCFF Transfers	8091, 8097														-	-	-
1. Total, LCFF Sources		147,957	215,670	401,749	374,420	356,607	356,607	374,420	652,522	720,235	659,049	641,236	78,998	659,049	5,638,519	5,638,519	-
2. Total, Federal Revenues		-	-	-	21,034	57,719	21,034	21,034	57,719	21,034	126,096	57,719	21,034	57,719	462,143	462,143	-
3. Total, Other State Revenues		14,790	14,790	26,623	29,252	49,900	42,790	195,918	29,252	42,790	29,252	195,918	42,790	127,277	841,342	841,342	-
4. Total, Local Revenues		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5. TOTAL REVENUES		162,748	230,461	428,372	424,706	464,227	420,431	591,372	739,493	784,058	814,397	894,874	142,822	844,046	6,942,003	6,942,003	-
																-	
B. EXPENDITURES																	
1. Certificated Salaries																	
Certificated Teachers' Salaries	1100	120,297.31	120,297.31	120,297.31	120,297.31	120,297.31	120,297.31	120,297.31	120,297.31	120,297.31	120,297.31	120,297.31	120,297.31		1,443,568	1,443,568	-
Certificated Stipends	1101													-	-	-	-
Certificated Pupil Support Salaries	1200		-	-	-	-	-	-	-	-	-	-			-	-	-
Certificated Supervisors' and Administrators' Salaries	1300	32,114.67	31,294.53	31,294.53	31,294.53	31,294.53	31,294.53	31,294.53	31,294.53	31,294.53	31,294.53	31,294.53	31,294.53		376,354	375,534	820
Certificated Bonuses	1400													-	-	-	-
Other Certificated Salaries	1900		-	-	-	-	-	-	-	-	-	-	-		-	-	-
1. Certificated Salaries	1000-1999	152,411.98	151,591.84	151,591.84	151,591.84	151,591.84	151,591.84	151,591.84	151,591.84	151,591.84	151,591.84	151,591.84	151,591.84	-	1,819,922	1,819,102	820
2. Non-certificated Salaries	2000-2999	15,797	71,845	71,845	71,845	71,845	71,845	71,845	71,845	71,845	71,845	71,845	71,845	-	806,094	806,094	-
3. Employee Benefits	3000-3999	48,978.14	48,978.14	96,483.43	96,483.43	96,483.43	96,483.43	96,483.43	96,483.43	96,483.43	96,483.43	96,483.43	96,483.43	-	1,062,791	1,062,791	-
4. Books and Supplies	4000-4999	3,906.25	141,133.13	100,773.75	35,011.25	55,190.94	35,011.25	30,198.75	55,190.94	30,198.75	35,011.25	30,198.75	8,718.75	-	560,544	560,544	-
5. Services and Other Operating Expenditures	5000-5999	93,408	138,159	166,865	126,102	143,348	137,720	123,616	138,159	150,584	118,427	138,159	115,711	-	1,590,256	1,590,256	-
6. Capital Outlay	6000-6599	100,000	-	-	-	-	-	150,000	-	-	-	-	-	-	250,000	250,000	-
7. Other Outgo	7100-7299	-	-	-	-	-	-	-	-	-	-	-	-	56,385	56,385	56,385	-
8. TOTAL EXPENDITURES		414,502	551,707	587,559	481,033	518,459	492,652	623,735	513,270	500,703	473,359	488,278	444,350	56,385	6,145,992	6,145,172	820
C. Operating Cash Flow		(251,754)	(321,246)	(159,187)	(56,328)	(54,233)	(72,221)	(32,364)	226,223	283,355	341,038	406,596	(301,528)	787,660	796,011	796,831	
D. OTHER FINANCING SOURCES / USES																	
1. Other Sources	8930-8979														-	-	-
2. Less: Other Uses	7630-7699		-												-	-	-
E. PRIOR YEAR TRANSACTIONS																	
1. ACCOUNTS RECEIVABLE		585,938															
2. PREPAID EXPENDITURES																	
3. ACCOUNTS PAYABLE		36,276															
4. LOANS PAYABLE	450,000										300,000	150,000			-		
NET PRIOR YEAR TRANSACTIONS		549,662	-	-	-	-	-	-	-	-	(300,000)	(150,000)	-	-			
F. ENDING CASH BALANCE		905,790	584,543	425,356	369,028	314,796	242,574	210,211	436,434	719,789	760,827	1,017,422	715,895				

Budget Cash Flow
2026-27

		July	August	September	October	November	December	January	February	March	April	May	June	Accrued	Total	Budget	Variance
Beginning Cash Balance	July 1 Cash =	715,895	1,199,853	519,955	271,653	260,368	253,244	223,411	404,401	690,833	1,044,403	1,477,473	1,966,975				
A. REVENUES																	
1. LCFF Sources																	
State Aid - Current Year	8011	232,007	232,007	417,612	417,612	417,612	417,612	417,612	726,954	726,954	726,954	726,954		726,954	6,186,842	6,186,842	-

Vista Legacy Global Academy
Supporting Documentation

Education Protection Account (EPA) - Current Year	8012				23,750			23,750			23,750			23,750	95,000	95,000	-
State Aid - Prior Years	8019														-	-	-
Transfers to Charter Schools in Lieu of Property Taxes	8096		90,284	180,567	120,378	120,378	120,378	120,378	120,378	210,662	105,331	105,331	105,331	105,331	1,504,729	1,504,729	-
Other LCFF Transfers	8091, 8097														-	-	-
1. Total, LCFF Sources		232,007	322,290	598,179	561,740	537,990	537,990	561,740	847,332	937,616	856,035	832,285	105,331	856,035	7,786,571	7,786,571	-
2. Total, Federal Revenues		-	-	-	28,288	77,202	28,288	28,288	77,202	28,288	168,370	77,202	28,288	77,202	618,617	618,617	-
3. Total, Other State Revenues		19,721	19,721	35,497	39,033	66,564	59,339	227,576	39,033	59,339	39,033	227,576	59,339	149,537	1,041,308	1,041,308	-
4. Total, Local Revenues		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5. TOTAL REVENUES		251,727	342,011	633,676	629,061	681,756	625,617	817,604	963,567	1,025,243	1,063,438	1,137,062	192,958	1,082,774	9,446,495	9,446,495	-
B. EXPENDITURES																	
1. Certificated Salaries																	
Certificated Teachers' Salaries	1100	168,410	168,410.34	168,410.34	168,410.34	168,410.34	168,410.34	168,410.34	168,410.34	168,410.34	168,410.34	168,410.34	168,410.34		2,020,924	2,020,924	-
Certificated Stipends	1101													-	-	-	-
Certificated Pupil Support Salaries	1200		-	-	-	-	-	-	-	-	-	-			-	-	-
Certificated Supervisors' and Administrators' Salaries	1300	31,872	31,872.35	31,872.35	31,872.35	31,872.35	31,872.35	31,872.35	31,872.35	31,872.35	31,872.35	31,872.35	31,872.35		382,468	382,468	-
Certificated Bonuses	1400													-	-	-	-
Other Certificated Salaries	1900		-	-	-	-	-	-	-	-	-	-	-		-	-	-
1. Certificated Salaries	1000-1999	200,282.69	200,282.69	200,282.69	200,282.69	200,282.69	200,282.69	200,282.69	200,282.69	200,282.69	200,282.69	200,282.69	200,282.69	-	2,403,392	2,403,392	-
2. Non-certificated Salaries	2000-2999	21,674	105,584	105,584	105,584	105,584	105,584	105,584	105,584	105,584	105,584	105,584	105,584	-	1,183,102	1,183,102	-
3. Employee Benefits	3000-3999	71,559.76	71,559.76	134,500.74	134,500.74	134,500.74	134,500.74	134,500.74	134,500.74	134,500.74	134,500.74	134,500.74	134,500.74	-	1,488,127	1,488,127	-
4. Books and Supplies	4000-4999	5,208.33	277,858.33	229,708.33	46,068.33	70,143.33	46,068.33	40,568.33	70,143.33	40,568.33	46,068.33	40,568.33	10,708.33	-	923,680	923,680	-
5. Services and Other Operating Expenditures	5000-5999	106,704	166,624	211,902	153,910	178,370	169,013	155,678	166,624	190,736	143,932	166,624	140,261	-	1,950,378	1,950,378	-
6. Capital Outlay	6000-6599	150,000	200,000	-	-	-	-	-	-	-	-	-	-	-	350,000	350,000	-
7. Other Outgo	7100-7299	-	-	-	-	-	-	-	-	-	-	-	-	77,866	77,866	77,866	-
8. TOTAL EXPENDITURES		555,429	1,021,909	881,978	640,346	688,881	655,450	636,614	677,135	671,673	630,368	647,560	591,337	77,866	8,376,545	8,376,545	-
C. Operating Cash Flow		(303,702)	(679,898)	(248,302)	(11,285)	(7,125)	(29,832)	180,989	286,432	353,571	433,070	489,502	(398,379)	1,004,908	1,069,950	1,069,950	
D. OTHER FINANCING SOURCES / USES																	
1. Other Sources	8930-8979														-	-	-
2. Less: Other Uses	7630-7699		-												-	-	-
E. PRIOR YEAR TRANSACTIONS																	
1. ACCOUNTS RECEIVABLE		844,046															
2. PREPAID EXPENDITURES																	
3. ACCOUNTS PAYABLE		56,385															
4. LOANS PAYABLE	-										-				-		
NET PRIOR YEAR TRANSACTIONS		787,660	-	-	-	-	-	-	-	-	-	-	-	-			
F. ENDING CASH BALANCE		1,199,853	519,955	271,653	260,368	253,244	223,411	404,401	690,833	1,044,403	1,477,473	1,966,975	1,568,597				

Budget Cash Flow
2027-28

		July	August	September	October	November	December	January	February	March	April	May	June	Accrued	Total	Budget	Variance
Beginning Cash Balance	July 1 Cash =	1,568,597	2,382,842	1,828,985	1,665,247	1,773,014	1,873,132	1,965,343	2,277,745	2,370,014	2,526,606	2,771,879	3,087,984				
A. REVENUES																	
1. Total, LCFF Sources		323,280	413,564	762,472	726,032	702,282	702,282	726,032	702,282	792,566	710,985	687,235	105,331	710,985	8,065,330	8,065,330	-
2. Total, Federal Revenues		-	-	-	28,720	77,634	28,720	28,720	77,634	28,720	168,802	77,634	28,720	77,634	622,937	622,937	-
3. Total, Other State Revenues		19,721	19,721	35,497	39,087	66,618	66,162	244,683	39,087	66,162	39,087	244,683	66,162	167,729	1,114,398	1,114,398	-
4. Total, Local Revenues		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Vista Legacy Global Academy
Supporting Documentation

5. TOTAL REVENUES		343,001	433,284	797,969	793,839	846,534	797,164	999,435	819,003	887,448	918,874	1,009,552	200,213	956,348	9,802,665	9,802,665	-
B. EXPENDITURES																	
1. Certificated Salaries																	
Certificated Teachers' Salaries	1100	173,463	173,462.65	173,462.65	173,462.65	173,462.65	173,462.65	173,462.65	173,462.65	173,462.65	173,462.65	173,462.65	173,462.65		2,081,552	2,081,552	-
Certificated Stipends	1101													-	-	-	-
Certificated Pupil Support Salaries	1200		-	-	-	-	-	-	-	-	-	-			-	-	-
Certificated Supervisors' and Administrators' Salaries	1300	32,468	32,467.50	32,467.50	32,467.50	32,467.50	32,467.50	32,467.50	32,467.50	32,467.50	32,467.50	32,467.50	32,467.50		389,610	389,610	-
Certificated Bonuses	1400													-	-	-	-
Other Certificated Salaries	1900		-	-	-	-	-	-	-	-	-	-	-		-	-	-
1. Certificated Salaries	1000-1999	205,930.15	205,930.15	205,930.15	205,930.15	205,930.15	205,930.15	205,930.15	205,930.15	205,930.15	205,930.15	205,930.15	205,930.15	-	2,471,162	2,471,162	-
2. Non-certificated Salaries	2000-2999	22,324	112,028	112,028	112,028	112,028	112,028	112,028	112,028	112,028	112,028	112,028	112,028	-	1,254,638	1,254,638	-
3. Employee Benefits	3000-3999	81,318.28	81,318.28	146,091.31	146,091.31	146,091.31	146,091.31	146,091.31	146,091.31	146,091.31	146,091.31	146,091.31	146,091.31	-	1,623,550	1,623,550	-
4. Books and Supplies	4000-4999	5,208.33	299,576.33	245,501.33	47,358.33	74,395.83	47,358.33	41,108.33	74,395.83	41,108.33	47,358.33	41,108.33	11,458.33	-	975,936	975,936	-
5. Services and Other Operating Expenditures																	
Subagreements for Services	5100			19,682		19,682		19,682		19,682					78,729	78,729	-
Travel	5210				12,471.47		12,471.47			24,942.94					49,886	49,886	-
Conference, Convention, Meeting	5220		2,497.26	2,497.26	2,497.26	2,497.26	2,497.26	2,497.26	2,497.26	2,497.26	2,497.26	2,497.26			24,973	24,973	-
Field Trip	5240		3,126.09	3,126.09	3,126.09	3,126.09	3,126.09	3,126.09	3,126.09	3,126.09	3,126.09	3,126.09			31,261	31,261	-
Dues and Memberships	5300	4,231.34	4,231.34	4,231.34	4,231.34	4,231.34	4,231.34	4,231.34	4,231.34	4,231.34	4,231.34	4,231.34	4,231.34		50,776	50,776	-
Insurance	5400	3,427.73	3,427.73	3,427.73	3,427.73	3,427.73	3,427.73	3,427.73	3,427.73	3,427.73	3,427.73	3,427.73	3,427.73		41,133	41,133	-
Operations and Housekeeping Services	5500	1,918.98	1,918.98	1,918.98	1,918.98	1,918.98	1,918.98	1,918.98	1,918.98	1,918.98	1,918.98	1,918.98	1,918.98		23,028	23,028	-
Rent	5610	67,685.90	67,685.90	67,685.90	67,685.90	67,685.90	67,685.90	67,685.90	67,685.90	67,685.90	67,685.90	67,685.90	67,685.90		812,231	812,231	-
Utilities	5620	10,365.47	10,365.47	10,365.47	10,365.47	10,365.47	10,365.47	10,365.47	10,365.47	10,365.47	10,365.47	10,365.47	10,365.47		124,386	124,386	-
Repairs	5640		3,373	3,373	3,373	3,373	3,373	3,373	3,373	3,373	3,373	3,373			33,729	33,729	-
Leasehold Improvement	5650	17,364													17,364	17,364	-
Other Services & Operating Expenses	5800		6,962.96	6,962.96	6,962.96	6,962.96	6,962.96	6,962.96	6,962.96	6,962.96	6,962.96	6,962.96			69,630	69,630	-
Accounting	5810	836.02	836.02	836.02	836.02	836.02	836.02	836.02	836.02	836.02	836.02	836.02	836.02		10,032	10,032	-
Business Services	5813	5,856	5,856	5,856	5,856	5,856	5,856	5,856	5,856	5,856	5,856	5,856	5,856		70,277	70,277	-
Bank Charges	5815		510	510	510	510	510	510	510	510	510	510			5,100	5,100	-
Education Consultants	5817	4,291.52	4,291.52	4,291.52	4,291.52	4,291.52	4,291.52	4,291.52	4,291.52	4,291.52	4,291.52	4,291.52	4,291.52		51,498	51,498	-
Legal	5830			18,879.96			18,879.96			18,879.96			18,879.96		75,520	75,520	-
Professional Development	5840		26,095.17			26,095.17			26,095.17			26,095.17			104,381	104,381	-
Substitute Teachers (Third Party Vendors)	5851		5,880	5,880	5,880	5,880	5,880	5,880	5,880	5,880	5,880	5,880			58,800	58,800	-
Contract Labor	5852			51,400											51,400	51,400	-
Special Education Contractors	5869		28,607.90	28,607.90	28,607.90	28,607.90	28,607.90	28,607.90	28,607.90	28,607.90	28,607.90	28,607.90	28,607.90		314,687	314,687	-
Special Education Encroachment	5872		9,718.07	9,718.07	9,718.07	9,718.07	9,718.07	9,718.07	9,718.07	9,718.07	9,718.07	9,718.07	9,718.07		106,899	106,899	-
Communications	5900	2,905	2,905	2,905	2,905	2,905	2,905	2,905	2,905	2,905	2,905	2,905	2,905		34,854	34,854	-
5. Services and Other Operating Expenditures	5000-5999	118,882	188,288	252,155	174,665	207,971	193,545	181,875	188,288	225,698	162,193	188,288	158,724	-	2,240,572	2,240,572	-
6. Capital Outlay	6000-6599	100,000	100,000	-	-	-	-	-	-	-	-	-	-	-	200,000	200,000	-
7. Other Outgo	7100-7299	-	-	-	-	-	-	-	-	-	-	-	-	80,653	80,653	80,653	-
8. TOTAL EXPENDITURES		533,663	987,142	961,706	686,073	746,416	704,953	687,034	726,734	730,857	673,601	693,447	634,232	80,653	8,846,511	8,846,511	-
C. Operating Cash Flow		(190,663)	(553,857)	(163,738)	107,767	100,118	92,212	312,402	92,269	156,592	245,273	316,105	(434,019)	875,694	956,154	956,154	
D. OTHER FINANCING SOURCES / USES																	
1. Other Sources	8930-8979																
2. Less: Other Uses	7630-7699																
E. PRIOR YEAR TRANSACTIONS																	
1. ACCOUNTS RECEIVABLE		1,082,774															
2. PREPAID EXPENDITURES																	
3. ACCOUNTS PAYABLE		77,866															

Vista Legacy Global Academy
Supporting Documentation

4. LOANS PAYABLE	-													-			
NET PRIOR YEAR TRANSACTIONS		1,004,908	-	-	-	-	-	-	-	-	-	-	-				
F. ENDING CASH BALANCE		2,382,842	1,828,985	1,665,247	1,773,014	1,873,132	1,965,343	2,277,745	2,370,014	2,526,606	2,771,879	3,087,984	2,653,965				

Vista Legacy Global Academy
Supporting Documentation

Vista Legacy Global Academy
Enrollment & ADA Projections

	2023-24	2024-25	2025-26	2026-27	2027-28
	Year 1	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Enrollment Projection By Grade Level					
Grade 9	125	125	125	125	125
Grade 10		125	125	125	125
Grade 11			125	125	125
Grade 12				125	125
Total Projected Enrollment	**125**	**250**	**375**	**500**	**500**
Attendance Rate	95%	95%	95%	95%	95%
Grade Span ADA Projection					
Tk-3	-	-	-	-	-
Grades 4-6	-	-	-	-	-
Grades 7-8	-	-	-	-	-
Grades 9-12	118.75	237.50	356.25	475.00	475.00
Total Projected ADA	**-**	**-**	**-**	**-**	**-**

Enrollment

	2023-24	2024-25	2025-26	2026-27	2027-28
TK-3	-	-	-	-	-
4-6	-	-	-	-	-
7-8	-	-	-	-	-
9-12	125	250	375	500	500
	125	**250**	**375**	**500**	**500**

RATE

0.95

Average Daily Attendance

	2023-24	2024-25	2025-26	2026-27	2027-28
TK-3	-	-	-	-	-
4-6	-	-	-	-	-
7-8	-	-	-	-	-
9-12	118.75	237.50	356.25	475.00	475.00
	118.75	**237.50**	**356.25**	**475.00**	**475.00**

Vista Legacy Global Academy
Supporting Documentation

BUDGET REPORT ASSUMPTIONS	2023-24	2024-25	2025-26	2026-27	2027-28
Projected Enrollment					
Grades K-3	0	0	0	0	0
Grades 4-6	0	0	0	0	0
Grades 7-8	0	0	0	0	0
Grades 9-12	125	250	375	500	500
Total Enrollment	125	250	375	500	500
Percent Change Over Prior Year	--	100.00%	50.00%	33.33%	100.00%
Projected P-2 ADA					
Grades K-3	-	-	-	-	-
Grades 4-6	-	-	-	-	-
Grades 7-8	-	-	-	-	-
Grades 9-12	118.75	237.50	356.25	475.00	475.00
Total ADA	118.75	237.50	356.25	475.00	475.00
Percent Change Over Prior Year	--	100.00%	50.00%	33.33%	100.00%
ADA to Enrollment Ratio	**0.95**	**0.95**	**0.95**	**0.95**	**0.95**
Revenue Funding Rates (Per ADA)					
Special Education (State)	830.34	830.34	830.34	830.34	830.34
Special Education (Federal)	294.91	294.91	294.91	294.91	294.91
Mandated Cost Reimbursement	53.72	55.88	57.96	57.96	57.96
Lottery (Prop 20)	65.00	65.00	65.00	65.00	65.00
Lottery (Non-Prop 20)	163.00	163.00	163.00	163.00	163.00
Other Major Revenue Assumptions					
Staffing					
Number of Teachers (FTE)	5.00	10.00	15.00	20.00	20.00
Average Teacher Cost (Salary and Benefits)	86,299	88,040	89,212	90,407	92,810
Health and Welfare Cost per Employee	31,285	25,815	23,261	23,659	25,532
Classroom Staffing Ratio					
Students per FTE	25.00	25.00	25.00	25.00	25.00
Benefits					
CalSTRS Employer Rate	19.10%	19.10%	19.10%	19.10%	19.10%
CalPERS Employer Rate					
Facilities					
Rent/Lease	161,311	380,689	658,434	744,859	812,231
Utilities	37,800	56,700	76,545	99,509	124,386
Repairs	10,250	15,375	20,756	26,983	33,729
Administrative Service Agreements					
Oversight Fees to Authorizer (1 or 3 percent)	1%	1%	1%	1%	1%
Authorizer Oversight Annual Fee	17,502	36,276	56,385	77,866	80,653
Other					
Other Major Expenditure Assumptions					

Vista Legacy Global Academy
Supporting Documentation

SALARY POSITIONS ASSUMPTION	2023-24	2024-25	2025-26	2026-27	2027-28
Positions (FTE)					
Certificated Teacher	5	10	15	20	20
Education Specialist	0.25	1	1.5	2	2
SPED Coordinator	0.08	0.13	0.5	1	1
School Psychologist	0.26	0.41	1	2	2
PE Teacher	1	1	1	1	1
Superintendent	0.2	0.23	0.23	0.23	0.23
Assistant Superintendent	0.07	0.5	0.5	0.5	0.5
Principal	0.26	1	1	1	1
Assistant Principal	0.26	0.41	1	1	1
College & Career Counselor	0.26	1	2	3	3
Teacher's Aide	2.07	2.76	8.28	13.8	13.8
Supervision Aide	1.38	1.38	3.45	4.14	4.83
Database Administrator	0.2	0.23	0.23	0.23	0.23
IT Coordinator	0.26	0.41	1	1	1
Office Manager	0.26	0.41	1	1	1
Office Clerk	1	1	2	3	3
Plant Manager	0.26	0.41	1	1	1
Custodian	0.5	1	3	5	5
Culture & Community Coordinator	0	1	1	1	1
Intervention Coordinator	1	1	1	1	1
	9.57	24.28	45.69	62.90	63.59

Vista Legacy Global Academy
Supporting Documentation

Vista Legacy Global Academy

Salaries & Benefits - Year 1

Employee Type	Position	Object Code	Salary	Hrly rate	Hours	Percent of Shared Employee	Annualized	Object Total	STRS	PERS	Medical	Dental	Vision	Life	OASDI/Medi	WC	UI	Benefits Total
									19.10%	0.00%	1,000	35	15	8				
Certificated	Teacher	1100	$ 61,053.00			100%	$ 61,053.00		11,661		12,000	420	180	100	885	916	2,076	28,238
Certificated	Teacher	1100	$ 61,053.00			100%	$ 61,053.00		11,661		12,000	420	180	100	885	916	2,076	28,238
Certificated	Teacher	1100	$ 61,053.00			100%	$ 61,053.00		11,661		12,000	420	180	100	885	916	2,076	28,238
Certificated	Teacher	1100	$ 61,053.00			100%	$ 61,053.00		11,661		12,000	420	180	100	885	916	2,076	28,238
Certificated	Teacher	1100	$ 61,053.00			100%	$ 61,053.00		11,661		12,000	420	180	100	885	916	2,076	28,238
Certificated	Teacher P.E.	1100	$ 61,053.00			100%	$ 61,053.00		11,661		12,000	420	180	100	885	916	2,076	28,238
Certificated	SPED Coordinator	1100	$ 65,763.00			8%	$ 5,261.04		1,005		960	34	14	8	76	79	179	2,355
Certificated	Intervention Coordinator	1100	$ 61,053.00			100%	$ 61,053.00		11,661		12,000	420	180	100	885	916	2,076	28,238
Certificated	Education Specialist	1100	$ 61,053.00			25%	$ 15,263.25		2,915		3,000	105	45	25	221	229	519	7,059
Certificated	College & Career Counselor	1100	$ 72,500.00			26%	$ 18,850.00		3,600		3,120	109	47	26	273	283	641	8,099
Certificated	Psychologist	1100	$ 94,869.00			26%	$ 24,665.94		4,711		3,120	109	47	26	358	370	839	9,579
								$ 491,411.23								-	-	-
Certificated	Superintendent	1300	$ 240,000.00			20%	$ 48,000.00		9,168		2,400	84	36	20	696	720	1,632	14,756
Certificated	Assistant Superintendent	1300	$ 170,000.00			7%	$ 11,900.00		2,273		840	29	13	7	173	179	405	3,918
Certificated	Principal	1300	$ 121,415.00			26%	$ 31,567.90		6,029		3,120	109	47	26	458	474	1,073	11,336
Certificated	Assistant Principal	1300	$ 99,339.00			26%	$ 25,828.14		4,933		3,120	109	47	26	375	387	878	9,875
								$ 117,296.04										-
							Certificated Total	$ 608,707.27	116,263	-	103,680	3,629	1,555	864	8,826	9,131	20,696	264,644
Classified	Teacher's Aide	2100		$ 18.50	5.50		$ 18,315.00			-					1,401	275	623	2,299
Classified	Teacher's Aide	2100		$ 18.50	5.50		$ 18,315.00			-					1,401	275	623	2,299
Classified	Teacher's Aide	2100		$ 18.50	5.50		$ 18,315.00								1,401	275	623	2,299
Classified	Supervision Aide	2100		$ 16.75	5.50		$ 16,582.50			-					1,269	249	564	2,081
Classified	Supervision Aide	2100		$ 16.75	5.50		$ 16,582.50								1,269	249	564	2,081
								$ 88,110.00		-					-	-	-	-
Classified	Plant Manager	2200	$ 52,845.00			26%	$ 13,739.70			-	3,120	109	47	26	1,051	206	467	5,026
Classified	Custodian	2200		$ 17.93	4.00		$ 16,208.72			-					1,240	243	551	2,034
								$ 29,948.42		-					-	-	-	-
Classified	Database Administrator	2300	$ 75,988.00			20%	$ 15,197.60			-	2,400	84	36	20	1,163	228	517	4,447
Classified	IT Coordinator	2300	$ 55,080.00			26%	$ 14,320.80			-	3,120	109	47	26	1,096	215	487	5,099
								$ 29,518.40		-					-	-	-	-
Classified	Office Manager	2400	$ 49,250.00			26%	$ 12,805.00			-	3,120	109	47	26	980	192	435	4,909
Classified	Office Clerk	2400		$ 17.00	8.00		$ 24,480.00			-	12,000	420	180	100	1,873	367	832	15,772
								$ 37,285.00										
Classified	C&C Coordinator	2900		$ 25.28	8.00	0%	$ -				-	-	-	-	-	-	-	-
								$0										-
							Classified Total	$ 184,861.82	-	-	23,760	832	356	198	14,142	2,773	6,285	48,346
																		-
							Staff Total	$ 793,569.09	116,263	-	127,440	4,460	1,912	1,062	22,968	11,904	26,981	312,990

Vista Legacy Global Academy
Supporting Documentation

Salaries & Benefits - Years 1 to 5

Position	Annual	Y1	Y2	Y3	Y4	Y5
Teacher	$ 61,053.00	$ 305,265.00	$ 619,687.95	$ 943,543.59	$ 1,277,114.90	$ 1,315,428.34
Teacher P.E.	$ 61,053.00	$ 61,053.00	$ 62,884.59	$ 64,771.13	$ 66,714.26	$ 68,715.69
SPED Coordinator	$ 60,000.00	$ 5,261.04	$ 8,034.00	$ 30,900.00	$ 61,800.00	$ 63,654.00
Intervention Coordinator	$ 60,000.00	$ 61,053.00	$ 62,884.59	$ 64,771.13	$ 66,714.26	$ 68,715.69
Education Specialist	$ 61,053.00	$ 15,263.25	$ 62,884.59	$ 95,297.63	$ 129,598.85	$ 133,486.82
College & Career Counselor	$ 72,500.00	$ 18,850.00	$ 74,675.00	$ 149,415.25	$ 226,397.71	$ 233,189.64
Psychologist	$ 94,869.00	$ 24,665.94	$ 40,063.18	$ 94,869.00	$ 192,584.07	$ 198,361.59
		$ 491,411.23	**$ 931,113.90**	**$ 1,443,567.72**	**$ 2,020,924.05**	**$ 2,081,551.77**
Superintendent	$ 240,000.00	$ 48,000.00	$ 56,856.00	$ 56,856.00	$ 56,856.00	$ 56,856.00
Assistant Superintendent	$ 170,000.00	$ 11,900.00	$ 87,550.00	$ 87,550.00	$ 87,550.00	$ 87,550.00
Principal	$ 121,415.00	$ 31,567.90	$ 125,057.45	$ 128,809.17	$ 132,673.45	$ 136,653.65
Assistant Principal	$ 99,339.00	$ 25,828.14	$ 41,950.86	$ 102,319.17	$ 105,388.75	$ 108,550.41
		$ 117,296.04	**$ 311,414.31**	**$ 375,534.34**	**$ 382,468.19**	**$ 389,610.06**
	Certificated Total	**$ 608,707.27**	**$ 1,242,528.21**	**$ 1,819,102.07**	**$ 2,403,392.24**	**$ 2,471,161.83**
Teacher's Aide	$ 18,315.00	$ 54,945.00	$ 74,908.35	$ 273,675.60	$ 478,405.87	$ 512,758.04
Supervision Aide	$ 16,582.50	$ 33,165.00	$ 34,159.95	$ 109,932.25	$ 154,812.72	$ 176,039.60
		$ 88,110.00	**$ 109,068.30**	**$ 383,607.85**	**$ 633,218.58**	**$ 688,797.64**
Plant Manager	$ 52,845.00	$ 13,739.70	$ 13,063.28	$ 52,845.00	$ 54,430.35	$ 56,063.26
Custodian	$ 32,417.44	$ 16,208.72	$ 33,389.96	$ 99,226.54	$ 167,038.22	$ 172,049.36
		$ 29,948.42	**$ 46,453.25**	**$ 152,071.54**	**$ 221,468.57**	**$ 228,112.63**
Data Administrator	$ 75,988.00	$ 15,197.60	$ 18,001.56	$ 18,001.56	$ 18,001.56	$ 18,001.56
IT Coordinator	$ 55,080.00	$ 14,320.80	$ 23,260.28	$ 81,732.40	$ 81,732.40	$ 84,184.37
		$ 29,518.40	**$ 41,261.84**	**$ 99,733.96**	**$ 99,733.96**	**$ 102,185.93**
Office Manager	$ 49,250.00	$ 12,805.00	$ 20,291.00	$ 75,727.50	$ 102,999.33	$ 106,089.30
Office Clerk	$ 27,880.00	$ 24,480.00	$ 28,716.40	$ 57,457.89	$ 87,061.63	$ 89,673.48
		$ 37,285.00	**$ 49,007.40**	**$ 133,185.39**	**$ 190,060.95**	**$ 195,762.78**
C&C Coordinator	$ 36,403.20	$ -	$ 36,403.20	$ 37,495.30	$ 38,620.15	$ 39,778.76
		$ -	**$ 36,403.20**	**$ 37,495.30**	**$ 38,620.15**	**$ 39,778.76**
	Classified Total	**$ 184,861.82**	**$ 282,193.99**	**$ 806,094.04**	**$ 1,183,102.22**	**$ 1,254,637.74**
	SALARY TOTAL	**$ 793,569.09**	**$ 1,524,722.20**	**$ 2,625,196.10**	**$ 3,586,494.46**	**$ 3,725,799.57**
	STRS Rates	19.10%	19.10%	19.10%	19.10%	19.10%
	Annual	$ 116,263.09	$ 237,322.89	$ 347,448.49	$ 459,047.92	$ 471,991.91
	PERS Rates	0.00%	0.00%	0.00%	0.00%	0.00%
	Annual	$ -	$ -	$ -	$ -	$ -
	Health Insurance ER Cov	$ 1,058.33	$ 1,217.08	$ 1,399.64	$ 1,609.59	$ 1,851.03
	Eligible Cert Employees	7.57	15.38	23.46	30.46	30.46
	Annual	$ 96,138.70	$ 224,624.19	$ 394,027.05	$ 588,336.47	$ 676,586.94
	Eligible Class Employees	1.98	3.46	6.23	7.23	7.23
	Annual	$ 25,145.92	$ 50,533.14	$ 104,637.19	$ 139,647.82	$ 160,595.00
	OASDI/Medi Cert	1.45%	1.45%	1.45%	1.45%	1.45%
	Annual	$ 8,826.26	$ 18,016.66	$ 26,376.98	$ 34,849.19	$ 35,831.85
	OASDI/Medi Class	7.65%	7.65%	7.65%	7.65%	7.65%
	Annual	$ 14,141.93	$ 21,587.84	$ 61,666.19	$ 90,507.32	$ 95,979.79
	WC Cert	1.50%	1.50%	1.50%	1.50%	1.50%
	Annual	$ 9,130.61	$ 18,637.92	$ 27,286.53	$ 36,050.88	$ 37,067.43
	WC Class	1.50%	1.50%	1.50%	1.50%	1.50%
	Annual	$ 2,772.93	$ 4,232.91	$ 12,091.41	$ 17,746.53	$ 18,819.57
	UI Cert	3.40%	3.40%	3.40%	3.40%	3.40%
	Annual	$ 20,696.05	$ 42,245.96	$ 61,849.47	$ 81,715.34	$ 84,019.50
	UI Class	3.40%	3.40%	3.40%	3.40%	3.40%
	Annual	$ 6,285.30	$ 9,594.60	$ 27,407.20	$ 40,225.48	$ 42,657.68
	TOTAL BENEFITS	**$ 299,400.78**	**$ 626,796.11**	**$ 1,062,790.52**	**$ 1,488,126.95**	**$ 1,623,549.66**

Vista Legacy Global Academy
Supporting Documentation

Name of School	No. of Students	Facility SQFT	Monthly	Annual Cost	PPSQFT
Vista MS - LA	420	31,000	45,291	543,492	1.46
Vista Heritage	270	15,000	18,955	227,460	1.26
Vista Horizon	50	8,900	7,350	73,703	0.83
Vista Condor	175	6,600	8,500	102,000	1.29
	915	61,500			

	No. of Students	Facility SQFT	Monthly	Annual Cost	PPSQFT	% of Annual Budget
Vista High School (Private Facility)	125	8,402	13,443	161,311	$ 1.60	8.02%
	250	16,803	27,557	330,689	$ 1.64	8.67%
	375	25,205	42,369	508,434	$ 1.68	8.27%
	500	33,607	57,905	694,859	$ 1.72	8.30%
	500	33,607	59,353	712,231	$ 1.77	8.05%
Vista Horizon (LAUSD Prop 39)	125	7,870	5,851	70,216	$ 0.74	3.49%
	225	14,167	10,848	130,181	$ 0.77	3.41%
	300	18,889	14,899	178,782	$ 0.79	2.91%
	375	23,611	19,182	230,182	$ 0.81	2.75%
	450	28,333	23,709	284,505	$ 0.84	3.22%

Vista Legacy Global Academy
Supporting Documentation

Vista Legacy Global Academy	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
SUMMARY OF FUNDING								
General Assumptions								
COLA & Augmentation	*3.26%*	*0.00%*	*5.07%*	*5.33%*	*3.61%*	*3.64%*	*3.62%*	*3.58%*
Base Grant Proration Factor	-	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Add-on, ERT & MSA Proration Factor	-	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
LCFF Entitlement								
Base Grant	$-	$-	$-	$-	$1,270,269	$2,632,925	$4,092,244	$5,651,550
Grade Span Adjustment	-	-	-	-	33,012	68,400	106,519	146,775
Supplemental Grant	-	-	-	-	214,781	445,178	691,956	955,564
Concentration Grant	-	-	-	-	232,114	481,106	747,800	1,032,682
Add-ons: Targeted Instructional Improvement Block Grant	-	-	-	-	-	-	-	-
Add-ons: Home-to-School Transportation	-	-	-	-	-	-	-	-
Add-ons: Small School District Bus Replacement Program	-	-	-	-	-	-	-	-
Total LCFF Entitlement Before Adjustments, ERT & Additional State Aid	**$-**	**$-**	**$-**	**$-**	**$1,750,176**	**$3,627,609**	**$5,638,519**	**$7,786,571**
Miscellaneous Adjustments	-	-	-	-	-	-	-	-
Economic Recovery Target	-	-	-	-	-	-	-	-
Additional State Aid	-	-	-	-	-	-	-	-
Total LCFF Entitlement	**-**	**-**	**-**	**-**	**1,750,176**	**3,627,609**	**5,638,519**	**7,786,571**
LCFF Entitlement Per ADA	**$ -**	**$ -**	**$ -**	**$ -**	**$ 14,738**	**$ 15,274**	**$ 15,827**	**$ 16,393**
Components of LCFF By Object Code								
State Aid (Object Code 8011)	$ -	$ -	$ -	$ -	$ 1,350,244	$ 2,827,745	$ 4,438,722	$ 6,186,842
EPA (for LCFF Calculation purposes)	$ -	$ -	$ -	$ -	$ 23,750	$ 47,500	$ 71,250	$ 95,000
Local Revenue Sources:								
Property Taxes (Object 8021 to 8089)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
In-Lieu of Property Taxes (Object Code 8096)	-	-	-	-	376,182	752,364	1,128,547	1,504,729
Property Taxes net of In-Lieu	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
TOTAL FUNDING	**-**	**-**	**-**	**-**	**1,750,176**	**3,627,609**	**5,638,519**	**7,786,571**
Basic Aid Status	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Excess Taxes	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
EPA in Excess to LCFF Funding	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total LCFF Entitlement	**-**	**-**	**-**	**-**	**1,750,176**	**3,627,609**	**5,638,519**	**7,786,571**

SUMMARY OF EPA								
% of Adjusted Revenue Limit - Annual	16.13801139%	70.06785065%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%
% of Adjusted Revenue Limit - P-2	16.08698870%	70.06785065%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%	49.17914663%
EPA (for LCFF Calculation purposes)	$ -	$ -	$ -	$ -	$ 23,750	$ 47,500	$ 71,250	$ 95,000
EPA, Current Year (Object Code 8012) (P-2 plus Current Year Accrual)	$ -	$ -	$ -	$ -	$ 23,750	$ 47,500	$ 71,250	$ 95,000
EPA, Prior Year Adjustment (Object Code 8019) (P-A less Prior Year Accrual)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Accrual (from Data Entry tab)	-	-	-	-	-	-	-	-

LCAP PERCENTAGE TO INCREASE OR IMPROVE SERVICES								
Base Grant (*Excludes add-ons for TIIG and Transportation*)	$ -	$ -	$ -	$ -	$ 1,303,281	$ 2,701,325	$ 4,198,763	$ 5,798,325
Supplemental and Concentration Grant funding in the LCAP year	$ -	$ -	$ -	$ -	$ 446,895	$ 926,284	$ 1,439,756	$ 1,988,246
Percentage to Increase or Improve Services	0.00%	0.00%	0.00%	0.00%	34.29%	34.29%	34.29%	34.29%

SUMMARY OF STUDENT POPULATION								
Unduplicated Pupil Population								
Enrollment	-	-	-	-	125	250	375	500
COE Enrollment	-	-	-	-	-	-	-	-
Total Enrollment	**0**	**0**	**0**	**0**	**125**	**250**	**375**	**500**
Unduplicated Pupil Count	-	-	-	-	103	206	309	412
COE Unduplicated Pupil Count	-	-	-	-	-	-	-	-
Total Unduplicated Pupil Count	**0**	**0**	**0**	**0**	**103**	**206**	**309**	**412**
Rolling %, Supplemental Grant	0.0000%	0.0000%	0.0000%	0.0000%	82.4000%	82.4000%	82.4000%	82.4000%
Rolling %, Concentration Grant	0.0000%	0.0000%	0.0000%	0.0000%	82.4000%	82.4000%	82.4000%	82.4000%

SUMMARY OF LCFF ADA								
Prior Year ADA for the Hold Harmless - (net of current year charter shift)								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
LCFF Subtotal	-	-	-	-	-	-	-	-
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	-	-	-	-	-
Current Year ADA								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	118.75	237.50	356.25	475.00
LCFF Subtotal	-	-	-	-	118.75	237.50	356.25	475.00
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	-	118.75	237.50	356.25	475.00
Change in LCFF ADA (excludes NSS ADA)	-	-	-	-	118.75	237.50	356.25	475.00
	No Change	No Change	No Change	No Change	Increase	Increase	Increase	Increase

User Notes

Vista Legacy Global Academy
Supporting Documentation

Funded LCFF ADA for the Hold Harmless								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-

Vista Legacy Global Academy
Supporting Documentation

Vista Legacy Global Academy

Multi-Year Projection

This charter school uses the following basis of accounting:

☐ **Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)**

☒ **Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)**

Description	2023-24	2024-25	2025-26	2026-27	2027-28	Assumptions
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	1,350,244	2,827,745	4,438,722	6,186,842	6,465,601	Based on FCMAT LCFF V23.1a
Education Protection Account (EPA) - Current Year	23,750	47,500	71,250	95,000	95,000	200/ADA
State Aid - Prior Years						
Transfers to Charter Schools in Lieu of Property Taxes	376,182	752,364	1,128,547	1,504,729	1,504,729	Based on 2021-22 P-2 Los Angeles Unified Property Tax Rates
Other LCFF Transfers	-	-	-	-	-	
Total, LCFF Sources	1,750,176	3,627,609	5,638,519	7,786,571	8,065,330	
2. Federal Revenues						
No Child Left Behind	-	-	-	-	-	
Special Education - Federal	-	70,041	105,062	140,082	140,082	Based on most recent LAUSD SELPA rates, Y1 is accrued
Child Nutrition - Federal	73,000	141,400	210,340	282,880	287,200	Based on most recent NSLP federal reimbursement rates
Other Federal Revenues	-	-	-	-	-	
Title I	39,188	78,375	117,563	156,750	156,750	
Title II	4,988	9,975	14,963	19,950	19,950	
Title III	-	9,477	14,216	18,955	18,955	
Title IV	-	-	-	-	-	
Title V	-	-	-	-	-	
PCSGP	-	-	-	-	-	
Total, Federal Revenues	117,175	309,268	462,143	618,617	622,937	
3. Other State Revenues						
Special Education - State	98,603	197,206	295,809	394,412	394,412	Based on most recent LAUSD SELPA rates
Child Nutrition - State	9,125	17,675	26,293	35,360	35,900	Based on most recent NSLP state reimbursement rates
School Facilities Appotionments	108,885	256,965	444,443	502,780	548,256	Based on latest available information from CSFA
Mandated Cost Reimbursement	-	13,272	20,648	27,531	27,531	$49.03 per ADA
State Lottery Revenue	-	27,075	54,150	81,225	108,300	$163/ADA base , $65/ADA prop 20
ASES	-	-	-	-	-	
All Other State Revenues	-	-	-	-	-	
Total, Other State Revenues	216,613	512,192	841,342	1,041,308	1,114,398	
4. Other Local Revenues						
Food Service Sales	-	-	-	-	-	
All Other Sales	-	-	-	-	-	
Interest	-	-	-	-	-	
Donations	-	-	-	-	-	
All Other Fees and Contracts	-	-	-	-	-	
All Other Local Revenues	-					
Total, Local Revenues	-	-	-	-	-	
5. TOTAL REVENUES	2,083,964	4,449,070	6,942,003	9,446,495	9,802,665	
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	491,411.23	931,113.90	1,443,567.72	2,020,924.05	2,081,551.77	Projected salary based on historical data & growth projection, plus 3% annual increase
Certificated Stipends						
Certificated Pupil Support Salaries						
Certificated Supervisors' and Administrators' Salaries	117,296.04	311,414.31	375,534.34	382,468.19	389,610.06	
Certificated Bonuses						
Other Certificated Salaries						
Total, Certificated Salaries	608,707.27	1,242,528.21	1,819,102.07	2,403,392.24	2,471,161.83	
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	88,110.00	109,068.30	383,607.85	633,218.58	688,797.64	Projected salary based on historical data & growth projection, plus 3% annual increase
Non-certificated Support Salaries	29,948.42	46,453.25	152,071.54	221,468.57	228,112.63	
Non-certificated Supervisors' and Administrators' Sal.	29,518.40	41,261.84	99,733.96	99,733.96	102,185.93	
Clerical and Office Salaries	37,285.00	49,007.40	133,185.39	190,060.95	195,762.78	
Non-certificated Bonuses						
Other Non-certificated Salaries	-	36,403.20	37,495.30	38,620.15	39,778.76	

Vista Legacy Global Academy
Supporting Documentation

Other Non-certificated Substitute						
Total, Non-certificated Salaries	184,861.82	282,193.99	806,094.04	1,183,102.22	1,254,637.74	
3. Employee Benefits						
State Teachers' Retirement System, certificated positions	116,263.09	237,322.89	347,448.49	459,047.92	471,991.91	Based on CALSTRS/CALPERS rate increase projections
State Teachers' Retirement System, classified positions	-					(See Salaries & BenefitsTabs)
Public Employees' Retirement System, certificated	-					
Public Employees' Retirement System, classified positions	-	-	-	-	-	
OASDI/Medicare/Alternative, certificated positions	8,826.26	18,016.66	26,376.98	34,849.19	35,831.85	
OASDI/Medicare/Alternative, classified positions	14,141.93	21,587.84	61,666.19	90,507.32	95,979.79	
Health & Welfare Benefits, certificated positions	109,727.65	224,624.19	394,027.05	588,336.47	676,586.94	
Health & Welfare Benefits, classified positions	25,145.92	50,533.14	104,637.19	139,647.82	160,595.00	
State Unemployment Insurance, certificated positions	20,696.05	42,245.96	61,849.47	81,715.34	84,019.50	
State Unemployment Insurance, classified positions	6,285.30	9,594.60	27,407.20	40,225.48	42,657.68	
State Employment Training Tax, certificated positions	-					
State Employment Training Tax, classified positions	-					
Workers' Compensation Insurance, certificated positions	9,130.61	18,637.92	27,286.53	36,050.88	37,067.43	
Workers' Compensation Insurance, classified positions	2,772.93	4,232.91	12,091.41	17,746.53	18,819.57	
Total, Employee Benefits	312,989.73	626,796.11	1,062,790.52	1,488,126.95	1,623,549.66	
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	56,250.00	69,187.50	80,718.75	96,300.00	108,150.00	Projection based on historical data of similar sized schools and
Books and Other Reference Materials	31,250.00	43,562.50	48,125.00	55,000.00	62,500.00	2-5% COLA in out-years.
Materials and Supplies	15,625.00	31,250.00	46,875.00	62,500.00	62,500.00	Supplies for new students + 20% replacement cost included
Noncapitalized Equipment	97,500.00	93,250.00	121,900.00	356,280.00	383,786.00	
Food	91,250.00	176,750.00	262,925.00	353,600.00	359,000.00	
Total, Books and Supplies	291,875.00	414,000.00	560,543.75	923,680.00	975,936.00	
5. Services and Other Operating Expenditures						
Subagreements for Services	10,250.00	15,375.00	20,756.25	46,983.13	78,728.91	Projection based on historical data of similar sized schools and
Travel	15,160.00	22,740.00	30,699.00	39,908.70	49,885.88	2-5% COLA in out-years
Conference, Convention, Meeting	7,589.00	11,383.50	15,367.73	19,978.04	24,972.55	
Field Trip	9,500.00	14,250.00	19,237.50	25,008.75	31,260.94	
Dues and Memberships	14,520.00	30,246.00	36,758.30	43,596.22	50,776.03	
Insurance	12,500.00	18,750.00	25,312.50	32,906.25	41,132.81	
Operations and Housekeeping Services	6,998.00	10,497.00	14,170.95	18,422.24	23,027.79	
Rent	161,311.48	380,688.52	658,433.61	744,859.26	812,230.74	
Utilities	37,800.00	56,700.00	76,545.00	99,508.50	124,385.63	
Repairs	10,250.00	15,375.00	20,756.25	26,983.13	33,728.91	
Leasehold Improvement	7,580.00	15,000.00	15,750.00	16,537.50	17,364.38	
Other Services & Operating Expenses	21,160.00	31,740.00	42,849.00	55,703.70	69,629.63	
Accounting	7,000.00	8,210.00	9,456.30	9,739.99	10,032.19	
Business Services	48,000.00	52,800.00	58,080.00	63,888.00	70,276.80	
Bank Charges	1,550.00	2,325.00	3,138.75	4,080.38	5,100.47	
Education Consultants	15,650.00	23,475.00	31,691.25	41,198.63	51,498.28	
Legal	22,950.00	34,425.00	46,473.75	60,415.88	75,519.84	
Professional Development	59,680.00	68,632.00	78,926.80	90,765.82	104,380.69	
Substitute Teachers (Third Party Vendors)	14,000.00	28,000.00	42,000.00	56,000.00	58,800.00	
Contract Labor	15,620.00	23,430.00	31,630.50	41,119.65	51,399.56	
Special Education Contractors	65,000.00	130,000.00	210,600.00	277,992.00	314,686.94	
Special Education Encroachment (set-aside/admin)	19,720.58	53,449.38	80,174.06	106,898.75	106,898.75	
Communications	10,592.00	15,888.00	21,448.80	27,883.44	34,854.30	
Total, Services and Other Operating Expenditures	594,381.05	1,063,379.40	1,590,256.29	1,950,377.93	2,240,572.01	
6. Capital Outlay						
(Objects 6100-6170, 6200-6500 modified accrual basis only)						
Land and Land Improvements	-	-	-	-	-	
Buildings and Improvements of Buildings	-	50,000.00	100,000.00	150,000.00	100,000.00	
Books and Media for New School Libraries or Major		-	-	-	-	
Expansion of School Libraries	-	-	-	-	-	
Equipment	-	100,000.00	150,000.00	200,000.00	100,000.00	
Equipment Replacement	-	-	-	-	-	
Depreciation Expense (for full accrual only)	-	-	-	-	-	
Total, Capital Outlay	-	150,000.00	250,000.00	350,000.00	200,000.00	
7. Other Outgo						
Tuition to Other Schools	-	-	-	-	-	
Transfers of Pass-through Revenues to Other LEAs	-	-	-	-	-	
Transfers of Apportionments to Other LEAs - Spec. Ed.	-	-	-	-	-	
Transfers of Apportionments to Other LEAs - All Other	-	-	-	-	-	

Vista Legacy Global Academy
Supporting Documentation

All Other Transfers	-	-	-	-	-	
Debt Service:	-	-	-	-	-	
Interest			-	-	-	
Principal	-					
District Oversight Fee	17,501.76	36,276.09	56,385.19	77,865.71	80,653.30	Assumes 1% of local control
Total, Other Outgo	17,501.76	36,276.09	56,385.19	77,865.71	80,653.30	
8. TOTAL EXPENDITURES	2,010,316.64	3,815,173.80	6,145,171.86	8,376,545.05	8,846,510.54	
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)	73,647.67	633,895.96	796,831.34	1,069,949.97	956,154.48	
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	-	-	-	-	-	
2. Less: Other Uses	-	-	-	-	-	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	-	-	-	-	-	
	-	-	-	-	-	
	-	-	-	-	-	
4. TOTAL OTHER FINANCING SOURCES / USES	-	-	-	-	-	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)	73,647.67	633,895.96	796,831.34	1,069,949.97	956,154.48	
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	-	73,647.67	707,543.64	1,504,374.98	2,574,324.95	
b. Adjustments for Unaudited Actuals	-	-	-	-	-	
c. Adjustments for Audit or Restatements	-	-	-	-	-	
2. Ending Fund Balance, June 30 (E + F.1.c.)	73,647.67	707,543.64	1,504,374.98	2,574,324.95	3,530,479.43	
Components of Ending Fund Balance (Optional):						
Nonspendable Revolving Cash (equals object 9130)	-	-	-	-	-	
Nonspendable Stores (equals object 9320)	-	-	-	-	-	
Nonspendable Prepaid Expenditures (equals object 9330)	-	-	-	-	-	
Nonspendable All Others	-	-	-	-	-	
Restricted Fund Balance	-	-	-	-	-	
Committed Fund Balance	-	-	-	-	-	
Assigned Fund Balance	-	-	-	-	-	
Reserve for Economic Uncertainties	100,515.83	190,758.69	307,258.59	418,827.25	442,325.53	
Undesignated/Unappropriated Amount	(26,868.16)	516,784.95	1,197,116.39	2,155,497.70	3,088,153.90	

Vista Legacy Global Academy
Supporting Documentation

Vista Legacy Global Academy

Budget Cash Flow

2023-24

		July	August	September	October	November	December	January	February	March	April	May	June	Accrued	Total	Budget	Variance
Beginning Cash Balance	July 1 Cash =	-	627,535	424,574	911,436	744,435	602,592	768,418	634,721	647,058	676,212	622,806	556,941				
A. REVENUES																	
1. Total, LCFF Sources		-	-	638,778	5,938	-	310,757	5,938	151,617	174,187	75,748	26,333	26,333	334,549	1,750,176	1,750,176	-
2. Total, Federal Revenues		-	-	-	7,300	18,344	7,300	7,300	18,344	7,300	7,300	18,344	7,300	18,344	117,175	117,175	-
3. Total, Other State Revenues		4,930	4,930	8,874	9,787	9,787	9,787	50,619	9,787	9,787	9,787	50,619	9,787	28,134	216,613	216,613	-
4. Total, Local Revenues		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5. TOTAL REVENUES		4,930	4,930	647,652	23,024	28,131	327,843	63,856	179,747	191,274	92,835	95,295	43,420	381,027	2,083,964	2,083,964	-
B. EXPENDITURES																	
1. Certificated Salaries																	
Certificated Teachers' Salaries	1100	40,951	40,950.94	40,950.94	40,950.94	40,950.94	40,950.94	40,950.94	40,950.94	40,950.94	40,950.94	40,950.94	40,950.94	-	491,411	491,411	-
Certificated Stipends	1101													-	-	-	-
Certificated Pupil Support Salaries	1200		-	-	-	-	-	-	-	-	-	-			-	-	-
Certificated Supervisors' and Administrators' Salaries	1300	9,775	9,774.67	9,774.67	9,774.67	9,774.67	9,774.67	9,774.67	9,774.67	9,774.67	9,774.67	9,774.67	9,774.67	-	117,296	117,296	-
Certificated Bonuses	1400													-	-	-	-
Other Certificated Salaries	1900		-	-	-	-	-	-	-	-	-	-	-		-	-	-
1. Certificated Salaries	1000-1999	50,725.61	50,725.61	50,725.61	50,725.61	50,725.61	50,725.61	50,725.61	50,725.61	50,725.61	50,725.61	50,725.61	50,725.61	-	608,707	608,707	-
2. Non-certificated Salaries	2000-2999	8,063	16,073	16,073	16,073	16,073	16,073	16,073	16,073	16,073	16,073	16,073	16,073	-	184,862	184,862	-
3. Employee Benefits	3000-3999	12,941.73	12,941.73	28,710.63	28,710.63	28,710.63	28,710.63	28,710.63	28,710.63	28,710.63	28,710.63	28,710.63	28,710.63	-	312,990	312,990	-
4. Books and Supplies	4000-4999	25,677.08	72,927.08	16,677.08	34,802.08	16,677.08	16,677.08	59,177.08	16,677.08	10,427.08	10,427.08	10,427.08	1,302.08	-	291,875	291,875	-
5. Services and Other Operating Expenditures	5000-5999	29,988	55,224	48,604	59,714	57,787	49,832	42,867	55,224	56,184	40,304	55,224	39,637	3,790	594,381	594,381	-
6. Capital Outlay	6000-6599	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7. Other Outgo	7100-7299	-	-	-	-	-	-	-	-	-	-	-	-	17,502	17,502	17,502	-
8. TOTAL EXPENDITURES		127,395	207,891	160,790	190,025	169,973	162,018	197,553	167,410	162,120	146,240	161,160	136,448	21,292	2,010,317	2,010,317	-
C. Operating Cash Flow		(122,465)	(202,961)	486,862	(167,001)	(141,842)	165,826	(133,697)	12,337	29,154	(53,405)	(65,865)	(93,028)	359,735	73,648	73,648	
D. OTHER FINANCING SOURCES / USES																	
1. Other Sources	8930-8979														-	-	-
2. Less: Other Uses	7630-7699														-	-	-
E. PRIOR YEAR TRANSACTIONS																	
1. ACCOUNTS RECEIVABLE																	
2. PREPAID EXPENDITURES																	
3. ACCOUNTS PAYABLE																	
4. LOANS PAYABLE		(750,000)													750,000		
NET PRIOR YEAR TRANSACTIONS		750,000	-	-	-	-	-	-	-	-	-	-	-	-			
F. ENDING CASH BALANCE		627,535	424,574	911,436	744,435	602,592	768,418	634,721	647,058	676,212	622,806	556,941	463,913				

Budget Cash Flow

2024-25

		July	August	September	October	November	December	January	February	March	April	May	June	Accrued	Total	Budget	Variance
Beginning Cash Balance	July 1 Cash =	463,913	650,849	394,892	279,206	218,955	151,943	77,978	120,286	326,620	475,400	566,125	782,951				
A. REVENUES																	

Vista Legacy Global Academy
Supporting Documentation

1. LCFF Sources																	
State Aid - Current Year	8011	70,694	70,694	127,249	127,249	127,249	127,249	127,249	410,023	410,023	410,023	410,023		410,023	2,827,745	2,827,745	-
Education Protection Account (EPA) - Current Year	8012				11,875			11,875			11,875			11,875	47,500	47,500	-
State Aid - Prior Years	8019														-	-	-
Transfers to Charter Schools in Lieu of Property Taxes	8096		45,142	90,284	60,189	60,189	60,189	60,189	60,189	105,331	52,666	52,666	52,666	52,666	752,364	752,364	-
Other LCFF Transfers	8091, 8097														-	-	-
1. Total, LCFF Sources		70,694	115,836	217,532	199,313	187,438	187,438	199,313	470,212	515,354	474,563	462,688	52,666	474,563	3,627,609	3,627,609	-
2. Total, Federal Revenues		-	-	-	14,140	38,597	14,140	14,140	38,597	14,140	84,181	38,597	14,140	38,597	309,268	309,268	-
3. Other State Revenues																	
Special Education - State	8311	9,860	9,860	17,749	17,749	17,749	17,749	17,749	17,749	17,749	17,749	17,749	17,749		197,206	197,206	-
Child Nutrition - State	8520				1,767.50	1,767.50	1,767.50	1,767.50	1,767.50	1,767.50	1,767.50	1,767.50	1,767.50	1,767.50	17,675	17,675	-
School Facilities Appotionments	8545							96,362				96,362		64,241	256,965	256,965	-
Mandated Cost Reimbursement	8550					13,272									13,272	13,272	-
State Lottery Revenue	8560						6,769			6,769			6,769	6,769	27,075	27,075	-
ASES	8590														-	-	-
All Other State Revenues	8590														-	-	-
3. Total, Other State Revenues		9,860	9,860	17,749	19,516	32,788	26,285	115,878	19,516	26,285	19,516	115,878	26,285	72,777	512,192	512,192	-
4. Total, Local Revenues		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5. TOTAL REVENUES		80,554	125,696	235,281	232,969	258,822	227,862	329,331	528,325	555,779	578,261	617,163	93,090	585,938	4,449,070	4,449,070	-
B. EXPENDITURES																	
1. Certificated Salaries	1000-1999	103,544.02	103,544.02	103,544.02	103,544.02	103,544.02	103,544.02	103,544.02	103,544.02	103,544.02	103,544.02	103,544.02	103,544.02	-	1,242,528	1,242,528	-
2. Non-certificated Salaries	2000-2999	6,905	25,026	25,026	25,026	25,026	25,026	25,026	25,026	25,026	25,026	25,026	25,026	-	282,194	282,194	-
3. Employee Benefits	3000-3999	25,528.31	25,528.31	57,573.95	57,573.95	57,573.95	57,573.95	57,573.95	57,573.95	57,573.95	57,573.95	57,573.95	57,573.95	-	626,796	626,796	-
4. Books and Supplies	4000-4999	2,604.17	110,210.42	75,616.67	24,635.42	41,932.29	24,635.42	20,279.17	41,932.29	20,279.17	24,635.42	20,279.17	6,960.42	-	414,000	414,000	-
5. Services and Other Operating Expenditures	5000-5999	64,771	117,344	89,206	82,441	97,758	91,047	80,600	93,914	100,576	76,756	93,914	75,055	-	1,063,379	1,063,379	-
6. Capital Outlay	6000-6599	50,000	-	-	-	-	-	-	-	100,000	-	-	-	-	150,000	150,000	-
7. Other Outgo	7100-7299	-	-	-	-	-	-	-	-	-	-	-	-	36,276	36,276	36,276	-
8. TOTAL EXPENDITURES		253,352	381,653	350,967	293,220	325,834	301,827	287,023	321,990	406,999	287,535	300,337	268,159	36,276	3,815,174	3,815,174	-
C. Operating Cash Flow		(172,798)	(255,957)	(115,686)	(60,252)	(67,012)	(73,964)	42,308	206,335	148,780	290,725	316,826	(175,069)	549,662	633,896	633,896	
D. OTHER FINANCING SOURCES / USES																	
1. Other Sources	8930-8979														-	-	-
2. Less: Other Uses	7630-7699														-	-	-
E. PRIOR YEAR TRANSACTIONS																	
1. ACCOUNTS RECEIVABLE		381,027															
2. PREPAID EXPENDITURES																	
3. ACCOUNTS PAYABLE		21,292															
4. LOANS PAYABLE	750,000										200,000	100,000			450,000		
NET PRIOR YEAR TRANSACTIONS		359,735	-	-	-	-	-	-	-	-	(200,000)	(100,000)	-	-			
F. ENDING CASH BALANCE		650,849	394,892	279,206	218,955	151,943	77,978	120,286	326,620	475,400	566,125	782,951	607,882				

Budget Cash Flow
2025-26

		July	August	September	October	November	December	January	February	March	April	May	June	Accrued	Total	Budget	Variance
Beginning Cash Balance	July 1 Cash =	607,882	905,790	584,543	425,356	369,028	314,796	242,574	210,211	436,434	719,789	760,827	1,017,422				
A. REVENUES																	

Vista Legacy Global Academy
Supporting Documentation

1. LCFF Sources																	
State Aid - Current Year	8011	147,957	147,957	266,323	266,323	266,323	266,323	266,323	562,238	562,238	562,238	562,238		562,238	4,438,722	4,438,722	-
Education Protection Account (EPA) - Current Year	8012				17,813			17,813			17,813			17,813	71,250	71,250	-
State Aid - Prior Years	8019														-	-	-
Transfers to Charter Schools in Lieu of Property Taxes	8096		67,713	135,426	90,284	90,284	90,284	90,284	90,284	157,997	78,998	78,998	78,998	78,998	1,128,547	1,128,547	-
Other LCFF Transfers	8091, 8097														-	-	-
1. Total, LCFF Sources		147,957	215,670	401,749	374,420	356,607	356,607	374,420	652,522	720,235	659,049	641,236	78,998	659,049	5,638,519	5,638,519	-
2. Total, Federal Revenues		-	-	-	21,034	57,719	21,034	21,034	57,719	21,034	126,096	57,719	21,034	57,719	462,143	462,143	-
3. Total, Other State Revenues		14,790	14,790	26,623	29,252	49,900	42,790	195,918	29,252	42,790	29,252	195,918	42,790	127,277	841,342	841,342	-
4. Total, Local Revenues		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5. TOTAL REVENUES		162,748	230,461	428,372	424,706	464,227	420,431	591,372	739,493	784,058	814,397	894,874	142,822	844,046	6,942,003	6,942,003	-
																-	
B. EXPENDITURES																	
1. Certificated Salaries																	
Certificated Teachers' Salaries	1100	120,297.31	120,297.31	120,297.31	120,297.31	120,297.31	120,297.31	120,297.31	120,297.31	120,297.31	120,297.31	120,297.31	120,297.31		1,443,568	1,443,568	-
Certificated Stipends	1101													-	-	-	-
Certificated Pupil Support Salaries	1200		-	-	-	-	-	-	-	-	-	-			-	-	-
Certificated Supervisors' and Administrators' Salaries	1300	32,114.67	31,294.53	31,294.53	31,294.53	31,294.53	31,294.53	31,294.53	31,294.53	31,294.53	31,294.53	31,294.53	31,294.53		376,354	375,534	820
Certificated Bonuses	1400													-	-	-	-
Other Certificated Salaries	1900		-	-	-	-	-	-	-	-	-	-	-		-	-	-
1. Certificated Salaries	1000-1999	152,411.98	151,591.84	151,591.84	151,591.84	151,591.84	151,591.84	151,591.84	151,591.84	151,591.84	151,591.84	151,591.84	151,591.84	-	1,819,922	1,819,102	820
2. Non-certificated Salaries	2000-2999	15,797	71,845	71,845	71,845	71,845	71,845	71,845	71,845	71,845	71,845	71,845	71,845	-	806,094	806,094	-
3. Employee Benefits	3000-3999	48,978.14	48,978.14	96,483.43	96,483.43	96,483.43	96,483.43	96,483.43	96,483.43	96,483.43	96,483.43	96,483.43	96,483.43	-	1,062,791	1,062,791	-
4. Books and Supplies	4000-4999	3,906.25	141,133.13	100,773.75	35,011.25	55,190.94	35,011.25	30,198.75	55,190.94	30,198.75	35,011.25	30,198.75	8,718.75	-	560,544	560,544	-
5. Services and Other Operating Expenditures	5000-5999	93,408	138,159	166,865	126,102	143,348	137,720	123,616	138,159	150,584	118,427	138,159	115,711	-	1,590,256	1,590,256	-
6. Capital Outlay	6000-6599	100,000	-	-	-	-	-	150,000	-	-	-	-	-	-	250,000	250,000	-
7. Other Outgo	7100-7299	-	-	-	-	-	-	-	-	-	-	-	-	56,385	56,385	56,385	-
8. TOTAL EXPENDITURES		414,502	551,707	587,559	481,033	518,459	492,652	623,735	513,270	500,703	473,359	488,278	444,350	56,385	6,145,992	6,145,172	820
C. Operating Cash Flow		(251,754)	(321,246)	(159,187)	(56,328)	(54,233)	(72,221)	(32,364)	226,223	283,355	341,038	406,596	(301,528)	787,660	796,011	796,831	
D. OTHER FINANCING SOURCES / USES																	
1. Other Sources	8930-8979														-	-	-
2. Less: Other Uses	7630-7699		-												-	-	-
E. PRIOR YEAR TRANSACTIONS																	
1. ACCOUNTS RECEIVABLE		585,938															
2. PREPAID EXPENDITURES																	
3. ACCOUNTS PAYABLE		36,276															
4. LOANS PAYABLE	450,000										300,000	150,000			-		
NET PRIOR YEAR TRANSACTIONS		549,662	-	-	-	-	-	-	-	-	(300,000)	(150,000)	-	-			
F. ENDING CASH BALANCE		905,790	584,543	425,356	369,028	314,796	242,574	210,211	436,434	719,789	760,827	1,017,422	715,895				

Budget Cash Flow
2026-27

		July	August	September	October	November	December	January	February	March	April	May	June	Accrued	Total	Budget	Variance
Beginning Cash Balance	July 1 Cash =	715,895	1,199,853	519,955	271,653	260,368	253,244	223,411	404,401	690,833	1,044,403	1,477,473	1,966,975				
A. REVENUES																	
1. LCFF Sources																	
State Aid - Current Year	8011	232,007	232,007	417,612	417,612	417,612	417,612	417,612	726,954	726,954	726,954	726,954		726,954	6,186,842	6,186,842	-

Vista Legacy Global Academy
Supporting Documentation

Education Protection Account (EPA) - Current Year	8012				23,750			23,750			23,750			23,750	95,000	95,000	-
State Aid - Prior Years	8019														-	-	-
Transfers to Charter Schools in Lieu of Property Taxes	8096		90,284	180,567	120,378	120,378	120,378	120,378	120,378	210,662	105,331	105,331	105,331	105,331	1,504,729	1,504,729	-
Other LCFF Transfers	8091, 8097														-	-	-
1. Total, LCFF Sources		232,007	322,290	598,179	561,740	537,990	537,990	561,740	847,332	937,616	856,035	832,285	105,331	856,035	7,786,571	7,786,571	-
2. Total, Federal Revenues		-	-	-	28,288	77,202	28,288	28,288	77,202	28,288	168,370	77,202	28,288	77,202	618,617	618,617	-
3. Total, Other State Revenues		19,721	19,721	35,497	39,033	66,564	59,339	227,576	39,033	59,339	39,033	227,576	59,339	149,537	1,041,308	1,041,308	-
4. Total, Local Revenues		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5. TOTAL REVENUES		251,727	342,011	633,676	629,061	681,756	625,617	817,604	963,567	1,025,243	1,063,438	1,137,062	192,958	1,082,774	9,446,495	9,446,495	-
B. EXPENDITURES																	
1. Certificated Salaries																	
Certificated Teachers' Salaries	1100	168,410	168,410.34	168,410.34	168,410.34	168,410.34	168,410.34	168,410.34	168,410.34	168,410.34	168,410.34	168,410.34	168,410.34		2,020,924	2,020,924	-
Certificated Stipends	1101													-	-	-	-
Certificated Pupil Support Salaries	1200		-	-	-	-	-	-	-	-	-	-			-	-	-
Certificated Supervisors' and Administrators' Salaries	1300	31,872	31,872.35	31,872.35	31,872.35	31,872.35	31,872.35	31,872.35	31,872.35	31,872.35	31,872.35	31,872.35	31,872.35		382,468	382,468	-
Certificated Bonuses	1400													-	-	-	-
Other Certificated Salaries	1900		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1. Certificated Salaries	1000-1999	200,282.69	200,282.69	200,282.69	200,282.69	200,282.69	200,282.69	200,282.69	200,282.69	200,282.69	200,282.69	200,282.69	200,282.69	-	2,403,392	2,403,392	-
2. Non-certificated Salaries	2000-2999	21,674	105,584	105,584	105,584	105,584	105,584	105,584	105,584	105,584	105,584	105,584	105,584	-	1,183,102	1,183,102	-
3. Employee Benefits	3000-3999	71,559.76	71,559.76	134,500.74	134,500.74	134,500.74	134,500.74	134,500.74	134,500.74	134,500.74	134,500.74	134,500.74	134,500.74	-	1,488,127	1,488,127	-
4. Books and Supplies	4000-4999	5,208.33	277,858.33	229,708.33	46,068.33	70,143.33	46,068.33	40,568.33	70,143.33	40,568.33	46,068.33	40,568.33	10,708.33	-	923,680	923,680	-
5. Services and Other Operating Expenditures	5000-5999	106,704	166,624	211,902	153,910	178,370	169,013	155,678	166,624	190,736	143,932	166,624	140,261	-	1,950,378	1,950,378	-
6. Capital Outlay	6000-6599	150,000	200,000	-	-	-	-	-	-	-	-	-	-	-	350,000	350,000	-
7. Other Outgo	7100-7299	-	-	-	-	-	-	-	-	-	-	-	-	77,866	77,866	77,866	-
8. TOTAL EXPENDITURES		555,429	1,021,909	881,978	640,346	688,881	655,450	636,614	677,135	671,673	630,368	647,560	591,337	77,866	8,376,545	8,376,545	-
C. Operating Cash Flow		(303,702)	(679,898)	(248,302)	(11,285)	(7,125)	(29,832)	180,989	286,432	353,571	433,070	489,502	(398,379)	1,004,908	1,069,950	1,069,950	
D. OTHER FINANCING SOURCES / USES																	
1. Other Sources	8930-8979														-	-	-
2. Less: Other Uses	7630-7699		-												-	-	-
E. PRIOR YEAR TRANSACTIONS																	
1. ACCOUNTS RECEIVABLE		844,046															
2. PREPAID EXPENDITURES																	
3. ACCOUNTS PAYABLE		56,385															
4. LOANS PAYABLE	-										-				-		
NET PRIOR YEAR TRANSACTIONS		787,660	-	-	-	-	-	-	-	-	-	-	-	-			
F. ENDING CASH BALANCE		1,199,853	519,955	271,653	260,368	253,244	223,411	404,401	690,833	1,044,403	1,477,473	1,966,975	1,568,597				

Budget Cash Flow
2027-28

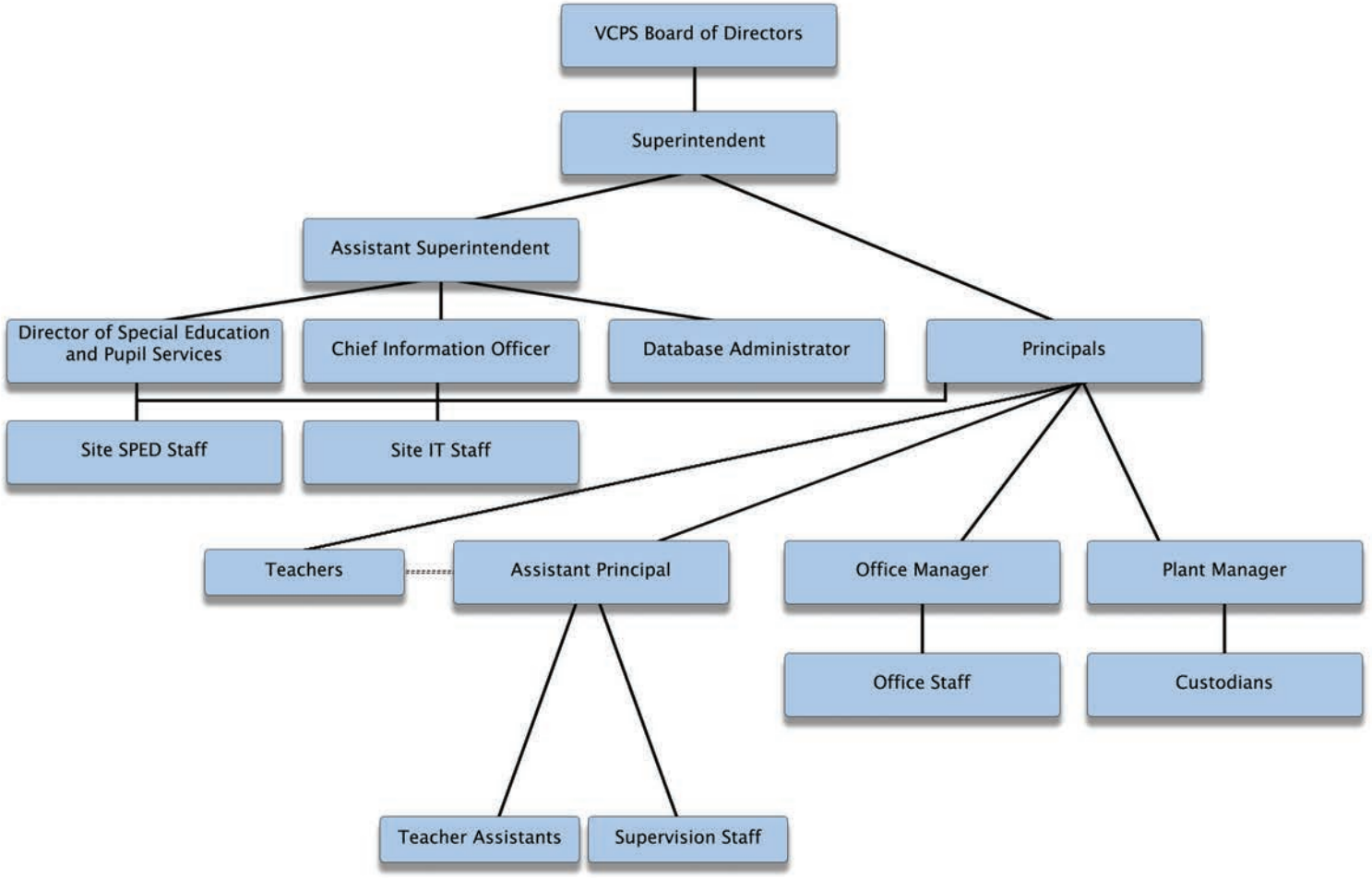
		July	August	September	October	November	December	January	February	March	April	May	June	Accrued	Total	Budget	Variance
Beginning Cash Balance	July 1 Cash =	1,568,597	2,382,842	1,828,985	1,665,247	1,773,014	1,873,132	1,965,343	2,277,745	2,370,014	2,526,606	2,771,879	3,087,984				
A. REVENUES																	
1. Total, LCFF Sources		323,280	413,564	762,472	726,032	702,282	702,282	726,032	702,282	792,566	710,985	687,235	105,331	710,985	8,065,330	8,065,330	-
2. Total, Federal Revenues		-	-	-	28,720	77,634	28,720	28,720	77,634	28,720	168,802	77,634	28,720	77,634	622,937	622,937	-
3. Total, Other State Revenues		19,721	19,721	35,497	39,087	66,618	66,162	244,683	39,087	66,162	39,087	244,683	66,162	167,729	1,114,398	1,114,398	-
4. Total, Local Revenues		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Vista Legacy Global Academy
Supporting Documentation

5. TOTAL REVENUES		343,001	433,284	797,969	793,839	846,534	797,164	999,435	819,003	887,448	918,874	1,009,552	200,213	956,348	9,802,665	9,802,665	-
B. EXPENDITURES																	
1. Certificated Salaries																	
Certificated Teachers' Salaries	1100	173,463	173,462.65	173,462.65	173,462.65	173,462.65	173,462.65	173,462.65	173,462.65	173,462.65	173,462.65	173,462.65	173,462.65		2,081,552	2,081,552	-
Certificated Stipends	1101													-	-	-	-
Certificated Pupil Support Salaries	1200		-	-	-	-	-	-	-	-	-	-			-	-	-
Certificated Supervisors' and Administrators' Salaries	1300	32,468	32,467.50	32,467.50	32,467.50	32,467.50	32,467.50	32,467.50	32,467.50	32,467.50	32,467.50	32,467.50	32,467.50		389,610	389,610	-
Certificated Bonuses	1400													-	-	-	-
Other Certificated Salaries	1900		-	-	-	-	-	-	-	-	-	-	-		-	-	-
1. Certificated Salaries	1000-1999	205,930.15	205,930.15	205,930.15	205,930.15	205,930.15	205,930.15	205,930.15	205,930.15	205,930.15	205,930.15	205,930.15	205,930.15	-	2,471,162	2,471,162	-
2. Non-certificated Salaries	2000-2999	22,324	112,028	112,028	112,028	112,028	112,028	112,028	112,028	112,028	112,028	112,028	112,028	-	1,254,638	1,254,638	-
3. Employee Benefits	3000-3999	81,318.28	81,318.28	146,091.31	146,091.31	146,091.31	146,091.31	146,091.31	146,091.31	146,091.31	146,091.31	146,091.31	146,091.31	-	1,623,550	1,623,550	-
4. Books and Supplies	4000-4999	5,208.33	299,576.33	245,501.33	47,358.33	74,395.83	47,358.33	41,108.33	74,395.83	41,108.33	47,358.33	41,108.33	11,458.33	-	975,936	975,936	-
5. Services and Other Operating Expenditures																	
Subagreements for Services	5100			19,682		19,682		19,682		19,682					78,729	78,729	-
Travel	5210				12,471.47		12,471.47			24,942.94					49,886	49,886	-
Conference, Convention, Meeting	5220		2,497.26	2,497.26	2,497.26	2,497.26	2,497.26	2,497.26	2,497.26	2,497.26	2,497.26	2,497.26			24,973	24,973	-
Field Trip	5240		3,126.09	3,126.09	3,126.09	3,126.09	3,126.09	3,126.09	3,126.09	3,126.09	3,126.09	3,126.09			31,261	31,261	-
Dues and Memberships	5300	4,231.34	4,231.34	4,231.34	4,231.34	4,231.34	4,231.34	4,231.34	4,231.34	4,231.34	4,231.34	4,231.34	4,231.34		50,776	50,776	-
Insurance	5400	3,427.73	3,427.73	3,427.73	3,427.73	3,427.73	3,427.73	3,427.73	3,427.73	3,427.73	3,427.73	3,427.73	3,427.73		41,133	41,133	-
Operations and Housekeeping Services	5500	1,918.98	1,918.98	1,918.98	1,918.98	1,918.98	1,918.98	1,918.98	1,918.98	1,918.98	1,918.98	1,918.98	1,918.98		23,028	23,028	-
Rent	5610	67,685.90	67,685.90	67,685.90	67,685.90	67,685.90	67,685.90	67,685.90	67,685.90	67,685.90	67,685.90	67,685.90	67,685.90		812,231	812,231	-
Utilities	5620	10,365.47	10,365.47	10,365.47	10,365.47	10,365.47	10,365.47	10,365.47	10,365.47	10,365.47	10,365.47	10,365.47	10,365.47		124,386	124,386	-
Repairs	5640		3,373	3,373	3,373	3,373	3,373	3,373	3,373	3,373	3,373	3,373			33,729	33,729	-
Leasehold Improvement	5650	17,364													17,364	17,364	-
Other Services & Operating Expenses	5800		6,962.96	6,962.96	6,962.96	6,962.96	6,962.96	6,962.96	6,962.96	6,962.96	6,962.96	6,962.96			69,630	69,630	-
Accounting	5810	836.02	836.02	836.02	836.02	836.02	836.02	836.02	836.02	836.02	836.02	836.02	836.02		10,032	10,032	-
Business Services	5813	5,856	5,856	5,856	5,856	5,856	5,856	5,856	5,856	5,856	5,856	5,856	5,856		70,277	70,277	-
Bank Charges	5815		510	510	510	510	510	510	510	510	510	510			5,100	5,100	-
Education Consultants	5817	4,291.52	4,291.52	4,291.52	4,291.52	4,291.52	4,291.52	4,291.52	4,291.52	4,291.52	4,291.52	4,291.52	4,291.52		51,498	51,498	-
Legal	5830			18,879.96			18,879.96			18,879.96			18,879.96		75,520	75,520	-
Professional Development	5840		26,095.17			26,095.17			26,095.17			26,095.17			104,381	104,381	-
Substitute Teachers (Third Party Vendors)	5851		5,880	5,880	5,880	5,880	5,880	5,880	5,880	5,880	5,880	5,880			58,800	58,800	-
Contract Labor	5852			51,400											51,400	51,400	-
Special Education Contractors	5869		28,607.90	28,607.90	28,607.90	28,607.90	28,607.90	28,607.90	28,607.90	28,607.90	28,607.90	28,607.90	28,607.90		314,687	314,687	-
Special Education Encroachment	5872		9,718.07	9,718.07	9,718.07	9,718.07	9,718.07	9,718.07	9,718.07	9,718.07	9,718.07	9,718.07	9,718.07		106,899	106,899	-
Communications	5900	2,905	2,905	2,905	2,905	2,905	2,905	2,905	2,905	2,905	2,905	2,905	2,905		34,854	34,854	-
5. Services and Other Operating Expenditures	5000-5999	118,882	188,288	252,155	174,665	207,971	193,545	181,875	188,288	225,698	162,193	188,288	158,724	-	2,240,572	2,240,572	-
6. Capital Outlay	6000-6599	100,000	100,000	-	-	-	-	-	-	-	-	-	-	-	200,000	200,000	-
7. Other Outgo	7100-7299	-	-	-	-	-	-	-	-	-	-	-	-	80,653	80,653	80,653	-
8. TOTAL EXPENDITURES		533,663	987,142	961,706	686,073	746,416	704,953	687,034	726,734	730,857	673,601	693,447	634,232	80,653	8,846,511	8,846,511	-
C. Operating Cash Flow		(190,663)	(553,857)	(163,738)	107,767	100,118	92,212	312,402	92,269	156,592	245,273	316,105	(434,019)	875,694	956,154	956,154	
D. OTHER FINANCING SOURCES / USES																	
1. Other Sources	8930-8979																
2. Less: Other Uses	7630-7699																
E. PRIOR YEAR TRANSACTIONS																	
1. ACCOUNTS RECEIVABLE		1,082,774															
2. PREPAID EXPENDITURES																	
3. ACCOUNTS PAYABLE		77,866															

Vista Legacy Global Academy
Supporting Documentation

4. LOANS PAYABLE	-													-			
NET PRIOR YEAR TRANSACTIONS		1,004,908	-	-	-	-	-	-	-	-	-	-	-				
F. ENDING CASH BALANCE		2,382,842	1,828,985	1,665,247	1,773,014	1,873,132	1,965,343	2,277,745	2,370,014	2,526,606	2,771,879	3,087,984	2,653,965				


VCPS Board of Directors
Superintendent
Assistant Superintendent
Director of Special Education and Pupil Services
Chief Information Officer
Database Administrator
Principals
Site SPED Staff
Site IT Staff
Teachers
Assistant Principal
Office Manager
Plant Manager
Office Staff
Custodians
Teacher Assistants
Supervision Staff

Annual Financial Report
June 30, 2021

Vista Charter Public Schools, Inc.

CHARTER NUMBERS: 1234, 1752, 1930, AND 2043

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

TABLE OF CONTENTS
JUNE 30, 2021

INDEPENDENT AUDITOR'S REPORT 1

FINANCIAL STATEMENTS
Combined Statement of Financial Position 3
Combined Statement of Activities 4
Combined Statement of Cash Flows 5
Combined Statement of Functional Expenses 6
Notes to Combined Financial Statements 10

SUPPLEMENTARY INFORMATION
Schedule of Expenditures of Federal Awards 35
Local Education Agency Organization Structure 36
Schedule of Average Daily Attendance 37
Schedule of Instructional Time 38
Reconciliation of Annual Financial Report With Audited Combined Financial Statements 40
Note to Supplementary Information 41

INDEPENDENT AUDITOR'S REPORTS
Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance With *Government Auditing Standards* 44
Independent Auditor's Report on Compliance for Each Major Program and on Internal Control over Compliance Required by the Uniform Guidance 46
Independent Auditor's Report on State Compliance 48

SCHEDULE OF FINDINGS AND QUESTIONED COSTS
Summary of Auditor's Results 52
Financial Statement Findings 53
Federal Awards and Questioned Costs 54
State Compliance Findings and Questioned Costs 55
Summary Schedule of Prior Audit Findings 56

This page left intentionally blank

SILVA & SILVA
CERTIFIED PUBLIC ACCOUNTANTS

Rudolph F. Silva, CPA
Lisa D. Silva, CPA

INDEPENDENT AUDITOR'S REPORT

To the Board of Directors
Vista Charter Public Schools, Inc.
and Affiliated Organizations
(California Nonprofit Public Benefit Corporations)
Los Angeles, California

Report on the Financial Statements

We have audited the accompanying combined financial statements of Vista Charter Public Schools, Inc. (the Organization), and its Affiliated Organizations: Vista Charter Public Schools Foundation (the Foundation) and 2900 W. Temple LLC (the LLC) (California Nonprofit Public Benefit Corporations), which are comprised of the combined statement of financial position as of June 30, 2021, and the related combined statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the combined financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these combined financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of combined financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these combined financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the combined financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the combined financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the combined financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Organization's preparation and fair presentation of the combined financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the combined financial statements.

3040 Saturn Street • Suite 107 • Brea, California 92821 • (714) 529-7707 • FAX (714) 572-1525

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinion

In our opinion, the combined financial statements referred to above present fairly, in all material respects, the respective financial position of the Organization, as of June 30, 2021, and the changes in its net assets, and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying supplementary information such as the Schedule of Expenditures of Federal Awards, as required by Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) and the other supplementary information as listed on the table of contents are presented for purposes of additional analysis and are not a required part of the financial statements.

The Schedule of Expenditures of Federal Awards and other accompanying supplementary information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the combined financial statements. Such information has been subjected to the auditing procedures applied in the audit of the combined financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the combined financial statements or to the combined financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the accompanying supplementary information is fairly stated, in all material respects, in relation to the combined financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 13, 2021, on our consideration of the Organization's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control over financial reporting and compliance.

Silva & Silva CPAs

Brea, California
December 13, 2021

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

COMBINED STATEMENT OF FINANCIAL POSITION
JUNE 30, 2021

	Vista CMS	Heritage	Condor	Horizon
ASSETS				
Current Assets				
Cash and cash equivalents	$ 2,942,152	$ 259,901	$ 820,195	$ 320,150
Accounts receivable	1,286,196	873,783	903,601	558,101
Intercompany Receivable	1,335,091	-	-	-
Prepaid expenses	183,281	52,371	23,172	9,102
Current portion of sales-type lease receivable	-	-	-	-
Total Current Assets	5,746,720	1,186,055	1,746,968	887,353
Non-Current Assets				
Restricted cash and investments	-	-	-	-
Security deposits	125,370	279,869	12,701	-
Sales-type lease receivable, net of current portion	-	-	-	-
Finance lease right-of-use asset	6,521,438	-	-	-
Finance lease right-of-use accumulated amortization	(271,727)	-	-	-
Fixed assets	747,032	395,327	137,353	-
Less: accumulated depreciation	(364,914)	(324,454)	(28,925)	-
Total Non-Current Assets	6,757,199	350,742	121,129	-
Total Assets	$ 12,503,919	$ 1,536,797	$ 1,868,097	$ 887,353
LIABILITIES				
Current Liabilities				
Accounts payable	$ 772,876	$ 521,262	$ 110,698	$ 122,679
Interest payable	-	-	-	-
Deferred revenue	431,301	62,662	36,869	44,385
Due to grantor governments	3,768	-	113,929	1,302
Intercompany payable	-	577,730	524,904	232,457
Current portion of long-term debt	-	-	-	75,000
Current portion of finance lease payable	143,178	-	-	-
Total Current Liabilities	1,351,123	1,161,654	786,400	475,823
Long-Term Obligations				
Non-current portion of long-term debt	-	-	-	149,998
Finance lease payable, less current portion	6,240,782	-	-	-
Total Liabilities	7,591,905	1,161,654	786,400	625,821
NET ASSETS				
Without Donor Restrictions				
Invested in capital assets, net of accumulated depreciation	382,118	70,873	108,428	-
Designated	146,935	185,469	177,509	14,850
Undesignated	4,382,961	118,801	795,760	246,682
Net Assets	4,912,014	375,143	1,081,697	261,532
Total Liabilities and Net Assets	$ 12,503,919	$ 1,536,797	$ 1,868,097	$ 887,353

The accompanying notes are an integral part of these combined financial statements.

LLC	Eliminations	Total
$ 321,377	$ -	$ 4,663,775
41,895	-	3,663,576
-	(1,335,091)	-
-	-	267,926
143,178	(143,178)	-
506,450	(1,478,269)	8,595,277
654,272	-	654,272
-	-	417,940
6,240,782	(6,240,782)	-
-	-	6,521,438
-	-	(271,727)
-	-	1,279,712
-	-	(718,293)
6,895,054	(6,240,782)	7,883,342
$ 7,401,504	$ (7,719,051)	$ 16,478,619
$ -	$ -	$ 1,527,515
181,372	-	181,372
-	-	575,217
-	-	118,999
-	(1,335,091)	-
140,000	-	215,000
-	(143,178)	-
321,372	(1,478,269)	2,618,103
6,265,000	-	6,414,998
-	(6,240,782)	-
6,586,372	(7,719,051)	9,033,101
-	-	561,419
-	-	524,763
815,132	-	6,359,336
815,132	-	7,445,518
$ 7,401,504	$ (7,719,051)	$ 16,478,619

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

COMBINED STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2021

	Vista CMS	Heritage	Condor	Horizon
REVENUES				
Local Control Funding Formula				
State apportionment	$ 2,865,544	$ 2,003,731	$ 1,655,692	$ 529,711
In-lieu property taxes	1,091,256	916,965	718,937	201,797
Federal revenue	1,609,653	902,003	498,092	306,406
Other State revenue	1,015,337	657,632	601,530	129,378
Local revenues	195,054	33,389	39,123	35,544
Interest income	-	1,672	1,232	-
Gain on lease conversion	-	-	-	-
School Site Fundraising	7,780	3,038	3,452	-
Total Revenues	6,784,624	4,518,430	3,518,058	1,202,836
EXPENSES				
Program Services	4,828,618	3,559,810	2,245,485	840,215
Management and General	1,352,554	823,692	514,216	240,600
Total Expenses	6,181,172	4,383,502	2,759,701	1,080,815
CHANGE IN NET ASSETS	603,452	134,928	758,357	122,021
NET ASSETS (DEFICIT), BEGINNING OF YEAR	4,308,562	240,215	323,340	139,511
NET ASSETS , END OF YEAR	$ 4,912,014	$ 375,143	$ 1,081,697	$ 261,532

The accompanying notes are an integral part of these combined financial statements.

Vista Legacy Global Academy
Supporting Documentation

LLC	Eliminations	Total
$ -	$ -	$ 7,054,678
-	-	2,928,955
-	-	3,316,154
-	-	2,403,877
379,891	(492,660)	190,341
2,817	-	5,721
933,988	-	933,988
-	-	14,270
1,316,696	(492,660)	16,847,984
-	(492,660)	10,981,467
362,745	-	3,293,808
362,745	(492,660)	14,275,275
953,951	-	2,572,709
(138,819)	-	4,872,809
$ 815,132	$ -	$ 7,445,518

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

COMBINED STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2021

	Vista CMS	Heritage	Condor
CASH FLOWS FROM OPERATING ACTIVITIES			
Change in net assets	$ 603,452	$ 134,928	$ 758,357
Adjustments to reconcile change in net assets to net cash provided by operating activities			
Depreciation expense	34,023	10,872	16,155
Amortization expense	271,727	-	-
Gain on conversion to new lease standards		-	-
Changes in operating assets and liabilities			
Increase in accounts receivable	(469,651)	(303,115)	(491,452)
Increase (Decrease) in accounts payable	545,696	291,085	140,282
Decrease (Increase) in prepaid expenses & other current assets	(83,871)	(28,437)	9,244
Increase (Decrease) in deferred revenue	431,301	62,662	35,987
Net Cash Provided (Used) by Operating Activities	1,332,677	167,995	468,573
CASH FLOWS FROM INVESTING ACTIVITIES			
Capital expenditures	-	(29,504)	(11,003)
CASH FLOWS FROM FINANCING ACTIVITIES			
Proceeds from loan	-	-	-
Loan payments	(137,478)	(50,004)	-
Net Cash Provided (Used) by Financing Activities	(137,478)	(50,004)	-
Net Change in Cash, Cash Equivalents, and Restricted Cash	1,195,199	88,487	457,570
Cash, Cash Equivalents, and Restricted Cash, Beginning of Year	1,746,953	171,414	362,625
Cash, Cash Equivalents, and Restricted Cash, End of Year	2,942,152	259,901	820,195
Supplemental cash flow disclosure			
Cash paid during the period for interest	$ -	$ 138	$ -

The accompanying notes are an integral part of these combined financial statements.

Horizon	LLC	Total
$ 122,021	$ 953,951	$ 2,572,709
-	-	61,050
-	-	271,727
-	(796,510)	(796,510)
		-
(386,919)	(41,895)	(1,693,032)
53,024	(3,250)	1,026,837
(8,598)	-	(111,662)
(16,514)	-	513,436
(236,986)	112,296	1,844,555
-	-	(40,507)
124,998	-	124,998
-	(130,000)	(317,482)
124,998	(130,000)	(192,484)
(111,988)	(17,704)	1,611,564
432,138	993,353	3,706,483
320,150	975,649	5,318,047
$ 2,620	$ 365,266	$ 368,024

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

COMBINED STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2021

	Program Services	Management and General	Total Expenses
Vista Charter Middle School			
Teacher salaries	$ 1,239,626	$ 309,906	$ 1,549,532
Teacher benefits	521,428	130,357	651,785
Teacher payroll tax	41,523	10,381	51,904
Administrative and clerical salaries	446,430	111,607	558,037
Administrative and clerical benefits	147,149	36,787	183,936
Administrative and clerical payroll tax	52,078	13,019	65,097
Instructional materials and supplies	358,636	-	358,636
Student nutrition	437,829	-	437,829
Educational programs	22,611	-	22,611
Operating expenses	388,888	97,222	486,110
Depreciation	-	34,023	34,023
Occupancy	248,207	62,052	310,259
Capital Outlay	-	39,913	39,913
Professional services	70,770	17,693	88,463
Travel & conference	-	4,506	4,506
Amortization	-	271,727	271,727
Insurance	26,077	6,519	32,596
Special education fee	50,619	12,655	63,274
District supervisory fee	31,746	7,937	39,683
After-school program	745,001	186,250	931,251
Total Vista Charter Middle School	4,828,618	1,352,554	6,181,172

The accompanying notes are an integral part of these combined financial statements.

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

COMBINED STATEMENT OF FUNCTIONAL EXPENSES, *continued*
FOR THE YEAR ENDED JUNE 30, 2021

	Program Services	Management and General	Total Expenses
Vista Heritage Global Academy			
Teacher salaries	$ 1,120,382	$ 280,095	$ 1,400,477
Teacher benefits	431,526	107,882	539,408
Teacher payroll tax	36,686	9,171	45,857
Administrative and clerical salaries	326,983	81,746	408,729
Administrative and clerical benefits	101,626	25,406	127,032
Administrative and clerical payroll tax	37,120	9,280	46,400
Materials and supplies	354,476	-	354,476
Student nutrition	97,576	-	97,576
Educational programs	2,376	-	2,376
Operating expenses	232,494	58,123	290,617
Depreciation	-	10,872	10,872
Occupancy	210,576	52,644	263,220
Capital Outlay	-	29,793	29,793
Professional services	63,919	15,980	79,899
Travel & conference	-	6,544	6,544
Debt service	-	138	138
Insurance	19,211	4,803	24,014
Special education fee	9,020	2,255	11,275
District supervisory fee	23,528	5,882	29,410
After-school program	492,311	123,078	615,389
Total Vista Heritage Global Academy	3,559,810	823,692	4,383,502

The accompanying notes are an integral part of these combined financial statements.

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

COMBINED STATEMENT OF FUNCTIONAL EXPENSES, *continued*
FOR THE YEAR ENDED JUNE 30, 2021

	Program Services	Management and General	Total Expenses
Vista Condor Global Academy			
Teacher salaries	$ 836,353	$ 209,088	$ 1,045,441
Teacher benefits	277,814	69,453	347,267
Teacher payroll tax	28,462	7,116	35,578
Administrative and clerical salaries	289,466	72,367	361,833
Administrative and clerical benefits	43,855	10,964	54,819
Administrative and clerical payroll tax	30,193	7,548	37,741
Materials and supplies	202,623	-	202,623
Student nutrition	118,255	-	118,255
Educational programs	790	-	790
Operating expenses	127,804	31,951	159,755
Depreciation	-	16,155	16,155
Occupancy	88,232	22,058	110,290
Capital Outlay	-	14,323	14,323
Professional services	68,128	17,032	85,160
Travel & conference	-	2,784	2,784
Insurance	13,206	3,302	16,508
District supervisory fee	19,094	4,774	23,868
After-school program	101,209	25,302	126,511
Total Vista Condor Global Academy	2,245,485	514,216	2,759,701

The accompanying notes are an integral part of these combined financial statements.

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

COMBINED STATEMENT OF FUNCTIONAL EXPENSES, *continued*
FOR THE YEAR ENDED JUNE 30, 2021

	Program Services	Management and General	Total Expenses
Vista Horizon Global Academy			
Teacher salaries	$ 222,049	$ 55,512	$ 277,561
Teacher benefits	95,358	23,839	119,197
Teacher payroll tax	9,818	2,455	12,273
Administrative and clerical salaries	175,632	43,908	219,540
Administrative and clerical benefits	9,958	2,490	12,448
Administrative and clerical payroll tax	8,446	2,111	10,557
Materials and supplies	142,433	-	142,433
Student nutrition	44,720	-	44,720
Operating expenses	53,910	13,478	67,388
Capital Outlay	-	73,822	73,822
Professional services	58,877	14,719	73,596
Travel & conference	-	892	892
Debt service	-	2,620	2,620
Insurance	3,399	850	4,249
Special education fee	9,586	2,397	11,983
District supervisory fee	6,029	1,507	7,536
Total Vista Horizon Global Academy	840,215	240,600	1,080,815
2900 W. Temple LLC			
Interest	-	362,745	362,745
Total 2900 W. Temple LLC	-	362,745	362,745
Eliminations	(492,660)	-	(492,660)
Total Functional Expenses	$10,981,467	$ 3,293,808	$14,275,275

The accompanying notes are an integral part of these combined financial statements.

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

NOTES TO COMBINED FINANCIAL STATEMENTS
JUNE 30, 2021

NOTE 1 - ORGANIZATION AND MISSION

Vista Charter Public Schools, Inc.

Vista Charter Public Schools, Inc. (the Organization) is a nonprofit public benefit corporation located at 2900 W. Temple Street, Los Angeles, CA 90026. Under the Charter Schools Act of 1992, a charter school is authorized to elect to operate as, or be operated by, a nonprofit public benefit corporation. The Organization is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code.

The Organization operates four charter schools (the Charter Schools) in Los Angeles and Orange counties serving students in transitional kindergarten through grade eight. The Charter Schools' mission is to create a transformative TK-8 learning experience that is engaging, globally oriented, and builds a strong STEAM foundation for college and career readiness in a learning environment that allows students to have power in developing their identity within personal, interpersonal and educational realms. We aim to provide a quality education for all students by focusing on both heart and mind as critical tools of student engagement in learning. Our compassionate community of global learners focuses on developing students' knowledge and skills, as well as their attitudes, behaviors, aspirations, and beliefs for success in the 21st-century economy.

Vista Charter Middle School – Charter No. 1234

Vista Charter Middle School (Vista CMS) was formed as a charter school pursuant to *California Education Code* Section 47600 under a charter agreement with the Los Angeles Unified School District. The charter agreement was approved by the Los Angeles Unified School District in 2010 and has been renewed for a five-year term expiring in 2025. Vista Charter Middle School is located at 2900 W. Temple St., Los Angeles, California. Vista Charter Middle School opened September 1, 2010, and currently serves approximately 390 students in grades sixth through eighth.

Vista Heritage Global Academy – Charter No. 1752

Vista Heritage Global Academy (Heritage) was formed as a charter school pursuant to California Education Code Section 47600 under a charter agreement with the Orange County Department of Education. The charter agreement was entered into in July 2015 and expires in 2020. Vista Heritage Global Academy is located at 206 West Fifth St., Santa Ana, California. Vista Heritage Global Academy opened August 24, 2015, and currently serves approximately 290 students in grades sixth through eighth.

Vista Condor Global Academy – Charter No. 1930

Vista Condor Global Academy (Condor) was formed as a charter school pursuant to *California Education Code* Section 47600 under a charter agreement with the Orange County Department of Education. The charter agreement was entered into in April 2018. Vista Condor Global Academy is located at 2519 West Fifth St., Santa Ana, California. Vista Condor Global Academy opened August 13, 2018, and currently serves approximately 215 students in transitional kindergarten through fifth grade.

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

NOTES TO COMBINED FINANCIAL STATEMENTS
JUNE 30, 2021

Vista Horizon Global Academy – Charter No. 2043

Vista Horizon Global Academy (Horizon) was formed as a charter school pursuant to *California Education Code* Section 47600 and was authorized by the Los Angeles Unified School District at its November 2018 board meeting for a five-year term expiring in 2024. Vista Horizon Global Academy is located at 980 S. Hobart Blvd., Los Angeles, California. Vista Horizon Global Academy opened July 1, 2019, and currently serves approximately 70 students in transitional kindergarten through fifth grade.

Other Related Entities

2900 W. Temple, LLC

In 2014, the Organization formed the 2900 W. Temple, LLC (the LLC) exclusively for charitable purpose solely related to property and assets of the Organization, for charitable purposes as specified in Section 501(c)(3) of the Internal Revenue Service. The Charter Schools make lease payments to the LLC, in accordance with the lease agreements. Vista Charter Public Schools, Inc. is the sole member of the LLC.

Vista Charter Public Schools Foundation

Vista Charter Public Schools Foundation (the Foundation) is organized for the public and educational support purposes as specified in its Articles of Incorporation. It is not organized for private gain of any one individual person. It is organized under the Nonprofit Corporation Law of California ("California Nonprofit Corporation Law") for public Purposes.

1. To support the charitable and educational mission of Vista Charter Public Schools, Inc., a California nonprofit, tax-exempt corporation, and any and all California public charter school that the Organization operates;

2. To undertake any and all additional activities as may be proper in connection with this corporation's specific purposes for which this corporation is formed, and which are exclusively charitable and educational within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986.

The Foundation did not have any activity during the year ended June 30, 2021.

California Charter Schools Joint Powers Authority

The Organization's charter schools are associated with the California Charter Schools Joint Powers Authority (the JPA). The JPA does not meet the criteria for inclusion as a component unit of the Charter Schools. The JPA arranges for and provides for various types of insurances for its member schools as requested. The JPA is governed by boards consisting of one or more representatives from each member. The board controls the operations of the JPA, including selection of management and approval of operating budgets, independent of any influence by the member schools beyond their representation on the boards. Each member school pays a premium commensurate with the level of coverage requested and shares surpluses and deficits proportionate to their participation in the JPA. Information on JPAs financials can be obtained by contacting the JPA directly at 6401 Linda Vista Road, Orange, California, 92111. Organization's total expenses paid to the JPA for year ended June 30, 2021, were $8,840.

El Dorado Charter Special Education Local Plan Area (*SELPA*)

The Organization's Heritage and Condor charter schools are associated with the El Dorado Charter SELPA (the SELPA). The SELPA does not meet the criteria for inclusion as a component unit of the Organization. The SELPA provided special education ancillary and/or related services. Total expenses for year ended June 30, 2021, were $11,681.

Los Angeles County Office of Education Special Education Local Plan Area (*SELPA*)

The Organization's Vista CMS and Horizon charter schools are associated with the Los Angeles County Office of Education SELPA (the SELPA). The SELPA does not meet the criteria for inclusion as a component unit of the Organization. The SELPA provided special education ancillary and/or related services.

NOTE 2 - SIGNIFICANT ACCOUNTING POLICIES AND PROCEDURES

Basis of Accounting

The accompanying financial statements were prepared using the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America as applicable to nonprofit organizations. Revenues are recognized as discussed below, and expenditures are recognized in the accounting period in which the liability is incurred.

Principles of Combination

The combined financial statements include the accounts of Vista Charter Middle School, Vista Heritage Global Academy, Vista Condor Global Academy, and Vista Horizon Global Academy. All material intercompany transactions have been eliminated (Eliminations). As a part of its mission, Vista Charter Public Schools, Inc., has created a limited liability company that owns real estate for educational purposes. Vista Charter Public Schools, Inc., is the sole member of the LLC. They lease these facilities to the Organization. Since this support is closely aligned with Vista Charter Public Schools, Inc. and they are financially inter-related, the LLC's financial information is combined with the Vista Charter Public Schools, Inc. audit. This consolidation is required due to common control with shared leadership and management. For disclosure purposes, the financial information of the entities are separated within the report as a matter of clarification.

Net Assets

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor or grantor restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

- *Net Assets Without Donor Restrictions* – Net assets available for use in general operations and not subject to donor restrictions. The board of directors has designated $524,763 in net assets without donor restrictions for the year ended June 30, 2021.

**VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)**

**NOTES TO COMBINED FINANCIAL STATEMENTS
JUNE 30, 2021**

- *Net Assets with Donor Restrictions* – Net assets subject to donor (or certain grantor) restrictions. Some donor imposed (or grantor) restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor restrictions are perpetual in nature, where the donor stipulates those resources be maintained in perpetuity. The Organization reports contributions restricted by donors as increases in net assets with donor restrictions if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when a stipulated time restriction ends, or purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statements of activities as net assets released from restrictions.

Cash and Cash Equivalents

The Organization considers all cash and highly liquid financial instruments with original maturities of three months or less, and which are neither held for nor restricted by donors for long-term purposes, to be cash and cash equivalents (including cash in the County Investment Pool and LLC investments).

Receivables and Credit Policies

Accounts receivable consist primarily of noninterest-bearing amounts due for educational programs. Management determines the allowance for uncollectable accounts receivable based on historical experience, an assessment of economic conditions, and a review of subsequent collections. Accounts receivable are written off when deemed uncollectable. No allowance for doubtful accounts has been established, as the Organization deems all amounts to be fully collectible. Substantially all outstanding accounts receivable as of June 30, 2021, are due from state and/or federal sources related to grant contributions and are expected to be collected within a period of less than one year.

Intercompany Receivable/Payable

Intercompany receivable/payable results from a net cumulative difference between resources provided by on charter school account to the other charter schools and reimbursement for those resources from each charter school to the home office account. Operating transfers include certain costs of shared liabilities and shared assets between the Organization.

Property and Equipment

Property and equipment additions over $5,000 are recorded at cost, or if donated, at fair value on the date of donation. Depreciation and amortization are computed using the straight-line method over the estimated useful lives of the assets ranging from 3 to 30 years, or in the case of capitalized leased assets or leasehold improvements, the lesser of the useful life of the asset or the lease term. When assets are sold or otherwise disposed of, the cost and related depreciation or amortization are removed from the accounts, and any remaining gain or loss is included in the statement of activities. Cost of maintenance and repairs that do not improve or extend the useful lives of the respective assets are expensed currently.

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

NOTES TO COMBINED FINANCIAL STATEMENTS
JUNE 30, 2021

The Organization reviews the carrying values of property and equipment for impairment whenever events or circumstances indicate that the carrying value of an asset may not be recoverable from the estimated future cash flows expected to result from its use and eventual disposition. When considered impaired, an impairment loss is recognized to the extent carrying value exceeds the fair value of the asset. There were no indicators of asset impairment during the year ended June 30, 2021.

Investments

The Organization records investment purchases at cost, or if donated, at fair value on the date of donation. Thereafter, investments are reported at their fair values on the statement of financial position. Net investment return/(loss) is reported in the statement of activities and consists of interest and dividend income, realized and unrealized capital gains and losses, less external and direct internal investment expenses.

Revenue and Revenue Recognition

Revenue is recognized when earned. Operating funds for the Organization are derived principally from state and federal sources. The Organization receives state funding based on each of the enrolled student's average daily attendance (ADA) in its school. The Organization receives federal and state grants, which are paid through the California Department of Education or other state agencies. Revenues related to these federal and state grants are conditioned upon certain performance requirements and/or the incurrence of allowable qualifying expenses. Amounts received are recognized as revenue when the Organization has incurred expenditures in compliance with specific contract and grant provisions. Amounts received prior to incurring qualifying expenditures are reported as refundable advances in the statement of financial position.

Contributions of goods are recorded at fair value. Contributions of services are recorded at fair value as revenue at the time the service is rendered when specialized skills are required and when the Organization would otherwise purchase the services. No amounts have been reflected in the accompanying financial statements for contributed goods or services during the year being reported because items did not meet the definition above. Contributions with donor restrictions received are recorded as increases in net assets with donor restrictions. Net assets with donor restrictions received are recognized as revenue without donor restrictions when the terms of the restrictions are met, which may be in the same period if the revenue is received, and the restriction satisfied during the same period. All contributions are considered to be available for use without donor restrictions unless specifically restricted by the donor.

Functional Allocation of Expenses

The financial statements report categories of expenses that are attributed to program service activities or supporting services activities. The costs of program and supporting services activities have been summarized on a functional basis in the statements of activities. The statements of functional expenses present the natural classification detail of expenses by function. Accordingly, certain costs have been allocated among the programs and supporting services benefited based on management's estimates.

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

NOTES TO COMBINED FINANCIAL STATEMENTS
JUNE 30, 2021

Income Taxes

The Organization is organized as a California nonprofit corporation and has been recognized by the Internal Revenue Service (IRS) as exempt from federal income taxes under Section 501(a) of the Internal Revenue Code as organizations described in Section 501(c)(3), qualify for the charitable contribution deduction under Section 170(b)(1)(A)(vi). It is also exempt from State franchise and income taxes under Section 23701(d) of the California Revenue and Taxation Code. The Organization is annually required to file a Return of Organization Exempt from Income Tax (Form 990) with the IRS. In addition, the Organization is subject to income tax on net income that is derived from business activities that are unrelated to their exempt purposes. The Organization determined that it is not subject to unrelated business income tax and has not filed an Exempt Organization Business Income Tax Return (Form 990-T) with the IRS.

The Organization has adopted Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) Topic 740 that clarifies the accounting for uncertainty in tax positions taken or expected to be taken on a tax return and provides that the tax effects from an uncertain tax position can be recognized in the financial statements only if, based on its merits, the position is more likely than not to be sustained on audit by the taxing authorities. Management believes that all tax positions taken to date are highly certain. Accordingly, no accounting adjustment has been made to the financial statements.

Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Accordingly, actual results could differ from those estimates.

Financial Instruments and Credit Risk

Deposit concentration risk is managed by placing cash, money market accounts, and certificates of deposit with financial institutions believed by management to be creditworthy. At times, amounts on deposit may exceed insured limits or include uninsured investments in money market mutual funds. To date, no losses have been experienced in any of these accounts. Credit risk associated with accounts receivable and promises to give is considered to be limited due to high historical collection rates and because substantial portions of the outstanding amounts are due from Board members, governmental agencies, and foundations supportive of the Charter School's mission.

**VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)**

**NOTES TO COMBINED FINANCIAL STATEMENTS
JUNE 30, 2021**

Finance and Operating ROU

Right-of-Use (ROU) assets represent the right to use an underlying asset for the lease term and lease liabilities represent the obligation to make lease payments arising from the lease. Finance and operating lease ROU assets and liabilities are recognized at the lease commencement date and are based on the present value of lease payments over the lease term. As most leases do not provide an implicit rate, a risk-free rate is utilized in lieu of determining an incremental borrowing rate at the commencement date in deciding the present value of lease payments. The finance and operating lease ROU asset also includes any lease payments made and excludes lease incentives. Lease expense is recognized on a straight-line basis over the lease term. Lease agreements with lease and non-lease components are generally accounted for separately.

Recent Accounting Pronouncements

In September 2020, FASB issued ASU 2020-07, Not-for-Profit Entities (Topic 958): Presentation and Disclosures by Not-for-Profit Entities Contributed Nonfinancial Assets, which requires a nonprofit entity to present contributed nonfinancial assets in the statement of activities as a line item that is separate from contributions of cash or other financial assets. ASU 2020-07 also requires additional qualitative and quantitative disclosures about contributed nonfinancial assets received, disaggregated by category. The ASU is effective for the Organization for the year ended June 30, 2022. Management is evaluating the impact of the adoption of this standard.

Changes in Accounting Principles

FASB Accounting Standards Codification Topic 606, Revenue from Contracts with Customers, as amended, supersedes, or replaces nearly all GAAP revenue recognition guidance. These standards establish a new contract and control-based revenue recognition model, change the basis for deciding when revenue is recognized over time or at a point in time, and expand disclosures about revenue.

ASU 2020-05 defers the effective date of FASB ASC 606, Revenue from Contract with Customers, for certain entities that have not yet issued their financial statements (or made financial statements available for issuance) reflecting the adoption of FASB ASC 606. Those entities may elect to adopt FASB ASC 606 for annual reporting periods beginning after December 15, 2019, and for interim reporting periods within annual reporting periods beginning after December 15, 2020.

The Organization has adopted this standard as management believes the standard improves the usefulness and understandability of the Organization's financial reporting. Accordingly, there is no effect on net assets in connection with the implementation of ASC 606.

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

NOTES TO COMBINED FINANCIAL STATEMENTS
JUNE 30, 2021

The Organization adopted the new lease accounting guidance in Accounting Standards Update (ASU) No. 2016-02, Leases (Topic 842). The Organization elected to apply the guidance as of July 1, 2020, the beginning of the adoption period. The comparative financial information and disclosures presented are in accordance with the legacy standard, Accounting Standards Codification (ASC) 840. The standard requires the recognition of right-of-use assets and lease liabilities for lease contracts with terms greater than 12 months. Operating lease costs are recognized in the income statement as a single lease cost and finance lease costs are recognized in two components, interest expense and amortization expense. the Organization has elected the package of practical expedients permitted in ASC Topic 842. Accordingly, the Organization accounted for its existing leases as an operating lease under the new guidance, without reassessing: (a) whether the contract contains a lease under ASC Topic 842; (b) whether classification of the operating lease would be different in accordance with ASC Topic 842; or (c) whether the unamortized initial direct costs before transition adjustments would have met the definition of initial direct costs in ASC Topic 842 at lease commencement.

As a result of the adoption of the new lease accounting guidance, the Organization recognized on July 1, 2020, the beginning of the adoption period, an operating lease liability of $6,521,438 and an operating lease right-of-use asset of $6,521,438. There was no cumulative effect adjustment to net assets. The adoption of the new standard did not materially impact the Organization's Statements of Activities. See Note 14 for further disclosure of the Organization's lease contracts.

In August 2018, the FASB issued ASU 2018-13, Fair Value Measurement (Topic 820): Disclosure Framework – Changes to the Disclosure Requirements for Fair Value Measurement, which modifies the disclosure requirements for fair value measurements by removing, modifying, or adding certain disclosures. ASU 2018-13 is effective for all entities for fiscal years, and interim periods within those fiscal years, beginning after December 15, 2019. The Organization has adopted this ASU as of July 1, 2020. Management has determined that the adoption of this standard did not have a significant impact on the Organization's financial statement disclosures.

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

NOTES TO COMBINED FINANCIAL STATEMENTS
JUNE 30, 2021

NOTE 3 - CASH AND CASH EQUIVALENTS

Cash and cash equivalents at June 30, 2021, consisted of the following:

	Reported Amount				
Deposits	Vista CMS	Heritage	Condor	Horizon	LLC
Cash on hand and in banks	$ 2,942,152	$ 87,209	$ 727,452	$ 320,150	$ 321,377
Cash in county treasury	-	172,692	92,743	-	-
Total	$ 2,942,152	$ 259,901	$ 820,195	$ 320,150	$ 321,377
Restricted cash	$ -	$ -	$ -	$ -	$ 654,272

Deposits	Total	Bank Balance
Cash on hand and in banks	$ 4,398,340	$ 4,576,665
Cash in county treasury	265,435	N/A
Total	$ 4,663,775	$ 4,576,665
Restricted cash	$ 654,272	$ 654,272

Cash balances held in banks are insured up to $250,000 by the Federal Depository Insurance Corporation (FDIC). The Organization maintains its cash in bank deposit accounts that at times may exceed federally insured limits. The Organization has not experienced any losses in such accounts. At June 30, 2021, the Organization had a balance of $4,980,937 in excess of FDIC insured limits. Management believes that the Organization is not exposed to any significant risk related to cash.

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

NOTES TO COMBINED FINANCIAL STATEMENTS
JUNE 30, 2021

NOTE 4 - LIQUIDITY AND AVAILABILITY

Financial assets for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date, comprises the following:

	Vista CMS	Heritage	Condor	Horizon
Cash and cash equivalents	$ 2,942,152	$ 259,901	$ 820,195	$ 320,150
Accounts receivable	1,286,196	873,783	903,601	558,101
Prepaids	183,281	52,371	23,172	9,102
Total	$ 4,411,629	$ 1,186,055	$ 1,746,968	$ 887,353

	LLC	Total
Cash and cash equivalents	$ 321,377	$ 4,663,775
Accounts receivable	-	3,621,681
Prepaids	-	267,926
Total	$ 321,377	$ 8,553,382

As part of the Organization's liquidity management, it has a policy to structure its financial assets to be available as its general expenditures, liabilities, and other obligations become due. The Organization invests cash in excess of daily requirements in county investment pools and money market funds. Occasionally, the board will designate a portion of any operating surplus to its operating reserve. As of June 30, 2021, the Organization has reserves of $524,763 recorded for restricted programs.

NOTE 5 - INVESTMENTS

Summary of Investments

Investments as of June 30, 2021, are classified in the accompanying financial statements as follows:

Investment Type	Charter Schools	LLC	Total
Orange County Pooled Investment Funds	$ 265,435	$ -	$ 265,435
U.S. Government obligations	-	654,272	654,272
Cash and money market funds (at cost)	-	321,377	321,377
Total	$ 265,435	$ 975,649	$ 1,241,084

All assets have been valued using a market approach, with quoted market prices.

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

NOTES TO COMBINED FINANCIAL STATEMENTS
JUNE 30, 2021

Cash in County Treasury

The Organization is a voluntary participant and therefore maintains a portion of it's cash in the Orange County Treasury as part of the common investment pool. The County Treasury is restricted by Government Code §53635 pursuant to §53601 to invest in time deposits, U.S. Government Securities, state registered warrants, notes or bonds, State Treasurer's investment pool, banker's acceptances, commercial paper, negotiable certificates of deposit, and repurchase or reverse agreements.

The fair value of the Organization's investments in the pool is reported in the accompanying financial statements at amounts based upon the pro-rata share of the fair value provided by the County Treasury for the entire County Treasury portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasury, which are recorded on an amortized cost basis. Cash may be added or withdrawn from the investment pool without limitation.

Interest Rate Risk

Interest rate risk is the risk that changes in market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to changes in market interest rates. The Organization does not have a formal investment policy that limits investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates. The Organization manages exposure to interest rate risk by investing in the County Pool.

Weighted Average Maturity

The Organization monitors the interest rate risk inherent in its portfolio by measuring the weighted average maturity of its portfolio.

Investment Type	Reported Amount	Weighted Average Days to Maturity
Orange County Pooled Investment Funds	$ 265,435	375

NOTE 6 - ACCOUNTS RECEIVABLE

Receivables at June 30, 2021, consisted of the following:

	Vista CMS	Heritage	Condor	Horizon	LLC	Total
Local Control Funding Formula	$ 976,281	$ 679,896	$ 721,562	$ 297,350	$ -	$ 2,675,089
Federal receivables	108,162	63,381	105,343	252,481	-	529,367
Other State receivables	142,414	113,829	65,356	3,192	-	324,791
Lottery	56,626	16,346	11,340	5,078	-	89,390
Local receivables	2,713	331	-	-	41,895	44,939
Total Accounts Receivable	$ 1,286,196	$ 873,783	$ 903,601	$ 558,101	$ 41,895	$ 3,663,576

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

NOTES TO COMBINED FINANCIAL STATEMENTS
JUNE 30, 2021

NOTE 7 - PREPAIDS AND OTHER ASSETS

Prepaids and other assets consisted of the following at June 30, 2021:

	Vista CMS	Heritage	Condor	Horizon	Total
Rent	$ 27,183	$ -	$ -	$ -	$ 27,183
Professional development	1,500	1,198	100	-	2,798
Insurance	104,938	-	-	-	104,938
Computer and software	3,025	2,966	2,516	3,221	11,728
Other	46,635	48,207	20,556	5,881	121,279
Total Prepaid Expenses	$ 183,281	$ 52,371	$ 23,172	$ 9,102	$ 267,926

NOTE 8 - RELATED PARTY TRANSACTIONS

Related parties as defined by generally accepted accounting standards include: (1) Affiliates of the entity; (2) Management and members of their immediate families, or; (3) Other parties that can significantly influence management or operating policies.

The Charter Schools share the same Board of Directors. During the year, the Charter Schools have related transactions that are recorded in their respective related party accounts. At year end, the related party accounts are reconciled to ensure all transactions between the Charter Schools are properly recorded, and all intercompany related party accounts have been eliminated.

Due To/From Related Entities

Due to/from related entities at June 30, 2021, consisted of the following:

Due From	Due To
	Vista CMS
Condor	$ 577,730
Heritage	524,904
Horizon	232,457
Total due from/to related entities	$ 1,335,091

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

NOTES TO COMBINED FINANCIAL STATEMENTS
JUNE 30, 2021

NOTE 9 - MARKET VALUE OF FINANCIAL ASSETS AND LIABILITIES

The Organization determines the fair market values of certain financial instruments based on the fair value hierarchy established in FASB ASC 820-10-50, which requires an entity to maximize the use of observable inputs and minimize the use unobservable inputs when measuring fair value. The standard describes three levels of inputs that may be used to measure fair value.

The following provides a summary of the hierarchical levels used to measure fair value:

Level 1 - Quoted prices in active markets for identical assets or liabilities that the reporting entity has the ability to access at the measurement date. Level 1 asset and liabilities may include debt and equity securities that are traded in an active exchange market and that are highly liquid and are actively traded in over-the-counter markets.

Level 2 - Observable inputs other than Level 1 prices such as quoted prices for similar assets or liabilities; quoted prices in markets that are not active; or other inputs that are observable or can be corroborated by observable market data for substantially the full term of the assets or liabilities. Level 2 assets and liabilities may include debt securities with quoted prices that are traded less frequently than exchange-traded instruments and other instruments whose value is determined using a pricing model with inputs that are observable in the market or can be derived principally from or corroborated by observable market data. This category generally includes U.S. Government and agency mortgage-backed debt securities, corporate debt securities, derivative contracts, residential mortgage, and loans held-for-sale.

Level 3 - Unobservable inputs that are supported by little or no market activity and that are significant to the fair value of the assets or liabilities. Level 3 assets and liabilities include financial instruments whose value is determined using pricing models, discounted cash flow methodologies, or similar techniques, as well as instruments for which the determination of fair value requires significant management judgment or estimation. This category generally includes certain private equity investments, retained residual interests in securitizations, residential MSRs, asset-backed securities (ABS), highly structured or long-term derivative contracts and certain collateralized debt obligations (CDO) where independent pricing information was not able to be obtained for a significant portion of the underlying assets.

Uncategorized - Investments in the Orange County Treasury Investment Pool are not measured using the input levels above because the Charter Schools' transactions are based on a stable net asset value per share. All contributions and redemptions are transacted at $1.00 net asset value per share.

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

NOTES TO COMBINED FINANCIAL STATEMENTS
JUNE 30, 2021

The fair value measurements are as follows at June 30, 2021:

	Fair Value Measurements at Report Date Using			
Investment Type	Quoted Prices in Active Markets for Identical Assets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)	Total
U.S. Government obligations	$ -	$ 654,272	$ -	$ 654,272
Cash and money market funds (at cost)	321,377	-	-	321,377
Orange County Treasury Investment Pool (Uncategorized)	-	-	-	265,435
Total Restricted Cash and Investments	$ 321,377	$ 654,272	$ -	$ 1,241,084

NOTE 10 - FIXED ASSETS

Fixed assets at June 30, 2021, consisted of the following:

	Vista CMS	Heritage	Condor	Total
Land and land improvements	$ 457,437	$ -	$ -	$ 457,437
Buildings	-	-	2,147	2,147
Leasehold improvements	21,080	279,398	54,839	355,317
Equipment, furniture and fixtures	166,068	115,929	80,367	362,364
Construction in progress	102,447	-	-	102,447
Subtotal	747,032	395,327	137,353	1,279,712
Less: accumulated depreciation	(364,914)	(324,454)	(28,925)	(718,293)
Total Fixed Assets	$ 382,118	$ 70,873	$ 108,428	$ 561,419

During the year ended June 30, 2021, the Charter Schools and the LLC had $61,050 and $0, respectively, charged for depreciation expense.

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

NOTES TO COMBINED FINANCIAL STATEMENTS
JUNE 30, 2021

NOTE 11 - ACCOUNTS PAYABLE

Payables at June 30, 2021, consisted of the following:

	Vista CMS	Heritage	Condor	Horizon	LLC	Total
Interest payable	$ -	$ -	$ -	$ -	$ 181,372	$ 181,372
Salaries and benefits	62,494	52,630	35,577	8,673	-	159,374
Vendor payables	375,168	176,595	70,815	107,665	-	730,243
Accrued liabilities	335,214	292,037	4,306	6,341	-	637,898
Total Accounts Payable	$ 772,876	$ 521,262	$ 110,698	$ 122,679	$ 181,372	$ 1,708,887

NOTE 12 - DEFERRED REVENUE

Deferred revenue at June 30, 2021, consisted of the following:

	Vista CMS	Heritage	Condor	Horizon	Total
State funding	$ 431,301	$ 62,662	$ 36,869	$ 44,385	$ 575,217

NOTE 13 - LONG-TERM OBLIGATIONS

Long-term obligations for the year ended June 30, 2021, are summarized as follows:

	Balance at July 1, 2020	Additions	Deductions	Balance at June 30, 2021	Due in One Year
Revolving Loans Payable	$ 150,006	$ 150,000	$ 75,008	$ 224,998	$ 75,000
Bonds Payable	6,535,000	-	130,000	6,405,000	140,000
Total	$ 6,685,000	$ 150,000	$ 205,008	$ 6,629,998	$ 215,000

Charter School Revolving Loan Fund Program (Revolving Loans Payable)

Vista Horizon Global Academy

The Organization entered into a two-year loan agreement with the California School Financing Authority to supplement cash flows for Horizon during implementation years. The agreement provided for annual payments of $25,000 and $50,000 plus accrued interest for a period of three to five years, beginning August 1, 2019 and August 1, 2022. Payments include interest at a rate of .4 to 2.21 percent.

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

NOTES TO COMBINED FINANCIAL STATEMENTS
JUNE 30, 2021

Future payments are as follows:

Year Ending June 30,	Principal	Interest	Total
2022	$ 75,000	$ 1,991	$ 76,991
2023	75,000	1,322	76,322
2024	75,000	586	75,586
Total future maturities	$ 225,000	$ 3,899	$ 228,899

Bonds Payable

In October 2014, the LLC entered into a loan agreement with the California Municipal Finance Authority for the issuance of $7,075,000 in Charter Lease Revenue Bonds. The funds were used for financing the costs of acquisition of land and education and related facilities for use as a charter school facility located at 2900 West Temple Street, Los Angeles, California. The charter school facilities are leased by Vista Charter Middle School.

The Series 2014 Charter School Lease Revenue Bonds were sold at an original issue discount of $63,592, amounting to total bond proceeds, net of the original issue discount, of $7,011,408. Terms of the bond call for principal and interest payments due for each year ending July 1.

Bond discount arises when the market rate of interest is higher than the stated interest rate on the bond. Generally Accepted Accounting Principles (GAAP) require that the discount decrease the face value of the bond and then amortize the discount over the life of the bond. The discounts are amortized over the life of the bond using the straight-line method.

The following bond was issued at a discount resulting in effective interest as follows:

2014 Charter School Lease Revenue bonds	
Total interest	$ 7,779,226
Plus bond discount	63,592
Net interest	$ 7,842,818
Par amount of bonds	$ 7,075,000
Periods	30
Effective interest rate	3.70%

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

NOTES TO COMBINED FINANCIAL STATEMENTS
JUNE 30, 2021

The Series 2014 Charter School Lease Revenue Bonds mature as follows:

Bond Component	Interest Rate	Amount	Maturity Date
2024 Tax-Exempt Term Bonds	5.000%	$ 1,265,000	July 1, 2024
2029 Tax-Exempt Term Bonds	5.125%	$ 930,000	July 1, 2029
2034 Tax-Exempt Term Bonds	5.375%	$ 1,195,000	July 1, 2034
2038 Tax-Exempt Term Bonds	6.000%	$ 1,225,000	July 1, 2038
2044 Tax-Exempt Term Bonds	6.000%	$ 2,460,000	July 1, 2044

Future maturities of bonds payable are as follows:

Year Ending June 30,	Principal	Interest	Total
2022	$ 145,000	$ 359,244	$ 504,244
2023	150,000	348,840	498,840
2024	160,000	340,290	500,290
2025	170,000	339,765	509,765
2026	175,000	335,472	510,472
2027-2031	1,025,000	1,425,688	2,450,688
2032-2036	1,330,000	1,125,667	2,455,667
2037-2041	1,775,000	628,968	2,403,968
2042-2044	1,335,000	274,552	1,609,552
Total future maturities	$ 6,265,000	$ 5,178,486	$ 11,443,486

Debt Service Coverage and Days Cash on Hand

Under the current bonding agreement, the Organization is required to maintain a Debt Service Coverage Ratio 1.20 and Cash Days on Hand of 45 days.

The Debt Service Coverage Ratio is calculated by dividing the combined Net Income Available for Debt Service by the Maximum Annual Debt Service for all outstanding indebtedness. As of June 30, 2021, the Organization had a 2.77 Debt Service Coverage Ratio and was in compliance with the 1.20 required ratio and cash on hand for 112 days meeting the required 45 days on hand.

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

NOTES TO COMBINED FINANCIAL STATEMENTS
JUNE 30, 2021

Debt Service Coverage	2020-21 Actual	2021-22 Budget	2022-23 Budget
Net Income	$ 1,588,670	$ 1,086,592	$ 1,356,383
Depreciation	305,750	59,260	59,260
Rent	502,744	502,744	502,744
Income Available for Coverage	1,391,676	643,108	912,899
Debt Service for LLC	-		
Total Rent/ Debt Service	$ 502,744	$ 502,744	$ 502,744
Debt Service Coverage	**2.77**	**1.28**	**1.82**
Limit	1.20	1.20	1.20
Compliance	Yes	Yes	Yes

Days Cash on Hand	2020-21 Actual	2021-22 Budget	2022-23 Budget
Total Expenses	$14,405,190	$ 17,850,342	$ 21,557,898
Depreciation	305,750	59,260	59,260
Cash Expenses	14,099,440	17,791,082	21,498,638
Expense/Day	38,629	48,743	58,900
Cash	4,342,398	8,322,230	8,500,000
Days Cash on Hand	**112**	**171**	**144**
Limit	45	45	45
Compliance	Yes	Yes	Yes

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

NOTES TO COMBINED FINANCIAL STATEMENTS
JUNE 30, 2021

NOTE 14 - FINANCE LEASE

Vista Charter Public Schools, Inc. (the Organization) leases certain real property with 2900 W. Temple, LLC for the operation of charter schools with various terms under long-term, non-cancelable operating lease and finance lease agreements. The leases expire at various dates through June 1, 2044; and provide for renewal options ranging from one year to seven years. The Organization included in the determination of the right-of-use assets and lease liabilities any renewal options when the options are reasonably certain to be exercised. The agreements generally require The Organization to pay insurance and repairs. The Organization elected the option to use the risk-free rate determined using a period comparable to the lease terms as the discount rate. The Organization has elected the short-term lease exemption for all leases with a term of 12 months or less for both existing and ongoing operating leases to not recognize the asset and liability for these leases. Lease payments for short-term leases are recognized on straight-line basis. The Organization has real property short term lease agreements for the year ended June 30, 2021. The Organization elected the practical expedient to not separate lease and non-lease components for real estate leases.

Total lease costs for the year ended June 30, 2021, were as follows:

Finance lease cost:		
Interest Expense:	$	365,266
Amortization of right-of-use-assets		271,727
Total lease cost	$	636,993

The following table summarizes the supplemental cash flow information for the year ended June 30, 2021:

Cash Paid for amounts included in the measurement of lease liabilities		
Operating cash flows for finance leases	$	137,478
Financing cash flow for finance leases		134,249
Right-of-use assets obtained in exchange for lease liabilities		
Finance leases	$	6,521,438

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

NOTES TO COMBINED FINANCIAL STATEMENTS
JUNE 30, 2021

Future minimum payments determined under the guidance in Topic 840 are listed below as of June 30, 2021.

Fiscal Year Ending June 30,	Total
2022	$ 500,744
2023	498,494
2024	500,994
2025	502,994
2026	499,281
2027-2031	2,501,088
2032-2036	2,501,206
2037-2041	2,507,000
2042-2044	1,498,200
Total	$ 11,510,001

NOTE 15 - EMPLOYEE RETIREMENT SYSTEMS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Academic employees are members of the California State Teachers' Retirement System (CalSTRS) and classified employees are members of the California Public Employees' Retirement System (CalPERS).

The risks of participating in these multi-employer defined benefit pension plans are different from single-employer plans because: (a) assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and State contribution rates are set by the California Legislature, and (c) if the Organization chooses to stop participating in the multi-employer plan, it may be required to pay a withdrawal liability to the plan. The Organization has no plans to withdraw from this multi-employer plan.

The details of each plan are as follows:

California State Teachers' Retirement System (CalSTRS)

Plan Description

The Organization contributes to the State Teachers Retirement Plan (STRP) administered by the California State Teachers' Retirement System (CalSTRS). STRP is a cost-sharing multiple-employer public employee retirement system defined benefit pension plan. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law.

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

NOTES TO COMBINED FINANCIAL STATEMENTS
JUNE 30, 2021

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2020, annual actuarial valuation report, Defined Benefit Program Actuarial Valuation. This report and CalSTRS audited financial information are publicly available reports that can be found on the CalSTRS website under Publications at: http://www.calstrs.com/member-publications.

Benefits Provided

The STRP provides retirement, disability, and survivor benefits to beneficiaries. Benefits are based on members' final compensation, age, and years of service credit. Members hired on or before December 31, 2012, with five years of credited service are eligible for the normal retirement benefit at age 60. Members hired on or after January 1, 2013, with five years of credited service are eligible for the normal retirement benefit at age 62. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service.

The STRP is comprised of four programs: Defined Benefit Program, Defined Benefit Supplement Program, Cash Balance Benefit Program and Replacement Benefits Program. The STRP holds assets for the exclusive purpose of providing benefits to members and beneficiaries of these programs. CalSTRS also uses plan assets to defray reasonable expenses of administering the STRP. Although CalSTRS is the administrator of the STRP, the State is the sponsor of the STRP and obligor of the trust. In addition, the State is both an employer and nonemployer contributing entity to the STRP.

The Organization contributes exclusively to the STRP Defined Benefit Program; thus, disclosures are not included for the other plans.

The STRP provisions and benefits in effect at June 30, 2021, are summarized as follows:

	STRP Defined Benefit Program	
Hire date	On or before December 31, 2012	On or after January 1, 2013
Benefit formula	2% at 60	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	60	62
Monthly benefits as a percentage of eligible compensation	2.0% - 2.4%	2.0% - 2.4%
Required employee contribution rate	10.25%	10.205%
Required employer contribution rate	17.10	17.10
Required state contribution rate	10.328	10.328

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

NOTES TO COMBINED FINANCIAL STATEMENTS
JUNE 30, 2021

Contributions

Required member, Organization, and State of California contributions rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. The contributions rates are expressed as a level percentage of payroll using the entry age normal actuarial method. In accordance with AB 1469, employer contributions into the CalSTRS will be increasing to a total of 19.1 percent of applicable member earnings phased over a seven-year period. The contribution rates for each plan for the year ended June 30, 2021, are presented above and the Organization's total contributions were $641,074.

California Public Employees Retirement System (CalPERS)

Plan Description

Qualified employees are eligible to participate in the School Employer Pool (SEP) under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Law.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2020, annual actuarial valuation report, Schools Pool Actuarial Valuation. This report and CalPERS audited financial information are publicly available reports that can be found on the CalPERS website under Forms and Publications at:
https://www.calpers.ca.gov/page/forms-publications.

Benefits Provided

CalPERS provides service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members, who must be public employees and beneficiaries. Benefits are based on years of service credit, a benefit factor and the member's final compensation. Members hired on or before December 31, 2012, with five years of total service are eligible to retire at age 50 with statutorily reduced benefits. Members hired on or after January 1, 2013, with five years of total service are eligible to retire at age 52 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after five years of service. The Basic Death Benefit is paid to any member's beneficiary if the member dies while actively employed. An employee's eligible survivor may receive the 1957 Survivor Benefit if the member dies while actively employed, is at least age 50 (or 52 for members hired on or after January 1, 2013), and has at least five years of credited service. The cost-of-living adjustments for each plan are applied as specified by the Public Employees' Retirement Law.

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

NOTES TO COMBINED FINANCIAL STATEMENTS
JUNE 30, 2021

The CalPERS provisions and benefits in effect at June 30, 2021, are summarized as follows:

	School Employer Pool (CalPERS)	
	On or before	On or after
Hire date	December 31, 2012	January 1, 2013
Benefit formula	2% at 55	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	55	62
Monthly benefits as a percentage of eligible compensation	1.1% - 2.5%	1.0% - 2.5%
Required employee contribution rate	7.00%	7.00%
Required employer contribution rate	20.700%	20.700%

Contributions

Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on the July 1 following notice of a change in the rate. Total plan contributions are calculated through the CalPERS annual actuarial valuation process. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The Organization is required to contribute the difference between the actuarially determined rate and the contribution rate of employees. The contributions rates are expressed as percentage of annual payroll. The contribution rates for each plan for the year ended June 30, 2021, are presented above and the total Organization's contributions were $142,384.

On Behalf Payments

The State of California makes contributions to CalSTRS on behalf of the Organization. These payments consist of State General Fund contributions to CalSTRS in the amount of $391,618 (10.328 percent of annual payroll). Contributions are no longer appropriated in the annual Budget Act for the legislatively mandated benefits to CalPERS. Therefore, there is no on behalf contribution rate for CalPERS. Under accounting principles generally accepted in the United States of America, these amounts are to be reported as revenues and expenditures. Accordingly, these amounts have been recorded in these financial statements.

The Organization contributes to an employee 403(b) Tax Deferred Annuity Plan (TDA), which is a defined contribution pension plan. A defined contribution pension plan provides pension benefits in return for services rendered, provides an individual account for each participant, and specifies how contributions to the individual’s account are to be determined instead of specifying the amount of benefits the individual is to receive. Under a defined contribution pension plan, the benefits a participant will receive depend solely on the amount contributed to the participant's account, the returns earned on investments of those contributions, and forfeitures of other participants' benefits that may be allocated to such participant's account.

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

NOTES TO COMBINED FINANCIAL STATEMENTS
JUNE 30, 2021

NOTE 16 - CONTINGENCIES

Grants

The Organization has received State and Federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any reimbursement, if required, would not be material.

Litigation

The Organization is not currently a party to any legal proceedings.

NOTE 17 - COMMITMENTS

The Organization makes payments to the authorizing agency for oversight and facility usage. Fees associated with oversight and facility usage consisted of 3.0 percent of revenue from local control funding formula sources.

NOTE 18 - SUBSEQUENT EVENTS

The Organization's management has evaluated events or transactions that may occur for potential recognition or disclosure in the combined financial statements from the balance sheet date through December 13, 2021, which is the date the combined financial statements were available to be issued. Management has determined that there were no subsequent events or transactions, except as noted below, that would have a material impact on the current year combined financial statements.

During December 2021, the Organization and 2609 W. 5th Street, LLC are in the process of issuing a bond offering for the purchase on the existing Condor and Heritage leased building (including property located behind the current schools). The terms of the bond offering will be a 40 years maturity and an interest range of approximately 3% to 5%. Expected closing date of the offering is projected by January 2022.

Subsequent to June 30, 2021, the Organization closed the Vista Charter Public Schools Foundation.

Vista Heritage received a Material Revision to their Charter and it now includes High School. The Organization opened a High School called Vista Meridian.

SUPPLEMENTARY INFORMATION

This page left intentionally blank

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
JUNE 30, 2021

Federal Grantor/Pass-Through Grantor/Program	CFDA Number	Pass-Through Entity Identifying Number	Program Expenditures
U.S. DEPARTMENT OF EDUCATION			
Passed through California Department of Education (CDE):			
COVID-19 Elementary and Secondary School Emergency Relief (ESSER) Fund	84.425D	15536	$ 135,876
Title I, Part A, Basic Grants Low-Income and Neglected	84.010	14329	436,307
Title II, Part A - Supportive Effective Instruction	84.367	14341	49,405
Title III - Limited English Proficient (LEP) Student Program	84.365	14346	38,465
Title IV, Part A, Student Support and Academic Enrichment Grants	84.424	15396	34,649
Title IV, Part B - 21st Century Community Learning Centers Program	84.287	14349	605,109
Title V, Part B, Public Charter Schools Grant Program (PCSGP)	84.282	15385	182,217
Special Education Cluster: Individuals with Disabilities Education Act (IDEA):			
Basic Local Assistance Entitlement, Part B, Sec 611	84.027	13379	150,339
Total U.S. Department of Education			1,632,367
U.S DEPARTMENT OF TREASURY			
Passed Through CDE:			
COVID-19 Coronavirus Relief Fund	21.019	25516	872,898
U.S. DEPARTMENT OF AGRICULTURE			
Passed through CDE:			
Child Nutrition Cluster:			
National School Lunch Program	10.555	13391	810,889
TOTAL FEDERAL PROGRAMS			$ 3,316,154

See accompanying note to supplementary information.

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
JUNE 30, 2021

ORGANIZATION

Vista Charter Public Schools, Inc. (the Organization) was established in 2007. The Organization operates four charter schools: Vista Charter Middle School (Charter No. 1234) and Vista Horizon Global Academy (Charter No. 2043), each authorized by the Los Angeles Unified School District; and Vista Heritage Global Academy (Charter No. 1752) and Vista Condor Global Academy (Charter No. 1930), each authorized by the Orange County Department of Education.

The Board of Directors and the Administration as of June 30, 2021, were as follows:

BOARD OF DIRECTORS

MEMBER	OFFICE	FOUR-YEAR TERM EXPIRES
Paul Vieyera	President	June 30, 2023
Michele Bauer-Bean	Secretary	June 30, 2023
Mimi Kim	Treasurer	June 30, 2023
Jose Rubio	Member	June 30, 2022
Jody Molodow	Member	June 30, 2022
Suzie Oh Ed.D.	Member	January 30, 2023

ADMINISTRATION

Dr. Donald Wilson	Superintendent
Karen Amaya	Principal, Vista Charter Middle School
Dr. Collin Felch	Principal, Vista Heritage Global Academy and Vista Condor Global Academy
Michael Rosner	Principal, Vista Horizon Global Academy

See accompanying note to supplementary information.

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

SCHEDULE OF AVERAGE DAILY ATTENDANCE FOR THE YEAR ENDED JUNE 30, 2021

Due to COVID-19, the Schedule of Average Daily Attendance is not required for the year ended June 30, 2021. See Note to Supplementary Information for additional details.

See accompanying note to supplementary information.

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

SCHEDULE OF INSTRUCTIONAL TIME
FOR THE YEAR ENDED JUNE 30, 2021

Vista Charter Middle School

Grade Level	Number of Days Traditional Calendar	Number of Days Multitrack Calendar	Status
Grades 6 - 8			
Grade 6	180	N/A	Complied
Grade 7	180	N/A	Complied
Grade 8	180	N/A	Complied

Vista Heritage Global Academy

Grade Level	Number of Days Traditional Calendar	Number of Days Multitrack Calendar	Status
Grades 6 - 8			
Grade 6	180	N/A	Complied
Grade 7	180	N/A	Complied
Grade 8	180	N/A	Complied

See accompanying note to supplementary information.

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

SCHEDULE OF INSTRUCTIONAL TIME
FOR THE YEAR ENDED JUNE 30, 2021

Vista Condor Global Academy

Grade Level	Number of Days Traditional Calendar	Number of Days Multitrack Calendar	Status
Transitional Kindergarten	180	N/A	Complied
Kindergarten	180	N/A	Complied
Grades 1 - 3			
Grade 1	180	N/A	Complied
Grade 2	180	N/A	Complied
Grade 3	180	N/A	Complied
Grades 4 - 5			
Grade 4	180	N/A	Complied
Grade 5	180	N/A	Complied

Vista Horizon Global Academy

Grade Level	Number of Days Traditional Calendar	Number of Days Multitrack Calendar	Status
Transitional Kindergarten	180	N/A	Complied
Kindergarten	180	N/A	Complied
Grades 1 - 3			
Grade 1	180	N/A	Complied
Grade 2	180	N/A	Complied
Grade 3	180	N/A	Complied
Grades 4 - 5			
Grade 4	180	N/A	Complied
Grade 5	180	N/A	Complied

See accompanying note to supplementary information.

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED COMBINED FINANCIAL STATEMENTS FOR THE YEAR ENDED JUNE 30, 2021

Summarized below are the net assets balance reconciliations between the Unaudited Actual Financial Report and the audited financial statements.

	Vista CMS	Heritage	Condor	Horizon	Total
NET ASSETS					
Balance, June 30, 2021, Unaudited Actuals	$ 5,626,427	$ 671,358	$1,130,212	$ 269,239	$ 7,697,236
Increase in:					
Accounts payable	(201,777)	-	-	(2,290)	(204,067)
Financing lease payable net	(134,249)	-	-	-	(134,249)
Decrease in:					
Accounts receivable	(429,246)	(367,141)	(182,552)	(5,417)	(984,356)
Accounts payable	-	70,926	134,037	-	204,963
Accumulated depreciation	859	-	-	-	859
Due to other charters	50,000	-	-	-	50,000
Balance, June 30, 2021, Unaudited Actuals Audited Combined Financial Statements	$ 4,912,014	$ 375,143	$1,081,697	$ 261,532	$ 6,630,386

See accompanying note to supplementary information.

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

NOTE TO SUPPLEMENTARY INFORMATION
JUNE 30, 2021

NOTE 1 - PURPOSE OF SUPPLEMENTARY SCHEDULES

Schedule of Expenditures of Federal Awards

The accompanying schedule of expenditures of federal awards (the schedule) includes the federal award activity of the Organization under programs of the federal government for the year ended June 30, 2021. The information is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). Because the schedule presents only a selected portion of the operations of the Organization, it is not intended to and does not present the financial position, changes in net assets, or cash flows of the Organization.

Summary of Significant Accounting Policies

Expenditures reported in the schedule are reported on the accrual basis of accounting. When applicable, such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

Local Education Agency Organization Structure

This schedule provides information about the Charter School's operating members of the governing board and members of the administration.

Schedule of Average Daily Attendance

Average daily attendance (ADA) is a measurement of the number of pupils attending classes of the Organization. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds are made to local education agencies. This schedule provides information regarding the attendance of students at a newly operational charter school and is based on October 2020 CBED enrollment totals. For all other continuing charter schools the Schedule of Average Daily Attendance is not required due to COVID-19.

For purposes of calculating apportionments for the 2020–21 fiscal year, a local educational agency shall offer in-person instruction, and may offer distance learning, pursuant to the requirements of this part.

Notwithstanding Sections 41601, 42238.05 to 42238.053, inclusive, and 46010, for purposes of calculating apportionments for the 2020–21 fiscal year for a local educational agency, except for a local educational agency with apportionments calculated pursuant to Section 43505, the department shall use the average daily attendance in the 2019–20 fiscal year reported for both the second period and the annual period apportionment that included all full school months from July 1, 2019, to February 29, 2020, inclusive, and extended year average daily attendance attributed to the 2019–20 school year reported pursuant to Section 96 of Chapter 24 of the Statutes of 2020. Any positive adjustment to average daily attendance for the 2019–20 fiscal year in the second or annual period attendance report submitted to the Superintendent after August 17, 2020, shall be substantiated by concurrence from an independent auditor.

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

NOTE TO SUPPLEMENTARY INFORMATION
JUNE 30, 2021

NOTE 1 - PURPOSE OF SUPPLEMENTARY SCHEDULES, Continued

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by the Organization and whether the Organization complied with the provisions of Education Code Sections 47612 and 47612.5, if applicable.

For the 2020–21 fiscal year, a local educational agency shall satisfy the annual instructional day requirements described in Sections 41420, 46200.5, and 46208, and in Section 11960 of Title 5 of the California Code of Regulations through in-person instruction or a combination of in-person instruction and distance learning pursuant to this part. (d) (1) For the 2020–21 fiscal year, a local educational agency shall not be required to offer the annual instructional minutes that it would otherwise have offered pupils to meet the requirements of Sections 46201.5, 46207, and 47612.5, or the implementing regulations for those sections.

Reconciliation of Annual Financial Report With Audited Financial Statements

This schedule provides the information necessary to reconcile the net assets of all funds reported on the Unaudited Actual Financial Report to the audited financial statements.

INDEPENDENT AUDITOR'S REPORTS

This page left intentionally blank

SILVA & SILVA
CERTIFIED PUBLIC ACCOUNTANTS

Rudolph F. Silva, CPA
Lisa D. Silva, CPA

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Directors
Vista Charter Public Schools, Inc.
and Affiliated Organizations
(California Nonprofit Public Benefit Corporations)
Los Angeles, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the combined financial statements of Vista Charter Public Schools, Inc.'s (the Organization), and its Affiliated Organizations: Vista Charter Public Schools Foundation (the Foundation) and 2900 W. Temple LLC (the LLC) (California Nonprofit Public Benefit Corporations) as of June 30, 2021, and the related combined statements of activities, cash flows, and functional expenses for the fiscal year then ended, and the related notes to the combined financial statements, and have issued our report thereon dated December 13, 2021.

Internal Control over Financial Reporting

In planning and performing our audit of the combined financial statements, we considered the Organization's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the combined financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the Organization's combined financial statements will not be prevented or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

3040 Saturn Street • Suite 107 • Brea, California 92821 • (714) 529-7707 • FAX (714) 572-1525

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Organization's combined financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Silva & Silva CPAs

Brea, California
December 13, 2021

SILVA & SILVA
CERTIFIED PUBLIC ACCOUNTANTS
Rudolph F. Silva, CPA
Lisa D. Silva, CPA

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

To the Board of Directors
Vista Charter Public Schools, Inc.
and Affiliated Organizations
(California Nonprofit Public Benefit Corporations)
Los Angeles, California

Report on Compliance for Each Major Federal Program

We have audited Vista Charter Public Schools, Inc.'s (the Organization), and its Affiliated Organizations: Vista Charter Public Schools Foundation (the Foundation) and 2900 W. Temple LLC (the LLC) (California Nonprofit Public Benefit Corporations), compliance with the types of compliance requirements described in the OMB Compliance Supplement that could have a direct and material effect on each of the Organization's major Federal programs for the year ended June 30, 2021. The Organization's major Federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the federal statutes, regulations, and the terms and conditions of its federal awards applicable to its Federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the Organization's major Federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major Federal program occurred. An audit includes examining, on a test basis, evidence about the Organization's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major Federal program. However, our audit does not provide a legal determination of the Organization's compliance.

3040 Saturn Street • Suite 107 • Brea, California 92821 • (714) 529-7707 • FAX (714) 572-1525

Opinion on Each Major Federal Program

In our opinion, the Organization complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major Federal programs for the year ended June 30, 2021.

Report on Internal Control over Compliance

Management of the Organization is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the Organization's internal control over compliance with the types of requirements that could have a direct and material effect on each major Federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major Federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Silva & Silva CPAs

Brea, California
December 13, 2020

SILVA & SILVA
CERTIFIED PUBLIC ACCOUNTANTS

Rudolph F. Silva, CPA
Lisa D. Silva, CPA

INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

To the Board of Directors
Vista Charter Public Schools, Inc.
and Affiliated Organizations
(California Nonprofit Public Benefit Corporations)
Los Angeles, California

Report on State Compliance

We have audited Vista Charter Public Schools, Inc.'s (the Organization), which operates Vista Charter Middle School, Vista Heritage Global Academy, Vista Condor Global Academy, and Vista Horizon Global Academy, compliance with the types of compliance requirements described in the *2020-2021 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* applicable to the state laws and regulations listed in the table below for the year ended June 30, 2021.

Management's Responsibility

Management is responsible for compliance with the state laws and regulations as identified in the table below.

Auditor's Responsibility

Our responsibility is to express an opinion on the Organization's compliance with state laws and regulations based on our audit of the types of compliance requirements referred to below. We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States; and the audit requirements of the 2020-2021 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements listed below has occurred. An audit includes examining, on a test basis, evidence about the Organization's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on state compliance. However, our audit does not provide a legal determination of the Organization's compliance.

3040 Saturn Street • Suite 107 • Brea, California 92821 • (714) 529-7707 • FAX (714) 572-1525

Compliance Requirements Tested

In connection with the audit referred to above, we selected and tested transactions and records to determine the Organization's compliance with the State laws and regulations applicable to the following items:

LOCAL EDUCATION AGENCIES OTHER THAN CHARTER SCHOOLS (EXCEPT AS STATED IN ATTENDANCE AND DISTANCE LEARNING AND INSTRUCTIONAL TIME)	Procedures Performed
Attendance and Distance Learning	Yes
Teacher Certification and Misassignments	No, see below
Kindergarten Continuance	No, see below
Instructional Time	Yes
Instructional Materials	No, see below
Ratio of Administrative Employees to Teachers	No, see below
Classroom Teacher Salaries	No, see below
Early Retirement Incentive	No, see below
Gann Limit Calculation	No, see below
School Accountability Report Card	No, see below
K-3 Grade Span Adjustment	No, see below
Apprenticeship: Related and Supplemental Instruction	No, see below
Comprehensive School Safety Plan	No, see below
District of Choice	No, see below
SCHOOL DISTRICTS, COUNTY OFFICES OF EDUCATION, AND CHARTER SCHOOLS	
California Clean Energy Jobs Act	No, see below
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Independent Study - Course Based	No, see below
CHARTER SCHOOLS	
Attendance	Yes
Mode of Instruction	Yes
Non-Classroom-Based Instruction/Independent Study for Charter Schools	No, see below
Determination of Funding for Non-Classroom-Based Instruction	No, see below
Charter School Facility Grant Program	Yes

Programs listed above for "Local Education Agencies Other than Charter Schools except as stated in Attendance and Distance Learning and Instructional Time" are not applicable to charter schools; therefore, we did not perform any related procedures.

The Charter Schools did not receive funding related to the California Clean Energy Jobs Act; therefore, we did not perform any related procedures.

The Charter Schools did not offer Independent Study-Course Based program; therefore, we did not perform any related procedures.

The Charter Schools did not operate Nonclassroom-Based Instruction; therefore, we did not perform any procedures related to Nonclassroom Based Instruction/Independent Study for Charter Schools or Determination of Funding for Nonclassroom-Based Instruction.

Unmodified Opinion

In our opinion, the Organization complied, in all material respects, with the compliance requirements referred to above that are applicable to the government programs noted below that were audited for the year ended June 30, 2021.

The purpose of this report on state compliance is solely to describe the results of our testing based on the requirements of the *2020-2021 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.

Silva & Silva CPA's

Brea, California
December 13, 2021

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

SUMMARY OF AUDITOR'S RESULTS FOR THE YEAR ENDED JUNE 30, 2021

FINANCIAL STATEMENTS

Type of auditor's report issued:	Unmodified
Internal control over financial reporting:	
Material weakness identified?	No
Significant deficiency identified?	None reported
Noncompliance material to financial statements noted?	No

FEDERAL AWARDS

Internal control over major Federal programs:	
Material weakness identified?	No
Significant deficiency identified?	None reported
Type of auditor's report issued on compliance for major Federal programs:	Unmodified
Any audit findings disclosed that are required to be reported in accordance with Section 200.516(a) of the Uniform Guidance?	No

Identification of major Federal programs:

CFDA Number	Name of Federal Program or Cluster
21.019	Coronavirus Relief Fund: Learning Loss Mitigation

Dollar threshold used to distinguish between Type A and Type B programs:	$ 750,000
Auditee qualified as low-risk auditee?	Yes

STATE COMPLIANCE

Type of auditor's report issued on compliance for programs:	Unmodified

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

FINANCIAL STATEMENT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2021

None reported.

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

FEDERAL AWARDS FINDINGS AND QUESTIONED COSTS FOR THE YEAR ENDED JUNE 30, 2021

None reported.

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

STATE COMPLIANCE FINDINGS AND QUESTIONED COSTS FOR THE YEAR ENDED JUNE 30, 2021

None reported.

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS FOR THE YEAR ENDED JUNE 30, 2021

Financial Statement Findings

None reported.

Federal Awards Findings

None reported.

State Compliance Findings

None reported.

Annual Financial Report
June 30, 2020

Vista Charter Public Schools, Inc.

CHARTER NUMBERS: 1234, 1752, 1930, AND 2043

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

TABLE OF CONTENTS
JUNE 30, 2020

INDEPENDENT AUDITOR'S REPORT 1

FINANCIAL STATEMENTS
Combined Statement of Financial Position 3
Combined Statement of Activities 4
Combined Statement of Cash Flows 5
Combined Statement of Functional Expenses 6
Notes to Combined Financial Statements 9

SUPPLEMENTARY INFORMATION
Schedule of Expenditures of Federal Awards 35
Local Education Agency Organization Structure 36
Schedule of Average Daily Attendance 37
Schedule of Instructional Time 39
Reconciliation of Annual Financial Report With Audited Combined Financial Statements 41
Note to Supplementary Information 42

INDEPENDENT AUDITOR'S REPORTS
Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance With *Government Auditing Standards* 44
Independent Auditor's Report on Compliance for Each Major Program and on Internal Control over Compliance Required by the Uniform Guidance 46
Independent Auditor's Report on State Compliance 48

SCHEDULE OF FINDINGS AND QUESTIONED COSTS
Summary of Auditor's Results 52
Financial Statement Findings 53
Federal Awards and Questioned Costs 54
State Compliance Findings and Questioned Costs 55
Summary Schedule of Prior Audit Findings 56

SILVA & SILVA
CERTIFIED PUBLIC ACCOUNTANTS

Rudolph F. Silva, CPA
Lisa D. Silva, CPA

INDEPENDENT AUDITOR'S REPORT

To the Board of Directors
Vista Charter Public Schools, Inc.
and Affiliated Organizations
(California Nonprofit Public Benefit Corporations)
Los Angeles, California

Report on the Financial Statements

We have audited the accompanying combined financial statements of Vista Charter Public Schools, Inc. (the Organization), and its Affiliated Organizations: Vista Charter Public Schools Foundation (the Foundation) and 2900 W. Temple LLC (the LLC) (California Nonprofit Public Benefit Corporations), which are comprised of the combined statement of financial position as of June 30, 2020, and the related combined statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the combined financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these combined financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of combined financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these combined financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the combined financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the combined financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the combined financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Organization's preparation and fair presentation of the combined financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the combined financial statements.

3040 Saturn Street • Suite 107 • Brea, California 92821 • (714) 529-7707 • FAX (714) 572-1525

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinion

In our opinion, the combined financial statements referred to above present fairly, in all material respects, the respective financial position of the Organization, as of June 30, 2020, and the changes in its net assets, and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying supplementary information such as the Schedule of Expenditures of Federal Awards, as required by Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) and the other supplementary information as listed on the table of contents are presented for purposes of additional analysis and are not a required part of the financial statements.

The accompanying supplementary information is the responsibility of management, and was derived from, and relates directly to the underlying accounting and other records used to prepare the financial statements. Such information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, Schedule of Expenditures of Federal Awards and the other accompanying supplementary information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 24, 2020, on our consideration of the Organization's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control over financial reporting and compliance.

Silva & Silva CPA's

Brea, California
December 24, 2020

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

COMBINED STATEMENT OF FINANCIAL POSITION
JUNE 30, 2020

	Vista CMS	Heritage	Condor	Horizon
ASSETS				
Current Assets				
Cash and cash equivalents	$ 1,746,953	$ 171,414	$ 362,625	$ 432,138
Accounts receivable	901,104	397,526	412,149	171,182
Intercompany Receivable	1,250,532	173,142	-	-
Prepaid expenses	99,410	25,834	20,156	504
Other Current Assets	125,370	277,969	24,960	-
Total Current Assets	4,123,369	1,045,885	819,890	603,824
Non-Current Assets				
Restricted cash and investments	-	-	-	-
Fixed assets	747,032	365,824	126,349	-
Less: accumulated depreciation	(330,891)	(313,583)	(12,769)	-
Total Non-Current Assets	416,141	52,241	113,580	-
Total Assets	$ 4,539,510	$ 1,098,126	$ 933,470	$ 603,824
LIABILITIES				
Current Liabilities				
Accounts payable	$ 22,814	$ 168,738	$ 74,202	$ 86,989
Interest payable	-	-	-	-
Deferred revenue	-	-	882	60,899
Due to grantor governments	154,236	14,099	-	6,765
Intercompany payable	53,898	625,070	535,046	209,660
Current portion of long-term debt	-	50,004	-	25,002
Total Current Liabilities	230,948	857,911	610,130	389,315
Long-Term Obligations				
Non-current portion of long-term debt	-	-	-	74,998
Total Liabilities	230,948	857,911	610,130	464,313
NET ASSETS				
Without Donor Restrictions				
Invested in Property and equipment, net of related debt	416,141	52,241	113,580	
Undesignated	3,892,421	187,974	209,760	139,511
Net Assets (Deficit)	4,308,562	240,215	323,340	139,511
Total Liabilities and Net Assets	$ 4,539,510	$ 1,098,126	$ 933,470	$ 603,824

The accompanying notes are an integral part of these combined financial statements.

LLC	Eliminations	Total
$ 314,580	$ -	$ 3,027,710
-	-	1,881,961
-	(1,423,674)	-
-	-	145,904
-	-	428,299
314,580	(1,423,674)	5,483,874
678,773	-	678,773
6,508,414	-	7,747,619
(920,964)	-	(1,578,207)
6,266,223	-	6,848,185
$ 6,580,803	$ (1,423,674)	$ 12,332,059
$ -	$ -	$ 352,743
184,622	-	184,622
-	-	61,781
-	-	175,100
-	(1,423,674)	-
$ 130,000	-	205,006
314,622	(1,423,674)	979,252
6,405,000	-	6,479,998
6,719,622	(1,423,674)	7,459,250
(138,777)	-	443,185
(42)	-	4,429,624
(138,819)	-	4,872,809
$ 6,580,803	$ (1,423,674)	$ 12,332,059

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

COMBINED STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2020

	Vista CMS	Heritage	Condor	Horizon
REVENUES				
Local Control Funding Formula				
State apportionment	$ 2,911,522	$ 2,099,631	$ 1,386,059	$ 280,907
In-lieu property taxes	1,241,366	588,992	513,876	102,942
Federal revenue	687,284	334,756	346,061	391,410
Other State revenue	908,105	704,782	296,487	29,121
Local revenues	43,978	17,140	945	395,195
Interest income	-	5,960	4,974	-
School Site Fundraising	20,920	13,420	8,956	-
Total Revenues	5,813,175	3,764,681	2,557,358	1,199,575
EXPENSES				
Program Services	3,622,336	2,880,210	1,860,615	756,549
Management and General	1,223,836	878,845	589,797	242,745
Total Expenses	4,846,172	3,759,055	2,450,412	999,294
CHANGE IN NET ASSETS	967,003	5,626	106,946	200,281
NET ASSETS (DEFICIT), BEGINNING	3,341,559	234,589	216,394	(60,770)
NET ASSETS (DEFICIT), END OF YEAR	$ 4,308,562	$ 240,215	$ 323,340	$ 139,511

The accompanying notes are an integral part of these combined financial statements.

LLC	Eliminations	Total
$ -	$ -	$ 6,678,119
-	-	2,447,176
-	-	1,759,511
-	-	1,938,495
492,660	(492,660)	457,258
3,276	-	14,210
-	-	43,296
495,936	(492,660)	13,338,065
329,898	(492,660)	8,956,947
369,244	-	3,304,468
699,142	(492,660)	12,261,415
(203,206)	-	1,076,650
64,387	-	3,796,159
$ (138,819)	$ -	$ 4,872,809

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

COMBINED STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2020

	Vista CMS	Heritage	Condor
CASH FLOWS FROM OPERATING ACTIVITIES			
Change in net assets	$ 967,003	$ 5,626	$ 106,946
Adjustments to reconcile change in net assets to net cash provided by operating activities			
Depreciation expense	54,792	52,619	12,769
Changes in operating assets and liabilities			
(Increase)/ Decrease in accounts receivable	1,317,385	290,425	(132,577)
Decrease in net intercompany payable	(1,571,885)	500,749	113,791
Decrease in due to grantor government	154,234	14,099	(102,628)
Increase in prepaid expenses	(37,237)	(145,015)	(12,124)
Increase in Other Current Assets	1,620	(241,578)	(900)
Increase in accounts payable	(412,733)	(604,059)	72,239
Increase (Decrease) in interest payable	-	-	-
Change in Deferred Revenue	-	(15,000)	882
Net Cash Provided (Used) by Operating Activities	473,179	(142,134)	58,398
CASH FLOWS FROM INVESTING ACTIVITIES			
Capital expenditures	(42,293)	-	(9,594)
CASH FLOWS FROM FINANCING ACTIVITIES			
Proceeds from loan	-	-	-
Loan payments	-	(49,998)	-
Net Cash Provided (Used) by Financing Activities	-	(49,998)	-
Net Change in Cash, Cash Equivalents, and Restricted Cash	430,886	(192,132)	48,804
Cash, Cash Equivalents, and Restricted Cash, Beginning of Year	1,316,067	363,546	313,821
Cash, Cash Equivalents, and Restricted Cash, End of Year	1,746,953	171,414	362,625
Cash and Cash Equivalents	1,746,953	171,414	362,625
Restricted Cash for Bond Reserve			
Cash, Cash Equivalents, and Restricted Cash, End of Year	1,746,953	171,414	362,625
Supplemental cash flow disclosure			
Cash paid during the period for interest	$ -	$ 449	$ -

The accompanying notes are an integral part of these combined financial statements.

Horizon	LLC	Total
$ 200,281	$ (203,206)	$ 1,076,650
-	329,898	450,078
(326,800)	-	1,148,433
155,618	-	756,034
6,765	-	72,470
68,815	-	(125,561)
-	-	(240,858)
166,560	-	(777,993)
-	(3,125)	(3,125)
60,899	-	46,781
332,138	123,567	2,402,909
-	-	(51,887)
100,000	-	100,000
-	(125,000)	(174,998)
100,000	(125,000)	(74,998)
432,138	(1,433)	2,276,024
-	994,786	2,988,220
432,138	993,353	3,706,483
432,138	314,580	3,027,710
	678,773	678,773
432,138	993,353	3,706,483
$ -	$ 369,244	$ 369,693

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

COMBINED STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2020

	Program Services	Management and General	Total Expenses
Vista Charter Middle School			
Teacher salaries and benefits	$ 1,695,856	$ 450,797	$ 2,146,653
Administrative salaries and benefits	381,671	381,672	763,343
Clerical salaries and benefits	85,528	22,735	108,263
District supervisory fee	-	101,831	101,831
Educational programs	4,211	-	4,211
Occupancy	416,177	-	416,177
Student supplies	158,632	-	158,632
Student nutrition	275,099	-	275,099
Operating expenses	578,846	153,870	732,716
Depreciation	-	54,792	54,792
Insurance	20,358	5,412	25,770
Capital outlay	-	52,727	52,727
Fundraising	5,958	-	5,958
Total Vista Charter Middle School	3,622,336	1,223,836	4,846,172

	Program Services	Management and General	Total Expenses
Vista Heritage Global Academy			
Teacher salaries and benefits	$ 1,378,345	$ 366,396	$ 1,744,741
Administrative salaries and benefits	231,769	231,770	463,539
Clerical salaries and benefits	92,162	24,499	116,661
District supervisory fee	-	28,831	28,831
Educational programs	435	-	435
Occupancy	254,313	-	254,313
Student supplies	231,220	-	231,220
Student nutrition	133,284	-	133,284
Debt Services	-	462	462
Operating expenses	543,489	144,472	687,961
Depreciation	-	52,619	52,619
Insurance	15,192	4,039	19,231
Capital outlay	-	25,758	25,758
Total Vista Heritage Global Academy	2,880,210	878,845	3,759,055

The accompanying notes are an integral part of these combined financial statements.

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

COMBINED STATEMENT OF FUNCTIONAL EXPENSES, *continued*
FOR THE YEAR ENDED JUNE 30, 2020

	Program Services	Management and General	Total Expenses
Vista Condor Global Academy			
Teacher salaries and benefits	$ 914,294	$ 243,040	$ 1,157,334
Administrative salaries and benefits	208,087	208,088	416,175
Clerical salaries and benefits	64,071	17,032	81,103
District supervisory fee	-	18,999	18,999
Educational programs	1,803	-	1,803
Occupancy	128,615	-	128,615
Student supplies	134,409	-	134,409
Student nutrition	116,575	-	116,575
Debt Services	-	65	65
Operating expenses	280,759	74,632	355,391
Depreciation	-	12,769	12,769
Insurance	12,002	3,190	15,192
Capital outlay	-	11,982	11,982
Total Vista Condor Global Academy	1,860,615	589,797	2,450,412
Vista Horizon Global Academy			
Teacher salaries and benefits	$ 215,080	$ 57,173	$ 272,253
Administrative salaries and benefits	81,291	81,292	162,583
Clerical salaries and benefits	35,168	9,348	44,516
District supervisory fee	-	45,719	45,719
Educational programs	1,587	-	1,587
Occupancy	38,623	-	38,623
Student supplies	199,293	-	199,293
Student nutrition	28,449	-	28,449
Operating expenses	150,824	40,092	190,916
Insurance	6,235	1,657	7,892
Capital outlay	-	7,463	7,463
Total Vista Horizon Global Academy	756,549	242,745	999,294

The accompanying notes are an integral part of these combined financial statements.

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

COMBINED STATEMENT OF FUNCTIONAL EXPENSES, *continued*
FOR THE YEAR ENDED JUNE 30, 2020

	Program Services	Management and General	Total Expenses
2900 W. Temple LLC			
Interest and amortization	$ -	$ 369,244	$ 369,244
Depreciation	329,898	-	329,898
Total 2900 W. Temple LLC	329,898	369,244	699,142
Eliminations	(492,660)	-	(492,660)
Total Functional Expenses	$ 8,956,947	$ 3,304,468	$ 12,261,415

The accompanying notes are an integral part of these combined financial statements.

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

NOTES TO COMBINED FINANCIAL STATEMENTS
JUNE 30, 2020

NOTE 1 - ORGANIZATION AND MISSION

Vista Charter Public Schools, Inc.

Vista Charter Public Schools, Inc. (the Organization) is a nonprofit public benefit corporation located at 2900 W. Temple Street, Los Angeles, CA 90026. Under the Charter Schools Act of 1992, a charter school is authorized to elect to operate as, or be operated by, a nonprofit public benefit corporation. The Organization is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code.

The Organization operates four charter schools (the Charter Schools) in Los Angeles and Orange counties serving students in transitional kindergarten through grade eight. The Charter Schools' mission is to create a transformative TK-8 learning experience that is engaging, globally oriented, and builds a strong STEAM foundation for college and career readiness in a learning environment that allows students to have power in developing their identity within personal, interpersonal and educational realms. We aim to provide a quality education for all students by focusing on both heart and mind as critical tools of student engagement in learning. Our compassionate community of global learners focuses on developing students' knowledge and skills, as well as their attitudes, behaviors, aspirations, and beliefs for success in the 21st-century economy.

Vista Charter Middle School – Charter No. 1234

Vista Charter Middle School (Vista CMS) was formed as a charter school pursuant to *California Education Code* Section 47600 under a charter agreement with the Los Angeles Unified School District. The charter agreement was approved by the Los Angeles Unified School District in 2010 and has been renewed for a five-year term expiring in 2025.Vista Charter Middle School is located at 2900 W. Temple St., Los Angeles, California. Vista Charter Middle School opened September 1, 2010, and currently serves approximately 390 students in grades sixth through eighth.

Vista Heritage Global Academy – Charter No. 1752

Vista Heritage Global Academy (Heritage) was formed as a charter school pursuant to California Education Code Section 47600 under a charter agreement with the Orange County Department of Education. The charter agreement was entered into in July 2015 and expires in 2020. Vista Heritage Global Academy is located at 206 West Fifth St., Santa Ana, California. Vista Heritage Global Academy opened August 24, 2015, and currently serves approximately 290 students in grades sixth through eighth.

Vista Condor Global Academy – Charter No. 1930

Vista Condor Global Academy (Condor) was formed as a charter school pursuant to *California Education Code* Section 47600 under a charter agreement with the Orange County Department of Education. The charter agreement was entered into in April 2018. Vista Condor Global Academy is located at 2519 West Fifth St., Santa Ana, California. Vista Condor Global Academy opened August 13, 2018, and currently serves approximately 180 students in transitional kindergarten through fifth grade.

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

NOTES TO COMBINED FINANCIAL STATEMENTS
JUNE 30, 2020

Vista Horizon Global Academy – Charter No. 2043

Vista Horizon Global Academy (Horizon) was formed as a charter school pursuant to *California Education Code* Section 47600 and was authorized by the Los Angeles Unified School District at its November 2018 board meeting for a five-year term expiring in 2024. Vista Horizon Global Academy is located at 980 S. Hobart Blvd., Los Angeles, California. Vista Horizon Global Academy opened July 1, 2019, and currently serves approximately 40 students in transitional kindergarten through fifth grade.

Other Related Entities

2900 W. Temple, LLC

In 2014, the Organization formed the 2900 W. Temple, LLC (the LLC) exclusively for charitable purpose solely related to property and assets of the Organization, for charitable purposes as specified in Section (c)(3) of the Internal Revenue Service. The Charter Schools make lease payments to the LLC, in accordance with the lease agreements. Vista Charter Public Schools, Inc. is the sole member of the LLC.

Vista Charter Public Schools Foundation

Vista Charter Public Schools Foundation (the Foundation) is organized for the public and educational support purposes as specified in its Articles of Incorporation. It is not organized for private gain of any one individual person. It is organized under the Nonprofit Corporation Law of California ("California Nonprofit Corporation Law") for public Purposes.

1. To support the charitable and educational mission of Vista Charter Public Schools, Inc., a California nonprofit, tax exempt corporation, and any and all California public charter school that the Organization operates;

2. To undertake any and all additional activities as may be proper in connection with this corporation's specific purposes for which this corporation is formed and which are exclusively charitable and educational within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986.

The Foundation did not have any activity during the year ended June 30, 2020.

California Charter Schools Joint Powers Authority

The Organization's charter schools are associated with the California Charter Schools Joint Powers Authority (the JPA). The JPA does not meet the criteria for inclusion as a component unit of the Charter Schools. The JPA arranges for and provides for various types of insurances for its member schools as requested. The JPA is governed by boards consisting of one or more representatives from each member. The board controls the operations of the JPA, including selection of management and approval of operating budgets, independent of any influence by the member schools beyond their representation on the boards. Each member school pays a premium commensurate with the level of coverage requested and shares surpluses and deficits proportionate to their participation in the JPA. Information on JPAs financials can be obtained by contacting the JPA directly at 6401 Linda Vista Road, Orange, California, 92111. Organization's total expenses paid to the JPA for year ended June 30, 2020, were $66,702.

El Dorado Charter Special Education Local Plan Area (*SELPA*)

The Organization's Heritage and Condor charter schools are associated with the El Dorado Charter SELPA (the SELPA). The SELPA does not meet the criteria for inclusion as a component unit of the Organization. The SELPA provided special education ancillary and/or related services. Total expenses for year ended June 30, 2020, were $9,247.

Los Angeles County Office of Education Special Education Local Plan Area (*SELPA*)

The Organization's Vista CMS and Horizon charter schools are associated with the Los Angeles County Office of Education SELPA (the SELPA). The SELPA does not meet the criteria for inclusion as a component unit of the Organization. The SELPA provided special education ancillary and/or related services.

NOTE 2 - SIGNIFICANT ACCOUNTING POLICIES AND PROCEDURES

Basis of Accounting

The accompanying financial statements were prepared using the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America as applicable to nonprofit organizations. Revenues are recognized as discussed below, and expenditures are recognized in the accounting period in which the liability is incurred.

Principles of Combination

The combined financial statements include the accounts of Vista Charter Middle School, Vista Heritage Global Academy, Vista Condor Global Academy, and Vista Horizon Global Academy. All material intercompany transactions have been eliminated (Eliminations). As a part of its mission, Vista Charter Public Schools, Inc., has created a limited liability company that owns real estate for educational purposes. Vista Charter Public Schools, Inc., is the sole member of the LLC. They lease these facilities to the Organization. Since this support is closely aligned with Vista Charter Public Schools, Inc. and they are financially inter-related, the LLC's financial information is combined with the Vista Charter Public Schools, Inc. audit. This consolidation is required due to common control with shared leadership and management. For disclosure purposes, the financial information of the entities are separated within the report as a matter of clarification.

Net Assets

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor or grantor restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

- *Net Assets Without Donor Restrictions* – Net assets available for use in general operations and not subject to donor restrictions. The board of directors has not designated net assets without donor restrictions for the year ended June 30, 2020.

**VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)**

**NOTES TO COMBINED FINANCIAL STATEMENTS
JUNE 30, 2020**

- *Net Assets with Donor Restrictions* – Net assets subject to donor (or certain grantor) restrictions. Some donor imposed (or grantor) restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. The Organization reports contributions restricted by donors as increases in net assets with donor restrictions if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when a stipulated time restriction ends, or purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statements of activities as net assets released from restrictions.

Cash and Cash Equivalents

The Organization considers all cash and highly liquid financial instruments with original maturities of three months or less, and which are neither held for nor restricted by donors for long-term purposes, to be cash and cash equivalents (including cash in the County Investment Pool and LLC investments).

Receivables and Credit Policies

Accounts receivable consist primarily of noninterest-bearing amounts due for educational programs. Management determines the allowance for uncollectable accounts receivable based on historical experience, an assessment of economic conditions, and a review of subsequent collections. Accounts receivable are written off when deemed uncollectable. No allowance for doubtful accounts has been established, as the Organization deems all amounts to be fully collectible. Substantially all outstanding accounts receivable as of June 30, 2020, are due from state and/or federal sources related to grant contributions and are expected to be collected within a period of less than one year.

Intercompany Receivable/Payable

Intercompany receivable/payable results from a net cumulative difference between resources provided by on charter school account to the other charter schools and reimbursement for those resources from each charter school to the home office account. Operating transfers include certain costs of shared liabilities and shared assets between the Organization.

Property and Equipment

Property and equipment additions over $5,000 are recorded at cost, or if donated, at fair value on the date of donation. Depreciation and amortization are computed using the straight-line method over the estimated useful lives of the assets ranging from 3 to 30 years, or in the case of capitalized leased assets or leasehold improvements, the lesser of the useful life of the asset or the lease term. When assets are sold or otherwise disposed of, the cost and related depreciation or amortization are removed from the accounts, and any remaining gain or loss is included in the statement of activities. Cost of maintenance and repairs that do not improve or extend the useful lives of the respective assets are expensed currently.

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

NOTES TO COMBINED FINANCIAL STATEMENTS
JUNE 30, 2020

The Organization reviews the carrying values of property and equipment for impairment whenever events or circumstances indicate that the carrying value of an asset may not be recoverable from the estimated future cash flows expected to result from its use and eventual disposition. When considered impaired, an impairment loss is recognized to the extent carrying value exceeds the fair value of the asset. There were no indicators of asset impairment during the year ended June 30, 2020.

Investments

The Organization records investment purchases at cost, or if donated, at fair value on the date of donation. Thereafter, investments are reported at their fair values on the statement of financial position. Net investment return/(loss) is reported in the statement of activities and consists of interest and dividend income, realized and unrealized capital gains and losses, less external and direct internal investment expenses.

Revenue and Revenue Recognition

Revenue is recognized when earned. Operating funds for the Organization are derived principally from state and federal sources. The Organization receives state funding based on each of the enrolled student's average daily attendance (ADA) in its school. The Organization receives federal and state grants, which are paid through the California Department of Education or other state agencies. Revenues related to these federal and state grants are conditioned upon certain performance requirements and/or the incurrence of allowable qualifying expenses. Amounts received are recognized as revenue when the Organization has incurred expenditures in compliance with specific contract and grant provisions. Amounts received prior to incurring qualifying expenditures are reported as refundable advances in the statement of financial position.

Contributions of goods are recorded at fair value. Contributions of services are recorded at fair value as revenue at the time the service is rendered when specialized skills are required and when the Organization would otherwise purchase the services. No amounts have been reflected in the accompanying financial statements for contributed goods or services during the year being reported because items did not meet the definition above. Contributions with donor restrictions received are recorded as increases in net assets with donor restrictions. Net assets with donor restrictions received are recognized as revenue without donor restrictions when the terms of the restrictions are met, which may be in the same period if the revenue is received and the restriction satisfied during the same period. All contributions are considered to be available for use without donor restrictions unless specifically restricted by the donor.

Advertising Costs

Advertising costs are expensed as incurred, and were $26,667 for the year ended June 30, 2020.

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

NOTES TO COMBINED FINANCIAL STATEMENTS
JUNE 30, 2020

Functional Allocation of Expenses

The financial statements report categories of expenses that are attributed to program service activities or supporting services activities. The costs of program and supporting services activities have been summarized on a functional basis in the statements of activities. The statements of functional expenses present the natural classification detail of expenses by function. Accordingly, certain costs have been allocated among the programs and supporting services benefited based on management's estimates.

Income Taxes

The Organization is organized as a California nonprofit corporation and has been recognized by the Internal Revenue Service (IRS) as exempt from federal income taxes under Section 501(a) of the Internal Revenue Code as organizations described in Section 501(c)(3), qualify for the charitable contribution deduction under Section 170(b)(1)(A)(vi). It is also exempt from State franchise and income taxes under Section 23701(d) of the California Revenue and Taxation Code. The Organization is annually required to file a Return of Organization Exempt from Income Tax (Form 990) with the IRS. In addition, the Organization is subject to income tax on net income that is derived from business activities that are unrelated to their exempt purposes. The Organization determined that it is not subject to unrelated business income tax and has not filed an Exempt Organization Business Income Tax Return (Form 990-T) with the IRS.

The Organization has adopted Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) Topic 740 that clarifies the accounting for uncertainty in tax positions taken or expected to be taken on a tax return and provides that the tax effects from an uncertain tax position can be recognized in the financial statements only if, based on its merits, the position is more likely than not to be sustained on audit by the taxing authorities. Management believes that all tax positions taken to date are highly certain. Accordingly, no accounting adjustment has been made to the financial statements.

Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Accordingly, actual results could differ from those estimates.

Financial Instruments and Credit Risk

Deposit concentration risk is managed by placing cash, money market accounts, and certificates of deposit with financial institutions believed by management to be creditworthy. At times, amounts on deposit may exceed insured limits or include uninsured investments in money market mutual funds. To date, no losses have been experienced in any of these accounts. Credit risk associated with accounts receivable and promises to give is considered to be limited due to high historical collection rates and because substantial portions of the outstanding amounts are due from Board members, governmental agencies, and foundations supportive of the Charter School's mission.

**VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)**

**NOTES TO COMBINED FINANCIAL STATEMENTS
JUNE 30, 2020**

Recent Accounting Pronouncements

In February 2016, FASB issued Accounting Standards Update (ASU) 2016-02, *Leases*. ASU 2016-02 requires a lessee to recognize a lease asset representing its right to use the underlying asset for the lease term, and a lease liability for the payments to be made to lessor, on its statement of financial position for all operating leases greater than 12 months. Although the full impact of this update on the Organization's financial statements has not yet been determined, the future adoption of this guidance will require the Organization to record assets and liabilities on its statement of financial position relating to facility and other leases currently being accounted for as operating leases. The ASU is effective for the Organization for the year ended June 30, 2021. Management is evaluating the impact of the adoption of this standard.

FASB Accounting Standards Codification Topic 606, *Revenue from Contracts with Customers*, as amended, supersedes, or replaces nearly all GAAP revenue recognition guidance. These standards establish a new contract and control-based revenue recognition model, change the basis for deciding when revenue is recognized over time or at a point in time, and expand disclosures about revenue.

Topic 606 is effective for the Organization for the year ended June 30, 2021. Management is evaluating the impact of the adoption of this standard.

Change in Accounting Principle

On June 3, 2020, the FASB issued Accounting Standards Update (ASU) 2020-05, *Revenue from Contracts with Customers* (Topic 606) and *Leases* (Topic 842) Effective Dates for Certain Entities, as part of its efforts to support and assist stakeholders as they cope with the many challenges and hardships related to the COVID-19 pandemic.

ASU 2020-05 defers the effective date of FASB ASC 606, *Revenue from Contract with Customers*, for certain entities that have not yet issued their financial statements (or made financial statements available for issuance) reflecting the adoption of FASB ASC 606. Those entities may elect to adopt FASB ASC 606 for annual reporting periods beginning after December 15, 2019, and for interim reporting periods within annual reporting periods beginning after December 15, 2020. Those entities may elect to follow the original effective date of annual reporting periods beginning after December 15, 2018, and interim reporting periods within annual reporting periods beginning after December 15, 2019.

The effective date for a public business entity, a nonprofit entity that has issued, or is a conduit bond obligor for, securities that are traded, listed, or quoted on an exchange or an over-the-counter market, and an employee benefit plan that files or furnishes financial statements with or to the Securities and Exchange Commission (SEC) is not affected by the amendments in this ASU.

The effective date of FASB ASC 842, *Leases*, is deferred by one year, as follows:

For private companies and private nonprofits, to fiscal years beginning after December 15, 2021, and interim periods within fiscal years beginning after December 15, 2022.

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

NOTES TO COMBINED FINANCIAL STATEMENTS
JUNE 30, 2020

For public nonprofits that have not yet issued their financial statements (or made financial statements available for issuance) reflecting the adoption of FASB ASC 842, to fiscal years beginning after December 15, 2019, including interim periods within those fiscal years.

The Organization has adopted this standard as management believes the standard improves the usefulness and understandability of the Organization's financial reporting. Accordingly, there is no effect on net assets in connection with the implementation of ASU 2020-05.

NOTE 3 - CASH AND CASH EQUIVALENTS

Cash and cash equivalents at June 30, 2020, consisted of the following:

	Reported Amount				
Deposits	Vista CMS	Heritage	Condor	Horizon	LLC
Cash on hand and in banks	$ 1,746,953	$ 161,729	$ 298,283	$ 432,138	$ 314,580
Cash in county treasury	-	9,685	64,342		
Total	$ 1,746,953	$ 171,414	$ 362,625	$ 432,138	$ 314,580
Restricted cash	$ -	$ -	$ -	$ -	$ 678,773

Deposits	Total	Bank Balance
Cash on hand and in banks	$ 2,953,683	$ 3,078,280
Cash in county treasury	74,027	74,027
Total	$ 3,027,710	$ 3,152,307
Restricted cash	$ 678,773	$ 678,773

Cash balances held in banks are insured up to $250,000 by the Federal Depository Insurance Corporation (FDIC). The Organization maintains its cash in bank deposit accounts that at times may exceed federally insured limits. The Organization has not experienced any losses in such accounts. At June 30, 2020, the Organization had a balance of $2,439,673 in excess of FDIC insured limits. Management believes that the Organization is not exposed to any significant risk related to cash.

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

NOTES TO COMBINED FINANCIAL STATEMENTS
JUNE 30, 2020

NOTE 4 - LIQUIDITY AND AVAILABILITY

Financial assets for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date, comprises the following:

	Vista CMS	Heritage	Condor	Horizon
Cash and cash equivalents	$ 1,746,953	$ 171,414	$ 362,625	$ 432,138
Accounts receivable	901,104	397,526	412,149	171,182
Prepaids	99,410	25,834	20,085	504
	$ 2,747,467	$ 594,774	$ 794,859	$ 603,824

	LLC	Total
Cash and cash equivalents	$ 314,580	$ 3,027,710
Accounts receivable	-	1,881,961
Prepaids	-	145,833
	$ 314,580	$ 5,055,504

As part of the Organization's liquidity management, it has a policy to structure its financial assets to be available as its general expenditures, liabilities, and other obligations become due. The Organization invests cash in excess of daily requirements in county investment pools and money market funds. Occasionally, the board will designate a portion of any operating surplus to its operating reserve. As of June 30, 2020, no reserves are recorded.

NOTE 5 - INVESTMENTS

Summary of Investments

Investments as of June 30, 2020, are classified in the accompanying financial statements as follows:

Investment Type	Charter Schools	LLC	Total
Orange County Pooled Investment Funds	$ 74,027	$ -	$ 74,027
U.S. Government obligations	-	126,567	126,567
Cash and money market funds (at cost)	-	866,787	866,787
Total	$ 74,027	$ 993,354	$ 1,067,381

All assets have been valued using a market approach, with quoted market prices.

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

NOTES TO COMBINED FINANCIAL STATEMENTS
JUNE 30, 2020

Cash in County Treasury

The Organization is a voluntary participant and therefore maintains a portion of it's cash in the Orange County Treasury as part of the common investment pool. The County Treasury is restricted by Government Code §53635 pursuant to §53601 to invest in time deposits, U.S. Government Securities, state registered warrants, notes or bonds, State Treasurer's investment pool, banker's acceptances, commercial paper, negotiable certificates of deposit, and repurchase or reverse agreements.

The fair value of the Organization's investments in the pool is reported in the accompanying financial statements at amounts based upon the pro-rata share of the fair value provided by the County Treasury for the entire County Treasury portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasury, which are recorded on an amortized cost basis. Cash may be added or withdrawn from the investment pool without limitation.

Interest Rate Risk

Interest rate risk is the risk that changes in market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to changes in market interest rates. The Organization does not have a formal investment policy that limits investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates. The Organization manages exposure to interest rate risk by investing in the County Pool.

Weighted Average Maturity

The Organization monitors the interest rate risk inherent in its portfolio by measuring the weighted average maturity of its portfolio.

Investment Type	Reported Amount	Weighted Average Days to Maturity
Orange County Pooled Investment Funds	$ 74,027	266

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

NOTES TO COMBINED FINANCIAL STATEMENTS
JUNE 30, 2020

NOTE 6 - ACCOUNTS RECEIVABLE

Receivables at June 30, 2020, consisted of the following:

	Vista CMS	Heritage	Condor	Horizon	Total
Local Control Funding Formula	$ 552,015	$ 256,883	$ 204,361	$ 7,119	$ 1,020,378
Federal receivables	166,780	80,480	169,581	157,742	574,583
Other State receivables	140,036	59,832	32,156	6,321	238,345
Lottery	39,773	-	6,051	-	45,824
Local receivables	2,500	331	-	-	2,831
Total Accounts Receivable	$ 901,104	$ 397,526	$ 412,149	$ 171,182	$ 1,881,961

NOTE 7 - PREPAIDS AND OTHER ASSETS

Prepaids and other assets consisted of the following at June 30, 2020:

	Vista CMS	Heritage	Condor	Horizon	Total
Rent	$ -	$ 321	$ 9,242	$ -	$ 9,563
Security deposits	125,370	277,969	25,031	-	428,370
Professional development	1,200	3,762	1,038	-	6,000
Insurance	73,448	215	136	-	73,799
Computer and software	14,088	19,597	8,327	286	42,298
Other	10,674	1,939	1,342	218	14,173
Total Prepaid Expenses	$ 224,780	$ 303,803	$ 45,116	$ 504	$ 574,203

NOTE 8 - RELATED PARTY TRANSACTIONS

Related parties as defined by generally accepted accounting standards include: (1) Affiliates of the entity; (2) Management and members of their immediate families, or; (3) Other parties that can significantly influence management or operating policies.

The Charter Schools share the same Board of Directors. During the year, the Charter Schools have related transactions that are recorded in their respective related party accounts. At year end, the related party accounts are reconciled to ensure all transactions between the Charter Schools are properly recorded, and all intercompany related party accounts have been eliminated.

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

NOTES TO COMBINED FINANCIAL STATEMENTS
JUNE 30, 2020

Due To/From Related Entities

Due to/from related entities at June 30, 2020, consisted of the following:

Due From	Due To		
	Vista CMS	Heritage	Total
Vista CMS	$ -	$ 53,898	$ 53,898
Condor	351,762	119,244	471,006
Heritage	689,110	-	689,110
Horizon	209,660	-	209,660
Total to/due from related entities	$ 1,250,532	$ 173,142	$ 1,423,674

NOTE 9 - MARKET VALUE OF FINANCIAL ASSETS AND LIABILITIES

The Organization determines the fair market values of certain financial instruments based on the fair value hierarchy established in FASB ASC 820-10-50, which requires an entity to maximize the use of observable inputs and minimize the use unobservable inputs when measuring fair value. The standard describes three levels of inputs that may be used to measure fair value.

The following provides a summary of the hierarchical levels used to measure fair value:

Level 1 - Quoted prices in active markets for identical assets or liabilities that the reporting entity has the ability to access at the measurement date. Level 1 asset and liabilities may include debt and equity securities that are traded in an active exchange market and that are highly liquid and are actively traded in over-the-counter markets.

Level 2 - Observable inputs other than Level 1 prices such as quoted prices for similar assets or liabilities; quoted prices in markets that are not active; or other inputs that are observable or can be corroborated by observable market data for substantially the full term of the assets or liabilities. Level 2 assets and liabilities may include debt securities with quoted prices that are traded less frequently than exchange-traded instruments and other instruments whose value is determined using a pricing model with inputs that are observable in the market or can be derived principally from or corroborated by observable market data. This category generally includes U.S. Government and agency mortgage-backed debt securities, corporate debt securities, derivative contracts, residential mortgage, and loans held-for-sale.

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

NOTES TO COMBINED FINANCIAL STATEMENTS
JUNE 30, 2020

Level 3 - Unobservable inputs that are supported by little or no market activity and that are significant to the fair value of the assets or liabilities. Level 3 assets and liabilities include financial instruments whose value is determined using pricing models, discounted cash flow methodologies, or similar techniques, as well as instruments for which the determination of fair value requires significant management judgment or estimation. This category generally includes certain private equity investments, retained residual interests in securitizations, residential MSRs, asset-backed securities (ABS), highly structured or long-term derivative contracts and certain collateralized debt obligations (CDO) where independent pricing information was not able to be obtained for a significant portion of the underlying assets.

Uncategorized - Investments in the Orange County Treasury Investment Pool are not measured using the input levels above because the Charter Schools' transactions are based on a stable net asset value per share. All contributions and redemptions are transacted at $1.00 net asset value per share.

The fair value measurements are as follows at June 30, 2020:

	Fair Value Measurements at Report Date Using			
Investment Type	Quoted Prices in Active Markets for Identical Assets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)	Total
U.S. Government obligations	$ 125,918	$ -	$ -	$ 125,918
Cash and money market funds (at cost)	866,787	-	-	866,787
Orange County Treasury Investment Pool (Uncategorized)	-	-	-	74,027
Total Restricted Cash and Investments	$ 992,705	$ -	$ -	$ 1,066,732

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

NOTES TO COMBINED FINANCIAL STATEMENTS
JUNE 30, 2020

NOTE 10 - FIXED ASSETS

Summarized below are the changes in fixed assets for the year ended June 30, 2020:

	Balance at July 1, 2019	Additions	Deductions	Balance at June 30, 2020
Land and land improvements	$ 2,325,679	$ -	$ -	$ 2,325,679
Buildings	4,948,414	-	-	4,948,414
Leasehold improvements	-	49,222	-	49,222
Equipment	312,263	9,594	-	321,857
Construction in progress	109,376	-	6,929	102,447
Subtotal	7,695,732	58,816	6,929	7,747,619
Less: accumulated depreciation	(1,128,130)	(450,077)	-	(1,578,207)
Total Fixed Assets	$ 6,567,602	$ (391,261)	$ 6,929	$ 6,169,412

Fixed assets at June 30, 2020, consisted of the following:

	Vista CMS	Heritage	Condor	LLC	Total
Land and land improvements	$ 457,437	$ 279,398	$ 28,844	$ 1,560,000	$ 2,325,679
Buildings	-	-	-	4,948,414	4,948,414
Leasehold improvements	21,080	-	28,142	-	49,222
Equipment, furniture and fixtures	166,068	86,426	69,363	-	321,857
Construction in progress	102,447	-	-	-	102,447
Subtotal	747,032	365,824	126,349	6,508,414	7,747,619
Less: accumulated depreciation	(330,891)	(313,583)	(12,769)	(920,964)	(1,578,207)
Total Fixed Assets	$ 416,141	$ 52,241	$ 113,580	$ 5,587,450	$ 6,169,412

During the year ended June 30, 2020, the Charter Schools and the LLC had $120,180 and $329,898, respectively, charged for depreciation expense.

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

NOTES TO COMBINED FINANCIAL STATEMENTS
JUNE 30, 2020

NOTE 11 - ACCOUNTS PAYABLE

Payables at June 30, 2020, consisted of the following:

	Vista CMS	Heritage	Condor	Horizon	LLC	Total
Interest payable	$ -	$ -	$ -	$ -	$ 184,621	$ 184,621
Due to grantor governments	52,565	14,099	-	6,765	-	73,429
Salaries and benefits	90,129	25,449	12,266	67,505	-	195,349
Vendor payables	20,552	135,222	57,631	19,484	-	232,889
Accrued liabilities	13,804	8,067	4,305	-	130,000	156,176
Total Accounts Payable	$ 177,050	$ 182,837	$ 74,202	$ 93,754	$ 314,621	$ 842,464

NOTE 12 - DEFERRED REVENUE

Deferred revenue at June 30, 2020, consisted of the following:

	Condor	Horizon	Total
Title II, Part A	$ 882	$ -	$ 882
Local Control Funding Formula	-	60,899	60,899
Total Deferred Revenue	$ 882	$ 60,899	$ 61,781

NOTE 13 - LONG-TERM OBLIGATIONS

Long-term obligations for the year ended June 30, 2020, are summarized as follows:

	Balance at July 1, 2019	Additions	Deductions	Balance at June 30, 2020	Due in One Year
Revolving Loans Payable	$ 100,000	$ 100,000	$ 49,994	$ 150,006	$ 75,006
Bonds Payable	6,660,000	-	125,000	6,535,000	130,000
Total	$ 6,760,000	$ 100,000	$ 174,994	$ 6,685,006	$ 205,006

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

NOTES TO COMBINED FINANCIAL STATEMENTS
JUNE 30, 2020

Charter School Revolving Loan Fund Program (Revolving Loans Payable)

Vista Heritage Global Academy

In September 2015, the Organization entered into a $250,000 loan agreement with the California School Financing Authority to supplement cash flows for Heritage during implementation years. The agreement provided for annual payments of $50,000 plus accrued interest for a period of five years, beginning September 20, 2016. Payments included interest at a rate of 0.34 percent.

Future payments are as follows:

Year Ending June 30,	Principal	Interest	Total
2021	$ 50,004	$ 117	$ 50,121

Vista Horizon Global Academy

In October 2019, the Organization entered into a $100,000 loan agreement with the California School Financing Authority to supplement cash flows for Horizon during implementation years. The agreement provided for annual payments of $25,000 plus accrued interest for a period of five years, beginning August 1, 2020. Payments include interest at a rate of 2.21 percent.

Future payments are as follows:

Year Ending June 30,	Principal	Interest	Total
2021	$ 25,002	$ 2,622	$ 27,624
2022	25,002	1,543	26,545
2023	25,002	991	25,993
2024	24,994	438	25,432
Total future maturities	$ 100,000	$ 5,594	$ 105,594

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

NOTES TO COMBINED FINANCIAL STATEMENTS
JUNE 30, 2020

Bonds Payable

In October 2014, the LLC entered into a loan agreement with the California Municipal Finance Authority for the issuance of $7,075,000 in Charter Lease Revenue Bonds. The funds were used for financing the costs of acquisition of land and education and related facilities for use as a charter school facilities located at 2900 West Temple Street, Los Angeles, California. The charter school facilities are leased by Vista Charter Middle School.

The Series 2014 Charter School Lease Revenue Bonds were sold at an original issue discount of $63,592, amounting to total bond proceeds, net of the original issue discount, of $7,011,408. Terms of the bond call for principal and interest payments due for each year ending July 1.

Bond discount arises when the market rate of interest is higher than the stated interest rate on the bond. Generally Accepted Accounting Principles (GAAP) require that the discount decrease the face value of the bond and then amortize the discount over the life of the bond. The discounts are amortized over the life of the bond using the straight line method.

The following bond was issued at a discount resulting in effective interest as follows:

2014 Charter School Lease Revenue bonds	
Total interest	$ 7,779,226
Plus bond discount	63,592
Net interest	$ 7,842,818
Par amount of bonds	$ 7,075,000
Periods	30
Effective interest rate	3.70%

The Series 2014 Charter School Lease Revenue Bonds mature as follows:

Bond Component	Interest Rate	Amount	Maturity Date
2024 Tax-Exempt Term Bonds	5.000%	$ 1,265,000	July 1, 2024
2029 Tax-Exempt Term Bonds	5.125%	$ 930,000	July 1, 2029
2034 Tax-Exempt Term Bonds	5.375%	$ 1,195,000	July 1, 2034
2038 Tax-Exempt Term Bonds	6.000%	$ 1,225,000	July 1, 2038
2044 Tax-Exempt Term Bonds	6.000%	$ 2,460,000	July 1, 2044

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

NOTES TO COMBINED FINANCIAL STATEMENTS
JUNE 30, 2020

Future maturities of bonds payable are as follows:

Year Ending June 30,	Principal	Interest	Total
2021	$ 130,000	$ 365,994	$ 495,994
2022	140,000	359,244	499,244
2023	145,000	348,840	493,840
2024	150,000	340,290	490,290
2025	155,000	339,765	494,765
2026-2030	1,025,000	1,475,928	2,500,928
2031-2035	1,280,000	1,134,650	2,414,650
2036-2041	1,610,000	724,792	2,334,792
2042-2045	1,770,000	396,090	2,166,090
Total future maturities	$ 6,405,000	$ 5,485,593	$ 11,890,593

Debt Service Coverage and Days Cash on Hand

Under the current bonding agreement, the Organization is required to maintain a Debt Service Coverage Ratio 1.20 and Cash Days on Hand of 45 days.

The Debt Service Coverage Ratio is calculated by dividing the combined Net Income Available for Debt Service by the Maximum Annual Debt Service for all outstanding indebtedness. As of June 30, 2020, the Organization had a 3.98 Debt Service Coverage Ratio and was in compliance with the 1.20 required ratio and cash on hand for 94 days.

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

NOTES TO COMBINED FINANCIAL STATEMENTS
JUNE 30, 2020

Debt Service Covenants

Debt Service Coverage	2019-20 Actual	2020-21 Budget	2021-22 Budget
Net Income	$ 1,076,650	$ 1,526,607	$ 1,748,399
Depreciation	450,078	127,681	127,681
Rent	449,244	502,744	500,744
Income Available for Coverage	1,975,972	2,157,032	2,376,824
Debt Service for LLC	495,994	495,994	495,994
Debt Service Coverage	**3.98**	**4.35**	**4.79**
Limit	1.20	1.20	1.20
Compliance	Yes	Yes	Yes

Days Cash on Hand	2019-20 Actual	2020-21 Budget	2021-22 Budget
Total Expenses	$ 12,261,415	$ 16,846,681	$ 20,744,062
Depreciation	450,078	127,681	127,681
Cash Expenses	11,811,337	16,719,000	20,616,381
Expense/Day	32,360	45,805	56,483
Cash	3,027,310	6,573,831	8,322,230
Days Cash on Hand	**94**	**144**	**147**
Limit	45	45	45
Compliance	Yes	Yes	Yes

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

NOTES TO COMBINED FINANCIAL STATEMENTS
JUNE 30, 2020

NOTE 14 - OPERATING LEASES

The Organization leases facilities and equipment to the Charter Schools under lease agreements. The agreements do not contain a purchase option and do not meet the requirements for capitalization.

Future minimum lease payments under these lease agreements are as follows:

Fiscal Year Ending June 30,	Total
2021	$ 499,244
2022	502,744
2023	500,744
2024	498,494
2025	496,327
2026-2030	2,502,715
2031-2035	2,498,112
2036-2040	2,419,633
2041-2045	2,378,523
2046-2047	215,452
Total	$ 12,511,988

NOTE 15 - EMPLOYEE RETIREMENT SYSTEMS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Academic employees are members of the California State Teachers' Retirement System (CalSTRS) and classified employees are members of the California Public Employees' Retirement System (CalPERS).

The risks of participating in these multi-employer defined benefit pension plans are different from single-employer plans because: (a) assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and State contribution rates are set by the California Legislature, and (c) if the Organization chooses to stop participating in the multi-employer plan, it may be required to pay a withdrawal liability to the plan. The Organization has no plans to withdraw from this multi-employer plan.

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

NOTES TO COMBINED FINANCIAL STATEMENTS
JUNE 30, 2020

The details of each plan are as follows:

California State Teachers' Retirement System (CalSTRS)

Plan Description

The Organization contributes to the State Teachers Retirement Plan (STRP) administered by the California State Teachers' Retirement System (CalSTRS). STRP is a cost-sharing multiple-employer public employee retirement system defined benefit pension plan. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2018, annual actuarial valuation report, Defined Benefit Program Actuarial Valuation. This report and CalSTRS audited financial information are publicly available reports that can be found on the CalSTRS website under Publications at: http://www.calstrs.com/member-publications.

Benefits Provided

The STRP provides retirement, disability, and survivor benefits to beneficiaries. Benefits are based on members' final compensation, age, and years of service credit. Members hired on or before December 31, 2012, with five years of credited service are eligible for the normal retirement benefit at age 60. Members hired on or after January 1, 2013, with five years of credited service are eligible for the normal retirement benefit at age 62. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service.

The STRP is comprised of four programs: Defined Benefit Program, Defined Benefit Supplement Program, Cash Balance Benefit Program and Replacement Benefits Program. The STRP holds assets for the exclusive purpose of providing benefits to members and beneficiaries of these programs. CalSTRS also uses plan assets to defray reasonable expenses of administering the STRP. Although CalSTRS is the administrator of the STRP, the State is the sponsor of the STRP and obligor of the trust. In addition, the State is both an employer and nonemployer contributing entity to the STRP.

The Organization contributes exclusively to the STRP Defined Benefit Program, thus disclosures are not included for the other plans.

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

NOTES TO COMBINED FINANCIAL STATEMENTS
JUNE 30, 2020

The STRP provisions and benefits in effect at June 30, 2020, are summarized as follows:

	STRP Defined Benefit Program	
	On or before	On or after
Hire date	December 31, 2012	January 1, 2013
Benefit formula	2% at 60	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	60	62
Monthly benefits as a percentage of eligible compensation	2.0% - 2.4%	2.0% - 2.4%
Required employee contribution rate	10.25%	10.205%
Required employer contribution rate	17.10	17.10
Required state contribution rate	10.328	10.328

Contributions

Required member, Organization, and State of California contributions rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. The contributions rates are expressed as a level percentage of payroll using the entry age normal actuarial method. In accordance with AB 1469, employer contributions into the CalSTRS will be increasing to a total of 19.1 percent of applicable member earnings phased over a seven-year period. The contribution rates for each plan for the year ended June 30, 2020, are presented above and the Organization's total contributions were $677,165.

California Public Employees Retirement System (CalPERS)

Plan Description

Qualified employees are eligible to participate in the School Employer Pool (SEP) under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. Benefit provisions are established by State statutes, as legislatively amended, within the Public Employees' Retirement Law.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2018, annual actuarial valuation report, Schools Pool Actuarial Valuation. This report and CalPERS audited financial information are publicly available reports that can be found on the CalPERS website under Forms and Publications at:
https://www.calpers.ca.gov/page/forms-publications.

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

NOTES TO COMBINED FINANCIAL STATEMENTS
JUNE 30, 2020

Benefits Provided

CalPERS provides service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members, who must be public employees and beneficiaries. Benefits are based on years of service credit, a benefit factor and the member's final compensation. Members hired on or before December 31, 2012, with five years of total service are eligible to retire at age 50 with statutorily reduced benefits. Members hired on or after January 1, 2013, with five years of total service are eligible to retire at age 52 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after five years of service. The Basic Death Benefit is paid to any member's beneficiary if the member dies while actively employed. An employee's eligible survivor may receive the 1957 Survivor Benefit if the member dies while actively employed, is at least age 50 (or 52 for members hired on or after January 1, 2013), and has at least five years of credited service. The cost of living adjustments for each plan are applied as specified by the Public Employees' Retirement Law.

The CalPERS provisions and benefits in effect at June 30, 2020, are summarized as follows:

	School Employer Pool (CalPERS)	
	On or before	On or after
Hire date	December 31, 2012	January 1, 2013
Benefit formula	2% at 55	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	55	62
Monthly benefits as a percentage of eligible compensation	1.1% - 2.5%	1.0% - 2.5%
Required employee contribution rate	7.00%	7.00%
Required employer contribution rate	19.721%	19.721%

Contributions

Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on the July 1 following notice of a change in the rate. Total plan contributions are calculated through the CalPERS annual actuarial valuation process. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The Organization is required to contribute the difference between the actuarially determined rate and the contribution rate of employees. The contributions rates are expressed as percentage of annual payroll. The contribution rates for each plan for the year ended June 30, 2020, are presented above and the total Organization's contributions were $155,491.

**VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)**

**NOTES TO COMBINED FINANCIAL STATEMENTS
JUNE 30, 2020**

On Behalf Payments

The State of California makes contributions to CalSTRS on behalf of the Organization. These payments consist of State General Fund contributions to CalSTRS in the amount of $303,032 (10.328 percent of annual payroll). Contributions are no longer appropriated in the annual Budget Act for the legislatively mandated benefits to CalPERS. Therefore, there is no on behalf contribution rate for CalPERS. Under accounting principles generally accepted in the United States of America, these amounts are to be reported as revenues and expenditures. Accordingly, these amounts have been recorded in these financial statements.

Senate Bill 90 (Chapter 33, Statutes of 2019), which was signed by the Governor on June 27, 2019, appropriated for an additional 2019–2020 contribution on-behalf of school employers of $1.1 billion for CalSTRS. A proportionate share of this contribution has been recorded in the amount of $101,647 in these financial statements.

The Organization contributes to an employee 403(b) Tax Deferred Annuity Plan (TDA), which is a defined contribution pension plan. A defined contribution pension plan provides pension benefits in return for services rendered, provides an individual account for each participant, and specifies how contributions to the individual's account are to be determined instead of specifying the amount of benefits the individual is to receive. Under a defined contribution pension plan, the benefits a participant will receive depend solely on the amount contributed to the participant's account, the returns earned on investments of those contributions, and forfeitures of other participants' benefits that may be allocated to such participant's account.

NOTE 16 - CONTINGENCIES

Grants

The Organization has received State and Federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any reimbursement, if required, would not be material.

Litigation

The Organization is not currently a party to any legal proceedings.

NOTE 17 - COMMITMENTS

The Organization makes payments to the authorizing agency for oversight and facility usage. Fees associated with oversight and facility usage consisted of 3.0 percent of revenue from local control funding formula sources.

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

NOTES TO COMBINED FINANCIAL STATEMENTS
JUNE 30, 2020

NOTE 18 - SUBSEQUENT EVENTS

The Organization's management has evaluated events or transactions that may occur for potential recognition or disclosure in the combined financial statements from the balance sheet date through December 24, 2020, which is the date the combined financial statements were available to be issued. Management has determined that there were no subsequent events or transactions, except as noted below, that would have a material impact on the current year combined financial statements.

Subsequent to year-end, the Organization has been negatively impacted by the effects of the world-wide coronavirus pandemic. The Organization is closely monitoring its operations, liquidity, and capital resources and is actively working to minimize the current and future impact of this unprecedented situation. As of the issuance date of these financial statements, the full impact to the Organization's financial position is not known beyond increased cash flow monitoring due to state apportionment deferrals.

SUPPLEMENTARY INFORMATION

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
JUNE 30, 2020

Federal Grantor/Pass-Through Grantor/Program	CFDA Number	Pass-Through Entity Identifying Number	Program Expenditures
U.S. DEPARTMENT OF EDUCATION			
Passed through California Department of Education (CDE):			
No Child Left Behind Act (NCLB):			
Title I, Part A - Basic Grants Low Income and Neglected	84.010	14329	$ 385,149
Title II, Part A - Supportive Effective Instruction	84.367	14341	47,242
Title III - Limited English Proficient (LEP) Student Program	84.365	14346	37,891
Special Education (IDEA) Cluster:			
Special Education Local Plan Area Individuals With Disabilities Act (IDEA) Basic Local Assistance Entitlement, Part B, Section 611	84.027	13379	137,872
Title IV, Part A, Student Support and Academic Enrichment (SSAE) Grants	84.424	15396	65,555
Title V, Part B, Public Charter Schools Grants Program (PCSGP)	84.282	11395	465,130
Total U.S. Department of Education			1,138,839
U.S. DEPARTMENT OF AGRICULTURE			
Passed through CDE:			
Child Nutrition: School Programs (NSL Sec 11)	10.555	13391	620,672
Total Federal Programs			$ 1,759,511

See accompanying note to supplementary information.

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
JUNE 30, 2020

ORGANIZATION

Vista Charter Public Schools, Inc. (the Organization) was established in 2007. The Organization operates four charter schools: Vista Charter Middle School (Charter No. 1234) and Vista Horizon Global Academy (Charter No. 2043), each authorized by the Los Angeles Unified School District; and Vista Heritage Global Academy (Charter No. 1752) and Vista Condor Global Academy (Charter No. 1930), each authorized by the Orange County Department of Education.

The Board of Directors and the Administration as of June 30, 2020, were as follows:

BOARD OF DIRECTORS

MEMBER	OFFICE	FOUR-YEAR TERM EXPIRES
Paul Vieyera	President	June 30, 2023
Michele Bauer-Bean	Secretary	June 30, 2023
Mimi Kim	Treasurer	June 30, 2023
Jose Rubio	Member	June 30, 2022
Jody Molodow	Member	June 30, 2022
Suzie Oh Ed.D.	Member	January 30, 2023

ADMINISTRATION

Dr. Donald Wilson	Superintendent
Karen Amaya	Principal, Vista Charter Middle School
Dr. Collin Felch	Principal, Vista Heritage Global Academy and Vista Condor Global Academy
Michael Rosner	Principal, Vista Horizon Global Academy

See accompanying note to supplementary information.

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

SCHEDULE OF AVERAGE DAILY ATTENDANCE FOR THE YEAR ENDED JUNE 30, 2020

Vista Charter Middle School

	Final Report	
	Second Period Report	Annual Report
Regular ADA		
Fourth through sixth	101.94	101.94
Seventh through eighth	270.11	270.11
Total Regular ADA	372.05	372.05
Classroom based ADA		
Fourth through sixth	101.94	101.94
Seventh through eighth	270.11	270.11
Total Classroom Based ADA	372.05	372.05

Vista Heritage Global Academy

	Final Report	
	Second Period Report	Annual Report
Regular ADA		
Fourth through sixth	90.67	90.67
Seventh through eighth	181.00	181.00
Total Regular ADA	271.67	271.67
Classroom based ADA		
Fourth through sixth	90.67	90.67
Seventh through eighth	181.00	181.00
Total Classroom Based ADA	271.67	271.67

See accompanying note to supplementary information.

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

SCHEDULE OF AVERAGE DAILY ATTENDANCE FOR THE YEAR ENDED JUNE 30, 2020

Vista Condor Global Academy

	Final Report	
	Second Period Report	Annual Report
Regular ADA		
Transitional kindergarten through third	111.17	111.17
Fourth through sixth	58.50	58.50
Total Regular ADA	169.67	169.67
Classroom based ADA		
Transitional kindergarten through third	111.17	111.17
Fourth through fifth	58.50	58.50
Total Classroom Based ADA	169.67	169.67

Vista Horizon Global Academy

	Final Report	
	Second Period Report	Annual Report
Regular ADA		
Transitional kindergarten through third	26.34	26.34
Fourth and fifth	8.88	8.88
Total Regular ADA	35.22	35.22
Classroom based ADA		
Transitional kindergarten through third	26.34	26.34
Fourth and fifth	8.88	8.88
Total Classroom Based ADA	35.22	35.22

The Organizations did not operate a non-classroom based independent study instruction program. Due to COVID, Annual Report reflects Second Period Report totals.

See accompanying note to supplementary information.

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

SCHEDULE OF INSTRUCTIONAL TIME
FOR THE YEAR ENDED JUNE 30, 2020

Vista Charter Middle School

Grade Level	1986-87 Minutes Requirement	2019-20 Actual Minutes	Number of Days Traditional Calendar	Number of Days Multitrack Calendar	Status
Grades 4 - 6	54,000				
Grade 4		57,675	180	N/A	Complied
Grade 5		60,705	180	N/A	Complied
Grade 6		61,290	180	N/A	Complied
Grades 7 - 8	54,000				
Grade 7		61,290	180	N/A	Complied
Grade 8		61,290	180	N/A	Complied

Vista Heritage Global Academy

Grade Level	1986-87 Minutes Requirement	2019-20 Actual Minutes	Number of Days Traditional Calendar	Number of Days Multitrack Calendar	Status
Grades 4 - 6	54,000				
Grade 4		57,675	180	N/A	Complied
Grade 5		60,705	180	N/A	Complied
Grade 6		61,290	180	N/A	Complied
Grades 7 - 8	54,000				
Grade 7		61,290	180	N/A	Complied
Grade 8		61,290	180	N/A	Complied

See accompanying note to supplementary information.

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

SCHEDULE OF INSTRUCTIONAL TIME
FOR THE YEAR ENDED JUNE 30, 2020

Vista Condor Global Academy

Grade Level	1986-87 Minutes Requirement	2019-20 Actual Minutes	Number of Days Traditional Calendar	Number of Days Multitrack Calendar	Status
Transitional Kindergarten	36,000	57,675	180	N/A	Complied
Kindergarten		57,675	180	N/A	Complied
Grades 1 - 3	50,400				
Grade 1		57,675	180	N/A	Complied
Grade 2		57,675	180	N/A	Complied
Grade 3		57,675	180	N/A	Complied
Grades 4 - 6	54,000				
Grade 4		57,675	180	N/A	Complied
Grade 5		60,705	180	N/A	Complied

Vista Horizon Global Academy

Grade Level	1986-87 Minutes Requirement	2019-20 Actual Minutes	Number of Days Traditional Calendar	Number of Days Multitrack Calendar	Status
Transitional Kindergarten	36,000	57,675	180	N/A	Complied
Kindergarten		57,675	180	N/A	Complied
Grades 1 - 3	50,400				
Grade 1		57,675	180	N/A	Complied
Grade 2		57,675	180	N/A	Complied
Grade 3		57,675	180	N/A	Complied
Grades 4 - 5	54,000				
Grade 4		57,675	180	N/A	Complied
Grade 5		60,705	180	N/A	Complied

See accompanying note to supplementary information.

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED COMBINED FINANCIAL STATEMENTS FOR THE YEAR ENDED JUNE 30, 2020

Summarized below are the net assets balance reconciliations between the Unaudited Actual Financial Report and the audited financial statements.

	Vista CMS	Heritage	Total
NET ASSETS			
Balance, June 30, 2020, Unaudited Actuals	$ 4,365,081	$ 498,759	$ 4,863,840
Increase in:			
Cash	66,413		66,413
Accounts payable	(22,814)	(113,467)	(136,281)
Decrease in:			
Accounts receivable	(196,676)	(145,077)	(341,753)
Accounts payable	96,558	-	96,558
Balance, June 30, 2020, Unaudited Actuals Audited Combined Financial Statements	$ 4,308,562	$ 240,215	$ 4,548,777

See accompanying note to supplementary information.

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

NOTE TO SUPPLEMENTARY INFORMATION
JUNE 30, 2020

NOTE 1 - PURPOSE OF SUPPLEMENTARY SCHEDULES

Schedule of Expenditures of Federal Awards

The accompanying Schedule of Expenditures of Federal Awards includes the Federal grant activity of the Organization and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the financial statements. The Organization has not elected to use the ten percent de minimis cost rate as covered in Section 200.414 Indirect (F&A) costs of the Uniform Guidance. No Federal financial assistance has been provided to a subrecipient.

Local Education Agency Organization Structure

This schedule provides information about the Organization's operating members of the governing board, and members of the administration.

Schedule of Average Daily Attendance

Average daily attendance (ADA) is a measurement of the number of pupils attending classes of the Organization. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds are made to local education agencies. This schedule provides information regarding the attendance of students at the Organization.

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by the Organization and whether the Organization complied with the provisions of *Education Code* Sections 47612 and 47612.5, if applicable.

The Organization must maintain their instructional minutes at the 1986-1987 requirements, as required by *Education Code* Section 47612.5.

Reconciliation of Annual Financial Report With Audited Combined Financial Statements

This schedule provides the information necessary to reconcile the net assets reported on the Unaudited Actual Financial Report to the audited combined financial statements.

INDEPENDENT AUDITOR'S REPORTS

SILVA & SILVA
CERTIFIED PUBLIC ACCOUNTANTS

Rudolph F. Silva, CPA
Lisa D. Silva, CPA

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Directors
Vista Charter Public Schools, Inc.
and Affiliated Organizations
(California Nonprofit Public Benefit Corporations)
Los Angeles, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the combined financial statements of Vista Charter Public Schools, Inc.'s (the Organization), and its Affiliated Organizations: Vista Charter Public Schools Foundation (the Foundation) and 2900 W. Temple LLC (the LLC) (California Nonprofit Public Benefit Corporations) as of June 30, 2020, and the related combined statements of activities, cash flows, and functional expenses for the fiscal year then ended, and the related notes to the combined financial statements, and have issued our report thereon dated December 24, 2020.

Internal Control over Financial Reporting

In planning and performing our audit of the combined financial statements, we considered the Organization's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the combined financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the Organization's combined financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

3040 Saturn Street • Suite 107 • Brea, California 92821 • (714) 529-7707 • FAX (714) 572-1525

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Organization's combined financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Silva & Silva CPA's

Brea, California
December 24, 2020

SILVA & SILVA
CERTIFIED PUBLIC ACCOUNTANTS

Rudolph F. Silva, CPA
Lisa D. Silva, CPA

Independent Auditor's Report on Compliance for Each Major Program and on Internal Control over Compliance Required by the Uniform Guidance

To the Board of Directors
Vista Charter Public Schools, Inc.
and Affiliated Organizations
(California Nonprofit Public Benefit Corporations)
Los Angeles, California

Report on Compliance for Each Major Federal Program

We have audited Vista Charter Public Schools, Inc.'s (the Organization), and its Affiliated Organizations: Vista Charter Public Schools Foundation (the Foundation) and 2900 W. Temple LLC (the LLC) (California Nonprofit Public Benefit Corporations), compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the Organization's major Federal programs for the year ended June 30, 2020. The Organization's major Federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the federal statutes, regulations, and the terms and conditions of its Federal awards applicable to its Federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the Organization's major Federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major Federal program occurred. An audit includes examining, on a test basis, evidence about the Organization's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major Federal program. However, our audit does not provide a legal determination of the Organization's compliance.

3040 Saturn Street • Suite 107 • Brea, California 92821 • (714) 529-7707 • FAX (714) 572-1525

Opinion on Each Major Federal Program

In our opinion, the Organization complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major Federal programs for the year ended June 30, 2020.

Report on Internal Control over Compliance

Management of the Organization is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the Organization's internal control over compliance with the types of requirements that could have a direct and material effect on each major Federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major Federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control over compliance.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a Federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a Federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a Federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Silva & Silva CPA's

Brea, California
December 24, 2020

SILVA & SILVA
CERTIFIED PUBLIC ACCOUNTANTS

Rudolph F. Silva, CPA
Lisa D. Silva, CPA

INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE

To the Board of Directors
Vista Charter Public Schools, Inc.
and Affiliated Organizations
(California Nonprofit Public Benefit Corporations)
Los Angeles, California

Report on State Compliance

We have audited Vista Charter Public Schools, Inc.'s (the Organization), which operates Vista Charter Middle School, Vista Heritage Global Academy, Vista Condor Global Academy, and Vista Horizon Global Academy, compliance with the types of compliance requirements described in the *2019-2020 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* applicable to the state laws and regulations listed in the table below for the year ended June 30, 2020.

Management's Responsibility

Management is responsible for compliance with the state laws and regulations as identified in the table below.

Auditor's Responsibility

Our responsibility is to express an opinion on the Organization's compliance with state laws and regulations based on our audit of the types of compliance requirements referred to below. We conducted our audit in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of the *2019-2020 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements listed below has occurred. An audit includes examining, on a test basis, evidence about the Organization's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on state compliance. However, our audit does not provide a legal determination of the Organization's compliance.

3040 Saturn Street • Suite 107 • Brea, California 92821 • (714) 529-7707 • FAX (714) 572-1525

Compliance Requirements Tested

In connection with the audit referred to above, we selected and tested transactions and records to determine the Organization's compliance with the State laws and regulations applicable to the following items:

	Procedures Performed
LOCAL EDUCATION AGENCIES OTHER THAN CHARTER SCHOOLS	
Attendance	No, see below
Teacher Certification and Misassignments	No, see below
Kindergarten Continuance	No, see below
Independent Study	No, see below
Continuation Education	No, see below
Instructional Time	No, see below
Instructional Materials	No, see below
Ratio of Administrative Employees to Teachers	No, see below
Classroom Teacher Salaries	No, see below
Early Retirement Incentive	No, see below
Gann Limit Calculation	No, see below
School Accountability Report Card	No, see below
Juvenile Court Schools	No, see below
Middle or Early College High Schools	No, see below
K-3 Grade Span Adjustment	No, see below
Transportation Maintenance of Effort	No, see below
Apprenticeship: Related and Supplemental Instruction	No, see below
Comprehensive School Safety Plan	No, see below
District of Choice	No, see below
ORGANIZATION DISTRICTS, COUNTY OFFICES OF EDUCATION, AND CHARTER SCHOOLS	
California Clean Energy Jobs Act	No, see below
After/Before School Education and Safety Program:	
General Requirements	Yes
After School	Yes
Before School	No, see below
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control Accountability Plan	Yes
Independent Study-Course Based	No, see below
CHARTER SCHOOLS	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-Based Instruction/Independent Study for Charter Schools	No, see below
Determination of Funding for Nonclassroom-Based Instruction	No, see below
Annual Instructional Minutes - Classroom Based	Yes
Charter School Facility Grant Program	Yes

Programs listed above for local education agencies are not applicable to charter schools; therefore, we did not perform any related procedures.

The Charter Schools did not receive funding related to the California Clean Energy Jobs Act; therefore, we did not perform any related procedures.

The Charter Schools do not operate a Before School Education and Safety Program; therefore, we did not perform any related procedures.

The Charter Schools did not offer Independent Study-Course Based program; therefore, we did not perform any related procedures.

The Charter Schools did not operate Nonclassroom-Based Instruction; therefore, we did not perform any procedures related to Nonclassroom Based Instruction/Independent Study for Charter Schools or Determination of Funding for Nonclassroom-Based Instruction.

Unmodified Opinion

In our opinion, the Organization complied, in all material respects, with the compliance requirements referred to above that are applicable to the government programs noted below that were audited for the year ended June 30, 2020.

The purpose of this report on state compliance is solely to describe the results of our testing based on the requirements of the *2019-2020 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.

Silva & Silva CPAs

Brea, California
December 24, 2020

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

SUMMARY OF AUDITOR'S RESULTS FOR THE YEAR ENDED JUNE 30, 2020

FINANCIAL STATEMENTS

Type of auditor's report issued:	Unmodified
Internal control over financial reporting:	
Material weakness identified?	No
Significant deficiency identified?	None reported
Noncompliance material to financial statements noted?	No

FEDERAL AWARDS

Internal control over major Federal programs:	
Material weakness identified?	No
Significant deficiency identified?	None reported
Type of auditor's report issued on compliance for major Federal programs:	Unmodified
Any audit findings disclosed that are required to be reported in accordance with Section 200.516(a) of the Uniform Guidance?	No

Identification of major Federal programs:

CFDA Number	Name of Federal Program or Cluster
84.010	Title I, Part A, Basic Grants Low Income and Neglected

Dollar threshold used to distinguish between Type A and Type B programs:	$ 750,000
Auditee qualified as low-risk auditee?	Yes

STATE COMPLIANCE

Type of auditor's report issued on compliance for programs:	Unmodified

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

FINANCIAL STATEMENT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2020

None reported.

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

FEDERAL AWARDS AND QUESTIONED COSTS FOR THE YEAR ENDED JUNE 30, 2020

None reported.

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

STATE COMPLIANCE FINDINGS AND QUESTIONED COSTS FOR THE YEAR ENDED JUNE 30, 2020

None reported.

VISTA CHARTER PUBLIC SCHOOLS, INC.
and AFFILIATED ORGANIZATIONS
(California Nonprofit Public Benefit Corporations)

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS FOR THE YEAR ENDED JUNE 30, 2020

Financial Statement Findings

None reported.

Federal Awards Findings

None reported.

State Compliance Findings

None reported.

VISTA CHARTER PUBLIC SCHOOLS, INC. #1234, 1752, 1930

Los Angeles, California

Financial Statements &
Supplemental Information

Year Ended June 30, 2019

WILKINSON HADLEY KING & CO. LLP
CPAs AND ADVISORS

Vista Charter Public Schools, Inc.

Consolidated Financial Statements & Supplemental Information
Year Ended June 30, 2019

INDEPENDENT AUDITOR'S REPORT **1**

FINANCIAL STATEMENTS **3**

Consolidated Statement of Financial Position 3
Consolidated Statement of Activities 4
Consolidated Statement of Functional Expenses 5
Consolidated Statement of Cash Flows 6
Consolidated Notes to the Financial Statements 7

SUPPLEMENTARY INFORMATION **26**

Combining Consolidated Statement of Financial Position 25
Combining Consolidated Statement of Activities 26
Organization Structure 27
Schedule of Average Daily Attendance 28
Schedule of Instructional Time 29
Schedule of Financial Trends and Analysis 30
Reconciliation of Unaudited Financial Report Alternative Form with Audited Financial Statements 31
Schedule of Expenditures of Federal Awards 32
Notes to the Schedule of Expenditures of Federal Awards 33
Notes to Supplementary Information 34

OTHER INDEPENDENT AUDITORS' REPORTS **35**

Independent Auditor's Report on Compliance for Each Major Program and on Internal Control Over Compliance Required by the Uniform Guidance 35
Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards* .. 37
Independent Auditor's Report on State Compliance 39

AUDITOR'S RESULTS, FINDINGS & RECOMMENDATIONS **42**

Schedule of Auditor's Results 42
Schedule of Findings and Questioned Costs 43
Schedule of Prior Year Audit Findings 46

WILKINSON HADLEY KING & CO. LLP
CPAs AND ADVISORS

P. Robert Wilkinson, CPA
Brian K. Hadley, CPA

Aubrey W. Mann, CPA
Kevin A. Sproul, CPA

Independent Auditor's Report

To the Board of Directors
Vista Charter Public Schools, Inc.
Los Angeles, California

Report on the Financial Statements

We have audited the accompanying financial statements of Vista Charter Public Schools, Inc. (a nonprofit organization), which comprise the statement of financial position as of June 30, 2019, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related Consolidated Notes to the Financial Statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Charter School Template as of June 30, 2019, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of Matter

As discussed in Note A to the financial statements, the School has adopted the provisions of FASB ASU 2016-14, Not-for-Profit Entities (Topic 958) - *Presentation of Financial Statements of Not-for-Profit Entities.* Our opinion is not modified with respect to this matter.

Other Matters

Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the financial statements. The accompanying additional supplementary information, as required by the *2018-19 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of* Regulations, section 19810 is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 16, 2019, on our consideration of Vista Charter Public Schools, Inc.'s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Vista Charter Public Schools, Inc.'s internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Vista Charter Public Schools, Inc.'s internal control over financial reporting and compliance.

Williams Adley King & Co. LLP

El Cajon, California
December 16, 2019

Financial Statements

Vista Charter Public Schools, Inc.

Consolidated Statement of Financial Position
June 30, 2019

Assets	
Cash and cash equivalents	$ 2,306,459
Operating investments	681,761
Accounts receivable	1,608,727
Prepaid expenses	179,911
Security deposits	201,015
Property and equipment, net	6,567,602
Total Assets	$ 11,545,475
Liabilities and Net Assets	
Liabilities	
Accounts payable	$ 479,731
Accrued expenses and other liabilities	391,957
Unearned revenue	15,000
Accounts payable grantor government	102,626
Bonds and notes payable	6,760,002
Total Liabilities	7,749,316
Net Assets	
Without donor restrictions	
Undesignated	3,888,557
Invested in property and equipment, net of related debt	(92,398)
	3,796,159
Total Net Assets	3,796,159
Total Liabilities and Net Assets	$ 11,545,475

The accompanying Consolidated Notes to the Financial Statements are an integral part of this statement.

Vista Charter Public Schools, Inc.

Consolidated Statement of Activities

June 30, 2019

	Without Donor Restrictions	With Donor Restrictions	Total
Revenue, Support, and Gains			
Local Control Funding Formula (LCFF) sources			
State aid	$ 5,318,559	$ -	$ 5,318,559
Education protection account state aid	701,786	-	701,786
Transfers in lieu of property taxes	2,330,097	-	2,330,097
Total LCFF sources	8,350,442	-	8,350,442
Federal contracts and grants	-	1,575,410	1,575,410
State contracts and grants	975,390	737,636	1,713,026
Local contracts and grants	129,982	-	129,982
Donations	51,868	-	51,868
Rental income	22,333	-	22,333
Interest income	19,411	-	19,411
Net assets released from restriction -			
Grant restrictions satisfied	2,385,999	(2,385,999)	-
Total revenue, support, and gains	11,935,425	(72,953)	11,862,472
Expenses and Losses			
Program services expense	7,765,358	-	7,765,358
Supporting services expense	3,022,497	-	3,022,497
Total expenses and losses	10,787,855	-	10,787,855
Change in Net Assets	1,147,570	(72,953)	1,074,617
Net Assets, Beginning of Year	2,648,589	72,953	2,721,542
Net Assets, End of Year	$ 3,796,159	$ -	$ 3,796,159

The accompanying Consolidated Notes to the Financial Statements are an integral part of this statement.

Vista Legacy Global Academy
Supporting Documentation

Vista Charter Public Schools, Inc.

Consolidated Statement of Functional Expenses
June 30, 2019

	Program Services	Supporting Services		
	Educational Programs	Management and General	Fundraising and Development	Total
Salaries and Wages	$ 3,508,716	$ 1,124,546	$ -	$ 4,633,262
Pension expense	514,549	165,289	-	679,838
Other employee benefits	646,702	209,615	-	856,317
Payroll taxes	114,454	36,947	-	151,401
Fees for services:				
Management	-	122,000	-	122,000
Legal	-	45,886	-	45,886
Other fees professional consulting	263,528	183,098	-	446,626
Other fees district oversight	-	143,352	-	143,352
Other fees banking and service charges	-	229,945	-	229,945
Advertising and promotion	-	16,915	-	16,915
Office expenses	21,962	-	-	21,962
Information technology	123,018	48,219	-	171,237
Occupancy	528,861	-	-	528,861
Travel	-	50,369	-	50,369
Conferences, conventions, and meetings	-	154,333	-	154,333
Bond Interest Expense		375,494	-	375,494
Depreciation	114,043	-	-	114,043
Insurance	-	58,205	-	58,205
Other expenses:				
Books and supplies	1,400,216	-	-	1,400,216
Equipment rental and repair	154,418	-	-	154,418
Student transportation nad activities	374,891	-	-	374,891
Dues and memberships	-	25,731	-	25,731
Miscellaneous	-	32,553	-	32,553
Total expenses by function	7,765,358	3,022,497	-	10,787,855
Total expenses included in the expense section on the statement of activities	$ 7,765,358	$ 3,022,497	$ -	$ 10,787,855

The accompanying Consolidated Notes to the Financial Statements are an integral part of this statement.

Vista Charter Public Schools, Inc.

Consolidated Statement of Cash Flows
June 30, 2019

Cash Flows from Operating Activities	
Receipts from federal, state, and local contracts and grants	$ 8,760,903
Receipts from property taxes	2,330,097
Receipts from contributions or donations	51,868
Other cash receipts	41,744
Payments for salaries, benefits and payroll taxes	(5,929,663)
Payments to vendors	(4,653,318)
Net Cash from Operating Activities	601,631
Cash Flows from Investing Activities	
Proceeds from sales of operating investments	40,360
Purchases of property and equipment	(278,496)
Net Cash used for Investing Activities	(238,136)
Cash Flows from Financing Activities	
Principal payments on bonds, notes and capital leases	(112,766)
Net Cash from Financing Activities	(112,766)
Net Change in Cash and Cash Equivalents	250,729
Cash and Cash Equivalents - Beginning of Year	2,055,730
Cash and Cash Equivalents - End of Year	$ 2,306,459

Reconciliation of Change in Net Assets to Net Cash from Operating Activities

Change in net assets	1,074,617
Adjustments to reconcile change in net assets to net cash from operating activities:	
Depreciation and amortization	114,043
Changes in operating assets and liabilities	
Accounts receivable	(780,486)
Prepaid expenses	(76,995)
Security deposits	(201,015)
Accounts payable	(22,314)
Accrued expenses and other liabilities	391,155
Accounts payable grantor government	102,626
Net Cash from Operating Activities	601,631

The accompanying Consolidated Notes to the Financial Statements are an integral part of this statement.

Vista Charter Public Schools, Inc.

Consolidated Notes to the Financial Statements

June 30, 2019

A. Organization and Significant Accounting Policies

Organization

Vista Charter Public Schools, Inc.

Vista Charter Public Schools, Inc. (the School) is a non-profit public benefit corporation located at 2900 W Temple St., Los Angeles, CA 90026. Under the Charter Schools Act of 1992, a charter school is authorized to elect to operate as, or be operated by, a nonprofit public benefit School The School is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of section 501(c)(3) of the Internal Revenue Code.

The School's mission is to create a learning environment that allows students to have power in developing their identity within personal, interpersonal and educational realms.

Vista Charter Middle School

Vista Charter Middle School was formed as a charter school pursuant to California Education Code Section 47600 under a charter agreement with the Los Angeles Unified School District. The charter agreement was approved by the Los Angeles Unified School District in 2010 and renewed for a five-year term in November 2014.Vista Charter Middle School is located at 2900 W. Temple St., Los Angeles, California.

Vista Heritage Charter Middle School

Vista Heritage Charter Middle School was formed as a charter school pursuant to California Education Code section 47600 under a charter agreement with the Orange County Department of Education. The charter agreement was entered into in July 2015. Vista Heritage Charter Middle School is located at 206 West Fifth St., Santa Ana, California.

Vista Condor Global Academy

Vista Condor Global Academy was formed as a charter school pursuant to California Education Code section 47600 under a charter agreement with the Orange County Department of Education. The charter agreement was entered into in April 2018. Vista Heritage Charter Middle School is located at 2519 West Fifth St., Santa Ana, California.

Vista Horizon

Vista Horizon was formed as a charter school pursuant to California Education Code Section 47600 and was authorized by the Los Angeles Unified School District at its November 2018 board meeting. Vista Horizon Global Academy is located at 980 S. Hobart Blvd., Los Angeles, California.

2900 W. Temple LLC

2900 W. Temple LLC (the Corporation) was formed in 2014, as a California limited liability company, whose sole member is Vista Charter Public Schools, Inc., a California nonprofit public benefit corporation.

Vista Charter Public Schools, Inc.
Consolidated Notes to the Financial Statements, Continued
June 30, 2019

Basis of Accounting

The financial statements were prepared in accordance with accounting principles generally accepted in the United States of America as applicable to not-for-profit organizations. The School uses the accrual basis of accounting, under which revenues are recognized when they are earned and expenditures are recognized in the accounting period in which the liability is incurred.

Basis of Consolidation

The accompanying consolidated financial statements include accounts of Vista Charter Middle School, Vista Heritage Middle School, Vista Condor Global Academy, Vista Horizon and 2900 W Temple LLC. All significant intercompany accounts and transactions have been eliminated in consolidation. Management makes estimates and assumptions that affect the amounts reported in the financial statements and footnotes. Actual results could differ from those estimates.

Cash and Cash Equivalents

The School considers all cash and highly liquid financial instruments with original maturities of three months or less, which are neither held for nor restricted by donors for long-term purposes, to be cash and cash equivalents. Cash and highly liquid financial instruments restricted to building projects, endowments that are perpetual in nature, or other long-term purposes are excluded from this definition

Accounts Receivable

Accounts receivable consist primarily of noninterest-bearing amounts due to the School for federal, state, and local grants and contracts receivable. The amounts in accounts receivable are considered fully collectable and as such there has not been an allowance for uncollectable accounts or discount established for the School.

Property and Equipment

The School records property and equipment additions over $5,000 at cost, or if donated, at fair value on the date of donation. Depreciation and amortization are computed using the straight-line method over the estimated useful lives of the assets ranging from 3 to 30 years, or in the case of capitalized leased assets or leasehold improvements, the lesser of the useful life of the asset or the lease term. When assets are sold or otherwise disposed of, the cost and related depreciation or amortization are removed from the accounts, and any resulting gain or loss is included in the statements of activities. Costs of maintenance and repairs that do not improve or extend the useful lives of the respective assets are expensed in the current period.

The School reviews the carrying values of property and equipment for impairment whenever events or circumstances indicate that the carrying value of an asset may not be recoverable from the estimated future cash flows expected to result from its use and eventual disposition. When considered impaired an impairment loss is recognized to the extent carrying value exceeds the fair value of the asset. There were no indicators of asset impairment during the year ended June 30, 2019.

Vista Charter Public Schools, Inc.
Consolidated Notes to the Financial Statements, Continued
June 30, 2019

Investments

The School records investment purchases at cost, or if donated, at fair value on the date of donation. Thereafter, investments are reported at their fair values on the statement of financial position. Net investment return/(loss) is reported in the statement of activities and consists of interest and dividend income, realized and unrealized capital gains and losses, less external and direct internal investment expenses.

Net Assets

Net assets, revenues, gains and losses are classified based on the existence or absence of donor or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions – Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions.

Net Assets With Donor Restrictions – Net assets subject to donor (or certain grantor) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both.

Revenue and Revenue Recognition

The School recognizes revenue from sales when the products are transferred and services are provided. The school records special events revenue equal to the cost of direct benefits to donors, and contribution revenue for the difference. Contributions are recognized when cash, securities or other assets, an unconditional promise to give, or notification of a beneficial interest is received. Conditional promises to give, that is, those with a measurable performance or other barrier, and a right of return, are not recognized until the conditions on which they depend have been substantially met. The schools federal, state, and local contracts and grants are conditioned upon certain performance requirements and the incurrence of allowable qualifying expense.

Donated Services and In-Kind Contributions

Volunteers contribute significant amounts of time to the School's program services, administrating, and fundraising and development activities; however, the financial statements do not reflect the value of these contributed services because they do not meet recognition criteria prescribed by generally accepted accounting principles. Contributed goods are recorded at fair value at the date of donation. We record donated professional services at the respective fair values of the services received

Advertising Costs

Advertising costs are expensed as incurred, and approximated $16,915 for the year ended June 30, 2019.

Functional Allocation of Expenses

The costs of program and supporting services activities have been summarized on a functional basis in the statement of activities. The statement of functional expenses presents the natural classification detail of expenses by function. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

Income Taxes

The School is a 509(a)(1) publicly supported non-profit organization that is exempt from income taxes under Sections 501(a) and 501(c)(3) of the Internal Revenue Code. The School is also exempt from California franchise or income tax under Section 23701d of the California Revenue and Taxation Code. The School may be subject to tax on income which is not related to its exempt purpose. For the year ended June 30, 2019, no such unrelated business income was reported and, therefore, no provision for income taxes has been made.

The School follows provisions of uncertain tax positions as addressed in ASC 958. The School recognizes accrued interest and penalties associated with uncertain tax positions as part of the income tax provision, when applicable. There are no amounts accrued in the financial statements related to uncertain tax positions for the year ended June 30, 2019.

The School files informational and income tax returns in the United States and in the state of California. The federal income tax and informational returns are subject to examination by the Internal Revenue Service for three years after the returns are filed. State and local jurisdictions have statutes of limitation that generally range from three to five years.

Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires the School to make estimates and assumptions that affect the reported amounts of assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates, and those differences could be material.

Financial Instruments and Credit Risk

The School manages deposit concentration risk by placing cash, money market accounts, and certificates of deposit with financial institutions believed by the School to be creditworthy. At times, amounts on deposit may exceed insured limits or include uninsured investments in money market mutual funds. To date, the School has not experienced losses in any of these accounts. Credit risk associated with accounts receivable is considered to be limited due to high historical collection rates and because substantial portions of the outstanding amounts are due from government agencies. Investments are made by diversified investment managers whose performance is monitored by the School and the investment committee of the Board of Directors. Although the fair values of investments are subject to fluctuation on a year to year basis, the School believes that the investment policies and guidelines are prudent for the long-term welfare of the organization.

Change in Accounting Principles

On August 18, 2016, FASB issued Accounting Standards Update (ASU) 2016-14, Not-for-Profit Entities (Topic 958) – *Presentation of Financial Statements of Not-for-Profit Entities*. The update addresses the complexity and understandability of net asset classification, deficiencies in information about liquidity and availability of resources, and the lack of consistency in the type of information provided about expenses and investment return. The School has implemented ASU 2016-14 and has adjusted the presentation in these financial statements accordingly.

In August 2016, FASB issued ASU 2016-15, *Statement of Cash Flows (Topic 230), Classification of Certain Cash Receipts and Cash Payments.* This guidance is intended to reduce the diversity in practice in how certain transactions are classified in the statement of cash flows. In addition, in November 2016, FASB issued ASU 2016-18, *Statement of Cash Flows (Topic 230), Restricted Cash*. This ASU provides additional guidance related to transfers between cash and restricted cash and how entities present, in their statement of cash flows, the cash receipts and cash payments that directly affect the restricted cash accounts. The School has adopted these provisions in the accompanying financial statements.

FASB Accounting Standards Codification Topic 606, *Revenue from Contracts with Customers*, as amended, supersedes or replaces nearly all GAAP revenue recognition guidance. These standards establish a new contract and control-based revenue recognition model, change the basis for deciding when revenue is recognized over time or at a point in time, and expand disclosures about revenue. The School has implemented Topic 606 and has adjusted the presentation in these financial statements accordingly.

In June 2018, FASB issued ASU 2018-08, *Clarifying the Scope and the Accounting Guidance for Contributions Received and Contributions Made*. This standard assists entities in evaluating whether transactions should be accounted for as contributions or exchange transactions and determining whether a contribution is conditional. The School has implemented the provisions of ASU 2018-08 applicable to both contributions received and to contributions made in the accompanying financial statements under a modified prospective basis. Accordingly, there is no effect on net assets in connection with the implementation of ASU 2018-08.

Subsequent Events

The School has evaluated subsequent events through December 16, 2019, the date the financial statements were available to be issued.

Vista Charter Public Schools, Inc.
Consolidated Notes to the Financial Statements, Continued
June 30, 2019

B. Liquidity and Availability

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the date of the statement of financial position, comprise the following:

	Vista Charter Middle School	Vista Heritage Charter Middle	Vista Condor Global Academy	2900 W Temple LLC
Cash and cash equivalents	$ 1,316,067	$ 363,546	$ 313,821	$ 313,025
Operating investments	-	-	-	681,761
Accounts receivable	3,469,020	687,950	467,682	-
	$ 4,785,087	$ 1,051,496	$ 781,503	$ 994,786

C. Fair Value Measurements and Disclosures

The School reports certain assets and liabilities at fair value in the financial statements. Fair value is the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction in the principal, or most advantageous, market at the measurement date under current market conditions regardless of whether that price is directly observable or estimated using another valuation technique. Inputs used to determine fair value refer broadly to the assumptions that market participants would use in pricing the asset or liability, including assumptions about risk. Inputs may be observable or unobservable. Observable inputs are inputs that reflect the assumptions market participants would use in pricing the asset or liability based on market data obtained from sources independent of the reporting entity. Unobservable inputs are inputs that reflect the reporting entity's own assumptions about the assumptions market participants would use in pricing the asset or liability based on the best information available. A three-tier hierarchy categorizes the inputs as follows:

Level 1: Quoted prices (unadjusted) in active markets for identical assets or liabilities that we can access at the measurement date.

Level 2: Inputs other than quoted prices included within Level 1 that are observable for the asset or liability, either directly or indirectly. These include quoted prices for similar assets or liabilities in active markets, quoted prices for identical or similar assets or liabilities in markets that are not active, inputs other than quoted prices that are observable for the asset or liability, and market-corroborated inputs.

Level 3: Unobservable inputs for the asset or liability. In these situations, the School develops inputs using the best information available in the circumstances

In some cases, the inputs used to measure the fair value of an asset or a liability might be categorized within different levels of the fair value hierarchy. In those cases, the fair value measurement is categorized in its entirety in the same level of the fair value hierarchy as the lowest level input that is significant to the measurement. Assessing the significance of a particular input to entire measurement requires judgment, taking into account factors specific to the asset or liability. The categorization of an asset within the hierarchy is based upon the pricing transparency of the asset and does not necessarily correspond to the School's assessment of the quality, risk, or liquidity profile of the asset or liability.

Vista Charter Public Schools, Inc.
Consolidated Notes to the Financial Statements, Continued
June 30, 2019

A significant portion of the School's investment assets are classified within Level 1 because they comprise open end mutual funds with readily determinable fair values based on daily redemption values. The School invests in CDs traded in the financial markets and additionally has funds at the Orange County Treasury which invests funds in various markets such as CDs, money market, and U.S. government obligations. Those CDs and U.S. government obligations are valued by the custodians of the securities using pricing models based on credit quality, time to maturity, stated interest rates, and market rate assumptions and are classified within Level 2.

The following tables presents assets and liabilities measured at fair value on a recurring basis at June 30, 2019:

Vista Heritage Charter Middle School

		Fair Value Measurements at Report Date Using		
	Total	Quoted Prices in Active Markets for Identical Assets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)
Operating investments				
Cash in county treasury	$ 363,546	$ 363,546	$ -	$ -
	$ 363,546	$ 363,546	$ -	$ -

Vista Condor Global Academy

		Fair Value Measurements at Report Date Using		
	Total	Quoted Prices in Active Markets for Identical Assets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)
Operating investments				
Cash in county treasury	$ 313,821	$ 313,821	$ -	$ -
	$ 313,821	$ 313,821	$ -	$ -

Vista Charter Public Schools, Inc.
Consolidated Notes to the Financial Statements, Continued
June 30, 2019

2900 W. Temple LLC

	Total	Fair Value Measurements at Report Date Using: Quoted Prices in Active Markets for Identical Assets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)
Operating investments				
U.S. Government obligations	$ 531,381	$ 531,381	$ -	$ -
Cash and money market funds (at cost)	150,380	150,380	-	-
	$ 681,761	$ 681,761	$ -	$ -

D. Cash and Cash Equivalents

Cash and cash equivalents at June 30, 2019 consisted of the following:

	Vista Charter Middle School	Vista Heritage Charter Middle	Vista Condor Global Academy	2900 W Temple LLC
Cash in county treasury	$ -	$ 363,546	$ 313,821	$ -
Cash in bank accounts	1,316,067	-	-	313,025
Total cash and cash equivalents	$ 1,316,067	$ 363,546	$ 313,821	$ 313,025

Cash in County Treasury

The School is a voluntary participant and therefore maintains a portion of its cash in the San Diego County Treasury as part of the common investment pool ($677,367 as of June 30, 2019). The County Treasury is restricted by Government Code §53635 pursuant to §53601 to invest in time deposits, U.S. Government Securities, state registered warrants, notes or bonds, State Treasurer's investment pool, banker's acceptances, commercial paper, negotiable certificates of deposit, and repurchase or reverse agreements.

The fair value of the School's investment in this pool is reported in the accompanying financial statements at amounts based upon the School's pro-rata share of the fair value provided by the County Treasury for the entire County Treasury portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasury, which are recorded on an amortized cost basis. Cash may be added or withdrawn from the investment pool without limitation.

Cash in Bank

The remainder of the School's cash ($1,629,092 as of June 30, 2019) is held in financial institutions which are either insured by the Federal Deposit Insurance School (FDIC) up to a limit of $250,000 per depositor or certain non-interest-bearing accounts that are fully insured by the FDIC. As of June 30, 2019, the School held $1,379,092 in excess of the FDIC insured amounts. The School reduces its exposure to risk by maintaining such deposits with high quality financial institutions. The School has not experienced any losses in such accounts and believe it is not exposed to any significant credit risk.

Vista Charter Public Schools, Inc.
Consolidated Notes to the Financial Statements, Continued
June 30, 2019

E. Accounts Receivable

As of June 30, 2019, accounts receivable consisted of the following:

	Vista Charter Middle School	Vista Heritage Charter Middle	Vista Condor Global Academy
Federal Government			
Child Nutrition	$ 43,773	$ 26,409	$ 14,199
Special Education	-	37,067	-
Title I	91,585	9,733	-
Title II	11,669	7,544	3,515
Title III	16,363	-	-
Title IV	6,501	5,000	-
State Government			
LCFF	252,077	-	-
Outstanding Mandate Claims	37,346	-	-
Lottery Funding	47,992	14,490	-
Child Nutrition	3,296	1,990	14,369
Low-Performing Students Blo	11,110	5,928	-
PCSGP	-	46,204	130,993
Special Education	-	2,989	26,099
SB 740	279,627	-	43,185
Local Government			
Property tax payments	84,207	234,882	58,303
Other Local Sources			
Other local sources	2,500	37,781	-
Total Accounts Receivable	$ 888,046	$ 430,017	$ 290,663

Vista Charter Public Schools, Inc.
Consolidated Notes to the Financial Statements, Continued
June 30, 2019

F. Property and Equipment

Property and equipment consisted of the following at June 30, 2019:

Vista Charter Middle School

	Beginning Balance	Additions	Deletions	Ending Balance
Non-Depreciable Capital Assets				
Work in Progress	$ -	$ 60,154	$ -	$ 60,154
Total Non-Depreciable Capital Assets	-	60,154	-	60,154
Depreciable Capital Assets				
Land Improvements	410,874	46,562	-	457,436
Buildings and Improvements	-	21,080	-	21,080
Equipment, Furniture, and Fixtures	174,814	-	8,746	166,068
Total Depreciable Capital Assets	585,688	67,642	8,746	644,584
Total Capital Assets	585,688	127,796	8,746	704,738
Less Accumulated Depreciation	(214,676)	(61,423)	-	(276,099)
Capital Assets, Net	$ 371,012	$ 66,373	$ 8,746	$ 428,639

Vista Heritage Charter Middle School

	Beginning Balance	Additions	Deletions	Ending Balance
Depreciable Capital Assets				
Land Improvements	$ 236,710	$ 42,689	$ -	$ 279,399
Equipment, Furniture, and Fixtures	86,426	-	-	86,426
Total Depreciable Capital Assets	323,136	42,689	-	365,825
Total Capital Assets	323,136	42,689	-	365,825
Less Accumulated Depreciation	(208,345)	(52,620)	-	(260,965)
Capital Assets, Net	$ 114,791	$ (9,931)	$ -	$ 104,860

Vista Charter Public Schools, Inc.

Consolidated Notes to the Financial Statements, Continued
June 30, 2019

Vista Condor Global Academy

	Beginning Balance	Additions	Deletions	Ending Balance
Non-Depreciable Capital Assets				
Work in Progress	$ -	$ 13,215	$ -	$ 13,215
Total Non-Depreciable Capital Assets	-	13,215	-	13,215
Depreciable Capital Assets				
Land Improvements	-	28,844	-	28,844
Buildings and Improvements	-	14,927	-	14,927
Equipment, Furniture, and Fixtures	-	59,769	-	59,769
Total Depreciable Capital Assets		103,540	-	103,540
Total Capital Assets	-	116,755	-	116,755
Less Accumulated Depreciation	-	-	-	-
Capital Assets, Net	$ -	$ 116,755	$ -	$ 116,755

2900 W. Temple LLC

	Beginning Balance	Additions	Deletions	Ending Balance
Non-Depreciable Capital Assets				
Land	$ 1,560,000	$ -	$ -	$ 1,560,000
Total Non-Depreciable Capital Assets	1,560,000	-	-	1,560,000
Depreciable Capital Assets				
Buildings and Improvements	4,948,414	-	-	4,948,414
Total Depreciable Capital Assets	4,948,414	-	-	4,948,414
Total Capital Assets	6,508,414	-		6,508,414
Less Accumulated Depreciation	(591,066)	-	-	(591,066)
Capital Assets, Net	5,917,348	-	-	5,917,348

Combining Property and Equipment

	Beginning Balance	Additions	Deletions	Ending Balance
Non-Depreciable Capital Assets				
Land	$ 1,560,000	$ -	$ -	$ 1,560,000
Work in Progress	-	73,369	-	73,369
Total Non-Depreciable Capital Assets	1,560,000	73,369	-	1,633,369
Depreciable Capital Assets				
Land Improvements	647,584	118,095	-	765,679
Buildings and Improvements	4,948,414	36,007	-	4,984,421
Equipment, Furniture, and Fixtures	261,240	59,769	8,746	312,263
Total Depreciable Capital Assets	5,857,238	213,871	8,746	6,062,363
Total Capital Assets	7,417,238	287,240	8,746	7,695,732
Less Accumulated Depreciation	(1,014,087)	(114,043)	-	(1,128,130)
Capital Assets, Net	6,403,151	173,197	(8,746)	6,567,602

Vista Charter Public Schools, Inc.
Consolidated Notes to the Financial Statements, Continued
June 30, 2019

G. Bonds and Notes Payable

Bonds Payable

In October 2014, 2900 W. Temple LLC, whose sole member is the School, entered into a loan agreement with the California Municipal Finance Authority for the issuance of $7,075,000 Charter Lease Revenue Bonds. The funds were used for financing the costs of acquisition of land and education and related facilities for use as a charter school facilities located at 2900 West Temple Street, Los Angeles, California. The charter school facilities will be leased by the School.

The Series 2014 Charter School Lease Revenue Bonds were sold at an original issue discount of $63,592, amounting to total bond proceeds, net of the original issue discount, of $7,011,408. Terms of the bond call for principal and interest payments due for each year ending July 1.

Bond discount arises when the market rate of interest is higher than the stated interest rate on the bond. Generally Accepted Accounting Principles (GAAP) require that the discount decrease the face value of the bond and then amortize the discount over the life of the bond. The discounts are amortized over the life of the bond using the straight line method.

The following bond was issued at a discount resulting in effective interest as follows:

	2014 Charter School Lease Revenue Bonds
Total Interest	$ 7,779,226
Plus Bond Discount	63,592
Net Interest	$ 7,842,818
Par Amount of Bonds	$ 7,075,000
Periods	30
Effective Interest Rate	3.70%

The Series 2014 Charter School Lease Revenue Bonds matures as follows:

Bond Component	Interest Rate	Amount	Maturity Date
2024 Tax-exempt Term Bonds	5.000%	$ 1,265,000	July 1, 2024
2029 Tax-exempt Term Bonds	5.125%	930,000	July 1, 2029
2034 Tax-exempt Term Bonds	5.375%	1,195,000	July 1, 2034
2038 Tax-exempt Term Bonds	6.000%	1,225,000	July 1, 2038
2044 Tax-exempt Term Bonds	6.000%	2,460,000	July 1, 2044

Vista Charter Public Schools, Inc.
Consolidated Notes to the Financial Statements, Continued
June 30, 2019

Future maturities of bonds payable are as follows:

Year Ending June 30,	Principal	Interest	Total
2020	$ 125,000	$ 372,369	$ 497,369
2021	130,000	365,994	495,994
2022	140,000	359,244	499,244
2023	145,000	348,840	493,840
2024	150,000	340,290	490,290
2025-2029	885,000	1,554,960	2,439,960
2030-2034	1,135,000	1,261,695	2,396,695
2035-2039	1,490,000	880,935	2,370,935
2040-2044	1,990,000	373,635	2,363,635
2045	470,000	-	470,000
	$ 6,660,000	$ 5,857,962	$ 12,517,962

Notes Payable

In September 2015, the Schools entered into a loan agreement with the California School Financing Authority to supplement cash flows during implementation years. The agreement provided for annual payments of $50,000 plus accrued interest for a period of 5 years, beginning September 20, 2016. Payments included interest at a rate of 0.34%.

As of June 30, 2019, the Schools were obligated for the following remaining payments:

Year Ending June 30,	Principal	Interest	Total
2020	$ 50,000	$ 449	$ 50,449
2021	50,000	117	50,117
	$ 100,000	$ 566	$ 100,566

Vista Charter Public Schools, Inc.
Consolidated Notes to the Financial Statements, Continued
June 30, 2019

H. Leases

The School entered into lease agreements with 2900 West Temple LLC for the use of facilities and equipment. The agreements do not contain a purchase option and does not meet the requirements for capitalization. As such, the leases have not been recorded on the consolidated statement of financial position.

Future minimum lease payments are as follows:

Year Ended June 30	Operating Leases
2020	$ 500,494
2021	499,244
2022	502,744
2023	500,744
2024	498,494
2025-2029	2,504,413
2030-2034	2,500,405
2035-2039	2,505,044
2040-2044	2,502,700
2045-2047	498,200
Total minimum lease payments	$ 13,012,482

I. Unearned Revenue

The following table provides information about significant changes in unearned revenue for the year ended June 30, 2019:

Unearned Revenue, beginning of period	$ 15,000
Increases in deferred revenue due to cash received during the period	-
Decreases in deferred revenue due to performance obligations met during the period	-
Unearned Revenue, end of period	$ 15,000

Vista Charter Public Schools, Inc.
Consolidated Notes to the Financial Statements, Continued
June 30, 2019

J. Employee Retirement System

Qualified employees are covered under multiple-employer defined benefit pension plans by agencies of the State of California. Certificated employees are members of the California State Teachers' Retirement System (CalSTRS) and classified employees are members of the California Public Employees' Retirement System (CalPERS). The risks of participating in these multi-employer plans are different from single-employer plans in the following aspects:

1. Assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of the other participating employers.

2. If a participating employer stops contributing to the plan, the unfunded obligations of the plan may be borne by the remaining participating employers.

3. If the Schools choose to stop participating in some of its multi-employer plans, the Schools may be required to pay those plans an amount based on the underfunded status of the plan, referred to as a withdrawal liability.

The Schools participation in these plans for the fiscal year ended June 30, 2019, is outlined in the table below. The "EIN/Pension Plan Number" column provides the Employee Identification Number (EIN) and the three-digit plan number, if applicable. Unless otherwise noted, the most recent Pension Protection Act (PPA) zone status available in 2019, 2018 and 2017 is for the plan's year-end at June 30, 2019, 2018and 2017, respectively. The zone status is based on information that the School received from the plan and is certified by the plan's actuary. Among other factors, plans in the red zone are generally less than 65% funded, plans in the yellow zone are less than 80% funded, and plans in the green zone are at least 80% funded. The "FIP/RP Status Pending/Implemented" column indicates plans for which a financial improvement plan (FIP) or a rehabilitation plan (RP) is either pending or has been implemented.

Period to Period Comparability:

Vista Charter Public Charter Schools, Inc. increased in CalSTRS contributions from 2017 to 2018 by 30.6% followed by an additional increase in 2019 of 41.8%. Vista Charter Public Charter Schools, Inc. increased in CalPERS contributions from 2017 to 2018 by 139.5% followed by an additional increase in 2019 of 2.8%.

	EIN/	Pension Protection Act Zone Status Year Ended June 30,			FIP/RP Status Pending/
Pension Fund	Pension Plan Number	2019	2018	2017	Implemented
CalSTRS	19920	Yellow	Yellow	Yellow	No
CalPERS	15237970072	Yellow	Yellow	Yellow	No

	Contributions			Number of	Surcharge
Pension Fund	2019	2018	2017	Employees	Imposed
CalSTRS	$ 527,006	$371,595	$284,543	35	No
CalPERS	152,832	148,688	62,094	12	No
Total	$ 679,838	$520,283	$346,637	47	

CalSTRS:

The School contributes to the California State Teachers' Retirement System (CalSTRS), a cost-sharing multiple employer public employee retirement system defined benefit pension plan administered by CalSTRS. Required contribution rates are set by the California Legislature and detailed in Teachers' Retirement Law. Contribution rates are expressed as a level of percentage of payroll using the entry age normal actuarial cost method. CalSTRS also uses the level of percentage of payroll method to calculate the amortization of any unfunded liability. Copies of the STRS annual report may be obtained from the STRS, 7667 Folsom Boulevard, Sacramento, California 95826.

For the fiscal year ended June 30, 2019, active plan members were required to contribute between 10.205% and 10.25% of their salary, depending on their hire date. The employer contribution rate was 16.28% of annual payroll. CalSTRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. The School made contributions as noted above. For the year ended June 30, 2019 the State contributed $498,908 (15.412% of certificated salaries) on behalf of the School.

CalPERS:

The School contributes to the School Employer Pool under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple employer public employee retirement system defined benefit pension plan administered by CalPERS. The plan provides retirement and disability benefits, annual cost of living adjustments, and death benefits to plan members and beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, with the Public Employees' Retirement Law. CalPERS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalPERS annual financial report may be obtained from the CalPERS Executive Office, 400 P Street, Sacramento, California 95814.

Active plan members are required to contribute 7% of their salary and the School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalPERS Board of Administration. The required employer contribution rate for fiscal year 2018-19 was 18.062% of classified salaries. The School made contributions as noted above. For the year ended June 30, 2019 the State contributed $54,695 (6.464% of classified salaries) on behalf of the School.

K. Joint Ventures (Joint Powers Agreements)

The School participate in one joint powers agreement (JPA) entity, the California Charter Schools Joint Powers Authority (CCS-JPA). The relationship between the Schools and the JPA is such that the JPA is not a component unit of the school.

The JPA arranges for and provides for various types of insurances for its member schools as requested. The JPA is governed by boards consisting of one or more representatives from each member. The board controls the operations of the JPA, including selection of management and approval of operating budgets, independent of any influence by the member schools beyond their representation on the boards. Each member school pays a premium commensurate with the level of coverage requested and shares surpluses and deficits proportionate to their participation in the JPA.

Information on JPAs financials can be obtained by contacting the JPAs directly at 6401 Linda Vista Road, San Diego, CA 92111.

L. Related Party Transactions

Related parties as defined by generally accepted accounting standards include:

1. Affiliates of the entity,
2. Management and members of their immediate families, or
3. Other parties that can significantly influence management or operating policies.

Vista Charter Public Schools' have the same Board of Directors. During the year, the Schools have related transactions that are recorded in their respective related party accounts. At year end, the related party accounts are reconciled to ensure all transactions between the Schools are properly recorded, and all intercompany related party accounts have been eliminated.

M. Upcoming Changes in Accounting Pronouncements

The Financial Accounting Standards Board (FASB) has issued the following Accounting Standards Updates (ASU) that become effective during the 2019-20 fiscal year:

1. FASB ASU 2019-04 *Codification Improvements to Topic 326, Financial Instruments – Credit Losses, Topic 815, Derivatives and Hedging, and Topic 825, Financial Instruments*
2. FASB ASU 2018-20 *Leases (Topic 842): Narrow-Scope Improvements for Lessors*
3. FASB ASU 2018-16 *Derivatives and Hedging (Topic 815): Inclusion of the Secured Overnight Financing Rate (SOFR) Overnight Index Swap (OIS) Rate as a benchmark Interest Rate for Hedge Accounting Purposes*
4. FASB ASU 2018-11 *Leases (Topic 842): Targeted Improvements*
5. FASB ASU 2018-10 *Improvements to Topic 842, Leases*
6. FASB ASU 2018-09 *Codification Improvements*
7. FASB ASU 2018-08 *Not-For-Profit Entities (Topic 958): Clarifying the Scope and the Accounting Guidance for Contributions Received and Contributions Made*
8. FASB ASU 2018-02 *Income Statement – Reporting Comprehensive Income (Topic 220): Reclassification of Certain Tax Effects from Accumulated Other Comprehensive Income*
9. FASB ASU 2018-01 *Leases (Topic 842): Land Easement Practical Expedient for Transition to Topic 842*
10. FASB ASU 2017-15 *Codification Improvements to Topic 995, U.S. Steamship Entities: Elimination of Topic 995*

Vista Charter Public Schools, Inc.
Consolidated Notes to the Financial Statements, Continued
June 30, 2019

11. FASB ASU 2017-12 *Derivatives and Hedging (Topic 815): Targeted Improvements to Accounting for Hedging Activities*
12. FASB ASU 2017-10 *Service Concession Arrangements (Topic 853): Determining the Customer of the Operation Services*
13. FASB ASU 2017-07 *Compensation – Retirement Benefits (Topic 715): Improving the Presentation of Net Periodic Pension Cost and Net Periodic Postretirement Benefit Cost*
14. FASB ASU 2017-06 *Plan Accounting: Defined Benefit Pension Plans (Topic 960), Defined Contribution Pension Plans (Topic 962), Health and Welfare Benefit Plans (Topic 965): Employee Benefit Plan Master Trust Reporting*
15. FASB ASU 2017-01 *Business Combinations (Topic 805): Clarifying the Definition of a Business*
16. FASB ASU 2016-18 *Statement of Cash Flows (Topic 230): Restricted Cash*
17. FASB ASU 2016-15 *Statement of Cash Flows (Topic 230): Classification of Certain Cash Receipts and Cash Payments*
18. FASB ASU 2016-02 *Leases (Topic 842)*

These updates were issued to provide clarification and simplification in accounting for certain transactions. In addition, they provide for additional note disclosures to create transparency involving these transactions. The updates effective during the 2019-20 fiscal year will not impact the financial accounting or presentation for the School.

Supplementary Information

Vista Legacy Global Academy
Supporting Documentation

Vista Charter Public Schools, Inc.

Combining Consolidated Statement of Financial Position

June 30, 2019

	Vista Charter Middle School	Vista Heritage Charter Middle	Vista Condor Global Academy	Vista Horizon	2900 W Temple LLC	Elimination	Total
Assets							
Cash and cash equivalents	$ 1,316,067	$ 363,546	$ 313,821	$ -	$ 313,025	$ -	$ 2,306,459
Operating investments	-	-	-	-	681,761	-	681,761
Accounts receivable	3,469,020	687,950	467,682	-	-	(3,015,925)	1,608,727
Prepaid expenses	62,173	28,127	20,292	69,319	-	-	179,911
Security deposits	126,990	62,225	11,800	-	-	-	201,015
Property and equipment, net	428,639	104,860	116,755	-	5,917,348	-	6,567,602
Total Assets	$ 5,402,889	$ 1,246,708	$ 930,350	$ 69,319	$ 6,912,134	$ (3,015,925)	$ 11,545,475
Liabilities and Net Assets							
Liabilities							
Accounts payable	$ 175,503	$ 75,770	$ 111,869	$ 116,589	$ -	$ -	$ 479,731
Accrued expenses and other liabilities	89,166	73,725	41,319	-	187,747	-	391,957
Unearned revenue	-	15,000	-	-	-	-	15,000
Accounts payable related entity	1,796,661	747,622	458,142	13,500	-	(3,015,925)	-
Accounts payable grantor government	-	-	102,626	-	-	-	102,626
Bonds and notes payable	-	100,002	-	-	6,660,000	-	6,760,002
Total Liabilities	2,061,330	1,012,119	713,956	130,089	6,847,747	(3,015,925)	7,749,316
Net Assets							
Without donor restrictions							
Undesignated	2,912,920	129,729	99,639	(60,770)	807,039	-	3,888,557
Invested in property and equipment, net of related debt	428,639	104,860	116,755	-	(742,652)	-	(92,398)
	3,341,559	234,589	216,394	(60,770)	64,387	-	3,796,159
Total Net Assets	3,341,559	234,589	216,394	(60,770)	64,387	-	3,796,159
Total Liabilities and Net Assets	$ 5,402,889	$ 1,246,708	$ 930,350	$ 69,319	$ 6,912,134	$ (3,015,925)	$ 11,545,475

See accompanying notes to supplementary information.

Vista Legacy Global Academy
Supporting Documentation

Vista Charter Public Schools, Inc.

Combining Consolidated Statement of Activities

June 30, 2019

	Vista Charter Middle School		Vista Heritage Charter Middle School		Vista Condor Global Charter Academy		Vista Horizon	2900 W Temple LLC	Elimination	
	Without Donor Restrictions	With Donor Restrictions	Without Donor Restrictions	With Donor Restrictions	Without Donor Restrictions	With Donor Restrictions	Without Donor Restrictions	Without Donor Restrictions	Without Donor Restrictions	Total
Revenue, Support, and Gains										
Local Control Funding Formula (LCFF) sources										
State aid	$ 2,405,643	$ -	$ 1,937,241	$ -	$ 975,675	$ -	$ -	$ -	$ -	$ 5,318,559
Education protection account state aid	624,800	-	52,074	-	24,912	-	-	-	-	701,786
Transfers in lieu of property taxes	989,921	-	976,995	-	363,181	-	-	-	-	2,330,097
Total LCFF sources	4,020,364	-	2,966,310	-	1,363,768	-	-	-		8,350,442
Federal contracts and grants	-	627,245	-	388,140	-	560,025	-	-	-	1,575,410
State contracts and grants	781,655	398,988	130,184	288,270	63,551	50,378	-	-	-	1,713,026
Local contracts and grants	83,025	-	41,454	-	5,503	-	-	-	-	129,982
Donations	30,829	-	14,585	-	6,454	-	-	-	-	51,868
Rental income	18,000	-	-	-	4,333	-	-	497,064	(497,064)	22,333
Interest income	-	-	6,365	-	-	-	-	13,046	-	19,411
Net assets released from restriction -										-
Grant restrictions satisfied	1,099,186	(1,099,186)	676,410	(676,410)	610,403	(610,403)	-	-	-	-
Total revenue, support, and gains	6,033,059	(72,953)	3,835,308	-	2,054,012	-	-	510,110	(497,064)	11,862,472
Expenses and Losses										
Program services expense	3,856,912	-	2,866,218	-	1,497,760	-	41,532	-	(497,064)	7,765,358
Supporting services expense	1,534,660	-	727,129	-	365,976	-	19,238	375,494	-	3,022,497
Total expenses and losses	5,391,572	-	3,593,347	-	1,863,736	-	60,770	375,494	(497,064)	10,787,855
Change in Net Assets	641,487	(72,953)	241,961	-	190,276	-	(60,770)	134,616		1,074,617
Net Assets, Beginning of Year	2,700,072	72,953	(7,372)	-	26,118	-	-	(70,229)	-	2,721,542
Net Assets, End of Year	$ 3,341,559	$ -	$ 234,589	$ -	$ 216,394	$ -	$ (60,770)	$ 64,387	$ -	$ 3,796,159

See accompanying notes to supplementary information.

Vista Charter Public Schools, Inc.

Organization Structure
June 30, 2019

Vista Charter Middle School (Charter #1234) was established in 2010. The authorizing entity is Los Angeles Unified School District.

Vista Heritage Charter Middle School (Charter #1752) was established in 2015. The authorizing entity is the Orange County Department of Education.

Vista Condor Global Academy (Charter #1930) was established in 2018. The authorizing entity is the Orange County Department of Education.

Vista Horizon (Charter #2043) was established in 2019. The authorizing entity is the Los Angeles Unified School District.

GOVERNING BOARD

Name	Office	Term and Term Expiration
Jose Rubio	President	Four Year Term Expires June 30, 2020
Jody Molodow	Secretary/Treasurer	Four Year Term Expires June 30, 2020
Michele Bauer-Bean	Member	Four Year Term Expires June 30, 2019
Paul Vieyra	Member	Four Year Term Expires June 30, 2020
Mimi Kim	Member	Four Year Term Expires June 30, 2020

ADMINISTRATION

Don Wilson
Superintendent

See accompanying notes to schedule of federal expenditures.

Vista Charter Public Schools, Inc.

Schedule of Average Daily Attendance
Year Ended June 30, 2019

Vista Charter Middle School

	Second Period Report		Annual Report	
	Original	Revised	Original	Revised
	60462598	N/A	E195D5C9	N/A
Classroom Based Attendance				
Grades 4-6	118.67	N/A	118.41	N/A
Grades 7-8	268.46	N/A	267.53	N/A
Total Classroom Based Attendance	387.13	N/A	385.94	N/A
Total ADA	387.13	N/A	385.94	N/A

Vista Heritage Charter Middle School

	Second Period Report		Annual Report	
	Original	Revised	Original	Revised
	87B6EB01	N/A	89F9DA62	N/A
Classroom Based Attendance				
Grades 4-6	79.85	N/A	79.77	N/A
Grades 7-8	180.52	N/A	180.22	N/A
Total Classroom Based Attendance	260.37	N/A	259.99	N/A
Total ADA	260.37	N/A	259.99	N/A

Vista Condor Global Academy

	Second Period Report		Annual Report	
	Original	Revised	Original	Revised
	E780581F	N/A	05C4D6A7	N/A
Classroom Based Attendance				
Grades TK/K-3	79.90	N/A	80.59	N/A
Grades 4-6	44.66	N/A	44.87	N/A
Total Classroom Based Attendance	124.56	N/A	125.46	N/A
Total ADA	124.56	N/A	125.46	N/A

Vista Horizon did not begin operating as a school during 2018-19.

See accompanying notes to supplementary information.

Vista Charter Public Schools, Inc.

Schedule of Instructional Time
Year Ended June 30, 2019

Vista Charter Middle School

Grade Level	Minutes Requirement	2018-19 Actual Minutes	Number of Traditional Days	Status
6th Grade	54,000	60,785	180	Complied
7th Grade	54,000	60,785	180	Complied
8th Grade	54,000	60,785	180	Complied

Vista Heritage Charter Middle School

Grade Level	Minutes Requirement	2018-19 Actual Minutes	Number of Traditional Days	Status
6th Grade	54,000	68,740	178	Complied
7th Grade	54,000	68,740	178	Complied
8th Grade	54,000	68,740	178	Complied

Vista Condor Global Academy

Grade Level	Minutes Requirement	2018-19 Actual Minutes	Number of Traditional Days	Status
Kindergarten	36,000	68,874	180	Complied
1st Grade	50,400	61,064	180	Complied
2nd Grade	50,400	61,064	180	Complied
3rd Grade	50,400	61,064	180	Complied
4th Grade	54,000	61,064	180	Complied
5th Grade	54,000	61,064	180	Complied

Vista Horizon did not begin operating as a school during 2018-19.

See accompanying notes to supplementary information.

Vista Charter Public Schools, Inc.

Schedule of Financial Trends and Analysis
Year Ended June 30, 2019

	Budget 2020	2019	2018	2017
Revenues	$ 12,624,620	$ 12,359,536	$ 8,996,115	$ 8,581,037
Expenses	12,097,942	11,284,919	8,555,000	7,826,311
Change in Net Assets	526,678	1,074,617	441,115	754,726
Ending Net Assets	$ 4,487,609	$ 3,960,931	$ 2,886,314	$ 2,445,199
Unrestricted Net Assets	$ 3,795,689	$ 3,796,159	$ 2,081,506	$ 2,134,367
Unrestricted net assets as a percentage of total expenses	31.37%	33.64%	24.33%	27.27%
Total Long Term Debt	$ 6,635,002	$ 6,760,002	$ 6,872,768	$ 7,035,648
ADA at P2	783	772	660	631

The School's ending net assets has increased by $1,515,732 (62%) over the past three fiscal years. The average daily attendance (ADA) reported by the School has decreased by 141 (22%) over the past three years. The 2019-20 fiscal year budget projects an increase in net assets of $526,678 (13.3%) and an increase in ADA of 11 (1.4%).

See accompanying notes to supplementary information.

Vista Charter Public Schools, Inc.

Reconciliation of Unaudited Financial Report Alternative Form with Audited Financial Statements
Year Ended June 30, 2019

	Vista Charter Middle School	Vista Heritage Charter Middle	Vista Condor Global Academy
June 30, 2019 annual financial alternative form net assets:	$ 3,248,777	$ 204,873	$ 174,028
Adjustments and reclassifications:			
Overstatement of accounts receivable	92,782	29,716	(48,459)
Overstatement of accounts payable	-	-	90,825
Total adjustments and reclassifications	92,782	29,716	42,366
June 30, 2019 audited financial statements net assets:	$ 3,341,559	$ 234,589	$ 216,394

Vista Horizon did not begin operating as a school during 2018-19.

See accompanying notes to supplementary information.

Vista Charter Public Schools, Inc.

Schedule of Expenditures of Federal Awards
Year Ended June 30, 2019

Federal Grantor/Pass Through Grantor/ Program or Cluster Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Passed Through To Subrecipients	Total Federal Expenditures
CHILD NUTRITION CLUSTER:				
U.S Department of Agriculture				
Passed through California Department of Education				
National School Lunch Program	10.555	13391	-	526,615
Total Child Nutrition Cluster			-	526,615
OTHER PROGRAMS:				
U.S. Department of Agriculture				
Passed through California Department of Education				
NSLP Equipment Assist.			-	14,121
Total Other Programs			-	14,121
Total Passed through California Department of Education			-	540,736
Total U.S. Department of Agriculture			-	540,736
SPECIAL EDUCATION (IDEA) CLUSTER:				
U.S. Department of Education				
Passed through California Department of Education				
IDEA Basic Local Assistance	84.027	13379	$ -	114,800
Total Special Education (IDEA) Cluster			-	114,800
OTHER PROGRAMS:				
U.S. Department of Education				
Passed through California Department of Education				
Title I	84.010	14329	-	387,711
Title III	84.365	14346	-	34,247
Title II - Supporting Effective Instructi	84.367	14341	-	43,845
Title IV			-	22,669
PCSGP			-	431,402
Total Other Programs			-	919,874
Total Passed through California Department of Education			-	1,034,674
Total U.S. Department of Education			-	1,034,674
TOTAL EXPENDITURES OF FEDERAL AWARDS			$ -	$ 1,575,410

See accompanying notes to schedule of federal expenditures.

Vista Charter Public Schools, Inc.

Notes to the Schedule of Expenditures of Federal Awards
Year Ended June 30, 2019

Basis of Presentation

The accompanying schedule of expenditures of federal awards includes the federal grant activity of the School and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with requirements of 2 CFR §200.502 *Basis for Determining Federal Awards Expended* and 2CFR §200.510(b) *Schedule of Expenditures of Federal Awards.* Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the financial statements.

Summary of Significant Accounting Policies

The expenditures reported on the schedule are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. Negative amounts shown on the Schedule, if any, represent adjustments or credits made in the normal course of business to amounts reported as expenditures in prior years.

Indirect Cost Rate

Indirect costs were calculated in accordance with 2 CFR §200.412 *Direct and Indirect Costs.* The School used an indirect cost rate of 5.25% based on the rate approved by the California Department of Education for each program which did not have a pre-defined allowable indirect cost rate. The School did not elect to use the 10% de minimis cost rate as covered in 2 CFR §200.414 *Indirect Costs.*

Program	CFDA #	Indirect Cost Percentage
Title III	84.365	2.00%

Schoolwide Program

The School a “schoolwide programs”. Using federal funding, schoolwide programs are designed to upgrade an entire educational program within a school for all students, rather than limiting services to certain targeted students. The following federal program amounts were expended by the School in its schoolwide program:

Program	CFDA #	Amount Expended
Title I	84.010	$ 387,711

Vista Charter Public Schools, Inc.

Notes to Supplementary Information
Year Ended June 30, 2019

A. Purpose of Schedules

Combining Statement of Financial Position

This schedule provides the information by school which combines into the School's overall statement of net position, with eliminations for activities between the schools within the School.

Combining Statement of Activities

This schedule provides the information by school which combines into the School's overall statement of activities.

Organization Structure

This schedule provides information about the schools' charter numbers, district of authorization, members of the governing board, and members of administration.

Schedule of Average Daily Attendance

Average daily attendance (ADA) is a measure of the number of pupils attending classes of the schools. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by the School and whether they complied with the provisions of Education Code Sections 46200 through 46206. Charter schools must maintain their instructional minutes at the 1986-87 requirements as adjusted by Education Code sections later adopted. The schools neither met nor exceeded their LCFF target.

Schedule of Financial Trends and Analysis

Budget information for 2020 is presented for analysis purposes only and is based on estimates of the 2019-20 fiscal year. The information has not been subject to audit.

This schedule discloses the School's financial trends by displaying past years' data along with current year budget information. These financial trend disclosures are used to evaluate the School's ability to continue as a going concern for a reasonable period of time.

Reconciliation of Unaudited Financial Report Alternative Form with Audited Financial Statements

This schedule provides the information necessary to reconcile the fund balance as reported on the Unaudited Financial Report Alternative Forms prepared by the schools to the net assets reported in the audited financial statements.

Other Independent Auditors' Reports

P. Robert Wilkinson, CPA
Brian K. Hadley, CPA

WILKINSON HADLEY KING & CO. LLP
CPAs AND ADVISORS

Aubrey W. Mann, CPA
Kevin A. Sproul, CPA

Independent Auditor's Report on Compliance for Each Major Program and on Internal Control Over Compliance Required by the Uniform Guidance

To the Board of Directors
Vista Charter Public Schools, Inc.
Los Angeles, California

Report on Compliance for Each Major Federal Program

We have audited Charter School Template's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of Vista Charter Public Schools, Inc.'s major federal programs for the year ended June 30, 2019. Vista Charter Public Schools, Inc.'s major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of Vista Charter Public Schools, Inc.'s major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Charter School Template's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Charter School Template's compliance.

Opinion on Each Major Federal Program

In our opinion, Vista Charter Public Schools, Inc. complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2019.

Report on Internal Control Over Compliance

Management of Vista Charter Public Schools, Inc. is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Vista Charter Public Schools, Inc.'s internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Vista Charter Public Schools, Inc.'s internal control over compliance.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Williams Adley King & Co. LLP

El Cajon, California
December 16, 2019

WILKINSON HADLEY KING & CO. LLP
CPAs AND ADVISORS

P. Robert Wilkinson, CPA
Brian K. Hadley, CPA

Aubrey W. Mann, CPA
Kevin A. Sproul, CPA

Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

To the Board of Directors
Vista Charter Public Schools, Inc.
Los Angeles, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Vista Charter Public School, Inc.(a nonprofit organization), which comprise the statement of financial position as of June 30, 2019, and the related statements of activities and cash flows for the year then ended, and the related Consolidated Notes to the Financial Statements, and have issued our report thereon dated December 16, 2019.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Vista Charter Public School, Inc.'s internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Vista Charter Public School, Inc.'s internal control. Accordingly, we do not express an opinion on the effectiveness of Vista Charter Public School, Inc.'s internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Vista Charter Public School, Inc.'s financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

El Cajon, California
December 16, 2019

P. Robert Wilkinson, CPA
Brian K. Hadley, CPA

WILKINSON HADLEY KING & CO. LLP
CPAs AND ADVISORS

Aubrey W. Mann, CPA
Kevin A. Sproul, CPA

Independent Auditor's Report on State Compliance

To the Board of Directors
Vista Charter Public Schools, Inc.
Los Angeles, California

Report on State Compliance

We have audited the Corporation's compliance with the types of compliance requirements described in the *2018-19 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, section 19810, that could have a direct and material effect on each of the school's state programs identified below for the fiscal year ended June 30, 2019.

Management's Responsibility for State Compliance

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its state programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each applicable program as identified in the State's audit Guide *2018-19 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance*, prescribed in Title 5, *California Code of Regulations*, section 19810. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards* issued by the comptroller General of the United States; and the State's audit guide *2018-19 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, section 19810. Those standards and audit guide require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a direct and material effect on the state programs noted below. An audit includes examining, on a test basis, evidence about each school's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the Corporation's compliance with those requirements.

In connection with the audit referred to above, we selected and tested transactions and records to determine the school's compliance with state laws and regulations applicable to the following items:

Description	Procedures Performed
Local Education Agencies Other Than Charter Schools	
A. Attendance	N/A
B. Teacher Certification and Misassignments	N/A
C. Kindergarten Continuance	N/A
D. Independent Study	N/A
E. Continuation Education	N/A
F. Instructional Time	N/A
G. Instructional Materials	N/A
H. Ratio of Administrative Employees to Teachers	N/A
I. Classroom Teacher Salaries	N/A
J. Early Retirement Incentive	N/A
K. Gann Limit Calculation	N/A
L. School Accountability Report Card	N/A
M. Juvenile Court Schools	N/A
N. Middle or Early College High Schools	N/A
O. K-3 Grade Span Adjustment	N/A
P. Transportation Maintenance of Effort	N/A
Q. Apprenticeship: Related and Supplemental Instruction	N/A
R. Comprehensive School Safety Plan	N/A
S. District of Choice	N/A
School Districts, County Offices of Education, and Charter Schools	
T. California Clean Energy Jobs Act	Yes
U. After/Before School Education and Safety Program	Yes
V. Proper Expenditure of Education Protection Account Funds	Yes
W. Unduplicated Local Control Funding Formula Pupil Counts	Yes
X. Local Control and Accountability Plan	Yes
Y. Independent Study - Course Based	N/A
Charter Schools	
AA. Attendance	Yes
BB. Mode of Instruction	Yes
CC. Nonclassroom Based Instruction/Independent Study	N/A
DD. Determination of Funding for Nonclassroom Based Instruction	N/A
EE. Annual Instructional Minutes - Classroom Based	Yes
FF. Charter School Facility Grant Program	N/A

The term N/A is used above to mean either the school did not offer the program during the current fiscal year or the program applies to a different type of local education agency.

Opinion on State Compliance

In our opinion, Vista Public Charter School, Inc. complied, in all material respects, with the compliance requirements referred to above that are applicable to the statutory requirements listed in the schedule above for the year ended June 30, 2019.

Other Matters

The results of our auditing procedures disclosed other instances of noncompliance, which are required to be reported in accordance with audit guidelines outlined in the *2018-19 Guide for Audits of California K-12 Local Education Agencies,* prescribed in Title 5, *California Code of Regulations,* section 19810 and which are described in the accompanying schedule of findings and questioned costs as item 2019-001. Our opinion on each program is not modified with respect to these matters.

Vista Heritage Charter Middle's Response to the Noncompliance Findings

Vista Heritage Charter Middle's response to the noncompliance findings identified in our audit is described in the accompanying schedule of findings and questioned costs. Vista Heritage Charter Middle's response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of compliance and the results of that testing. This report is an integral part of an audit performed in accordance with *2018-19 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting,* prescribed in Title 5, *California Code of Regulations,* section 19810. Accordingly, this report is not suitable for any other purpose.

Williams Adley King & Co. LLP

El Cajon, California
December 16, 2019

Auditor's Results, Findings & Recommendations

Vista Charter Public Schools, Inc.

Schedule of Auditor's Results
Year Ended June 30, 2019

FINANCIAL STATEMENTS

Type of auditor's report issued:	Unmodified	
Internal control over financial reporting:		
One or more material weakness(es) identified?	____ Yes	X No
One or more significant deficiencies identified that are not considered material weakness(es)?	____ Yes	X No
Noncompliance material to financial statements noted?	____ Yes	X No

FEDERAL AWARDS

Internal control over major programs:		
One or more material weakness(es) identified?	____ Yes	X No
One or more significant deficiencies identified that are not considered material weakness(es)?	____ Yes	X No
Type of auditor's report issued on compliance for major programs:	Unmodified	
Compliance supplement utilized for single audit	August 2019	
Any audit findings disclosed that are required to be reported in accordance with 2 CFR §200.516?	____ Yes	X No

Identification of major programs:

CFDA Number(s)	Name of Federal Program or Cluster
10.553, 10.555	Child Nutriton
84.298A	PCSGP

Dollar threshold used to distinguish between Type A and Type B programs	$750,000	
Auditee qualified as low-risk auditee?	____ Yes	X No

STATE AWARDS

Any audit findings disclosed that are required to be reported in accordance with *2018-19 Guide for Annual Audits of California K-12 Local Education Agencies?*	X Yes	____ No
Type of auditor's report issued on compliance for state programs:	Unmodified	

Vista Charter Public Schools, Inc.

Schedule of Findings and Questioned Costs
Year Ended June 30, 2019

Findings represent significant deficiencies, material weaknesses, and/or instances of noncompliance related to the financial statements that are required to be reported in accordance with *Government Auditing Standards,* Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), or the *2018-19 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Finding codes as identified in the *2018-19 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* are as follows:

Five Digit Code	AB 3627 Finding Type
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities
43000	Apprenticeship: Related and Supplemental Instruction
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

A. Financial Statement Findings

There are no findings to report.

B. Federal Award Findings

There are no findings to report.

C. State Award Findings

Finding Number: 2019-001
Repeat Finding: No
Questioned Costs: $15,417
Type of Finding: Unduplicated Local Control Funding Formula Pupil Counts (40000)

Criteria or Specific Requirement

Verify that students reported as only free or reduced priced meal eligible (FRPM) identified under the "NSLP Program" column (which means students are indicated as a "No" under the "Direct Certification" column, a "No" under foster column, a "No" under the "Homeless" column, blank under the "Migrant Ed Program" column, and "181 Free" or "182-Reduced" under the "NSLP Program" column) and verify there is supporting documentation such as a FRPM eligibility application under a federal nutrition program, an alternative household income data collection form that indicates the student was eligible for the designation, or a direct certification list obtained from the county welfare department, or COE, that matches enrolled students against those children/households receiving CalFresh (or CALWORKs) benefits.

Vista Charter Public Schools, Inc.
Schedule of Findings and Questioned Costs, Continued
Year Ended June 30, 2019

Verify that students that are both included in the "NSLP Program" column and the "ELAS Designation" column (which means students are indicated as a "181-Free" or "182-Reduced" under the "NSLP Program" column, and "EL" under the "ELAS Designation" column and verify that there is supporting documentation for at least one of the designations.

Condition
In our review of students reported as FRPM Only for Vista Heritage Charter School, we identified 5 out of 18 tested that were incorrectly designated on the report as eligible under the Free or Reduced Price Meal Program. The rounded extrapolated error rate for the population is 19. In our review of students reported as Both FRPM and EL (English Learner) on the Form "1.18 - FRPM/English Learner/Foster Youth - Student List" for Vista Heritage Charter School, we identified 2 out of 7 tested that were incorrectly designated on the report as either eligible under the Free or Reduced Price Meal Program or as an EL student. The rounded extrapolated error rate for the populations is 8

Effect
Supplemental and Concentration grants were over funded based on the additional students included in the unduplicated pupil counts.

Audit adjustments to the count are as follows:

	Certified Calpads 1.18	Audit Adjustments	Adjusted Count
Unduplicated Count of Pupils:	275		
Free & Reduced Meal Program (FRPM)	67	(19)	48
English Learners (EL)	1	-	1
Both FRPM & EL	25	(8)	17
Directly Certified	182	-	182
Total Unduplicated Count of Pupils	275	(27)	248

Context
Supplemental and concentration grant amounts (as part of the LCFF Funding) are calculated based on the percentage of "unduplicated pupils" enrolled in the LEA on Census Day (first Wednesday in October). The percentage equals:

1) Unduplicated count of pupils who (1) are English learners, (2) meet income or categorical eligibility requirements for free or reduced-price meals under the National School Lunch Program, or (3) are foster youth. "Unduplicated count" means that each pupil is counted only once even if the pupil meets more than one of these criteria (EC sections 2574(b)(2) and 42238.02(b)(1)).

2) Divided by total enrollment in the LEA (EC sections 2574(b)(1) and 42238.02(b)(5)).

All pupil counts are based on Fall 1 certified enrollment reported in the CALPADS as of Census Day.

Cause
The School's process to review documentation for students eligible under the different CALPADS designations was not consistently followed by the staff in charge of the program.

Vista Charter Public Schools, Inc.
Schedule of Findings and Questioned Costs, Continued
Year Ended June 30, 2019

Recommendation
Include in your process methods to ensure that proper documentation exists for all students claimed as unduplicated eligible on the Form 1.18 and ensure proper redesignation of any student without proper documentation .

LEA's Response
The School will review CALPADS throughout the year to ensure that the students' designation is accurately reflected in the system and match the Free and Reduced meal application status.

Vista Charter Public Schools, Inc.

Schedule of Prior Year Audit Findings
Year Ended June 30, 2019

Finding/Recommendation	Status	Explanation if Not Implemented
There were no findings reported in the prior year audit.	N/A	N/A

FISCAL POLICIES & PROCEDURES MANUAL

2022-2023

Board Approved Date: August 15, 2022

TABLE OF CONTENTS

INTERNAL CONTROLS 4
Board of Director Authority 4
Compliance 4
Conflict of Interest or Self-Dealing 5
Signature Authority 5
Government Access to Records 5

SECURITY 6
Financial Data 6
School Documents 6
Use of School Assets 6
Use of School Credit Card(s) 6
Use School Debit Card(s) 6

FINANCIAL MANAGEMENT 7
Basis of Accounting 7
Accounting Policy 7
Basis of Presentation 7
Revenues 7
Expenditures 7
Incurred Costs 7
Cash Management 7
Grant/Contract Invoicing 7
Budget(s) 8
Insurance & Bonding 8
Record Retention/Disposal 8
Reporting 8
Audit 9
Audit/Finance Committee 9

ASSETS, LIABILITIES & FUND EQUITY 9
Assets 9
Bank Accounts 9
Petty Cash 10
Liabilities and Fund Equity 10

Accounts Payable 10
Accrued Liabilities 11
Liability for Compensated Absences 11
Debt 12
Revenue 12

FACILITIES 12
Disposal of Property and Equipment 12

PROCUREMENT POLICY/PROCEDURE 12

ACCOUNTING PROCEDURES 14
General Ledger Activity 14
General Ledge Close-Out 15
Cash Management 15
Receipts 16
Disbursements 16
Petty Cash Funds **Error! Bookmark not defined.**
Payroll 17
Personnel Requirements 17
Personnel Data 18
Preparation of Payroll 19
Payroll Payment 19
Payroll Withholdings 20

DEPRECIATION 20

EXPENSE REIMBURSEMENT 20
Travel 20

MANAGEMENT REPORTING PROCEDURES 22
Annual Budget 22
Financial Reporting 23
Payroll Tax Compliance 24

INTERNAL CONTROLS

Internal control policies provide Vista Public Charter Schools (the Charter School) with the foundation to properly safeguard its assets, implement management's internal policies, provide compliance with state and federal laws and regulations and produce timely and accurate financial information. Additionally, as a publicly supported entity, the Charter School has additional responsibilities to ensure the public's confidence and the integrity of the School's activities.

Board of Director Authority

The Board of Directors shall have the sole authority to approve and will incorporate into its own minutes such matters as (i) change of the School's name, with Los Angeles Unified School District pre-approval (ii) adoption of the annual operating and capital budgets, (iii) selection or termination of key employees (iv) key employees salary and salary changes, (v) incurrence of debt, mortgages or other encumbrances and their covenants and restrictions, within the terms of the charter (vi) investment policies, (vii) depository and investment banks, (viii) purchase or sale of property (ix) opening up or closing checking or savings accounts, and (x) selection of the Charter School's certified public accountants and (xi) other activities associated with the operations of the Charter School.

The Board of Directors will meet at minimum quarterly to ensure that its fiduciary duty is maintained. The Board will review the following: prior meeting minutes, business items, educational items, and subcommittee reports as applicable.

Compliance

The Charter School will follow all the relevant laws and regulations that govern the Charter School. Additionally, any Federal Government laws and regulations that relate to grant funding will be adopted as the grant funding is received. The following are specific policies of the Charter School:

A. Political Contributions

No funds or assets of the Charter School may be contributed to any political party or organization or to any individual who either holds public office or is a candidate for public office. The direct or indirect use of any funds or other assets of the Charter School for political contributions in any form, whether in cash or other property, services, or the use of facilities, is strictly prohibited. The Charter School also cannot be involved with any committee or other organization that raises funds for political purposes.

Following are examples of prohibited activities:

1. Contributions by an employee that are reimbursed through expense accounts or in other ways.
2. Purchase by the organization of tickets for political fundraising events.
3. Contributions in kind, such as lending employees to political parties or using the School assets in political campaigns.

B. Record Keeping

To provide an accurate and auditable record of all financial transactions, the School's books, records, and accounts are maintained in conformity with generally accepted accounting principles as applicable to Charter Schools.

Further, the School specifically requires that:

1. No funds or accounts may be established or maintained for purposes that are not fully and accurately described within the books and records of the Charter School.
2. Receipts and disbursements must be fully and accurately described in the books and records.
3. No false entries may be made on the books or records nor any false or misleading reports issued.
4. Payments may be made only to the contracting party and only for the actual services rendered or products delivered. No false or fictitious invoices may be paid.

Conflict of Interest or Self-Dealing

The School will not be operated for the benefit of an affiliated or unaffiliated organization or an individual in his or her own private capacity or individuals related to the Charter School or members of its management, unless the private benefit is considered merely incidental. This private benefit preclusion will extend to:

A. Sale or exchange, or leasing, of property between the agency and an affiliated or unaffiliated organization or a private or related individual.
B. Lending of money or other extension of credit between an agency and an affiliated or unaffiliated organization or a private or related individual.
C. Furnishing of goods, services or facilities between the agency and an affiliated or unaffiliated organization or a private or related individual.
D. Payment of compensation, unless authorized by the Board of Directors or its governing body, by the School to an affiliated or unaffiliated organization or a private or related individual.
E. Transfer to, use by, or for the benefit of a private or related individual of the income or assets of the School.

Thus, the Charter School will be guided by the principle of arms-length standards with all affiliated or unaffiliated organizations or with a private or related individual(s).

Related party transactions shall include transactions between a school and members of the board, management, contracted management organization, employees, related individuals and affiliated companies. Related individuals within the scope of this definition include spouses, parents, children, spouses of children, grandchildren, siblings, father in law, mother in law, sister in law and brother in law of a board member or school employee.

Signature Authority

The Board Treasurer, Superintendent, and school-site Principals are the only individuals with signatory authority and are responsible for authorizing all cash transactions. Principals have authority to approve invoices up to $5,000 per assigned school-site. Invoices above $5,000 and up to $25,000 require additional approval from Superintendent. Invoices above $25,000 require approvals from Superintendent and Board Treasurer. Any checks payable to an authorized signer must be signed by two authorized people.

Government Access to Records

The Superintendent or contracted business back office services provider will provide access to the organization's records in accordance with the Charter petition and applicable state and federal laws.

SECURITY

Financial Data

A. The system's accounting data must be backed up daily by the business back office services provider to ensure the recoverability of financial information in case of hardware failure. The back-up will be stored in a fire safe area and properly secured.
B. All other financial data, petty cash box, unused checks and unclaimed checks will be secured by the Superintendent from unauthorized access.

School Documents

Originals of the following corporate documents are maintained, and their presence is verified on a periodic basis:

A. Charter and all related amendments
B. Minutes of the Board of Directors and subcommittees
C. Banking agreements
D. Leases
E. Insurance policies
F. Vendor invoices
G. Grant and contract agreements
H. Fixed asset inventory list

Use of School Assets

No Employee may use any of the School property, equipment, material or supplies for personal use without the prior approval of the Superintendent of his/her designee.

Use of School Credit Card(s)

A. Charter School credit cards should only be issued with the formal approval of the Board of Directors and with proper justification. The cost/benefit to the Charter School should be fully reviewed to ensure that no other method is appropriate. If credit cards are issued they should be assigned to certain Charter School employees and should be used only for school-related expenditures. All charges must be supported by invoices or travel reports to be eligible for payment by the Charter School.
B. Monthly credit card statements are reconciled to invoices and travel reports and are approved by the card holder's immediate supervisor,
- Timely payment of statements is required in order to avoid the imposition of late fees or other penalties by the card issuer. The employee responsible for providing any necessary documentation for payment (receipts, etc.) is required to pay any applicable late fees and/or interest.

Use School Debit Card(s)

In extraordinary circumstances, whereby the Charter School has no other way to make purchases, debit card use is allowable. If a debit card must be issued, it must be formally Board approved and must be issued to certain Charter School employees and should be used only for school-related expenditures. All charges must be supported by invoices, receipts, and/or travel reports and must be reviewed and approved by the Board.

FINANCIAL MANAGEMENT

Basis of Accounting

The School will maintain their accounting records and related financial reports on the accrual basis of accounting.

Accounting Policy

The accounting policies and financial reporting adopted are consistent with the not-for-profit requirements of the Financial Accounting Standards Board (FASB). FASB is the recognized standard setting body for establishing not-for-profit accounting and financial reporting principles.

Basis of Presentation

The accounts of the Charter School are organized on a basis of the School Account Code Structure or SACS. The operations of the fund are accounted for by providing a separate set of self-balancing accounts, which comprise its assets, liabilities, net assets, revenues and expenditures. The Charter School uses a "Main Fund".

Main Fund Defined:
This fund of the Charter School is used to account for all financial resources associated with the operation of the school. In addition, all activities relating to Student Activities should be separately identified and recorded within this fund.

Revenues

Under the accrual basis of accounting, revenues are recognized when earned.

Expenditures

Under the accrual basis of accounting, expenses are recognized when services are incurred or goods are received.

Incurred Costs

For the purposes of invoicing funding sources for allowable costs under cost reimbursement contracts, the term "costs incurred" is defined as follows:

A. Costs related to items or services incurred directly for the contract and received at the time of the request for reimbursement and is not specifically disallowed by the funding source.

Cash Management

The School maintains cash accounts at the following banks:

A. Operating – East West Bank, Citizens Business Bank
B. Foundation – To be determined

Grant/Contract Invoicing

A. If applicable, invoices are submitted to the funding sources by dates specified in the grant or contract agreement.

B. If applicable, the invoicing format is that specified by the funding source.

Budget(s)

A. The Charter School prepares an annual operating budget of revenues and expenses, a cash flow projection, and a capital budget. These budgets and projections are reviewed and approved by the Board of Directors, prior to May 30th each year, modified, as necessary and finalized by the back office for approval by the Board prior to June 30 f each year.

B. Financial statements displaying budget vs. actual results are prepared by the back- office services provider and reviewed by the Superintendent and presented to the Board of Directors at each monthly board meeting.

Insurance & Bonding

A. The School maintains minimum levels of coverage, as deemed appropriate by the Board of Directors, for the following policies:

1. General liability
2. Business & personal property (including auto/bus)
3. Computer equipment
4. Workers' compensation
5. Personal injury Liability

B. The School requires proof of adequate insurance coverage from all prospective contractors, as deemed applicable by the Board of Directors.

Record Retention/Disposal

A. Records are maintained for the following indicated minimum periods:

1. Books, records, documents and other supporting evidence including paid, cancelled or voided checks, accounts payable records, vendors' invoices, payroll sheets and registers of salaries and wages, tax withholding statements, employees' timesheets and other public documents are retained for seven years after the original entry date.
2. All records not supporting government grants or otherwise covered by rules of the Internal Revenue Service are retained for three years from the end of the fiscal year in which the records were originally prepared.

B. All financial records are maintained in chronological order, organized by fiscal year.

C. In connections with the disposal of any records, a memorandum of record disposal is prepared by the Superintendent listing the record or the class of records disposed of. The Board of Directors certifies this memorandum of records disposal.

Reporting

The back-office services provider maintains supporting records in sufficient detail to prepare the School's financial reports, including:

A. Annually:

1. Financial statements for audit
2. Annual budget

B. Monthly:
   1. Balance Sheet
   2. Internally generated Income Statement / budget vs. actual financial statements
   3. Check Registers

C. Periodically:
   1. IRS Forms 941 and payroll tax returns and comparable state taxing authority returns
   2. Other reports upon request

Audit

The Board of Directors arranges annually for a qualified certified public accounting firm to conduct an audit of the Charter School's financial statements in accordance with *Generally Accepted Accounting Principles* and the *Financial Accounting Standards Board.*

The Board of Directors shall provide for an audit of the financial records of the charter schools to the requisite authorizer as per the terms agreed upon in each school's charter petition: Vista Charter Middle School to Los Angeles Unified School District; Vista Heritage Charter Middle School and Vista Condor Global Academy to Orange County Board of Education.

Each audit shall include all funds for each School. The cost of the audit shall be paid for from the funds of that School.

Audits shall be made according to State guidelines by a Certified Public Accountant licensed by the State Board of Accountancy.

The completed audit shall be presented to the Board of Directors by December 15th following the fiscal year.

The audit reports will be submitted to the granting agency, (starting 2002) California Department of Education, (starting 2003) County Superintendent of Schools, and State Controller's Office by December 15 of each year. (Education Code 47605(m))

Audit/Finance Committee

The full Board of Directors acts as the audit/finance committee. This committee will nominate the independent auditor and review the scope and results of the audit. The audit/finance committee also receives notice of any consequential irregularities and management letter comments that the auditor noted during the engagement. Additionally, the committee will develop a corrective action plan to address all relevant weaknesses noted by the auditor. The audit/finance committee will also review all financial information of the Charter School and provide recommendations to the Board of Directors.

Assets, Liabilities & Fund Equity

Assets

Bank Accounts

Bank accounts for the indicated purpose and limitation(s) have been authorized by the Board of Directors of the School at the indicated Federal Deposit Insurance Corporation (FDIC)-insured banks:
East West Bank/ Limitation of Account -All Transactions

Petty Cash

The purpose of the Petty Cash Checking Account is for payment of incidental expenses when there is insufficient time for processing through the General Checking Account. Petty cash shall not be used for teacher reimbursements, employee expense reimbursements or independent contractor payments.
The Principals and Superintendent shall have access to petty cash not to exceed $500. A simple ledger shall be maintained by the Office Manager and reconciled monthly by a staff member or accountant that does not have transactional access to the account. Replenishment of the Petty Cash Checking Account shall occur through the normal accounts payable process. Use of petty cash shall require original receipts for all purchases.

Liabilities and Fund Equity

Accounts Payable

Only valid accounts payable transactions based on documented vendor invoices, receiving report or other approved documentation are recorded as accounts payable.

A. Accounts Payable Policy: Vendors and suppliers are paid as their payment terms require, taking advantage of any discounts offered. If cash flow problems exist, payments are made on a greatest dependency/greatest need basis.

B. Accounts Payable Procedure

1. All invoices and statements shall be directed to the _Office Manager_.
2. Upon receipt of each invoice the _ Office Manager __shall carefully inspect and verify the following:
   a. Vendor's name and address;
   b. Assigned purchase order number;
   c. Quantities, item descriptions, unit price; and
   d. Items placed on back order, if any;
   e. Due date, and will prioritize invoices with earlier due dates.
3. For any items failing to meet the criteria outlined above, __ Office Manager will contact the vendor to get all required information.
4. When the vendor's invoice, the purchase order, and warehouse copy of the purchase order have been received, the __Office Clerk shall:
   a. Verify the name of the individual who received the merchandise and the date received;
   b. Check the prices and price extension computations;
   c. Verify that the quantities ordered are the same as those received; and
   d. Mark the invoice to take advantage of any applicable cash discounts available.
5. All purchases must be approved by the school-site Principal for purchases up to $5,000; purchases between $5,000 and $25,000 must also be approved by the Superintendent, and purchases over $25,000 must be approved by the Board before they are entered into the financial accounting system.

6. Payment of all invoices should, whenever possible, be made in a timely manner so as to avoid the imposition of late fees or other penalties by the vendor.

7. Reimbursements to school employees will only be authorized for expenses made on behalf of the school.
   a. Employees must first obtain prior written approval from the Superintendent or Board Treasurer for the expense.
   b. Reimbursements shall be processed within thirty (30) working days from receipt of all necessary documentation.

C Monthly/Year-End Financial Procedure

1. Monthly
   a. Reconcile bank and credit card accounts;
   b. Reconcile balance sheet accounts;
   c. Review all revenue and expense activity for accuracy;
   d. Review revenues and expenses against current year budget and reconcile all discrepancies;
   e. Prepare financial statements for distribution to Superintendent and Board of Directors;
   f. Present financial reporting packet to Board of Directors on a monthly basis, or as often as Board of Directors requests. Financial reporting packet shall include:
      i. Statement of Revenue and Expenses and relation to current year budget;
      ii. Current year-end forecast;
      iii. Balance sheet;
      iv. Statement of cash flow; and
      v. Check register for preceding month
2. Yearly
   a. Reconcile balance sheet
   b. Review and determine all Accounts payable identify when payment is expected, and if not expected by June 30th reconcile with upcoming budget projections.

Accrued Liabilities

Salaries, wages earned, and payroll taxes, together with professional fees, rent, and insurance costs incurred, but unpaid, are reflected as a liability when entitlement to payment occurs.

Liability for Compensated Absences

A. Compensated absences arise from employees' absences from employment due to vacation leave. If compensated absences, such as vacation leave, is offered, the Charter School will expect to pay an employee for such compensated absences. A liability for the estimated probable future payments is accrued if all the following conditions are met:
   1. The employee's right to receive compensation for the future absences is attributable to services already performed by the employee.
   2. The employee's right to receive the compensation for the future absences is vested or accumulates.

3. It is probable that the compensation will be paid.
4. The amount of compensation is reasonably estimable.

B. Compensated absences not required to be paid upon employee termination is only recorded when paid.

Debt

A. When applicable, short-term debt consists of financing expected to be paid within one year of the date of the annual audited financial statements. Long-term debt consists of financing that is not expected to be repaid within one year and is recorded in the general ledger.
B. Loan agreements approved by the Board of Directors should be in writing and should specify all applicable terms, including the purpose of the loan, the interest rate, and the repayment schedule.

Revenue

The School records revenue on the accrual basis of accounting, consistent with generally accepted accounting principles applicable to not-for-profit units.

FACILITIES

Disposal of Property and Equipment

A. No item of property or equipment shall be removed from the premises without prior approval from the Superintendent.
B. The School has adopted standard disposition procedures for Charter School staff to follow. The asset must be identified, the reason for disposition, and signature of the requester. Documentation allows for an identification of the asset's book value, condition of the asset, and supervisory approval or denial.
C. When property is retired, the appropriate asset in the fixed asset schedule will be adjusted and properly reflected in the general ledger.

PROCUREMENT POLICY/PROCEDURE

A. Bids Policy

The school shall purchase equipment, supplies, and services using competitive bidding when required by law and in accordance with board policy. In those circumstances where the law or board policy does not require competitive bidding, the Board of Directors may request that a contract be competitively bid if the Board determines that it is in the best interest of the school to do so.

When the Board has determined that it is in the best interest of the school, the Board may piggyback onto the contract of another public agency or corporation to lease or purchase equipment or supplies to the extent authorized by law.

To ensure that good value is received for funds expended, specifications shall be carefully designed and shall describe in detail the quality, delivery, and service required.

To assist the school in determining whether bidders are responsible, the Board may require prequalification procedures as allowed by law and specified in procedures.

B. Bids Procedure

1. School shall seek competitive bids for contracts involving an expenditure of $25,000 or more for a school construction project.
2. "School construction project" includes construction, reconstruction, erection, alteration, renovation, improvement, painting, repainting, demolition and repair work involving a school owned, leased or operated facility.
3. Competitive bids shall be sought for contracts exceeding $25,000 for the following:
   i. The purchase of equipment, material or supplies to be furnished, sold or leased to the school.
   ii. Services, not including construction services, or special services and advice such as accounting, financial, legal or administrative matters.
   iii. Repairs, including maintenance, that is not a public project.

   “Maintenance" means routine, recurring and usual work for preserving, protecting and keeping a school facility operating in a safe, efficient and continually usable condition for the intended purpose for which it was designed, improved, constructed, altered or repaired. "Maintenance" includes, but is not limited to, carpentry, electrical, plumbing, glazing and other craft work designed to preserve the facility as well as repairs, cleaning and other operations on machinery and other permanently attached equipment. This definition does not include, among other types of work, janitorial or custodial services and protection provided by security forces, nor does it include painting, repainting or decorating other than touchup. Unless otherwise authorized by law, contracts shall be let to the lowest responsible bidder who shall give such security as the Governing Board requires, or else all bids shall be rejected.
4. When letting a contract for the procurement and/or maintenance of electronic data processing systems and supporting software, the Board may contract with any one of the three lowest responsible bidders.
5. No work, project, service or purchase shall be split or separated into smaller work orders or projects for the purpose of evading this policy for contracting after competitive bidding.
6. Instructions and Procedures for Competitive Bids
   i. The Superintendent or designee shall seek competitive bids from at least three vendors after securing references from the vendors.
7. Bids Not Required
   i. Upon a determination that it is in the best interest of the school, the Board may authorize the purchase, lease or contract for data-processing equipment, purchase materials, supplies, equipment, automotive vehicles, tractors and other personal property through a public corporation or agency without seeking competitive bids.
   ii. Supplementary textbooks, library books, educational films, audiovisual materials, test materials, workbooks, instructional computer software packages, or periodicals may be purchased in any amount without taking estimates or advertising for bids.

iii. Perishable commodities such as foodstuffs may be purchased through bid or on the open market, depending on school preference.

iv. In an emergency when any repairs, alterations, work or improvement to any school facility is necessary to permit the continuance of existing school classes, or to avoid danger to life or property, the Board, by unanimous vote, may contract for labor and materials or supplies without advertising for or inviting bids.

v. Bids shall also not be required for day labor under circumstances specified in law. Day labor shall include the use of maintenance personnel employed on a permanent or temporary basis.

ACCOUNTING PROCEDURES

In this section, procedures are described for the overall accounting system design, General Ledger activity and General Ledger closeout for the Charter School.

General Ledger Activity

Control Objective

To ensure that all General Ledger entries are current, accurate and complete.

Major Controls

A. Timeliness of Entries
All entries are made soon after the underlying accounting event to ensure the financial records and reporting is current.

B. Support Documentation
All entries are supported by adequate documentation that clearly shows the justification and authorization for the transaction.

C. Audit Trail
A complete audit trail is maintained by use of reference codes from source documentation through the books of original entry and General Ledger, to periodic reporting statements.

Procedures

A. Financial data on source documentation is verified against original documents (e.g., invoice, purchase order, etc.) by the back-office services provider before entering into the accounting system.

B. Each entry in the accounting system is reviewed and approved by the back-office services provider.

C. Provision is made for using recurring General Journal entries for certain transactions, such as recording the monthly portion of prepaid insurance.

D. Non-recurring entries, such as for correcting entries, recording accruals and recording non-cash transactions, are prepared as circumstances warrant and on a monthly basis.

E. All entries in the books of original entry (e.g., cash receipts journal and checkbook) are made soon after the accounting event from authorized forms, and are prepared and reviewed by qualified accounting personnel.

The Superintendent has oversight ability and responsibility for all general journal entries.

General Ledger Close-Out

Control Objective

To ensure the accuracy of financial records and reports.

Major Controls

A. Trial Balance
Monthly, a trial balance is prepared to ensure the accuracy of the General Ledger account balances.

B. Reconciliation of General Ledger Control Accounts with Subsidiary Ledgers
Reconciliations are prepared on a monthly basis.

Procedures

A. At the end of each month, a trial balance of all General Ledger accounts is prepared by the back-office services provider for the Superintendent.

B. Reconciliation between the General Ledger control accounts and the subsidiary ledgers are completed by the back-office services provider.

C. At fiscal year-end and after the annual audit, all income and expense accounts are closed out, and the general ledger balances are agreed to the audited financial statements.

Cash Management

In this section, procedures are described for cash receipts, cash disbursements, and petty cash funds and prepaid items.

Purchasing

Control Objective

The procurement function is one of the major business responsibilities of the Board of Directors, and it shall retain sole authority and responsibility for all purchase contracts and agreements of Vista Charter Public Schools except as delegated by official action of the Board. The Superintendent shall sign for all obligations arising from the purchasing function. All approvals of Contracts/Agreements over $25,000 require Board of Director approval, unless otherwise stated in this or any other VCPS board approved policy and procedure, and will be recorded in the minutes of the Board of Directors.

Major Controls

Purchases, Contracts or Agreements that exceed $25,000, require Board approval. The Superintendent shall review and consider only written proposals/contracts/agreements from vendors. Terms may only be presented in writing. Contracts/Agreements in excess of $25,000 require a detailed proposal be presented to the Board of Directors. Contracts/Agreements for services require such proposal be presented by the Vendor.

Procedures

A. Contracts/Agreements or Proposals must include, but not limited to the following information:
   1. Name of Vendor;
   2. Details of Service(s) provided;
   3. Details of costs for service(s) provided;
   4. Terms of payment;

5. Specific dates of service;
6. Terms of Termination and/or renewal; and
7. Insurance coverage, if any is required;

B. Contracts previously approved by the Board or renewals of contracts previously approved by the board for any same vendor or for any previously contracted for service must be in compliance with the terms of this policy.

Receipts

Control Objective

To record cash receipts completely and accurately and to prevent the diversion of cash assets.

Major Controls

A. Cash Flow Projection

The charter school annually prepares and regularly updates cash flow projection for operations and capital cash needs to monitor and ensure adequate cash flow.

B. Cash Receipts Policy

The School has internal controls systems in place to monitor cash receipts, and ensure that deposits are made in a timely manner. The School also uses electronic fund transfers to accelerate deposits.

C. Internal Accounting Controls

1. Opening of mail assigned to an employee with responsibilities independent of access to files or documents pertaining to accounts receivable or cash accounts.
2. Listed receipts and credits compared to accounts receivable and bank deposits.
3. General Ledge control accounts reconciled with Accounts Receivable Subsidiary Ledger.

Procedures

A. General

1. Mail is opened by the Office Clerk or Office Manager, or Designee who sorts the checks and forwards them to the Superintendent or appropriate recipient.
2. All checks are restrictively endorsed immediately.
3. The back-office services provider prepares journal entries.
4. A copy of each check to be deposited is made and attached to copy of the deposit slip and filed to provide support for all deposits.
5. The back-office services provider reviews and signs off on journal entries.
6. The back-office services provider inputs journal entries.
7. The Superintendent, Principal, or authorized designee makes deposits no later than on a weekly basis. If deposits are made other than daily, the deposit should be maintained in a secure area with limited access.
8. Reconciliation of cash receipts to deposit slips and bank statements are performed by the back-office services provider on a monthly basis.

Disbursements

Control Objective

To disburse cash for authorized purposes and record cash disbursements completely and accurately.

Major Controls

A. Cash Disbursement Policies
Check preparation and signatures are delayed until the due date, consistent with available discounts if available.

B. Internal Accounting Controls
1. Pre-numbered checks and special check protective paper.
2. Match disbursement records against accounts payable/open invoice files.
3. Bank statements reconciled to cash accounts and any outstanding checks verified by the back-office services provider, if applicable.
4. Supporting documentation canceled to prevent resubmission for payment.
5. Detailed comparison of actual vs. budget disbursements on a periodic basis.
6. Separation of duties to the extent possible for an organization the size of the School.
7. Back-office services provider accounting system does not allow duplicate invoices to be input and each invoice must have an invoice number on it.

Procedures

A. When the transaction is complete and payment is due, a pre-numbered check is prepared by the back-office services provider who attaches all supporting documentation: (e.g. vendor invoice, purchase order, purchase requisition, etc.).

B. All invoices submitted for payment will include approvals for payment, check stub with check number and date of payment visible.

C. School-site Principals approve checks up to $5,000, the Superintendent approves checks over $5,000 and up to $25,000, checks over $25,000 are approved by the Board, after examining the supporting documentation. All checks over $5000.00 must bear two approvals either manually or electronically, from the school-site Principal, Superintendent and/or a member of the Board (except recurring payments that are detailed in the approved budget).

D. After having been approved and/or signed, the checks are mailed directly to the payee by back office services provider.

E. All supporting documents are filed by back office business services provider.

F. On a periodic basis, cash disbursement records are matched against accounts payable/open invoice files for any discrepancies.

G. Bank statements are reconciled soon after receipt by either the back-office services provider and are available for review by the Superintendent.

Payroll

Payroll procedures are organized under six categories: personnel requirements, personnel data, timekeeping, preparation of payroll, payroll payment, and payroll withholdings.

Personnel Requirements

Control Objective

To ensure that the School hires only those employees, full or part-time, it absolutely needs and exerts tight control over hiring new employees.

Major Controls

Implement Payroll Policies and Procedures through Back-Office Provider. Note in Employee Handbook.

A. New Employees
1. Requests for new employees are initiated by the school-site Principal or Superintendent and compared with the approved annual personnel budget.
2. New employees complete an *Application for Employment*.
3. New employees complete all necessary paperwork for payroll.
4. Employee is fingerprinted and tested for tuberculosis (TB). Fingerprint and TB clearance must be received by the school before any employee may start work.
5. Employee submits a Live Scan.

B. Vacation and Sick Pay
1. Vacation and/or Sick Leave Pay, if applicable, is governed by the Charter School's Board Approved Employee Handbook.
2. If applicable, employees' vacation and/or sick leave balances are adjusted monthly to reflect time earned and taken. Monthly reports are prepared by the back office provider and submitted to the Superintendent for review.
3. Sick leave taken is monitored against each employee's available sick time on an electronic spreadsheet. Sick leave is taken per the Charter School's Board Approved Employee Handbook.
4. The back-office services provider monitors vacation and sick time by maintaining a log for each individual.
5. If applicable, a General Journal entry is prepared at year-end to record the vacation liability.

Personnel Data

Timekeeping

Control Objective

To ensure that payment for salaries and wages is made in accordance with documented time records.

Major Controls

A. Timekeeping Policies
Employees are instructed in their employment agreement and the Board approved employee handbook on the proper charging of time to assure the accuracy of recorded time to cost objectives.

B. Time Sheet
Labor hours are accurately recorded and any corrections to timekeeping records, including the appropriate authorizations and approvals, are documented.

C. Internal Accounting Controls
Reconciliation of hours charged on time sheets to attendance records.

Procedures

A. Time Sheet Preparation
1. Hourly employees prepare time sheets according to the payroll schedule.

2. In preparing time sheets, employees:
   i. Sign the completed timekeeping record
   ii. Make all corrections in ink by crossing out the error and initialing the change.
   iii. Submit the completed time sheet to the Office Manager or Designee.

B. Approval and Collection of Time Sheets
   1. Each employee's time sheet is forwarded to the Office Manager or Designee according to the payroll schedule, which ensures all the timesheets are submitted in a timely manner. The Office Manager or Designee forwards the timesheets to the school-site Principal who reviews and approves them.
   2. Authorized timesheets are collected by the Office Manager or Designee and hours worked for each employee is provided to the back-office services provider for processing.

C. Reconciliation of Payroll to Time Sheets
   1. Hours shown on time sheets are reconciled to the hours recorded on the Payroll Register by the Superintendent or their designee for each time sheet period.

Preparation of Payroll

Control Objective

To ensure that payment of salaries and wages is accurately calculated.

Major Controls

A. Internal Accounting Controls
   1. Time records are periodically reconciled with payroll records.

Procedures

A. The Office Manager or Designee forwards approved time sheets to the back-office services provider.
B. The total time recorded on time sheets and the number of employees is calculated by the back-office services provider.
C. Recorded hours from the time sheets are accumulated by the back-office services provider and communicated to the Payroll Service.
D. The payroll documents received from the in-house payroll software (e.g., calculations, payrolls and payroll summaries) are compared with time sheets, pay rates, payroll deductions, compensated absences etc. by the back-office services provider.
E. The back-office business provider verifies gross pay and payroll deductions.
F. The total hours and number of employees are compared with the totals in the Payroll Register by the back-office services provider.

Payroll Payment

Control Objective

To ensure payment for salaries and wages by check, direct deposit, cash or other means is made only to employees entitled to receive payment.

Payroll Withholdings

Control Objective

To ensure that payment withholdings are correctly reflected and paid to the appropriate third parties.

Major Controls

A. Reconciliation of Payment and Payroll Withholdings
Payroll withholdings are recorded in the appropriate General Ledger control accounts and reconciled with payments made to third parties.

B. Internal Accounting Controls
The Superintendent or designee determines payroll withholdings and the back-office services provider verifies.

Procedures

A. The Superintendent or designee determines payroll withholdings and the back-office services provider verifies payroll withholdings for each employee. These are summarized by pay period and recorded in the General Ledger.

B. Payments for payroll withholdings are reconciled with the amounts recorded in the General Ledger control accounts by the back-office services provider.

C. The back-office services provider reviews the accuracy and timeliness of payments made to third parties for payroll withholdings.

D. Original withholding and benefit election forms, maintained in the employee file, are prepared by employee and reviewed and approved on a periodic basis by the back-office services provider.

Depreciation

The School capitalizes all fixed assets when acquired and records the historical cost of these items in the general ledger. In accordance with generally accepted accounting principles and under FASB guidelines, depreciation expense must be recorded in the statement of revenue, expenditures and changes in net assets. The Charter School will use the straight-line method of depreciation over the assets useful life as determined as follow:

Computers	3 years
Office Equipment	5 years
Vehicles	5 years
Office Furniture	7 years
Leasehold Improvements	Life of lease or 5 years whichever is greater
Building Improvements	20 years
Building	30 years

Expense Reimbursement

Travel

Internal Controls

A. All school business related travel, conference requests and out-of-state travel must be pre-approved by the school-site Principal or Superintendent. All school business related travel, conference requests and out-of-state travel by the Superintendent must be pre-approved by the Board of Directors.

B. Use of private vehicles by employees to transport employees for school business must be pre-approved by the school-site Principal or Superintendent.

C. Actual costs incurred by employees during travel for school business will be eligible for reimbursement upon presentation of an Employee Expense Report with original receipts.

D. Reimbursement for mileage incurred while using a private vehicle for travel to/from conferences will be reimbursement at the rate allowed by the Internal Revenue Service for vehicle expense and upon presentation of an Employee Mileage Report.

E. Non-school-related purchases are prohibited. The use of the Charter Schools funds for personal use is prohibited, including the submission of any non-school-related purchases for reimbursement. Individuals who use or attempt to use the Charter Schools funds or seek reimbursement for non-school related purposes shall be subject to disciplinary action. Any individual who the Superintendent or his/her designee determines has sought reimbursement for irregular or unauthorized transactions, whether personal or unauthorized business transactions, will be subject to disciplinary action.

Procedures

Persons eligible for travel and mileage costs must do the following:

A. Travel - Complete Employee Expense Report with dates, destination, purpose of trip, and original itemized receipts for meals to include names of individuals in party, hotel, airfare, car rental, cab fare, parking, conference registration with flyer/brochure, and explanation of any other expenditure with original receipts.

1. Non-essential or prohibited expenses that should not be included for reimbursement and paid for separately with personal funds include:
   - i. in-room movies;
   - ii. mini bar;
   - iii. meal if/when meals are provided for by the conference or event being attended;
   - iv. alcohol (purchase of alcoholic beverages with public funds is prohibited).

B. Expenses for spouse, dependents, friends, and employees of other agencies are not reimbursable.

C. Mileage – Persons eligible for reimbursement of travels and mileage costs for use of their private vehicles for school business shall be reimbursed at the rate allowed by the Internal Revenue Service for vehicle expense.

1. The eligible criteria follows:
   - i. With the exception of workers' compensation insurance, employees using private vehicles for school business are financially responsible for all damages or claims up to the limits of their own insurance policies, including deductible amounts. This applies whether employees are reimbursed or not. Employees driving on school business may be required to provide a copy of their driving record from the Department of Motor Vehicles.
   - ii. To receive reimbursement, a Mileage Expense Report must be submitted within thirty (30) working days after the trip. The report must show the destination, purpose of trip, miles traveled each trip or each

day, and total miles traveled for report period and copy of current insurance policy. Mileage Expense Reports are processed monthly. If claiming more than 100 miles per trip, verification of miles such as printout of Mapquest.com with any meal receipts must be attached to the Mileage Expense Report.

iii. Staff members attending the same meeting or event who choose to pool their transportation in order to achieve the maximum economy of transportation expenses those passenger employees do so at their own risk.

D. Meals

i. All employees are reimbursed for meals and incidentals up to the following per diem rate when on a business related trip which requires at least one overnight stay:
   1. Breakfast: up to $15
   2. Lunch: up to $25
   3. Dinner: up to $40
   4. Total per diem: up to $80

ii. Lunch is reimbursable for employees attending full day workshops or trainings, when lunch is not provided. Partial day workshops or trainings do not qualify for reimbursable meals.

MANAGEMENT REPORTING PROCEDURES

Annual Budget

Control Objective

To effectively support the preparation of the annual budget and its periodic review. The Board of Directors accepts responsibility for adopting a sound budget that is compatible with VCPS' vision and goals. The Board shall establish and maintain a reserve that is sufficient for contingencies and unforeseen emergencies.

Major Controls

A. Budget Process

The school-site Principal and Superintendent works with the back-office services provider and prepares the annual operating and capital budgets and cash flow projection, with input from the school's community. The budgets and projection are submitted to the Board of Directors for approval.

B. Internal Accounting Controls

The Board encourages public input in the budget development process and shall hold public hearings in accordance with law.

Procedures

A. In preparation of the annual operating and capital budget and cash flow projection, the back-office services provider prepares a preliminary budget and projection for review by the school-site Principal and/or Superintendent in consultation with stakeholders as appropriate.

B. The school budget shall be prepared annually from the best possible estimates that individual schools and school administrative staff can provide. Appropriate consolidation shall occur as the budget progresses through the various levels of review.
C. To support budgets and projection estimates, the back-office services provider prepares current year-to-date financial data with projections of year-end totals. The school budget shall be developed in accordance with standards and criteria for fiscal accountability adopted by the State Board of Education.
D. The back-office services provider and the school-site Principal and/or Superintendent review the budgets and projection submitted for completeness and reasonableness. Before adopting the budget, the Board of Directors shall review the budget at a scheduled board meeting. The proposed budget shall be available for public inspection.
E. The Board of Directors approves and adopts the final budgets and projection.
F. The adopted budget totals are entered in the General Ledger by the back-office services provider for the new fiscal year, in order to prepare budget to actual reports.
G. The school-site Principal and/or Superintendent, with the assistance of the back office provider, shall file the adopted budget with the authorizing agency or agencies as directed and in accordance with the school's charter or charters and existing MOU(s). The budget and supporting data shall be maintained and made available for public review.
H. No later than forty-five (45) days after the Governor signs the annual Budget Act, the back office provider shall make available for Board of Director review any revisions in budgeted revenues and expenditures which are consequently necessary.
I. The Board shall adopt the budget on or before July 1 and shall file it timely with the authorizing agency(ies).
    1. On or before the 1st Interim due date the Board shall revise the budget to include:
    2. Changes after July 1 related to income and expenditures, and
    3. Any response to the authorizing agencies recommendations.
J. Before revising the budget, the Board shall again review the budget at a scheduled board meeting. The budget shall be available for public inspection.

Financial Reporting

Control Objective
To ensure the accuracy, completeness and timeliness of financial reporting to support decision -making.

Major Controls
A. Schedule
Monthly managerial reports are prepared based on a schedule.
B. Review and Approval
Financial reports are reviewed for accuracy and completeness.
C. Audit
The annual financial statements of the School are audited by a certified public accounting firm.

Procedures

1. The back-office services provider prepares monthly budget vs. actual financial reports and cash flow projection for the Board of Directors meetings.
2. The Charter School submits to an audit of its financial statements by a qualified certified public accounting firm.
3. The School shall automatically submit all financial reports required under Education Code Section 47604.33 and 47605(m).

Payroll Tax Compliance

Control Objective
To accurately prepare and file required tax documents on a timely basis.

Procedures
A. The School maintains a schedule of required filing due dates for:
   1. *IRS Form W-2* - Wage and Tax Statement.
   2. *IRS Form W-3* - Transmittal of Income and Tax Statements.
   3. *IRS Form 941* - Employer's Quarterly Federal Tax Return for Federal Income Tax Withheld from Wages and FICA Taxes.
   4. *IRS Form 1099 MISC* (also *1099-DIV, 1099-INT, 1099-OID*) - U.S. Annual Information Return for Recipients of Miscellaneous Income.
   5. Quarterly and annual state(s) unemployment tax return(s).

B. Before submission, all payroll tax documents and the supporting schedules are reviewed and approved by the back-office services provider for accuracy and completeness.

Stale Dated Check Policy

Vista Charter Public Schools issues checks for vendor invoices, deposits, payroll, and employee reimbursements. Once a check is issued, the recipient has 180 days to deposit the check. If the check has not cleared the bank after 180 days, the check is considered stale dated.

Procedures:

Determining Stale Dated Checks to be Voided:

1) Review the previous month's bank reconciliation for all outstanding transactions older than 180 days.

2) Create a list of all Stale Dated Checks

Procedures to Void a Stale Dated Check:

1) Provide Stale Dated Check List to Bank User Administrator who will put a STOP payment on all Stale Dated Checks

2) Determine original entry for the check and reverse the entry as the date of the STOP Payment. If this crosses fiscal years then will credit 9795, Adjustments to Beginning Fund Balance, and allow Auditors to determine final classification.

Re-issuing Stale Dated Checks:

1) Reach out to Vendors to verify if any outstanding payments are due. If necessary, reissue check.

2) Reach out to any Employee who has a Stale Dated Check to notify them that this check has been voided and another check will be reissued.

    a. If any employee cannot be reached for a Payroll Check or Employee Reimbursement, the amount becomes a Liability for Three Years as the date of the Check. After three years, the amount will be sent to the State of California as unclaimed funds.

Vista Legacy Global Academy
Supporting Documentation

Agenda Item Details

Meeting	Aug 15, 2022 - Regular Board Meeting
Category	2. CONSENT ITEMS
Subject	2.8 2022-23 VCPS Fiscal Policy Manual
Type	Action (Consent)
Recommended Action	Approve 2022-23 VCPS Fiscal Policy Manual

The only item that was updated was due to inflation, the per diem rate has been increased to $15 for breakfast, $25 for lunch, $40 for dinner, which comes out to $80 per day. Reimbursement will be the exact amount spent on applicable items up to the maximum amount listed.

VCPS Fiscal Policies and Procedures Manual 2022-23.pdf (318 KB)

Motion & Voting

Approve consent item, June 13, 2022 Special Board meeting minutes

Motion by Mimi Kim, second by Jody Molodow.
Final Resolution: Motion Carries
Aye: Jody Molodow, Mimi Kim, Paul Vieyra, Michele Bauer-Bean, Geronimo Gaytan

We Transform The School Experience!

Vista Legacy Global Academy
Supporting Documentation

VISTA CHARTER PUBLIC SCHOOLS
GENERAL LEDGER
05/17/2022 - 08/17/2022

ID	Date	Account	Vendor	Memo	Debit	Credit
BS - Asset						
9110 - Cash in County Treasury						
		Balance Forward			**$464,529.75**	
709002	05-17-2022	1930-4203-0-0000-0000-9110-00		21-22 3rd Apport Title III, Part A	$8,974.00	
709305	05-17-2022	1752-4203-0-0000-0000-9110-00		21-22 3rd Apport Title III, Part A	$15,055.00	
708898	05-20-2022	1930-0000-0-0000-0000-9110-00		Apr 2022 STRS Payment		$9,209.60
708899	05-20-2022	1930-0000-0-0000-0000-9110-00		Apr 2022 STRS Payment		$15,255.35
709117	05-20-2022	1752-0000-0-0000-0000-9110-00		Apr 2022 STRS Payment		$16,298.17
709119	05-20-2022	1752-0000-0-0000-0000-9110-00		Apr 2022 STRS Payment		$26,973.46
709004	05-24-2022	1930-4127-0-0000-0000-9110-00		21-22 3rd Apport Title IV, Part A	$3,388.00	
709307	05-24-2022	1752-4127-0-0000-0000-9110-00		21-22 3rd Apport Title IV, Part A	$2,800.00	
709309	05-24-2022	1752-3216-0-0000-0000-9110-00		20-21 ELO ESSER II State Reserve	$7,627.00	
708982	05-26-2022	1930-0000-0-0000-0000-9110-00		May 2022 LCFF State Aid	$277,118.75	
709065	05-26-2022	1930-2600-0-0000-0000-9110-00		21-22 ELO Program	$21,960.00	
709185	05-26-2022	1752-0000-0-0000-0000-9110-00		May 2022 LCFF State Aid - Net	$210,957.80	
709465	05-26-2022	1752-2600-0-0000-0000-9110-00		21-22 Expanded Learning Opportunities	$9,871.00	
709012	05-27-2022	1930-3216-0-0000-0000-9110-00		20-21 ELO ESSER II State Reserve	$6,357.00	
709016	05-27-2022	1930-3218-0-0000-0000-9110-00		20-21 ELO ESSER III Emergency Need	$4,144.00	
709127	05-27-2022	1752-0000-0-0000-0000-9110-00		Apr 2022 PERS Payment		$12,420.89
709311	05-27-2022	1752-3218-0-0000-0000-9110-00		20-21 ELO ESSER III Emergency Need	$4,972.00	
709082	06-02-2022	1930-6053-0-0000-0000-9110-00		21-22 Universal Pre-K	$56,647.00	
708992	06-03-2022	1930-0000-0-0000-0000-9110-00		May 2022 ILPT	$107,967.00	
709255	06-03-2022	1752-0000-0-0000-0000-9110-00		Jun 2022 ILPT	$105,633.00	
709319	06-03-2022	1752-4035-0-0000-0000-9110-00		21-22 3rd Apport Title II, Part A	$4,856.00	
708923	06-06-2022	1930-0000-0-0000-0000-9110-00		May 2022 Admin Fee & Interest	$183.10	
709134	06-06-2022	1752-0000-0-0000-0000-9110-00		May 2022 Interest & Admin Fee	$162.63	
709020	06-07-2022	1930-3219-0-0000-0000-9110-00		20-21 ELO ESSER III Learning Loss	$7,144.00	
709313	06-07-2022	1752-3219-0-0000-0000-9110-00		20-21 ELO ESSER III Learning Loss	$8,570.00	
709022	06-08-2022	1930-3217-0-0000-0000-9110-00		20-21 ELO GEER II	$1,459.00	
709317	06-08-2022	1752-3217-0-0000-0000-9110-00		20-21 ELO GEER II	$1,750.00	
709026	06-14-2022	1930-3010-0-0000-0000-9110-00		21-22 3rd Apport Title I, Part A	$38,202.00	
709321	06-14-2022	1752-3010-0-0000-0000-9110-00		21-22 3rd Apport Title I, Part A	$59,303.00	
708910	06-21-2022	1930-0000-0-0000-0000-9110-00		May 2022 STRS Payment		$9,732.88
708911	06-21-2022	1930-0000-0-0000-0000-9110-00		May 2022 STRS Payment		$16,123.35
709123	06-21-2022	1752-0000-0-0000-0000-9110-00		May 2022 STRS Payment		$16,152.81
709125	06-21-2022	1752-0000-0-0000-0000-9110-00		May 2022 STRS Payment		$26,732.03
710184	06-23-2022	1930-0000-0-0000-0000-9110-00		Transfer from County Treasury		$700,000.00
710880	06-23-2022	1752-0000-0-0000-0000-9110-00		Transfer from County Treasury		$450,000.00
709054	06-28-2022	1930-1100-0-0000-0000-9110-00		21-22 3rd Qtr Lottery - Non-Prop 20	$7,320.20	
709056	06-28-2022	1930-6300-0-0000-0000-9110-00		21-22 3rd Qtr Lottery - Prop 20	$7,997.99	
709076	06-28-2022	1930-6010-0-0000-0000-9110-00		21-22 ASES	$38,153.04	
709352	06-28-2022	1752-1100-0-0000-0000-9110-00		21-22 3rd Qtr Lottery - Non-Prop 20	$9,364.58	
709354	06-28-2022	1752-6300-0-0000-0000-9110-00		21-22 3rd Qtr Lottery - Prop 20	$10,231.66	
709472	06-28-2022	1752-6010-0-0000-0000-9110-00		21-22 ASES	$50,870.71	
709470	06-28-2022	1752-2600-0-0000-0000-9110-00		21-22 Expanded Learning Opportunities	$9,872.00	
712139	06-30-2022	1930-3010-0-0000-0000-9110-00		21-22 Title I Reclassifications		$121,441.00
712140	06-30-2022	1930-0000-0-0000-0000-9110-00		21-22 Title I Reclassifications	$121,441.00	
712179	06-30-2022	1930-4035-0-0000-0000-9110-00		21-22 Title II Reclassifications		$19,629.00
712180	06-30-2022	1930-0000-0-0000-0000-9110-00		21-22 Title II Reclassifications	$19,629.00	
712209	06-30-2022	1930-4203-0-0000-0000-9110-00		21-22 Title III Reclassifications		$16,965.00
712210	06-30-2022	1930-0000-0-0000-0000-9110-00		21-22 Title III Reclassifications	$16,965.00	

Vista Legacy Global Academy
Supporting Documentation

712265	06-30-2022	1930-4127-0-0000-0000-9110-00	21-22 Title IV Reclassifications		$8,841.00
712266	06-30-2022	1930-0000-0-0000-0000-9110-00	21-22 Title IV Reclassifications	$8,841.00	
712295	06-30-2022	1752-3010-0-0000-0000-9110-00	21-22 Title I Reclassifications		$163,551.00
712296	06-30-2022	1752-0000-0-0000-0000-9110-00	21-22 Title I Reclassifications	$163,551.00	
712788	06-30-2022	1752-4203-0-0000-0000-9110-00	21-22 Title III Reclassifications		$28,735.00
712789	06-30-2022	1752-0000-0-0000-0000-9110-00	21-22 Title III Reclassifications	$28,735.00	
712808	06-30-2022	1752-4127-0-0000-0000-9110-00	21-22 Title IV Reclassifications		$7,800.00
712809	06-30-2022	1752-0000-0-0000-0000-9110-00	21-22 Title IV Reclassifications	$7,800.00	
712694	06-30-2022	1752-4035-0-0000-0000-9110-00	21-22 Title II Reclassifications		$23,829.00
712695	06-30-2022	1752-0000-0-0000-0000-9110-00	21-22 Title II Reclassifications	$23,829.00	
743149	06-30-2022	1752-3213-0-0000-0000-9110-00	21-22 Year End Adjustment		$35,129.62
743155	06-30-2022	1752-0000-0-0000-0000-9110-00	21-22 Year End Adjustment	$35,129.62	
743257	06-30-2022	1752-1100-0-0000-0000-9110-00	21-22 Year End Adjustment		$50,882.67
743258	06-30-2022	1752-0000-0-0000-0000-9110-00	21-22 Year End Adjustment	$50,882.67	
743281	06-30-2022	1930-7422-0-0000-0000-9110-00	21-22 Year End Adjustment		$53,078.00
743282	06-30-2022	1930-0000-0-0000-0000-9110-00	21-22 Year End Adjustment	$53,078.00	
743027	06-30-2022	1752-7422-0-0000-0000-9110-00	21-22 Year End Adjustment		$65,389.00
743028	06-30-2022	1752-0000-0-0000-0000-9110-00	21-22 Year End Adjustment	$65,389.00	
743051	06-30-2022	1752-6300-0-0000-0000-9110-00	21-22 Year End Adjustment		$24,128.19
743052	06-30-2022	1752-0000-0-0000-0000-9110-00	21-22 Year End Adjustment	$24,128.19	
743057	06-30-2022	1752-6266-0-0000-0000-9110-00	21-22 Year End Adjustment		$56,337.00
743058	06-30-2022	1752-0000-0-0000-0000-9110-00	21-22 Year End Adjustment	$56,337.00	
743072	06-30-2022	1752-6010-0-0000-0000-9110-00	21-22 Year End Adjustment		$194,046.22
743075	06-30-2022	1752-0000-0-0000-0000-9110-00	21-22 Year End Adjustment	$194,046.22	
743129	06-30-2022	1752-3215-0-0000-0000-9110-00	21-22 Year End Adjustment		$10,580.00
743131	06-30-2022	1752-0000-0-0000-0000-9110-00	21-22 Year End Adjustment	$10,580.00	
743210	06-30-2022	1752-3210-0-0000-0000-9110-00	21-22 Year End Adjustment		$76,601.00
743216	06-30-2022	1752-0000-0-0000-0000-9110-00	21-22 Year End Adjustment	$76,601.00	
743164	06-30-2022	1752-3212-0-0000-0000-9110-00	21-22 Year End Adjustment		$110,724.00
743171	06-30-2022	1752-0000-0-0000-0000-9110-00	21-22 Year End Adjustment	$110,724.00	
743253	06-30-2022	1752-1400-0-0000-0000-9110-00	21-22 Year End Adjustment		$48,788.00
743254	06-30-2022	1752-0000-0-0000-0000-9110-00	21-22 Year End Adjustment	$48,788.00	
743274	06-30-2022	1930-7426-0-0000-0000-9110-00	21-22 Year End Adjustment	$7,299.90	
743277	06-30-2022	1930-0000-0-0000-0000-9110-00	21-22 Year End Adjustment		$7,299.90
743307	06-30-2022	1930-6300-0-0000-0000-9110-00	21-22 Year End Adjustment		$20,610.57
743309	06-30-2022	1930-0000-0-0000-0000-9110-00	21-22 Year End Adjustment	$20,610.57	
743370	06-30-2022	1930-6266-0-0000-0000-9110-00	21-22 Year End Adjustment		$50,790.00
743371	06-30-2022	1930-0000-0-0000-0000-9110-00	21-22 Year End Adjustment	$50,790.00	
743379	06-30-2022	1930-6010-0-0000-0000-9110-00	21-22 Year End Adjustment		$150,667.86
743381	06-30-2022	1930-0000-0-0000-0000-9110-00	21-22 Year End Adjustment	$150,667.86	
743409	06-30-2022	1930-3215-0-0000-0000-9110-00	21-22 Year End Adjustment		$11,012.51
743410	06-30-2022	1930-0000-0-0000-0000-9110-00	21-22 Year End Adjustment	$11,012.51	
743427	06-30-2022	1930-3213-0-0000-0000-9110-00	21-22 Year End Adjustment		$30,592.89
743433	06-30-2022	1930-0000-0-0000-0000-9110-00	21-22 Year End Adjustment	$30,592.89	
743413	06-30-2022	1930-3214-0-0000-0000-9110-00	21-22 Year End Adjustment		$18,605.60
743420	06-30-2022	1930-0000-0-0000-0000-9110-00	21-22 Year End Adjustment	$18,605.60	
743439	06-30-2022	1930-3212-0-0000-0000-9110-00	21-22 Year End Adjustment		$131,425.00
743444	06-30-2022	1930-0000-0-0000-0000-9110-00	21-22 Year End Adjustment	$131,425.00	
743449	06-30-2022	1930-3210-0-0000-0000-9110-00	21-22 Year End Adjustment		$42,576.00
743455	06-30-2022	1930-0000-0-0000-0000-9110-00	21-22 Year End Adjustment	$42,576.00	
743465	06-30-2022	1930-2600-0-0000-0000-9110-00	21-22 Year End Adjustment		$36,000.00
743466	06-30-2022	1930-0000-0-0000-0000-9110-00	21-22 Year End Adjustment	$36,000.00	
743474	06-30-2022	1930-1400-0-0000-0000-9110-00	21-22 Year End Adjustment		$44,567.00
743475	06-30-2022	1930-0000-0-0000-0000-9110-00	21-22 Year End Adjustment	$44,567.00	
743478	06-30-2022	1930-1100-0-0000-0000-9110-00	21-22 Year End Adjustment		$45,825.24
743479	06-30-2022	1930-0000-0-0000-0000-9110-00	21-22 Year End Adjustment	$45,825.24	
708985	06-30-2022	1930-0000-0-0000-0000-9110-00	Jun 2022 LCFF State Aid	$243,348.44	

Vista Legacy Global Academy
Supporting Documentation

709074	06-30-2022	1930-2600-0-0000-0000-9110-00		21-22 ELO Program	$21,961.00	
709096	06-30-2022	1930-0000-0-0000-0000-9110-00		Interest Rebate	$37.57	
709129	06-30-2022	1752-0000-0-0000-0000-9110-00		May 2022 PERS Payment		$14,739.49
709239	06-30-2022	1752-0000-0-0000-0000-9110-00		Jun 2022 LCFF State Aid - Net	$146,515.39	
709478	06-30-2022	1752-0000-0-0000-0000-9110-00		Interest Rebate	$60.58	
762959	07-01-2022	1932-0000-0-0000-0000-9110-00		22-23 Beginning Balance	$210,021.94	
724368	07-07-2022	1752-0000-0-0000-0000-9110-00		Jun 2022 Interest & Admin Fee	$225.50	
724393	07-07-2022	1930-0000-0-0000-0000-9110-00		Jun 2022 Admin Fee & Interest	$305.72	
793098	07-07-2022	1932-0000-0-0000-0000-9110-00		June 2022 Interest & Admin Fee	$120.06	
724375	07-15-2022	1752-7810-0-0000-0000-9110-00		21-22 Ethnic Studies	$1,662.00	
724377	07-15-2022	1752-4127-0-0000-0000-9110-00		21-22 4th Apport Title IV, Part A	$3,419.00	
724409	07-15-2022	1930-4127-0-0000-0000-9110-00		21-22 4th Apport Title IV, Part A	$435.00	
793129	07-15-2022	1932-4127-0-0000-0000-9110-00		21-22 4th Apport Title IV	$4,382.00	
793131	07-15-2022	1932-3215-0-0000-0000-9110-00		20-21 GEER - 7th Apport	$6,332.00	
793133	07-15-2022	1932-4035-0-0000-0000-9110-00		21-22 4th Apport Title II	$5,922.00	
724419	07-18-2022	1930-0000-0-0000-0000-9110-00		Jun 2022 ILPT	$103,018.00	
724379	07-18-2022	1752-0000-0-0000-0000-9110-00		21-22 ILPT	$94,540.00	
796892	07-19-2022	1932-0000-0-0000-0000-9110-00		Transfer to County Treasury		$185,000.00
724902	07-21-2022	1752-0000-0-0000-0000-9110-00				$300,000.00
724856	07-21-2022	1930-0000-0-0000-0000-9110-00		Transfer from County Treasury		$435,000.00
724360	07-22-2022	1752-0000-0-0000-0000-9110-00		Jun 2022 STRS Payment		$18,049.24
724362	07-22-2022	1752-0000-0-0000-0000-9110-00		Jun 2022 STRS Payment		$29,862.78
724383	07-22-2022	1930-0000-0-0000-0000-9110-00		Jun 2022 STRS Payment		$10,308.43
724384	07-22-2022	1930-0000-0-0000-0000-9110-00		Jun 2022 STRS Payment		$17,075.45
793082	07-22-2022	1932-0000-0-0000-0000-9110-00		Jun 2022 STRS		$19,379.58
793084	07-22-2022	1932-0000-0-0000-0000-9110-00		Jun 2022 STRS		$11,855.90
724370	07-27-2022	1752-0000-0-0000-0000-9110-00		Jul 2022 LCFF State Aid - Net	$74,649.39	
724373	07-27-2022	1752-2600-0-0000-0000-9110-00		21-22 ELO-P Grant	$10,093.00	
724394	07-27-2022	1930-0000-0-0000-0000-9110-00		Jul 2022 LCFF State Aid	$82,587.44	
724397	07-27-2022	1930-2600-0-0000-0000-9110-00		21-22 ELO-P	$37,134.00	
793109	07-27-2022	1932-0000-0-0000-0000-9110-00		July 2022 LCFF	$102,717.00	
793111	07-27-2022	1932-2600-0-0000-0000-9110-00		July 2022 ELOP	$31,871.00	
724364	07-28-2022	1752-0000-0-0000-0000-9110-00		Jun 2022 PERS Payment		$14,616.25
793127	07-29-2022	1932-5466-0-0000-0000-9110-00		21-22 Supply Chain Assistance	$11,668.62	
741208	08-02-2022	1752-4203-0-0000-0000-9110-00		21-22 4th Apport Title III, Part A	$481.00	
741256	08-04-2022	1930-0000-0-0000-0000-9110-00		Jul 2022 Interest Net Admin Fee	$201.81	
741197	08-04-2022	1752-0000-0-0000-0000-9110-00		Jul 2022 Interest Net Admin Fee	$171.54	
793101	08-04-2022	1932-0000-0-0000-0000-9110-00		Jul 2022 Interest & Admin Fee	$124.12	
793135	08-09-2022	1932-3210-0-0000-0000-9110-00		20-21 8th Apport ESSER	$34,047.00	
796894	08-17-2022	1932-0000-0-0000-0000-9110-00		Transfer to County Treasury		$170,000.00
		Total Activity			**$4,033,410.85**	**$4,231,232.93**
		Ending Balance			**$266,707.67**	
9111 - Fair Value Adjustment to Cash in County Trea						
		Balance Forward			**$0.00**	
		Total Activity				**$0.00**
		Ending Balance				**$0.00**
9120 - EastWest Bank Operating						
		Balance Forward			**$1,116,907.46**	
707958	05-18-2022	1234-0000-0-0000-0000-9120-00	Med-i-Bank			$30.00
707962	05-19-2022	1234-0000-0-0000-0000-9120-00	Med-i-Bank			$171.00
708008	05-20-2022	1234-0000-0-0000-0000-9120-00				$91.22
707964	05-23-2022	1234-0000-0-0000-0000-9120-00	Med-i-Bank			$375.00
707932	05-25-2022	1234-0000-0-0000-0000-9120-00	Igoe Administrative Services			$175.50
707966	05-25-2022	1234-0000-0-0000-0000-9120-00	Med-i-Bank			$39.08
707968	05-27-2022	1234-0000-0-0000-0000-9120-00	Med-i-Bank			$65.00
706408	05-31-2022	1752-6500-0-0000-0000-9120-00		May 2022 Special Ed (State)	$24,304.00	
707899	05-31-2022	1234-0000-0-0000-0000-9120-00		21-22 ILPT	$68,023.00	

Vista Legacy Global Academy
Supporting Documentation

707902	05-31-2022	1234-0000-0-0000-0000-9120-00		21-22 Oversight Fees		$2,561.00
707903	05-31-2022	1234-3310-0-0000-0000-9120-00		May 2022 Special Ed (Fed)	$6,100.00	
707905	05-31-2022	1234-6500-0-0000-0000-9120-00		May 2022 Special Ed (State)	$17,271.00	
707908	05-31-2022	1234-0000-0-0000-0000-9120-00		May 2022 SpEd Charter Operated Program		$2,337.00
707910	05-31-2022	1234-0000-0-0000-0000-9120-00		Oct 2021 SpEd Fair Share Contribution		$2,337.00
707911	05-31-2022	1234-6504-0-0000-0000-9120-00		Option 3 Transfers (STEP Grant Speical Ed Charter Operated Program)	$7,324.23	
707970	05-31-2022	1234-0000-0-0000-0000-9120-00	Med-i-Bank			$63.10
709621	06-01-2022	1234-0000-0-0000-0000-9120-00	Igoe Administrative Services			$208.33
709657	06-01-2022	1234-0000-0-0000-0000-9120-00	PlanConnect			$1,344.87
709659	06-01-2022	1752-0000-0-0000-0000-9120-00	PlanConnect			$275.00
709661	06-01-2022	2043-0000-0-0000-0000-9120-00	PlanConnect			$261.75
709669	06-01-2022	2043-0000-0-0000-0000-9120-00	LACOE			$9,232.27
709671	06-01-2022	1234-0000-0-0000-0000-9120-00	U.S. Bank			$41,728.64
709674	06-01-2022	1234-0000-0-0000-0000-9120-00	LACOE			$58,741.46
709637	06-02-2022	1234-0000-0-0000-0000-9120-00	Med-i-Bank			$5.08
709623	06-03-2022	1234-0000-0-0000-0000-9120-00	Igoe Administrative Services			$337.00
709639	06-13-2022	1234-0000-0-0000-0000-9120-00	Med-i-Bank			$158.04
709625	06-14-2022	1234-0000-0-0000-0000-9120-00	Igoe Administrative Services			$476.38
709641	06-15-2022	1234-0000-0-0000-0000-9120-00	Med-i-Bank			$77.86
709663	06-15-2022	1234-0000-0-0000-0000-9120-00	PlanConnect			$1,313.58
709665	06-15-2022	1752-0000-0-0000-0000-9120-00	PlanConnect			$275.00
709667	06-15-2022	2043-0000-0-0000-0000-9120-00	PlanConnect			$247.08
709627	06-16-2022	1234-0000-0-0000-0000-9120-00	Igoe Administrative Services			$231.95
709643	06-17-2022	1234-0000-0-0000-0000-9120-00	Med-i-Bank			$55.00
709645	06-21-2022	1234-0000-0-0000-0000-9120-00	Med-i-Bank			$20.00
709629	06-22-2022	1234-0000-0-0000-0000-9120-00				$88.31
709631	06-22-2022	1234-0000-0-0000-0000-9120-00	Igoe Administrative Services			$175.50
709553	06-23-2022	1234-0000-0-0000-0000-9120-00		Jun 2022 ILPT	$68,022.00	
709556	06-23-2022	1234-0000-0-0000-0000-9120-00		21-22 Oversight Fees		$2,562.00
709557	06-23-2022	1234-3310-0-0000-0000-9120-00		Jun 2022 Special Ed (Fed)	$6,101.00	
709559	06-23-2022	1234-6500-0-0000-0000-9120-00		Jun 2022 Special Ed (State)	$17,271.00	
709562	06-23-2022	1234-0000-0-0000-0000-9120-00		Jun 2022 Special Ed Fair Share Contrib.		$2,337.50
709564	06-23-2022	1234-0000-0-0000-0000-9120-00		Jun 2022 SpEd Charter Operated Program		$2,337.50
709633	06-23-2022	1234-0000-0-0000-0000-9120-00	Igoe Administrative Services			$9.38
709647	06-23-2022	1234-0000-0-0000-0000-9120-00	Med-i-Bank			$125.00
709649	06-24-2022	1234-0000-0-0000-0000-9120-00	Med-i-Bank			$10.00
709651	06-27-2022	1234-0000-0-0000-0000-9120-00	Med-i-Bank			$60.00
709653	06-28-2022	1234-0000-0-0000-0000-9120-00	Med-i-Bank			$76.05
709616	06-29-2022	1752-6500-0-0000-0000-9120-00		Jun 2022 Special Ed (State)	$23,050.00	
709618	06-29-2022	1752-3310-0-0000-0000-9120-00		20-21 Special Ed (Fed)	$37,166.00	
721623	06-30-2022	1234-7425-0-0000-0000-9120-00		Balance Inter-Resource Receivables/Payables	$13,078.53	
721628	06-30-2022	1234-0000-0-0000-0000-9120-00		Balance Inter-Resource Receivables/Payables		$13,078.53
721633	06-30-2022	1234-7420-0-0000-0000-9120-00		Balance Inter-Resource Receivables/Payables	$153.23	
721636	06-30-2022	1234-0000-0-0000-0000-9120-00		Balance Inter-Resource Receivables/Payables		$153.23
721641	06-30-2022	1234-6504-0-0000-0000-9120-00		Balance Inter-Resource Receivables/Payables		$2,581.37
721646	06-30-2022	1234-0000-0-0000-0000-9120-00		Balance Inter-Resource Receivables/Payables	$2,581.37	
721712	06-30-2022	1234-4124-0-0000-0000-9120-00		Balance Inter-Resource Receivables/Payables		$27,312.01
721716	06-30-2022	1234-0000-0-0000-0000-9120-00		Balance Inter-Resource Receivables/Payables	$27,312.01	
721721	06-30-2022	1234-3216-0-0000-0000-9120-00		Balancing Resource Cash	$5,966.13	
721724	06-30-2022	1234-0000-0-0000-0000-9120-00		Balancing Resource Cash		$5,966.13
721725	06-30-2022	1234-3215-0-0000-0000-9120-00		Balancing Resource Cash	$4,717.88	
721728	06-30-2022	1234-0000-0-0000-0000-9120-00		Balancing Resource Cash		$4,717.88
721734	06-30-2022	1234-3212-0-0000-0000-9120-00		Balancing Resource Cash	$40,070.74	
721738	06-30-2022	1234-0000-0-0000-0000-9120-00		Balancing Resource Cash		$40,070.74
721740	06-30-2022	1234-3210-0-0000-0000-9120-00		Balancing Resource Cash	$41,468.08	
721743	06-30-2022	1234-0000-0-0000-0000-9120-00		Balancing Resource Cash		$41,468.08
721748	06-30-2022	1234-9007-0-0000-1010-9120-00		Balance Inter-Resource Receivables/Payables	$1,428.00	

Vista Legacy Global Academy
Supporting Documentation

721751	06-30-2022	1234-0000-0-0000-0000-9120-00	Balance Inter-Resource Receivables/Payables		$1,428.00
721650	06-30-2022	1234-6500-0-0000-0000-9120-00	Balance Cash in Resources		$27,893.80
721651	06-30-2022	1234-0000-0-0000-0000-9120-00	Balance Cash in Resources	$27,893.80	
721657	06-30-2022	1234-6010-0-0000-0000-9120-00	Balance Inter-Resource Receivables/Payables	$117,560.17	
721661	06-30-2022	1234-0000-0-0000-0000-9120-00	Balance Inter-Resource Receivables/Payables		$117,560.17
721665	06-30-2022	1234-5310-0-0000-0000-9120-00	Balance Inter-Resource Receivables/Payables	$81,526.45	
721669	06-30-2022	1234-0000-0-0000-0000-9120-00	Balance Inter-Resource Receivables/Payables		$81,526.45
721730	06-30-2022	1234-3214-0-0000-0000-9120-00	Balancing Resource Cash	$1,781.88	
721733	06-30-2022	1234-0000-0-0000-0000-9120-00	Balancing Resource Cash		$1,781.88
721756	06-30-2022	1234-9003-0-0000-0000-9120-00	Balance Inter-Resource Receivables/Payables	$10,616.32	
721760	06-30-2022	1234-0000-0-0000-0000-9120-00	Balance Inter-Resource Receivables/Payables		$10,616.32
721878	06-30-2022	1234-6300-0-0000-0000-9120-00	Balancing Resource Cash		$12,258.90
721883	06-30-2022	1234-0000-0-0000-0000-9120-00	Balancing Resource Cash	$12,258.90	
721886	06-30-2022	1234-6030-0-0000-0000-9120-00	Balancing Resource Cash		$31,906.48
721890	06-30-2022	1234-0000-0-0000-0000-9120-00	Balancing Resource Cash	$31,906.48	
721892	06-30-2022	1234-3310-0-0000-0000-9120-00	Balancing Resource Cash		$87,123.59
721895	06-30-2022	1234-0000-0-0000-0000-9120-00	Balancing Resource Cash	$87,123.59	
721913	06-30-2022	1234-9002-0-0000-0000-9120-00	Balancing Resource Cash		$2,936.88
721914	06-30-2022	1234-0000-0-0000-0000-9120-00	Balancing Resource Cash	$2,936.80	
721916	06-30-2022	1234-1400-0-0000-0000-9120-00	Balancing Resource Cash		$219,244.00
721921	06-30-2022	1234-0000-0-0000-0000-9120-00	Balancing Resource Cash	$219,244.00	
721931	06-30-2022	2043-7425-0-0000-0000-9120-00	Balance Inter-Resource Receivables/Payables	$2,604.88	
721935	06-30-2022	2043-0000-0-0000-0000-9120-00	Balance Inter-Resource Receivables/Payables		$2,604.88
721937	06-30-2022	2043-7422-0-0000-0000-9120-00	Balance Inter-Resource Receivables/Payables		$11,697.00
721941	06-30-2022	2043-0000-0-0000-0000-9120-00	Balance Inter-Resource Receivables/Payables	$11,697.00	
721943	06-30-2022	2043-6500-0-0000-0000-9120-00	Balance Inter-Resource Receivables/Payables	$1,096.23	
721948	06-30-2022	2043-0000-0-0000-0000-9120-00	Balance Inter-Resource Receivables/Payables		$1,096.23
721950	06-30-2022	2043-6300-0-0000-0000-9120-00	Balance Inter-Resource Receivables/Payables		$1,166.01
721953	06-30-2022	2043-0000-0-0000-0000-9120-00	Balance Inter-Resource Receivables/Payables	$1,166.01	
721961	06-30-2022	2043-4610-0-0000-0000-9120-00	Balance Inter-Resource Receivables/Payables		$56,391.49
721968	06-30-2022	2043-0000-0-0000-0000-9120-00	Balance Inter-Resource Receivables/Payables	$56,391.49	
721974	06-30-2022	2043-3310-0-0000-0000-9120-00	Balance Inter-Resource Receivables/Payables		$4,292.26
721976	06-30-2022	2043-0000-0-0000-0000-9120-00	Balance Inter-Resource Receivables/Payables	$4,292.26	
721979	06-30-2022	2043-3215-0-0000-0000-9120-00	Balance Inter-Resource Receivables/Payables	$257.40	
721986	06-30-2022	2043-0000-0-0000-0000-9120-00	Balance Inter-Resource Receivables/Payables		$257.40
721997	06-30-2022	2043-3210-0-0000-0000-9120-00	Balance Inter-Resource Receivables/Payables		$1,864.00
722004	06-30-2022	2043-0000-0-0000-0000-9120-00	Balance Inter-Resource Receivables/Payables	$1,864.00	
722010	06-30-2022	2043-2600-0-0000-0000-9120-00	Balance Inter-Resource Receivables/Payables		$27,500.00
722013	06-30-2022	2043-0000-0-0000-0000-9120-00	Balance Inter-Resource Receivables/Payables	$27,500.00	
722024	06-30-2022	2043-9103-0-0000-0000-9120-00	Balance Inter-Resource Receivables/Payables		$38,822.22
722025	06-30-2022	2043-0000-0-0000-0000-9120-00	Balance Inter-Resource Receivables/Payables	$38,822.22	
722031	06-30-2022	2043-1400-0-0000-0000-9120-00	Balance Inter-Resource Receivables/Payables		$3,440.00
722036	06-30-2022	2043-0000-0-0000-0000-9120-00	Balance Inter-Resource Receivables/Payables	$3,440.00	
722039	06-30-2022	2043-1100-0-0000-0000-9120-00	Balance Inter-Resource Receivables/Payables		$1,067.68
722044	06-30-2022	2043-0000-0-0000-0000-9120-00	Balance Inter-Resource Receivables/Payables	$1,067.68	
722047	06-30-2022	2043-5310-0-0000-0000-9120-00	Balance Inter-Resource Receivables/Payables	$21,905.85	
722051	06-30-2022	2043-0000-0-0000-0000-9120-00	Balance Inter-Resource Receivables/Payables		$21,905.85
722053	06-30-2022	2043-4124-0-0000-2700-9120-00	Balance Inter-Resource Receivables/Payables	$932.36	
722056	06-30-2022	2043-0000-0-0000-0000-9120-00	Balance Inter-Resource Receivables/Payables		$932.36
722057	06-30-2022	2043-3212-0-0000-0000-9120-00	Balance Inter-Resource Receivables/Payables	$11,388.67	
722064	06-30-2022	2043-0000-0-0000-0000-9120-00	Balance Inter-Resource Receivables/Payables		$11,388.67
712143	06-30-2022	1930-0000-0-0000-0000-9120-00	21-22 Title I Reclassifications		$12,653.07
712144	06-30-2022	1930-3010-0-0000-0000-9120-00	21-22 Title I Reclassifications	$12,653.07	
712183	06-30-2022	1930-0000-0-0000-0000-9120-00	21-22 Title II Reclassifications		$21,434.81
712184	06-30-2022	1930-4035-0-0000-0000-9120-00	21-22 Title II Reclassifications	$21,434.81	
712213	06-30-2022	1930-0000-0-0000-0000-9120-00	21-22 Title III Reclassifications		$813.34
712214	06-30-2022	1930-4203-0-0000-0000-9120-00	21-22 Title III Reclassifications	$813.34	

Vista Legacy Global Academy
Supporting Documentation

712267	06-30-2022	1930-0000-0-0000-0000-9120-00	21-22 Title IV Reclassifications		$7,568.52
712268	06-30-2022	1930-4127-0-0000-0000-9120-00	21-22 Title IV Reclassifications	$7,568.52	
712298	06-30-2022	1752-0000-0-0000-0000-9120-00	21-22 Title I Reclassifications		$23,709.82
712299	06-30-2022	1752-3010-0-0000-0000-9120-00	21-22 Title I Reclassifications	$23,709.82	
712791	06-30-2022	1752-0000-0-0000-0000-9120-00	21-22 Title III Reclassifications		$1,808.01
712792	06-30-2022	1752-4203-0-0000-0000-9120-00	21-22 Title III Reclassifications	$1,808.01	
712811	06-30-2022	1752-0000-0-0000-0000-9120-00	21-22 Title IV Reclassifications		$3,764.08
712812	06-30-2022	1752-4127-0-0000-0000-9120-00	21-22 Title IV Reclassifications	$3,764.08	
712697	06-30-2022	1752-0000-0-0000-0000-9120-00	21-22 Title II Reclassifications		$13,435.31
712698	06-30-2022	1752-4035-0-0000-0000-9120-00	21-22 Title II Reclassifications	$13,435.31	
712910	06-30-2022	2043-0000-0-0000-0000-9120-00	21-22 Title I Reclassifications		$6,205.74
712911	06-30-2022	2043-3010-0-0000-0000-9120-00	21-22 Title I Reclassifications	$6,205.74	
712936	06-30-2022	2043-0000-0-0000-0000-9120-00	21-22 Title II Reclassifications		$8,242.46
712937	06-30-2022	2043-4035-0-0000-0000-9120-00	21-22 Title II Reclassifications	$8,242.46	
713154	06-30-2022	1234-3010-0-0000-0000-9120-00	21-22 Title I Reclassifications		$33,757.84
713155	06-30-2022	1234-0000-0-0000-0000-9120-00	21-22 Title I Reclassifications	$33,757.84	
713248	06-30-2022	1234-0000-0-0000-0000-9120-00	21-22 Title II Reclassification		$13,610.11
713249	06-30-2022	1234-4035-0-0000-0000-9120-00	21-22 Title II Reclassification	$13,610.11	
713287	06-30-2022	1234-4203-0-0000-0000-9120-00	21-22 Title III Reclassification		$1,203.99
713288	06-30-2022	1234-0000-0-0000-0000-9120-00	21-22 Title III Reclassification	$1,203.99	
713325	06-30-2022	1234-4127-0-0000-0000-9120-00	21-22 Title IV Reclassification		$2,303.95
713326	06-30-2022	1234-0000-0-0000-0000-9120-00	21-22 Title IV Reclassification	$2,303.95	
743144	06-30-2022	1752-3213-0-0000-0000-9120-00	21-22 Year End Adjustment	$1,287.03	
743150	06-30-2022	1752-0000-0-0000-0000-9120-00	21-22 Year End Adjustment		$1,287.03
743031	06-30-2022	1752-6546-0-0000-0000-9120-00	21-22 Year End Adjustment		$8,973.00
743032	06-30-2022	1752-0000-0-0000-0000-9120-00	21-22 Year End Adjustment	$8,973.00	
743036	06-30-2022	1752-6500-0-0000-0000-9120-00	21-22 Year End Adjustment		$253,236.44
743043	06-30-2022	1752-0000-0-0000-0000-9120-00	21-22 Year End Adjustment	$253,236.44	
743073	06-30-2022	1752-6010-0-0000-0000-9120-00	21-22 Year End Adjustment	$119,185.49	
743076	06-30-2022	1752-0000-0-0000-0000-9120-00	21-22 Year End Adjustment		$119,185.49
743092	06-30-2022	1752-4124-0-0000-0000-9120-00	21-22 Year End Adjustment	$200,036.04	
743096	06-30-2022	1752-0000-0-0000-0000-9120-00	21-22 Year End Adjustment		$200,036.04
743105	06-30-2022	1752-3310-0-0000-0000-9120-00	21-22 Year End Adjustment		$52,075.00
743106	06-30-2022	1752-0000-0-0000-0000-9120-00	21-22 Year End Adjustment	$52,075.00	
742782	06-30-2022	1752-7426-0-0000-0000-9120-00	21-22 Year End Adjustment		$40.57
742783	06-30-2022	1752-0000-0-0000-0000-9120-00	21-22 Year End Adjustment	$40.57	
743211	06-30-2022	1752-3210-0-0000-0000-9120-00	21-22 Year End Adjustment	$13,476.40	
743217	06-30-2022	1752-0000-0-0000-0000-9120-00	21-22 Year End Adjustment		$13,476.40
743165	06-30-2022	1752-3212-0-0000-0000-9120-00	21-22 Year End Adjustment	$116,870.92	
743172	06-30-2022	1752-0000-0-0000-0000-9120-00	21-22 Year End Adjustment		$116,870.92
743232	06-30-2022	1752-9100-0-0000-0000-9120-00	21-22 Year End Adjustment	$13,082.21	
743235	06-30-2022	1752-0000-0-0000-0000-9120-00	21-22 Year End Adjustment		$13,082.21
743241	06-30-2022	1752-9006-0-0000-0000-9120-00	21-22 Year End Adjustment		$240.00
743242	06-30-2022	1752-0000-0-0000-0000-9120-00	21-22 Year End Adjustment	$240.00	
743245	06-30-2022	1752-9002-0-0000-0000-9120-00	21-22 Year End Adjustment		$5,283.00
743246	06-30-2022	1752-0000-0-0000-0000-9120-00	21-22 Year End Adjustment	$5,283.00	
743275	06-30-2022	1930-7426-0-0000-0000-9120-00	21-22 Year End Adjustment		$1,178.92
743278	06-30-2022	1930-0000-0-0000-0000-9120-00	21-22 Year End Adjustment	$1,178.92	
743285	06-30-2022	1930-6546-0-0000-0000-9120-00	21-22 Year End Adjustment		$1,966.00
743287	06-30-2022	1930-0000-0-0000-0000-9120-00	21-22 Year End Adjustment	$1,966.00	
743290	06-30-2022	1930-6500-0-0000-0000-9120-00	21-22 Year End Adjustment		$42,517.37
743298	06-30-2022	1930-0000-0-0000-0000-9120-00	21-22 Year End Adjustment	$42,517.37	
743308	06-30-2022	1930-6300-0-0000-0000-9120-00	21-22 Year End Adjustment		$765.78
743310	06-30-2022	1930-0000-0-0000-0000-9120-00	21-22 Year End Adjustment	$765.78	
743374	06-30-2022	1930-6030-0-0000-0000-9120-00	21-22 Year End Adjustment		$73,791.83
743375	06-30-2022	1930-0000-0-0000-0000-9120-00	21-22 Year End Adjustment	$73,791.83	
743385	06-30-2022	1930-5310-0-0000-0000-9120-00	21-22 Year End Adjustment	$58,224.72	

Vista Legacy Global Academy
Supporting Documentation

743390	06-30-2022	1930-0000-0-0000-0000-9120-00		21-22 Year End Adjustment		$58,224.72
743377	06-30-2022	1930-6010-0-0000-0000-9120-00		21-22 Year End Adjustment	$131,494.41	
743383	06-30-2022	1930-0000-0-0000-0000-9120-00		21-22 Year End Adjustment		$131,494.41
743395	06-30-2022	1930-4124-0-0000-0000-9120-00		21-22 Year End Adjustment	$2,888.70	
743398	06-30-2022	1930-0000-0-0000-0000-9120-00		21-22 Year End Adjustment		$2,888.70
743408	06-30-2022	1930-3215-0-0000-0000-9120-00		21-22 Year End Adjustment	$38.01	
743411	06-30-2022	1930-0000-0-0000-0000-9120-00		21-22 Year End Adjustment		$38.01
743428	06-30-2022	1930-3213-0-0000-0000-9120-00		21-22 Year End Adjustment	$510.08	
743434	06-30-2022	1930-0000-0-0000-0000-9120-00		21-22 Year End Adjustment		$510.08
743414	06-30-2022	1930-3214-0-0000-0000-9120-00		21-22 Year End Adjustment	$1,709.74	
743421	06-30-2022	1930-0000-0-0000-0000-9120-00		21-22 Year End Adjustment		$1,709.74
743440	06-30-2022	1930-3212-0-0000-0000-9120-00		21-22 Year End Adjustment	$64,156.04	
743445	06-30-2022	1930-0000-0-0000-0000-9120-00		21-22 Year End Adjustment		$64,156.04
743450	06-30-2022	1930-3210-0-0000-0000-9120-00		21-22 Year End Adjustment	$51,360.18	
743456	06-30-2022	1930-0000-0-0000-0000-9120-00		21-22 Year End Adjustment		$51,360.18
743463	06-30-2022	1930-2600-0-0000-0000-9120-00		21-22 Year End Adjustment	$27,000.00	
743467	06-30-2022	1930-0000-0-0000-0000-9120-00		21-22 Year End Adjustment		$27,000.00
743470	06-30-2022	1930-9002-0-0000-0000-9120-00		21-22 Year End Adjustment		$4,143.60
743471	06-30-2022	1930-0000-0-0000-0000-9120-00		21-22 Year End Adjustment	$4,143.60	
709635	06-30-2022	1234-0000-0-0000-0000-9120-00	Igoe Administrative Services			$30.50
784042	07-01-2022	1234-0000-0-0000-0000-9120-00	PlanConnect	June 2022 - 403b Payment		$1,444.05
784044	07-01-2022	1752-0000-0-0000-0000-9120-00	PlanConnect	June 2022 - 403b Payment		$175.00
784046	07-01-2022	1752-0000-0-0000-0000-9120-01	PlanConnect	June 2022 - 403b Payment		$100.00
784048	07-01-2022	2043-0000-0-0000-0000-9120-00	PlanConnect	June 2022 - 403b Payment		$239.74
782078	07-01-2022	1234-0000-0-0000-0000-9120-00	Igoe Administrative Services			$208.41
782080	07-05-2022	1234-0000-0-0000-0000-9120-00	Med-i-Bank			$13.07
782082	07-07-2022	1234-0000-0-0000-0000-9120-00	Igoe Administrative Services			$71.40
782084	07-08-2022	1234-0000-0-0000-0000-9120-00	Med-i-Bank			$47.27
782086	07-11-2022	1234-0000-0-0000-0000-9120-00	Med-i-Bank			$9.39
782088	07-11-2022	1234-0000-0-0000-0000-9120-00	Med-i-Bank			$91.81
782090	07-13-2022	1234-0000-0-0000-0000-9120-00	Med-i-Bank			$50.00
782092	07-14-2022	1234-0000-0-0000-0000-9120-00	Med-i-Bank			$65.49
784062	07-15-2022	1234-0000-0-0000-0000-9120-00	PlanConnect	July 2022- 403b Payment		$1,264.17
784064	07-15-2022	1752-0000-0-0000-0000-9120-00	PlanConnect	July 2022- 403b Payment		$175.00
784066	07-15-2022	1752-0000-0-0000-0000-9120-01	PlanConnect	July 2022- 403b Payment		$100.00
784068	07-15-2022	2043-0000-0-0000-0000-9120-00	PlanConnect	July 2022- 403b Payment		$132.06
782094	07-15-2022	1234-0000-0-0000-0000-9120-00	Med-i-Bank			$45.09
782096	07-18-2022	1234-0000-0-0000-0000-9120-00	Med-i-Bank			$25.00
782098	07-18-2022	1234-0000-0-0000-0000-9120-00	Med-i-Bank			$12.11
782100	07-18-2022	1234-0000-0-0000-0000-9120-00	Med-i-Bank			$79.87
782102	07-20-2022	1234-0000-0-0000-0000-9120-00	Med-i-Bank			$41.99
782104	07-21-2022	1234-0000-0-0000-0000-9120-00	Med-i-Bank			$32.58
782106	07-22-2022	1234-0000-0-0000-0000-9120-00	Med-i-Bank			$3,999.83
744311	07-25-2022	1234-0000-0-0000-0000-9120-00		Analysis Activity		$75.46
782108	07-25-2022	1234-0000-0-0000-0000-9120-00	Med-i-Bank			$32.62
782110	07-26-2022	1234-0000-0-0000-0000-9120-00	Med-i-Bank			$82.00
782112	07-26-2022	1234-0000-0-0000-0000-9120-00	Med-i-Bank			$197.70
782114	07-26-2022	1234-0000-0-0000-0000-9120-00	Igoe Administrative Services			$264.50
782116	07-26-2022	1234-0000-0-0000-0000-9120-00	Med-i-Bank			$301.84
782118	07-27-2022	1234-0000-0-0000-0000-9120-00	Med-i-Bank			$27.84
744256	07-28-2022	1234-0000-0-0000-0000-9120-00		22-23 ILPT	$60,655.00	
744259	07-28-2022	1234-0000-0-0000-0000-9120-00		22-23 Oversight Fees		$2,231.00
744260	07-28-2022	1234-3310-0-0000-0000-9120-00		Jul 2022 Special Ed (Fed)	$4,684.00	
744262	07-28-2022	1234-6500-0-0000-0000-9120-00		Jul 2022 Special Ed (State)	$18,740.00	
744265	07-28-2022	1234-0000-0-0000-0000-9120-00		Jul 2022 SpEd Fair Share Contribution		$2,342.00
744267	07-28-2022	1234-0000-0-0000-0000-9120-00		Jul 2022 SpEd Charter Operated Program		$2,342.00
782120	07-28-2022	1234-0000-0-0000-0000-9120-00	Med-i-Bank			$253.45

Vista Legacy Global Academy
Supporting Documentation

724841	07-29-2022	1752-6500-0-0000-0000-9120-00		Jul 2022 Special Ed (State)	$12,879.00	
782122	07-29-2022	1234-0000-0-0000-0000-9120-00	Med-i-Bank			$33.00
784083	08-01-2022	1234-0000-0-0000-0000-9120-00	PlanConnect	July 2022 - 403b Payment		$1,447.17
784085	08-01-2022	1752-0000-0-0000-0000-9120-00	PlanConnect	July 2022 - 403b Payment		$175.00
784087	08-01-2022	1752-0000-0-0000-0000-9120-01	PlanConnect	July 2022 - 403b Payment		$100.00
782124	08-01-2022	1234-0000-0-0000-0000-9120-00	Med-i-Bank			$255.84
782126	08-02-2022	1234-0000-0-0000-0000-9120-00	Med-i-Bank			$124.84
782128	08-03-2022	1234-0000-0-0000-0000-9120-00	Med-i-Bank			$49.50
782130	08-04-2022	1234-0000-0-0000-0000-9120-00	Med-i-Bank			$95.60
782132	08-05-2022	1234-0000-0-0000-0000-9120-00	Med-i-Bank			$1,500.00
782134	08-08-2022	1234-0000-0-0000-0000-9120-00	Med-i-Bank			$11.09
782136	08-08-2022	1234-0000-0-0000-0000-9120-00	Med-i-Bank			$85.67
782138	08-08-2022	1234-0000-0-0000-0000-9120-00	Med-i-Bank			$125.00
782354	08-09-2022	1234-0000-0-0000-0000-9120-00	Med-i-Bank			$103.00
783356	08-10-2022	1234-0000-0-0000-0000-9120-00	Med-i-Bank			$25.00
783358	08-10-2022	1234-0000-0-0000-0000-9120-00	Igoe Administrative Services			$184.64
783360	08-11-2022	1234-0000-0-0000-0000-9120-00	Med-i-Bank			$35.00
783362	08-12-2022	1234-0000-0-0000-0000-9120-00	Med-i-Bank			$733.71
783366	08-15-2022	1234-0000-0-0000-0000-9120-00	Med-i-Bank			$10.00
783368	08-15-2022	1234-0000-0-0000-0000-9120-00	Med-i-Bank			$20.00
784032	08-15-2022	1234-0000-0-0000-0000-9120-00		Transfer to Clearing Account		$544.49
784093	08-15-2022	1234-0000-0-0000-0000-9120-00	PlanConnect	Aug 2022 - 403b Payment		$1,366.22
784095	08-15-2022	1752-0000-0-0000-0000-9120-00	PlanConnect	Aug 2022 - 403b Payment		$175.00
784097	08-15-2022	1752-0000-0-0000-0000-9120-01	PlanConnect	Aug 2022 - 403b Payment		$100.00
783370	08-17-2022	1234-0000-0-0000-0000-9120-00	Med-i-Bank			$25.00
783400	08-17-2022	1234-0000-0-0000-0000-9120-00	Igoe Administrative Services			$416.66
		Total Activity			**$2,681,683.17**	**$2,465,454.12**
		Ending Balance			**$1,333,136.51**	
9121 - Citizens Operating						
		Balance Forward			**$5,219,505.24**	
655758	05-17-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$54.89
655760	05-17-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$49.98
655762	05-17-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$30.99
655764	05-17-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$28.22
655766	05-17-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$17.72
655768	05-17-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$16.14
655770	05-17-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$9.71
655772	05-17-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$8.85
655774	05-17-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$18.56
655458	05-17-2022	1234-0000-0-0000-0000-9121-00	Jane Yu	CSUN Mentor Teacher Stipend		$75.00
655460	05-17-2022	1234-0000-0-0000-0000-9121-00	Samantha Hillis	CSUN Mentor Teacher Stipend		$100.00
655776	05-17-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$15.50
655778	05-17-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$15.28
655784	05-17-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$1,368.34
655786	05-17-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$1,245.99
655788	05-17-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$16.00
655790	05-17-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$14.56
655780	05-17-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$1,368.34
655782	05-17-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$1,245.99
655792	05-17-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$73.81
655794	05-17-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$67.21
655796	05-17-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$9.71
655798	05-17-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$8.85
655800	05-17-2022	2043-0000-0-0000-0000-9121-00	Chelsea Hong			$79.00
655802	05-17-2022	1752-0000-0-0000-0000-9121-00	Scoot Education Inc.			$1,375.00
655804	05-17-2022	1752-0000-0-0000-0000-9121-00	Orange County Dept. of Education			$1,130.94
655806	05-17-2022	1752-0000-0-0000-0000-9121-00	Cintas Corp			$594.66

Vista Legacy Global Academy
Supporting Documentation

655808	05-17-2022	1930-0000-0-0000-0000-9121-00	Cintas Corp			$541.48
655810	05-17-2022	1752-0000-0-0000-0000-9121-00	Avalon Schools			$678.00
656133	05-17-2022	1752-0000-0-0000-0000-9121-00	County of Orange			$10,340.99
656135	05-17-2022	1930-0000-0-0000-0000-9121-00	County of Orange			$9,416.35
656137	05-17-2022	1752-0000-0-0000-0000-9121-00	County of Orange			$9,352.46
656139	05-17-2022	1930-0000-0-0000-0000-9121-00	County of Orange			$8,516.20
656141	05-17-2022	1752-0000-0-0000-0000-9121-00	County of Orange			$8,549.07
656143	05-17-2022	1930-0000-0-0000-0000-9121-00	County of Orange			$7,784.65
656145	05-17-2022	1752-0000-0-0000-0000-9121-00	County of Orange			$8,262.23
656147	05-17-2022	1930-0000-0-0000-0000-9121-00	County of Orange			$7,523.46
708838	05-17-2022	1234-0000-0-0000-0000-9121-00		Transfer from VCMS	$3,916.00	
713982	05-17-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #131N-VNQF-9VLV	$1,314.02	
713984	05-17-2022	1752-3212-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #131N-VNQF-9VLV		$1,314.02
713990	05-17-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1MJK-117X-4693	$1,314.02	
713992	05-17-2022	1752-3212-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1MJK-117X-4693		$1,314.02
715264	05-17-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1RDX-KY1T-NTRF	$73.81	
715266	05-17-2022	1752-3213-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1RDX-KY1T-NTRF		$73.81
716493	05-17-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #131N-VNQF-9VLV	$1,196.53	
716495	05-17-2022	1930-3212-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #131N-VNQF-9VLV		$1,196.53
716537	05-17-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1MJK-117X-4693	$1,196.53	
716539	05-17-2022	1930-3212-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1MJK-117X-4693		$1,196.53
717442	05-17-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1RDX-KY1T-NTRF	$67.21	
717444	05-17-2022	1930-3213-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1RDX-KY1T-NTRF		$67.21
656457	05-18-2022	1930-0000-0-0000-0000-9121-00	Cross Country Education	Reclassify invoice # DE76818	$960.38	
656459	05-18-2022	1930-6500-0-0000-0000-9121-00	Cross Country Education	Reclassify invoice # DE76818		$960.38
656677	05-18-2022	1234-0000-0-0000-0000-9121-00	SOS Survival Products			$3,685.00
656621	05-18-2022	1930-0000-0-0000-0000-9121-00	Scoot Education Inc.			$184.25
656623	05-18-2022	1930-0000-0-0000-0000-9121-00	Scoot Education Inc.			$275.00
656625	05-18-2022	1234-0000-0-0000-0000-9121-00	Scoot Education Inc.			$2,554.25
656627	05-18-2022	1930-0000-0-0000-0000-9121-00	Orange County Dept. of Education			$472.77
656629	05-18-2022	1930-0000-0-0000-0000-9121-00	KYOCERA DOCUMENT SOLUTIONS WEST, LLC			$12.00
656631	05-18-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$183.16
656633	05-18-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$114.55
656635	05-18-2022	1234-0000-0-0000-0000-9121-00	Amazon Capital Services			$22.43
656637	05-18-2022	1234-0000-0-0000-0000-9121-00	Amazon Capital Services			$63.95
656639	05-18-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$92.76
656641	05-18-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$53.54
656643	05-18-2022	1234-5310-0-0000-0000-9121-00	California Department of Education			$105.30
656645	05-18-2022	1752-5310-0-0000-0000-9121-00	California Department of Education			$110.06
656647	05-18-2022	1930-5310-0-0000-0000-9121-00	California Department of Education			$100.24
656649	05-18-2022	2043-5310-0-0000-0000-9121-00	California Department of Education			$26.40
656651	05-18-2022	1234-0000-0-0000-0000-9121-00	Staples			$227.17
656653	05-18-2022	1234-0000-0-0000-0000-9121-00	Athens Services			$1,707.61
656655	05-18-2022	1234-0000-0-0000-0000-9121-00	Cintas Corp			$45.44
656657	05-18-2022	1234-0000-0-0000-0000-9121-00	Diligent Corporation			$391.41
656659	05-18-2022	1752-0000-0-0000-0000-9121-00	Diligent Corporation			$409.09
656661	05-18-2022	1930-0000-0-0000-0000-9121-00	Diligent Corporation			$372.60
656663	05-18-2022	2043-0000-0-0000-0000-9121-00	Diligent Corporation			$98.14
656665	05-18-2022	1234-0000-0-0000-0000-9121-00	LADWP			$201.37
656667	05-18-2022	1234-0000-0-0000-0000-9121-00	Lingo			$421.50
656669	05-18-2022	1234-0000-0-0000-0000-9121-00	PARS			$150.00
656671	05-18-2022	1234-0000-0-0000-0000-9121-00	PlanConnect			$187.50
656673	05-18-2022	1234-0000-0-0000-0000-9121-00	Plotke Plumbing Inc			$170.00
656675	05-18-2022	1234-3212-0-0000-0000-9121-00	Premier Air Conditioning Inc.			$744.63
658191	05-19-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$217.21
658193	05-19-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$238.53
658195	05-19-2022	1930-3213-0-0000-0000-9121-00	Amazon Capital Services			$149.67

Vista Legacy Global Academy
Supporting Documentation

658197	05-19-2022	1752-3213-0-0000-0000-9121-00	Amazon Capital Services			$164.36
658199	05-19-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$79.41
658201	05-19-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$4.68
658203	05-19-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$5.14
658205	05-19-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$89.21
658207	05-19-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$97.97
658209	05-19-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$58.46
658211	05-19-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$64.20
658213	05-19-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$100.36
658215	05-19-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$93.12
658217	05-19-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$19.94
658219	05-19-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$21.90
658221	05-19-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$31.02
658223	05-19-2022	1752-7426-0-0000-0000-9121-00	Amazon Capital Services			$40.57
658225	05-19-2022	1930-0000-0-0000-0000-9121-00	Extra Space Storage			$203.03
658227	05-19-2022	1752-0000-0-0000-0000-9121-00	Extra Space Storage			$222.97
658229	05-19-2022	1752-0000-0-0000-0000-9121-00	Extra Space Storage			$343.00
658231	05-19-2022	1930-0000-0-0000-0000-9121-00	Cintas Corp			$282.46
658233	05-19-2022	1752-0000-0-0000-0000-9121-00	Cintas Corp			$310.19
658235	05-19-2022	1752-0000-0-0000-0000-9121-00	Gopher			$366.90
658237	05-19-2022	1930-0000-0-0000-0000-9121-00	Kindness General Contractors, LLC.			$397.48
658239	05-19-2022	1752-0000-0-0000-0000-9121-00	Kindness General Contractors, LLC.			$436.52
658241	05-19-2022	1752-0000-0-0000-0000-9121-00	Occupational Health Centers of California, A Medical Corp			$1,263.03
658243	05-19-2022	1930-0000-0-0000-0000-9121-00	Pitney Bowes Inc.			$182.29
658245	05-19-2022	1752-0000-0-0000-0000-9121-00	Pitney Bowes Inc.			$200.19
658247	05-19-2022	1752-0000-0-0000-0000-9121-00	Zareh Adjemian			$151.20
658249	05-19-2022	2043-0000-0-0000-0000-9121-00	Zareh Adjemian			$151.20
658251	05-19-2022	1930-0000-0-0000-0000-9121-00	Charter Communications			$57.18
658253	05-19-2022	1752-0000-0-0000-0000-9121-00	Charter Communications			$62.79
658255	05-19-2022	1752-0000-0-0000-0000-9121-00	Staples			$70.77
658257	05-19-2022	1752-0000-0-0000-0000-9121-00	Scoot Education Inc.			$825.00
658259	05-19-2022	1930-0000-0-0000-0000-9121-00	Schindler Elevator Corporation			$428.94
658261	05-19-2022	1752-0000-0-0000-0000-9121-00	Schindler Elevator Corporation			$471.07
708407	05-19-2022	1234-0000-0-0000-0000-9121-00		County of LA - Property Tax Refund	$4,718.23	
714915	05-19-2022	1752-3213-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1V77-11VP-K1DP	$164.36	
714917	05-19-2022	1752-3212-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1V77-11VP-K1DP		$164.36
715281	05-19-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #13T1-C9X6-3964	$5.14	
715283	05-19-2022	1752-3213-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #13T1-C9X6-3964		$5.14
717302	05-19-2022	1930-3213-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1V77-11VP-K1DP	$149.67	
717304	05-19-2022	1930-3212-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1V77-11VP-K1DP		$149.67
717452	05-19-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #13T1-C9X6-3964	$4.68	
717454	05-19-2022	1930-3213-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #13T1-C9X6-3964		$4.68
658705	05-20-2022	1752-0000-0-0000-0000-9121-00	Rick D. Kagasoff			$150.00
658707	05-20-2022	1930-0000-0-0000-0000-9121-00	Rick D. Kagasoff			$150.00
658989	05-20-2022	1234-0000-0-0000-0000-9121-00	Cardmember Service	May 2022 Credit Card Payment		$17,912.18
658993	05-20-2022	1234-0000-0-0000-0000-9121-00	Corporate Payment Systems	May 2022 Credit Card Payment		$1,139.41
708845	05-20-2022	1234-0000-0-0000-0000-9121-00		Transfer from VCMS	$175.00	
708417	05-23-2022	1930-6500-0-0000-0000-9121-00		Transfer from Condor	$24,895.00	
698264	05-24-2022	1234-0000-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1QV4-7WHR-6F6W	$22.83	
698266	05-24-2022	1234-4127-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1QV4-7WHR-6F6W		$22.83
659662	05-24-2022	1752-9003-0-0000-0000-9121-00	Brooke Podgorski			$119.83
659772	05-24-2022	1234-0000-0-0000-0000-9121-00	Donald Wilson			$440.00
659774	05-24-2022	1752-0000-0-0000-0000-9121-00	Donald Wilson			$459.85
659776	05-24-2022	1930-0000-0-0000-0000-9121-00	Donald Wilson			$418.85
659778	05-24-2022	2043-0000-0-0000-0000-9121-00	Donald Wilson			$110.32
659780	05-24-2022	1234-0000-0-0000-0000-9121-00	Amazon Capital Services			$299.58
659782	05-24-2022	1234-0000-0-0000-0000-9121-00	Amazon Capital Services			$22.83

Vista Legacy Global Academy
Supporting Documentation

659784	05-24-2022	1234-0000-0-0000-0000-9121-00	Amazon Capital Services			$50.04
659786	05-24-2022	1234-6500-0-0000-0000-9121-00	AP fbo EdLogical Group Corp			$2,603.87
659788	05-24-2022	1234-0000-0-0000-0000-9121-00	Guardian			$894.12
659790	05-24-2022	1930-0000-0-0000-0000-9121-00	Charter Communications			$2,422.90
659792	05-24-2022	1752-0000-0-0000-0000-9121-00	Charter Communications			$2,660.82
659794	05-24-2022	1234-0000-0-0000-0000-9121-00	Fusion Cloud Services, LLC			$1,121.23
659796	05-24-2022	1234-0000-0-0000-0000-9121-00	Staples			$97.65
659798	05-24-2022	1234-0000-0-0000-0000-9121-00	Wells Fargo Vendor Financial Services, LLC			$761.03
659800	05-24-2022	1234-0000-0-0000-0000-9121-00	Wells Fargo Vendor Financial Services, LLC			$894.53
659802	05-24-2022	1752-0000-0-0000-0000-9121-00	Wells Fargo Vendor Financial Services, LLC			$1,504.25
659804	05-24-2022	1930-0000-0-0000-0000-9121-00	First Impulse			$9,800.78
659806	05-24-2022	1752-0000-0-0000-0000-9121-00	First Impulse			$10,763.18
659808	05-24-2022	1234-0000-0-0000-0000-9121-00	Scoot Education Inc.			$2,095.00
659925	05-24-2022	1234-0000-0-0000-0000-9121-00	Karen Amaya			$175.00
659927	05-24-2022	1234-0000-0-0000-0000-9121-00	Karen Amaya			$77.11
659929	05-24-2022	1752-0000-0-0000-0000-9121-00	Karen Amaya			$80.59
659931	05-24-2022	1930-0000-0-0000-0000-9121-00	Karen Amaya			$73.40
659933	05-24-2022	2043-0000-0-0000-0000-9121-00	Karen Amaya			$19.33
689692	05-24-2022	1234-0000-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1TDK-FMXM-DWY1	$299.58	
689695	05-24-2022	1234-0000-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1TDK-FMXM-DWY1		$148.80
689696	05-24-2022	1234-3212-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1TDK-FMXM-DWY1		$150.78
700592	05-25-2022	1930-0000-0-0000-2700-9121-00	Ruth Valdin	Reclass Invoice # 05-24-22	$75.00	
700594	05-25-2022	1930-4127-0-0000-0000-9121-00	Ruth Valdin	Reclass Invoice # 05-24-22		$75.00
660124	05-25-2022	1234-0000-0-0000-0000-9121-00	Anabelle Medina			$31.86
660120	05-25-2022	1752-0000-0-0000-2700-9121-00	Ruth Valdin			$75.00
660122	05-25-2022	1930-0000-0-0000-2700-9121-00	Ruth Valdin			$75.00
660118	05-25-2022	1752-0000-0-0000-0000-9121-00	Richard Jimenez			$1,042.87
660116	05-25-2022	1752-0000-0-0000-0000-9121-00	Luis Hernandez			$799.92
660114	05-25-2022	1752-0000-0-0000-0000-9121-00	Brooke Podgorski			$1,312.23
660199	05-25-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$43.48
660201	05-25-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$53.76
660203	05-25-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$16.38
660197	05-25-2022	1930-0000-0-0000-0000-9121-00	Extra Space Storage			$338.00
660195	05-25-2022	1930-0000-0-0000-0000-9121-00	Insight Direct USA, Inc.			$3,943.88
660193	05-25-2022	1930-0000-0-0000-0000-9121-00	Project Lead the Way			$950.00
660191	05-25-2022	1930-0000-0-0000-0000-9121-00	Scoot Education Inc.			$825.00
708847	05-25-2022	1234-0000-0-0000-0000-9121-00		Transfer from VCMS	$3,737.00	
712081	05-25-2022	1234-4203-0-0000-0000-9121-00			$1,022.00	
716559	05-25-2022	1930-0000-0-0000-0000-9121-00	Insight Direct USA, Inc.	Reclass Invoice #922234512	$3,943.88	
716561	05-25-2022	1930-3212-0-0000-0000-9121-00	Insight Direct USA, Inc.	Reclass Invoice #922234512		$3,943.88
688869	05-25-2022	1752-0000-0-0000-2700-9121-00	Ruth Valdin	Reclass Invoice #05-24-22	$75.00	
688870	05-25-2022	1930-0000-0-0000-2700-9121-00	Ruth Valdin	Reclass Invoice #05-24-22	$75.00	
688873	05-25-2022	1752-3010-0-0000-0000-9121-00	Ruth Valdin	Reclass Invoice #05-24-22		$75.00
688874	05-25-2022	1930-3010-0-0000-0000-9121-00	Ruth Valdin	Reclass Invoice #05-24-22		$75.00
689000	05-25-2022	1752-3213-0-0000-0000-9121-00		05-25-2022 Payroll Reclass - Acc. Payroll Taxes	$102.40	
689001	05-25-2022	1752-3213-0-0000-0000-9121-00		05-25-2022 Payroll Reclass - Acc. Payroll	$1,337.86	
689005	05-25-2022	1930-3213-0-0000-0000-9121-00		05-25-2022 Payroll Reclass - Acc. Payroll Taxes		$102.40
689006	05-25-2022	1930-3213-0-0000-0000-9121-00		05-25-2022 Payroll Reclass - Acc. Payroll		$1,337.86
660741	05-26-2022	1234-0000-0-0000-0000-9121-00	Jesus Bojorquez			$15.25
709717	05-26-2022	1234-0000-0-0000-0000-9121-00	Cardmember Service			$17,912.18
717900	05-26-2022	1234-0000-0-0000-0000-9121-00		Move credit card payment between schools	$13,988.95	
717903	05-26-2022	1752-0000-0-0000-0000-9121-00		Move credit card payment between schools		$5,743.67
717905	05-26-2022	1930-0000-0-0000-0000-9121-00		Move credit card payment between schools		$5,470.37
717907	05-26-2022	2043-0000-0-0000-0000-9121-00		Move credit card payment between schools		$2,774.91
700697	05-27-2022	1752-4035-0-0000-0000-9121-00	Leah Raphael	Reclass Invoice #98	$1,800.00	
700699	05-27-2022	1752-3212-0-0000-0000-9121-00	Leah Raphael	Reclass Invoice #98		$1,800.00
661164	05-27-2022	1930-0000-0-0000-0000-9121-00	Nodal Management Corp.			$343.15

Vista Legacy Global Academy
Supporting Documentation

661166	05-27-2022	1752-0000-0-0000-0000-9121-00	Nodal Management Corp.			$376.85
661322	05-27-2022	1930-0000-0-0000-0000-9121-00	Orkin			$57.19
661324	05-27-2022	1752-0000-0-0000-0000-9121-00	Orkin			$62.81
661320	05-27-2022	1752-4035-0-0000-0000-9121-00	Leah Raphael			$1,800.00
661326	05-27-2022	1930-0000-0-0000-0000-9121-00	Project Lead the Way			$1,501.29
661328	05-27-2022	1752-0000-0-0000-0000-9121-00	Project Lead the Way			$1,648.71
661332	05-27-2022	1930-0000-0-0000-0000-9121-00	Staples			$159.56
661334	05-27-2022	1752-0000-0-0000-0000-9121-00	Staples			$175.22
661330	05-27-2022	1752-0000-0-0000-0000-9121-00	Scoot Education Inc.			$1,650.00
661340	05-27-2022	1234-0000-0-0000-0000-9121-00	B & B Associates, Inc			$908.31
661342	05-27-2022	1752-0000-0-0000-0000-9121-00	B & B Associates, Inc			$949.30
661344	05-27-2022	1930-0000-0-0000-0000-9121-00	B & B Associates, Inc			$864.65
661346	05-27-2022	2043-0000-0-0000-0000-9121-00	B & B Associates, Inc			$227.74
661336	05-27-2022	1752-0000-0-0000-0000-9121-00	Templo Calvario, Inc.			$750.00
661338	05-27-2022	1752-6500-0-0000-0000-9121-00	AP fbo EdLogical Group Corp			$723.00
661348	05-27-2022	1930-0000-0-0000-0000-9121-00	Godofredo Valencia			$221.74
661350	05-27-2022	1930-0000-0-0000-0000-9121-00	Cintas Corp			$183.96
661352	05-27-2022	1752-0000-0-0000-0000-9121-00	Cintas Corp			$202.02
661366	05-27-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$41.35
661368	05-27-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$45.41
661370	05-27-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$294.87
661356	05-27-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$923.89
661358	05-27-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$108.73
661360	05-27-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$119.40
661362	05-27-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$22.44
661364	05-27-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$24.64
661372	05-27-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$20.41
661374	05-27-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$22.41
661376	05-27-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$19.01
661378	05-27-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$20.88
661380	05-27-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$716.69
661382	05-27-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$62.12
661384	05-27-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$68.22
661386	05-27-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$82.60
661388	05-27-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$10.91
661390	05-27-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$29.47
661392	05-27-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$31.01
661394	05-27-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$34.05
661396	05-27-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$135.36
661398	05-27-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$148.66
661400	05-27-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$6.49
708849	05-27-2022	1234-5310-0-0000-0000-9121-00		Transfer from VCMS	$2,165.43	
712075	05-27-2022	1752-5310-0-0000-0000-9121-00			$790.12	
712077	05-27-2022	1930-5310-0-0000-0000-9121-00			$1,154.46	
712079	05-27-2022	2043-5310-0-0000-0000-9121-00			$598.62	
714521	05-27-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1P9Q-9WXD-VV9T	$148.66	
714523	05-27-2022	1752-3212-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1P9Q-9WXD-VV9T		$148.66
714598	05-27-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1C6P-K4X4-LX7G	$720.93	
714600	05-27-2022	1752-3212-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1C6P-K4X4-LX7G		$720.93
714602	05-27-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1C6P-K4X4-LX7G	$720.93	
714604	05-27-2022	1752-3212-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1C6P-K4X4-LX7G		$720.93
715289	05-27-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #19YH-6NQL-X9RX	$45.41	
715291	05-27-2022	1752-3213-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #19YH-6NQL-X9RX		$45.41
715489	05-27-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1GGQ-N674-K6WG	$68.22	
715491	05-27-2022	1752-3213-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1GGQ-N674-K6WG		$68.22
717460	05-27-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #19YH-6NQL-X9RX	$41.35	
717462	05-27-2022	1930-3213-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #19YH-6NQL-X9RX		$41.35

Vista Legacy Global Academy
Supporting Documentation

717476	05-27-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1GGQ-N674-K6WG	$62.12	
717478	05-27-2022	1930-3213-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1GGQ-N674-K6WG		$62.12
700600	05-31-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice # 1QJ7-6KMT-L1HK	$100.88	
700602	05-31-2022	1930-4127-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice # 1QJ7-6KMT-L1HK		$100.88
700729	05-31-2022	1930-4035-0-0000-0000-9121-00	Jane Raphael	Reclass Invoice #102	$2,100.00	
700731	05-31-2022	1930-3212-0-0000-0000-9121-00	Jane Raphael	Reclass Invoice #102		$2,100.00
700737	05-31-2022	1930-4035-0-0000-0000-9121-00	Leah Raphael	Reclass Invoice #101	$1,200.00	
700739	05-31-2022	1930-3212-0-0000-0000-9121-00	Leah Raphael	Reclass Invoice #101		$1,200.00
662928	05-31-2022	1234-0000-0-0000-0000-9121-00	Metropolitan Life Insurance Company			$11,802.13
662926	05-31-2022	1234-0000-0-0000-0000-9121-00	Staples			$522.56
662930	05-31-2022	1234-0000-0-0000-0000-9121-00	Purchase Power			$779.96
662932	05-31-2022	1234-0000-0-0000-0000-9121-00	Blue Shield of California			$48,225.52
662934	05-31-2022	1234-0000-0-0000-0000-9121-00	Glendale Fire Systems, Inc.			$800.00
662936	05-31-2022	1234-0000-0-0000-0000-9121-00	Cintas Corp			$45.44
662938	05-31-2022	1234-0000-0-0000-0000-9121-00	Cintas Corp			$45.44
662944	05-31-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$199.55
662946	05-31-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$100.88
662948	05-31-2022	1930-0000-0-0000-1000-9121-00	Amazon Capital Services			$18.06
662940	05-31-2022	1234-0000-0-0000-0000-9121-00	Amazon Capital Services			$52.53
662942	05-31-2022	1234-0000-0-0000-0000-9121-00	Amazon Capital Services			$87.40
662950	05-31-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$22.30
662952	05-31-2022	1930-0000-0-0000-0000-9121-00	Godofredo Valencia			$214.62
662954	05-31-2022	1930-4035-0-0000-0000-9121-00	Jane Raphael			$2,100.00
662958	05-31-2022	1930-4035-0-0000-0000-9121-00	Leah Raphael			$1,200.00
662960	05-31-2022	1234-4035-0-0000-0000-9121-00	Leah Raphael			$2,100.00
662962	05-31-2022	1234-0000-0-0000-0000-9121-00	Scoot Education Inc.			$1,820.00
662964	05-31-2022	1234-0000-0-0000-0000-9121-00	Project Lead the Way			$950.00
662966	05-31-2022	1234-0000-0-0000-0000-9121-00	eduPARTS			$1,149.42
662974	05-31-2022	1234-5310-0-0000-0000-9121-00	California Department of Education			$7.02
662976	05-31-2022	1752-5310-0-0000-0000-9121-00	California Department of Education			$7.34
662978	05-31-2022	1930-5310-0-0000-0000-9121-00	California Department of Education			$6.68
662980	05-31-2022	2043-5310-0-0000-0000-9121-00	California Department of Education			$1.76
709752	05-31-2022	1234-0000-0-0000-0000-9121-00	Paycom Payroll, LLC			$92,597.83
709755	05-31-2022	1752-0000-0-0000-0000-9121-00	Paycom Payroll, LLC			$91,373.83
709758	05-31-2022	1752-0000-0-0000-0000-9121-01	Paycom Payroll, LLC			$11,936.74
709761	05-31-2022	1930-0000-0-0000-0000-9121-00	Paycom Payroll, LLC			$102,343.97
709764	05-31-2022	2043-0000-0-0000-0000-9121-00	Paycom Payroll, LLC			$25,413.89
716328	05-31-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1MT9-133C-W3YH	$199.55	
716330	05-31-2022	1930-3212-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1MT9-133C-W3YH		$199.55
689634	05-31-2022	1234-0000-0-0000-0000-9121-00	eduPARTS	Reclass Invoice #EDU-000012845	$1,149.42	
689636	05-31-2022	1234-3212-0-0000-0000-9121-00	eduPARTS	Reclass Invoice #EDU-000012845		$1,149.42
689642	05-31-2022	1234-0000-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1HTV-QPQV-CRDW	$87.40	
689644	05-31-2022	1234-3212-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1HTV-QPQV-CRDW		$87.40
689736	05-31-2022	1234-4035-0-0000-0000-9121-00	Leah Raphael	Reclass Invoice #97	$2,100.00	
689738	05-31-2022	1234-3212-0-0000-0000-9121-00	Leah Raphael	Reclass Invoice #97		$2,100.00
710998	06-01-2022	1234-0000-0-0000-0000-9121-00		Expense Jun 2022 Health Insurance	$72,682.30	
711026	06-01-2022	1234-0000-0-0000-0000-9121-00		Expense Jun 2022 Health Insurance		$19,420.79
711027	06-01-2022	1234-3010-0-0000-0000-9121-00		Expense Jun 2022 Health Insurance		$308.55
711028	06-01-2022	1234-4203-0-0000-0000-9121-00		Expense Jun 2022 Health Insurance		$205.93
711029	06-01-2022	1234-6500-0-0000-0000-9121-00		Expense Jun 2022 Health Insurance		$1,750.62
711030	06-01-2022	1234-3214-0-0000-0000-9121-00		Expense Jun 2022 Health Insurance		$397.97
711031	06-01-2022	1752-0000-0-0000-0000-9121-00		Expense Jun 2022 Health Insurance		$17,066.09
711032	06-01-2022	1752-3010-0-0000-0000-9121-00		Expense Jun 2022 Health Insurance		$435.49
711033	06-01-2022	1752-4203-0-0000-0000-9121-00		Expense Jun 2022 Health Insurance		$24.97
711034	06-01-2022	1752-6500-0-0000-0000-9121-00		Expense Jun 2022 Health Insurance		$1,652.97
711035	06-01-2022	1752-3213-0-0000-0000-9121-00		Expense Jun 2022 Health Insurance		$788.69
711036	06-01-2022	1752-3212-0-0000-0000-9121-00		Expense Jun 2022 Health Insurance		$570.58

Vista Legacy Global Academy
Supporting Documentation

711037	06-01-2022	1930-0000-0-0000-0000-9121-00	Expense Jun 2022 Health Insurance		$16,540.69
711038	06-01-2022	1930-3010-0-0000-0000-9121-00	Expense Jun 2022 Health Insurance		$437.14
711039	06-01-2022	1930-6500-0-0000-0000-9121-00	Expense Jun 2022 Health Insurance		$2,050.21
711040	06-01-2022	1930-3214-0-0000-0000-9121-00	Expense Jun 2022 Health Insurance		$710.80
711041	06-01-2022	1930-3213-0-0000-0000-9121-00	Expense Jun 2022 Health Insurance		$172.19
711042	06-01-2022	2043-0000-0-0000-0000-9121-00	Expense Jun 2022 Health Insurance		$7,164.70
711043	06-01-2022	2043-3010-0-0000-0000-9121-00	Expense Jun 2022 Health Insurance		$240.18
711044	06-01-2022	2043-6500-0-0000-0000-9121-00	Expense Jun 2022 Health Insurance		$257.73
711045	06-01-2022	1752-0000-0-0000-0000-9121-01	Expense Jun 2022 Health Insurance		$2,407.13
711046	06-01-2022	1752-3010-0-0000-0000-9121-01	Expense Jun 2022 Health Insurance		$78.88
711047	06-01-2022	1234-0000-0-0000-0000-9121-00	Expense Jun 2022 Workers' Comp	$8,845.34	
711075	06-01-2022	1234-0000-0-0000-0000-9121-00	Expense Jun 2022 Workers' Comp		$2,363.49
711076	06-01-2022	1234-3010-0-0000-0000-9121-00	Expense Jun 2022 Workers' Comp		$37.55
711077	06-01-2022	1234-4203-0-0000-0000-9121-00	Expense Jun 2022 Workers' Comp		$25.06
711078	06-01-2022	1234-6500-0-0000-0000-9121-00	Expense Jun 2022 Workers' Comp		$213.05
711079	06-01-2022	1234-3214-0-0000-0000-9121-00	Expense Jun 2022 Workers' Comp		$48.43
711080	06-01-2022	1752-0000-0-0000-0000-9121-00	Expense Jun 2022 Workers' Comp		$2,076.92
711081	06-01-2022	1752-3010-0-0000-0000-9121-00	Expense Jun 2022 Workers' Comp		$53.00
711082	06-01-2022	1752-4203-0-0000-0000-9121-00	Expense Jun 2022 Workers' Comp		$3.04
711083	06-01-2022	1752-6500-0-0000-0000-9121-00	Expense Jun 2022 Workers' Comp		$201.16
711084	06-01-2022	1752-3213-0-0000-0000-9121-00	Expense Jun 2022 Workers' Comp		$95.98
711085	06-01-2022	1752-3212-0-0000-0000-9121-00	Expense Jun 2022 Workers' Comp		$69.44
711086	06-01-2022	1930-0000-0-0000-0000-9121-00	Expense Jun 2022 Workers' Comp		$2,012.98
711087	06-01-2022	1930-3010-0-0000-0000-9121-00	Expense Jun 2022 Workers' Comp		$53.20
711088	06-01-2022	1930-6500-0-0000-0000-9121-00	Expense Jun 2022 Workers' Comp		$249.51
711089	06-01-2022	1930-3214-0-0000-0000-9121-00	Expense Jun 2022 Workers' Comp		$86.50
711090	06-01-2022	1930-3213-0-0000-0000-9121-00	Expense Jun 2022 Workers' Comp		$20.96
711091	06-01-2022	2043-0000-0-0000-0000-9121-00	Expense Jun 2022 Workers' Comp		$871.94
711092	06-01-2022	2043-3010-0-0000-0000-9121-00	Expense Jun 2022 Workers' Comp		$29.23
711093	06-01-2022	2043-6500-0-0000-0000-9121-00	Expense Jun 2022 Workers' Comp		$31.36
711094	06-01-2022	1752-0000-0-0000-0000-9121-01	Expense Jun 2022 Workers' Comp		$292.94
711095	06-01-2022	1752-3010-0-0000-0000-9121-01	Expense Jun 2022 Workers' Comp		$9.60
711096	06-01-2022	1234-0000-0-0000-0000-9121-00	Expense Jun 2022 Life Insurance	$11,802.13	
711124	06-01-2022	1234-0000-0-0000-0000-9121-00	Expense Jun 2022 Life Insurance		$3,153.54
711125	06-01-2022	1234-3010-0-0000-0000-9121-00	Expense Jun 2022 Life Insurance		$50.10
711126	06-01-2022	1234-4203-0-0000-0000-9121-00	Expense Jun 2022 Life Insurance		$33.44
711127	06-01-2022	1234-6500-0-0000-0000-9121-00	Expense Jun 2022 Life Insurance		$284.27
711128	06-01-2022	1234-3214-0-0000-0000-9121-00	Expense Jun 2022 Life Insurance		$64.62
711129	06-01-2022	1752-0000-0-0000-0000-9121-00	Expense Jun 2022 Life Insurance		$2,771.19
711130	06-01-2022	1752-3010-0-0000-0000-9121-00	Expense Jun 2022 Life Insurance		$70.72
711131	06-01-2022	1752-4203-0-0000-0000-9121-00	Expense Jun 2022 Life Insurance		$4.05
711132	06-01-2022	1752-6500-0-0000-0000-9121-00	Expense Jun 2022 Life Insurance		$268.41
711133	06-01-2022	1752-3213-0-0000-0000-9121-00	Expense Jun 2022 Life Insurance		$128.07
711134	06-01-2022	1752-3212-0-0000-0000-9121-00	Expense Jun 2022 Life Insurance		$92.65
711135	06-01-2022	1930-0000-0-0000-0000-9121-00	Expense Jun 2022 Life Insurance		$2,685.87
711136	06-01-2022	1930-3010-0-0000-0000-9121-00	Expense Jun 2022 Life Insurance		$70.98
711137	06-01-2022	1930-6500-0-0000-0000-9121-00	Expense Jun 2022 Life Insurance		$332.91
711138	06-01-2022	1930-3214-0-0000-0000-9121-00	Expense Jun 2022 Life Insurance		$115.42
711139	06-01-2022	1930-3213-0-0000-0000-9121-00	Expense Jun 2022 Life Insurance		$27.96
711140	06-01-2022	2043-0000-0-0000-0000-9121-00	Expense Jun 2022 Life Insurance		$1,163.40
711141	06-01-2022	2043-3010-0-0000-0000-9121-00	Expense Jun 2022 Life Insurance		$39.00
711142	06-01-2022	2043-6500-0-0000-0000-9121-00	Expense Jun 2022 Life Insurance		$41.85
711143	06-01-2022	1752-0000-0-0000-0000-9121-01	Expense Jun 2022 Life Insurance		$390.87
711144	06-01-2022	1752-3010-0-0000-0000-9121-01	Expense Jun 2022 Life Insurance		$12.81
711145	06-01-2022	1234-0000-0-0000-0000-9121-00	Expense Jun 2022 Gen Liab Insurance	$7,058.88	
711148	06-01-2022	1234-0000-0-0000-0000-9121-00	Expense Jun 2022 Gen Liab Insurance		$2,144.77
711150	06-01-2022	1752-0000-0-0000-0000-9121-00	Expense Jun 2022 Gen Liab Insurance		$1,994.72

Vista Legacy Global Academy
Supporting Documentation

711152	06-01-2022	1930-0000-0-0000-0000-9121-00		Expense Jun 2022 Gen Liab Insurance		$1,933.75
711154	06-01-2022	2043-0000-0-0000-0000-9121-00		Expense Jun 2022 Gen Liab Insurance		$744.20
711156	06-01-2022	1752-0000-0-0000-0000-9121-01		Expense Jun 2022 Gen Liab Insurance		$241.44
711157	06-01-2022	1234-0000-0-0000-0000-9121-00		Expense Jun 2022 Health Insurance	$894.12	
711185	06-01-2022	1234-0000-0-0000-0000-9121-00		Expense Jun 2022 Health Insurance		$238.90
711186	06-01-2022	1234-3010-0-0000-0000-9121-00		Expense Jun 2022 Health Insurance		$3.80
711187	06-01-2022	1234-4203-0-0000-0000-9121-00		Expense Jun 2022 Health Insurance		$2.53
711188	06-01-2022	1234-6500-0-0000-0000-9121-00		Expense Jun 2022 Health Insurance		$21.54
711189	06-01-2022	1234-3214-0-0000-0000-9121-00		Expense Jun 2022 Health Insurance		$4.90
711190	06-01-2022	1752-0000-0-0000-0000-9121-00		Expense Jun 2022 Health Insurance		$209.95
711191	06-01-2022	1752-3010-0-0000-0000-9121-00		Expense Jun 2022 Health Insurance		$5.36
711192	06-01-2022	1752-4203-0-0000-0000-9121-00		Expense Jun 2022 Health Insurance		$0.31
711193	06-01-2022	1752-6500-0-0000-0000-9121-00		Expense Jun 2022 Health Insurance		$20.33
711194	06-01-2022	1752-3213-0-0000-0000-9121-00		Expense Jun 2022 Health Insurance		$9.70
711195	06-01-2022	1752-3212-0-0000-0000-9121-00		Expense Jun 2022 Health Insurance		$7.02
711196	06-01-2022	1930-0000-0-0000-0000-9121-00		Expense Jun 2022 Health Insurance		$203.48
711197	06-01-2022	1930-3010-0-0000-0000-9121-00		Expense Jun 2022 Health Insurance		$5.38
711198	06-01-2022	1930-6500-0-0000-0000-9121-00		Expense Jun 2022 Health Insurance		$25.22
711199	06-01-2022	1930-3214-0-0000-0000-9121-00		Expense Jun 2022 Health Insurance		$8.74
711200	06-01-2022	1930-3213-0-0000-0000-9121-00		Expense Jun 2022 Health Insurance		$2.12
711201	06-01-2022	2043-0000-0-0000-0000-9121-00		Expense Jun 2022 Health Insurance		$88.14
711202	06-01-2022	2043-3010-0-0000-0000-9121-00		Expense Jun 2022 Health Insurance		$2.95
711203	06-01-2022	2043-6500-0-0000-0000-9121-00		Expense Jun 2022 Health Insurance		$3.17
711204	06-01-2022	1752-0000-0-0000-0000-9121-01		Expense Jun 2022 Health Insurance		$29.61
711205	06-01-2022	1752-3010-0-0000-0000-9121-01		Expense Jun 2022 Health Insurance		$0.97
663836	06-01-2022	1234-0000-0-0000-0000-9121-00	ICON School Management			$4,864.82
663838	06-01-2022	1752-0000-0-0000-0000-9121-00	ICON School Management			$5,084.44
663840	06-01-2022	1930-0000-0-0000-0000-9121-00	ICON School Management			$4,630.98
663842	06-01-2022	2043-0000-0-0000-0000-9121-00	ICON School Management			$1,219.76
663992	06-01-2022	1234-0000-0-0000-0000-9121-00	Hansberger & Klein, a Professional Law Corporation			$3,134.88
663994	06-01-2022	1752-0000-0-0000-0000-9121-00	Hansberger & Klein, a Professional Law Corporation			$3,276.41
663996	06-01-2022	1930-0000-0-0000-0000-9121-00	Hansberger & Klein, a Professional Law Corporation			$2,984.20
663998	06-01-2022	2043-0000-0-0000-0000-9121-00	Hansberger & Klein, a Professional Law Corporation			$786.01
698599	06-02-2022	1752-9300-0-0000-0000-9121-00	Isabel Meza	Reclass Invoice #06-01-22	$386.00	
698601	06-02-2022	1752-4127-0-0000-0000-9121-00	Isabel Meza	Reclass Invoice #06-01-22		$386.00
664860	06-02-2022	1752-0000-0-0000-0000-9121-00	Nicole Douglas			$27.56
664854	06-02-2022	1930-0000-0-0000-0000-9121-00	Majela Galardy			$53.88
664856	06-02-2022	1930-4127-0-0000-0000-9121-00	Majela Galardy			$25.09
664858	06-02-2022	1752-4127-0-0000-0000-9121-00	Majela Galardy			$25.09
664862	06-02-2022	1752-9300-0-0000-0000-9121-00	Isabel Meza			$386.00
710624	06-02-2022	1234-0000-0-0000-0000-9121-00		Transfer from VCMS	$139,118.00	
712085	06-02-2022	1234-2600-0-0000-0000-9121-00			$10,331.00	
712107	06-02-2022	2043-2600-0-0000-0000-9121-00			$4,500.00	
710801	06-02-2022	2043-0000-0-0000-0000-9121-00		Transfer from Horizon	$56,235.00	
665782	06-03-2022	1752-0000-0-0000-0000-9121-00	WEX Bank			$3,255.04
665784	06-03-2022	1930-0000-0-0000-0000-9121-00	WEX Bank			$2,963.98
665748	06-03-2022	1234-5310-0-0000-0000-9121-00	School Nutrition Plus			$39,619.44
665750	06-03-2022	1930-5310-0-0000-0000-9121-00	School Nutrition Plus			$25,291.45
665752	06-03-2022	1752-5310-0-0000-0000-9121-00	School Nutrition Plus			$17,714.34
665754	06-03-2022	2043-5310-0-0000-0000-9121-00	School Nutrition Plus			$8,240.19
665756	06-03-2022	1930-0000-0-0000-0000-9121-00	Interval Technology Partners			$1,936.58
665758	06-03-2022	1752-0000-0-0000-0000-9121-00	Interval Technology Partners			$1,763.42
665760	06-03-2022	1752-0000-0-0000-0000-9121-00	Pacific Mechanical Contractors			$252.02
665762	06-03-2022	1930-0000-0-0000-0000-9121-00	Pacific Mechanical Contractors			$229.48
665764	06-03-2022	1752-0000-0-0000-0000-9121-00	Maintex, Inc			$155.86
665766	06-03-2022	1930-0000-0-0000-0000-9121-00	Maintex, Inc			$141.92
665768	06-03-2022	1752-0000-0-0000-0000-9121-00	Scoot Education Inc.			$275.00

Vista Legacy Global Academy
Supporting Documentation

665778	06-03-2022	1752-0000-0-0000-0000-9121-00	WM Corporate Services, Inc.			$677.00
665780	06-03-2022	1930-0000-0-0000-0000-9121-00	WM Corporate Services, Inc.			$616.46
709820	06-03-2022	1234-0000-0-0000-0000-9121-00		Graduation Donation	$600.00	
709858	06-03-2022	1234-5310-0-0000-0000-9121-00		Mar 2022 Child Nutrition (State)	$2,357.68	
709860	06-03-2022	1752-5310-0-0000-0000-9121-00		Mar 2022 Child Nutrition (State)	$1,085.08	
709862	06-03-2022	1930-5310-0-0000-0000-9121-00		Mar 2022 Child Nutrition (State)	$1,393.71	
709864	06-03-2022	2043-5310-0-0000-0000-9121-00		Mar 2022 Child Nutrition (State)	$659.05	
709870	06-03-2022	1234-5310-0-0000-0000-9121-00		Mar 2022 Child Nutrition (Fed)	$38,215.39	
709872	06-03-2022	1752-5310-0-0000-0000-9121-00		Mar 2022 Child Nutrition (Fed)	$17,850.81	
709874	06-03-2022	1930-5310-0-0000-0000-9121-00		Mar 2022 Child Nutrition (Fed)	$22,798.39	
709876	06-03-2022	2043-5310-0-0000-0000-9121-00		Mar 2022 Child Nutrition (Fed)	$9,477.36	
709878	06-03-2022	1234-5310-0-0000-0000-9121-00		Feb 2022 Child Nutrition (Fed)	$35,128.49	
709880	06-03-2022	1752-5310-0-0000-0000-9121-00		Feb 2022 Child Nutrition (Fed)	$12,903.62	
709882	06-03-2022	1930-5310-0-0000-0000-9121-00		Feb 2022 Child Nutrition (Fed)	$19,166.82	
709884	06-03-2022	2043-5310-0-0000-0000-9121-00		Feb 2022 Child Nutrition (Fed)	$8,574.21	
709908	06-03-2022	2043-0000-0-0000-0000-9121-00		21-22 In Lieu of Prop Taxes	$16,398.00	
709910	06-03-2022	2043-3310-0-0000-0000-9121-00		May 2022 Special Ed (Fed)	$1,470.00	
709912	06-03-2022	2043-6500-0-0000-0000-9121-00		May 2022 Special Ed (State)	$4,163.00	
709915	06-03-2022	2043-0000-0-0000-0000-9121-00		May 2022 Special Ed Fair Share Contrib.		$563.00
709917	06-03-2022	2043-0000-0-0000-0000-9121-00		May 2022 SpEd Charter Operated Program		$563.00
709919	06-03-2022	2043-0000-0-0000-0000-9121-00		21-22 Oversight Fees		$595.00
709921	06-03-2022	2043-0000-0-0000-0000-9121-00		Prop 39 Pro-Rata		$6,037.06
677080	06-03-2022	1752-0000-0-0000-0000-9121-00	Pacific Mechanical Contractors	Reclass Invoice #16691	$252.02	
677081	06-03-2022	1930-0000-0-0000-0000-9121-00	Pacific Mechanical Contractors	Reclass Invoice #16691	$229.48	
677082	06-03-2022	1752-3213-0-0000-0000-9121-00	Pacific Mechanical Contractors	Reclass Invoice #16691		$252.02
677083	06-03-2022	1930-3213-0-0000-0000-9121-00	Pacific Mechanical Contractors	Reclass Invoice #16691		$229.48
666158	06-06-2022	1752-0000-0-0000-0000-9121-00	Cintas Corp			$338.23
666160	06-06-2022	1930-0000-0-0000-0000-9121-00	Cintas Corp			$307.98
666162	06-06-2022	1752-0000-0-0000-0000-9121-00	City of Santa Ana			$377.36
666164	06-06-2022	1930-0000-0-0000-0000-9121-00	City of Santa Ana			$343.62
666170	06-06-2022	1752-0000-0-0000-0000-9121-00	City of Santa Ana			$746.26
666172	06-06-2022	1930-0000-0-0000-0000-9121-00	City of Santa Ana			$679.54
666174	06-06-2022	1752-0000-0-0000-0000-9121-00	Collin Felch			$12.50
666176	06-06-2022	1930-0000-0-0000-0000-9121-00	Collin Felch			$12.50
666178	06-06-2022	1234-0000-0-0000-0000-9121-00	Daniel Sommer			$40.00
666180	06-06-2022	1234-0000-0-0000-0000-9121-00	Fellicia Santana			$14.39
666182	06-06-2022	1752-0000-0-0000-0000-9121-00	First Impulse			$176.75
666184	06-06-2022	1930-0000-0-0000-0000-9121-00	First Impulse			$160.94
666186	06-06-2022	1752-0000-0-0000-0000-9121-00	First Impulse			$2,033.41
666188	06-06-2022	1930-0000-0-0000-0000-9121-00	First Impulse			$1,851.59
666190	06-06-2022	1752-0000-0-0000-0000-9121-00	First Impulse			$838.63
666192	06-06-2022	1930-0000-0-0000-0000-9121-00	First Impulse			$763.64
666196	06-06-2022	1234-0000-0-0000-0000-9121-00	Karen Amaya			$53.03
666198	06-06-2022	1752-0000-0-0000-0000-9121-00	Staples			$322.19
666200	06-06-2022	1930-0000-0-0000-0000-9121-00	Staples			$293.39
666154	06-06-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$38.29
666156	06-06-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$34.87
666126	06-06-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$19.01
666128	06-06-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$146.72
666130	06-06-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$194.07
666132	06-06-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$176.71
666134	06-06-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$32.73
666136	06-06-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$14.69
666138	06-06-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$13.38
666140	06-06-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$21.00
666142	06-06-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$32.76
666144	06-06-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$259.30

Vista Legacy Global Academy
Supporting Documentation

666146	06-06-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$58.30
666148	06-06-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$53.09
666150	06-06-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$23.42
666152	06-06-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$21.33
666166	06-06-2022	1752-0000-0-0000-0000-9121-00	City of Santa Ana			$191.56
666168	06-06-2022	1930-0000-0-0000-0000-9121-00	City of Santa Ana			$174.43
666665	06-06-2022	1234-0000-0-0000-0000-9121-00	KYOCERA DOCUMENT SOLUTIONS WEST, LLC			$886.53
666667	06-06-2022	1234-0000-0-0000-0000-9121-00	Cintas Corp			$45.44
666661	06-06-2022	1234-0000-0-0000-0000-9121-00	Scoot Education Inc.			$1,545.00
666663	06-06-2022	1234-0000-0-0000-0000-9121-00	Raider Fire Protection			$210.00
666669	06-06-2022	1234-0000-0-0000-0000-9121-00	Hoist Elevator Company			$150.00
666671	06-06-2022	1234-0000-0-0000-0000-9121-00	Amazon Capital Services			$253.10
666673	06-06-2022	1234-4127-0-0000-0000-9121-00	Amazon Capital Services			$127.53
666677	06-06-2022	1752-0000-0-0000-0000-9121-00	AMG Time			$102.60
666679	06-06-2022	1930-0000-0-0000-0000-9121-00	AMG Time			$93.45
666681	06-06-2022	2043-0000-0-0000-0000-9121-00	AMG Time			$24.61
666675	06-06-2022	1234-0000-0-0000-0000-9121-00	AMG Time			$98.17
666683	06-06-2022	1234-0000-0-0000-0000-9121-00	Measure Education Inc.			$273.69
666685	06-06-2022	1752-0000-0-0000-0000-9121-00	Measure Education Inc.			$286.04
666687	06-06-2022	1930-0000-0-0000-0000-9121-00	Measure Education Inc.			$260.53
666689	06-06-2022	2043-0000-0-0000-0000-9121-00	Measure Education Inc.			$68.62
666691	06-06-2022	1234-0000-0-0000-0000-9121-00	VendorMax, Inc			$4.00
666693	06-06-2022	1752-0000-0-0000-0000-9121-00	VendorMax, Inc			$4.19
666695	06-06-2022	1930-0000-0-0000-0000-9121-00	VendorMax, Inc			$3.81
666697	06-06-2022	2043-0000-0-0000-0000-9121-00	VendorMax, Inc			$1.00
666699	06-06-2022	1234-4124-0-0000-0000-9121-00	THINK Together			$42,722.70
666701	06-06-2022	1752-4124-0-0000-0000-9121-00	THINK Together			$37,605.59
666703	06-06-2022	1234-0000-0-0000-0000-9121-00	Zareh Adjemian			$15.39
666705	06-06-2022	1752-0000-0-0000-0000-9121-00	Zareh Adjemian			$16.09
666707	06-06-2022	1930-0000-0-0000-0000-9121-00	Zareh Adjemian			$14.65
666709	06-06-2022	2043-0000-0-0000-0000-9121-00	Zareh Adjemian			$3.86
710626	06-06-2022	1234-0000-0-0000-0000-9121-00		Transfer from VCMS	$200.00	
712087	06-06-2022	1234-6504-0-0000-0000-9121-00			$50.00	
667241	06-07-2022	1930-6010-0-0000-0000-9121-00	THINK Together			$9,000.00
710628	06-08-2022	1234-0000-0-0000-0000-9121-00		Transfer from VCMS	$925.00	
712089	06-08-2022	1234-3216-0-0000-0000-9121-00			$10,275.00	
712091	06-08-2022	1234-3218-0-0000-0000-9121-00			$6,698.00	
712109	06-08-2022	2043-3218-0-0000-0000-9121-00			$1,264.00	
710805	06-08-2022	2043-3216-0-0000-0000-9121-00		Transfer from Horizon	$1,939.00	
700608	06-09-2022	1930-0000-0-0000-0000-9121-00	Luis Hernandez	Reclass Invoice # 06-08-22	$178.24	
700610	06-09-2022	1930-4127-0-0000-0000-9121-00	Luis Hernandez	Reclass Invoice # 06-08-22		$178.24
668220	06-09-2022	2043-0000-0-0000-0000-9121-00	Wells Fargo Vendor Financial Services, LLC			$399.67
668222	06-09-2022	2043-3212-0-0000-0000-9121-00	SYNCB/AMAZON			$162.45
668224	06-09-2022	2043-0000-0-0000-0000-9121-00	Scoot Education Inc.			$275.00
668226	06-09-2022	2043-0000-0-0000-0000-9121-00	Phillip Silva			$145.00
668228	06-09-2022	2043-4035-0-0000-0000-9121-00	Leah Raphael			$1,650.00
668230	06-09-2022	2043-4035-0-0000-0000-9121-00	Jane Raphael			$1,200.00
668232	06-09-2022	2043-0000-0-0000-0000-9121-00	Health Connected			$224.47
668234	06-09-2022	2043-6500-0-0000-0000-9121-00	AP fbo EdLogical Group Corp			$2,369.38
668236	06-09-2022	2043-0000-0-0000-0000-9121-00	Amazon Capital Services			$177.71
668238	06-09-2022	2043-0000-0-0000-0000-9121-00	Amazon Capital Services			$29.01
668240	06-09-2022	2043-3212-0-0000-0000-9121-00	Amazon Capital Services			$218.80
668242	06-09-2022	2043-0000-0-0000-0000-9121-00	Amazon Capital Services			$45.43
668244	06-09-2022	2043-0000-0-0000-0000-9121-00	Amazon Capital Services			$97.23
668246	06-09-2022	2043-3212-0-0000-0000-9121-00	Amazon Capital Services			$211.80
668248	06-09-2022	2043-0000-0-0000-0000-9121-00	Amazon Capital Services			$42.26
668250	06-09-2022	2043-0000-0-0000-0000-9121-00	Amazon Capital Services			$159.67

Vista Legacy Global Academy
Supporting Documentation

668322	06-09-2022	1930-0000-0-0000-0000-9121-00	Luis Hernandez			$178.24
668324	06-09-2022	1752-0000-0-0000-0000-9121-00	Luis Hernandez			$192.78
668409	06-09-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$518.29
668411	06-09-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$102.09
668413	06-09-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$34.91
668415	06-09-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$87.20
668417	06-09-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$26.47
668419	06-09-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$21.62
668421	06-09-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$36.16
668423	06-09-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$41.53
668425	06-09-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$42.98
668427	06-09-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$73.73
668429	06-09-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$188.74
668431	06-09-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$186.37
668433	06-09-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$74.02
668435	06-09-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$32.89
668437	06-09-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$33.99
668439	06-09-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$107.66
668441	06-09-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$47.83
668443	06-09-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$47.35
668445	06-09-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$38.74
668447	06-09-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$43.06
668449	06-09-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$17.49
668451	06-09-2022	1930-0000-0-0000-0000-9121-00	Scoot Education Inc.			$275.00
668453	06-09-2022	1930-0000-0-0000-0000-9121-00	Scoot Education Inc.			$1,375.00
689975	06-09-2022	2043-4035-0-0000-0000-9121-00	Jane Raphael	Reclass Invoice #100	$1,200.00	
689977	06-09-2022	2043-3212-0-0000-0000-9121-00	Jane Raphael	Reclass Invoice #100		$1,200.00
689983	06-09-2022	2043-4035-0-0000-0000-9121-00	Leah Raphael	Reclass Invoice #99	$1,650.00	
689985	06-09-2022	2043-3212-0-0000-0000-9121-00	Leah Raphael	Reclass Invoice #99		$1,650.00
668935	06-10-2022	1752-0000-0-0000-0000-9121-00	Miguel Angel Reyes Salgado			$143.93
668937	06-10-2022	1930-0000-0-0000-0000-9121-00	Miguel Angel Reyes Salgado			$131.07
668939	06-10-2022	1752-0000-0-0000-0000-9121-00	Boyd & Associates			$306.19
668941	06-10-2022	1930-0000-0-0000-0000-9121-00	Boyd & Associates			$278.81
668943	06-10-2022	1752-0000-0-0000-0000-9121-00	Insight Direct USA, Inc.			$2,113.38
668945	06-10-2022	1930-0000-0-0000-0000-9121-00	Insight Direct USA, Inc.			$1,924.41
668947	06-10-2022	1752-0000-0-0000-0000-9121-00	Scoot Education Inc.			$1,925.00
668949	06-10-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$67.62
668951	06-10-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$136.36
668953	06-10-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$15.33
668955	06-10-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$13.95
668957	06-10-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$176.69
668959	06-10-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$160.89
668961	06-10-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$22.91
668963	06-10-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$61.76
668965	06-10-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$56.24
668967	06-10-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$39.89
668969	06-10-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$36.33
668971	06-10-2022	1752-3213-0-0000-0000-9121-00	Amazon Capital Services			$135.83
668973	06-10-2022	1930-3213-0-0000-0000-9121-00	Amazon Capital Services			$123.69
668975	06-10-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$125.61
669237	06-10-2022	1234-0000-0-0000-0000-9121-00	Donald Wilson			$66.97
669239	06-10-2022	1752-0000-0-0000-0000-9121-00	Donald Wilson			$69.98
669241	06-10-2022	1930-0000-0-0000-0000-9121-00	Donald Wilson			$63.75
669243	06-10-2022	2043-0000-0-0000-0000-9121-00	Donald Wilson			$16.79
669245	06-10-2022	1930-0000-0-0000-0000-9121-00	Uni Fire Protection Inc.			$11,769.16
669247	06-10-2022	1752-0000-0-0000-0000-9121-00	Uni Fire Protection Inc.			$12,924.84
669401	06-10-2022	1752-0000-0-0000-0000-9121-00	Roberto Mosqueda Diaz			$91.60

Vista Legacy Global Academy
Supporting Documentation

669403	06-10-2022	1930-0000-0-0000-0000-9121-00	Roberto Mosqueda Diaz			$83.40
669405	06-10-2022	1234-0000-0-0000-0000-9121-00	Learningtech.org			$301.74
669407	06-10-2022	1752-0000-0-0000-0000-9121-00	Learningtech.org			$315.36
669409	06-10-2022	1930-0000-0-0000-0000-9121-00	Learningtech.org			$287.24
669411	06-10-2022	2043-0000-0-0000-0000-9121-00	Learningtech.org			$75.66
710630	06-10-2022	1752-6030-0-0000-0000-9121-00		Transfer from VCMS	$83,674.36	
712095	06-10-2022	1234-6030-0-0000-0000-9121-00			$94,264.46	
714886	06-10-2022	1752-3213-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1M39-PLQ6-1CGN	$135.83	
714888	06-10-2022	1752-3212-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1M39-PLQ6-1CGN		$135.83
715517	06-10-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1WL1-MPFT-74DP	$15.33	
715519	06-10-2022	1752-3213-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1WL1-MPFT-74DP		$15.33
716571	06-10-2022	1930-0000-0-0000-0000-9121-00	Insight Direct USA, Inc.	Reclass Invoice #922371615	$1,924.41	
716573	06-10-2022	1930-3212-0-0000-0000-9121-00	Insight Direct USA, Inc.	Reclass Invoice #922371615		$1,924.41
714533	06-10-2022	1752-0000-0-0000-0000-9121-00	Insight Direct USA, Inc.	Reclass Invoice #922371615	$2,113.38	
714535	06-10-2022	1752-3212-0-0000-0000-9121-00	Insight Direct USA, Inc.	Reclass Invoice #922371615		$2,113.38
717282	06-10-2022	1930-3213-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1M39-PLQ6-1CGN	$123.69	
717284	06-10-2022	1930-3212-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1M39-PLQ6-1CGN		$123.69
717489	06-10-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1WL1-MPFT-74DP	$13.95	
717491	06-10-2022	1930-3213-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1WL1-MPFT-74DP		$13.95
669694	06-13-2022	1234-0000-0-0000-0000-9121-00	Morweb CMS Inc.			$5,666.71
669696	06-13-2022	1752-0000-0-0000-0000-9121-00	Morweb CMS Inc.			$5,922.54
669698	06-13-2022	1930-0000-0-0000-0000-9121-00	Morweb CMS Inc.			$5,394.33
669700	06-13-2022	2043-0000-0-0000-0000-9121-00	Morweb CMS Inc.			$1,420.82
669945	06-13-2022	1234-0000-0-0000-0000-9121-00	Kaiser Foundation Health Plan Inc			$24,564.86
669947	06-13-2022	1234-0000-0-0000-0000-9121-00	Learningtech.org			$2,943.52
669949	06-13-2022	1752-0000-0-0000-0000-9121-00	Learningtech.org			$3,076.41
669951	06-13-2022	1930-0000-0-0000-0000-9121-00	Learningtech.org			$2,802.04
669953	06-13-2022	2043-0000-0-0000-0000-9121-00	Learningtech.org			$738.03
669955	06-13-2022	1234-0000-0-0000-0000-9121-00	V-Tech Services			$5,000.00
669957	06-13-2022	1752-0000-0-0000-0000-9121-00	V-Tech Services			$350.00
669959	06-13-2022	1930-0000-0-0000-0000-9121-00	V-Tech Services			$350.00
669961	06-13-2022	2043-0000-0-0000-0000-9121-00	V-Tech Services			$700.00
689897	06-13-2022	2043-0000-0-0000-0000-9121-00	V-Tech Services	Reclass Invoice #2650	$700.00	
689899	06-13-2022	2043-3212-0-0000-0000-9121-00	V-Tech Services	Reclass Invoice #2650		$700.00
670705	06-14-2022	1234-0000-0-0000-0000-9121-00	Scoot Education Inc.			$1,236.00
670711	06-14-2022	1234-0000-0-0000-0000-9121-00	FedEx			$23.44
670713	06-14-2022	1752-0000-0-0000-0000-9121-00	FedEx			$24.49
670715	06-14-2022	1930-0000-0-0000-0000-9121-00	FedEx			$22.31
670717	06-14-2022	2043-0000-0-0000-0000-9121-00	FedEx			$5.88
670675	06-14-2022	1234-0000-0-0000-0000-9121-00	Amazon Capital Services			$602.70
670677	06-14-2022	1234-0000-0-0000-0000-9121-00	Amazon Capital Services			$46.26
670679	06-14-2022	1234-0000-0-0000-0000-9121-00	Amazon Capital Services			$290.88
670681	06-14-2022	1234-0000-0-0000-0000-9121-00	Amazon Capital Services			$391.88
670683	06-14-2022	1234-0000-0-0000-0000-9121-00	Amazon Capital Services			$188.51
670685	06-14-2022	1234-0000-0-0000-0000-9121-00	Amazon Capital Services			$261.96
670687	06-14-2022	1234-0000-0-0000-0000-9121-00	Waterlogic Americas			$49.27
670689	06-14-2022	1234-0000-0-0000-0000-9121-00	Waterlogic Americas			$49.27
670691	06-14-2022	1234-0000-0-0000-0000-9121-00	VendorMax, Inc			$39.00
670693	06-14-2022	1234-0000-0-0000-0000-9121-00	Staples			$583.44
670695	06-14-2022	1234-0000-0-0000-0000-9121-00	Staples			$4,605.35
670697	06-14-2022	1234-0000-0-0000-0000-9121-00	SoCalGas			$14.73
670721	06-14-2022	1234-0000-0-0000-0000-9121-00	Cecilia Ley			$370.00
670723	06-14-2022	1234-0000-0-0000-0000-9121-00	Athens Services			$1,870.06
670707	06-14-2022	1234-0000-0-0000-0000-9121-00	Kustom Imprints			$2,918.01
670709	06-14-2022	1234-0000-0-0000-0000-9121-00	Glendale Fire Systems, Inc.			$147.00
670719	06-14-2022	1234-0000-0-0000-0000-9121-00	Cintas Corp			$45.44
689674	06-14-2022	1234-0000-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1YGW-CRCL-1JYQ	$529.76	

Vista Legacy Global Academy
Supporting Documentation

689676	06-14-2022	1234-3212-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1YGW-CRCL-1JYQ		$529.76
689710	06-14-2022	1234-0000-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1MFT-DLR3-67G4	$290.88	
689713	06-14-2022	1234-0000-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1MFT-DLR3-67G4		$179.26
689714	06-14-2022	1234-3212-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1MFT-DLR3-67G4		$111.62
709956	06-15-2022	1234-0000-0-0000-0000-9121-00	Paycom Payroll, LLC			$106,846.34
709959	06-15-2022	1752-0000-0-0000-0000-9121-00	Paycom Payroll, LLC			$131,412.84
709962	06-15-2022	1752-0000-0-0000-0000-9121-01	Paycom Payroll, LLC			$14,414.80
709965	06-15-2022	1930-0000-0-0000-0000-9121-00	Paycom Payroll, LLC			$124,344.56
709968	06-15-2022	2043-0000-0-0000-0000-9121-00	Paycom Payroll, LLC			$33,305.33
710632	06-15-2022	1234-3217-0-0000-0000-9121-00		Transfer from VCMS	$2,358.00	
712093	06-15-2022	1234-3219-0-0000-0000-9121-00			$11,546.00	
712111	06-15-2022	2043-3219-0-0000-0000-9121-00			$2,179.00	
712113	06-15-2022	2043-6053-0-0000-0000-9121-00			$51,512.00	
710807	06-15-2022	2043-3217-0-0000-0000-9121-00		Transfer from Horizon	$445.00	
689014	06-15-2022	1752-3213-0-0000-0000-9121-00		06-15-2022 Payroll Reclass - Acc. Payroll Taxes	$193.53	
689015	06-15-2022	1752-3213-0-0000-0000-9121-00		06-15-2022 Payroll Reclass - Acc. Payroll	$2,529.36	
689019	06-15-2022	1930-3213-0-0000-0000-9121-00		06-15-2022 Payroll Reclass - Acc. Payroll Taxes		$193.53
689020	06-15-2022	1930-3213-0-0000-0000-9121-00		06-15-2022 Payroll Reclass - Acc. Payroll		$2,529.36
700552	06-16-2022	1234-0000-0-0000-0000-9121-00	PUC National	Reclass Inv# FY21-22 126	$14,000.00	
700553	06-16-2022	1234-4127-0-0000-0000-9121-00	PUC National	Reclass Inv# FY21-22 126		$14,000.00
700632	06-16-2022	1930-0000-0-0000-0000-9121-00	Christina Sequeira	Reclass Invoice # 06-15-22	$49.60	
700634	06-16-2022	1930-4127-0-0000-0000-9121-00	Christina Sequeira	Reclass Invoice # 06-15-22		$49.60
700636	06-16-2022	1930-0000-0-0000-0000-9121-00	Julie Vasquez	Reclass Invoice # 06-15-22	$35.89	
700638	06-16-2022	1930-4127-0-0000-0000-9121-00	Julie Vasquez	Reclass Invoice # 06-15-22		$35.89
700640	06-16-2022	1930-0000-0-0000-0000-9121-00	Meredith Branch	Reclass Invoice # 06-15-22	$28.34	
700642	06-16-2022	1930-4127-0-0000-0000-9121-00	Meredith Branch	Reclass Invoice # 06-15-22		$28.34
700644	06-16-2022	1930-0000-0-0000-0000-9121-00	Nicole De Vera	Reclass Invoice # 06-15-22	$28.98	
700646	06-16-2022	1930-4127-0-0000-0000-9121-00	Nicole De Vera	Reclass Invoice # 06-15-22		$28.98
700648	06-16-2022	1930-0000-0-0000-0000-9121-00	Tiffani Grubbs	Reclass Invoice # 06-15-22	$72.84	
700650	06-16-2022	1930-4127-0-0000-0000-9121-00	Tiffani Grubbs	Reclass Invoice # 06-15-22		$72.84
709978	06-16-2022	1234-0000-0-0000-0000-9121-00	Cardmember Service			$19,389.49
672291	06-16-2022	1930-0000-0-0000-0000-9121-00	Tiffani Grubbs			$72.84
672293	06-16-2022	1930-0000-0-0000-0000-9121-00	Julie Vasquez			$35.89
672295	06-16-2022	1930-0000-0-0000-0000-9121-00	Christina Sequeira			$49.60
672297	06-16-2022	1930-0000-0-0000-0000-9121-00	Meredith Branch			$28.34
672299	06-16-2022	1930-0000-0-0000-0000-9121-00	Nicole De Vera			$28.98
672301	06-16-2022	1752-0000-0-0000-0000-9121-00	Amy McKahan			$44.84
672303	06-16-2022	1752-0000-0-0000-0000-9121-00	Brooke Podgorski			$46.14
672305	06-16-2022	1752-0000-0-0000-0000-9121-00	Joel Reyes			$15.28
672307	06-16-2022	1752-0000-0-0000-0000-9121-00	Linda Miguel			$136.75
672309	06-16-2022	1930-0000-0-0000-0000-9121-00	Linda Miguel			$136.75
672311	06-16-2022	1752-0000-0-0000-0000-9121-00	Michael Allaway			$45.82
672313	06-16-2022	1752-0000-0-0000-0000-9121-00	Nicole Douglas			$761.60
672315	06-16-2022	1752-0000-0-0000-0000-9121-00	Richard Jimenez			$54.11
672317	06-16-2022	1752-0000-0-0000-0000-9121-00	Amanda Gomez			$51.97
672319	06-16-2022	1752-0000-0-0000-0000-9121-00	Hannah Wilson			$56.16
672321	06-16-2022	1752-0000-0-0000-0000-9121-00	Ruth Valdin			$1,200.00
672323	06-16-2022	1930-0000-0-0000-0000-9121-00	Ruth Valdin			$400.00
672325	06-16-2022	1752-0000-0-0000-0000-9121-00	Trevor Sailors			$29.85
672541	06-16-2022	1234-0000-0-0000-0000-9121-00	PUC National			$29,000.00
672543	06-16-2022	1234-0000-0-0000-0000-9121-00	LADWP			$8,475.73
713999	06-17-2022	1234-0000-0-0000-0000-9121-00		Wire-In from Bond	$769,671.06	
700745	06-17-2022	1930-4035-0-0000-0000-9121-00	Leah Raphael	Reclass Invoice #107	$375.00	
700747	06-17-2022	1930-3212-0-0000-0000-9121-00	Leah Raphael	Reclass Invoice #107		$375.00
672785	06-17-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$90.34
672787	06-17-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$45.68
672789	06-17-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$16.38

Vista Legacy Global Academy
Supporting Documentation

672783	06-17-2022	1930-6500-0-0000-0000-9121-00	Braille Abilities, LLC			$1,067.06
672781	06-17-2022	1930-6500-0-0000-0000-9121-00	Cross Country Education			$2,817.51
672779	06-17-2022	1930-4035-0-0000-0000-9121-00	Leah Raphael			$375.00
672777	06-17-2022	1930-0000-0-0000-0000-9121-00	Scoot Education Inc.			$275.00
700705	06-20-2022	1752-4035-0-0000-0000-9121-00	Leah Raphael	Reclass Invoice #104	$975.00	
700707	06-20-2022	1752-3212-0-0000-0000-9121-00	Leah Raphael	Reclass Invoice #104		$975.00
673423	06-20-2022	1752-0000-0-0000-0000-9121-00	Templo Calvario, Inc.			$680.42
673425	06-20-2022	1930-0000-0-0000-0000-9121-00	Templo Calvario, Inc.			$619.58
673427	06-20-2022	1752-0000-0-0000-0000-9121-00	Scoot Education Inc.			$1,650.00
673431	06-20-2022	1752-3010-0-0000-0000-9121-00	jtsmithdesigns			$1,180.00
673433	06-20-2022	1752-4035-0-0000-0000-9121-00	Leah Raphael			$975.00
673435	06-20-2022	1930-0000-0-0000-0000-9121-00	Mitel Cloud Services, Inc.			$645.41
673437	06-20-2022	1752-0000-0-0000-0000-9121-00	Mitel Cloud Services, Inc.			$1,073.92
673439	06-20-2022	1752-0000-0-0000-0000-9121-00	Charter Communications			$1,143.63
673441	06-20-2022	1930-0000-0-0000-0000-9121-00	Charter Communications			$1,041.37
673443	06-20-2022	1752-0000-0-0000-0000-9121-00	Charter Communications			$62.79
673445	06-20-2022	1930-0000-0-0000-0000-9121-00	Charter Communications			$57.18
673447	06-20-2022	1752-0000-0-0000-0000-9121-00	Blue Ribbon Trophy			$105.06
673449	06-20-2022	1752-0000-0-0000-0000-9121-00	Rick D. Kagasoff			$150.00
673451	06-20-2022	1930-0000-0-0000-0000-9121-00	Rick D. Kagasoff			$150.00
673393	06-20-2022	2043-6500-0-0000-0000-9121-00	Cross Country Education			$750.00
673395	06-20-2022	2043-6500-0-0000-0000-9121-00	Cross Country Education			$375.00
673397	06-20-2022	1752-6500-0-0000-0000-9121-00	Cross Country Education			$3,395.38
673399	06-20-2022	1752-0000-0-0000-0000-9121-00	County of Orange			$431.90
673401	06-20-2022	1930-0000-0-0000-0000-9121-00	County of Orange			$393.29
673403	06-20-2022	1752-0000-0-0000-0000-9121-00	County of Orange			$142.07
673405	06-20-2022	1930-0000-0-0000-0000-9121-00	County of Orange			$129.37
673407	06-20-2022	1752-0000-0-0000-0000-9121-00	County of Orange			$431.90
673409	06-20-2022	1930-0000-0-0000-0000-9121-00	County of Orange			$393.28
673411	06-20-2022	1752-0000-0-0000-0000-9121-00	County of Orange			$142.07
673413	06-20-2022	1930-0000-0-0000-0000-9121-00	County of Orange			$129.37
673415	06-20-2022	1752-0000-0-0000-0000-9121-00	DMV Renewal			$211.00
673417	06-20-2022	1752-0000-0-0000-0000-9121-00	Extra Space Storage			$343.00
673419	06-20-2022	1752-0000-0-0000-0000-9121-00	Extra Space Storage			$222.97
673421	06-20-2022	1930-0000-0-0000-0000-9121-00	Extra Space Storage			$203.03
686371	06-20-2022	1752-3010-0-0000-0000-9121-00	jtsmithdesigns	Reclass Invoice #VHGA05222022	$1,180.00	
686373	06-20-2022	1752-0000-0-0000-0000-9121-00	jtsmithdesigns	Reclass Invoice #VHGA05222022		$1,180.00
700656	06-21-2022	1930-0000-0-0000-0000-9121-00	Alexandra Udd	Reclass Invoice # 06-21-22	$28.68	
700658	06-21-2022	1930-4127-0-0000-0000-9121-00	Alexandra Udd	Reclass Invoice # 06-21-22		$28.68
710185	06-21-2022	1930-0000-0-0000-0000-9121-00		Transfer from Condor	$2,753.00	
712103	06-21-2022	1752-9003-0-0000-0000-9121-00			$2,035.00	
710885	06-21-2022	1752-0000-0-0000-0000-9121-00		Transfer from Heritage	$8,469.00	
673823	06-21-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$63.53
673825	06-21-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$57.85
673827	06-21-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$550.83
673829	06-21-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$501.57
673831	06-21-2022	1752-0000-0-0000-0000-9121-00	Cintas Corp			$636.85
673833	06-21-2022	1930-0000-0-0000-0000-9121-00	Cintas Corp			$579.90
673835	06-21-2022	1752-0000-0-0000-0000-9121-00	Cintas Corp			$291.23
673837	06-21-2022	1930-0000-0-0000-0000-9121-00	Cintas Corp			$265.19
673839	06-21-2022	1752-9003-0-0000-0000-9121-00	Knott's Berry Farm			$2,520.00
673841	06-21-2022	1752-0000-0-0000-0000-9121-00	Maintex, Inc			$158.98
673843	06-21-2022	1930-0000-0-0000-0000-9121-00	Maintex, Inc			$144.77
673845	06-21-2022	1752-0000-0-0000-0000-9121-00	Orkin			$62.81
673847	06-21-2022	1930-0000-0-0000-0000-9121-00	Orkin			$57.19
673849	06-21-2022	1752-0000-0-0000-0000-9121-00	Staples			$156.33
673851	06-21-2022	1930-0000-0-0000-0000-9121-00	Staples			$142.36

Vista Legacy Global Academy
Supporting Documentation

673801	06-21-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$57.06
673783	06-21-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$34.13
673785	06-21-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$31.08
673787	06-21-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$19.10
673789	06-21-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$17.40
673791	06-21-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$6.86
673793	06-21-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$6.24
673795	06-21-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$127.96
673797	06-21-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$116.51
673799	06-21-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$62.67
673819	06-21-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$543.18
673821	06-21-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$494.62
673803	06-21-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$177.23
673805	06-21-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$161.39
673807	06-21-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$72.48
673809	06-21-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$66.00
673811	06-21-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$83.90
673813	06-21-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$76.40
673815	06-21-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$31.69
673817	06-21-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$28.86
674153	06-21-2022	1234-0000-0-0000-0000-9121-00	LA Lotus Festival, Inc.			$100.00
674213	06-21-2022	1752-0000-0-0000-0000-9121-00	Liza Hernandez			$123.56
674211	06-21-2022	1930-0000-0-0000-0000-9121-00	Alexandra Udd			$28.68
715567	06-21-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1YXK-4YC1-3JP6	$34.13	
715569	06-21-2022	1752-3213-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1YXK-4YC1-3JP6		$34.13
715575	06-21-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1DCJ-LJHY-7WPT	$31.69	
715577	06-21-2022	1752-3213-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1DCJ-LJHY-7WPT		$31.69
688932	06-21-2022	1752-0000-0-0000-0000-9121-00	Liza Hernandez	Reclass Invoice #06-21-22	$123.56	
688934	06-21-2022	1752-3010-0-0000-0000-9121-00	Liza Hernandez	Reclass Invoice #06-21-22		$123.56
717519	06-21-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1DCJ-LJHY-7WPT	$28.86	
717521	06-21-2022	1930-3213-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1DCJ-LJHY-7WPT		$28.86
717505	06-21-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1YXK-4YC1-3JP6	$31.08	
717507	06-21-2022	1930-3213-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1YXK-4YC1-3JP6		$31.08
698272	06-22-2022	1234-0000-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1HFY-7X4X-4JY3	$241.75	
698274	06-22-2022	1234-4127-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1HFY-7X4X-4JY3		$241.75
711424	06-22-2022	1930-0000-0-0000-0000-9121-00		Transfer from Condor	$8,061.54	
712099	06-22-2022	1930-6500-0-0000-0000-9121-00			$24,895.00	
712101	06-22-2022	1752-0000-0-0000-0000-9121-00			$18,138.46	
674694	06-22-2022	1234-0000-0-0000-0000-9121-00	Wells Fargo Vendor Financial Services, LLC			$761.03
674696	06-22-2022	1234-0000-0-0000-0000-9121-00	Wells Fargo Vendor Financial Services, LLC			$894.53
674698	06-22-2022	1752-0000-0-0000-0000-9121-00	Wells Fargo Vendor Financial Services, LLC			$1,504.25
674700	06-22-2022	1234-0000-0-0000-0000-9121-00	Maintex, Inc			$993.94
674702	06-22-2022	1234-0000-0-0000-0000-9121-00	Maintex, Inc			$812.92
674704	06-22-2022	1234-0000-0-0000-0000-9121-00	Lingo			$430.56
674708	06-22-2022	1234-4035-0-0000-0000-9121-00	Leah Raphael			$1,200.00
674710	06-22-2022	1234-0000-0-0000-0000-9121-00	LADWP			$264.32
674712	06-22-2022	1234-0000-0-0000-0000-9121-00	Daniel Sommer			$482.70
674714	06-22-2022	1234-0000-0-0000-0000-9121-00	Daniel Sommer			$344.93
674720	06-22-2022	1234-0000-0-0000-0000-9121-00	PARS			$150.00
674722	06-22-2022	1234-0000-0-0000-0000-9121-00	Scoot Education Inc.			$1,545.00
674724	06-22-2022	1234-0000-0-0000-0000-9121-00	Western Exterminator Company			$158.05
674738	06-22-2022	2043-4035-0-0000-0000-9121-00	Circle Ways			$625.00
674740	06-22-2022	2043-4035-0-0000-0000-9121-00	Circle Ways			$375.00
674742	06-22-2022	2043-4035-0-0000-0000-9121-00	Circle Ways			$375.00
674744	06-22-2022	2043-4035-0-0000-0000-9121-00	Circle Ways			$375.00
674746	06-22-2022	2043-4035-0-0000-0000-9121-00	Circle Ways			$625.00
674684	06-22-2022	1234-0000-0-0000-0000-9121-00	Amazon Capital Services			$241.75

Vista Legacy Global Academy
Supporting Documentation

674686	06-22-2022	1234-0000-0-0000-0000-9121-00	Cintas Corp			$45.44
674718	06-22-2022	1234-6504-0-0000-0000-9121-00	NCS Pearson, Inc			$1,320.00
674728	06-22-2022	2043-4035-0-0000-0000-9121-00	Circle Ways			$750.00
674730	06-22-2022	2043-4035-0-0000-0000-9121-00	Circle Ways			$375.00
674732	06-22-2022	2043-4035-0-0000-0000-9121-00	Circle Ways			$375.00
674734	06-22-2022	2043-4035-0-0000-0000-9121-00	Circle Ways			$375.00
674736	06-22-2022	2043-4035-0-0000-0000-9121-00	Circle Ways			$375.00
689746	06-22-2022	1234-4035-0-0000-0000-9121-00	Leah Raphael	Reclass Invoice #103	$1,200.00	
689748	06-22-2022	1234-3212-0-0000-0000-9121-00	Leah Raphael	Reclass Invoice #103		$1,200.00
690049	06-22-2022	2043-4035-0-0000-0000-9121-00	Circle Ways	Reclass Invoice #1186	$375.00	
690051	06-22-2022	2043-3212-0-0000-0000-9121-00	Circle Ways	Reclass Invoice #1186		$375.00
690057	06-22-2022	2043-4035-0-0000-0000-9121-00	Circle Ways	Reclass Invoice #1184	$375.00	
690059	06-22-2022	2043-3212-0-0000-0000-9121-00	Circle Ways	Reclass Invoice #1184		$375.00
690065	06-22-2022	2043-4035-0-0000-0000-9121-00	Circle Ways	Reclass Invoice #1182	$375.00	
690067	06-22-2022	2043-3212-0-0000-0000-9121-00	Circle Ways	Reclass Invoice #1182		$375.00
690103	06-22-2022	2043-4035-0-0000-0000-9121-00	Circle Ways	Reclass Invoice #1181	$375.00	
690105	06-22-2022	2043-3212-0-0000-0000-9121-00	Circle Ways	Reclass Invoice #1181		$375.00
690111	06-22-2022	2043-4035-0-0000-0000-9121-00	Circle Ways	Reclass Invoice #1177	$750.00	
690113	06-22-2022	2043-3212-0-0000-0000-9121-00	Circle Ways	Reclass Invoice #1177		$750.00
690119	06-22-2022	2043-4035-0-0000-0000-9121-00	Circle Ways	Reclass Invoice #1180	$375.00	
690121	06-22-2022	2043-3212-0-0000-0000-9121-00	Circle Ways	Reclass Invoice #1180		$375.00
690127	06-22-2022	2043-4035-0-0000-0000-9121-00	Circle Ways	Reclass Invoice #1179	$375.00	
690129	06-22-2022	2043-3212-0-0000-0000-9121-00	Circle Ways	Reclass Invoice #1179		$375.00
690135	06-22-2022	2043-4035-0-0000-0000-9121-00	Circle Ways	Reclass Invoice #1178	$375.00	
690137	06-22-2022	2043-3212-0-0000-0000-9121-00	Circle Ways	Reclass Invoice #1178		$375.00
690143	06-22-2022	2043-4035-0-0000-0000-9121-00	Circle Ways	Reclass Invoice #1183	$625.00	
690145	06-22-2022	2043-3212-0-0000-0000-9121-00	Circle Ways	Reclass Invoice #1183		$625.00
690151	06-22-2022	2043-4035-0-0000-0000-9121-00	Circle Ways	Reclass Invoice #1185	$625.00	
690153	06-22-2022	2043-3212-0-0000-0000-9121-00	Circle Ways	Reclass Invoice #1185		$625.00
710634	06-23-2022	1234-3010-0-0000-0000-9121-00		Transfer from VCMS	$58,495.00	
710809	06-23-2022	2043-3010-0-0000-0000-9121-00		Transfer from Horizon	$5,357.00	
710887	06-23-2022	1752-0000-0-0000-0000-9121-00		Transfer from Heritage	$452,570.00	
675118	06-23-2022	1234-0000-0-0000-0000-9121-00	Corporate Payment Systems	June 2022 Credit Card Payment		$416.80
675496	06-23-2022	1930-0000-0-0000-0000-9121-00	Templo Calvario, Inc.			$4,000.00
675498	06-23-2022	1234-0000-0-0000-0000-9121-00	Silva & Silva CPAs			$606.25
675500	06-23-2022	1752-0000-0-0000-0000-9121-00	Silva & Silva CPAs			$606.25
675502	06-23-2022	1930-0000-0-0000-0000-9121-00	Silva & Silva CPAs			$606.25
675504	06-23-2022	2043-0000-0-0000-0000-9121-00	Silva & Silva CPAs			$606.25
675506	06-23-2022	1752-0000-0-0000-0000-9121-00	Orkin			$62.81
675508	06-23-2022	1930-0000-0-0000-0000-9121-00	Orkin			$57.19
675510	06-23-2022	1752-0000-0-0000-0000-9121-00	Maintex, Inc			$58.42
675512	06-23-2022	1930-0000-0-0000-0000-9121-00	Maintex, Inc			$53.19
675514	06-23-2022	1752-0000-0-0000-0000-9121-00	Maintex, Inc			$517.29
675516	06-23-2022	1930-0000-0-0000-0000-9121-00	Maintex, Inc			$471.04
675518	06-23-2022	1752-0000-0-0000-0000-9121-00	Insight Direct USA, Inc.			$1,303.09
675520	06-23-2022	1930-0000-0-0000-0000-9121-00	Insight Direct USA, Inc.			$1,186.58
675522	06-23-2022	1930-0000-0-0000-0000-9121-00	Extra Space Storage			$338.00
675524	06-23-2022	1752-0000-0-0000-0000-9121-00	County of Orange			$768.33
675526	06-23-2022	1930-0000-0-0000-0000-9121-00	County of Orange			$699.63
675528	06-23-2022	1752-0000-0-0000-0000-9121-00	County of Orange			$252.74
675530	06-23-2022	1930-0000-0-0000-0000-9121-00	County of Orange			$230.14
675532	06-23-2022	1752-0000-0-0000-0000-9121-00	Civic Center Business Park OA			$548.21
675534	06-23-2022	1930-0000-0-0000-0000-9121-00	Civic Center Business Park OA			$499.19
675536	06-23-2022	1930-4035-0-0000-0000-9121-00	California Department of Education			$715.00
675540	06-23-2022	1752-6500-0-0000-0000-9121-00	AP fbo EdLogical Group Corp			$964.00
675542	06-23-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$57.07
675544	06-23-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$51.96

Vista Legacy Global Academy
Supporting Documentation

675546	06-23-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$252.19
675548	06-23-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$229.64
675550	06-23-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$7.14
675552	06-23-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$6.51
675556	06-23-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$204.22
675558	06-23-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$171.70
675554	06-23-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$224.28
675538	06-23-2022	2043-0000-0-0000-0000-9121-00	Awareness Analytics Partners, LLC			$7,500.00
713954	06-23-2022	1752-0000-0-0000-0000-9121-00	Maintex, Inc	Reclass Invoice #905254-00	$517.29	
713956	06-23-2022	1752-3212-0-0000-0000-9121-00	Maintex, Inc	Reclass Invoice #905254-00		$517.29
714552	06-23-2022	1752-0000-0-0000-0000-9121-00	Insight Direct USA, Inc.	Reclass Invoice #922480101	$1,303.09	
714554	06-23-2022	1752-3212-0-0000-0000-9121-00	Insight Direct USA, Inc.	Reclass Invoice #922480101		$1,303.09
716461	06-23-2022	1930-0000-0-0000-0000-9121-00	Maintex, Inc	Reclass Invoice #905254-00	$471.04	
716463	06-23-2022	1930-3212-0-0000-0000-9121-00	Maintex, Inc	Reclass Invoice #905254-00		$471.04
716589	06-23-2022	1930-0000-0-0000-0000-9121-00	Insight Direct USA, Inc.	Reclass Invoice #922480101	$1,186.58	
716591	06-23-2022	1930-3212-0-0000-0000-9121-00	Insight Direct USA, Inc.	Reclass Invoice #922480101		$1,186.58
710636	06-24-2022	1234-0000-0-0000-0000-9121-00		Transfer from VCMS	$573.73	
675838	06-24-2022	1930-0000-0-0000-0000-9121-00	Waterlogic Americas			$52.08
675840	06-24-2022	1752-0000-0-0000-0000-9121-00	Waterlogic Americas			$57.19
675842	06-24-2022	1930-0000-0-0000-0000-9121-00	Waterlogic Americas			$52.08
675844	06-24-2022	1752-0000-0-0000-0000-9121-00	Waterlogic Americas			$57.19
675846	06-24-2022	1930-0000-0-0000-0000-9121-00	Waterlogic Americas			$71.49
675848	06-24-2022	1752-0000-0-0000-0000-9121-00	Waterlogic Americas			$78.51
675850	06-24-2022	1752-0000-0-0000-0000-9121-00	Trans Continental Enterprise			$837.44
675852	06-24-2022	1930-0000-0-0000-0000-9121-00	Trans Continental Enterprise			$762.56
675854	06-24-2022	1752-0000-0-0000-0000-9121-00	Trans Continental Enterprise			$272.17
675856	06-24-2022	1930-0000-0-0000-0000-9121-00	Trans Continental Enterprise			$247.83
675858	06-24-2022	1930-0000-0-0000-0000-9121-00	Cintas Corp			$320.87
675860	06-24-2022	1752-0000-0-0000-0000-9121-00	Cintas Corp			$352.38
675822	06-24-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$348.65
675824	06-24-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$382.89
675826	06-24-2022	1234-0000-0-0000-0000-9121-00	Amazon Capital Services			$6.37
675828	06-24-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$6.66
675830	06-24-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$6.07
675832	06-24-2022	2043-0000-0-0000-0000-9121-00	Amazon Capital Services			$1.60
675834	06-24-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$207.59
675836	06-24-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$227.97
676050	06-24-2022	2043-0000-0-0000-0000-9121-00	Amazon Capital Services			$73.68
676052	06-24-2022	2043-0000-0-0000-0000-9121-00	Amazon Capital Services			$41.21
676054	06-24-2022	2043-6500-0-0000-0000-9121-00	AP fbo EdLogical Group Corp			$3,430.38
676056	06-24-2022	2043-4035-0-0000-0000-9121-00	Jane Raphael			$600.00
676062	06-24-2022	2043-4035-0-0000-0000-9121-00	Leah Raphael			$600.00
676064	06-24-2022	2043-0000-0-0000-0000-9121-00	Project Lead the Way			$950.00
676066	06-24-2022	2043-4035-0-0000-0000-9121-00	Teachers College Reading & Writing Project			$850.00
676068	06-24-2022	2043-4035-0-0000-0000-9121-00	Teachers College Reading & Writing Project			$850.00
676070	06-24-2022	2043-4035-0-0000-0000-9121-00	Teachers College Reading & Writing Project			$850.00
676072	06-24-2022	2043-0000-0-0000-0000-9121-00	Wells Fargo Vendor Financial Services, LLC			$434.67
676074	06-24-2022	2043-5310-0-0000-0000-9121-00	School Nutrition Plus			$5,034.80
676058	06-24-2022	2043-0000-0-0000-0000-9121-00	KYOCERA DOCUMENT SOLUTIONS WEST, LLC			$12.00
676060	06-24-2022	2043-0000-0-0000-0000-9121-00	KYOCERA DOCUMENT SOLUTIONS WEST, LLC			$12.00
676743	06-24-2022	2043-0000-0-0000-0000-9121-00	Jaime Ickes			$97.99
676745	06-24-2022	2043-0000-0-0000-0000-9121-00	Deborah Serrano			$44.80
689991	06-24-2022	2043-4035-0-0000-0000-9121-00	Leah Raphael	Reclass Invoice #105	$600.00	
689993	06-24-2022	2043-3212-0-0000-0000-9121-00	Leah Raphael	Reclass Invoice #105		$600.00
690005	06-24-2022	2043-4035-0-0000-0000-9121-00	Jane Raphael	Reclass Invoice #106	$600.00	
690007	06-24-2022	2043-3212-0-0000-0000-9121-00	Jane Raphael	Reclass Invoice #106		$600.00
690025	06-24-2022	2043-4035-0-0000-0000-9121-00	Teachers College Reading & Writing Project	Reclass Invoice #TCRWP-181173	$850.00	

Vista Legacy Global Academy
Supporting Documentation

690027	06-24-2022	2043-3212-0-0000-0000-9121-00	Teachers College Reading & Writing Project	Reclass Invoice #TCRWP-181173		$850.00
690033	06-24-2022	2043-4035-0-0000-0000-9121-00	Teachers College Reading & Writing Project	Reclass Invoice #TCRWP-181086	$850.00	
690035	06-24-2022	2043-3212-0-0000-0000-9121-00	Teachers College Reading & Writing Project	Reclass Invoice #TCRWP-181086		$850.00
690041	06-24-2022	2043-4035-0-0000-0000-9121-00	Teachers College Reading & Writing Project	Reclass Invoice #TCRWP-181098	$850.00	
690043	06-24-2022	2043-3212-0-0000-0000-9121-00	Teachers College Reading & Writing Project	Reclass Invoice #TCRWP-181098		$850.00
712097	06-27-2022	1752-6030-0-0000-0000-9121-00			$2,364.31	
710638	06-27-2022	1234-6030-0-0000-0000-9121-00		Transfer from VCMS	$4,785.97	
677025	06-28-2022	1234-0000-0-0000-0000-9121-00	Fusion Cloud Services, LLC			$1,121.23
677027	06-28-2022	1234-6504-0-0000-0000-9121-00	NCS Pearson, Inc			$4,545.05
677029	06-28-2022	1234-0000-0-0000-0000-9121-00	Staples			$1,352.56
677031	06-28-2022	1234-0000-0-0000-0000-9121-00	Purchase Power			$38.31
677033	06-28-2022	1234-6500-0-0000-0000-9121-00	AP fbo EdLogical Group Corp			$2,722.03
677035	06-28-2022	1234-0000-0-0000-0000-9121-00	Cecilia Ley			$907.00
677037	06-28-2022	1234-2600-0-0000-0000-9121-00	American Nation Tour Inc.			$700.00
677039	06-28-2022	1234-2600-0-0000-0000-9121-00	American Nation Tour Inc.			$700.00
677041	06-28-2022	1234-2600-0-0000-0000-9121-00	American Nation Tour Inc.			$700.00
677043	06-28-2022	1234-0000-0-0000-0000-9121-00	Maintex, Inc			$1,446.72
677045	06-28-2022	1234-0000-0-0000-0000-9121-00	Jesus Bojorquez			$11.14
677047	06-28-2022	1234-7426-0-0000-0000-9121-00	Jay Proano			$15.00
677049	06-28-2022	1234-2600-0-0000-0000-9121-00	Amazon Capital Services			$246.99
677051	06-28-2022	1234-2600-0-0000-0000-9121-00	Amazon Capital Services			$1,122.41
710811	06-29-2022	2043-0000-0-0000-0000-9121-00		Transfer from Horizon	$420.00	
710640	06-29-2022	1234-3210-0-0000-0000-9121-00		Transfer from VCMS	$818.00	
677179	06-29-2022	1930-0000-0-0000-0000-9121-00	Christina Sequeira			$70.02
677431	06-29-2022	1752-0000-0-0000-0000-9121-00	Liberty Christian School			$375.00
710082	06-30-2022	1234-0000-0-0000-0000-9121-00	Paycom Payroll, LLC			$139,060.75
710085	06-30-2022	1752-0000-0-0000-0000-9121-00	Paycom Payroll, LLC			$129,146.38
710088	06-30-2022	1752-0000-0-0000-0000-9121-01	Paycom Payroll, LLC			$14,486.04
710091	06-30-2022	1930-0000-0-0000-0000-9121-00	Paycom Payroll, LLC			$129,119.81
710094	06-30-2022	2043-0000-0-0000-0000-9121-00	Paycom Payroll, LLC			$49,864.77
710187	06-30-2022	1930-0000-0-0000-0000-9121-00		Transfer from Condor	$700,000.00	
721611	06-30-2022	1234-7426-0-0000-0000-9121-00		Balance Inter-Resource Receivables/Payables	$15.00	
721614	06-30-2022	1234-0000-0-0000-0000-9121-00		Balance Inter-Resource Receivables/Payables		$15.00
721642	06-30-2022	1234-6504-0-0000-0000-9121-00		Balance Inter-Resource Receivables/Payables	$9,325.05	
721645	06-30-2022	1234-0000-0-0000-0000-9121-00		Balance Inter-Resource Receivables/Payables		$9,325.05
721711	06-30-2022	1234-4124-0-0000-0000-9121-00		Balance Inter-Resource Receivables/Payables	$47,627.72	
721715	06-30-2022	1234-0000-0-0000-0000-9121-00		Balance Inter-Resource Receivables/Payables		$47,627.72
721722	06-30-2022	1234-3216-0-0000-0000-9121-00		Balancing Resource Cash		$5,966.13
721723	06-30-2022	1234-0000-0-0000-0000-9121-00		Balancing Resource Cash	$5,966.13	
721726	06-30-2022	1234-3215-0-0000-0000-9121-00		Balancing Resource Cash		$4,717.88
721727	06-30-2022	1234-0000-0-0000-0000-9121-00		Balancing Resource Cash	$4,717.88	
721735	06-30-2022	1234-3212-0-0000-0000-9121-00		Balancing Resource Cash	$15,911.98	
721739	06-30-2022	1234-0000-0-0000-0000-9121-00		Balancing Resource Cash		$15,911.98
721741	06-30-2022	1234-3210-0-0000-0000-9121-00		Balancing Resource Cash		$41,468.08
721742	06-30-2022	1234-0000-0-0000-0000-9121-00		Balancing Resource Cash	$41,468.08	
721649	06-30-2022	1234-6500-0-0000-0000-9121-00		Balance Cash in Resources	$27,893.80	
721652	06-30-2022	1234-0000-0-0000-0000-9121-00		Balance Cash in Resources		$27,893.80
721658	06-30-2022	1234-6010-0-0000-0000-9121-00		Balance Inter-Resource Receivables/Payables		$57,403.12
721662	06-30-2022	1234-0000-0-0000-0000-9121-00		Balance Inter-Resource Receivables/Payables	$57,403.12	
721666	06-30-2022	1234-5310-0-0000-0000-9121-00		Balance Inter-Resource Receivables/Payables		$59,020.59
721670	06-30-2022	1234-0000-0-0000-0000-9121-00		Balance Inter-Resource Receivables/Payables	$59,020.59	
721731	06-30-2022	1234-3214-0-0000-0000-9121-00		Balancing Resource Cash		$1,781.88
721732	06-30-2022	1234-0000-0-0000-0000-9121-00		Balancing Resource Cash	$1,781.88	
721757	06-30-2022	1234-9003-0-0000-0000-9121-00		Balance Inter-Resource Receivables/Payables	$4,674.62	
721761	06-30-2022	1234-0000-0-0000-0000-9121-00		Balance Inter-Resource Receivables/Payables		$4,674.62
721868	06-30-2022	1234-7422-0-0000-0000-9121-00		Balancing Resource Cash		$82,945.00
721872	06-30-2022	1234-0000-0-0000-0000-9121-00		Balancing Resource Cash	$82,945.00	

Vista Legacy Global Academy
Supporting Documentation

721874	06-30-2022	1234-7029-0-0000-0000-9121-00	Balancing Resource Cash		$14,773.00
721877	06-30-2022	1234-0000-0-0000-0000-9121-00	Balancing Resource Cash	$14,773.00	
721879	06-30-2022	1234-6300-0-0000-0000-9121-00	Balancing Resource Cash		$6,775.43
721884	06-30-2022	1234-0000-0-0000-0000-9121-00	Balancing Resource Cash	$6,775.43	
721887	06-30-2022	1234-6030-0-0000-0000-9121-00	Balancing Resource Cash		$353,621.46
721891	06-30-2022	1234-0000-0-0000-0000-9121-00	Balancing Resource Cash	$353,621.46	
721898	06-30-2022	1234-3215-0-0000-0000-9121-00	Balancing Resource Cash		$3,237.74
721900	06-30-2022	1234-0000-0-0000-0000-9121-00	Balancing Resource Cash	$3,237.74	
721902	06-30-2022	1234-3210-0-0000-0000-9121-00	Balancing Resource Cash		$4,265.09
721906	06-30-2022	1234-0000-0-0000-0000-9121-00	Balancing Resource Cash	$4,265.09	
721917	06-30-2022	1234-1400-0-0000-0000-9121-00	Balancing Resource Cash		$278,841.00
721922	06-30-2022	1234-0000-0-0000-0000-9121-00	Balancing Resource Cash	$278,841.00	
721924	06-30-2022	1234-6266-0-0000-0000-9121-00	Balancing Resource Cash		$79,122.00
721927	06-30-2022	1234-0000-0-0000-0000-9121-00	Balancing Resource Cash	$79,122.00	
721938	06-30-2022	2043-7422-0-0000-0000-9121-00	Balance Inter-Resource Receivables/Payables		$14,909.00
721942	06-30-2022	2043-0000-0-0000-0000-9121-00	Balance Inter-Resource Receivables/Payables	$14,909.00	
721945	06-30-2022	2043-6500-0-0000-0000-9121-00	Balance Inter-Resource Receivables/Payables		$3,035.88
721946	06-30-2022	2043-0000-0-0000-0000-9121-00	Balance Inter-Resource Receivables/Payables	$3,035.88	
721951	06-30-2022	2043-6300-0-0000-0000-9121-00	Balance Inter-Resource Receivables/Payables		$3,748.94
721954	06-30-2022	2043-0000-0-0000-0000-9121-00	Balance Inter-Resource Receivables/Payables	$3,748.94	
721958	06-30-2022	2043-6266-0-0000-0000-9121-00	Balance Inter-Resource Receivables/Payables		$14,418.00
721959	06-30-2022	2043-0000-0-0000-0000-9121-00	Balance Inter-Resource Receivables/Payables	$14,418.00	
721962	06-30-2022	2043-4610-0-0000-0000-9121-00	Balance Inter-Resource Receivables/Payables		$15,756.24
721969	06-30-2022	2043-0000-0-0000-0000-9121-00	Balance Inter-Resource Receivables/Payables	$15,756.24	
721975	06-30-2022	2043-3310-0-0000-0000-9121-00	Balance Inter-Resource Receivables/Payables		$13,283.00
721977	06-30-2022	2043-0000-0-0000-0000-9121-00	Balance Inter-Resource Receivables/Payables	$13,283.00	
721980	06-30-2022	2043-3215-0-0000-0000-9121-00	Balance Inter-Resource Receivables/Payables		$690.00
721987	06-30-2022	2043-0000-0-0000-0000-9121-00	Balance Inter-Resource Receivables/Payables	$690.00	
721998	06-30-2022	2043-3210-0-0000-0000-9121-00	Balance Inter-Resource Receivables/Payables	$376.80	
722005	06-30-2022	2043-0000-0-0000-0000-9121-00	Balance Inter-Resource Receivables/Payables		$376.80
722011	06-30-2022	2043-2600-0-0000-0000-9121-00	Balance Inter-Resource Receivables/Payables		$3,723.00
722012	06-30-2022	2043-0000-0-0000-0000-9121-00	Balance Inter-Resource Receivables/Payables	$3,723.00	
722032	06-30-2022	2043-1400-0-0000-0000-9121-00	Balance Inter-Resource Receivables/Payables		$7,909.00
722037	06-30-2022	2043-0000-0-0000-0000-9121-00	Balance Inter-Resource Receivables/Payables	$7,909.00	
722040	06-30-2022	2043-1100-0-0000-0000-9121-00	Balance Inter-Resource Receivables/Payables		$14,271.13
722045	06-30-2022	2043-0000-0-0000-0000-9121-00	Balance Inter-Resource Receivables/Payables	$14,271.13	
722048	06-30-2022	2043-5310-0-0000-0000-9121-00	Balance Inter-Resource Receivables/Payables		$17,224.99
722052	06-30-2022	2043-0000-0-0000-0000-9121-00	Balance Inter-Resource Receivables/Payables	$17,224.99	
722058	06-30-2022	2043-3212-0-0000-0000-9121-00	Balance Inter-Resource Receivables/Payables	$5,150.20	
722065	06-30-2022	2043-0000-0-0000-0000-9121-00	Balance Inter-Resource Receivables/Payables		$5,150.20
712105	06-30-2022	1752-9003-0-0000-0000-9121-00		$364.60	
710889	06-30-2022	1752-0000-0-0000-0000-9121-00	Transfer from Heritage	$170.00	
712147	06-30-2022	1930-0000-0-0000-0000-9121-00	21-22 Title I Reclassifications		$4,419.65
712148	06-30-2022	1930-3010-0-0000-0000-9121-00	21-22 Title I Reclassifications	$4,419.65	
712187	06-30-2022	1930-0000-0-0000-0000-9121-00	21-22 Title II Reclassifications		$10,165.00
712188	06-30-2022	1930-4035-0-0000-0000-9121-00	21-22 Title II Reclassifications	$10,165.00	
712269	06-30-2022	1930-0000-0-0000-0000-9121-00	21-22 Title IV Reclassifications		$1,073.19
712270	06-30-2022	1930-4127-0-0000-0000-9121-00	21-22 Title IV Reclassifications	$1,073.19	
712301	06-30-2022	1752-0000-0-0000-0000-9121-00	21-22 Title I Reclassifications		$4,519.33
712302	06-30-2022	1752-3010-0-0000-0000-9121-00	21-22 Title I Reclassifications	$4,519.33	
712794	06-30-2022	1752-0000-0-0000-0000-9121-00	21-22 Title III Reclassifications		$763.14
712795	06-30-2022	1752-4203-0-0000-0000-9121-00	21-22 Title III Reclassifications	$763.14	
712814	06-30-2022	1752-0000-0-0000-0000-9121-00	21-22 Title IV Reclassifications		$13,640.44
712815	06-30-2022	1752-4127-0-0000-0000-9121-00	21-22 Title IV Reclassifications	$13,640.44	
712700	06-30-2022	1752-0000-0-0000-0000-9121-00	21-22 Title II Reclassifications		$6,750.00
712701	06-30-2022	1752-4035-0-0000-0000-9121-00	21-22 Title II Reclassifications	$6,750.00	
712913	06-30-2022	2043-3010-0-0000-0000-9121-00	21-22 Title I Reclassifications		$10,155.20

Vista Legacy Global Academy
Supporting Documentation

712914	06-30-2022	2043-0000-0-0000-0000-9121-00			21-22 Title I Reclassifications	$10,155.20	
712939	06-30-2022	2043-0000-0-0000-0000-9121-00			21-22 Title II Reclassifications		$1,426.00
712940	06-30-2022	2043-4035-0-0000-0000-9121-00			21-22 Title II Reclassifications	$1,426.00	
713157	06-30-2022	1234-3010-0-0000-0000-9121-00			21-22 Title I Reclassifications		$118,819.45
713158	06-30-2022	1234-0000-0-0000-0000-9121-00			21-22 Title I Reclassifications	$118,819.45	
713251	06-30-2022	1234-4035-0-0000-0000-9121-00			21-22 Title II Reclassification		$9,108.00
713252	06-30-2022	1234-0000-0-0000-0000-9121-00			21-22 Title II Reclassification	$9,108.00	
713289	06-30-2022	1234-4203-0-0000-0000-9121-00			21-22 Title III Reclassification		$9,948.63
713290	06-30-2022	1234-0000-0-0000-0000-9121-00			21-22 Title III Reclassification	$9,948.63	
713327	06-30-2022	1234-0000-0-0000-0000-9121-00			21-22 Title IV Reclassification		$11,670.97
713328	06-30-2022	1234-4127-0-0000-0000-9121-00			21-22 Title IV Reclassification	$11,670.97	
677604	06-30-2022	2043-0000-0-0000-0000-9121-00	Michael	Rosner			$130.49
689034	06-30-2022	1752-3213-0-0000-0000-9121-00			06-30-2022 Payroll Reclass - Acc. Payroll Taxes	$189.65	
689035	06-30-2022	1752-3213-0-0000-0000-9121-00			06-30-2022 Payroll Reclass - Acc. Payroll	$2,478.56	
689039	06-30-2022	1930-3213-0-0000-0000-9121-00			06-30-2022 Payroll Reclass - Acc. Payroll		$189.65
689040	06-30-2022	1930-3213-0-0000-0000-9121-00			06-30-2022 Payroll Reclass - Acc. Payroll		$2,478.56
743022	06-30-2022	1752-7425-0-0000-0000-9121-00			21-22 Year End Adjustment	$11,041.62	
743025	06-30-2022	1752-0000-0-0000-0000-9121-00			21-22 Year End Adjustment		$11,041.62
743037	06-30-2022	1752-6500-0-0000-0000-9121-00			21-22 Year End Adjustment	$24,253.73	
743044	06-30-2022	1752-0000-0-0000-0000-9121-00			21-22 Year End Adjustment		$24,253.73
743061	06-30-2022	1752-6030-0-0000-0000-9121-00			21-22 Year End Adjustment		$162,122.21
743062	06-30-2022	1752-0000-0-0000-0000-9121-00			21-22 Year End Adjustment	$162,122.21	
743074	06-30-2022	1752-6010-0-0000-0000-9121-00			21-22 Year End Adjustment	$74,860.73	
743077	06-30-2022	1752-0000-0-0000-0000-9121-00			21-22 Year End Adjustment		$74,860.73
743093	06-30-2022	1752-4124-0-0000-0000-9121-00			21-22 Year End Adjustment	$94,013.98	
743097	06-30-2022	1752-0000-0-0000-0000-9121-00			21-22 Year End Adjustment		$94,013.98
742781	06-30-2022	1752-7426-0-0000-0000-9121-00			21-22 Year End Adjustment	$40.57	
742784	06-30-2022	1752-0000-0-0000-0000-9121-00			21-22 Year End Adjustment		$40.57
743212	06-30-2022	1752-3210-0-0000-0000-9121-00			21-22 Year End Adjustment	$1,570.67	
743218	06-30-2022	1752-0000-0-0000-0000-9121-00			21-22 Year End Adjustment		$1,570.67
743166	06-30-2022	1752-3212-0-0000-0000-9121-00			21-22 Year End Adjustment	$33,953.78	
743173	06-30-2022	1752-0000-0-0000-0000-9121-00			21-22 Year End Adjustment		$33,953.78
743286	06-30-2022	1930-6546-0-0000-0000-9121-00			21-22 Year End Adjustment		$93.00
743288	06-30-2022	1930-0000-0-0000-0000-9121-00			21-22 Year End Adjustment	$93.00	
743291	06-30-2022	1930-6500-0-0000-0000-9121-00			21-22 Year End Adjustment		$144,769.73
743299	06-30-2022	1930-0000-0-0000-0000-9121-00			21-22 Year End Adjustment	$144,769.73	
743386	06-30-2022	1930-5310-0-0000-0000-9121-00			21-22 Year End Adjustment		$58,203.09
743388	06-30-2022	1930-0000-0-0000-0000-9121-00			21-22 Year End Adjustment	$58,203.09	
743378	06-30-2022	1930-6010-0-0000-0000-9121-00			21-22 Year End Adjustment	$74,145.54	
743384	06-30-2022	1930-0000-0-0000-0000-9121-00			21-22 Year End Adjustment		$74,145.54
743402	06-30-2022	1930-3310-0-0000-0000-9121-00			21-22 Year End Adjustment		$1,067.00
743404	06-30-2022	1930-0000-0-0000-0000-9121-00			21-22 Year End Adjustment	$1,067.00	
743429	06-30-2022	1930-3213-0-0000-0000-9121-00			21-22 Year End Adjustment	$9,694.93	
743435	06-30-2022	1930-0000-0-0000-0000-9121-00			21-22 Year End Adjustment		$9,694.93
743415	06-30-2022	1930-3214-0-0000-0000-9121-00			21-22 Year End Adjustment	$4,048.74	
743422	06-30-2022	1930-0000-0-0000-0000-9121-00			21-22 Year End Adjustment		$4,048.74
743441	06-30-2022	1930-3212-0-0000-0000-9121-00			21-22 Year End Adjustment	$32,048.92	
743446	06-30-2022	1930-0000-0-0000-0000-9121-00			21-22 Year End Adjustment		$32,048.92
743451	06-30-2022	1930-3210-0-0000-0000-9121-00			21-22 Year End Adjustment	$1,430.59	
743457	06-30-2022	1930-0000-0-0000-0000-9121-00			21-22 Year End Adjustment		$1,430.59
743464	06-30-2022	1930-2600-0-0000-0000-9121-00			21-22 Year End Adjustment	$9,000.00	
743468	06-30-2022	1930-0000-0-0000-0000-9121-00			21-22 Year End Adjustment		$9,000.00
743538	07-01-2022	1234-0000-0-0000-0000-9121-00			Expense Jul 2022 Health Insurance	$49,560.16	
743567	07-01-2022	1234-0000-0-0000-0000-9121-00			Expense Jul 2022 Health Insurance		$11,363.59
743568	07-01-2022	1234-3010-0-0000-0000-9121-00			Expense Jul 2022 Health Insurance		$347.58
743569	07-01-2022	1234-4203-0-0000-0000-9121-00			Expense Jul 2022 Health Insurance		$168.38
743570	07-01-2022	1234-6500-0-0000-0000-9121-00			Expense Jul 2022 Health Insurance		$728.78

Vista Legacy Global Academy
Supporting Documentation

743571	07-01-2022	1234-3214-0-0000-0000-9121-00		Expense Jul 2022 Health Insurance		$228.87
743572	07-01-2022	1752-0000-0-0000-0000-9121-00		Expense Jul 2022 Health Insurance		$8,060.54
743573	07-01-2022	1752-3010-0-0000-0000-9121-00		Expense Jul 2022 Health Insurance		$312.69
743574	07-01-2022	1752-6500-0-0000-0000-9121-00		Expense Jul 2022 Health Insurance		$1,695.70
743575	07-01-2022	1752-3213-0-0000-0000-9121-00		Expense Jul 2022 Health Insurance		$219.67
743576	07-01-2022	1752-3212-0-0000-0000-9121-00		Expense Jul 2022 Health Insurance		$769.55
743577	07-01-2022	1930-0000-0-0000-0000-9121-00		Expense Jul 2022 Health Insurance		$9,862.74
743578	07-01-2022	1930-3010-0-0000-0000-9121-00		Expense Jul 2022 Health Insurance		$213.97
743579	07-01-2022	1930-6500-0-0000-0000-9121-00		Expense Jul 2022 Health Insurance		$1,094.34
743580	07-01-2022	1930-3214-0-0000-0000-9121-00		Expense Jul 2022 Health Insurance		$469.28
743581	07-01-2022	1930-3213-0-0000-0000-9121-00		Expense Jul 2022 Health Insurance		$321.74
743582	07-01-2022	2043-0000-0-0000-0000-9121-00		Expense Jul 2022 Health Insurance		$3,864.48
743583	07-01-2022	2043-3010-0-0000-0000-9121-00		Expense Jul 2022 Health Insurance		$371.06
743584	07-01-2022	2043-6500-0-0000-0000-9121-00		Expense Jul 2022 Health Insurance		$62.75
743585	07-01-2022	1752-0000-0-0000-0000-9121-01		Expense Jul 2022 Health Insurance		$4,602.01
743586	07-01-2022	1752-3010-0-0000-0000-9121-01		Expense Jul 2022 Health Insurance		$174.14
743587	07-01-2022	1932-0000-0-0000-0000-9121-00		Expense Jul 2022 Health Insurance		$4,470.22
743588	07-01-2022	1932-6500-0-0000-0000-9121-00		Expense Jul 2022 Health Insurance		$158.08
743619	07-01-2022	1234-0000-0-0000-0000-9121-00		Expense Jul 2022 Workers' Comp	$11,593.67	
743648	07-01-2022	1234-0000-0-0000-0000-9121-00		Expense Jul 2022 Workers' Comp		$2,658.31
743649	07-01-2022	1234-3010-0-0000-0000-9121-00		Expense Jul 2022 Workers' Comp		$81.31
743650	07-01-2022	1234-4203-0-0000-0000-9121-00		Expense Jul 2022 Workers' Comp		$39.39
743651	07-01-2022	1234-6500-0-0000-0000-9121-00		Expense Jul 2022 Workers' Comp		$170.48
743652	07-01-2022	1234-3214-0-0000-0000-9121-00		Expense Jul 2022 Workers' Comp		$53.54
743653	07-01-2022	1752-0000-0-0000-0000-9121-00		Expense Jul 2022 Workers' Comp		$1,885.61
743654	07-01-2022	1752-3010-0-0000-0000-9121-00		Expense Jul 2022 Workers' Comp		$73.15
743655	07-01-2022	1752-6500-0-0000-0000-9121-00		Expense Jul 2022 Workers' Comp		$396.68
743656	07-01-2022	1752-3213-0-0000-0000-9121-00		Expense Jul 2022 Workers' Comp		$51.39
743657	07-01-2022	1752-3212-0-0000-0000-9121-00		Expense Jul 2022 Workers' Comp		$180.02
743658	07-01-2022	1930-0000-0-0000-0000-9121-00		Expense Jul 2022 Workers' Comp		$2,307.20
743659	07-01-2022	1930-3010-0-0000-0000-9121-00		Expense Jul 2022 Workers' Comp		$50.05
743660	07-01-2022	1930-6500-0-0000-0000-9121-00		Expense Jul 2022 Workers' Comp		$256.00
743661	07-01-2022	1930-3214-0-0000-0000-9121-00		Expense Jul 2022 Workers' Comp		$109.78
743662	07-01-2022	1930-3213-0-0000-0000-9121-00		Expense Jul 2022 Workers' Comp		$75.26
743663	07-01-2022	2043-0000-0-0000-0000-9121-00		Expense Jul 2022 Workers' Comp		$904.02
743664	07-01-2022	2043-3010-0-0000-0000-9121-00		Expense Jul 2022 Workers' Comp		$86.80
743665	07-01-2022	2043-6500-0-0000-0000-9121-00		Expense Jul 2022 Workers' Comp		$14.68
743666	07-01-2022	1752-0000-0-0000-0000-9121-01		Expense Jul 2022 Workers' Comp		$1,076.56
743667	07-01-2022	1752-3010-0-0000-0000-9121-01		Expense Jul 2022 Workers' Comp		$40.74
743668	07-01-2022	1932-0000-0-0000-0000-9121-00		Expense Jul 2022 Workers' Comp		$1,045.72
743669	07-01-2022	1932-6500-0-0000-0000-9121-00		Expense Jul 2022 Workers' Comp		$36.98
700713	07-01-2022	1752-4035-0-0000-0000-9121-00	Teachers College Reading & Writing Project	Reclass Invoice #TCRWP-181115	$850.00	
700715	07-01-2022	1752-3212-0-0000-0000-9121-00	Teachers College Reading & Writing Project	Reclass Invoice #TCRWP-181115		$850.00
700721	07-01-2022	1752-4035-0-0000-0000-9121-00	Teachers College Reading & Writing Project	Reclass Invoice #TCRWP-181427	$850.00	
700723	07-01-2022	1752-3212-0-0000-0000-9121-00	Teachers College Reading & Writing Project	Reclass Invoice #TCRWP-181427		$850.00
678101	07-01-2022	1930-0000-0-0000-0000-9121-00	Hertz Furniture			$4,877.80
678111	07-01-2022	1930-0000-0-0000-0000-9121-00	Apple Inc.			$3,507.63
678113	07-01-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$70.75
678115	07-01-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$77.69
678117	07-01-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$64.26
678119	07-01-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$70.57
678121	07-01-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$5.20
678123	07-01-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$5.71
678125	07-01-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$18.72
678127	07-01-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$20.56
678085	07-01-2022	1752-4035-0-0000-0000-9121-00	Teachers College Reading & Writing Project			$850.00
678087	07-01-2022	1752-4035-0-0000-0000-9121-00	Teachers College Reading & Writing Project			$850.00

Vista Legacy Global Academy
Supporting Documentation

678089	07-01-2022	1930-0000-0-0000-0000-9121-00	Staples			$174.92
678091	07-01-2022	1752-0000-0-0000-0000-9121-00	Staples			$192.09
678093	07-01-2022	1752-0000-0-0000-0000-9121-00	Santa Ana Parks Recreation			$25.00
678095	07-01-2022	1930-3213-0-0000-0000-9121-00	Pacific Mechanical Contractors			$203.98
678097	07-01-2022	1752-3213-0-0000-0000-9121-00	Pacific Mechanical Contractors			$224.02
678099	07-01-2022	1930-0000-0-0000-0000-9121-00	Orange County Dept. of Education			$150.00
678103	07-01-2022	1930-0000-0-0000-0000-9121-00	Cover Your Brass LLC			$840.72
678105	07-01-2022	1752-0000-0-0000-0000-9121-00	Cover Your Brass LLC			$923.28
678107	07-01-2022	1930-0000-0-0000-0000-9121-00	Cintas Corp			$200.61
678109	07-01-2022	1752-0000-0-0000-0000-9121-00	Cintas Corp			$220.31
715116	07-01-2022	1752-3213-0-0000-0000-9121-00	Pacific Mechanical Contractors	Reclass Invoice #16725	$224.02	
715118	07-01-2022	1752-3212-0-0000-0000-9121-00	Pacific Mechanical Contractors	Reclass Invoice #16725		$224.02
716597	07-01-2022	1930-0000-0-0000-0000-9121-00	Apple Inc.	Reclass Invoice #AJ11913744	$3,507.63	
716599	07-01-2022	1930-3212-0-0000-0000-9121-00	Apple Inc.	Reclass Invoice #AJ11913744		$3,507.63
724863	07-01-2022	1930-3310-0-0000-0000-9121-00			$23,410.00	
724865	07-01-2022	1930-6500-0-0000-0000-9121-00			$24,756.00	
724608	07-01-2022	1234-0000-0-0000-0000-9121-00		Expense Jul 2022 Health Insurance		$16,534.71
724609	07-01-2022	1234-3010-0-0000-0000-9121-00		Expense Jul 2022 Health Insurance		$505.75
724610	07-01-2022	1234-4203-0-0000-0000-9121-00		Expense Jul 2022 Health Insurance		$245.00
724611	07-01-2022	1234-6500-0-0000-0000-9121-00		Expense Jul 2022 Health Insurance		$1,060.41
724612	07-01-2022	1234-3214-0-0000-0000-9121-00		Expense Jul 2022 Health Insurance		$333.01
724613	07-01-2022	1752-0000-0-0000-0000-9121-00		Expense Jul 2022 Health Insurance		$11,728.54
724614	07-01-2022	1752-3010-0-0000-0000-9121-00		Expense Jul 2022 Health Insurance		$454.99
724615	07-01-2022	1752-6500-0-0000-0000-9121-00		Expense Jul 2022 Health Insurance		$2,467.35
724616	07-01-2022	1752-3213-0-0000-0000-9121-00		Expense Jul 2022 Health Insurance		$319.64
724579	07-01-2022	1234-0000-0-0000-0000-9121-00		Expense Jul 2022 Health Insurance	$72,112.84	
724617	07-01-2022	1752-3212-0-0000-0000-9121-00		Expense Jul 2022 Health Insurance		$1,119.73
724618	07-01-2022	1930-0000-0-0000-0000-9121-00		Expense Jul 2022 Health Insurance		$14,350.84
724619	07-01-2022	1930-3010-0-0000-0000-9121-00		Expense Jul 2022 Health Insurance		$311.34
724620	07-01-2022	1930-6500-0-0000-0000-9121-00		Expense Jul 2022 Health Insurance		$1,592.32
724621	07-01-2022	1930-3214-0-0000-0000-9121-00		Expense Jul 2022 Health Insurance		$682.82
724622	07-01-2022	1930-3213-0-0000-0000-9121-00		Expense Jul 2022 Health Insurance		$468.15
724623	07-01-2022	2043-0000-0-0000-0000-9121-00		Expense Jul 2022 Health Insurance		$5,623.02
724624	07-01-2022	2043-3010-0-0000-0000-9121-00		Expense Jul 2022 Health Insurance		$539.91
724625	07-01-2022	2043-6500-0-0000-0000-9121-00		Expense Jul 2022 Health Insurance		$91.30
724626	07-01-2022	1752-0000-0-0000-0000-9121-01		Expense Jul 2022 Health Insurance		$6,696.19
724627	07-01-2022	1752-3010-0-0000-0000-9121-01		Expense Jul 2022 Health Insurance		$253.38
724628	07-01-2022	1932-0000-0-0000-0000-9121-00		Expense Jul 2022 Health Insurance		$6,504.43
724629	07-01-2022	1932-6500-0-0000-0000-9121-00		Expense Jul 2022 Health Insurance		$230.01
724630	07-01-2022	1234-0000-0-0000-0000-9121-00		Expense Jul 2022 Life Insurance	$11,595.80	
724659	07-01-2022	1234-0000-0-0000-0000-9121-00		Expense Jul 2022 Life Insurance		$2,658.81
724660	07-01-2022	1234-3010-0-0000-0000-9121-00		Expense Jul 2022 Life Insurance		$81.33
724661	07-01-2022	1234-4203-0-0000-0000-9121-00		Expense Jul 2022 Life Insurance		$39.40
724662	07-01-2022	1234-6500-0-0000-0000-9121-00		Expense Jul 2022 Life Insurance		$170.52
724663	07-01-2022	1234-3214-0-0000-0000-9121-00		Expense Jul 2022 Life Insurance		$53.55
724664	07-01-2022	1752-0000-0-0000-0000-9121-00		Expense Jul 2022 Life Insurance		$1,885.95
724665	07-01-2022	1752-3010-0-0000-0000-9121-00		Expense Jul 2022 Life Insurance		$73.16
724666	07-01-2022	1752-6500-0-0000-0000-9121-00		Expense Jul 2022 Life Insurance		$396.75
724667	07-01-2022	1752-3213-0-0000-0000-9121-00		Expense Jul 2022 Life Insurance		$51.40
724668	07-01-2022	1752-3212-0-0000-0000-9121-00		Expense Jul 2022 Life Insurance		$180.05
724669	07-01-2022	1930-0000-0-0000-0000-9121-00		Expense Jul 2022 Life Insurance		$2,307.62
724670	07-01-2022	1930-3010-0-0000-0000-9121-00		Expense Jul 2022 Life Insurance		$50.06
724671	07-01-2022	1930-6500-0-0000-0000-9121-00		Expense Jul 2022 Life Insurance		$256.05
724672	07-01-2022	1930-3214-0-0000-0000-9121-00		Expense Jul 2022 Life Insurance		$109.80
724673	07-01-2022	1930-3213-0-0000-0000-9121-00		Expense Jul 2022 Life Insurance		$75.28
724674	07-01-2022	2043-0000-0-0000-0000-9121-00		Expense Jul 2022 Life Insurance		$904.18
724675	07-01-2022	2043-3010-0-0000-0000-9121-00		Expense Jul 2022 Life Insurance		$86.82

Vista Legacy Global Academy
Supporting Documentation

724676	07-01-2022	2043-6500-0-0000-0000-9121-00		Expense Jul 2022 Life Insurance		$14.68
724677	07-01-2022	1752-0000-0-0000-0000-9121-01		Expense Jul 2022 Life Insurance		$1,076.75
724678	07-01-2022	1752-3010-0-0000-0000-9121-01		Expense Jul 2022 Life Insurance		$40.74
724679	07-01-2022	1932-0000-0-0000-0000-9121-00		Expense Jul 2022 Life Insurance		$1,045.91
724680	07-01-2022	1932-6500-0-0000-0000-9121-00		Expense Jul 2022 Life Insurance		$36.99
724681	07-01-2022	1234-0000-0-0000-0000-9121-00		Expense Jul 2022 Health Insurance	$869.69	
724710	07-01-2022	1234-0000-0-0000-0000-9121-00		Expense Jul 2022 Health Insurance		$199.42
724711	07-01-2022	1234-3010-0-0000-0000-9121-00		Expense Jul 2022 Health Insurance		$6.10
724712	07-01-2022	1234-4203-0-0000-0000-9121-00		Expense Jul 2022 Health Insurance		$2.95
724713	07-01-2022	1234-6500-0-0000-0000-9121-00		Expense Jul 2022 Health Insurance		$12.79
724714	07-01-2022	1234-3214-0-0000-0000-9121-00		Expense Jul 2022 Health Insurance		$4.02
724715	07-01-2022	1752-0000-0-0000-0000-9121-00		Expense Jul 2022 Health Insurance		$141.45
724716	07-01-2022	1752-3010-0-0000-0000-9121-00		Expense Jul 2022 Health Insurance		$5.49
724717	07-01-2022	1752-6500-0-0000-0000-9121-00		Expense Jul 2022 Health Insurance		$29.76
724718	07-01-2022	1752-3213-0-0000-0000-9121-00		Expense Jul 2022 Health Insurance		$3.85
724719	07-01-2022	1752-3212-0-0000-0000-9121-00		Expense Jul 2022 Health Insurance		$13.50
724720	07-01-2022	1930-0000-0-0000-0000-9121-00		Expense Jul 2022 Health Insurance		$173.08
724721	07-01-2022	1930-3010-0-0000-0000-9121-00		Expense Jul 2022 Health Insurance		$3.75
724722	07-01-2022	1930-6500-0-0000-0000-9121-00		Expense Jul 2022 Health Insurance		$19.20
724723	07-01-2022	1930-3214-0-0000-0000-9121-00		Expense Jul 2022 Health Insurance		$8.23
724724	07-01-2022	1930-3213-0-0000-0000-9121-00		Expense Jul 2022 Health Insurance		$5.65
724725	07-01-2022	2043-0000-0-0000-0000-9121-00		Expense Jul 2022 Health Insurance		$67.81
724726	07-01-2022	2043-3010-0-0000-0000-9121-00		Expense Jul 2022 Health Insurance		$6.51
724727	07-01-2022	2043-6500-0-0000-0000-9121-00		Expense Jul 2022 Health Insurance		$1.10
724728	07-01-2022	1752-0000-0-0000-0000-9121-01		Expense Jul 2022 Health Insurance		$80.76
724729	07-01-2022	1752-3010-0-0000-0000-9121-01		Expense Jul 2022 Health Insurance		$3.06
724730	07-01-2022	1932-0000-0-0000-0000-9121-00		Expense Jul 2022 Health Insurance		$78.44
724731	07-01-2022	1932-6500-0-0000-0000-9121-00		Expense Jul 2022 Health Insurance		$2.77
724774	07-01-2022	1234-0000-0-0000-0000-9121-00		Expense Jul 2022 Gen Liab Insurance	$8,479.92	
724777	07-01-2022	1234-0000-0-0000-0000-9121-00		Expense Jul 2022 Gen Liab Insurance		$2,196.48
724779	07-01-2022	1752-0000-0-0000-0000-9121-00		Expense Jul 2022 Gen Liab Insurance		$1,892.09
724781	07-01-2022	1930-0000-0-0000-0000-9121-00		Expense Jul 2022 Gen Liab Insurance		$2,046.75
724783	07-01-2022	2043-0000-0-0000-0000-9121-00		Expense Jul 2022 Gen Liab Insurance		$735.46
724785	07-01-2022	1752-0000-0-0000-0000-9121-01		Expense Jul 2022 Gen Liab Insurance		$817.22
724787	07-01-2022	1932-0000-0-0000-0000-9121-00		Expense Jul 2022 Gen Liab Insurance		$791.92
717392	07-01-2022	1930-3213-0-0000-0000-9121-00	Pacific Mechanical Contractors	Reclass Invoice #16725	$203.98	
717394	07-01-2022	1930-3212-0-0000-0000-9121-00	Pacific Mechanical Contractors	Reclass Invoice #16725		$203.98
680176	07-05-2022	1234-0000-0-0000-0000-9121-00	Cardmember Service	June 2022 Credit Card Payment		$19,389.49
681775	07-05-2022	1234-2600-0-0000-0000-9121-00	Amazon Capital Services			$51.96
681777	07-05-2022	1234-0000-0-0000-0000-9121-00	Amazon Capital Services			$7.65
681779	07-05-2022	1234-0000-0-0000-0000-9121-00	Amazon Capital Services			$81.36
681781	07-05-2022	1234-2600-0-0000-0000-9121-00	Amazon Capital Services			$132.43
681783	07-05-2022	1234-2600-0-0000-0000-9121-00	Amazon Capital Services			$166.36
681795	07-05-2022	1234-0000-0-0000-0000-9121-00	Metropolitan Life Insurance Company			$11,595.80
681761	07-05-2022	1930-0000-0-0000-0000-9121-00	Orange County Dept. of Education			$17,932.08
681763	07-05-2022	1752-0000-0-0000-0000-9121-00	Orange County Dept. of Education			$19,604.42
681767	07-05-2022	1930-0000-0-0000-0000-9121-00	RingCentral Inc.			$2,459.51
681769	07-05-2022	1752-0000-0-0000-0000-9121-00	RingCentral Inc.			$2,701.02
681771	07-05-2022	1930-4127-0-0000-0000-9121-00	Turning Point Center for Families			$2,521.69
681773	07-05-2022	1752-4127-0-0000-0000-9121-00	Turning Point Center for Families			$2,769.31
681785	07-05-2022	1234-0000-0-0000-0000-9121-00	Cintas Corp			$45.44
681787	07-05-2022	1234-0000-0-0000-0000-9121-00	Cintas Corp			$45.44
681789	07-05-2022	1234-0000-0-0000-0000-9121-00	SoCalGas			$2.40
681791	07-05-2022	1234-0000-0-0000-0000-9121-00	Blue Shield of California			$46,781.89
681793	07-05-2022	1234-7426-0-0000-0000-9121-00	Enock Benavides			$15.00
724867	07-05-2022	1930-6030-0-0000-0000-9121-00			$66,579.38	
744316	07-05-2022	2043-0000-0-0000-0000-9121-00			$8,638.14	

744318	07-05-2022	2043-3310-0-0000-0000-9121-00			$1,472.00	
744320	07-05-2022	2043-6500-0-0000-0000-9121-00			$4,165.00	
744324	07-05-2022	1234-6030-0-0000-0000-9121-00			$401,641.32	
684235	07-06-2022	1234-0000-0-0000-0000-9121-00	Guardian			$869.69
684237	07-06-2022	1234-5310-0-0000-0000-9121-00	School Nutrition Plus			$27,281.80
684239	07-06-2022	1930-5310-0-0000-0000-9121-00	School Nutrition Plus			$17,658.95
684241	07-06-2022	1752-5310-0-0000-0000-9121-00	School Nutrition Plus			$8,932.52
685758	07-07-2022	1234-0000-0-0000-0000-9121-00	Daniel Sommer			$3,367.00
685760	07-07-2022	1234-0000-0-0000-0000-9121-00	Jay Proano			$1,271.00
744398	07-07-2022	1234-1100-0-0000-0000-9121-00			$12,826.84	
744400	07-07-2022	1234-1400-0-0000-0000-9121-00			$423,671.00	
744402	07-07-2022	1234-2600-0-0000-0000-9121-00			$10,329.00	
744404	07-07-2022	1234-4127-0-0000-0000-9121-00			$375.00	
744406	07-07-2022	1234-6010-0-0000-0000-9121-00			$50,870.71	
744408	07-07-2022	1234-6300-0-0000-0000-9121-00			$14,014.50	
744411	07-07-2022	1234-0000-0-0000-0000-9121-00				$12,473.50
744537	07-07-2022	2043-2600-0-0000-0000-9121-00			$4,500.00	
744539	07-07-2022	2043-6300-0-0000-0000-9121-00			$2,593.94	
744541	07-07-2022	2043-1400-0-0000-0000-9121-00			$3,883.00	
744543	07-07-2022	2043-1100-0-0000-0000-9121-00			$2,374.12	
744545	07-07-2022	2043-0000-0-0000-0000-9121-00			$53,696.00	
745664	07-07-2022	1234-0000-0-0000-0000-9121-00	LACOE	Jun 2022 STRS/PERS Payment - VCMS		$54,985.99
687261	07-11-2022	1932-0000-0-0000-0000-9121-00	ODP Business Solutions LLC			$30.70
687263	07-11-2022	1932-0000-0-0000-0000-9121-00	ODP Business Solutions LLC			$41.58
687265	07-11-2022	1932-0000-0-0000-0000-9121-00	ODP Business Solutions LLC			$41.98
687267	07-11-2022	1932-0000-0-0000-0000-9121-00	ODP Business Solutions LLC			$45.26
687269	07-11-2022	1932-0000-0-0000-0000-9121-00	ODP Business Solutions LLC			$47.30
687271	07-11-2022	1932-0000-0-0000-0000-9121-00	ODP Business Solutions LLC			$48.46
687273	07-11-2022	1932-0000-0-0000-0000-9121-00	ODP Business Solutions LLC			$51.70
687275	07-11-2022	1932-0000-0-0000-0000-9121-00	ODP Business Solutions LLC			$62.69
687277	07-11-2022	1932-0000-0-0000-0000-9121-00	ODP Business Solutions LLC			$67.70
687279	07-11-2022	1932-0000-0-0000-0000-9121-00	ODP Business Solutions LLC			$67.85
687281	07-11-2022	1932-0000-0-0000-0000-9121-00	ODP Business Solutions LLC			$68.19
687283	07-11-2022	1932-0000-0-0000-0000-9121-00	ODP Business Solutions LLC			$68.94
687285	07-11-2022	1932-0000-0-0000-0000-9121-00	ODP Business Solutions LLC			$70.40
687287	07-11-2022	1932-0000-0-0000-0000-9121-00	ODP Business Solutions LLC			$76.70
687289	07-11-2022	1932-0000-0-0000-0000-9121-00	ODP Business Solutions LLC			$79.08
687291	07-11-2022	1932-0000-0-0000-0000-9121-00	ODP Business Solutions LLC			$80.76
687293	07-11-2022	1932-0000-0-0000-0000-9121-00	ODP Business Solutions LLC			$83.70
687295	07-11-2022	1932-0000-0-0000-0000-9121-00	ODP Business Solutions LLC			$93.73
687297	07-11-2022	1932-0000-0-0000-0000-9121-00	ODP Business Solutions LLC			$94.60
687299	07-11-2022	1932-0000-0-0000-0000-9121-00	ODP Business Solutions LLC			$101.14
687301	07-11-2022	1932-0000-0-0000-0000-9121-00	ODP Business Solutions LLC			$104.59
687303	07-11-2022	1932-0000-0-0000-0000-9121-00	ODP Business Solutions LLC			$101.77
687305	07-11-2022	1932-0000-0-0000-0000-9121-00	ODP Business Solutions LLC			$107.64
687307	07-11-2022	1932-0000-0-0000-0000-9121-00	ODP Business Solutions LLC			$137.06
687309	07-11-2022	1932-0000-0-0000-0000-9121-00	ODP Business Solutions LLC			$137.83
687329	07-11-2022	1932-0000-0-0000-0000-9121-00	ODP Business Solutions LLC			$214.68
687331	07-11-2022	1932-0000-0-0000-0000-9121-00	ODP Business Solutions LLC			$245.92
687333	07-11-2022	1932-0000-0-0000-0000-9121-00	ODP Business Solutions LLC			$371.23
687335	07-11-2022	1932-0000-0-0000-0000-9121-00	ODP Business Solutions LLC			$389.51
687337	07-11-2022	1932-0000-0-0000-0000-9121-00	ODP Business Solutions LLC			$461.36
687339	07-11-2022	1932-0000-0-0000-0000-9121-00	ODP Business Solutions LLC			$570.35
687341	07-11-2022	1932-0000-0-0000-0000-9121-00	ODP Business Solutions LLC			$883.68
687343	07-11-2022	1932-0000-0-0000-0000-9121-00	ODP Business Solutions LLC			$895.24
687345	07-11-2022	1932-0000-0-0000-0000-9121-00	ODP Business Solutions LLC			$909.51
687347	07-11-2022	1932-0000-0-0000-0000-9121-00	ODP Business Solutions LLC			$1,207.02

Vista Legacy Global Academy
Supporting Documentation

687241	07-11-2022	1932-0000-0-0000-0000-9121-00	ODP Business Solutions LLC			$3.65
687243	07-11-2022	1932-0000-0-0000-0000-9121-00	ODP Business Solutions LLC			$4.73
687245	07-11-2022	1932-0000-0-0000-0000-9121-00	ODP Business Solutions LLC			$10.76
687247	07-11-2022	1932-0000-0-0000-0000-9121-00	ODP Business Solutions LLC			$13.55
687249	07-11-2022	1932-0000-0-0000-0000-9121-00	ODP Business Solutions LLC			$15.07
687251	07-11-2022	1932-0000-0-0000-0000-9121-00	ODP Business Solutions LLC			$16.15
687253	07-11-2022	1932-0000-0-0000-0000-9121-00	ODP Business Solutions LLC			$19.38
687255	07-11-2022	1932-0000-0-0000-0000-9121-00	ODP Business Solutions LLC			$21.54
687257	07-11-2022	1932-0000-0-0000-0000-9121-00	ODP Business Solutions LLC			$23.69
687259	07-11-2022	1932-0000-0-0000-0000-9121-00	ODP Business Solutions LLC			$29.74
687744	07-11-2022	1752-0000-0-0000-0000-9121-00	Timeless Learning, Inc.			$206.74
687746	07-11-2022	1930-0000-0-0000-0000-9121-00	Timeless Learning, Inc.			$188.26
756165	07-11-2022	1932-0000-0-0000-0000-9121-00	ODP Business Solutions LLC	Reclass Invoice #240292036001	$895.24	
756167	07-11-2022	1932-3213-0-0000-0000-9121-00	ODP Business Solutions LLC	Reclass Invoice #240292036001		$895.24
756243	07-11-2022	1932-0000-0-0000-0000-9121-00	ODP Business Solutions LLC	Reclass Invoice #248533670001	$80.76	
756245	07-11-2022	1932-3213-0-0000-0000-9121-00	ODP Business Solutions LLC	Reclass Invoice #248533670001		$80.76
756255	07-11-2022	1932-0000-0-0000-0000-9121-00	ODP Business Solutions LLC	Reclass Invoice #244533068001	$94.60	
756257	07-11-2022	1932-3213-0-0000-0000-9121-00	ODP Business Solutions LLC	Reclass Invoice #244533068001		$94.60
756315	07-11-2022	1932-0000-0-0000-0000-9121-00	ODP Business Solutions LLC	Reclass Invoice #241754345001	$107.64	
756317	07-11-2022	1932-3213-0-0000-0000-9121-00	ODP Business Solutions LLC	Reclass Invoice #241754345001		$107.64
756323	07-11-2022	1932-0000-0-0000-0000-9121-00	ODP Business Solutions LLC	Reclass Invoice #249256520001	$1,207.02	
756325	07-11-2022	1932-3213-0-0000-0000-9121-00	ODP Business Solutions LLC	Reclass Invoice #249256520001		$1,207.02
688608	07-12-2022	1932-0000-0-0000-0000-9121-00	Amazon Capital Services			$781.87
688610	07-12-2022	1932-0000-0-0000-0000-9121-00	Amazon Capital Services			$1,239.97
688582	07-12-2022	1932-0000-0-0000-0000-9121-00	U.S. Bank Equipment Finance			$1,432.80
688590	07-12-2022	1932-0000-0-0000-0000-9121-00	Sparkletts			$226.12
688594	07-12-2022	1932-0000-0-0000-0000-9121-00	Measure Education Inc.			$832.88
688576	07-12-2022	1932-0000-0-0000-0000-9121-00	Orange County Dept. of Education			$2,250.00
688578	07-12-2022	1752-0000-0-0000-0000-9121-00	Juan's Auto Upholstery			$220.00
688580	07-12-2022	1932-0000-0-0000-0000-9121-00	Learningtech.org			$560.00
688584	07-12-2022	1932-0000-0-0000-0000-9121-00	Terminix Processing Center			$210.00
688586	07-12-2022	1932-0000-0-0000-0000-9121-00	Terminix Processing Center			$12.00
688588	07-12-2022	1932-0000-0-0000-0000-9121-00	Sun Life			$1,564.25
688592	07-12-2022	1932-0000-0-0000-0000-9121-00	National Benefit Services, LLC			$150.00
688596	07-12-2022	1752-0000-0-0000-0000-9121-00	Luis Hernandez			$667.42
688598	07-12-2022	1930-0000-0-0000-0000-9121-00	Luis Hernandez			$667.42
688602	07-12-2022	1932-0000-0-0000-0000-9121-00	GoTo Communications, Inc.			$408.59
688604	07-12-2022	1932-0000-0-0000-0000-9121-00	Cintas Corp			$143.29
688606	07-12-2022	1932-0000-0-0000-0000-9121-00	Cintas Corp			$117.45
757011	07-12-2022	1932-0000-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1RHR-MRRM-937T	$481.64	
757013	07-12-2022	1932-3212-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1RHR-MRRM-937T		$481.64
757019	07-12-2022	1932-0000-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1GFP-KJG6-RH1Y	$781.87	
757021	07-12-2022	1932-3212-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1GFP-KJG6-RH1Y		$781.87
689464	07-14-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$7.25
689476	07-14-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$18.02
689478	07-14-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$46.84
689480	07-14-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$51.44
689466	07-14-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$7.96
689468	07-14-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$118.23
689470	07-14-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$129.83
689472	07-14-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$38.36
689474	07-14-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$42.13
689494	07-14-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$212.86
689496	07-14-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$233.77
689482	07-14-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$17.16
689484	07-14-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$18.84
689486	07-14-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$339.64

Vista Legacy Global Academy
Supporting Documentation

689488	07-14-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$373.00
689490	07-14-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$22.43
689492	07-14-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$24.64
689500	07-14-2022	1752-4035-0-0000-0000-9121-00	California Department of Education			$2,214.00
689502	07-14-2022	1930-0000-0-0000-0000-9121-00	WM Corporate Services, Inc.			$616.46
689504	07-14-2022	1752-0000-0-0000-0000-9121-00	WM Corporate Services, Inc.			$677.00
689506	07-14-2022	1930-0000-0-0000-0000-9121-00	WEX Bank			$2,116.51
689508	07-14-2022	1752-0000-0-0000-0000-9121-00	WEX Bank			$2,324.35
689510	07-14-2022	1752-0000-0-0000-0000-9121-00	Templo Calvario, Inc.			$351.00
689512	07-14-2022	1930-0000-0-0000-0000-9121-00	Orkin			$57.19
689514	07-14-2022	1752-0000-0-0000-0000-9121-00	Orkin			$62.81
689516	07-14-2022	1930-0000-0-0000-0000-9121-00	Mitel Cloud Services, Inc.			$645.71
689518	07-14-2022	1752-0000-0-0000-0000-9121-00	Mitel Cloud Services, Inc.			$1,082.50
689520	07-14-2022	1930-0000-0-0000-0000-9121-00	Miguel Angel Reyes Salgado			$131.07
689522	07-14-2022	1752-0000-0-0000-0000-9121-00	Miguel Angel Reyes Salgado			$143.93
689524	07-14-2022	1752-0000-0-0000-0000-9121-00	KYOCERA DOCUMENT SOLUTIONS WEST, LLC			$12.00
689526	07-14-2022	1930-3010-0-0000-0000-9121-00	jtsmithdesigns			$1,564.20
689528	07-14-2022	1752-3010-0-0000-0000-9121-00	jtsmithdesigns			$1,717.80
689530	07-14-2022	1752-0000-0-0000-0000-9121-00	Insight Direct USA, Inc.			$1,014.97
689532	07-14-2022	1752-0000-0-0000-0000-9121-00	Insight Direct USA, Inc.			$3,599.81
689534	07-14-2022	1752-0000-0-0000-0000-9121-00	Godofredo Valencia			$1,120.41
689536	07-14-2022	1930-0000-0-0000-0000-9121-00	Cintas Corp			$408.65
689538	07-14-2022	1752-0000-0-0000-0000-9121-00	Cintas Corp			$448.77
689540	07-14-2022	1930-0000-0-0000-0000-9121-00	Cintas Corp			$135.56
689542	07-14-2022	1752-0000-0-0000-0000-9121-00	Cintas Corp			$148.88
689910	07-14-2022	1752-3010-0-0000-0000-9121-00	jtsmithdesigns	Reclass Invoice #VGA07112022	$1,717.80	
689911	07-14-2022	1930-3010-0-0000-0000-9121-00	jtsmithdesigns	Reclass Invoice #VGA07112022	$1,564.20	
689914	07-14-2022	1752-0000-0-0000-0000-9121-00	jtsmithdesigns	Reclass Invoice #VGA07112022		$1,717.80
689915	07-14-2022	1930-0000-0-0000-0000-9121-00	jtsmithdesigns	Reclass Invoice #VGA07112022		$1,564.20
756302	07-14-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services	Reclass invoice # 1614-7C7Y-FWFQ	$233.77	
756303	07-14-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services	Reclass invoice # 1614-7C7Y-FWFQ	$212.86	
756308	07-14-2022	1752-3213-0-0000-0000-9121-00	Amazon Capital Services	Reclass invoice # 1614-7C7Y-FWFQ		$233.77
756309	07-14-2022	1930-3213-0-0000-0000-9121-00	Amazon Capital Services	Reclass invoice # 1614-7C7Y-FWFQ		$212.86
756282	07-14-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services	Reclass invoice # 1DJC-6HK9-P79P	$24.64	
756283	07-14-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services	Reclass invoice # 1DJC-6HK9-P79P	$22.43	
756288	07-14-2022	1752-3213-0-0000-0000-9121-00	Amazon Capital Services	Reclass invoice # 1DJC-6HK9-P79P		$24.64
756289	07-14-2022	1930-3213-0-0000-0000-9121-00	Amazon Capital Services	Reclass invoice # 1DJC-6HK9-P79P		$22.43
756290	07-14-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services	Reclass invoice # 1F3G-NKNM-XVG4	$373.00	
756291	07-14-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services	Reclass invoice # 1F3G-NKNM-XVG4	$339.64	
756296	07-14-2022	1752-3212-0-0000-0000-9121-00	Amazon Capital Services	Reclass invoice # 1F3G-NKNM-XVG4		$373.00
756297	07-14-2022	1930-3212-0-0000-0000-9121-00	Amazon Capital Services	Reclass invoice # 1F3G-NKNM-XVG4		$339.64
756634	07-14-2022	1752-0000-0-0000-0000-9121-00	Insight Direct USA, Inc.	Reclass invoice # 922637687	$3,599.81	
756637	07-14-2022	1752-3212-0-0000-0000-9121-00	Insight Direct USA, Inc.	Reclass invoice # 922637687		$3,599.81
756638	07-14-2022	1752-0000-0-0000-0000-9121-00	Insight Direct USA, Inc.	Reclass invoice # 922645062	$1,014.97	
756641	07-14-2022	1752-3212-0-0000-0000-9121-00	Insight Direct USA, Inc.	Reclass invoice # 922645062		$1,014.97
724990	07-15-2022	1234-0000-0-0000-0000-9121-00	Paycom Payroll, LLC			$57,511.67
724993	07-15-2022	1752-0000-0-0000-0000-9121-00	Paycom Payroll, LLC			$65,806.26
724996	07-15-2022	1930-0000-0-0000-0000-9121-00	Paycom Payroll, LLC			$83,265.47
724999	07-15-2022	2043-0000-0-0000-0000-9121-00	Paycom Payroll, LLC			$21,710.95
725002	07-15-2022	1752-0000-0-0000-0000-9121-01	Paycom Payroll, LLC			$21,416.72
725005	07-15-2022	1932-0000-0-0000-0000-9121-00	Paycom Payroll, LLC			$54,298.72
691853	07-18-2022	1234-0000-0-0000-0000-9121-00	Jesus Bojorquez			$11.76
691847	07-18-2022	2043-3212-0-0000-0000-9121-00	Teachers College Reading & Writing Project			$850.00
691849	07-18-2022	2043-3212-0-0000-0000-9121-00	Teachers College Reading & Writing Project			$850.00
691851	07-18-2022	2043-3212-0-0000-0000-9121-00	Teachers College Reading & Writing Project			$850.00
693034	07-19-2022	1932-0000-0-0000-0000-9121-00	Amazon Capital Services			$581.99
693036	07-19-2022	1932-0000-0-0000-0000-9121-00	Amazon Capital Services			$1,809.83

Vista Legacy Global Academy
Supporting Documentation

693038	07-19-2022	1234-2600-0-0000-0000-9121-00	Amazon Capital Services			$274.25
693040	07-19-2022	1234-2600-0-0000-0000-9121-00	Amazon Capital Services			$71.11
693044	07-19-2022	1932-0000-0-0000-0000-9121-00	Quadient Finance USA, Inc.			$546.72
693066	07-19-2022	1234-0000-0-0000-0000-9121-00	Staples			$639.51
693084	07-19-2022	1234-0000-0-0000-0000-9121-00	Cintas Corp			$45.44
693072	07-19-2022	1752-0000-0-0000-0000-9121-00	Measure Education Inc.			$286.05
693074	07-19-2022	1930-0000-0-0000-0000-9121-00	Measure Education Inc.			$260.53
693076	07-19-2022	2043-0000-0-0000-0000-9121-00	Measure Education Inc.			$68.62
693070	07-19-2022	1234-0000-0-0000-0000-9121-00	Measure Education Inc.			$273.68
693068	07-19-2022	1234-0000-0-0000-0000-9121-00	Pro Systems Inc			$83.01
693078	07-19-2022	1234-0000-0-0000-0000-9121-00	Maintex, Inc			$3,784.32
693080	07-19-2022	1234-0000-0-0000-0000-9121-00	Athens Services			$1,684.73
693082	07-19-2022	1234-0000-0-0000-0000-9121-00	Athens Services			$120.13
693086	07-19-2022	1234-0000-0-0000-0000-9121-00	County of Los Angeles			$197.00
693088	07-19-2022	2043-0000-0-0000-0000-9121-00	County of Los Angeles			$197.00
693090	07-19-2022	1234-0000-0-0000-0000-9121-00	Hoist Elevator Company			$150.00
693092	07-19-2022	1234-0000-0-0000-0000-9121-00	KYOCERA DOCUMENT SOLUTIONS WEST, LLC			$664.67
693094	07-19-2022	1752-0000-0-0000-0000-9121-00	KYOCERA DOCUMENT SOLUTIONS WEST, LLC			$2,893.20
693096	07-19-2022	2043-0000-0-0000-0000-9121-00	KYOCERA DOCUMENT SOLUTIONS WEST, LLC			$427.14
693098	07-19-2022	1234-0000-0-0000-0000-9121-00	LADWP			$152.68
693100	07-19-2022	1234-0000-0-0000-0000-9121-00	Lingo			$435.91
693042	07-19-2022	1932-0000-0-0000-0000-9121-00	SoCalGas			$110.82
693054	07-19-2022	1930-0000-0-0000-0000-9121-00	Christina Sequeira			$30.47
693046	07-19-2022	1752-0000-0-0000-0000-9121-00	Susana Betancourt			$25.69
693048	07-19-2022	1930-0000-0-0000-0000-9121-00	Susana Betancourt			$25.69
693052	07-19-2022	1932-6500-0-0000-0000-9121-00	Comprehensive Therapy Associates, Inc.			$686.25
693060	07-19-2022	1234-0000-0-0000-0000-9121-00	Waterlogic Americas			$49.27
693058	07-19-2022	1932-6500-0-0000-0000-9121-00	AP fbo EdLogical Group Corp			$2,233.34
693050	07-19-2022	1932-0000-0-0000-0000-9121-00	ICS Service Company			$38.00
693056	07-19-2022	1932-0000-0-0000-0000-9121-00	Charter Communications			$80.08
693062	07-19-2022	1234-0000-0-0000-0000-9121-00	V-Tech Services			$1,000.00
693064	07-19-2022	2043-0000-0-0000-0000-9121-00	V-Tech Services			$800.00
757027	07-19-2022	1932-0000-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1F3G-NKNM-Y7RW	$796.26	
757029	07-19-2022	1932-3212-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1F3G-NKNM-Y7RW		$796.26
694199	07-20-2022	1234-0000-0-0000-0000-9121-00	PowerSchool Group LLC			$4,552.84
694201	07-20-2022	1752-0000-0-0000-0000-9121-00	PowerSchool Group LLC			$4,758.37
694203	07-20-2022	1930-0000-0-0000-0000-9121-00	PowerSchool Group LLC			$4,334.00
694205	07-20-2022	2043-0000-0-0000-0000-9121-00	PowerSchool Group LLC			$1,141.54
694229	07-20-2022	1932-5310-0-0000-0000-9121-00	School Food Solutions L3C			$917.45
694253	07-20-2022	1234-0000-0-0000-0000-9121-00	Hansberger & Klein, a Professional Law Corporation			$6,486.68
694255	07-20-2022	1752-0000-0-0000-0000-9121-00	Hansberger & Klein, a Professional Law Corporation			$6,779.52
694257	07-20-2022	1930-0000-0-0000-0000-9121-00	Hansberger & Klein, a Professional Law Corporation			$6,174.88
694259	07-20-2022	2043-0000-0-0000-0000-9121-00	Hansberger & Klein, a Professional Law Corporation			$1,626.42
694263	07-20-2022	1234-0000-0-0000-0000-9121-00	Donald Wilson			$392.61
694265	07-20-2022	1752-0000-0-0000-0000-9121-00	Donald Wilson			$410.33
694267	07-20-2022	1930-0000-0-0000-0000-9121-00	Donald Wilson			$373.73
694269	07-20-2022	2043-0000-0-0000-0000-9121-00	Donald Wilson			$98.44
694261	07-20-2022	1932-0000-0-0000-0000-9121-00	Encore			$12,986.80
694271	07-20-2022	1932-0000-0-0000-0000-9121-00	City of Anaheim			$7,794.00
694273	07-20-2022	1932-0000-0-0000-0000-9121-00	Boys & Girls Clubs of Greater Anaheim-Cypress			$12,000.00
694277	07-20-2022	1932-5310-0-0000-0000-9121-00	Revolution Foods, PBC			$7,570.94
694279	07-20-2022	2043-0000-0-0000-0000-9121-00	Awareness Analytics Partners, LLC			$7,500.00
694281	07-20-2022	1932-0000-0-0000-0000-9121-00	Amazon Capital Services			$3,036.74
694283	07-20-2022	1932-0000-0-0000-0000-9121-00	Amazon Capital Services			$12,171.01
694285	07-20-2022	1932-0000-0-0000-0000-9121-00	Absolute Facility Solutions Inc.			$2,490.00
694287	07-20-2022	1932-0000-0-0000-0000-9121-00	Absolute Facility Solutions Inc.			$2,720.03
694211	07-20-2022	1932-0000-0-0000-0000-9121-00	State of California Department of Justice			$79.00

Vista Legacy Global Academy
Supporting Documentation

694207	07-20-2022	1932-0000-0-0000-0000-9121-00	Cintas Corp			$117.45
694209	07-20-2022	1932-0000-0-0000-0000-9121-00	S.C. Signs & Supplies, LLC			$800.04
694213	07-20-2022	1932-0000-0-0000-0000-9121-00	Scoot Education Inc.			$1,674.00
694235	07-20-2022	1932-0000-0-0000-0000-9121-00	EdTec Inc.			$40,000.00
694237	07-20-2022	1932-0000-0-0000-0000-9121-00	EdTec Inc.			$33.75
694239	07-20-2022	1932-0000-0-0000-0000-9121-00	Mutual of Omaha			$817.52
694249	07-20-2022	1932-3212-0-0000-0000-9121-00	Heinemann			$135,941.38
694251	07-20-2022	1932-3212-0-0000-0000-9121-00	Heinemann			$30,626.59
694243	07-20-2022	1932-3212-0-0000-0000-9121-00	Leah Raphael			$600.00
694245	07-20-2022	1932-3212-0-0000-0000-9121-00	Jane Raphael			$600.00
694241	07-20-2022	1932-0000-0-0000-0000-9121-00	Miguel Angel Reyes Salgado			$425.00
694233	07-20-2022	1234-0000-0-0000-0000-9121-00	Anabelle Medina			$82.65
694323	07-20-2022	1932-0000-0-0000-0000-9121-00	Quadient Leasing USA, Inc.			$244.10
694327	07-20-2022	1752-0000-0-0000-0000-9121-00	Rick D. Kagasoff			$150.00
694329	07-20-2022	1930-0000-0-0000-0000-9121-00	Rick D. Kagasoff			$150.00
756585	07-20-2022	1932-3212-0-0000-0000-9121-00	Heinemann	Reclass Invoice #5927781	$30,626.59	
756587	07-20-2022	1932-3213-0-0000-0000-9121-00	Heinemann	Reclass Invoice #5927781		$30,626.59
756897	07-20-2022	1932-0000-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1X3H-XKJH-X6G6	$2,682.08	
756899	07-20-2022	1932-3212-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1X3H-XKJH-X6G6		$2,682.08
757003	07-20-2022	1932-0000-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1CMG-CWXT-YJ7G	$10,416.62	
757005	07-20-2022	1932-3212-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1CMG-CWXT-YJ7G		$10,416.62
757195	07-20-2022	1932-3212-0-0000-0000-9121-00	Heinemann	Reclass Invoice #5927800	$135,941.38	
757198	07-20-2022	1932-3212-0-0000-0000-9121-00	Heinemann	Reclass Invoice #5927800		$67,970.69
757199	07-20-2022	1932-3213-0-0000-0000-9121-00	Heinemann	Reclass Invoice #5927800		$67,970.69
757240	07-20-2022	1932-3212-0-0000-0000-9121-00	Jane Raphael	Reclass Invoice #110	$600.00	
757242	07-20-2022	1932-4035-0-0000-0000-9121-00	Jane Raphael	Reclass Invoice #110		$600.00
757250	07-20-2022	1932-3212-0-0000-0000-9121-00	Leah Raphael	Reclass Invoice #109	$600.00	
757252	07-20-2022	1932-4035-0-0000-0000-9121-00	Leah Raphael	Reclass Invoice #109		$600.00
724869	07-21-2022	1930-0000-0-0000-0000-9121-00			$435,000.00	
724955	07-21-2022	1752-0000-0-0000-0000-9121-00			$300,000.00	
694671	07-21-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$787.30
694673	07-21-2022	1234-0000-0-0000-0000-9121-00	Amazon Capital Services			$28.21
694675	07-21-2022	1930-0000-0-0000-0000-9121-00	First Book			$187.71
694677	07-21-2022	1234-0000-0-0000-0000-9121-00	Wells Fargo Vendor Financial Services, LLC			$761.03
694679	07-21-2022	1234-0000-0-0000-0000-9121-00	Wells Fargo Vendor Financial Services, LLC			$931.93
694681	07-21-2022	1752-0000-0-0000-0000-9121-00	Wells Fargo Vendor Financial Services, LLC			$1,586.79
694683	07-21-2022	1234-6500-0-0000-0000-9121-00	AP fbo EdLogical Group Corp			$1,833.75
694685	07-21-2022	1234-0000-0-0000-0000-9121-00	Fusion Cloud Services, LLC			$1,143.76
694687	07-21-2022	1234-0000-0-0000-0000-9121-00	PARS			$150.00
694689	07-21-2022	1930-0000-0-0000-0000-9121-00	Extra Space Storage			$234.00
694691	07-21-2022	1930-0000-0-0000-0000-9121-00	Extra Space Storage			$338.00
694693	07-21-2022	1930-0000-0-0000-0000-9121-00	Seesaw Learning, Inc.			$3,375.00
694667	07-21-2022	1930-0000-0-0000-0000-9121-00	Godofredo Valencia			$728.23
694669	07-21-2022	1930-6500-0-0000-0000-9121-00	Cross Country Education			$818.26
756310	07-21-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services	Reclass invoice # 1DGN-FWMC-1F9M	$787.30	
756313	07-21-2022	1930-3212-0-0000-0000-9121-00	Amazon Capital Services	Reclass invoice # 1DGN-FWMC-1F9M		$787.30
756547	07-21-2022	1930-0000-0-0000-0000-9121-00	First Book	Reclass invoice # 700541697	$187.71	
756550	07-21-2022	1930-3212-0-0000-0000-9121-00	First Book	Reclass invoice # 700541697		$187.71
694778	07-22-2022	2043-0000-0-0000-0000-9121-00	California Commission on Teaching Credentialing	Application fee for emergency CLAD - Horizon		$100.00
695387	07-22-2022	1932-0000-0-0000-0000-9121-00	ICON School Management			$3,784.00
695389	07-22-2022	1234-0000-0-0000-0000-9121-00	ICON School Management			$4,504.00
695391	07-22-2022	1930-0000-0-0000-0000-9121-00	ICON School Management			$4,504.00
695393	07-22-2022	2043-0000-0-0000-0000-9121-00	ICON School Management			$1,502.00
695395	07-22-2022	1752-0000-0-0000-0000-9121-00	ICON School Management			$5,706.00
696579	07-25-2022	1930-0000-0-0000-0000-9121-00	Literacy Resources, LLC			$1,305.72
696597	07-25-2022	1930-0000-0-0000-0000-9121-00	jtsmithdesigns			$10,700.50
696489	07-25-2022	1932-0000-0-0000-0000-9121-00	Boys & Girls Clubs of Greater Anaheim-Cypress			$9,000.00

Vista Legacy Global Academy
Supporting Documentation

696557	07-25-2022	1930-0000-0-0000-0000-9121-00	Learning Without Tears		$3,172.32
696589	07-25-2022	1930-2600-0-0000-0000-9121-00	THINK Together		$20,832.00
696575	07-25-2022	1930-0000-0-0000-0000-9121-00	Roberto Mosqueda Diaz		$165.45
696577	07-25-2022	1752-0000-0-0000-0000-9121-00	Roberto Mosqueda Diaz		$209.55
696525	07-25-2022	1752-0000-0-0000-0000-9121-00	Collin Felch		$1,571.98
696527	07-25-2022	1930-0000-0-0000-0000-9121-00	Collin Felch		$1,571.98
696471	07-25-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services		$100.19
696473	07-25-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services		$126.89
696475	07-25-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services		$70.98
696477	07-25-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services		$2,584.35
696479	07-25-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services		$27.31
696481	07-25-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services		$34.58
696483	07-25-2022	1932-0000-0-0000-0000-9121-00	Amazon Capital Services		$8,453.57
696497	07-25-2022	1930-0000-0-0000-0000-9121-00	C Below, Inc.		$2,199.38
696499	07-25-2022	1752-0000-0-0000-0000-9121-00	C Below, Inc.		$2,785.62
696593	07-25-2022	1930-0000-0-0000-0000-9121-00	Junior Learning, Inc.		$7,056.85
696585	07-25-2022	1234-0000-0-0000-0000-9121-00	Kaiser Foundation Health Plan Inc		$36,376.12
696567	07-25-2022	1930-3213-0-0000-0000-9121-00	Pacific Mechanical Contractors		$271.45
696569	07-25-2022	1752-3213-0-0000-0000-9121-00	Pacific Mechanical Contractors		$343.80
696487	07-25-2022	1932-6500-0-0000-0000-9121-00	AP fbo EdLogical Group Corp		$9,422.35
696491	07-25-2022	1234-7426-0-0000-0000-9121-00	Brooke Gorin		$30.00
696493	07-25-2022	1932-6500-0-0000-0000-9121-00	Comprehensive Therapy Associates, Inc.		$11,596.25
696495	07-25-2022	1932-0000-0-0000-0000-9121-00	EdTec Inc.		$10,801.66
696503	07-25-2022	1234-0000-0-0000-0000-9121-00	California Charter Schools Association		$4,187.50
696505	07-25-2022	1930-0000-0-0000-0000-9121-00	California Charter Schools Association		$4,025.00
696507	07-25-2022	1752-0000-0-0000-0000-9121-00	California Charter Schools Association		$4,462.50
696509	07-25-2022	1932-0000-0-0000-0000-9121-00	California Charter Schools Association		$3,787.50
696511	07-25-2022	2043-0000-0-0000-0000-9121-00	California Charter Schools Association		$1,087.50
696513	07-25-2022	1930-0000-0-0000-0000-9121-00	Charter Communications		$964.02
696515	07-25-2022	1752-0000-0-0000-0000-9121-00	Charter Communications		$1,220.98
696517	07-25-2022	1930-0000-0-0000-0000-9121-00	Charter Communications		$52.93
696519	07-25-2022	1752-0000-0-0000-0000-9121-00	Charter Communications		$67.04
696581	07-25-2022	1930-0000-0-0000-0000-9121-00	Lakeshore Learning		$4,336.33
696551	07-25-2022	1752-0000-0-0000-0000-9121-00	Extra Space Storage		$343.00
696553	07-25-2022	1930-0000-0-0000-0000-9121-00	Extra Space Storage		$187.95
696555	07-25-2022	1752-0000-0-0000-0000-9121-00	Extra Space Storage		$238.05
696559	07-25-2022	1930-0000-0-0000-0000-9121-00	Maintex, Inc		$47.60
696561	07-25-2022	1752-0000-0-0000-0000-9121-00	Maintex, Inc		$60.29
696563	07-25-2022	1930-0000-0-0000-0000-9121-00	Maintex, Inc		$31.00
696565	07-25-2022	1752-0000-0-0000-0000-9121-00	Maintex, Inc		$39.26
696541	07-25-2022	1930-0000-0-0000-0000-9121-00	Donald Wilson		$14.14
696543	07-25-2022	2043-0000-0-0000-0000-9121-00	Donald Wilson		$4.72
696545	07-25-2022	1932-0000-0-0000-0000-9121-00	Donald Wilson		$11.88
696547	07-25-2022	1234-0000-0-0000-0000-9121-00	Donald Wilson		$14.14
696549	07-25-2022	1752-0000-0-0000-0000-9121-00	Donald Wilson		$17.92
696539	07-25-2022	1752-6500-0-0000-0000-9121-00	Cross Country Education		$960.76
696535	07-25-2022	2043-3213-0-0000-0000-9121-00	Community Catalyst Partners. INC.		$3,649.86
696537	07-25-2022	1932-3213-0-0000-0000-9121-00	Community Catalyst Partners. INC.		$9,195.12
696529	07-25-2022	1234-3213-0-0000-0000-9121-00	Community Catalyst Partners. INC.		$10,944.72
696531	07-25-2022	1752-3213-0-0000-0000-9121-00	Community Catalyst Partners. INC.		$13,865.58
696533	07-25-2022	1930-3213-0-0000-0000-9121-00	Community Catalyst Partners. INC.		$10,944.72
696521	07-25-2022	1930-0000-0-0000-0000-9121-00	Cintas Corp		$311.89
696523	07-25-2022	1752-0000-0-0000-0000-9121-00	Cintas Corp		$395.02
696591	07-25-2022	1930-0000-0-0000-0000-9121-00	Just Right Reader		$8,910.00
696571	07-25-2022	1930-0000-0-0000-0000-9121-00	Orkin		$52.94
696573	07-25-2022	1752-0000-0-0000-0000-9121-00	Orkin		$67.06
756536	07-25-2022	1752-3216-0-0000-0000-9121-00	Community Catalyst Partners. INC.	Reclass invoice # 1051	$7,565.58

Vista Legacy Global Academy
Supporting Documentation

756537	07-25-2022	1752-3213-0-0000-0000-9121-00	Community Catalyst Partners. INC.	Reclass invoice # 1051	$13,865.58	
756541	07-25-2022	1930-4035-0-0000-0000-9121-00	Community Catalyst Partners. INC.	Reclass invoice # 1051		$10,944.72
756542	07-25-2022	1752-4035-0-0000-0000-9121-00	Community Catalyst Partners. INC.	Reclass invoice # 1051		$6,300.00
756905	07-25-2022	1932-0000-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1T13-4M3W-CP39	$7,372.13	
756907	07-25-2022	1932-3212-0-0000-0000-9121-00	Amazon Capital Services	Reclass Invoice #1T13-4M3W-CP39		$7,372.13
756698	07-25-2022	1930-0000-0-0000-0000-9121-00	Just Right Reader	Reclass invoice # 10361	$8,910.00	
756701	07-25-2022	1930-3212-0-0000-0000-9121-00	Just Right Reader	Reclass invoice # 10361		$8,910.00
756690	07-25-2022	1930-0000-0-0000-0000-9121-00	Junior Learning, Inc.	Reclass invoice # 16284	$7,056.85	
756693	07-25-2022	1930-3212-0-0000-0000-9121-00	Junior Learning, Inc.	Reclass invoice # 16284		$7,056.85
756746	07-25-2022	1930-0000-0-0000-0000-9121-00	Literacy Resources, LLC	Reclass invoice # 210236	$1,305.72	
756749	07-25-2022	1930-3212-0-0000-0000-9121-00	Literacy Resources, LLC	Reclass invoice # 210236		$1,305.72
756762	07-25-2022	1752-3213-0-0000-0000-9121-00	Pacific Mechanical Contractors	Reclass invoice # 16735	$343.80	
756765	07-25-2022	1752-3212-0-0000-0000-9121-00	Pacific Mechanical Contractors	Reclass invoice # 16735		$343.80
764224	07-25-2022	1930-3213-0-0000-0000-9121-00		Reclass Invoice#1051	$10,944.72	
764226	07-25-2022	1930-4035-0-0000-0000-9121-00		Reclass Invoice#1051		$10,944.72
697655	07-26-2022	1234-0000-0-0000-0000-9121-00	Blue Shield of California			$49,560.16
697651	07-26-2022	1752-0000-0-0000-0000-9121-00	jtsmithdesigns			$6,264.00
697653	07-26-2022	1752-0000-0-0000-0000-9121-00	jtsmithdesigns			$7,470.50
698087	07-27-2022	1234-0000-0-0000-0000-9121-00	Blue Shield of California			$766.09
698089	07-27-2022	1234-0000-0-0000-0000-9121-00	Blue Shield of California			$766.09
698091	07-27-2022	1234-0000-0-0000-0000-9121-00	Guardian			$1,917.29
724975	07-27-2022	1234-5310-0-0000-0000-9121-00		Apr 2022 Child Nutrition (State)	$1,647.63	
724977	07-27-2022	1752-5310-0-0000-0000-9121-00		Apr 2022 Child Nutrition (State)	$799.07	
724979	07-27-2022	1930-5310-0-0000-0000-9121-00		Apr 2022 Child Nutrition (State)	$1,164.16	
724981	07-27-2022	2043-5310-0-0000-0000-9121-00		Apr 2022 Child Nutrition (State)	$460.84	
744412	07-27-2022	1234-4035-0-0000-0000-9121-00			$170.00	
784080	07-27-2022	2043-3010-0-0000-0000-9121-00			$692.00	
724899	07-28-2022	1930-0000-0-0000-0000-9121-00			$3,700.00	
724967	07-28-2022	1752-0000-0-0000-0000-9121-00			$4,077.00	
724969	07-28-2022	1930-0000-0-0000-0000-9121-00			$3,219.00	
724971	07-28-2022	1932-0000-0-0000-0000-9121-00			$2,704.00	
699843	07-29-2022	1234-2600-0-0000-0000-9121-00	Amazon Capital Services			$115.95
699845	07-29-2022	1234-0000-0-0000-0000-9121-00	Amazon Capital Services			$322.97
699847	07-29-2022	1234-0000-0-0000-0000-9121-00	Amazon Capital Services			$142.91
699849	07-29-2022	1234-2600-0-0000-0000-9121-00	Amazon Capital Services			$197.16
699851	07-29-2022	1234-0000-0-0000-0000-9121-00	Amazon Capital Services			$20.36
699853	07-29-2022	1234-0000-0-0000-0000-9121-00	Purchase Power			$665.28
699855	07-29-2022	1234-0000-0-0000-0000-9121-00	AMG Time			$98.17
699857	07-29-2022	1752-0000-0-0000-0000-9121-00	AMG Time			$102.60
699859	07-29-2022	1930-0000-0-0000-0000-9121-00	AMG Time			$93.45
699861	07-29-2022	2043-0000-0-0000-0000-9121-00	AMG Time			$24.61
699863	07-29-2022	1234-0000-0-0000-0000-9121-00	Phillip Silva			$2,530.00
699865	07-29-2022	1234-0000-0-0000-0000-9121-00	Staples			$71.16
699867	07-29-2022	1234-0000-0-0000-0000-9121-00	Toshiba Financial Services			$1,834.66
699869	07-29-2022	1752-0000-0-0000-0000-9121-00	Toshiba Financial Services			$1,025.21
699871	07-29-2022	2043-0000-0-0000-0000-9121-00	Toshiba Financial Services			$917.33
699873	07-29-2022	1930-0000-0-0000-0000-9121-00	Toshiba Financial Services			$809.45
699875	07-29-2022	2043-0000-0-0000-0000-9121-00	Wells Fargo Vendor Financial Services, LLC			$399.67
724973	07-29-2022	1752-0000-0-0000-0000-9121-00			$1,100.00	
725020	07-29-2022	1930-0000-0-0000-0000-9121-00	Paycom Payroll, LLC			$74,692.06
725023	07-29-2022	2043-0000-0-0000-0000-9121-00	Paycom Payroll, LLC			$26,980.21
725026	07-29-2022	1752-0000-0-0000-0000-9121-01	Paycom Payroll, LLC			$28,074.11
725029	07-29-2022	1932-0000-0-0000-0000-9121-00	Paycom Payroll, LLC			$30,585.31
725014	07-29-2022	1234-0000-0-0000-0000-9121-00	Paycom Payroll, LLC			$77,349.79
725017	07-29-2022	1752-0000-0-0000-0000-9121-00	Paycom Payroll, LLC			$67,175.52
701258	08-01-2022	1752-0000-0-0000-0000-9121-00	KYOCERA DOCUMENT SOLUTIONS WEST, LLC			$15.00
701256	08-01-2022	1752-0000-0-0000-0000-9121-00	jtsmithdesigns			$300.00

Vista Legacy Global Academy
Supporting Documentation

701254	08-01-2022	1752-0000-0-0000-0000-9121-00	DMV Renewal			$223.00
701248	08-01-2022	1752-0000-0-0000-0000-9121-00	D&S Construction Services Inc.			$377.19
701250	08-01-2022	1930-0000-0-0000-0000-9121-00	D&S Construction Services Inc.			$297.81
701240	08-01-2022	1234-0000-0-0000-0000-9121-00	ADERSA Group LLC			$3,208.80
701230	08-01-2022	1234-0000-0-0000-0000-9121-00	ICON School Management			$4,504.00
701232	08-01-2022	1752-0000-0-0000-0000-9121-00	ICON School Management			$5,706.00
701234	08-01-2022	1930-0000-0-0000-0000-9121-00	ICON School Management			$4,504.00
701236	08-01-2022	1932-0000-0-0000-0000-9121-00	ICON School Management			$3,784.00
701238	08-01-2022	2043-0000-0-0000-0000-9121-00	ICON School Management			$1,502.00
701262	08-01-2022	1752-0000-0-0000-0000-9121-00	Orkin			$67.06
701264	08-01-2022	1930-0000-0-0000-0000-9121-00	Orkin			$52.94
701260	08-01-2022	1752-0000-0-0000-0000-9121-00	Liminex, Inc.			$4,171.50
701270	08-01-2022	1752-0000-0-0000-0000-9121-00	Savvas Learning Company LLC			$2,250.00
701266	08-01-2022	1752-0000-0-0000-0000-9121-00	RingCentral Inc.			$2,006.11
701268	08-01-2022	1930-0000-0-0000-0000-9121-00	RingCentral Inc.			$1,583.92
701242	08-01-2022	1752-0000-0-0000-0000-9121-00	Cintas Corp			$334.01
701244	08-01-2022	1930-0000-0-0000-0000-9121-00	Cintas Corp			$263.71
743736	08-01-2022	1234-0000-0-0000-0000-9121-00		Expense Aug 2022 Health Insurance	$93,486.35	
743767	08-01-2022	1234-0000-0-0000-0000-9121-00		Expense Aug 2022 Health Insurance		$17,900.68
743768	08-01-2022	1234-3010-0-0000-0000-9121-00		Expense Aug 2022 Health Insurance		$538.12
743769	08-01-2022	1234-4203-0-0000-0000-9121-00		Expense Aug 2022 Health Insurance		$396.49
743770	08-01-2022	1234-6500-0-0000-0000-9121-00		Expense Aug 2022 Health Insurance		$844.60
743771	08-01-2022	1234-3214-0-0000-0000-9121-00		Expense Aug 2022 Health Insurance		$503.47
743772	08-01-2022	1752-0000-0-0000-0000-9121-00		Expense Aug 2022 Health Insurance		$15,485.11
743773	08-01-2022	1752-3010-0-0000-0000-9121-00		Expense Aug 2022 Health Insurance		$371.30
743774	08-01-2022	1752-6500-0-0000-0000-9121-00		Expense Aug 2022 Health Insurance		$1,920.66
743775	08-01-2022	1752-3213-0-0000-0000-9121-00		Expense Aug 2022 Health Insurance		$263.03
743776	08-01-2022	1752-3212-0-0000-0000-9121-00		Expense Aug 2022 Health Insurance		$683.87
743777	08-01-2022	1930-0000-0-0000-0000-9121-00		Expense Aug 2022 Health Insurance		$21,132.29
743778	08-01-2022	1930-3010-0-0000-0000-9121-00		Expense Aug 2022 Health Insurance		$1,038.53
743779	08-01-2022	1930-6500-0-0000-0000-9121-00		Expense Aug 2022 Health Insurance		$1,147.67
743780	08-01-2022	1930-3214-0-0000-0000-9121-00		Expense Aug 2022 Health Insurance		$561.90
743781	08-01-2022	1930-3213-0-0000-0000-9121-00		Expense Aug 2022 Health Insurance		$419.95
743782	08-01-2022	2043-0000-0-0000-0000-9121-00		Expense Aug 2022 Health Insurance		$5,333.24
743783	08-01-2022	2043-3010-0-0000-0000-9121-00		Expense Aug 2022 Health Insurance		$447.27
743784	08-01-2022	2043-6500-0-0000-0000-9121-00		Expense Aug 2022 Health Insurance		$75.13
743785	08-01-2022	1752-0000-0-0000-0000-9121-01		Expense Aug 2022 Health Insurance		$7,491.48
743786	08-01-2022	1932-0000-0-0000-0000-9121-00		Expense Aug 2022 Health Insurance		$16,742.28
743787	08-01-2022	1932-6500-0-0000-0000-9121-00		Expense Aug 2022 Health Insurance		$189.28
743788	08-01-2022	1234-0000-0-0000-0000-9121-00		Expense Aug 2022 Workers' Comp	$11,593.67	
743819	08-01-2022	1234-0000-0-0000-0000-9121-00		Expense Aug 2022 Workers' Comp		$2,219.95
743820	08-01-2022	1234-3010-0-0000-0000-9121-00		Expense Aug 2022 Workers' Comp		$66.73
743821	08-01-2022	1234-4203-0-0000-0000-9121-00		Expense Aug 2022 Workers' Comp		$49.17
743822	08-01-2022	1234-6500-0-0000-0000-9121-00		Expense Aug 2022 Workers' Comp		$104.74
743823	08-01-2022	1234-3214-0-0000-0000-9121-00		Expense Aug 2022 Workers' Comp		$62.44
743824	08-01-2022	1752-0000-0-0000-0000-9121-00		Expense Aug 2022 Workers' Comp		$1,920.38
743825	08-01-2022	1752-3010-0-0000-0000-9121-00		Expense Aug 2022 Workers' Comp		$46.05
743826	08-01-2022	1752-6500-0-0000-0000-9121-00		Expense Aug 2022 Workers' Comp		$238.19
743827	08-01-2022	1752-3213-0-0000-0000-9121-00		Expense Aug 2022 Workers' Comp		$32.62
743828	08-01-2022	1752-3212-0-0000-0000-9121-00		Expense Aug 2022 Workers' Comp		$84.81
743829	08-01-2022	1930-0000-0-0000-0000-9121-00		Expense Aug 2022 Workers' Comp		$2,620.71
743830	08-01-2022	1930-3010-0-0000-0000-9121-00		Expense Aug 2022 Workers' Comp		$128.79
743831	08-01-2022	1930-6500-0-0000-0000-9121-00		Expense Aug 2022 Workers' Comp		$142.33
743832	08-01-2022	1930-3214-0-0000-0000-9121-00		Expense Aug 2022 Workers' Comp		$69.68
743833	08-01-2022	1930-3213-0-0000-0000-9121-00		Expense Aug 2022 Workers' Comp		$52.08
743834	08-01-2022	2043-0000-0-0000-0000-9121-00		Expense Aug 2022 Workers' Comp		$661.40
743835	08-01-2022	2043-3010-0-0000-0000-9121-00		Expense Aug 2022 Workers' Comp		$55.47

Vista Legacy Global Academy
Supporting Documentation

743836	08-01-2022	2043-6500-0-0000-0000-9121-00		Expense Aug 2022 Workers' Comp		$9.32
743837	08-01-2022	1752-0000-0-0000-0000-9121-01		Expense Aug 2022 Workers' Comp		$929.05
743838	08-01-2022	1932-0000-0-0000-0000-9121-00		Expense Aug 2022 Workers' Comp		$2,076.29
743839	08-01-2022	1932-6500-0-0000-0000-9121-00		Expense Aug 2022 Workers' Comp		$23.47
743840	08-01-2022	1234-0000-0-0000-0000-9121-00		Expense Aug 2022 Life Insurance	$12,881.02	
743871	08-01-2022	1234-0000-0-0000-0000-9121-00		Expense Aug 2022 Life Insurance		$2,466.45
743872	08-01-2022	1234-3010-0-0000-0000-9121-00		Expense Aug 2022 Life Insurance		$74.14
743873	08-01-2022	1234-4203-0-0000-0000-9121-00		Expense Aug 2022 Life Insurance		$54.63
743874	08-01-2022	1234-6500-0-0000-0000-9121-00		Expense Aug 2022 Life Insurance		$116.37
743875	08-01-2022	1234-3214-0-0000-0000-9121-00		Expense Aug 2022 Life Insurance		$69.37
743876	08-01-2022	1752-0000-0-0000-0000-9121-00		Expense Aug 2022 Life Insurance		$2,133.62
743877	08-01-2022	1752-3010-0-0000-0000-9121-00		Expense Aug 2022 Life Insurance		$51.16
743878	08-01-2022	1752-6500-0-0000-0000-9121-00		Expense Aug 2022 Life Insurance		$264.64
743879	08-01-2022	1752-3213-0-0000-0000-9121-00		Expense Aug 2022 Life Insurance		$36.24
743880	08-01-2022	1752-3212-0-0000-0000-9121-00		Expense Aug 2022 Life Insurance		$94.23
743881	08-01-2022	1930-0000-0-0000-0000-9121-00		Expense Aug 2022 Life Insurance		$2,911.71
743882	08-01-2022	1930-3010-0-0000-0000-9121-00		Expense Aug 2022 Life Insurance		$143.09
743883	08-01-2022	1930-6500-0-0000-0000-9121-00		Expense Aug 2022 Life Insurance		$158.13
743884	08-01-2022	1930-3214-0-0000-0000-9121-00		Expense Aug 2022 Life Insurance		$77.42
743885	08-01-2022	1930-3213-0-0000-0000-9121-00		Expense Aug 2022 Life Insurance		$57.86
743886	08-01-2022	2043-0000-0-0000-0000-9121-00		Expense Aug 2022 Life Insurance		$734.84
743887	08-01-2022	2043-3010-0-0000-0000-9121-00		Expense Aug 2022 Life Insurance		$61.63
743888	08-01-2022	2043-6500-0-0000-0000-9121-00		Expense Aug 2022 Life Insurance		$10.35
743889	08-01-2022	1752-0000-0-0000-0000-9121-01		Expense Aug 2022 Life Insurance		$1,032.22
743890	08-01-2022	1932-0000-0-0000-0000-9121-00		Expense Aug 2022 Life Insurance		$2,306.84
743891	08-01-2022	1932-6500-0-0000-0000-9121-00		Expense Aug 2022 Life Insurance		$26.08
743892	08-01-2022	1234-0000-0-0000-0000-9121-00		Expense Aug 2022 Gen Liab Insurance	$8,479.92	
743895	08-01-2022	1234-0000-0-0000-0000-9121-00		Expense Aug 2022 Gen Liab Insurance		$1,830.78
743897	08-01-2022	1752-0000-0-0000-0000-9121-00		Expense Aug 2022 Gen Liab Insurance		$1,698.41
743899	08-01-2022	1930-0000-0-0000-0000-9121-00		Expense Aug 2022 Gen Liab Insurance		$2,204.22
743901	08-01-2022	2043-0000-0-0000-0000-9121-00		Expense Aug 2022 Gen Liab Insurance		$531.15
743903	08-01-2022	1752-0000-0-0000-0000-9121-01		Expense Aug 2022 Gen Liab Insurance		$679.53
743905	08-01-2022	1932-0000-0-0000-0000-9121-00		Expense Aug 2022 Gen Liab Insurance		$1,535.83
743906	08-01-2022	1234-0000-0-0000-0000-9121-00		Expense Aug 2022 Health Insurance	$1,917.29	
743937	08-01-2022	1234-0000-0-0000-0000-9121-00		Expense Aug 2022 Health Insurance		$367.14
743938	08-01-2022	1234-3010-0-0000-0000-9121-00		Expense Aug 2022 Health Insurance		$11.04
743939	08-01-2022	1234-4203-0-0000-0000-9121-00		Expense Aug 2022 Health Insurance		$8.13
743940	08-01-2022	1234-6500-0-0000-0000-9121-00		Expense Aug 2022 Health Insurance		$17.32
743941	08-01-2022	1234-3214-0-0000-0000-9121-00		Expense Aug 2022 Health Insurance		$10.33
743942	08-01-2022	1752-0000-0-0000-0000-9121-00		Expense Aug 2022 Health Insurance		$317.58
743943	08-01-2022	1752-3010-0-0000-0000-9121-00		Expense Aug 2022 Health Insurance		$7.61
743944	08-01-2022	1752-6500-0-0000-0000-9121-00		Expense Aug 2022 Health Insurance		$39.39
743945	08-01-2022	1752-3213-0-0000-0000-9121-00		Expense Aug 2022 Health Insurance		$5.39
743946	08-01-2022	1752-3212-0-0000-0000-9121-00		Expense Aug 2022 Health Insurance		$14.03
743947	08-01-2022	1930-0000-0-0000-0000-9121-00		Expense Aug 2022 Health Insurance		$433.40
743948	08-01-2022	1930-3010-0-0000-0000-9121-00		Expense Aug 2022 Health Insurance		$21.30
743949	08-01-2022	1930-6500-0-0000-0000-9121-00		Expense Aug 2022 Health Insurance		$23.54
743950	08-01-2022	1930-3214-0-0000-0000-9121-00		Expense Aug 2022 Health Insurance		$11.52
743951	08-01-2022	1930-3213-0-0000-0000-9121-00		Expense Aug 2022 Health Insurance		$8.61
743952	08-01-2022	2043-0000-0-0000-0000-9121-00		Expense Aug 2022 Health Insurance		$109.37
743953	08-01-2022	2043-3010-0-0000-0000-9121-00		Expense Aug 2022 Health Insurance		$9.17
743954	08-01-2022	2043-6500-0-0000-0000-9121-00		Expense Aug 2022 Health Insurance		$1.54
743955	08-01-2022	1752-0000-0-0000-0000-9121-01		Expense Aug 2022 Health Insurance		$153.64
743956	08-01-2022	1932-0000-0-0000-0000-9121-00		Expense Aug 2022 Health Insurance		$343.36
743957	08-01-2022	1932-6500-0-0000-0000-9121-00		Expense Aug 2022 Health Insurance		$3.88
744575	08-01-2022	1234-0000-0-0000-0000-9121-00	LACOE	July 2022 STRS/PERS Payment - VCMS		$49,477.99
744577	08-01-2022	2043-0000-0-0000-0000-9121-00	LACOE	Jul 2022 STRS Payment - Horizon		$9,549.07

Vista Legacy Global Academy
Supporting Documentation

701704	08-02-2022	1930-0000-0-0000-0000-9121-00	jtsmithdesigns			$1,340.00
701788	08-02-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$86.69
701790	08-02-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$109.81
701774	08-02-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$52.93
701776	08-02-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$86.36
701778	08-02-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$8.91
701780	08-02-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$11.29
701782	08-02-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$5.47
701784	08-02-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$6.95
701786	08-02-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$546.26
701758	08-02-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$5.47
701760	08-02-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$6.95
701762	08-02-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$4.46
701764	08-02-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$5.64
701766	08-02-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$343.98
701768	08-02-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$187.10
701770	08-02-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$236.99
701772	08-02-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$570.43
701726	08-02-2022	1234-0000-0-0000-0000-9121-00	Amazon Capital Services			$46.73
701728	08-02-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$59.20
701730	08-02-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$46.73
701732	08-02-2022	2043-0000-0-0000-0000-9121-00	Amazon Capital Services			$15.58
701734	08-02-2022	1932-0000-0-0000-0000-9121-00	Amazon Capital Services			$39.26
701736	08-02-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$288.64
701738	08-02-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$183.57
701740	08-02-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$232.51
701742	08-02-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$37.23
701744	08-02-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$47.17
701746	08-02-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$3,140.46
701712	08-02-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$190.08
701714	08-02-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$2,762.04
701716	08-02-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$67.00
701718	08-02-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$84.86
701720	08-02-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$259.61
701722	08-02-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$328.83
701724	08-02-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$442.76
701708	08-02-2022	1752-0000-0-0000-0000-9121-00	Savvas Learning Company LLC			$5,266.80
701710	08-02-2022	1752-0000-0-0000-0000-9121-00	Savvas Learning Company LLC			$14,580.00
701706	08-02-2022	1930-0000-0-0000-0000-9121-00	Theresa Kao			$1,623.27
701698	08-02-2022	1234-0000-0-0000-0000-9121-00	Fam Vans Inc			$39,129.03
701702	08-02-2022	1930-0000-0-0000-0000-9121-00	Fam Vans Inc			$28,773.25
701700	08-02-2022	1752-0000-0-0000-0000-9121-00	Fam Vans Inc			$29,726.75
756338	08-02-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services	Reclass invoice # 11DN-QG9T-FQM7	$546.26	
756341	08-02-2022	1930-3212-0-0000-0000-9121-00	Amazon Capital Services	Reclass invoice # 11DN-QG9T-FQM7		$546.26
702552	08-03-2022	1752-0000-0-0000-0000-9121-00	Dave's Iron Works			$3,352.80
702554	08-03-2022	1930-0000-0-0000-0000-9121-00	Dave's Iron Works			$2,647.20
702718	08-03-2022	1752-0000-0-0000-0000-9121-00	Karen Gough Eschrich			$60.00
702706	08-03-2022	1752-0000-0-0000-0000-9121-00	Uriel Montiel			$3.80
702708	08-03-2022	1930-0000-0-0000-0000-9121-00	Uriel Montiel			$3.80
702696	08-03-2022	1234-0000-0-0000-0000-9121-00	Diligent Corporation			$1,576.40
702698	08-03-2022	1752-0000-0-0000-0000-9121-00	Diligent Corporation			$1,997.10
702700	08-03-2022	1930-0000-0-0000-0000-9121-00	Diligent Corporation			$1,576.40
702702	08-03-2022	2043-0000-0-0000-0000-9121-00	Diligent Corporation			$525.70
702704	08-03-2022	1932-0000-0-0000-0000-9121-00	Diligent Corporation			$1,324.40
702710	08-03-2022	1234-0000-0-0000-0000-9121-00	Emilio Barajas			$45.13
702712	08-03-2022	1234-0000-0-0000-0000-9121-00	Jesus Bojorquez			$18.88
702714	08-03-2022	1752-0000-0-0000-0000-9121-00	Liza Hernandez			$120.56

702716	08-03-2022	1930-0000-0-0000-0000-9121-00	Liza Hernandez		$120.56
744444	08-03-2022	1234-0000-0-0000-0000-9121-00		$110,871.00	
744442	08-03-2022	1234-2600-0-0000-0000-9121-00		$11,973.00	
744555	08-03-2022	2043-2600-0-0000-0000-9121-00		$7,552.00	
744557	08-03-2022	2043-0000-0-0000-0000-9121-00		$35,917.00	
704248	08-04-2022	1930-0000-0-0000-0000-9121-00	RingCentral Inc.		$4,401.98
704250	08-04-2022	1752-0000-0-0000-0000-9121-00	RingCentral Inc.		$5,575.31
708251	08-08-2022	1932-0000-0-0000-0000-9121-00	Amazon Capital Services		$58.09
708253	08-08-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services		$12.20
708255	08-08-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services		$55.84
708257	08-08-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services		$71.34
708259	08-08-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services		$90.36
708235	08-08-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services		$118.25
708237	08-08-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services		$209.57
708239	08-08-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services		$184.59
708241	08-08-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services		$609.05
708243	08-08-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services		$529.11
708225	08-08-2022	1932-0000-0-0000-0000-9121-00	Amazon Capital Services		$204.09
708227	08-08-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services		$6,112.00
708229	08-08-2022	1932-0000-0-0000-0000-9121-00	Amazon Capital Services		$406.15
708231	08-08-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services		$97.32
708233	08-08-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services		$39.32
708215	08-08-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services		$8,214.02
708217	08-08-2022	1932-0000-0-0000-0000-9121-00	Amazon Capital Services		$440.69
708219	08-08-2022	1932-0000-0-0000-0000-9121-00	Amazon Capital Services		$75.88
708221	08-08-2022	1932-0000-0-0000-0000-9121-00	Amazon Capital Services		$35.01
708223	08-08-2022	1932-0000-0-0000-0000-9121-00	Amazon Capital Services		$26.93
708331	08-08-2022	1930-0000-0-0000-0000-9121-00	Gimkit, Inc		$650.00
708305	08-08-2022	1932-0000-0-0000-0000-9121-00	Kathreena Cajucom		$65.49
708337	08-08-2022	1932-0000-0-0000-0000-9121-00	GoTo Communications, Inc.		$431.49
708335	08-08-2022	1932-0000-0-0000-0000-9121-00	Absolute Facility Solutions Inc.		$2,490.00
708333	08-08-2022	1930-0000-0-0000-0000-9121-00	Scholastic Inc		$2,290.75
708327	08-08-2022	1234-0000-0-0000-0000-9121-00	Metropolitan Life Insurance Company		$12,881.02
708317	08-08-2022	1234-0000-0-0000-0000-9121-00	Hapara		$3,257.30
708319	08-08-2022	1752-0000-0-0000-0000-9121-00	Hapara		$4,126.58
708321	08-08-2022	1930-0000-0-0000-0000-9121-00	Hapara		$3,257.30
708323	08-08-2022	2043-0000-0-0000-0000-9121-00	Hapara		$1,086.24
708325	08-08-2022	1932-0000-0-0000-0000-9121-00	Hapara		$2,736.58
708315	08-08-2022	1932-0000-0-0000-0000-9121-00	Amber Carson		$59.00
708311	08-08-2022	1932-0000-0-0000-0000-9121-00	Auburn Johnson		$65.49
708313	08-08-2022	1932-0000-0-0000-0000-9121-00	Auburn Johnson		$47.24
708329	08-08-2022	1930-3213-0-0000-0000-9121-00	Heinemann		$2,245.89
708309	08-08-2022	1932-0000-0-0000-0000-9121-00	Humberto Huerta		$273.07
708303	08-08-2022	1932-0000-0-0000-0000-9121-00	Marissa Vargas		$65.49
708301	08-08-2022	1932-0000-0-0000-0000-9121-00	Nicole Hutson		$369.77
708299	08-08-2022	1932-0000-0-0000-0000-9121-00	Reyna Ferman		$67.00
708297	08-08-2022	1932-0000-0-0000-0000-9121-00	Roger Garcia		$101.00
708295	08-08-2022	1932-0000-0-0000-0000-9121-00	Tamara Harvey		$52.00
708307	08-08-2022	1932-0000-0-0000-0000-9121-00	Jose Villagomez		$65.49
708289	08-08-2022	1930-0000-0-0000-0000-9121-00	Orange County Dept. of Education		$472.77
708285	08-08-2022	1234-3213-0-0000-0000-9121-00	Dell Marketing LP		$38,202.87
708287	08-08-2022	1234-3213-0-0000-0000-9121-00	Dell Marketing LP		$5,700.00
708293	08-08-2022	1932-0000-0-0000-0000-9121-00	Viviana Tellez		$65.49
708279	08-08-2022	1932-0000-0-0000-0000-9121-00	Cintas Corp		$117.45
708281	08-08-2022	1932-0000-0-0000-0000-9121-00	Cintas Corp		$216.89
708283	08-08-2022	1932-0000-0-0000-0000-9121-00	Cintas Corp		$117.45
708261	08-08-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services		$1,948.77

Vista Legacy Global Academy
Supporting Documentation

708263	08-08-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$49.86
708291	08-08-2022	1932-0000-0-0000-0000-9121-00	Yesenia Ortiz			$65.49
708343	08-08-2022	1932-5310-0-0000-0000-9121-00	School Food Solutions L3C			$460.20
708341	08-08-2022	1932-0000-0-0000-0000-9121-00	Orange County Dept. of Education			$500.58
708339	08-08-2022	1932-0000-0-0000-0000-9121-00	ICS Service Company			$38.00
708361	08-08-2022	1930-0000-0-0000-0000-9121-00	Taylor Brothers Door Lock, LLC			$503.01
708351	08-08-2022	1932-5310-0-0000-0000-9121-00	Revolution Foods, PBC			$7,078.00
708355	08-08-2022	1752-0000-0-0000-0000-9121-00	Silva & Silva CPAs			$800.00
708357	08-08-2022	1930-0000-0-0000-0000-9121-00	Silva & Silva CPAs			$800.00
708359	08-08-2022	2043-0000-0-0000-0000-9121-00	Silva & Silva CPAs			$800.00
708353	08-08-2022	1234-0000-0-0000-0000-9121-00	Silva & Silva CPAs			$800.00
708345	08-08-2022	1234-0000-0-0000-0000-9121-00	Blue Shield of California			$56,344.14
708347	08-08-2022	1932-0000-0-0000-0000-9121-00	Scoot Education Inc.			$843.00
708349	08-08-2022	1932-0000-0-0000-0000-9121-00	Sun Life			$1,564.25
708275	08-08-2022	1932-0000-0-0000-0000-9121-00	Apple Inc.			$38,494.20
708277	08-08-2022	1932-0000-0-0000-0000-9121-00	Apple Inc.			$2,308.01
708273	08-08-2022	1932-0000-0-0000-0000-9121-00	Apple Inc.			$16,005.45
756363	08-08-2022	1932-0000-0-0000-0000-9121-00	Absolute Facility Solutions Inc.	Reclass Invoice #4237	$2,490.00	
756365	08-08-2022	1932-3213-0-0000-0000-9121-00	Absolute Facility Solutions Inc.	Reclass Invoice #4237		$2,490.00
756558	08-08-2022	1930-3213-0-0000-0000-9121-00	Heinemann	Reclass invoice # 7455306	$2,245.89	
756561	08-08-2022	1930-3212-0-0000-0000-9121-00	Heinemann	Reclass invoice # 7455306		$2,245.89
756342	08-08-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services	Reclass invoice # 1YKP-K67H-PH7D	$6,112.00	
756345	08-08-2022	1930-3212-0-0000-0000-9121-00	Amazon Capital Services	Reclass invoice # 1YKP-K67H-PH7D		$6,112.00
757183	08-08-2022	1932-0000-0-0000-0000-9121-00	Apple Inc.	Reclass Invoice #AJ18336761	$2,308.01	
757185	08-08-2022	1932-3212-0-0000-0000-9121-00	Apple Inc.	Reclass Invoice #AJ18336761		$2,308.01
757216	08-08-2022	1932-0000-0-0000-0000-9121-00	Apple Inc.	Reclass Invoice #AJ21193804	$16,005.45	
757219	08-08-2022	1932-0000-0-0000-0000-9121-00	Apple Inc.	Reclass Invoice #AJ21193804		$8,000.00
757220	08-08-2022	1932-3212-0-0000-0000-9121-00	Apple Inc.	Reclass Invoice #AJ21193804		$8,005.45
708700	08-09-2022	1752-2600-0-0000-0000-9121-00	THINK Together			$17,320.00
708690	08-09-2022	1234-0000-0-0000-0000-9121-00	Collin Felch			$69.73
708692	08-09-2022	1752-0000-0-0000-0000-9121-00	Collin Felch			$69.73
708694	08-09-2022	1930-0000-0-0000-0000-9121-00	Collin Felch			$69.73
708696	08-09-2022	1932-0000-0-0000-0000-9121-00	Collin Felch			$69.73
708698	08-09-2022	2043-0000-0-0000-0000-9121-00	Collin Felch			$69.72
708688	08-09-2022	1234-5310-0-0000-0000-9121-00	Revolution Foods, PBC			$6,445.40
710292	08-10-2022	2043-0000-0-0000-0000-9121-00	Los Angeles Unified School District	Vista Horizon Global Academy, Prop. 39 Pro Rata Share, August 2022-23		$6,153.68
744446	08-10-2022	1234-5466-0-0000-0000-9121-00			$29,118.59	
767594	08-11-2022	1234-5310-0-0000-0000-9121-00		Apr 2022 Child Nutrition (Fed)	$26,984.99	
767596	08-11-2022	1752-5310-0-0000-0000-9121-00		Apr 2022 Child Nutrition (Fed)	$13,132.46	
767598	08-11-2022	1930-5310-0-0000-0000-9121-00		Apr 2022 Child Nutrition (Fed)	$19,057.00	
767600	08-11-2022	2043-5310-0-0000-0000-9121-00		Apr 2022 Child Nutrition (Fed)	$6,584.90	
710765	08-11-2022	1752-0000-0-0000-0000-9121-00	Roberto Mosqueda Diaz			$95.00
710767	08-11-2022	1930-0000-0-0000-0000-9121-00	Roberto Mosqueda Diaz			$75.00
710757	08-11-2022	1752-0000-0-0000-0000-9121-00	Templo Calvario, Inc.			$290.58
710759	08-11-2022	1930-0000-0-0000-0000-9121-00	Templo Calvario, Inc.			$229.42
710761	08-11-2022	1752-0000-0-0000-0000-9121-00	Templo Calvario, Inc.			$181.61
710763	08-11-2022	1930-0000-0-0000-0000-9121-00	Templo Calvario, Inc.			$143.39
710747	08-11-2022	1234-0000-0-0000-0000-9121-00	Edmentum			$447.02
710749	08-11-2022	1752-0000-0-0000-0000-9121-00	Edmentum			$566.33
710751	08-11-2022	1930-0000-0-0000-0000-9121-00	Edmentum			$447.02
710753	08-11-2022	2043-0000-0-0000-0000-9121-00	Edmentum			$149.07
710755	08-11-2022	1932-0000-0-0000-0000-9121-00	Edmentum			$375.56
710743	08-11-2022	1752-0000-0-0000-0000-9121-00	Resource 4 Signs			$1,152.84
710745	08-11-2022	1930-0000-0-0000-0000-9121-00	Resource 4 Signs			$910.23
710739	08-11-2022	1752-0000-0-0000-0000-9121-00	Cintas Corp			$452.00
710741	08-11-2022	1930-0000-0-0000-0000-9121-00	Cintas Corp			$356.87
710735	08-11-2022	1752-0000-0-0000-0000-9121-00	Civic Center Business Park OA			$306.58

Vista Legacy Global Academy
Supporting Documentation

710737	08-11-2022	1930-0000-0-0000-0000-9121-00	Civic Center Business Park OA			$242.06
710731	08-11-2022	1752-0000-0-0000-0000-9121-00	WEX Bank			$1,815.02
710733	08-11-2022	1930-0000-0-0000-0000-9121-00	WEX Bank			$1,433.04
710727	08-11-2022	1752-0000-0-0000-0000-9121-00	City of Santa Ana			$791.28
710729	08-11-2022	1930-0000-0-0000-0000-9121-00	City of Santa Ana			$624.76
710723	08-11-2022	1752-0000-0-0000-0000-9121-00	City of Santa Ana			$389.45
710725	08-11-2022	1930-0000-0-0000-0000-9121-00	City of Santa Ana			$307.49
710719	08-11-2022	1752-0000-0-0000-0000-9121-00	City of Santa Ana			$212.20
710721	08-11-2022	1930-0000-0-0000-0000-9121-00	City of Santa Ana			$167.55
710717	08-11-2022	1752-0000-0-0000-0000-9121-00	Orange County Dept. of Education			$1,158.75
710705	08-11-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$2,432.78
710707	08-11-2022	1234-0000-0-0000-0000-9121-00	Amazon Capital Services			$64.29
710709	08-11-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$81.46
710711	08-11-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$64.29
710713	08-11-2022	2043-0000-0-0000-0000-9121-00	Amazon Capital Services			$21.44
710715	08-11-2022	1932-0000-0-0000-0000-9121-00	Amazon Capital Services			$54.02
710691	08-11-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$73.50
710693	08-11-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$134.49
710695	08-11-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$106.19
710697	08-11-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$135.26
710699	08-11-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$106.79
710701	08-11-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$36.06
710703	08-11-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$447.78
710677	08-11-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$1,743.59
710679	08-11-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$317.38
710681	08-11-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$138.75
710683	08-11-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$123.96
710685	08-11-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$97.87
710687	08-11-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$98.97
710689	08-11-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$78.15
710661	08-11-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$2,445.10
710663	08-11-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$403.07
710665	08-11-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$65.00
710667	08-11-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$51.32
710669	08-11-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$33.57
710671	08-11-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$26.51
710673	08-11-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$10.37
710675	08-11-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$8.19
710645	08-11-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$219.55
710647	08-11-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$173.35
710649	08-11-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$74.17
710651	08-11-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$2,794.40
710653	08-11-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$231.48
710655	08-11-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$163.52
710657	08-11-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$224.45
710659	08-11-2022	1930-0000-0-0000-0000-9121-00	Amazon Capital Services			$177.21
711280	08-11-2022	1752-0000-0-0000-0000-9121-00	Amazon Capital Services			$29,788.50
711302	08-11-2022	1752-0000-0-0000-0000-9121-00	Insight Direct USA, Inc.			$9,396.79
711304	08-11-2022	1930-0000-0-0000-0000-9121-00	Insight Direct USA, Inc.			$7,419.22
771878	08-11-2022	1752-0000-0-0000-0000-9121-00	Insight Direct USA, Inc.	Reclass Invoice # 922808023	$9,396.79	
771879	08-11-2022	1930-0000-0-0000-0000-9121-00	Insight Direct USA, Inc.	Reclass Invoice # 922808023	$7,419.22	
771881	08-11-2022	1234-0000-0-0000-0000-9121-00	Insight Direct USA, Inc.	Reclass Invoice # 922808023		$3,786.96
771883	08-11-2022	1752-0000-0-0000-0000-9121-00	Insight Direct USA, Inc.	Reclass Invoice # 922808023		$4,797.61
771885	08-11-2022	1930-0000-0-0000-0000-9121-00	Insight Direct USA, Inc.	Reclass Invoice # 922808023		$3,786.96
771887	08-11-2022	2043-0000-0-0000-0000-9121-00	Insight Direct USA, Inc.	Reclass Invoice # 922808023		$1,262.88
771889	08-11-2022	1932-0000-0-0000-0000-9121-00	Insight Direct USA, Inc.	Reclass Invoice # 922808023		$3,181.60
712171	08-12-2022	1234-0000-0-0000-0000-9121-00	Daniel Sommer			$43.02

Vista Legacy Global Academy
Supporting Documentation

743492	08-15-2022	1234-0000-0-0000-0000-9121-00	Paycom Payroll, LLC			$87,872.96
743495	08-15-2022	1752-0000-0-0000-0000-9121-00	Paycom Payroll, LLC			$79,422.39
743498	08-15-2022	1930-0000-0-0000-0000-9121-00	Paycom Payroll, LLC			$98,193.67
743501	08-15-2022	2043-0000-0-0000-0000-9121-00	Paycom Payroll, LLC			$22,663.15
743504	08-15-2022	1752-0000-0-0000-0000-9121-01	Paycom Payroll, LLC			$35,843.32
743507	08-15-2022	1932-0000-0-0000-0000-9121-00	Paycom Payroll, LLC			$89,819.91
784141	08-15-2022	1234-0000-0-0000-0000-9121-00	LACOE	VCMS STRS Remaining Balance Payment		$10,413.42
784143	08-15-2022	2043-0000-0-0000-0000-9121-00	LACOE	Horizon STRS Remaining Balance Payment		$357.56
714421	08-16-2022	1234-0000-0-0000-0000-9121-00	Amazon Capital Services			$579.20
714423	08-16-2022	1234-0000-0-0000-0000-9121-00	Amazon Capital Services			$345.22
714425	08-16-2022	1234-0000-0-0000-0000-9121-00	Amazon Capital Services			$20.81
714427	08-16-2022	1234-0000-0-0000-0000-9121-00	Amazon Capital Services			$413.92
714429	08-16-2022	1234-0000-0-0000-0000-9121-00	Amazon Capital Services			$370.10
714433	08-16-2022	1234-0000-0-0000-0000-9121-00	Apple Inc.			$644.20
714435	08-16-2022	1234-0000-0-0000-0000-9121-00	Apple Inc.			$2,195.81
714437	08-16-2022	1234-0000-0-0000-0000-9121-00	Apple Inc.			$2,371.23
714439	08-16-2022	1234-0000-0-0000-0000-9121-00	Amazon Capital Services			$108.40
714441	08-16-2022	1234-0000-0-0000-0000-9121-00	Amazon Capital Services			$56.68
714443	08-16-2022	1234-0000-0-0000-0000-9121-00	Cintas Corp			$45.44
714445	08-16-2022	1234-0000-0-0000-0000-9121-00	Cintas Corp			$45.44
714447	08-16-2022	1234-0000-0-0000-0000-9121-00	Cintas Corp			$45.44
714449	08-16-2022	1234-3213-0-0000-0000-9121-00	Kagan Professional Development			$240.80
714451	08-16-2022	1752-3213-0-0000-0000-9121-00	Kagan Professional Development			$48.23
714453	08-16-2022	2043-3213-0-0000-0000-9121-00	Kagan Professional Development			$48.23
714455	08-16-2022	1234-3213-0-0000-0000-9121-00	Kagan Professional Development			$3,033.80
714457	08-16-2022	1752-3213-0-0000-0000-9121-00	Kagan Professional Development			$607.60
714459	08-16-2022	2043-3213-0-0000-0000-9121-00	Kagan Professional Development			$607.60
714461	08-16-2022	1234-0000-0-0000-0000-9121-00	Maintex, Inc			$820.08
714463	08-16-2022	1234-0000-0-0000-0000-9121-00	Measure Education Inc.			$217.07
714465	08-16-2022	1752-0000-0-0000-0000-9121-00	Measure Education Inc.			$274.99
714467	08-16-2022	2043-0000-0-0000-0000-9121-00	Measure Education Inc.			$72.39
714469	08-16-2022	1930-0000-0-0000-0000-9121-00	Measure Education Inc.			$217.07
714471	08-16-2022	1932-0000-0-0000-0000-9121-00	Measure Education Inc.			$182.36
714475	08-16-2022	1234-0000-0-0000-0000-9121-00	Dick's Lock & Key			$223.74
714473	08-16-2022	1234-0000-0-0000-0000-9121-00	National Business Furniture, LLC			$1,529.62
714477	08-16-2022	1234-0000-0-0000-0000-9121-00	Phillip Silva			$225.20
714479	08-16-2022	1752-0000-0-0000-0000-9121-00	Phillip Silva			$285.30
714481	08-16-2022	1930-0000-0-0000-0000-9121-00	Phillip Silva			$225.20
714483	08-16-2022	2043-0000-0-0000-0000-9121-00	Phillip Silva			$75.10
714485	08-16-2022	1932-0000-0-0000-0000-9121-00	Phillip Silva			$189.20
714503	08-16-2022	1234-0000-0-0000-0000-9121-00	Hoist Elevator Company			$150.00
714487	08-16-2022	1234-0000-0-0000-0000-9121-00	Nicolas Sage Photography, Inc.			$227.76
714489	08-16-2022	1234-0000-0-0000-0000-9121-00	The Cool School Folder Co.			$660.00
714495	08-16-2022	1234-0000-0-0000-0000-9121-00	PowerSchool Group LLC			$1,065.53
714497	08-16-2022	2043-0000-0-0000-0000-9121-00	PowerSchool Group LLC			$240.60
714499	08-16-2022	1752-0000-0-0000-0000-9121-00	PowerSchool Group LLC			$1,134.28
714501	08-16-2022	1930-0000-0-0000-0000-9121-00	PowerSchool Group LLC			$996.79
714505	08-16-2022	1234-0000-0-0000-0000-9121-00	SoCalGas			$2.25
714507	08-16-2022	1234-0000-0-0000-0000-9121-00	Waterlogic Americas			$49.27
714411	08-16-2022	1234-0000-0-0000-0000-9121-00	Amazon Capital Services			$902.47
714413	08-16-2022	1234-6500-0-0000-0000-9121-00	Amazon Capital Services			$787.19
714415	08-16-2022	1234-0000-0-0000-0000-9121-00	Amazon Capital Services			$265.00
714417	08-16-2022	1234-0000-0-0000-0000-9121-00	Amazon Capital Services			$215.64
714419	08-16-2022	1234-0000-0-0000-0000-9121-00	Amazon Capital Services			$2,353.95
715363	08-16-2022	2043-6500-0-0000-0000-9121-00	AP fbo EdLogical Group Corp			$1,949.50
756710	08-16-2022	1752-3213-0-0000-0000-9121-00	Kagan Professional Development	Reclass invoice # 659600	$48.23	
756713	08-16-2022	1752-4035-0-0000-0000-9121-00	Kagan Professional Development	Reclass invoice # 659600		$48.23

Vista Legacy Global Academy
Supporting Documentation

756714	08-16-2022	1752-3213-0-0000-0000-9121-00	Kagan Professional Development	Reclass invoice # K125178	$607.60	
756717	08-16-2022	1752-4035-0-0000-0000-9121-00	Kagan Professional Development	Reclass invoice # K125178		$607.60
		Total Activity			**$7,815,511.13**	**$7,549,711.21**
		Ending Balance			**$5,485,305.16**	
9122 - EastWest Bank Clearing						
		Balance Forward				**$271.81**
708376	05-20-2022	1234-0000-0-0000-0000-9122-00				$270.59
709675	06-16-2022	1234-0000-0-0000-0000-9122-00		Analysis Activity Refund	$542.40	
709678	06-22-2022	1234-0000-0-0000-0000-9122-00				$272.24
721736	06-30-2022	1234-3212-0-0000-0000-9122-00		Balancing Resource Cash		$55,982.72
721737	06-30-2022	1234-0000-0-0000-0000-9122-00		Balancing Resource Cash	$55,982.72	
721869	06-30-2022	1234-7422-0-0000-0000-9122-00		Balancing Resource Cash		$65,653.00
721873	06-30-2022	1234-0000-0-0000-0000-9122-00		Balancing Resource Cash	$65,653.00	
721880	06-30-2022	1234-6300-0-0000-0000-9122-00		Balancing Resource Cash		$14,957.70
721885	06-30-2022	1234-0000-0-0000-0000-9122-00		Balancing Resource Cash	$14,957.70	
721897	06-30-2022	1234-3215-0-0000-0000-9122-00		Balancing Resource Cash		$2,990.00
721901	06-30-2022	1234-0000-0-0000-0000-9122-00		Balancing Resource Cash	$2,990.00	
721903	06-30-2022	1234-3210-0-0000-0000-9122-00		Balancing Resource Cash		$39,560.00
721907	06-30-2022	1234-0000-0-0000-0000-9122-00		Balancing Resource Cash	$39,560.00	
721918	06-30-2022	1234-1400-0-0000-0000-9122-00		Balancing Resource Cash		$320,916.00
721923	06-30-2022	1234-0000-0-0000-0000-9122-00		Balancing Resource Cash	$320,916.00	
721952	06-30-2022	2043-6300-0-0000-0000-9122-00		Balance Inter-Resource Receivables/Payables		$2,688.25
721955	06-30-2022	2043-0000-0-0000-0000-9122-00		Balance Inter-Resource Receivables/Payables	$2,688.25	
721963	06-30-2022	2043-4610-0-0000-0000-9122-00		Balance Inter-Resource Receivables/Payables		$26,678.00
721970	06-30-2022	2043-0000-0-0000-0000-9122-00		Balance Inter-Resource Receivables/Payables	$26,678.00	
721981	06-30-2022	2043-3215-0-0000-0000-9122-00		Balance Inter-Resource Receivables/Payables		$230.00
721988	06-30-2022	2043-0000-0-0000-0000-9122-00		Balance Inter-Resource Receivables/Payables	$230.00	
721999	06-30-2022	2043-3210-0-0000-0000-9122-00		Balance Inter-Resource Receivables/Payables		$5,236.00
722006	06-30-2022	2043-0000-0-0000-0000-9122-00		Balance Inter-Resource Receivables/Payables	$5,236.00	
722033	06-30-2022	2043-1400-0-0000-0000-9122-00		Balance Inter-Resource Receivables/Payables		$3,442.00
722038	06-30-2022	2043-0000-0-0000-0000-9122-00		Balance Inter-Resource Receivables/Payables	$3,442.00	
722041	06-30-2022	2043-1100-0-0000-0000-9122-00		Balance Inter-Resource Receivables/Payables		$10,475.27
722046	06-30-2022	2043-0000-0-0000-0000-9122-00		Balance Inter-Resource Receivables/Payables	$10,475.27	
722059	06-30-2022	2043-3212-0-0000-0000-9122-00		Balance Inter-Resource Receivables/Payables		$4,956.00
722066	06-30-2022	2043-0000-0-0000-0000-9122-00		Balance Inter-Resource Receivables/Payables	$4,956.00	
712915	06-30-2022	2043-3010-0-0000-0000-9122-00		21-22 Title I Reclassifications		$8,353.00
712916	06-30-2022	2043-0000-0-0000-0000-9122-00		21-22 Title I Reclassifications	$8,353.00	
713159	06-30-2022	1234-3010-0-0000-0000-9122-00		21-22 Title I Reclassifications		$11,620.00
713160	06-30-2022	1234-0000-0-0000-0000-9122-00		21-22 Title I Reclassifications	$11,620.00	
713253	06-30-2022	1234-4035-0-0000-0000-9122-00		21-22 Title II Reclassification		$242.00
713254	06-30-2022	1234-0000-0-0000-0000-9122-00		21-22 Title II Reclassification	$242.00	
713329	06-30-2022	1234-4127-0-0000-0000-9122-00		21-22 Title IV Reclassification		$307.00
713330	06-30-2022	1234-0000-0-0000-0000-9122-00		21-22 Title IV Reclassification	$307.00	
784038	07-25-2022	1234-0000-0-0000-0000-9122-00		Analysis Service Fee		$272.25
784031	08-15-2022	1234-0000-0-0000-0000-9122-00		Transfer to Clearing Account	$544.49	
		Total Activity			**$575,373.83**	**$575,102.02**
		Ending Balance				**$0.00**
9123 - Petty Cash Account						
		Balance Forward			**$0.00**	
		Total Activity				**$0.00**
		Ending Balance				**$0.00**
9124 - Citizens (Middle)						
		Balance Forward			**$0.00**	
708449	05-17-2022	1234-0000-0-0000-0000-9124-00		Uniform Sales	$68.00	
708451	05-17-2022	1234-0000-0-0000-0000-9124-00		Uniform Sales	$218.00	
708453	05-17-2022	1234-0000-0-0000-0000-9124-00		Six Flags Ticket Sales	$3,630.00	
708839	05-17-2022	1234-0000-0-0000-0000-9124-00		Transfer to Operating Acct		$3,916.00

Vista Legacy Global Academy
Supporting Documentation

708455	05-19-2022	1234-0000-0-0000-0000-9124-00	CSUN - C. Oh & B. Cruz	$175.00	
708846	05-20-2022	1234-0000-0-0000-0000-9124-00	Transfer to Operating Acct		$175.00
708457	05-25-2022	1234-0000-0-0000-0000-9124-00	Six Flags Ticket Sales	$385.00	
708459	05-25-2022	1234-0000-0-0000-0000-9124-00	Yearbook Sales	$690.00	
708461	05-25-2022	1234-0000-0-0000-0000-9124-00	Spring Festival Revenue	$2,662.00	
708463	05-25-2022	1234-5310-0-0000-0000-9124-00	Feb 2022 Child Nutrition (State)	$2,165.43	
708465	05-25-2022	1752-5310-0-0000-0000-9124-00	Feb 2022 Child Nutrition (State)	$790.12	
708467	05-25-2022	1930-5310-0-0000-0000-9124-00	Feb 2022 Child Nutrition (State)	$1,154.46	
708469	05-25-2022	2043-5310-0-0000-0000-9124-00	Feb 2022 Child Nutrition (State)	$598.62	
708812	05-25-2022	1234-4203-0-0000-0000-9124-00	21-22 3rd Apport Title III, Part A	$1,022.00	
708848	05-25-2022	1234-0000-0-0000-0000-9124-00	Transfer to Operating Acct		$3,737.00
712082	05-25-2022	1234-4203-0-0000-0000-9124-00			$1,022.00
708850	05-27-2022	1234-5310-0-0000-0000-9124-00	Transfer to Operating Acct		$2,165.43
712076	05-27-2022	1752-5310-0-0000-0000-9124-00			$790.12
712078	05-27-2022	1930-5310-0-0000-0000-9124-00			$1,154.46
712080	05-27-2022	2043-5310-0-0000-0000-9124-00			$598.62
710294	06-02-2022	1234-0000-0-0000-0000-9124-00	21-22 PY Adj.		$1.00
710295	06-02-2022	1234-0000-0-0000-0000-9124-00	May 2022 LCFF State Aid	$139,119.00	
710297	06-02-2022	1234-2600-0-0000-0000-9124-00	21-22 ELOP	$10,331.00	
710625	06-02-2022	1234-0000-0-0000-0000-9124-00	Transfer to Operating Acct		$139,118.00
712086	06-02-2022	1234-2600-0-0000-0000-9124-00			$10,331.00
710189	06-03-2022	1234-6504-0-0000-0000-9124-00	Refund - Kirsch Audiology	$50.00	
710191	06-03-2022	1234-0000-0-0000-0000-9124-00	Donation	$200.00	
710627	06-06-2022	1234-0000-0-0000-0000-9124-00	Transfer to Operating Acct		$200.00
712088	06-06-2022	1234-6504-0-0000-0000-9124-00			$50.00
710193	06-08-2022	1234-0000-0-0000-0000-9124-00	Uniform Sales	$13.00	
710195	06-08-2022	1234-0000-0-0000-0000-9124-00	Yearbook Sales	$15.00	
710197	06-08-2022	1234-0000-0-0000-0000-9124-00	Six Flags Ticket Sales	$110.00	
710201	06-08-2022	1234-0000-0-0000-0000-9124-00	Chocolate Sales	$116.00	
710203	06-08-2022	1234-0000-0-0000-0000-9124-00	Uniform Sales	$128.00	
710229	06-08-2022	1234-0000-0-0000-0000-9124-00	Yearbook Sales	$255.00	
710249	06-08-2022	1234-6030-0-0000-0000-9124-00	21-22 SB740	$94,264.46	
710205	06-08-2022	1234-0000-0-0000-0000-9124-00	Panorama Pictures	$130.00	
710225	06-08-2022	1234-0000-0-0000-0000-9124-00	Chocolate Sales	$158.00	
710247	06-08-2022	1752-6030-0-0000-0000-9124-00	21-22 SB740	$83,674.36	
710612	06-08-2022	1234-3216-0-0000-0000-9124-00	20-21 ELO ESSER II State Reserve	$10,275.00	
710614	06-08-2022	1234-3218-0-0000-0000-9124-00	20-21 ELO ESSER III Emergency Need	$6,698.00	
710629	06-08-2022	1234-0000-0-0000-0000-9124-00	Transfer to Operating Acct		$925.00
712090	06-08-2022	1234-3216-0-0000-0000-9124-00			$10,275.00
712092	06-08-2022	1234-3218-0-0000-0000-9124-00			$6,698.00
710631	06-10-2022	1752-6030-0-0000-0000-9124-00	Transfer to Operating Acct		$83,674.36
712096	06-10-2022	1234-6030-0-0000-0000-9124-00			$94,264.46
710616	06-15-2022	1234-3219-0-0000-0000-9124-00	20-21 ELO ESSER III Learning Loss	$11,546.00	
710618	06-15-2022	1234-3217-0-0000-0000-9124-00	20-21 ELO GEER II	$2,358.00	
710633	06-15-2022	1234-3217-0-0000-0000-9124-00	Transfer to Operating Acct		$2,358.00
712094	06-15-2022	1234-3219-0-0000-0000-9124-00			$11,546.00
710620	06-23-2022	1234-3010-0-0000-0000-9124-00	21-22 3rd Apport Title I, Part A	$58,495.00	
710635	06-23-2022	1234-3010-0-0000-0000-9124-00	Transfer to Operating Acct		$58,495.00
710254	06-24-2022	1234-9003-0-0000-0000-9124-00	Leadership Sales	$36.73	
710261	06-24-2022	1234-0000-0-0000-0000-9124-00	Uniform Sales	$112.00	
710263	06-24-2022	1234-0000-0-0000-0000-9124-00	Uniform Sales	$320.00	
710265	06-24-2022	1752-6030-0-0000-0000-9124-00	20-21 SB740 Facility Grant	$2,364.31	
710267	06-24-2022	1234-6030-0-0000-0000-9124-00	20-21 SB740 Facility Grant	$4,785.97	
710259	06-24-2022	1234-0000-0-0000-0000-9124-00	Yearbook Sales	$105.00	
710637	06-24-2022	1234-0000-0-0000-0000-9124-00	Transfer to Operating Acct		$573.73
712098	06-27-2022	1752-6030-0-0000-0000-9124-00			$2,364.31
710639	06-27-2022	1234-6030-0-0000-0000-9124-00	Transfer to Operating Acct		$4,785.97

Vista Legacy Global Academy
Supporting Documentation

710622	06-29-2022	1234-3210-0-0000-0000-9124-00	20-21 7th Apport. ESSER CARES	$818.00	
710641	06-29-2022	1234-3210-0-0000-0000-9124-00	Transfer to Operating Acct		$818.00
721908	06-30-2022	1234-9003-0-0000-0000-9124-00	Balancing Resource Cash		$1,866.73
721911	06-30-2022	1234-0000-0-0000-0000-9124-00	Balancing Resource Cash	$1,866.73	
744322	07-01-2022	1234-6030-0-0000-0000-9124-00	21-22 SB740	$401,641.32	
744325	07-05-2022	1234-6030-0-0000-0000-9124-00			$401,641.32
744358	07-07-2022	1234-4127-0-0000-0000-9124-00	21-22 3rd Apport Title IV, Part A	$375.00	
744360	07-07-2022	1234-1400-0-0000-0000-9124-00	21-22 4th Qtr EPA	$423,671.00	
744362	07-07-2022	1234-6300-0-0000-0000-9124-00	21-22 3rd Qtr Lottery - Prop 20	$14,014.50	
744364	07-07-2022	1234-1100-0-0000-0000-9124-00	21-22 3rd Qtr Lottery - Non Prop 20	$12,826.84	
744367	07-07-2022	1234-0000-0-0000-0000-9124-00	21-22 Q4 SFS Charter School Expense Reimbursement		$2,140.50
744368	07-07-2022	1234-6010-0-0000-0000-9124-00	21-22 ASES	$50,870.71	
744371	07-07-2022	1234-0000-0-0000-0000-9124-00	21-22 LCFF Overpayment		$98,546.00
744373	07-07-2022	1234-0000-0-0000-0000-9124-00	PY LCFF Adj		$3.00
744374	07-07-2022	1234-0000-0-0000-0000-9124-00	PY LCFF Amount Charter Overpaid	$88,216.00	
744376	07-07-2022	1234-2600-0-0000-0000-9124-00	21-22 ELOP	$10,329.00	
744399	07-07-2022	1234-1100-0-0000-0000-9124-00			$12,826.84
744401	07-07-2022	1234-1400-0-0000-0000-9124-00			$423,671.00
744403	07-07-2022	1234-2600-0-0000-0000-9124-00			$10,329.00
744405	07-07-2022	1234-4127-0-0000-0000-9124-00			$375.00
744407	07-07-2022	1234-6010-0-0000-0000-9124-00			$50,870.71
744409	07-07-2022	1234-6300-0-0000-0000-9124-00			$14,014.50
744410	07-07-2022	1234-0000-0-0000-0000-9124-00		$12,473.50	
744413	07-27-2022	1234-4035-0-0000-0000-9124-00			$170.00
744378	07-27-2022	1234-4035-0-0000-0000-9124-00	21-22 4th Apport. Title II, Part A	$170.00	
744426	08-03-2022	1234-2600-0-0000-0000-9124-00	22-23 ELO P	$11,973.00	
744428	08-03-2022	1234-0000-0-0000-0000-9124-00	Jul 2022 LCFF	$115,282.00	
744431	08-03-2022	1234-0000-0-0000-0000-9124-00	PY Charter Overpayment		$4,411.00
744443	08-03-2022	1234-2600-0-0000-0000-9124-00			$11,973.00
744445	08-03-2022	1234-0000-0-0000-0000-9124-00			$110,871.00
767586	08-09-2022	1234-5310-0-0000-0000-9124-00	Apr 2022 Child Nutrition (Fed)	$26,984.99	
767588	08-09-2022	1752-5310-0-0000-0000-9124-00	Apr 2022 Child Nutrition (Fed)	$13,132.46	
767590	08-09-2022	1930-5310-0-0000-0000-9124-00	Apr 2022 Child Nutrition (Fed)	$19,057.00	
767592	08-09-2022	2043-5310-0-0000-0000-9124-00	Apr 2022 Child Nutrition (Fed)	$6,584.90	
744436	08-10-2022	1234-5466-0-0000-0000-9124-00	21-22 Supply Chain Funds	$29,118.59	
744447	08-10-2022	1234-5466-0-0000-0000-9124-00			$29,118.59
767595	08-11-2022	1234-5310-0-0000-0000-9124-00	Apr 2022 Child Nutrition (Fed)		$26,984.99
767597	08-11-2022	1752-5310-0-0000-0000-9124-00	Apr 2022 Child Nutrition (Fed)		$13,132.46
767599	08-11-2022	1930-5310-0-0000-0000-9124-00	Apr 2022 Child Nutrition (Fed)		$19,057.00
767601	08-11-2022	2043-5310-0-0000-0000-9124-00	Apr 2022 Child Nutrition (Fed)		$6,584.90
		Total Activity		**$1,678,624.00**	**$1,678,624.00**
		Ending Balance			**$0.00**
9125 - Citizens (Heritage)					
		Balance Forward		**$0.00**	
710829	06-21-2022	1752-9003-0-0000-0000-9125-00	Leadership Sales	$115.00	
710831	06-21-2022	1752-0000-0-0000-0000-9125-00	Field Trip Revenue	$972.00	
710835	06-21-2022	1752-0000-0-0000-0000-9125-00	Field Trip Revenue	$1,685.00	
710837	06-21-2022	1752-9003-0-0000-0000-9125-00	Field Trip - Leadership	$1,920.00	
710841	06-21-2022	1752-0000-0-0000-0000-9125-00	Uniform Sales	$2,333.00	
710859	06-21-2022	1752-0000-0-0000-0000-9125-00	Raya Foundation Donation	$2,570.00	
710863	06-21-2022	1752-0000-0-0000-0000-9125-00	Uniform Sales	$3,479.00	
712104	06-21-2022	1752-9003-0-0000-0000-9125-00			$2,035.00
710886	06-21-2022	1752-0000-0-0000-0000-9125-00	Transfer to Operating Acct		$8,469.00
710879	06-23-2022	1752-0000-0-0000-0000-9125-00	Transfer from County Treasury	$450,000.00	
710888	06-23-2022	1752-0000-0-0000-0000-9125-00	Transfer to Operating Acct		$452,570.00
710865	06-30-2022	1752-0000-0-0000-0000-9125-00	Uniform Sales	$30.00	
710871	06-30-2022	1752-0000-0-0000-0000-9125-00	Student Charger Fees	$140.00	

Vista Legacy Global Academy
Supporting Documentation

710873	06-30-2022	1752-9003-0-0000-0000-9125-00	Leadership Sales	$364.60	
712106	06-30-2022	1752-9003-0-0000-0000-9125-00			$364.60
710890	06-30-2022	1752-0000-0-0000-0000-9125-00	Transfer to Operating Acct		$170.00
724901	07-21-2022	1752-0000-0-0000-0000-9125-00		$300,000.00	
724956	07-21-2022	1752-0000-0-0000-0000-9125-00			$300,000.00
724957	07-27-2022	1752-0000-0-0000-0000-9125-00	Raya Foundation Check	$1,100.00	
724961	07-27-2022	1752-0000-0-0000-0000-9125-00	National Philanthropic Check	$4,077.00	
724963	07-27-2022	1930-0000-0-0000-0000-9125-00	National Philanthropic Check	$3,219.00	
724965	07-27-2022	1932-0000-0-0000-0000-9125-00	National Philanthropic Check	$2,704.00	
724968	07-28-2022	1752-0000-0-0000-0000-9125-00			$4,077.00
724970	07-28-2022	1930-0000-0-0000-0000-9125-00			$3,219.00
724972	07-28-2022	1932-0000-0-0000-0000-9125-00			$2,704.00
724974	07-29-2022	1752-0000-0-0000-0000-9125-00			$1,100.00
		Total Activity		**$774,708.60**	**$774,708.60**
		Ending Balance			**$0.00**
9126 - Citizens (Condor)					
		Balance Forward		**$0.00**	
708411	05-20-2022	1930-6500-0-0000-0000-9126-00	April 2022 Special Ed (State)	$24,895.00	
708418	05-23-2022	1930-6500-0-0000-0000-9126-00	Transfer to Operating Acct		$24,895.00
710161	06-21-2022	1930-0000-0-0000-0000-9126-00	Field Trip Revenue	$511.00	
710169	06-21-2022	1930-0000-0-0000-0000-9126-00	Uniform Sales	$2,242.00	
710186	06-21-2022	1930-0000-0-0000-0000-9126-00	Transfer to Operating Acct		$2,753.00
711415	06-21-2022	1930-6500-0-0000-0000-9126-00	May 2022 Special Ed (State)	$24,895.00	
711417	06-21-2022	1930-0000-0-0000-0000-9126-00	OCDE Refund - Inv# 94RI4215	$8,061.54	
711419	06-21-2022	1752-0000-0-0000-0000-9126-00	OCDE Refund - Inv# 94RI4215	$18,138.46	
711425	06-22-2022	1930-0000-0-0000-0000-9126-00	Transfer to Operating Acct		$8,061.54
712100	06-22-2022	1930-6500-0-0000-0000-9126-00			$24,895.00
712102	06-22-2022	1752-0000-0-0000-0000-9126-00			$18,138.46
710183	06-23-2022	1930-0000-0-0000-0000-9126-00	Transfer from County Treasury	$700,000.00	
710188	06-30-2022	1930-0000-0-0000-0000-9126-00	Transfer to Operating Acct		$700,000.00
710175	06-30-2022	1930-6030-0-0000-0000-9126-00	19-20 SB740 Facility Grant	$975.38	
710177	06-30-2022	1930-6030-0-0000-0000-9126-00	21-22 SB740 Facility Grant	$65,604.00	
710179	06-30-2022	1930-6500-0-0000-0000-9126-00	Jun 2022 Special Ed (State)	$24,756.00	
710181	06-30-2022	1930-3310-0-0000-0000-9126-00	20-21 Special Ed (Fed)	$23,410.00	
743292	06-30-2022	1930-6500-0-0000-0000-9126-00	21-22 Year End Adjustment		$24,756.00
743300	06-30-2022	1930-0000-0-0000-0000-9126-00	21-22 Year End Adjustment	$24,756.00	
743403	06-30-2022	1930-3310-0-0000-0000-9126-00	21-22 Year End Adjustment		$23,410.00
743405	06-30-2022	1930-0000-0-0000-0000-9126-00	21-22 Year End Adjustment	$23,410.00	
724864	07-01-2022	1930-3310-0-0000-0000-9126-00			$23,410.00
724866	07-01-2022	1930-6500-0-0000-0000-9126-00			$24,756.00
724868	07-05-2022	1930-6030-0-0000-0000-9126-00			$66,579.38
724870	07-21-2022	1930-0000-0-0000-0000-9126-00			$435,000.00
724855	07-21-2022	1930-0000-0-0000-0000-9126-00	Transfer from County Treasury	$435,000.00	
724857	07-27-2022	1930-0000-0-0000-0000-9126-00	Revenue from Children's Hospital of OC	$2,500.00	
724861	07-27-2022	1930-0000-0-0000-0000-9126-00	Revenue from Templo Calvario	$1,200.00	
724900	07-28-2022	1930-0000-0-0000-0000-9126-00			$3,700.00
		Total Activity		**$1,380,354.38**	**$1,380,354.38**
		Ending Balance			**$0.00**
9127 - Citizens (Horizon)					
		Balance Forward		**$0.00**	
710772	06-02-2022	2043-0000-0-0000-0000-9127-00	May 2022 LCFF State Aid	$56,235.00	
710773	06-02-2022	2043-2600-0-0000-0000-9127-00	21-22 ELOP	$4,500.00	
712108	06-02-2022	2043-2600-0-0000-0000-9127-00			$4,500.00
710802	06-02-2022	2043-0000-0-0000-0000-9127-00	Transfer to Operating Acct		$56,235.00
710775	06-08-2022	2043-3216-0-0000-0000-9127-00	20-21 ELO ESSER II State Reserve	$1,939.00	
710777	06-08-2022	2043-3218-0-0000-0000-9127-00	20-21 ELO ESSER III Emergency Need	$1,264.00	
712110	06-08-2022	2043-3218-0-0000-0000-9127-00			$1,264.00

Vista Legacy Global Academy
Supporting Documentation

710806	06-08-2022	2043-3216-0-0000-0000-9127-00	Transfer to Operating Acct		$1,939.00
710793	06-15-2022	2043-6053-0-0000-0000-9127-00	21-22 UPK Planning & Implementation	$51,512.00	
710795	06-15-2022	2043-3217-0-0000-0000-9127-00	20-21 ELO GEER II	$445.00	
710797	06-15-2022	2043-3219-0-0000-0000-9127-00	20-21 ELO ESSER III Learning Loss	$2,179.00	
712112	06-15-2022	2043-3219-0-0000-0000-9127-00			$2,179.00
712114	06-15-2022	2043-6053-0-0000-0000-9127-00			$51,512.00
710808	06-15-2022	2043-3217-0-0000-0000-9127-00	Transfer to Operating Acct		$445.00
710799	06-23-2022	2043-3010-0-0000-0000-9127-00	21-22 3rd Apport Title I, Part A	$5,357.00	
710810	06-23-2022	2043-3010-0-0000-0000-9127-00	Transfer to Operating Acct		$5,357.00
710768	06-29-2022	2043-0000-0-0000-0000-9127-00	Uniform Sales	$420.00	
710812	06-29-2022	2043-0000-0-0000-0000-9127-00	Transfer to Operating Acct		$420.00
744290	07-01-2022	2043-0000-0-0000-0000-9127-00	21-22 ILPT	$16,397.00	
744293	07-01-2022	2043-0000-0-0000-0000-9127-00	21-22 Oversight Fee		$593.00
744294	07-01-2022	2043-3310-0-0000-0000-9127-00	21-22 SPED (Fed)	$1,472.00	
744296	07-01-2022	2043-6500-0-0000-0000-9127-00	21-22 SPED (State)	$4,165.00	
744299	07-01-2022	2043-0000-0-0000-0000-9127-00	Jun 2022 Special Ed Fair Share Contrib.		$564.40
744301	07-01-2022	2043-0000-0-0000-0000-9127-00	Jun 2022 SpEd Charter Operated Program		$564.40
744303	07-01-2022	2043-0000-0-0000-0000-9127-00	Prop 39 Pro-Rata		$6,037.06
744317	07-05-2022	2043-0000-0-0000-0000-9127-00			$8,638.14
744319	07-05-2022	2043-3310-0-0000-0000-9127-00			$1,472.00
744321	07-05-2022	2043-6500-0-0000-0000-9127-00			$4,165.00
744538	07-07-2022	2043-2600-0-0000-0000-9127-00			$4,500.00
744540	07-07-2022	2043-6300-0-0000-0000-9127-00			$2,593.94
744542	07-07-2022	2043-1400-0-0000-0000-9127-00			$3,883.00
744544	07-07-2022	2043-1100-0-0000-0000-9127-00			$2,374.12
744546	07-07-2022	2043-0000-0-0000-0000-9127-00			$53,696.00
744519	07-07-2022	2043-1400-0-0000-0000-9127-00	21-22 4th Qtr EPA	$3,883.00	
744521	07-07-2022	2043-1100-0-0000-0000-9127-00	21-22 3rd Qtr Lottery - Non-Prop 20	$2,374.12	
744523	07-07-2022	2043-6300-0-0000-0000-9127-00	21-22 3rd Qtr Lottery - Prop 20	$2,593.94	
744526	07-07-2022	2043-0000-0-0000-0000-9127-00	21-22 Q4 SFS Charter reimbursement		$1,406.00
744527	07-07-2022	2043-2600-0-0000-0000-9127-00	21-22 ELO P	$4,500.00	
744529	07-07-2022	2043-0000-0-0000-0000-9127-00	21-22 LCFF State Aid	$56,034.00	
744532	07-07-2022	2043-0000-0-0000-0000-9127-00	PY LCFF Adj		$1.00
744534	07-07-2022	2043-0000-0-0000-0000-9127-00	PY LCFF Adj		$931.00
784069	07-27-2022	2043-3010-0-0000-0000-9127-00	21-22 Title I, 4th Apport	$692.00	
784081	07-27-2022	2043-3010-0-0000-0000-9127-00			$692.00
744551	08-03-2022	2043-2600-0-0000-0000-9127-00	22-23 ELOP	$7,552.00	
744553	08-03-2022	2043-0000-0-0000-0000-9127-00	Jul 2022 LCFF	$35,917.00	
744556	08-03-2022	2043-2600-0-0000-0000-9127-00			$7,552.00
744558	08-03-2022	2043-0000-0-0000-0000-9127-00			$35,917.00
		Total Activity		**$259,431.06**	**$259,431.06**
		Ending Balance			**$0.00**
9128 - Farmers and Merchants (Palm Lane)					
		Balance Forward		**$0.00**	
762960	07-01-2022	1932-0000-0-0000-0000-9128-00	22-23 Beginning Balance	$3,396,369.96	
796891	07-19-2022	1932-0000-0-0000-0000-9128-00	Transfer to County Treasury	$185,000.00	
796893	08-17-2022	1932-0000-0-0000-0000-9128-00	Transfer to County Treasury	$170,000.00	
		Total Activity		**$3,751,369.96**	**$0.00**
		Ending Balance		**$3,751,369.96**	
9130 - Revolving Cash Account					
		Balance Forward		**$0.00**	
		Total Activity			**$0.00**
		Ending Balance			**$0.00**
9135 - Cash with a Fiscal Agent/Trustee					
		Balance Forward		**$0.00**	
		Total Activity			**$0.00**

Vista Legacy Global Academy
Supporting Documentation

	Ending Balance				**$0.00**
9140 - Cash Collections Awaiting Deposit					
	Balance Forward			**$0.00**	
	Total Activity				**$0.00**
	Ending Balance				**$0.00**
9150 - Investments					
	Balance Forward			**$0.00**	
	Total Activity				**$0.00**
	Ending Balance				**$0.00**
9151 - Wells Fargo Weekend Sweep					
	Balance Forward			**$0.00**	
	Total Activity				**$0.00**
	Ending Balance				**$0.00**
9152 - Wells Fargo Business Savings					
	Balance Forward			**$0.00**	
	Total Activity				**$0.00**
	Ending Balance				**$0.00**
9153 - Lighthouse MMDA					
	Balance Forward			**$0.00**	
	Total Activity				**$0.00**
	Ending Balance				**$0.00**
9171 - CCKim Memorial Award					
	Balance Forward			**$0.00**	
	Total Activity				**$0.00**
	Ending Balance				**$0.00**
9200 - Accounts Receivable					
	Balance Forward			**$58,790.88**	
762961	07-01-2022	1932-0000-0-0000-0000-9200-00	22-23 Beginning Balance	$115,180.42	
762962	07-01-2022	1932-0000-0-0000-0000-9200-00	22-23 Beginning Balance	$124,293.41	
	Total Activity			**$239,473.83**	**$0.00**
	Ending Balance			**$298,264.71**	
9201 - Employee Advances					
	Balance Forward			**$0.00**	
	Total Activity				**$0.00**
	Ending Balance				**$0.00**
9210 - Pledged receivable					
	Balance Forward			**$0.00**	
	Total Activity				**$0.00**
	Ending Balance				**$0.00**
9220 - Due From					
	Balance Forward			**$0.00**	
	Total Activity				**$0.00**
	Ending Balance				**$0.00**
9240 - Private grants receivable					
	Balance Forward			**$0.00**	
	Total Activity				**$0.00**
	Ending Balance				**$0.00**
9290 - Due from Grantor Governments					
	Balance Forward			**$1,294,041.93**	
708412	05-20-2022	1930-6500-0-0000-0000-9290-00	April 2022 Special Ed (State)		$24,895.00
708464	05-25-2022	1234-5310-0-0000-0000-9290-00	Feb 2022 Child Nutrition (State)		$2,165.43
708466	05-25-2022	1752-5310-0-0000-0000-9290-00	Feb 2022 Child Nutrition (State)		$790.12
708468	05-25-2022	1930-5310-0-0000-0000-9290-00	Feb 2022 Child Nutrition (State)		$1,154.46
708470	05-25-2022	2043-5310-0-0000-0000-9290-00	Feb 2022 Child Nutrition (State)		$598.62
708656	05-31-2022	2043-5310-0-0000-0000-9290-00	May 2022 Child Nutrition (State)	$668.26	

Vista Legacy Global Academy
Supporting Documentation

708658	05-31-2022	1930-5310-0-0000-0000-9290-00	May 2022 Child Nutrition (State)	$1,674.49	
708660	05-31-2022	1752-5310-0-0000-0000-9290-00	May 2022 Child Nutrition (State)	$1,307.91	
708662	05-31-2022	1234-5310-0-0000-0000-9290-00	May 2022 Child Nutrition (State)	$2,296.99	
708664	05-31-2022	2043-5310-0-0000-0000-9290-00	May 2022 Child Nutrition (Fed)	$9,597.24	
708666	05-31-2022	1930-5310-0-0000-0000-9290-00	May 2022 Child Nutrition (Fed)	$26,352.13	
708668	05-31-2022	1752-5310-0-0000-0000-9290-00	May 2022 Child Nutrition (Fed)	$19,677.90	
708670	05-31-2022	1234-5310-0-0000-0000-9290-00	May 2022 Child Nutrition (Fed)	$37,760.78	
708998	05-31-2022	1930-0000-0-0000-0000-9290-00	May 2022 ILPT	$107,967.00	
709890	05-31-2022	2043-0000-0-0000-0000-9290-00	21-22 In Lieu of Prop Taxes	$16,398.00	
709894	05-31-2022	2043-3310-0-0000-0000-9290-00	May 2022 Special Ed (Fed)	$1,470.00	
709896	05-31-2022	2043-6500-0-0000-0000-9290-00	May 2022 Special Ed (State)	$4,163.00	
711656	05-31-2022	1234-0000-0-0000-0000-9290-00	May 2022 LCFF State Aid	$139,119.00	
710296	06-02-2022	1234-0000-0-0000-0000-9290-00	May 2022 LCFF State Aid		$139,119.00
708993	06-03-2022	1930-0000-0-0000-0000-9290-00	May 2022 ILPT		$107,967.00
709859	06-03-2022	1234-5310-0-0000-0000-9290-00	Mar 2022 Child Nutrition (State)		$2,357.68
709861	06-03-2022	1752-5310-0-0000-0000-9290-00	Mar 2022 Child Nutrition (State)		$1,085.08
709863	06-03-2022	1930-5310-0-0000-0000-9290-00	Mar 2022 Child Nutrition (State)		$1,393.71
709865	06-03-2022	2043-5310-0-0000-0000-9290-00	Mar 2022 Child Nutrition (State)		$659.05
709871	06-03-2022	1234-5310-0-0000-0000-9290-00	Mar 2022 Child Nutrition (Fed)		$38,215.39
709873	06-03-2022	1752-5310-0-0000-0000-9290-00	Mar 2022 Child Nutrition (Fed)		$17,850.81
709875	06-03-2022	1930-5310-0-0000-0000-9290-00	Mar 2022 Child Nutrition (Fed)		$22,798.39
709877	06-03-2022	2043-5310-0-0000-0000-9290-00	Mar 2022 Child Nutrition (Fed)		$9,477.36
709879	06-03-2022	1234-5310-0-0000-0000-9290-00	Feb 2022 Child Nutrition (Fed)		$35,128.49
709881	06-03-2022	1752-5310-0-0000-0000-9290-00	Feb 2022 Child Nutrition (Fed)		$12,903.62
709883	06-03-2022	1930-5310-0-0000-0000-9290-00	Feb 2022 Child Nutrition (Fed)		$19,166.82
709885	06-03-2022	2043-5310-0-0000-0000-9290-00	Feb 2022 Child Nutrition (Fed)		$8,574.21
709909	06-03-2022	2043-0000-0-0000-0000-9290-00	21-22 In Lieu of Prop Taxes		$16,398.00
709911	06-03-2022	2043-3310-0-0000-0000-9290-00	May 2022 Special Ed (Fed)		$1,470.00
709913	06-03-2022	2043-6500-0-0000-0000-9290-00	May 2022 Special Ed (State)		$4,163.00
711416	06-21-2022	1930-6500-0-0000-0000-9290-00	May 2022 Special Ed (State)		$24,895.00
710266	06-24-2022	1752-6030-0-0000-0000-9290-00	20-21 SB740 Facility Grant		$2,364.31
710268	06-24-2022	1234-6030-0-0000-0000-9290-00	20-21 SB740 Facility Grant		$4,785.97
709055	06-28-2022	1930-1100-0-0000-0000-9290-00	21-22 3rd Qtr Lottery - Non-Prop 20		$7,320.20
709057	06-28-2022	1930-6300-0-0000-0000-9290-00	21-22 3rd Qtr Lottery - Prop 20		$7,997.99
709353	06-28-2022	1752-1100-0-0000-0000-9290-00	21-22 3rd Qtr Lottery - Non-Prop 20		$9,364.58
709355	06-28-2022	1752-6300-0-0000-0000-9290-00	21-22 3rd Qtr Lottery - Prop 20		$10,231.66
709619	06-29-2022	1752-3310-0-0000-0000-9290-00	20-21 Special Ed (Fed)		$37,166.00
699604	06-30-2022	1234-4203-0-0000-0000-9290-00	21-22 Title III, Part A	$1,045.00	
699608	06-30-2022	1752-4203-0-0000-0000-9290-00	21-22 4th Apport Title III, Part A	$481.00	
699612	06-30-2022	1930-4203-0-0000-0000-9290-00	21-22 Title III, Part A	$819.00	
699732	06-30-2022	2043-3010-0-0000-0000-9290-00	21-22 4th Apport Title I, Part A	$692.00	
699734	06-30-2022	1234-4035-0-0000-0000-9290-00	21-22 4th Apport. Title II, Part A	$170.00	
699742	06-30-2022	2043-4035-0-0000-0000-9290-00	21-22 4th Apport. Title II, Part A	$46.00	
699830	06-30-2022	1752-4127-0-0000-0000-9290-00	21-22 4th Apport Title IV, Part A	$3,419.00	
699836	06-30-2022	1930-4127-0-0000-0000-9290-00	21-22 4th Apport Title IV, Part A	$435.00	
699746	06-30-2022	1234-4127-0-0000-0000-9290-00	21-22 3rd Apport Title IV, Part A	$375.00	
699826	06-30-2022	1234-4127-0-0000-0000-9290-00	21-22 Title IV, Part A	$6,855.00	
699838	06-30-2022	1930-4127-0-0000-0000-9290-00	21-22 Title IV, Part A	$2,125.00	
708672	06-30-2022	2043-5310-0-0000-0000-9290-00	Jun 2022 Child Nutrition (State)	$426.52	
708674	06-30-2022	1930-5310-0-0000-0000-9290-00	Jun 2022 Child Nutrition (State)	$1,274.34	
708676	06-30-2022	1752-5310-0-0000-0000-9290-00	Jun 2022 Child Nutrition (State)	$795.09	
708678	06-30-2022	1234-5310-0-0000-0000-9290-00	Jun 2022 Child Nutrition (State)	$1,271.10	
708680	06-30-2022	2043-5310-0-0000-0000-9290-00	Jun 2022 Child Nutrition (Fed)	$6,180.39	
708682	06-30-2022	1930-5310-0-0000-0000-9290-00	Jun 2022 Child Nutrition (Fed)	$19,267.50	
708684	06-30-2022	1752-5310-0-0000-0000-9290-00	Jun 2022 Child Nutrition (Fed)	$12,018.07	
708686	06-30-2022	1234-5310-0-0000-0000-9290-00	Jun 2022 Child Nutrition (Fed)	$20,235.87	
710182	06-30-2022	1930-3310-0-0000-0000-9290-00	20-21 Special Ed (Fed)		$23,410.00

Vista Legacy Global Academy
Supporting Documentation

710903	06-30-2022	1752-1400-0-0000-0000-9290-00	21-22 4th Qtr EPA	$15,944.00	
710905	06-30-2022	1930-1400-0-0000-0000-9290-00	21-22 4th Qtr EPA	$14,855.00	
710953	06-30-2022	1234-1100-0-0000-0000-9290-00	21-22 4th Qtr Lottery - Non-Prop 20	$10,595.19	
710955	06-30-2022	1234-6300-0-0000-0000-9290-00	21-22 4th Qtr Lottery - Prop 20	$11,507.63	
710990	06-30-2022	1234-1400-0-0000-0000-9290-00	21-22 4th Qtr EPA	$423,671.00	
710992	06-30-2022	2043-1400-0-0000-0000-9290-00	21-22 4th Qtr EPA	$3,883.00	
711260	06-30-2022	2043-0000-0-0000-0000-9290-00	21-22 LCFF State Aid	$56,034.00	
710961	06-30-2022	1930-1100-0-0000-0000-9290-00	21-22 4th Qtr Lottery - Non-Prop 20	$6,046.61	
710963	06-30-2022	1930-6300-0-0000-0000-9290-00	21-22 4th Qtr Lottery - Prop 20	$6,567.34	
711263	06-30-2022	2043-0000-0-0000-0000-9290-00	21-22 In Lieu of Prop Taxes	$16,397.00	
711267	06-30-2022	2043-3310-0-0000-0000-9290-00	Jun 2022 Special Ed (Fed)	$1,472.00	
711269	06-30-2022	2043-6500-0-0000-0000-9290-00	Jun 2022 Special Ed (State)	$4,165.00	
711305	06-30-2022	2043-0000-0-0000-0000-9290-00	21-22 In Lieu of Prop Taxes	$7,011.00	
711309	06-30-2022	2043-3310-0-0000-0000-9290-00	21-22 Special Ed (Fed)	$1,836.00	
711311	06-30-2022	2043-6500-0-0000-0000-9290-00	21-22 Special Ed (State)	$5,357.00	
711317	06-30-2022	2043-0000-0-0000-0000-9290-00	20-21 PY Adj.	$1.00	
710957	06-30-2022	1752-1100-0-0000-0000-9290-00	21-22 4th Qtr Lottery - Non-Prop 20	$7,735.31	
710959	06-30-2022	1752-6300-0-0000-0000-9290-00	21-22 4th Qtr Lottery - Prop 20	$8,401.46	
710965	06-30-2022	2043-1100-0-0000-0000-9290-00	21-22 4th Qtr Lottery - Non-Prop 20	$1,961.06	
710967	06-30-2022	2043-6300-0-0000-0000-9290-00	21-22 4th Qtr Lottery - Prop 20	$2,129.95	
711258	06-30-2022	1930-0000-0-0000-0000-9290-00	21-22 ILPT	$215,934.00	
711283	06-30-2022	1234-0000-0-0000-0000-9290-00	21-22 ILPT	$39,169.00	
711287	06-30-2022	1234-3310-0-0000-0000-9290-00	21-22 Special Ed (Fed)	$8,572.00	
711289	06-30-2022	1234-6500-0-0000-0000-9290-00	21-22 Special Ed (State)	$24,934.00	
711295	06-30-2022	1234-0000-0-0000-0000-9290-00	20-21 PY Adj.	$4.00	
729297	06-30-2022	1752-6500-0-0000-0000-9290-00	21-22 SpEd YE Accrual	$8,086.00	
737979	06-30-2022	1752-3212-0-0000-0000-9290-00	21-22 ESSER II YE Accrual	$102,781.03	
738047	06-30-2022	1752-0000-0-0000-0000-9290-00	21-22 LCFF YE Accrual	$129,967.00	
738049	06-30-2022	1752-1400-0-0000-0000-9290-00	21-22 EPA YE Accrual	$2,170.00	
738063	06-30-2022	1930-3212-0-0000-0000-9290-00	21-22 ESSER II YE Accrual	$10,215.81	
738067	06-30-2022	1930-3214-0-0000-0000-9290-00	21-22 ESSER II - LL YE Accrual	$37,008.76	
738123	06-30-2022	1930-1400-0-0000-0000-9290-00	21-22 EPA YE Accrual	$776.00	
738121	06-30-2022	1930-0000-0-0000-0000-9290-00	21-22 LCFF YE Accrual	$46,085.00	
741086	06-30-2022	1752-4124-0-0000-0000-9290-00		$191,710.99	
720831	06-30-2022	1234-4124-0-0000-0000-9290-00	21-22 A/R Accrual	$60,533.27	
720855	06-30-2022	1234-3210-0-0000-0000-9290-00	Federal Funds A/R Accrual	$31,032.58	
720857	06-30-2022	1234-3212-0-0000-0000-9290-00	Federal Funds A/R Accrual	$1,764.58	
720859	06-30-2022	1234-3214-0-0000-0000-9290-00	Federal Funds A/R Accrual	$7,357.12	
729311	06-30-2022	1752-6546-0-0000-0000-9290-00	21-22 SpEd MH YE Accrual	$5,709.00	
729325	06-30-2022	1930-3310-0-0000-0000-9290-00	21-22 Fed IDEA YE Accrual	$31,134.00	
729321	06-30-2022	1752-3310-0-0000-0000-9290-00	21-22 Fed IDEA YE Accrual	$38,114.00	
729341	06-30-2022	1930-6500-0-0000-0000-9290-00	21-22 SpEd YE Accrual	$61,194.00	
709000	06-30-2022	1930-0000-0-0000-0000-9290-00	Jun 2022 ILPT	$103,018.00	
721218	06-30-2022	2043-3212-0-0000-0000-9290-00	Final 21-22 Accruals	$17,867.46	
744291	07-01-2022	2043-0000-0-0000-0000-9290-00	21-22 ILPT		$16,397.00
744295	07-01-2022	2043-3310-0-0000-0000-9290-00	21-22 SPED (Fed)		$1,472.00
744297	07-01-2022	2043-6500-0-0000-0000-9290-00	21-22 SPED (State)		$4,165.00
762963	07-01-2022	1932-0000-0-0000-0000-9290-00	22-23 Beginning Balance (ILPT)	$83,252.99	
762964	07-01-2022	1932-0000-0-0000-0000-9290-00	22-23 Beginning Balance (Other Fed)	$157,431.00	
762965	07-01-2022	1932-0000-0-0000-0000-9290-00	22-23 Beginning Balance (State Lottery)	$7,979.33	
762966	07-01-2022	1932-0000-0-0000-0000-9290-00	22-23 Beginning Balance (Gen Purpose/PY Adj)	$2,574.00	
762967	07-01-2022	1932-0000-0-0000-0000-9290-00	22-23 Beginning Balance	$13,482.62	
762981	07-01-2022	1932-3310-0-0000-0000-9290-00	22-23 Beginning Balance	$49,356.97	
762983	07-01-2022	1932-4035-0-0000-0000-9290-00	22-23 Beginning Balance	$5,922.00	
762985	07-01-2022	1932-4127-0-0000-0000-9290-00	22-23 Beginning Balance	$5,000.00	
762989	07-01-2022	1932-5310-0-0000-0000-9290-00	22-23 Beginning Balance	$30,000.00	
762990	07-01-2022	1932-5310-0-0000-0000-9290-00	22-23 Beginning Balance	$2,000.00	

Vista Legacy Global Academy
Supporting Documentation

762997	07-01-2022	1932-6500-0-0000-0000-9290-00	22-23 Beginning Balance	$16,974.00	
744359	07-07-2022	1234-4127-0-0000-0000-9290-00	21-22 3rd Apport Title IV, Part A		$375.00
744361	07-07-2022	1234-1400-0-0000-0000-9290-00	21-22 4th Qtr EPA		$423,671.00
744363	07-07-2022	1234-6300-0-0000-0000-9290-00	21-22 3rd Qtr Lottery - Prop 20		$14,014.50
744365	07-07-2022	1234-1100-0-0000-0000-9290-00	21-22 3rd Qtr Lottery - Non Prop 20		$12,826.84
744520	07-07-2022	2043-1400-0-0000-0000-9290-00	21-22 4th Qtr EPA		$3,883.00
744522	07-07-2022	2043-1100-0-0000-0000-9290-00	21-22 3rd Qtr Lottery - Non-Prop 20		$2,374.12
744524	07-07-2022	2043-6300-0-0000-0000-9290-00	21-22 3rd Qtr Lottery - Prop 20		$2,593.94
744530	07-07-2022	2043-0000-0-0000-0000-9290-00	21-22 LCFF State Aid		$56,034.00
724378	07-15-2022	1752-4127-0-0000-0000-9290-00	21-22 4th Apport Title IV, Part A		$3,419.00
724410	07-15-2022	1930-4127-0-0000-0000-9290-00	21-22 4th Apport Title IV, Part A		$435.00
793130	07-15-2022	1932-4127-0-0000-0000-9290-00	21-22 4th Apport Title IV		$4,382.00
793134	07-15-2022	1932-4035-0-0000-0000-9290-00	21-22 4th Apport Title II		$5,922.00
724420	07-18-2022	1930-0000-0-0000-0000-9290-00	Jun 2022 ILPT		$103,018.00
724976	07-27-2022	1234-5310-0-0000-0000-9290-00	Apr 2022 Child Nutrition (State)		$1,647.63
724978	07-27-2022	1752-5310-0-0000-0000-9290-00	Apr 2022 Child Nutrition (State)		$799.07
724980	07-27-2022	1930-5310-0-0000-0000-9290-00	Apr 2022 Child Nutrition (State)		$1,164.16
724982	07-27-2022	2043-5310-0-0000-0000-9290-00	Apr 2022 Child Nutrition (State)		$460.84
744379	07-27-2022	1234-4035-0-0000-0000-9290-00	21-22 4th Apport. Title II, Part A		$170.00
784070	07-27-2022	2043-3010-0-0000-0000-9290-00	21-22 Title I, 4th Apport		$692.00
724839	07-31-2022	1930-6500-0-0000-0000-9290-00	Jul 2022 Special Ed (State)	$11,765.00	
744422	07-31-2022	1234-0000-0-0000-0000-9290-00	Jul 2022 LCFF	$115,282.00	
744559	07-31-2022	1752-6546-0-0000-0000-9290-00	JUl 2022 SPED Mental Health	$809.00	
744565	07-31-2022	1930-6546-0-0000-0000-9290-00	JUl 2022 SPED Mental Health	$743.00	
744622	07-31-2022	2043-0000-0-0000-0000-9290-00	22-23 ILPT	$14,476.00	
744626	07-31-2022	2043-3310-0-0000-0000-9290-00	Jul 2022 SPED (FEd)	$1,118.00	
744628	07-31-2022	2043-6500-0-0000-0000-9290-00	Jul 2022 SPED (State)	$4,472.00	
744547	07-31-2022	2043-0000-0-0000-0000-9290-00	Jul 2022 LCFF State Aid	$35,917.00	
741209	08-02-2022	1752-4203-0-0000-0000-9290-00	21-22 4th Apport Title III, Part A		$481.00
744429	08-03-2022	1234-0000-0-0000-0000-9290-00	Jul 2022 LCFF		$115,282.00
744554	08-03-2022	2043-0000-0-0000-0000-9290-00	Jul 2022 LCFF		$35,917.00
767587	08-09-2022	1234-5310-0-0000-0000-9290-00	Apr 2022 Child Nutrition (Fed)		$26,984.99
767589	08-09-2022	1752-5310-0-0000-0000-9290-00	Apr 2022 Child Nutrition (Fed)		$13,132.46
767591	08-09-2022	1930-5310-0-0000-0000-9290-00	Apr 2022 Child Nutrition (Fed)		$19,057.00
767593	08-09-2022	2043-5310-0-0000-0000-9290-00	Apr 2022 Child Nutrition (Fed)		$6,584.90
		Total Activity		**$2,785,646.64**	**$1,473,222.40**
		Ending Balance		**$2,606,466.17**	
9291 - LCFF Deferrals					
		Balance Forward		**$0.00**	
		Total Activity			**$0.00**
		Ending Balance			**$0.00**
9299 - Inter-Resource Receivable					
		Balance Forward		**$1,286,720.09**	
719769	06-30-2022	1234-7426-0-0000-0000-9299-00	Remove funds from ELO-PP	$30.00	
719776	06-30-2022	1234-7420-0-0000-0000-9299-00	Reclass Adjustment	$153.23	
719774	06-30-2022	1234-0000-0-0000-0000-9299-00	IPI Reclass	$148,598.00	
719784	06-30-2022	1234-0000-0-0000-0000-9299-00	Reclass Adjustment	$14,773.00	
721612	06-30-2022	1234-7426-0-0000-0000-9299-00	Balance Inter-Resource Receivables/Payables		$15.00
721624	06-30-2022	1234-7425-0-0000-0000-9299-00	Balance Inter-Resource Receivables/Payables		$9,226.62
721626	06-30-2022	1234-0000-0-0000-0000-9299-00	Balance Inter-Resource Receivables/Payables	$3,851.91	
721634	06-30-2022	1234-7420-0-0000-0000-9299-00	Balance Inter-Resource Receivables/Payables		$153.23
721644	06-30-2022	1234-0000-0-0000-0000-9299-00	Balance Inter-Resource Receivables/Payables	$6,743.68	
721676	06-30-2022	1234-4203-0-0000-0000-9299-00	Balance Inter-Resource Receivables/Payables		$32,153.07
721678	06-30-2022	1234-0000-0-0000-0000-9299-00	Balance Inter-Resource Receivables/Payables		$32,153.07
721708	06-30-2022	1234-4127-0-0000-0000-9299-00	Balance Inter-Resource Receivables/Payables		$16,610.95
721710	06-30-2022	1234-0000-0-0000-0000-9299-00	Balance Inter-Resource Receivables/Payables		$16,610.95
721714	06-30-2022	1234-0000-0-0000-0000-9299-00	Balance Inter-Resource Receivables/Payables	$20,315.71	

Vista Legacy Global Academy
Supporting Documentation

721720	06-30-2022	1234-3310-0-0000-0000-9299-00	Balance Inter-Resource Receivables/Payables		$1,501.46
721745	06-30-2022	1234-3210-0-0000-0000-9299-00	Balance Inter-Resource Receivables/Payables		$1,273.05
721747	06-30-2022	1234-3010-0-0000-0000-9299-00	Balance Inter-Resource Receivables/Payables		$253,054.61
721750	06-30-2022	1234-0000-0-0000-0000-9299-00	Balance Inter-Resource Receivables/Payables	$1,428.00	
721660	06-30-2022	1234-0000-0-0000-0000-9299-00	Balance Inter-Resource Receivables/Payables	$60,157.05	
721668	06-30-2022	1234-0000-0-0000-0000-9299-00	Balance Inter-Resource Receivables/Payables	$22,505.86	
721718	06-30-2022	1234-4035-0-0000-0000-9299-00			$15,091.43
721759	06-30-2022	1234-0000-0-0000-0000-9299-00	Balance Inter-Resource Receivables/Payables	$15,290.94	
721871	06-30-2022	1234-0000-0-0000-0000-9299-00	Balancing Resource Cash		$148,598.00
721876	06-30-2022	1234-0000-0-0000-0000-9299-00	Balancing Resource Cash		$14,773.00
721882	06-30-2022	1234-0000-0-0000-0000-9299-00	Balancing Resource Cash		$33,992.03
721889	06-30-2022	1234-0000-0-0000-0000-9299-00	Balancing Resource Cash		$385,527.94
721894	06-30-2022	1234-0000-0-0000-0000-9299-00	Balancing Resource Cash		$87,123.59
721899	06-30-2022	1234-0000-0-0000-0000-9299-00	Balancing Resource Cash		$6,227.74
721905	06-30-2022	1234-0000-0-0000-0000-9299-00	Balancing Resource Cash		$43,825.09
721910	06-30-2022	1234-0000-0-0000-0000-9299-00	Balancing Resource Cash		$1,866.73
721915	06-30-2022	1234-0000-0-0000-0000-9299-00	Balancing Resource Cash		$2,936.80
721920	06-30-2022	1234-0000-0-0000-0000-9299-00	Balancing Resource Cash		$819,001.00
721926	06-30-2022	1234-0000-0-0000-0000-9299-00	Balancing Resource Cash		$79,122.00
721928	06-30-2022	1234-0000-0-0000-0000-9299-00	Balance Inter-Resource Receivables/Payables		$269,647.66
721933	06-30-2022	2043-7425-0-0000-0000-9299-00	Balance Inter-Resource Receivables/Payables		$3,554.88
721936	06-30-2022	2043-0000-0-0000-0000-9299-00	Balance Inter-Resource Receivables/Payables		$950.00
721940	06-30-2022	2043-0000-0-0000-0000-9299-00	Balance Inter-Resource Receivables/Payables		$26,606.00
721947	06-30-2022	2043-0000-0-0000-0000-9299-00	Balance Inter-Resource Receivables/Payables		$1,939.65
721956	06-30-2022	2043-0000-0-0000-0000-9299-00	Balance Inter-Resource Receivables/Payables		$7,603.20
721960	06-30-2022	2043-0000-0-0000-0000-9299-00	Balance Inter-Resource Receivables/Payables		$14,418.00
721965	06-30-2022	2043-4610-0-0000-0000-9299-00	Balance Inter-Resource Receivables/Payables		$44,812.91
721967	06-30-2022	2043-0000-0-0000-0000-9299-00	Balance Inter-Resource Receivables/Payables		$143,638.64
721972	06-30-2022	2043-4035-0-0000-0000-9299-00	Balance Inter-Resource Receivables/Payables		$10,870.83
721978	06-30-2022	2043-0000-0-0000-0000-9299-00	Balance Inter-Resource Receivables/Payables		$17,575.26
721982	06-30-2022	2043-3215-0-0000-0000-9299-00	Balance Inter-Resource Receivables/Payables		$0.62
721984	06-30-2022	2043-0000-0-0000-0000-9299-00	Balance Inter-Resource Receivables/Payables		$663.22
722000	06-30-2022	2043-3210-0-0000-0000-9299-00	Balance Inter-Resource Receivables/Payables		$218.75
722002	06-30-2022	2043-0000-0-0000-0000-9299-00	Balance Inter-Resource Receivables/Payables		$6,941.95
722008	06-30-2022	2043-3010-0-0000-0000-9299-00	Balance Inter-Resource Receivables/Payables		$32,424.62
722014	06-30-2022	2043-0000-0-0000-0000-9299-00	Balance Inter-Resource Receivables/Payables		$31,223.00
722026	06-30-2022	2043-0000-0-0000-0000-9299-00	Balance Inter-Resource Receivables/Payables		$38,822.22
722035	06-30-2022	2043-0000-0-0000-0000-9299-00	Balance Inter-Resource Receivables/Payables		$14,791.00
722043	06-30-2022	2043-0000-0-0000-0000-9299-00	Balance Inter-Resource Receivables/Payables		$25,814.08
722050	06-30-2022	2043-0000-0-0000-0000-9299-00	Balance Inter-Resource Receivables/Payables	$4,680.86	
722054	06-30-2022	2043-4124-0-0000-0000-9299-00	Balance Inter-Resource Receivables/Payables		$932.36
722060	06-30-2022	2043-3212-0-0000-0000-9299-00	Balance Inter-Resource Receivables/Payables		$2,837.38
722062	06-30-2022	2043-0000-0-0000-0000-9299-00	Balance Inter-Resource Receivables/Payables	$8,745.49	
722067	06-30-2022	2043-0000-0-0000-0000-9299-00	Balance Inter-Resource Receivables/Payables		$9,616.31
712136	06-30-2022	1930-3010-0-0000-0000-9299-00	21-22 Title I Reclassifications	$10,161.04	
712138	06-30-2022	1930-3010-0-0000-0000-9299-00	21-22 Title I Reclassifications	$121,441.00	
712142	06-30-2022	1930-0000-0-0000-0000-9299-00	21-22 Title I Reclassifications	$12,653.07	
712146	06-30-2022	1930-0000-0-0000-0000-9299-00	21-22 Title I Reclassifications	$4,419.65	
712150	06-30-2022	1930-3010-0-0000-0000-9299-00	21-22 Title I Reclassifications	$11,194.00	
712154	06-30-2022	1930-0000-0-0000-0000-9299-00	21-22 Title I Reclassifications	$102,168.43	
712158	06-30-2022	1930-0000-0-0000-0000-9299-00	21-22 Title I Reclassifications	$9,553.28	
712162	06-30-2022	1930-0000-0-0000-0000-9299-00	21-22 Title I Reclassifications	$84.61	
712176	06-30-2022	1930-4035-0-0000-0000-9299-00	21-22 Title II Reclassifications	$14,377.22	
712178	06-30-2022	1930-4035-0-0000-0000-9299-00	21-22 Title II Reclassifications	$19,629.00	
712182	06-30-2022	1930-0000-0-0000-0000-9299-00	21-22 Title II Reclassifications	$21,434.81	
712186	06-30-2022	1930-0000-0-0000-0000-9299-00	21-22 Title II Reclassifications	$10,165.00	
712190	06-30-2022	1930-4035-0-0000-0000-9299-00	21-22 Title II Reclassifications	$1,400.00	

Vista Legacy Global Academy
Supporting Documentation

712194	06-30-2022	1930-0000-0-0000-0000-9299-00	21-22 Title II Reclassifications	$77.41	
712206	06-30-2022	1930-4203-0-0000-0000-9299-00	21-22 Title III Reclassifications	$1,693.14	
712208	06-30-2022	1930-4203-0-0000-0000-9299-00	21-22 Title III Reclassifications	$16,965.00	
712212	06-30-2022	1930-0000-0-0000-0000-9299-00	21-22 Title III Reclassifications	$813.34	
712216	06-30-2022	1930-0000-0-0000-0000-9299-00	21-22 Title III Reclassifications	$18,137.56	
712220	06-30-2022	1930-0000-0-0000-0000-9299-00	21-22 Title III Reclassifications	$526.24	
712245	06-30-2022	1930-0000-0-0000-0000-9299-00	21-22 Title IV Reclassifications	$16,723.98	
712249	06-30-2022	1930-4127-0-0000-0000-9299-00	21-22 Title IV Reclassifications	$15,564.98	
712289	06-30-2022	1752-3010-0-0000-0000-9299-00	21-22 Title I Reclassifications	$172,358.24	
712297	06-30-2022	1752-0000-0-0000-0000-9299-00	21-22 Title I Reclassifications	$165,436.58	
712782	06-30-2022	1752-4203-0-0000-0000-9299-00	21-22 Title III Reclassifications	$34,385.32	
712790	06-30-2022	1752-0000-0-0000-0000-9299-00	21-22 Title III Reclassifications	$24,487.32	
712806	06-30-2022	1752-4127-0-0000-0000-9299-00	21-22 Title IV Reclassifications	$18,840.12	
712810	06-30-2022	1752-0000-0-0000-0000-9299-00	21-22 Title IV Reclassifications	$21,040.12	
712692	06-30-2022	1752-4035-0-0000-0000-9299-00	21-22 Title II Reclassifications	$27,577.33	
712696	06-30-2022	1752-0000-0-0000-0000-9299-00	21-22 Title II Reclassifications	$21,305.33	
712903	06-30-2022	2043-3010-0-0000-0000-9299-00	21-22 Title I Reclassifications	$32,424.62	
712909	06-30-2022	2043-0000-0-0000-0000-9299-00	21-22 Title I Reclassifications	$30,304.49	
712933	06-30-2022	2043-4035-0-0000-0000-9299-00	21-22 Title II Reclassifications	$10,870.83	
712935	06-30-2022	2043-0000-0-0000-0000-9299-00	21-22 Title II Reclassifications	$12,238.83	
713153	06-30-2022	1234-3010-0-0000-0000-9299-00	21-22 Title I Reclassifications	$253,056.61	
713161	06-30-2022	1234-0000-0-0000-0000-9299-00	21-22 Title I Reclassifications	$241,434.61	
713245	06-30-2022	1234-4035-0-0000-0000-9299-00	21-22 Title II Reclassification	$15,091.43	
713247	06-30-2022	1234-0000-0-0000-0000-9299-00	21-22 Title II Reclassification	$15,261.43	
713275	06-30-2022	1234-4203-0-0000-0000-9299-00	21-22 Title III Reclassification	$32,153.07	
713291	06-30-2022	1234-0000-0-0000-0000-9299-00	21-22 Title III Reclassification	$33,198.07	
713319	06-30-2022	1234-0000-0-0000-0000-9299-00	21-22 Title IV Reclassification	$23,533.95	
713323	06-30-2022	1234-4127-0-0000-0000-9299-00	21-22 Title IV Reclassification	$16,610.95	
737975	06-30-2022	1752-3210-0-0000-0000-9299-00	21-22 ESSER II Reclassification	$1,571.44	
737997	06-30-2022	1752-3215-0-0000-0000-9299-00	21-22 GEER Reclassification	$68.64	
738011	06-30-2022	1752-0000-0-0000-0000-9299-00	21-22 Educator Effectiveness Reclassification	$56,337.00	
738029	06-30-2022	1752-0000-0-0000-0000-9299-00	21-22 SB740 Reclassification	$106,239.40	
738037	06-30-2022	1752-0000-0-0000-0000-9299-00	21-22 Prop 20 Lottery Reclassification	$23,681.53	
738042	06-30-2022	1752-0000-0-0000-0000-9299-00	21-22 Non-Prop 20 Lottery Reclassification	$51,120.43	
738061	06-30-2022	1930-3212-0-0000-0000-9299-00	21-22 CARES Reclassification	$4,047.21	
738091	06-30-2022	1930-0000-0-0000-0000-9299-00	21-22 SB740 Reclassification	$54,666.83	
738097	06-30-2022	1930-0000-0-0000-0000-9299-00	21-22 Educator Effectiveness Reclassification	$50,790.00	
738109	06-30-2022	1930-0000-0-0000-0000-9299-00	21-22 Prop 20 Lottery Reclassification	$21,376.35	
738117	06-30-2022	1930-0000-0-0000-0000-9299-00	21-22 Non-Prop 20 Lottery Reclassification	$46,333.63	
741050	06-30-2022	1930-0000-0-0000-0000-9299-00		$53,078.00	
741054	06-30-2022	1930-6500-0-0000-0000-9299-00		$2,059.00	
741056	06-30-2022	1930-6500-0-0000-0000-9299-00		$12,707.75	
741062	06-30-2022	1930-0000-0-0000-0000-9299-00		$31,134.00	
741066	06-30-2022	1930-0000-0-0000-0000-9299-00		$60,198.00	
741069	06-30-2022	1930-4124-0-0000-0000-9299-00		$2,888.70	
741074	06-30-2022	1752-0000-0-0000-0000-9299-00		$65,389.00	
741080	06-30-2022	1752-6500-0-0000-0000-9299-00		$50,829.00	
741082	06-30-2022	1752-6500-0-0000-0000-9299-00		$10,111.60	
741090	06-30-2022	1752-0000-0-0000-0000-9299-00		$66,902.00	
743154	06-30-2022	1752-0000-0-0000-0000-9299-00	21-22 Year End Adjustment		$9,275.68
743259	06-30-2022	1752-0000-0-0000-0000-9299-00	21-22 Year End Adjustment		$50,882.67
743283	06-30-2022	1930-0000-0-0000-0000-9299-00	21-22 Year End Adjustment		$53,078.00
743023	06-30-2022	1752-7425-0-0000-0000-9299-00	21-22 Year End Adjustment		$11,041.62
743029	06-30-2022	1752-0000-0-0000-0000-9299-00			$65,389.00
743033	06-30-2022	1752-0000-0-0000-0000-9299-00	21-22 Year End Adjustment		$8,973.00
743035	06-30-2022	1752-6512-0-0000-0000-9299-00	21-22 Year End Adjustment		$1,967.00
743038	06-30-2022	1752-6500-0-0000-0000-9299-00	21-22 Year End Adjustment		$60,940.60

Vista Legacy Global Academy
Supporting Documentation

743049	06-30-2022	1752-0000-0-0000-0000-9299-00	21-22 Year End Adjustment		$48,382.61
743053	06-30-2022	1752-0000-0-0000-0000-9299-00	21-22 Year End Adjustment		$24,128.19
743059	06-30-2022	1752-0000-0-0000-0000-9299-00	21-22 Year End Adjustment		$56,337.00
743063	06-30-2022	1752-0000-0-0000-0000-9299-00	21-22 Year End Adjustment		$162,122.21
743095	06-30-2022	1752-0000-0-0000-0000-9299-00	21-22 Year End Adjustment	$294,050.02	
743107	06-30-2022	1752-0000-0-0000-0000-9299-00	21-22 Year End Adjustment		$52,075.00
743130	06-30-2022	1752-3215-0-0000-0000-9299-00	21-22 Year End Adjustment		$68.64
743133	06-30-2022	1752-0000-0-0000-0000-9299-00	21-22 Year End Adjustment		$10,648.64
743083	06-30-2022	1752-4203-0-0000-0000-9299-00	21-22 Year End Adjustment		$34,385.32
743085	06-30-2022	1752-4127-0-0000-0000-9299-00	21-22 Year End Adjustment		$18,840.12
743099	06-30-2022	1752-4035-0-0000-0000-9299-00	21-22 Year End Adjustment		$25,363.33
743213	06-30-2022	1752-3210-0-0000-0000-9299-00	21-22 Year End Adjustment		$4,756.12
743221	06-30-2022	1752-0000-0-0000-0000-9299-00	21-22 Year End Adjustment		$71,819.65
743177	06-30-2022	1752-0000-0-0000-0000-9299-00	21-22 Year End Adjustment	$88,923.76	
743223	06-30-2022	1752-3010-0-0000-0000-9299-00	21-22 Year End Adjustment		$165,436.58
743234	06-30-2022	1752-0000-0-0000-0000-9299-00	21-22 Year End Adjustment	$13,082.21	
743243	06-30-2022	1752-0000-0-0000-0000-9299-00	21-22 Year End Adjustment		$240.00
743247	06-30-2022	1752-0000-0-0000-0000-9299-00	21-22 Year End Adjustment		$5,283.00
743255	06-30-2022	1752-0000-0-0000-0000-9299-00	21-22 Year End Adjustment		$48,788.00
743265	06-30-2022	1752-0000-0-0000-0000-9299-00	21-22 Year End Adjustment		$188,358.65
743279	06-30-2022	1930-0000-0-0000-0000-9299-00	21-22 Year End Adjustment	$6,120.98	
743289	06-30-2022	1930-0000-0-0000-0000-9299-00	21-22 Year End Adjustment		$2,059.00
743293	06-30-2022	1930-6500-0-0000-0000-9299-00	21-22 Year End Adjustment		$14,766.75
743305	06-30-2022	1930-0000-0-0000-0000-9299-00	21-22 Year End Adjustment		$18,095.94
743311	06-30-2022	1930-0000-0-0000-0000-9299-00	21-22 Year End Adjustment		$21,376.35
743372	06-30-2022	1930-0000-0-0000-0000-9299-00	21-22 Year End Adjustment		$50,790.00
743376	06-30-2022	1930-0000-0-0000-0000-9299-00	21-22 Year End Adjustment		$73,791.83
743389	06-30-2022	1930-0000-0-0000-0000-9299-00	21-22 Year End Adjustment	$21.63	
743382	06-30-2022	1930-0000-0-0000-0000-9299-00	21-22 Year End Adjustment	$54,972.09	
743392	06-30-2022	1930-4203-0-0000-0000-9299-00	21-22 Year End Adjustment		$18,658.14
743394	06-30-2022	1930-4127-0-0000-0000-9299-00	21-22 Year End Adjustment		$15,564.98
743396	06-30-2022	1930-4124-0-0000-0000-9299-00	21-22 Year End Adjustment		$2,888.70
743400	06-30-2022	1930-4035-0-0000-0000-9299-00	21-22 Year End Adjustment		$35,406.22
743406	06-30-2022	1930-0000-0-0000-0000-9299-00	21-22 Year End Adjustment		$24,477.00
743412	06-30-2022	1930-0000-0-0000-0000-9299-00	21-22 Year End Adjustment		$10,974.50
743438	06-30-2022	1930-0000-0-0000-0000-9299-00	21-22 Year End Adjustment		$8,473.42
743426	06-30-2022	1930-0000-0-0000-0000-9299-00	21-22 Year End Adjustment	$37,008.76	
743442	06-30-2022	1930-3212-0-0000-0000-9299-00	21-22 Year End Adjustment		$4,047.21
743448	06-30-2022	1930-0000-0-0000-0000-9299-00	21-22 Year End Adjustment		$39,267.25
743452	06-30-2022	1930-3210-0-0000-0000-9299-00	21-22 Year End Adjustment		$13,782.01
743460	06-30-2022	1930-0000-0-0000-0000-9299-00	21-22 Year End Adjustment		$4,047.21
743462	06-30-2022	1930-3010-0-0000-0000-9299-00	21-22 Year End Adjustment		$128,879.04
743472	06-30-2022	1930-0000-0-0000-0000-9299-00	21-22 Year End Adjustment		$4,143.60
743476	06-30-2022	1930-0000-0-0000-0000-9299-00	21-22 Year End Adjustment		$44,567.00
743480	06-30-2022	1930-0000-0-0000-0000-9299-00	21-22 Year End Adjustment		$45,825.24
743482	06-30-2022	1930-0000-0-0000-0000-9299-00	21-22 Year End Adjustment		$200,423.30
720816	06-30-2022	1234-0000-0-0000-0000-9299-00	Prop20 Lottery Reclass	$20,114.13	
720821	06-30-2022	1234-0000-0-0000-0000-9299-00	Ed. Effectiveness Grant Reclass	$79,122.00	
720825	06-30-2022	1234-0000-0-0000-0000-9299-00		$314,699.85	
720837	06-30-2022	1234-0000-0-0000-0000-9299-00	GEER Overage	$0.23	
720845	06-30-2022	1234-0000-0-0000-0000-9299-00	SPED Reclass	$95,717.00	
720866	06-30-2022	1234-0000-0-0000-0000-9299-00	EPA Reclass	$622,583.01	
720879	06-30-2022	2043-0000-0-0000-0000-9299-00	IPI Reclass	$26,606.00	
720889	06-30-2022	2043-0000-0-0000-0000-9299-00	Ed. Effectiveness Reclass	$14,418.00	
720899	06-30-2022	2043-4610-0-0000-0000-9299-00	Title V reclass (no longer used)	$62,662.61	
720908	06-30-2022	2043-4124-0-0000-0000-9299-00	Federal Reclass	$932.36	
720913	06-30-2022	2043-0000-0-0000-0000-9299-00	Reclass SPED expenses	$22,843.00	

Vista Legacy Global Academy
Supporting Documentation

720884	06-30-2022	2043-0000-0-0000-0000-9299-00		Prop20 Lottery Reclass	$12,327.09	
721209	06-30-2022	2043-3215-0-0000-0000-9299-00		Final 21-22 Accruals	$0.62	
721217	06-30-2022	2043-3212-0-0000-0000-9299-00		Final 21-22 Accruals	$2,837.38	
721224	06-30-2022	2043-0000-0-0000-0000-9299-00		EPA Reclass (21-22)	$15,232.00	
721232	06-30-2022	2043-0000-0-0000-0000-9299-00		NonProp 20 Lottery Reclass	$30,149.26	
721237	06-30-2022	2043-7425-0-0000-0000-9299-00		ELO Reclass	$31,223.00	
762979	07-01-2022	1932-3213-0-0000-0000-9299-00		22-23 Beginning Balance	$78,247.00	
762987	07-01-2022	1932-4203-0-0000-0000-9299-00		22-23 Beginning Balance	$2,279.62	
762993	07-01-2022	1932-6053-0-0000-0000-9299-00		22-23 Beginning Balance	$57,848.00	
762995	07-01-2022	1932-6266-0-0000-0000-9299-00		22-23 Beginning Balance	$33,326.35	
762999	07-01-2022	1932-6536-0-0000-0000-9299-00		22-23 Beginning Balance	$641.38	
763001	07-01-2022	1932-6537-0-0000-0000-9299-00		22-23 Beginning Balance	$4,114.81	
763003	07-01-2022	1932-7028-0-0000-0000-9299-00		22-23 Beginning Balance	$36,091.00	
		Total Activity			**$4,747,790.40**	**$4,667,625.22**
		Ending Balance			**$1,366,885.27**	
9310 - Due from Other Funds						
		Balance Forward			**$610,066.57**	
		Total Activity				**$0.00**
		Ending Balance			**$610,066.57**	
9320 - Stores						
		Balance Forward			**$0.00**	
		Total Activity				**$0.00**
		Ending Balance				**$0.00**
9330 - Prepaid Expenditures (Expenses)						
		Balance Forward			**$213,734.79**	
657050	05-20-2022	1752-0000-0-0000-0000-9330-00	Rick D. Kagasoff	Vista Secured Parking Space Rental for Vans - June 2022	$150.00	
657051	05-20-2022	1930-0000-0-0000-0000-9330-00	Rick D. Kagasoff	Vista Secured Parking Space Rental for Vans - June 2022	$150.00	
660148	05-20-2022	1930-0000-0-0000-0000-9330-00	Project Lead the Way	PLTW Launch Participation Fee - SY 2022-2023	$950.00	
661185	05-20-2022	1930-0000-0-0000-2700-9330-00	Project Lead the Way	Computer Science and Gateway Participation 22-23	$1,501.29	
661187	05-20-2022	1752-0000-0-0000-2700-9330-00	Project Lead the Way	Computer Science and Gateway Participation 22-23	$1,648.71	
661489	05-20-2022	1234-0000-0-0000-0000-9330-00	Project Lead the Way	22-23 Gateway Participation Fee	$950.00	
675875	05-20-2022	2043-0000-0-0000-0000-9330-00	Project Lead the Way	PLTW Launch Participation Fee - SY 2022-2023	$950.00	
659675	05-23-2022	1234-0000-0-0000-2700-9330-00	Donald Wilson	Expense Reimbursement: DC Conference Airfare	$440.00	
659676	05-23-2022	1752-0000-0-0000-2700-9330-00	Donald Wilson	Expense Reimbursement: DC Conference Airfare	$459.85	
659677	05-23-2022	1930-0000-0-0000-2700-9330-00	Donald Wilson	Expense Reimbursement: DC Conference Airfare	$418.85	
659678	05-23-2022	2043-0000-0-0000-2700-9330-00	Donald Wilson	Expense Reimbursement: DC Conference Airfare	$110.32	
669878	05-25-2022	1234-0000-0-0000-0000-9330-00	Kaiser Foundation Health Plan Inc	July 2022 Insurance	$24,564.86	
709613	06-01-2022	2043-0000-0-0000-2700-9330-00		Expense June 2022 Airfare		$110.32
710999	06-01-2022	1234-0000-0-0000-0000-9330-00		Expense Jun 2022 Health Insurance		$72,682.30
711048	06-01-2022	1234-0000-0-0000-0000-9330-00		Expense Jun 2022 Workers' Comp		$8,845.34
711097	06-01-2022	1234-0000-0-0000-0000-9330-00		Expense Jun 2022 Life Insurance		$11,802.13
711146	06-01-2022	1234-0000-0-0000-0000-9330-00		Expense Jun 2022 Gen Liab Insurance		$7,058.88
711158	06-01-2022	1234-0000-0-0000-0000-9330-00		Expense Jun 2022 Health Insurance		$894.12
711207	06-01-2022	1234-0000-0-0000-2700-9330-00		Expense Jun 2022 Airfare		$440.00
711209	06-01-2022	1234-0000-0-0000-0000-9330-00		Expense Jun 2022 Fieldtrip		$2,000.00
711211	06-01-2022	1234-0000-0-0000-0000-9330-00		Expense Jun 2022 Powerschool License		$969.04
711213	06-01-2022	1752-0000-0-0000-2700-9330-00		Expense Jun 2022 Airfare		$459.85
711215	06-01-2022	1752-0000-0-0000-0000-9330-00		Expense Jun 2022 Parking Space Rental		$150.00
711217	06-01-2022	1930-0000-0-0000-0000-9330-00		Expense Jun 2022 Parking Space Rental		$150.00
711219	06-01-2022	1930-0000-0-0000-2700-9330-00		Expense Jun 2022 Airfare		$418.85
664983	06-03-2022	1930-0000-0-0000-0000-9330-00	Interval Technology Partners	Enriching Students Licenses: SY 22-23 & Site Maintenance	$1,936.58	
664985	06-03-2022	1752-0000-0-0000-0000-9330-00	Interval Technology Partners	Enriching Students Licenses: SY 22-23 & Site Maintenance	$1,763.42	
669894	06-10-2022	1234-0000-0-0000-0000-9330-00	Learningtech.org	FY 22-23 Category 2 E-Rate Mgmt Services	$2,943.52	
669896	06-10-2022	1752-0000-0-0000-0000-9330-00	Learningtech.org	FY 22-23 Category 2 E-Rate Mgmt Services	$3,076.41	
669898	06-10-2022	1930-0000-0-0000-0000-9330-00	Learningtech.org	FY 22-23 Category 2 E-Rate Mgmt Services	$2,802.04	
669900	06-10-2022	2043-0000-0-0000-0000-9330-00	Learningtech.org	FY 22-23 Category 2 E-Rate Mgmt Services	$738.03	
678852	06-13-2022	1234-0000-0-0000-0000-9330-00	Blue Shield of California	July 2022 Health Insurance	$46,781.89	

Vista Legacy Global Academy
Supporting Documentation

678856	06-15-2022	1234-0000-0-0000-0000-9330-00	Metropolitan Life Insurance Company	July 2022 Insurance	$11,595.80	
684174	06-15-2022	1234-0000-0-0000-0000-9330-00	Guardian	July 2022 Insurance	$869.69	
700934	06-16-2022	1752-0000-0-0000-0000-9330-00	Savvas Learning Company LLC	Virtual ILIT IMPL ESSNT 3hrs, Training 1hr, ACTIV 2 hrs	$2,250.00	
711715	06-17-2022	1234-0000-0-0000-7200-9330-00		Credit Card (D. Wilson) - Edlio LLC	$635.04	
711735	06-17-2022	1752-0000-0-0000-7200-9330-00		Credit Card (D. Wilson) - Edlio LLC	$663.92	
711758	06-17-2022	1930-0000-0-0000-7200-9330-00		Credit Card (D. Wilson) - Edlio LLC	$604.52	
711767	06-17-2022	2043-0000-0-0000-7200-9330-00		Credit Card (D. Wilson) - Edlio LLC	$159.02	
658744	06-20-2022	1752-0000-0-0000-0000-9330-00	Rick D. Kagasoff	Vista Secured Parking Space Rental for Vans - July 2022	$150.00	
658745	06-20-2022	1930-0000-0-0000-0000-9330-00	Rick D. Kagasoff	Vista Secured Parking Space Rental for Vans - July 2022	$150.00	
701460	06-21-2022	1752-0000-0-0000-0000-9330-00	Savvas Learning Company LLC	ILIT 3 Yar Student License	$14,580.00	
676897	06-21-2022	1234-2600-0-0000-0000-9330-00	American Nation Tour Inc.	Van Nuys Field Trip - 07/01/22	$700.00	
676899	06-21-2022	1234-2600-0-0000-0000-9330-00	American Nation Tour Inc.	Knott's Berry Farm Field Trip - 07/15/22	$700.00	
701462	06-24-2022	1752-0000-0-0000-0000-9330-00	Savvas Learning Company LLC	ILITELL SKILL 3 yr SUB 2022	$5,266.80	
695626	06-25-2022	1234-0000-0-0000-0000-9330-00	Kaiser Foundation Health Plan Inc	Aug 2022 Health Insurance	$36,376.12	
693940	06-27-2022	1234-0000-0-0000-0000-9330-00	PowerSchool Group LLC	Annual SIS Subscription and SIS Hosting 08/09/22 - 08/08/23	$4,552.84	
693941	06-27-2022	1752-0000-0-0000-0000-9330-00	PowerSchool Group LLC	Annual SIS Subscription and SIS Hosting 08/09/22 - 08/08/23	$4,758.37	
693942	06-27-2022	1930-0000-0-0000-0000-9330-00	PowerSchool Group LLC	Annual SIS Subscription and SIS Hosting 08/09/22 - 08/08/23	$4,334.00	
693943	06-27-2022	2043-0000-0-0000-0000-9330-00	PowerSchool Group LLC	Annual SIS Subscription and SIS Hosting 08/09/22 - 08/08/23	$1,141.54	
712816	06-30-2022	1752-4127-0-0000-0000-9330-00		21-22 Title IV Reclassifications		$6,300.00
712817	06-30-2022	1752-0000-0-0000-0000-9330-00		21-22 Title IV Reclassifications	$6,300.00	
712702	06-30-2022	1752-0000-0-0000-0000-9330-00		21-22 Title II Reclassifications		$950.00
712703	06-30-2022	1752-4035-0-0000-0000-9330-00		21-22 Title II Reclassifications	$950.00	
713255	06-30-2022	1234-0000-0-0000-0000-9330-00		21-22 Title II Reclassification		$1,500.00
713256	06-30-2022	1234-4035-0-0000-0000-9330-00		21-22 Title II Reclassification	$1,500.00	
743345	07-01-2022	2043-0000-0-0000-0000-9330-00		Expense SY 2022-2023 Fee		$950.00
743347	07-01-2022	2043-0000-0-0000-0000-9330-00		Expense FY 22-23 Category 2 E-Rate Mgmt Services		$738.03
743349	07-01-2022	2043-0000-0-0000-0000-9330-00		Expense Jul 2022 License		$159.02
743351	07-01-2022	1234-0000-0-0000-0000-9330-00		Expense 22-23 Membership		$4,140.00
743353	07-01-2022	1234-0000-0-0000-0000-9330-00		Expense Jul 2022 Powerschool License		$969.07
743355	07-01-2022	1234-0000-0-0000-0000-9330-00		Expense Jul 2022 Amplify License		$7,875.00
743358	07-01-2022	1234-0000-0-0000-0000-9330-00		Expense 22-23 Art in Action Supplies, Subscription		$2,254.38
743360	07-01-2022	1234-0000-0-0000-0000-9330-00		Expense 22-23 PLTW Fee		$950.00
743362	07-01-2022	1234-0000-0-0000-0000-9330-00		Expense 22-23 E-Rate Mgmt Services		$2,943.52
743364	07-01-2022	1234-0000-0-0000-0000-9330-00		Expense Jul 2022 License		$635.04
743366	07-01-2022	1234-2600-0-0000-0000-9330-00		Expense Jul 2022 Field trip		$700.00
743368	07-01-2022	1234-2600-0-0000-0000-9330-00		Expense Jul 2022 Field trip		$700.00
743539	07-01-2022	1234-0000-0-0000-0000-9330-00		Expense Jul 2022 Health Insurance		$49,560.16
762968	07-01-2022	1932-0000-0-0000-0000-9330-00		22-23 Beginning Balance (Anthem - July 2022 Health Insurance	$5,685.76	
697353	07-01-2022	1234-0000-0-0000-0000-9330-00	Blue Shield of California	Aug 2022 Health Insurance	$49,560.16	
767670	07-01-2022	1932-0000-0-0000-0000-9330-00		Expense Jul 2022 Health Insurance		$5,491.57
767671	07-01-2022	1932-6500-0-0000-0000-9330-00		Expense Jul 2022 Health Insurance		$194.19
767685	07-01-2022	1932-0000-0-0000-0000-9330-00		Expense FY 22-23 Category 1 E-Rate Mgmt Services		$4,430.00
727557	07-01-2022	1932-0000-0-0000-0000-9330-00	Pali Institute	Science Camp for 6th Grade (2nd Payment)	$4,365.00	
721144	07-01-2022	1932-0000-0-0000-0000-9330-00	Learningtech.org	FY 22-23 Category 1 E-Rate Mgmt Services	$4,430.00	
724580	07-01-2022	1234-0000-0-0000-0000-9330-00		Expense Jul 2022 Health Insurance		$72,112.84
724631	07-01-2022	1234-0000-0-0000-0000-9330-00		Expense Jul 2022 Life Insurance		$11,595.80
724682	07-01-2022	1234-0000-0-0000-0000-9330-00		Expense Jul 2022 Health Insurance		$869.69
724733	07-01-2022	1752-0000-0-0000-0000-9330-00		Expense Jul 2022 Parking Space Rental		$150.00
724735	07-01-2022	1752-0000-0-0000-0000-9330-00		Expense 22-23 License		$1,763.42
724737	07-01-2022	1752-0000-0-0000-0000-9330-00		Expense FY 22-23 Category 2 E-Rate Mgmt Services		$3,076.41
724739	07-01-2022	1752-0000-0-0000-0000-9330-00		Expense 22-23 Curriculum		$2,250.00
724741	07-01-2022	1752-0000-0-0000-7200-9330-00		Expense Jul 2022 Website Subscription		$663.92
724743	07-01-2022	1752-0000-0-0000-0000-9330-00		Expense 22-23 Curriculum		$14,580.00
724745	07-01-2022	1752-0000-0-0000-0000-9330-00		Expense 22-23 Curriculum		$5,266.80
724747	07-01-2022	1752-4127-0-0000-2700-9330-00		Expense July 2022 License		$6,300.00
724749	07-01-2022	1752-0000-0-0000-2700-9330-00		Expense July 2022 License		$7,500.00
724751	07-01-2022	1752-0000-0-0000-2700-9330-00		Expense 22-23 Participation Fee		$1,648.71

Vista Legacy Global Academy
Supporting Documentation

724753	07-01-2022	1752-0000-0-0000-0000-9330-00		Expense 22-23 Membership		$7,360.00
724755	07-01-2022	1930-0000-0-0000-0000-9330-00		Expense Jul 2022 Parking Space Rental		$150.00
724757	07-01-2022	1930-0000-0-0000-2700-9330-00		Expense 22-23 License		$500.00
724759	07-01-2022	1930-0000-0-0000-2700-9330-00		Expense July 2022 License		$1,325.00
724761	07-01-2022	1930-0000-0-0000-1000-9330-00		Expense July 2022 Classroom Supplies		$6,555.00
724763	07-01-2022	1930-0000-0-0000-2700-9330-00		Expense July 2022 License		$525.00
724765	07-01-2022	1930-0000-0-0000-0000-9330-00		Expense 22-23 Participation Fee		$950.00
724767	07-01-2022	1930-0000-0-0000-2700-9330-00		Expense 22-23 Participation Fee		$1,501.29
724769	07-01-2022	1930-0000-0-0000-0000-9330-00		Expense 22-23 License		$1,936.58
724771	07-01-2022	1930-0000-0-0000-0000-9330-00		Expense FY 22-23 Category 2 E-Rate Mgmt Services		$2,802.04
724773	07-01-2022	1930-0000-0-0000-7200-9330-00		Expense Jul 2022 Website Subscription		$604.52
687701	07-11-2022	1752-0000-0-0000-0000-9330-00	Timeless Learning, Inc.	Recruitment	$206.74	
687702	07-11-2022	1930-0000-0-0000-0000-9330-00	Timeless Learning, Inc.	Recruitment	$188.26	
697925	07-14-2022	1234-0000-0-0000-0000-9330-00	Guardian	August 2022 Insurance	$1,917.29	
697923	07-15-2022	1234-0000-0-0000-0000-9330-00	Blue Shield of California	July 2022 Health Insurance - COBRA	$766.09	
697927	07-15-2022	1234-0000-0-0000-0000-9330-00	Blue Shield of California	Aug 2022 Health Insurance - COBRA	$766.09	
703418	07-15-2022	1234-0000-0-0000-0000-9330-00	Blue Shield of California	Aug 2022 Health Insurance	$56,344.14	
703434	07-15-2022	1234-0000-0-0000-0000-9330-00	Metropolitan Life Insurance Company	Aug 2022 Insurance	$12,881.02	
673356	07-20-2022	1752-0000-0-0000-0000-9330-00	Rick D. Kagasoff	Vista Secured Parking Space Rental for Vans - August 2022	$150.00	
673358	07-20-2022	1930-0000-0-0000-0000-9330-00	Rick D. Kagasoff	Vista Secured Parking Space Rental for Vans - August 2022	$150.00	
694536	07-21-2022	1930-0000-0-0000-0000-9330-00	Extra Space Storage	R202 - School Bus parking spot - 08/01/22-08/31/22	$338.00	
694552	07-21-2022	1930-0000-0-0000-1000-9330-00	Seesaw Learning, Inc.	Student License - Seesaw for Schools: 9/1-8/31/23	$3,375.00	
695614	07-21-2022	1752-0000-0-0000-0000-9330-00	Extra Space Storage	Rent Unit # R201 - Aug 2022	$343.00	
695610	07-21-2022	1930-0000-0-0000-0000-9330-00	Extra Space Storage	Rent Unit # A15 - Aug 2022	$187.95	
695611	07-21-2022	1752-0000-0-0000-0000-9330-00	Extra Space Storage	Rent Unit # A15 - Aug 2022	$238.05	
722484	07-25-2022	1234-0000-0-0000-0000-9330-00	Kaiser Foundation Health Plan Inc	Sept 2022 Health Insurance	$11,100.99	
713217	07-29-2022	1234-0000-0-0000-0000-9330-00	PowerSchool Group LLC	Powerschool SIS Hosted Subscription (08/09/22 - 08/08/23)	$1,065.53	
713218	07-29-2022	2043-0000-0-0000-0000-9330-00	PowerSchool Group LLC	Powerschool SIS Hosted Subscription (08/09/22 - 08/08/23)	$240.60	
713219	07-29-2022	1752-0000-0-0000-0000-9330-00	PowerSchool Group LLC	Powerschool SIS Hosted Subscription (08/09/22 - 08/08/23)	$1,134.28	
713220	07-29-2022	1930-0000-0-0000-0000-9330-00	PowerSchool Group LLC	Powerschool SIS Hosted Subscription (08/09/22 - 08/08/23)	$996.79	
702523	07-31-2022	1234-0000-0-0000-0000-9330-00	Diligent Corporation	BoardDocs Pro Standard Package (08/01/22-07/31/23)	$1,576.40	
702525	07-31-2022	1752-0000-0-0000-0000-9330-00	Diligent Corporation	BoardDocs Pro Standard Package (08/01/22-07/31/23)	$1,997.10	
702527	07-31-2022	1930-0000-0-0000-0000-9330-00	Diligent Corporation	BoardDocs Pro Standard Package (08/01/22-07/31/23)	$1,576.40	
702529	07-31-2022	2043-0000-0-0000-0000-9330-00	Diligent Corporation	BoardDocs Pro Standard Package (08/01/22-07/31/23)	$525.70	
702531	07-31-2022	1932-0000-0-0000-0000-9330-00	Diligent Corporation	BoardDocs Pro Standard Package (08/01/22-07/31/23)	$1,324.40	
719443	08-01-2022	1234-0000-0-0000-0000-9330-00	Alliance of Schools for Cooperative Insurance Programs	2022-23 1st Quarter - Workers Comp.	$34,781.00	
719459	08-01-2022	1234-0000-0-0000-0000-9330-00	Alliance of Schools for Cooperative Insurance Programs	2022-23 Property & Liability Program	$101,759.00	
767687	08-01-2022	1932-0000-0-0000-0000-9330-00		Expense Aug 2022 License		$1,324.40
724537	08-01-2022	1234-0000-0-0000-0000-9330-00	Alliance of Schools for Cooperative Insurance Programs	Reclass Invoice #6245PL		$8,479.92
724543	08-01-2022	1234-0000-0-0000-0000-9330-00	Alliance of Schools for Cooperative Insurance Programs	Reclass Invoice #6332WC		$11,593.67
743737	08-01-2022	1234-0000-0-0000-0000-9330-00		Expense Aug 2022 Health Insurance		$93,486.35
743961	08-01-2022	2043-0000-0-0000-0000-9330-00		Expense Aug 2022 License		$240.60
743963	08-01-2022	2043-0000-0-0000-0000-9330-00		Expense Aug 2022 License		$525.70
743965	08-01-2022	1930-0000-0-0000-0000-9330-00		Expense Aug 2022 Rental		$150.00
743967	08-01-2022	1930-0000-0-0000-0000-9330-00		Expense Aug 2022 Rental		$187.95
743969	08-01-2022	1930-0000-0-0000-0000-9330-00		Expense Aug 2022 Rental		$338.00
743789	08-01-2022	1234-0000-0-0000-0000-9330-00		Expense Aug 2022 Workers' Comp		$11,593.67
743841	08-01-2022	1234-0000-0-0000-0000-9330-00		Expense Aug 2022 Life Insurance		$12,881.02
743893	08-01-2022	1234-0000-0-0000-0000-9330-00		Expense Aug 2022 Gen Liab Insurance		$8,479.92
743907	08-01-2022	1234-0000-0-0000-0000-9330-00		Expense Aug 2022 Health Insurance		$1,917.29
743959	08-01-2022	2043-0000-0-0000-0000-9330-00		Expense Aug 2022 License		$1,141.54
743971	08-01-2022	1930-0000-0-0000-0000-9330-00		Expense Aug 2022 License		$4,334.00
743973	08-01-2022	1930-0000-0-0000-0000-9330-00		Expense Aug 2022 License		$3,375.00
743975	08-01-2022	1930-0000-0-0000-0000-9330-00		Expense Aug 2022 License		$996.79
743977	08-01-2022	1930-0000-0-0000-0000-9330-00		Expense Aug 2022 License		$1,576.40
743979	08-01-2022	1930-0000-0-0000-0000-9330-00		Expense Aug 2022 Curriculum		$3,420.00
743981	08-01-2022	1752-0000-0-0000-0000-9330-00		Expense Aug 2022 Rental		$150.00

Vista Legacy Global Academy
Supporting Documentation

743983	08-01-2022	1752-0000-0-0000-0000-9330-00		Expense Aug 2022 Rental			$343.00
743985	08-01-2022	1752-0000-0-0000-0000-9330-00		Expense Aug 2022 Rental			$238.05
743987	08-01-2022	1752-0000-0-0000-0000-9330-00		Expense Aug 2022 License			$4,758.37
743989	08-01-2022	1752-0000-0-0000-0000-9330-00		Expense Aug 2022 License			$1,134.28
743991	08-01-2022	1752-0000-0-0000-0000-9330-00		Expense Aug 2022 License			$1,997.10
743993	08-01-2022	1234-0000-0-0000-0000-9330-00		Expense Aug 2022 License			$4,552.84
743995	08-01-2022	1234-0000-0-0000-0000-9330-00		Expense Aug 2022 License			$1,065.53
743997	08-01-2022	1234-0000-0-0000-0000-9330-00		Expense Aug 2022 License			$1,576.40
725662	08-15-2022	1234-0000-0-0000-0000-9330-00	Blue Shield of California	Sept 2022 Health Insurance	$9,841.67		
725664	08-15-2022	1234-0000-0-0000-0000-9330-00	Blue Shield of California	Sept 2022 Health Insurance - COBRA	$7,431.04		
719475	08-15-2022	1234-0000-0-0000-0000-9330-00	Metropolitan Life Insurance Company	Sept 2022 Insurance	$14,071.89		
722264	08-15-2022	1930-0000-0-0000-0000-9330-00	Extra Space Storage	Van parking spot - R110 - 9x20	$234.00		
723422	08-17-2022	1234-0000-0-0000-0000-9330-00	Guardian	September 2022 Insurance	$2,012.40		
		Total Activity			**$524,135.17**		**$531,265.62**
		Ending Balance			**$206,604.34**		
9340 - Other Current Assets							
		Balance Forward			**$12,260.00**		
		Total Activity					**$0.00**
		Ending Balance			**$12,260.00**		
9341 - Deposits							
		Balance Forward			**$617,062.70**		
		Total Activity					**$0.00**
		Ending Balance			**$617,062.70**		
9342 - Employee & trustee receivables							
		Balance Forward			**$0.00**		
		Total Activity					**$0.00**
		Ending Balance					**$0.00**
9343 - Payroll Asset							
		Balance Forward			**$0.00**		
		Total Activity					**$0.00**
		Ending Balance					**$0.00**
9344 - Undeposited Funds							
		Balance Forward			**$0.00**		
		Total Activity					**$0.00**
		Ending Balance					**$0.00**
9400 - Capital Assets							
		Balance Forward			**$0.00**		
		Total Activity					**$0.00**
		Ending Balance					**$0.00**
9410 - Land							
		Balance Forward			**$0.00**		
		Total Activity					**$0.00**
		Ending Balance					**$0.00**
9420 - Land Improvements							
		Balance Forward			**$765,678.54**		
		Total Activity					**$0.00**
		Ending Balance			**$765,678.54**		
9421 - Leasehold Improvements							
		Balance Forward			**$47,075.00**		
		Total Activity					**$0.00**
		Ending Balance			**$47,075.00**		
9425 - Accumulated Depreciation							
		Balance Forward					**$515,098.75**
711388	05-31-2022	1234-0000-0-0000-0000-9425-00		May 2022 Depreciation Expense			$2,513.82
711389	05-31-2022	1752-0000-0-0000-0000-9425-00		May 2022 Land Imp. Depreciation			$135.05

Vista Legacy Global Academy
Supporting Documentation

711394	05-31-2022	1930-0000-0-0000-0000-9425-00		May 2022 Land Improvements Depreciation		$171.09
711395	05-31-2022	1930-0000-0-0000-0000-9425-00		May 2022 Leasehold Improvements Depreciation		$207.06
711408	06-30-2022	1234-0000-0-0000-0000-9425-00		Jun 2022 Depreciation Expense		$2,513.82
711448	06-30-2022	1752-0000-0-0000-0000-9425-00		Jun 2022 Land Imp. Depreciation		$135.05
711457	06-30-2022	1930-0000-0-0000-0000-9425-00		Jun 2022 Land Improvements Depreciation		$171.09
711458	06-30-2022	1930-0000-0-0000-0000-9425-00		Jun 2022 Leasehold Improvements Depreciation		$207.06
725035	07-31-2022	1752-0000-0-0000-0000-9425-00		Jul 2022 Land Imp. Depreciation		$135.05
725038	07-31-2022	1930-0000-0-0000-0000-9425-00		Jul 2022 Land Improvements Depreciation		$171.09
725039	07-31-2022	1930-0000-0-0000-0000-9425-00		Jul 2022 Leasehold Improvements Depreciation		$207.06
744663	07-31-2022	1234-0000-0-0000-0000-9425-00		Jul 2022 Depreciation Expense		$2,513.82
		Total Activity				**$9,081.06**
		Ending Balance				**$524,179.81**
9430 - Buildings						
		Balance Forward			**$40,191.18**	
		Total Activity				**$0.00**
		Ending Balance			**$40,191.18**	
9435 - Accumulated Depreciation						
		Balance Forward				**$1,884.36**
711396	05-31-2022	1930-0000-0-0000-0000-9435-00		May 2022 Buildings Depreciation		$258.29
718058	05-31-2022	1930-0000-0-0000-0000-9435-00		May 2022 Acc Deprec. - Buildings		$196.15
718065	06-30-2022	1930-0000-0-0000-0000-9435-00		Jun 2022 Acc Deprec. - Buildings		$196.15
711459	06-30-2022	1930-0000-0-0000-0000-9435-00		Jun 2022 Buildings Depreciation		$258.29
725040	07-31-2022	1930-0000-0-0000-0000-9435-00		Jul 2022 Buildings Depreciation		$258.29
725047	07-31-2022	1930-0000-0-0000-0000-9435-00		Jul 2022 Acc Deprec. - Buildings		$196.15
		Total Activity				**$1,363.32**
		Ending Balance				**$3,247.68**
9440 - Equipment						
		Balance Forward			**$318,459.31**	
701452	08-01-2022	1752-0000-0-0000-0000-9440-00	Fam Vans Inc	Stock # A08456 - E350 Super Duty Passenger XL Van	$29,726.75	
701454	08-01-2022	1234-0000-0-0000-0000-9440-00	Fam Vans Inc	Stock # 172442 - Express 2500 Passenger LS Van 3D	$39,129.03	
701450	08-01-2022	1930-0000-0-0000-0000-9440-00	Fam Vans Inc	Stock # A51164 - E350 Super Duty Passenger XLT V	$28,773.25	
		Total Activity			**$97,629.03**	**$0.00**
		Ending Balance			**$416,088.34**	
9445 - Accumulated Depreciation						
		Balance Forward				**$157,848.05**
711392	05-31-2022	1752-0000-0-0000-0000-9445-00		May 2022 Equipment Depreciation		$749.20
711397	05-31-2022	1930-0000-0-0000-0000-9445-00		May 2022 Equipment Depreciation		$303.12
711400	05-31-2022	2043-0000-0-0000-0000-9445-00		May 2022 Equipment Depreciation		$108.34
718057	05-31-2022	1930-0000-0-0000-0000-9445-00		May 2022 Acc Deprec. - Equipment		$502.10
718064	06-30-2022	1930-0000-0-0000-0000-9445-00		Jun 2022 Acc Deprec. - Equipment		$502.10
711414	06-30-2022	1752-0000-0-0000-0000-9445-00		Jun 2022 Equipment Depreciation		$749.20
711460	06-30-2022	1930-0000-0-0000-0000-9445-00		Jun 2022 Equipment Depreciation		$303.12
711465	06-30-2022	2043-0000-0-0000-0000-9445-00		Jun 2022 Equipment Depreciation		$108.34
725034	07-31-2022	1752-0000-0-0000-0000-9445-00		Jul 2022 Equipment Depreciation		$749.20
725041	07-31-2022	1930-0000-0-0000-0000-9445-00		Jul 2022 Equipment Depreciation		$303.12
725046	07-31-2022	1930-0000-0-0000-0000-9445-00		Jul 2022 Acc Deprec. - Equipment		$502.10
744653	07-31-2022	2043-0000-0-0000-0000-9445-00		Jul 2022 Equipment Depreciation		$108.34
		Total Activity				**$4,988.28**
		Ending Balance				**$162,836.33**
9450 - Work in Progress						
		Balance Forward			**$116,057.43**	
		Total Activity				**$0.00**
		Ending Balance			**$116,057.43**	
9460 - Debt Insurance Costs						
		Balance Forward			**$0.00**	
		Total Activity				**$0.00**

Vista Legacy Global Academy
Supporting Documentation

		Ending Balance				**$0.00**
9470 - Furniture & Fixtures						
		Balance Forward			**$118,798.05**	
		Total Activity				**$0.00**
		Ending Balance			**$118,798.05**	
9475 - Accumulated Depreciation - Furn & Fixtures						
		Balance Forward				**$97,265.60**
711398	05-31-2022	1930-0000-0-0000-0000-9475-00		May 2022 Furniture & Fixtures Depreciation		$506.95
711461	06-30-2022	1930-0000-0-0000-0000-9475-00		Jun 2022 Furniture & Fixtures Depreciation		$506.95
725042	07-31-2022	1930-0000-0-0000-0000-9475-00		Jul 2022 Furniture & Fixtures Depreciation		$506.95
		Total Activity				**$1,520.85**
		Ending Balance				**$98,786.45**
9490 - Deferred Outflows of Resources						
		Balance Forward			**$0.00**	
		Total Activity				**$0.00**
		Ending Balance				**$0.00**
BS - Liability						
9500 - Accounts Payable (Current Liabilities)						
		Balance Forward				**$283,075.24**
698256	05-17-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1QV4-7WHR-6F6W	$22.83	
698258	05-17-2022	1234-4127-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1QV4-7WHR-6F6W		$22.83
655757	05-17-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$54.89	
655759	05-17-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$49.98	
655761	05-17-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$30.99	
655763	05-17-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$28.22	
655765	05-17-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$17.72	
655767	05-17-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$16.14	
655769	05-17-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$9.71	
655771	05-17-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$8.85	
655773	05-17-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$18.56	
655756	05-17-2022	2043-0000-0-0000-0000-9500-00	Chelsea Hong	Expense Reimbursement: Live Scan		$79.00
655775	05-17-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$15.50	
655777	05-17-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$15.28	
655779	05-17-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$1,368.34	
655783	05-17-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$1,368.34	
655785	05-17-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$1,245.99	
655787	05-17-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$16.00	
655789	05-17-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$14.56	
655781	05-17-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$1,245.99	
655791	05-17-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$73.81	
655793	05-17-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$67.21	
655795	05-17-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$9.71	
655797	05-17-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$8.85	
655799	05-17-2022	2043-0000-0-0000-0000-9500-00	Chelsea Hong		$79.00	
655801	05-17-2022	1752-0000-0-0000-0000-9500-00	Scoot Education Inc.		$1,375.00	
655803	05-17-2022	1752-0000-0-0000-0000-9500-00	Orange County Dept. of Education		$1,130.94	
655805	05-17-2022	1752-0000-0-0000-0000-9500-00	Cintas Corp		$594.66	
655807	05-17-2022	1930-0000-0-0000-0000-9500-00	Cintas Corp		$541.48	
655809	05-17-2022	1752-0000-0-0000-0000-9500-00	Avalon Schools		$678.00	
656132	05-17-2022	1752-0000-0-0000-0000-9500-00	County of Orange		$10,340.99	
656134	05-17-2022	1930-0000-0-0000-0000-9500-00	County of Orange		$9,416.35	
656136	05-17-2022	1752-0000-0-0000-0000-9500-00	County of Orange		$9,352.46	
656138	05-17-2022	1930-0000-0-0000-0000-9500-00	County of Orange		$8,516.20	
656140	05-17-2022	1752-0000-0-0000-0000-9500-00	County of Orange		$8,549.07	
656142	05-17-2022	1930-0000-0-0000-0000-9500-00	County of Orange		$7,784.65	
656144	05-17-2022	1752-0000-0-0000-0000-9500-00	County of Orange		$8,262.23	

Vista Legacy Global Academy
Supporting Documentation

656146	05-17-2022	1930-0000-0-0000-0000-9500-00	County of Orange		$7,523.46	
657174	05-17-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher Supplies		$31.02
657179	05-17-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Technology Supplies		$19.94
657180	05-17-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Technology Supplies		$21.90
657182	05-17-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher Supplies		$93.12
657184	05-17-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher Supplies		$100.36
657186	05-17-2022	1930-0000-0-0000-0000-9500-00	Cintas Corp	Custodial Supplies		$282.46
657188	05-17-2022	1752-0000-0-0000-0000-9500-00	Cintas Corp	Custodial Supplies		$310.19
657176	05-17-2022	1752-7426-0-0000-0000-9500-00	Amazon Capital Services	Supplies - Saturday School		$40.57
657243	05-17-2022	1752-0000-0-0000-0000-9500-00	Zareh Adjemian	Expense Reimbursement: Mileage		$151.20
657244	05-17-2022	2043-0000-0-0000-0000-9500-00	Zareh Adjemian	Expense Reimbursement: Mileage		$151.20
659724	05-17-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services	SEL Student Supplies		$22.83
660139	05-17-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher Supplies		$16.38
660147	05-17-2022	1930-0000-0-0000-0000-9500-00	Insight Direct USA, Inc.	Charging Carts		$3,943.88
661486	05-17-2022	1234-0000-0-0000-0000-9500-00	Glendale Fire Systems, Inc.	Fire Alarm System Testing		$800.00
661478	05-17-2022	1234-0000-0-0000-0000-9500-00	Cintas Corp	Custodial Supplies - Terry Towels and Uniforms		$45.44
668020	05-17-2022	2043-0000-0-0000-0000-9500-00	Health Connected	Puberty Talk Curriculum		$224.47
713981	05-17-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #131N-VNQF-9VLV		$1,314.02
713983	05-17-2022	1752-3212-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #131N-VNQF-9VLV	$1,314.02	
713989	05-17-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1MJK-117X-4693		$1,314.02
713991	05-17-2022	1752-3212-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1MJK-117X-4693	$1,314.02	
715263	05-17-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1RDX-KY1T-NTRF		$73.81
715265	05-17-2022	1752-3213-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1RDX-KY1T-NTRF	$73.81	
716492	05-17-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #131N-VNQF-9VLV		$1,196.53
716494	05-17-2022	1930-3212-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #131N-VNQF-9VLV	$1,196.53	
716536	05-17-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1MJK-117X-4693		$1,196.53
716538	05-17-2022	1930-3212-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1MJK-117X-4693	$1,196.53	
716555	05-17-2022	1930-0000-0-0000-0000-9500-00	Insight Direct USA, Inc.	Reclass Invoice #922234512	$3,943.88	
716557	05-17-2022	1930-3212-0-0000-0000-9500-00	Insight Direct USA, Inc.	Reclass Invoice #922234512		$3,943.88
717441	05-17-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1RDX-KY1T-NTRF		$67.21
717443	05-17-2022	1930-3213-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1RDX-KY1T-NTRF	$67.21	
656456	05-18-2022	1930-0000-0-0000-0000-9500-00	Cross Country Education	Reclassify invoice # DE76818		$960.38
656458	05-18-2022	1930-6500-0-0000-0000-9500-00	Cross Country Education	Reclassify invoice # DE76818	$960.38	
656676	05-18-2022	1234-0000-0-0000-0000-9500-00	SOS Survival Products		$3,685.00	
656548	05-18-2022	1930-0000-0-0000-0000-9500-00	Scoot Education Inc.	Substitute Teachers		$275.00
656620	05-18-2022	1930-0000-0-0000-0000-9500-00	Scoot Education Inc.		$184.25	
656622	05-18-2022	1930-0000-0-0000-0000-9500-00	Scoot Education Inc.		$275.00	
656624	05-18-2022	1234-0000-0-0000-0000-9500-00	Scoot Education Inc.		$2,554.25	
656626	05-18-2022	1930-0000-0-0000-0000-9500-00	Orange County Dept. of Education		$472.77	
656628	05-18-2022	1930-0000-0-0000-0000-9500-00	KYOCERA DOCUMENT SOLUTIONS WEST, LLC		$12.00	
656630	05-18-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$183.16	
656632	05-18-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$114.55	
656634	05-18-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services		$22.43	
656636	05-18-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services		$63.95	
656638	05-18-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$92.76	
656640	05-18-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$53.54	
656642	05-18-2022	1234-5310-0-0000-0000-9500-00	California Department of Education		$105.30	
656644	05-18-2022	1752-5310-0-0000-0000-9500-00	California Department of Education		$110.06	
656646	05-18-2022	1930-5310-0-0000-0000-9500-00	California Department of Education		$100.24	
656648	05-18-2022	2043-5310-0-0000-0000-9500-00	California Department of Education		$26.40	
656650	05-18-2022	1234-0000-0-0000-0000-9500-00	Staples		$227.17	
656652	05-18-2022	1234-0000-0-0000-0000-9500-00	Athens Services		$1,707.61	
656654	05-18-2022	1234-0000-0-0000-0000-9500-00	Cintas Corp		$45.44	
656656	05-18-2022	1234-0000-0-0000-0000-9500-00	Diligent Corporation		$391.41	
656658	05-18-2022	1752-0000-0-0000-0000-9500-00	Diligent Corporation		$409.09	
656660	05-18-2022	1930-0000-0-0000-0000-9500-00	Diligent Corporation		$372.60	
656662	05-18-2022	2043-0000-0-0000-0000-9500-00	Diligent Corporation		$98.14	

Vista Legacy Global Academy
Supporting Documentation

656664	05-18-2022	1234-0000-0-0000-0000-9500-00	LADWP		$201.37	
656666	05-18-2022	1234-0000-0-0000-0000-9500-00	Lingo		$421.50	
656668	05-18-2022	1234-0000-0-0000-0000-9500-00	PARS		$150.00	
656670	05-18-2022	1234-0000-0-0000-0000-9500-00	PlanConnect		$187.50	
656672	05-18-2022	1234-0000-0-0000-0000-9500-00	Plotke Plumbing Inc		$170.00	
656674	05-18-2022	1234-3212-0-0000-0000-9500-00	Premier Air Conditioning Inc.		$744.63	
657208	05-18-2022	1930-0000-0-0000-0000-9500-00	Extra Space Storage	Rent Unit # A15		$203.03
657210	05-18-2022	1752-0000-0-0000-0000-9500-00	Extra Space Storage	Rent Unit # A15		$222.97
657234	05-18-2022	1752-0000-0-0000-0000-9500-00	Scoot Education Inc.	Substitute Teacher		$825.00
657196	05-18-2022	1752-0000-0-0000-0000-9500-00	Extra Space Storage	R201- Parking Spot - School Bus		$343.00
659736	05-18-2022	1234-0000-0-0000-0000-9500-00	Scoot Education Inc.	Substitute Teachers		$2,095.00
660141	05-18-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher Supplies		$53.76
660145	05-18-2022	1930-0000-0-0000-0000-9500-00	Extra Space Storage	Rent Unit # R202 - Condor Bus parking spot		$338.00
661200	05-18-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher Supplies		$923.89
668006	05-18-2022	2043-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$45.43
714574	05-18-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1C6P-K4X4-LX7G	$720.93	
714576	05-18-2022	1752-3212-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1C6P-K4X4-LX7G		$720.93
658190	05-19-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$217.21	
658192	05-19-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$238.53	
658194	05-19-2022	1930-3213-0-0000-0000-9500-00	Amazon Capital Services		$149.67	
658196	05-19-2022	1752-3213-0-0000-0000-9500-00	Amazon Capital Services		$164.36	
658198	05-19-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$79.41	
658200	05-19-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$4.68	
658202	05-19-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$5.14	
658204	05-19-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$89.21	
658206	05-19-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$97.97	
658208	05-19-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$58.46	
658210	05-19-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$64.20	
658212	05-19-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$100.36	
658214	05-19-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$93.12	
658216	05-19-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$19.94	
658218	05-19-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$21.90	
658220	05-19-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$31.02	
658222	05-19-2022	1752-7426-0-0000-0000-9500-00	Amazon Capital Services		$40.57	
658224	05-19-2022	1930-0000-0-0000-0000-9500-00	Extra Space Storage		$203.03	
658226	05-19-2022	1752-0000-0-0000-0000-9500-00	Extra Space Storage		$222.97	
658228	05-19-2022	1752-0000-0-0000-0000-9500-00	Extra Space Storage		$343.00	
658230	05-19-2022	1930-0000-0-0000-0000-9500-00	Cintas Corp		$282.46	
658232	05-19-2022	1752-0000-0-0000-0000-9500-00	Cintas Corp		$310.19	
658234	05-19-2022	1752-0000-0-0000-0000-9500-00	Gopher		$366.90	
658236	05-19-2022	1930-0000-0-0000-0000-9500-00	Kindness General Contractors, LLC.		$397.48	
658238	05-19-2022	1752-0000-0-0000-0000-9500-00	Kindness General Contractors, LLC.		$436.52	
658240	05-19-2022	1752-0000-0-0000-0000-9500-00	Occupational Health Centers of California, A Medical Corp		$1,263.03	
658242	05-19-2022	1930-0000-0-0000-0000-9500-00	Pitney Bowes Inc.		$182.29	
658244	05-19-2022	1752-0000-0-0000-0000-9500-00	Pitney Bowes Inc.		$200.19	
658246	05-19-2022	1752-0000-0-0000-0000-9500-00	Zareh Adjemian		$151.20	
658248	05-19-2022	2043-0000-0-0000-0000-9500-00	Zareh Adjemian		$151.20	
658250	05-19-2022	1930-0000-0-0000-0000-9500-00	Charter Communications		$57.18	
658252	05-19-2022	1752-0000-0-0000-0000-9500-00	Charter Communications		$62.79	
658254	05-19-2022	1752-0000-0-0000-0000-9500-00	Staples		$70.77	
658256	05-19-2022	1752-0000-0-0000-0000-9500-00	Scoot Education Inc.		$825.00	
658258	05-19-2022	1930-0000-0-0000-0000-9500-00	Schindler Elevator Corporation		$428.94	
658260	05-19-2022	1752-0000-0-0000-0000-9500-00	Schindler Elevator Corporation		$471.07	
659726	05-19-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services	Spirit Pride Week Supplies		$299.58
660143	05-19-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher Supplies		$43.48
661182	05-19-2022	1930-0000-0-0000-0000-9500-00	Orkin	Pest Control Services		$57.19
661184	05-19-2022	1752-0000-0-0000-0000-9500-00	Orkin	Pest Control Services		$62.81

Vista Legacy Global Academy
Supporting Documentation

661202	05-19-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$22.44
661204	05-19-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$24.64
661208	05-19-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$108.73
661210	05-19-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$119.40
714914	05-19-2022	1752-3213-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1V77-11VP-K1DP		$164.36
714916	05-19-2022	1752-3212-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1V77-11VP-K1DP	$164.36	
715280	05-19-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #13T1-C9X6-3964		$5.14
715282	05-19-2022	1752-3213-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #13T1-C9X6-3964	$5.14	
689684	05-19-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1TDK-FMXM-DWY1	$299.58	
689687	05-19-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1TDK-FMXM-DWY1		$148.80
689688	05-19-2022	1234-3212-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1TDK-FMXM-DWY1		$150.78
717301	05-19-2022	1930-3213-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1V77-11VP-K1DP		$149.67
717303	05-19-2022	1930-3212-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1V77-11VP-K1DP	$149.67	
717451	05-19-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #13T1-C9X6-3964		$4.68
717453	05-19-2022	1930-3213-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #13T1-C9X6-3964	$4.68	
657052	05-20-2022	1752-0000-0-0000-0000-9500-00	Rick D. Kagasoff	Vista Secured Parking Space Rental for Vans - June 2022		$150.00
657053	05-20-2022	1930-0000-0-0000-0000-9500-00	Rick D. Kagasoff	Vista Secured Parking Space Rental for Vans - June 2022		$150.00
658704	05-20-2022	1752-0000-0-0000-0000-9500-00	Rick D. Kagasoff		$150.00	
658706	05-20-2022	1930-0000-0-0000-0000-9500-00	Rick D. Kagasoff		$150.00	
660149	05-20-2022	1930-0000-0-0000-0000-9500-00	Project Lead the Way	PLTW Launch Participation Fee - SY 2022-2023		$950.00
661186	05-20-2022	1930-0000-0-0000-0000-9500-00	Project Lead the Way	Computer Science and Gateway Participation 22-23		$1,501.29
661188	05-20-2022	1752-0000-0-0000-0000-9500-00	Project Lead the Way	Computer Science and Gateway Participation 22-23		$1,648.71
661212	05-20-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Nurse Supplies		$41.35
661214	05-20-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Nurse Supplies		$45.41
661466	05-20-2022	1234-5310-0-0000-0000-9500-00	California Department of Education	S&H for May 2022 Meals (Cust ID:C123400)		$7.02
661468	05-20-2022	1752-5310-0-0000-0000-9500-00	California Department of Education	S&H for May 2022 Meals (Cust ID:C123400)		$7.34
661470	05-20-2022	1930-5310-0-0000-0000-9500-00	California Department of Education	S&H for May 2022 Meals (Cust ID:C123400)		$6.68
661472	05-20-2022	2043-5310-0-0000-0000-9500-00	California Department of Education	S&H for May 2022 Meals (Cust ID:C123400)		$1.76
661490	05-20-2022	1234-0000-0-0000-0000-9500-00	Project Lead the Way	22-23 Gateway Participation Fee		$950.00
668008	05-20-2022	2043-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$97.23
675876	05-20-2022	2043-0000-0-0000-0000-9500-00	Project Lead the Way	PLTW Launch Participation Fee - SY 2022-2023		$950.00
715285	05-20-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #19YH-6NQL-X9RX	$45.41	
715287	05-20-2022	1752-3213-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #19YH-6NQL-X9RX		$45.41
717456	05-20-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #19YH-6NQL-X9RX	$41.35	
717458	05-20-2022	1930-3213-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #19YH-6NQL-X9RX		$41.35
665121	05-21-2022	1752-0000-0-0000-0000-9500-00	Staples	Office Supplies		$322.19
665123	05-21-2022	1930-0000-0-0000-0000-9500-00	Staples	Office Supplies		$293.39
670147	05-21-2022	1234-0000-0-0000-0000-9500-00	Staples	Office Supplies		$4,605.35
661216	05-22-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$19.01
661218	05-22-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$20.88
661220	05-22-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$20.41
661222	05-22-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$22.41
661224	05-22-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher Supplies		$294.87
672999	05-22-2022	1752-3010-0-0000-0000-9500-00	jtsmithdesigns	Uniforms		$1,180.00
686367	05-22-2022	1752-3010-0-0000-0000-9500-00	jtsmithdesigns	Reclass Invoice #VHGA05222022	$1,180.00	
686369	05-22-2022	1752-0000-0-0000-0000-9500-00	jtsmithdesigns	Reclass Invoice #VHGA05222022		$1,180.00
703437	05-23-2022	1930-0000-0-0000-0000-9500-00	RingCentral Inc.	Subscription - Digital Line Unlimited Standard - Net CM # CM585855788		$4,401.98
703439	05-23-2022	1752-0000-0-0000-0000-9500-00	RingCentral Inc.	Subscription - Digital Line Unlimited Standard - Net CM # CM585855788		$5,575.31
659679	05-23-2022	1234-0000-0-0000-0000-9500-00	Donald Wilson	Expense Reimbursement: DC Conference Airfare		$440.00
659680	05-23-2022	1752-0000-0-0000-0000-9500-00	Donald Wilson	Expense Reimbursement: DC Conference Airfare		$459.85
659681	05-23-2022	1930-0000-0-0000-0000-9500-00	Donald Wilson	Expense Reimbursement: DC Conference Airfare		$418.85
659682	05-23-2022	2043-0000-0-0000-0000-9500-00	Donald Wilson	Expense Reimbursement: DC Conference Airfare		$110.32
661198	05-23-2022	1752-0000-0-0000-0000-9500-00	Templo Calvario, Inc.	Cleaning Fees / services for the event on 5/17/22 (Heritage Spring Concert)		$750.00
661480	05-23-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$52.53
661484	05-23-2022	1234-0000-0-0000-0000-9500-00	eduPARTS	Supplies - LCD Panels (30 ct)		$1,149.42
689622	05-23-2022	1234-0000-0-0000-0000-9500-00	eduPARTS	Reclass Invoice #EDU-000012845	$1,149.42	
689624	05-23-2022	1234-3212-0-0000-0000-9500-00	eduPARTS	Reclass Invoice #EDU-000012845		$1,149.42

Vista Legacy Global Academy
Supporting Documentation

698263	05-24-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1QV4-7WHR-6F6W		$22.83
698265	05-24-2022	1234-4127-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1QV4-7WHR-6F6W	$22.83	
700589	05-24-2022	1930-0000-0-0000-2700-9500-00	Ruth Valdin	Reclass Invoice # 05-24-22	$75.00	
700590	05-24-2022	1930-4127-0-0000-0000-9500-00	Ruth Valdin	Reclass Invoice # 05-24-22		$75.00
659661	05-24-2022	1752-9003-0-0000-0000-9500-00	Brooke Podgorski		$119.83	
659771	05-24-2022	1234-0000-0-0000-0000-9500-00	Donald Wilson		$440.00	
659773	05-24-2022	1752-0000-0-0000-0000-9500-00	Donald Wilson		$459.85	
659775	05-24-2022	1930-0000-0-0000-0000-9500-00	Donald Wilson		$418.85	
659777	05-24-2022	2043-0000-0-0000-0000-9500-00	Donald Wilson		$110.32	
659779	05-24-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services		$299.58	
659781	05-24-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services		$22.83	
659783	05-24-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services		$50.04	
659785	05-24-2022	1234-6500-0-0000-0000-9500-00	AP fbo EdLogical Group Corp		$2,603.87	
659787	05-24-2022	1234-0000-0-0000-0000-9500-00	Guardian		$894.12	
659789	05-24-2022	1930-0000-0-0000-0000-9500-00	Charter Communications		$2,422.90	
659791	05-24-2022	1752-0000-0-0000-0000-9500-00	Charter Communications		$2,660.82	
659793	05-24-2022	1234-0000-0-0000-0000-9500-00	Fusion Cloud Services, LLC		$1,121.23	
659795	05-24-2022	1234-0000-0-0000-0000-9500-00	Staples		$97.65	
659797	05-24-2022	1234-0000-0-0000-0000-9500-00	Wells Fargo Vendor Financial Services, LLC		$761.03	
659799	05-24-2022	1234-0000-0-0000-0000-9500-00	Wells Fargo Vendor Financial Services, LLC		$894.53	
659801	05-24-2022	1752-0000-0-0000-0000-9500-00	Wells Fargo Vendor Financial Services, LLC		$1,504.25	
659803	05-24-2022	1930-0000-0-0000-0000-9500-00	First Impulse		$9,800.78	
659805	05-24-2022	1752-0000-0-0000-0000-9500-00	First Impulse		$10,763.18	
659807	05-24-2022	1234-0000-0-0000-0000-9500-00	Scoot Education Inc.		$2,095.00	
659924	05-24-2022	1234-0000-0-0000-0000-9500-00	Karen Amaya		$175.00	
659926	05-24-2022	1234-0000-0-0000-0000-9500-00	Karen Amaya		$77.11	
659928	05-24-2022	1752-0000-0-0000-0000-9500-00	Karen Amaya		$80.59	
659930	05-24-2022	1930-0000-0-0000-0000-9500-00	Karen Amaya		$73.40	
659932	05-24-2022	2043-0000-0-0000-0000-9500-00	Karen Amaya		$19.33	
660071	05-24-2022	1752-0000-0-0000-2700-9500-00	Ruth Valdin	Expense reimbursement: Churros & Chocolate with the Principal		$75.00
660072	05-24-2022	1930-0000-0-0000-2700-9500-00	Ruth Valdin	Expense reimbursement: Churros & Chocolate with the Principal		$75.00
660074	05-24-2022	1234-0000-0-0000-0000-9500-00	Anabelle Medina	Expense reimbursement: Mileage		$31.86
660061	05-24-2022	1752-0000-0-0000-0000-9500-00	Brooke Podgorski	Expense Reimbursement - Windshield repair		$1,312.23
660068	05-24-2022	1752-0000-0-0000-0000-9500-00	Richard Jimenez	Expense reimbursements		$1,042.87
660064	05-24-2022	1752-0000-0-0000-0000-9500-00	Luis Hernandez	Expense Reimbursements		$799.92
660151	05-24-2022	1930-0000-0-0000-0000-9500-00	Scoot Education Inc.	Substitute Teachers		$825.00
661172	05-24-2022	1930-0000-0-0000-0000-9500-00	Cintas Corp	Custodial Supplies		$183.96
661174	05-24-2022	1752-0000-0-0000-0000-9500-00	Cintas Corp	Custodial Supplies		$202.02
661176	05-24-2022	1930-0000-0-0000-0000-9500-00	Godofredo Valencia	Bus # 2 Service - Coolant (AF2 Fleet) + Labor 5/24/22		$221.74
661192	05-24-2022	1752-0000-0-0000-0000-9500-00	Scoot Education Inc.	Substitute Teachers		$1,650.00
661226	05-24-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher Supplies		$10.91
661228	05-24-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher Supplies		$29.47
661230	05-24-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher Supplies		$82.60
661234	05-24-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Nurse Supplies		$62.12
661236	05-24-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Nurse Supplies		$68.22
661238	05-24-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Testing Supplies		$716.69
661482	05-24-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services	SEL - Student Supplies		$87.40
661494	05-24-2022	1234-0000-0-0000-0000-9500-00	Scoot Education Inc.	Substitute Teachers		$1,820.00
662810	05-24-2022	1930-0000-0-0000-0000-9500-00	Godofredo Valencia	45 Day Inspection for Bus 2		$214.62
661474	05-24-2022	1234-0000-0-0000-0000-9500-00	Cintas Corp	Custodial Supplies - Terry Towels and Uniforms		$45.44
665507	05-24-2022	1234-0000-0-0000-0000-9500-00	AMG Time	AMG Web Subscription (May 2022)		$98.17
665509	05-24-2022	1752-0000-0-0000-0000-9500-00	AMG Time	AMG Web Subscription (May 2022)		$102.60
665511	05-24-2022	1930-0000-0-0000-0000-9500-00	AMG Time	AMG Web Subscription (May 2022)		$93.45
665513	05-24-2022	2043-0000-0-0000-0000-9500-00	AMG Time	AMG Web Subscription (May 2022)		$24.61
668010	05-24-2022	2043-0000-0-0000-0000-9500-00	Amazon Capital Services	Student Supplies		$159.67
715483	05-24-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1GGQ-N674-K6WG	$68.22	
715485	05-24-2022	1752-3213-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1GGQ-N674-K6WG		$68.22

Vista Legacy Global Academy
Supporting Documentation

688861	05-24-2022	1752-0000-0-0000-2700-9500-00	Ruth Valdin	Reclass Invoice #05-24-22	$75.00	
688862	05-24-2022	1930-0000-0-0000-2700-9500-00	Ruth Valdin	Reclass Invoice #05-24-22	$75.00	
688865	05-24-2022	1752-3010-0-0000-0000-9500-00	Ruth Valdin	Reclass Invoice #05-24-22		$75.00
688866	05-24-2022	1930-3010-0-0000-0000-9500-00	Ruth Valdin	Reclass Invoice #05-24-22		$75.00
689638	05-24-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1HTV-QPQV-CRDW	$87.40	
689640	05-24-2022	1234-3212-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1HTV-QPQV-CRDW		$87.40
689691	05-24-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1TDK-FMXM-DWY1		$299.58
689693	05-24-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1TDK-FMXM-DWY1	$148.80	
689694	05-24-2022	1234-3212-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1TDK-FMXM-DWY1	$150.78	
717470	05-24-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1GGQ-N674-K6WG	$62.12	
717472	05-24-2022	1930-3213-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1GGQ-N674-K6WG		$62.12
700593	05-25-2022	1930-0000-0-0000-2700-9500-00	Ruth Valdin	Reclass Invoice # 05-24-22		$75.00
700595	05-25-2022	1930-4127-0-0000-0000-9500-00	Ruth Valdin	Reclass Invoice # 05-24-22	$75.00	
700685	05-25-2022	1752-4035-0-0000-0000-9500-00	Leah Raphael	Reclass Invoice #98	$1,800.00	
700687	05-25-2022	1752-3212-0-0000-0000-9500-00	Leah Raphael	Reclass Invoice #98		$1,800.00
700725	05-25-2022	1930-4035-0-0000-0000-9500-00	Jane Raphael	Reclass Invoice #102	$2,100.00	
700727	05-25-2022	1930-3212-0-0000-0000-9500-00	Jane Raphael	Reclass Invoice #102		$2,100.00
700733	05-25-2022	1930-4035-0-0000-0000-9500-00	Leah Raphael	Reclass Invoice #101	$1,200.00	
700735	05-25-2022	1930-3212-0-0000-0000-9500-00	Leah Raphael	Reclass Invoice #101		$1,200.00
660123	05-25-2022	1234-0000-0-0000-0000-9500-00	Anabelle Medina		$31.86	
660119	05-25-2022	1752-0000-0-0000-2700-9500-00	Ruth Valdin		$75.00	
660121	05-25-2022	1930-0000-0-0000-2700-9500-00	Ruth Valdin		$75.00	
660117	05-25-2022	1752-0000-0-0000-0000-9500-00	Richard Jimenez		$1,042.87	
660115	05-25-2022	1752-0000-0-0000-0000-9500-00	Luis Hernandez		$799.92	
660113	05-25-2022	1752-0000-0-0000-0000-9500-00	Brooke Podgorski		$1,312.23	
660198	05-25-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$43.48	
660200	05-25-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$53.76	
660202	05-25-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$16.38	
660196	05-25-2022	1930-0000-0-0000-0000-9500-00	Extra Space Storage		$338.00	
660194	05-25-2022	1930-0000-0-0000-0000-9500-00	Insight Direct USA, Inc.		$3,943.88	
660192	05-25-2022	1930-0000-0-0000-0000-9500-00	Project Lead the Way		$950.00	
660190	05-25-2022	1930-0000-0-0000-0000-9500-00	Scoot Education Inc.		$825.00	
661178	05-25-2022	1752-4035-0-0000-0000-9500-00	Leah Raphael	Final unit meeting & planning - Coaching & Meeting		$1,800.00
661246	05-25-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Technology Supplies		$135.36
661248	05-25-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Technology Supplies		$148.66
661242	05-25-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Technology Supplies		$31.01
661244	05-25-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Technology Supplies		$34.05
661488	05-25-2022	1234-4035-0-0000-0000-9500-00	Leah Raphael	Staff PD Planning & Coaching		$2,100.00
662812	05-25-2022	1930-4035-0-0000-0000-9500-00	Jane Raphael	Coaching & Network Sessions		$2,100.00
662882	05-25-2022	1930-4035-0-0000-0000-9500-00	Leah Raphael	Coaching & Network Sessions		$1,200.00
668026	05-25-2022	2043-4035-0-0000-0000-9500-00	Leah Raphael	PD Planning & Coaching		$1,650.00
668024	05-25-2022	2043-4035-0-0000-0000-9500-00	Jane Raphael	PD Planning & WTLN Meeting		$1,200.00
669879	05-25-2022	1234-0000-0-0000-0000-9500-00	Kaiser Foundation Health Plan Inc	July 2022 Insurance		$24,564.86
670143	05-25-2022	1234-0000-0-0000-0000-9500-00	SoCalGas	Utilities 04/22/22 - 05/23/22		$14.73
675872	05-25-2022	2043-0000-0-0000-0000-9500-00	KYOCERA DOCUMENT SOLUTIONS WEST, LLC	Freight for Toner		$12.00
714517	05-25-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1P9Q-9WXD-VV9T	$148.66	
714519	05-25-2022	1752-3212-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1P9Q-9WXD-VV9T		$148.66
716558	05-25-2022	1930-0000-0-0000-0000-9500-00	Insight Direct USA, Inc.	Reclass Invoice #922234512		$3,943.88
716560	05-25-2022	1930-3212-0-0000-0000-9500-00	Insight Direct USA, Inc.	Reclass Invoice #922234512	$3,943.88	
688867	05-25-2022	1752-0000-0-0000-2700-9500-00	Ruth Valdin	Reclass Invoice #05-24-22		$75.00
688868	05-25-2022	1930-0000-0-0000-2700-9500-00	Ruth Valdin	Reclass Invoice #05-24-22		$75.00
688871	05-25-2022	1752-3010-0-0000-0000-9500-00	Ruth Valdin	Reclass Invoice #05-24-22	$75.00	
688872	05-25-2022	1930-3010-0-0000-0000-9500-00	Ruth Valdin	Reclass Invoice #05-24-22	$75.00	
689732	05-25-2022	1234-4035-0-0000-0000-9500-00	Leah Raphael	Reclass Invoice #97	$2,100.00	
689734	05-25-2022	1234-3212-0-0000-0000-9500-00	Leah Raphael	Reclass Invoice #97		$2,100.00
689971	05-25-2022	2043-4035-0-0000-0000-9500-00	Jane Raphael	Reclass Invoice #100	$1,200.00	
689973	05-25-2022	2043-3212-0-0000-0000-9500-00	Jane Raphael	Reclass Invoice #100		$1,200.00

Vista Legacy Global Academy
Supporting Documentation

689979	05-25-2022	2043-4035-0-0000-0000-9500-00	Leah Raphael	Reclass Invoice #99	$1,650.00	
689981	05-25-2022	2043-3212-0-0000-0000-9500-00	Leah Raphael	Reclass Invoice #99		$1,650.00
700596	05-26-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice # 1QJ7-6KMT-L1HK	$100.88	
700598	05-26-2022	1930-4127-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice # 1QJ7-6KMT-L1HK		$100.88
660739	05-26-2022	1234-0000-0-0000-0000-9500-00	Jesus Bojorquez	Expense Reimbursement: Lyft Fare		$15.25
660740	05-26-2022	1234-0000-0-0000-0000-9500-00	Jesus Bojorquez		$15.25	
661155	05-26-2022	1234-0000-0-0000-0000-9500-00	B & B Associates, Inc	Structural Engineering Fees		$908.31
661156	05-26-2022	1752-0000-0-0000-0000-9500-00	B & B Associates, Inc	Structural Engineering Fees		$949.30
661157	05-26-2022	1930-0000-0-0000-0000-9500-00	B & B Associates, Inc	Structural Engineering Fees		$864.65
661158	05-26-2022	2043-0000-0-0000-0000-9500-00	B & B Associates, Inc	Structural Engineering Fees		$227.74
661252	05-26-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher Supplies		$6.49
662796	05-26-2022	1930-0000-0-0000-1000-9500-00	Amazon Capital Services	Teacher Supplies		$18.06
662804	05-26-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Celebration Supplies		$100.88
662808	05-26-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher Supplies		$199.55
662802	05-26-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher Supplies		$22.30
665131	05-26-2022	1752-0000-0-0000-0000-9500-00	Pacific Mechanical Contractors	Work Order 10589 Not Heating		$252.02
665133	05-26-2022	1930-0000-0-0000-0000-9500-00	Pacific Mechanical Contractors	Work Order 10589 Not Heating		$229.48
665191	05-26-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher Supplies		$19.01
665515	05-26-2022	1234-4127-0-0000-0000-9500-00	Amazon Capital Services	Student Awards		$127.53
668012	05-26-2022	2043-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$42.26
673219	05-26-2022	1752-0000-0-0000-0000-9500-00	DMV Renewal	DMV Renewal - VIN:1FMNE11W39DA85952		$211.00
677072	05-26-2022	1752-0000-0-0000-0000-9500-00	Pacific Mechanical Contractors	Reclass Invoice #16691	$252.02	
677073	05-26-2022	1930-0000-0-0000-0000-9500-00	Pacific Mechanical Contractors	Reclass Invoice #16691	$229.48	
677074	05-26-2022	1752-3213-0-0000-0000-9500-00	Pacific Mechanical Contractors	Reclass Invoice #16691		$252.02
677075	05-26-2022	1930-3213-0-0000-0000-9500-00	Pacific Mechanical Contractors	Reclass Invoice #16691		$229.48
716286	05-26-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1MT9-133C-W3YH	$199.55	
716288	05-26-2022	1930-3212-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1MT9-133C-W3YH		$199.55
700696	05-27-2022	1752-4035-0-0000-0000-9500-00	Leah Raphael	Reclass Invoice #98		$1,800.00
700698	05-27-2022	1752-3212-0-0000-0000-9500-00	Leah Raphael	Reclass Invoice #98	$1,800.00	
661163	05-27-2022	1930-0000-0-0000-0000-9500-00	Nodal Management Corp.		$343.15	
661165	05-27-2022	1752-0000-0-0000-0000-9500-00	Nodal Management Corp.		$376.85	
661321	05-27-2022	1930-0000-0-0000-0000-9500-00	Orkin		$57.19	
661323	05-27-2022	1752-0000-0-0000-0000-9500-00	Orkin		$62.81	
661319	05-27-2022	1752-4035-0-0000-0000-9500-00	Leah Raphael		$1,800.00	
661325	05-27-2022	1930-0000-0-0000-0000-9500-00	Project Lead the Way		$1,501.29	
661327	05-27-2022	1752-0000-0-0000-0000-9500-00	Project Lead the Way		$1,648.71	
661331	05-27-2022	1930-0000-0-0000-0000-9500-00	Staples		$159.56	
661333	05-27-2022	1752-0000-0-0000-0000-9500-00	Staples		$175.22	
661329	05-27-2022	1752-0000-0-0000-0000-9500-00	Scoot Education Inc.		$1,650.00	
661339	05-27-2022	1234-0000-0-0000-0000-9500-00	B & B Associates, Inc		$908.31	
661341	05-27-2022	1752-0000-0-0000-0000-9500-00	B & B Associates, Inc		$949.30	
661343	05-27-2022	1930-0000-0-0000-0000-9500-00	B & B Associates, Inc		$864.65	
661345	05-27-2022	2043-0000-0-0000-0000-9500-00	B & B Associates, Inc		$227.74	
661335	05-27-2022	1752-0000-0-0000-0000-9500-00	Templo Calvario, Inc.		$750.00	
661337	05-27-2022	1752-6500-0-0000-0000-9500-00	AP fbo EdLogical Group Corp		$723.00	
661347	05-27-2022	1930-0000-0-0000-0000-9500-00	Godofredo Valencia		$221.74	
661349	05-27-2022	1930-0000-0-0000-0000-9500-00	Cintas Corp		$183.96	
661351	05-27-2022	1752-0000-0-0000-0000-9500-00	Cintas Corp		$202.02	
661367	05-27-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$45.41	
661369	05-27-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$294.87	
661355	05-27-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$923.89	
661357	05-27-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$108.73	
661359	05-27-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$119.40	
661361	05-27-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$22.44	
661363	05-27-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$24.64	
661365	05-27-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$41.35	
661371	05-27-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$20.41	

Vista Legacy Global Academy
Supporting Documentation

661373	05-27-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$22.41	
661375	05-27-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$19.01	
661377	05-27-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$20.88	
661379	05-27-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$716.69	
661381	05-27-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$62.12	
661383	05-27-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$68.22	
661385	05-27-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$82.60	
661387	05-27-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$10.91	
661389	05-27-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$29.47	
661391	05-27-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$31.01	
661393	05-27-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$34.05	
661395	05-27-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$135.36	
661397	05-27-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$148.66	
661399	05-27-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$6.49	
665080	05-27-2022	1752-0000-0-0000-0000-9500-00	City of Santa Ana	Water Utility 03/30/2022 - 05/25/2022		$746.26
665082	05-27-2022	1930-0000-0-0000-0000-9500-00	City of Santa Ana	Water Utility 03/30/2022 - 05/25/2022		$679.54
665088	05-27-2022	1752-0000-0-0000-0000-9500-00	City of Santa Ana	Water Utility 03/30/2022 - 05/25/2022		$191.56
665090	05-27-2022	1930-0000-0-0000-0000-9500-00	City of Santa Ana	Water Utility 03/30/2022 - 05/25/2022		$174.43
665113	05-27-2022	1752-0000-0-0000-0000-9500-00	Maintex, Inc	Custodial Supplies		$155.86
665115	05-27-2022	1930-0000-0-0000-0000-9500-00	Maintex, Inc	Custodial Supplies		$141.92
665096	05-27-2022	1752-0000-0-0000-0000-9500-00	City of Santa Ana	Water Utility 03/30/2022 - 05/25/2022		$377.36
665098	05-27-2022	1930-0000-0-0000-0000-9500-00	City of Santa Ana	Water Utility 03/30/2022 - 05/25/2022		$343.62
665525	05-27-2022	1234-0000-0-0000-0000-9500-00	Raider Fire Protection	Dry Chemical Extinguishers		$210.00
675188	05-27-2022	2043-0000-0-0000-0000-9500-00	Awareness Analytics Partners, LLC	Lead generation of Prospective Students		$7,500.00
714520	05-27-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1P9Q-9WXD-VV9T		$148.66
714522	05-27-2022	1752-3212-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1P9Q-9WXD-VV9T	$148.66	
714597	05-27-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1C6P-K4X4-LX7G		$720.93
714599	05-27-2022	1752-3212-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1C6P-K4X4-LX7G	$720.93	
714601	05-27-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1C6P-K4X4-LX7G		$720.93
714603	05-27-2022	1752-3212-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1C6P-K4X4-LX7G	$720.93	
715288	05-27-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #19YH-6NQL-X9RX		$45.41
715290	05-27-2022	1752-3213-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #19YH-6NQL-X9RX	$45.41	
715488	05-27-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1GGQ-N674-K6WG		$68.22
715490	05-27-2022	1752-3213-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1GGQ-N674-K6WG	$68.22	
717459	05-27-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #19YH-6NQL-X9RX		$41.35
717461	05-27-2022	1930-3213-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #19YH-6NQL-X9RX	$41.35	
717475	05-27-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1GGQ-N674-K6WG		$62.12
717477	05-27-2022	1930-3213-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1GGQ-N674-K6WG	$62.12	
665195	05-28-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher Supplies		$146.72
665305	05-28-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$194.07
665307	05-28-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$176.71
670149	05-28-2022	1234-0000-0-0000-0000-9500-00	Staples	Office Supplies		$583.44
668164	05-29-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher supplies		$518.29
669658	05-29-2022	1234-0000-0-0000-0000-9500-00	Morweb CMS Inc.	New web hosting service for all sites		$5,666.71
669660	05-29-2022	1752-0000-0-0000-0000-9500-00	Morweb CMS Inc.	New web hosting service for all sites		$5,922.54
669662	05-29-2022	1930-0000-0-0000-0000-9500-00	Morweb CMS Inc.	New web hosting service for all sites		$5,394.33
669664	05-29-2022	2043-0000-0-0000-0000-9500-00	Morweb CMS Inc.	New web hosting service for all sites		$1,420.82
665199	05-30-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher Supplies		$32.73
665179	05-30-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$14.69
665181	05-30-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$13.38
665151	05-30-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Technology Supplies		$23.42
665153	05-30-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Technology Supplies		$21.33
665143	05-30-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Technology Supplies		$58.30
665145	05-30-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Technology Supplies		$53.09
668166	05-30-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher supplies		$34.91
668168	05-30-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Graduation supplies		$102.09
700601	05-31-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice # 1QJ7-6KMT-L1HK		$100.88

Vista Legacy Global Academy
Supporting Documentation

700603	05-31-2022	1930-4127-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice # 1QJ7-6KMT-L1HK	$100.88	
700728	05-31-2022	1930-4035-0-0000-0000-9500-00	Jane Raphael	Reclass Invoice #102		$2,100.00
700730	05-31-2022	1930-3212-0-0000-0000-9500-00	Jane Raphael	Reclass Invoice #102	$2,100.00	
700736	05-31-2022	1930-4035-0-0000-0000-9500-00	Leah Raphael	Reclass Invoice #101		$1,200.00
700738	05-31-2022	1930-3212-0-0000-0000-9500-00	Leah Raphael	Reclass Invoice #101	$1,200.00	
662927	05-31-2022	1234-0000-0-0000-0000-9500-00	Metropolitan Life Insurance Company		$11,802.13	
662925	05-31-2022	1234-0000-0-0000-0000-9500-00	Staples		$522.56	
662929	05-31-2022	1234-0000-0-0000-0000-9500-00	Purchase Power		$779.96	
662931	05-31-2022	1234-0000-0-0000-0000-9500-00	Blue Shield of California		$48,225.52	
662933	05-31-2022	1234-0000-0-0000-0000-9500-00	Glendale Fire Systems, Inc.		$800.00	
662935	05-31-2022	1234-0000-0-0000-0000-9500-00	Cintas Corp		$45.44	
662937	05-31-2022	1234-0000-0-0000-0000-9500-00	Cintas Corp		$45.44	
662945	05-31-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$100.88	
662947	05-31-2022	1930-0000-0-0000-1000-9500-00	Amazon Capital Services		$18.06	
662939	05-31-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services		$52.53	
662941	05-31-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services		$87.40	
662943	05-31-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$199.55	
662949	05-31-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$22.30	
662951	05-31-2022	1930-0000-0-0000-0000-9500-00	Godofredo Valencia		$214.62	
662953	05-31-2022	1930-4035-0-0000-0000-9500-00	Jane Raphael		$2,100.00	
662957	05-31-2022	1930-4035-0-0000-0000-9500-00	Leah Raphael		$1,200.00	
662959	05-31-2022	1234-4035-0-0000-0000-9500-00	Leah Raphael		$2,100.00	
662961	05-31-2022	1234-0000-0-0000-0000-9500-00	Scoot Education Inc.		$1,820.00	
662963	05-31-2022	1234-0000-0-0000-0000-9500-00	Project Lead the Way		$950.00	
662965	05-31-2022	1234-0000-0-0000-0000-9500-00	eduPARTS		$1,149.42	
662973	05-31-2022	1234-5310-0-0000-0000-9500-00	California Department of Education		$7.02	
662975	05-31-2022	1752-5310-0-0000-0000-9500-00	California Department of Education		$7.34	
662977	05-31-2022	1930-5310-0-0000-0000-9500-00	California Department of Education		$6.68	
662979	05-31-2022	2043-5310-0-0000-0000-9500-00	California Department of Education		$1.76	
665117	05-31-2022	1752-0000-0-0000-0000-9500-00	WEX Bank	Fuel Purchase		$3,255.04
665119	05-31-2022	1930-0000-0-0000-0000-9500-00	WEX Bank	Fuel Purchase		$2,963.98
668170	05-31-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher supplies		$26.47
668172	05-31-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Graduation supplies		$87.20
668399	05-31-2022	1752-0000-0-0000-0000-9500-00	Miguel Angel Reyes Salgado	Landscaping Services (June 2022)		$143.93
668401	05-31-2022	1930-0000-0-0000-0000-9500-00	Miguel Angel Reyes Salgado	Landscaping Services (June 2022)		$131.07
672559	05-31-2022	1930-6500-0-0000-0000-9500-00	Cross Country Education	BID / School RN		$2,817.51
672981	05-31-2022	1752-6500-0-0000-0000-9500-00	Cross Country Education	APE / School RN		$3,395.38
716327	05-31-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1MT9-133C-W3YH		$199.55
716329	05-31-2022	1930-3212-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1MT9-133C-W3YH	$199.55	
689633	05-31-2022	1234-0000-0-0000-0000-9500-00	eduPARTS	Reclass Invoice #EDU-000012845		$1,149.42
689635	05-31-2022	1234-3212-0-0000-0000-9500-00	eduPARTS	Reclass Invoice #EDU-000012845	$1,149.42	
689641	05-31-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1HTV-QPQV-CRDW		$87.40
689643	05-31-2022	1234-3212-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1HTV-QPQV-CRDW	$87.40	
689735	05-31-2022	1234-4035-0-0000-0000-9500-00	Leah Raphael	Reclass Invoice #97		$2,100.00
689737	05-31-2022	1234-3212-0-0000-0000-9500-00	Leah Raphael	Reclass Invoice #97	$2,100.00	
665521	06-01-2022	1234-0000-0-0000-0000-9500-00	Cintas Corp	Custodial Supplies - Terry Towels and Uniforms		$45.44
665519	06-01-2022	1234-0000-0-0000-0000-9500-00	Hoist Elevator Company	Routine Monthly Service		$150.00
665523	06-01-2022	1234-0000-0-0000-0000-9500-00	KYOCERA DOCUMENT SOLUTIONS WEST, LLC	Copier Lease: 06/01/2022 - 08/31/2022		$886.53
665499	06-01-2022	1234-0000-0-0000-0000-9500-00	Measure Education Inc.	Monthly Data Management Services		$273.69
665501	06-01-2022	1752-0000-0-0000-0000-9500-00	Measure Education Inc.	Monthly Data Management Services		$286.04
665503	06-01-2022	1930-0000-0-0000-0000-9500-00	Measure Education Inc.	Monthly Data Management Services		$260.53
665505	06-01-2022	2043-0000-0-0000-0000-9500-00	Measure Education Inc.	Monthly Data Management Services		$68.62
665491	06-01-2022	1234-0000-0-0000-0000-9500-00	VendorMax, Inc	Lead Fees		$4.00
665493	06-01-2022	1752-0000-0-0000-0000-9500-00	VendorMax, Inc	Lead Fees		$4.19
665495	06-01-2022	1930-0000-0-0000-0000-9500-00	VendorMax, Inc	Lead Fees		$3.81
665497	06-01-2022	2043-0000-0-0000-0000-9500-00	VendorMax, Inc	Lead Fees		$1.00
665517	06-01-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services	Student Supplies		$253.10

Vista Legacy Global Academy
Supporting Documentation

665527	06-01-2022	1234-0000-0-0000-0000-9500-00	Scoot Education Inc.	Substitute Teachers		$1,545.00
668030	06-01-2022	2043-0000-0-0000-0000-9500-00	Scoot Education Inc.	Substitute Teachers		$275.00
708636	06-01-2022	1752-2600-0-0000-0000-9500-00	THINK Together	Summer learning program for 50 students - 29 days		$17,320.00
668206	06-01-2022	1930-0000-0-0000-0000-9500-00	Scoot Education Inc.	Substitute Teachers		$1,375.00
668391	06-01-2022	1752-0000-0-0000-0000-9500-00	Boyd & Associates	Burglar/Fire Alarm & Com System 06/01/2022 - 08/31/2022		$306.19
668393	06-01-2022	1930-0000-0-0000-0000-9500-00	Boyd & Associates	Burglar/Fire Alarm & Com System 06/01/2022 - 08/31/2022		$278.81
670151	06-01-2022	1234-0000-0-0000-0000-9500-00	VendorMax, Inc	Lead Fees		$39.00
670119	06-01-2022	1234-0000-0-0000-0000-9500-00	Athens Services	June 2022 Waste Disposal Services		$1,870.06
670137	06-01-2022	1234-0000-0-0000-0000-9500-00	Glendale Fire Systems, Inc.	Fire Alarm Monitoring		$147.00
673051	06-01-2022	1930-0000-0-0000-0000-9500-00	Mitel Cloud Services, Inc.	July 2022 Phone Services		$645.41
673053	06-01-2022	1752-0000-0-0000-0000-9500-00	Mitel Cloud Services, Inc.	July 2022 Phone Services		$1,073.92
674522	06-01-2022	1234-0000-0-0000-0000-9500-00	Lingo	May 2022 Telephone Services		$430.56
675192	06-01-2022	1752-0000-0-0000-0000-9500-00	Civic Center Business Park OA	May & June 2022 Assessments		$548.21
675194	06-01-2022	1930-0000-0-0000-0000-9500-00	Civic Center Business Park OA	May & June 2022 Assessments		$499.19
695697	06-01-2022	1930-2600-0-0000-0000-9500-00	THINK Together	Summer learning program for 80 students for 29 days		$20,832.00
698595	06-01-2022	1752-9300-0-0000-0000-9500-00	Isabel Meza	Reclass Invoice #06-01-22	$386.00	
698597	06-01-2022	1752-4127-0-0000-0000-9500-00	Isabel Meza	Reclass Invoice #06-01-22		$386.00
663505	06-01-2022	1234-0000-0-0000-0000-9500-00	ICON School Management	June 2022 Monthly Contract Fee		$4,864.82
663507	06-01-2022	1752-0000-0-0000-0000-9500-00	ICON School Management	June 2022 Monthly Contract Fee		$5,084.44
663509	06-01-2022	1930-0000-0-0000-0000-9500-00	ICON School Management	June 2022 Monthly Contract Fee		$4,630.98
663511	06-01-2022	2043-0000-0-0000-0000-9500-00	ICON School Management	June 2022 Monthly Contract Fee		$1,219.76
663835	06-01-2022	1234-0000-0-0000-0000-9500-00	ICON School Management		$4,864.82	
663837	06-01-2022	1752-0000-0-0000-0000-9500-00	ICON School Management		$5,084.44	
663839	06-01-2022	1930-0000-0-0000-0000-9500-00	ICON School Management		$4,630.98	
663841	06-01-2022	2043-0000-0-0000-0000-9500-00	ICON School Management		$1,219.76	
663978	06-01-2022	1234-0000-0-0000-0000-9500-00	Hansberger & Klein, a Professional Law Corporation	May 2022 Legal Services		$3,134.88
663980	06-01-2022	1752-0000-0-0000-0000-9500-00	Hansberger & Klein, a Professional Law Corporation	May 2022 Legal Services		$3,276.41
663982	06-01-2022	1930-0000-0-0000-0000-9500-00	Hansberger & Klein, a Professional Law Corporation	May 2022 Legal Services		$2,984.20
663984	06-01-2022	2043-0000-0-0000-0000-9500-00	Hansberger & Klein, a Professional Law Corporation	May 2022 Legal Services		$786.01
663991	06-01-2022	1234-0000-0-0000-0000-9500-00	Hansberger & Klein, a Professional Law Corporation		$3,134.88	
663993	06-01-2022	1752-0000-0-0000-0000-9500-00	Hansberger & Klein, a Professional Law Corporation		$3,276.41	
663995	06-01-2022	1930-0000-0-0000-0000-9500-00	Hansberger & Klein, a Professional Law Corporation		$2,984.20	
663997	06-01-2022	2043-0000-0-0000-0000-9500-00	Hansberger & Klein, a Professional Law Corporation		$786.01	
664260	06-01-2022	1752-0000-0-0000-0000-9500-00	Nicole Douglas	Expense Reimbursement: Materials for Testing		$27.56
664270	06-01-2022	1752-9300-0-0000-0000-9500-00	Isabel Meza	Expense reimbursement: Materials for Club Activities		$386.00
664357	06-01-2022	1930-0000-0-0000-0000-9500-00	Majela Galardy	Expense reimbursement: Music Class Materials		$53.88
664359	06-01-2022	1930-4127-0-0000-0000-9500-00	Majela Galardy	Expense reimbursement: Music Celebration		$25.09
664361	06-01-2022	1752-4127-0-0000-0000-9500-00	Majela Galardy	Expense reimbursement: Music Celebration		$25.09
665103	06-01-2022	1752-0000-0-0000-0000-9500-00	Cintas Corp	Custodial Supplies		$338.23
665105	06-01-2022	1930-0000-0-0000-0000-9500-00	Cintas Corp	Custodial Supplies		$307.98
664892	06-01-2022	1752-4124-0-0000-0000-9500-00	THINK Together	Management of 21st CCLC Grant programs for Heritage (SY 2021-2022)		$37,605.59
664974	06-01-2022	1234-4124-0-0000-0000-9500-00	THINK Together	Management of 21st CCLC Grant programs for VCMS (SY 2021-2022)		$42,722.70
664876	06-01-2022	1930-5310-0-0000-0000-9500-00	School Nutrition Plus	May 2022 Meal Services - Condor net CM #5068		$25,291.45
664874	06-01-2022	1752-5310-0-0000-0000-9500-00	School Nutrition Plus	May 2022 Meal Services - Heritage Net CM #5070		$17,714.34
664878	06-01-2022	1234-5310-0-0000-0000-9500-00	School Nutrition Plus	May 2022 Meal Services - VCMS net CM #5071		$39,619.44
664872	06-01-2022	2043-5310-0-0000-0000-9500-00	School Nutrition Plus	May 2022 Meal Services - Horizon Net CM #5069		$8,240.19
665125	06-01-2022	1752-0000-0-0000-0000-9500-00	Scoot Education Inc.	Substitute Teachers		$275.00
665207	06-01-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Culmination Supplies		$259.30
665201	06-01-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher Supplies		$21.00
664978	06-01-2022	1752-0000-0-0000-0000-9500-00	WM Corporate Services, Inc.	May 2022 Trash Services		$677.00
664980	06-01-2022	1930-0000-0-0000-0000-9500-00	WM Corporate Services, Inc.	May 2022 Trash Services		$616.46
665205	06-01-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher Supplies		$32.76
698598	06-02-2022	1752-9300-0-0000-0000-9500-00	Isabel Meza	Reclass Invoice #06-01-22		$386.00
698600	06-02-2022	1752-4127-0-0000-0000-9500-00	Isabel Meza	Reclass Invoice #06-01-22	$386.00	
664859	06-02-2022	1752-0000-0-0000-0000-9500-00	Nicole Douglas		$27.56	
664853	06-02-2022	1930-0000-0-0000-0000-9500-00	Majela Galardy		$53.88	
664855	06-02-2022	1930-4127-0-0000-0000-9500-00	Majela Galardy		$25.09	

Vista Legacy Global Academy
Supporting Documentation

664857	06-02-2022	1752-4127-0-0000-0000-9500-00	Majela Galardy		$25.09	
664861	06-02-2022	1752-9300-0-0000-0000-9500-00	Isabel Meza		$386.00	
664886	06-02-2022	1234-0000-0-0000-0000-9500-00	Karen Amaya	Expense Reimbursement: Mileage		$53.03
664884	06-02-2022	1234-0000-0-0000-0000-9500-00	Fellicia Santana	Expense Reimbursement: Mileage		$14.39
664882	06-02-2022	1234-0000-0-0000-0000-9500-00	Daniel Sommer	Expense Reimbursement: Magic Mountain Toll		$40.00
664868	06-02-2022	1752-0000-0-0000-0000-9500-00	Collin Felch	Expense Reimbursement: Fingerprinting - Custodian of Records		$12.50
664870	06-02-2022	1930-0000-0-0000-0000-9500-00	Collin Felch	Expense Reimbursement: Fingerprinting - Custodian of Records		$12.50
665155	06-02-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Technology Supplies		$38.29
665157	06-02-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Technology Supplies		$34.87
668016	06-02-2022	2043-3212-0-0000-0000-9500-00	Amazon Capital Services	PPE - Supplies		$211.80
668028	06-02-2022	2043-0000-0-0000-0000-9500-00	Phillip Silva	Printed Decals		$145.00
668176	06-02-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher supplies		$36.16
668184	06-02-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher supplies		$74.02
668186	06-02-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher supplies		$186.37
668178	06-02-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher supplies		$41.53
668182	06-02-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher supplies		$73.73
668188	06-02-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher supplies		$188.74
668174	06-02-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher supplies		$21.62
668180	06-02-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Intervention Supplies		$42.98
668395	06-02-2022	1752-0000-0-0000-0000-9500-00	Insight Direct USA, Inc.	Speaker Ceiling 2 - way surface		$2,113.38
668397	06-02-2022	1930-0000-0-0000-0000-9500-00	Insight Direct USA, Inc.	Speaker Ceiling 2 - way surface		$1,924.41
668359	06-02-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher Supplies		$67.62
670105	06-02-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$602.70
670121	06-02-2022	1234-0000-0-0000-0000-9500-00	Cecilia Ley	Balloons for Pride Month Student Event		$370.00
670157	06-02-2022	1234-0000-0-0000-0000-9500-00	Waterlogic Americas	Water (06/01/22 - 06/30/22)		$49.27
675638	06-02-2022	1930-0000-0-0000-0000-9500-00	Waterlogic Americas	Water (6/1/22 - 6/30/22)		$52.08
675640	06-02-2022	1752-0000-0-0000-0000-9500-00	Waterlogic Americas	Water (6/1/22 - 6/30/22)		$57.19
677159	06-02-2022	1930-0000-0-0000-0000-9500-00	Christina Sequeira	Expense reimbursement: Student Field Trip - Snacks		$70.02
714527	06-02-2022	1752-0000-0-0000-0000-9500-00	Insight Direct USA, Inc.	Reclass Invoice #922371615	$2,113.38	
714529	06-02-2022	1752-3212-0-0000-0000-9500-00	Insight Direct USA, Inc.	Reclass Invoice #922371615		$2,113.38
716565	06-02-2022	1930-0000-0-0000-0000-9500-00	Insight Direct USA, Inc.	Reclass Invoice #922371615	$1,924.41	
716567	06-02-2022	1930-3212-0-0000-0000-9500-00	Insight Direct USA, Inc.	Reclass Invoice #922371615		$1,924.41
689670	06-02-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1YGW-CRCL-1JYQ	$529.76	
689672	06-02-2022	1234-3212-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1YGW-CRCL-1JYQ		$529.76
664984	06-03-2022	1930-0000-0-0000-0000-9500-00	Interval Technology Partners	Enriching Students Licenses: SY 22-23 & Site Maintenance		$1,936.58
664986	06-03-2022	1752-0000-0-0000-0000-9500-00	Interval Technology Partners	Enriching Students Licenses: SY 22-23 & Site Maintenance		$1,763.42
665781	06-03-2022	1752-0000-0-0000-0000-9500-00	WEX Bank		$3,255.04	
665783	06-03-2022	1930-0000-0-0000-0000-9500-00	WEX Bank		$2,963.98	
665747	06-03-2022	1234-5310-0-0000-0000-9500-00	School Nutrition Plus		$39,619.44	
665749	06-03-2022	1930-5310-0-0000-0000-9500-00	School Nutrition Plus		$25,291.45	
665751	06-03-2022	1752-5310-0-0000-0000-9500-00	School Nutrition Plus		$17,714.34	
665753	06-03-2022	2043-5310-0-0000-0000-9500-00	School Nutrition Plus		$8,240.19	
665755	06-03-2022	1930-0000-0-0000-0000-9500-00	Interval Technology Partners		$1,936.58	
665757	06-03-2022	1752-0000-0-0000-0000-9500-00	Interval Technology Partners		$1,763.42	
665759	06-03-2022	1752-0000-0-0000-0000-9500-00	Pacific Mechanical Contractors		$252.02	
665761	06-03-2022	1930-0000-0-0000-0000-9500-00	Pacific Mechanical Contractors		$229.48	
665763	06-03-2022	1752-0000-0-0000-0000-9500-00	Maintex, Inc		$155.86	
665765	06-03-2022	1930-0000-0-0000-0000-9500-00	Maintex, Inc		$141.92	
665767	06-03-2022	1752-0000-0-0000-0000-9500-00	Scoot Education Inc.		$275.00	
665777	06-03-2022	1752-0000-0-0000-0000-9500-00	WM Corporate Services, Inc.		$677.00	
665779	06-03-2022	1930-0000-0-0000-0000-9500-00	WM Corporate Services, Inc.		$616.46	
666654	06-03-2022	1234-0000-0-0000-0000-9500-00	Zareh Adjemian	Expense Reimbursement: MS Office License upgrade for Data Admin		$15.39
666655	06-03-2022	1752-0000-0-0000-0000-9500-00	Zareh Adjemian	Expense Reimbursement: MS Office License upgrade for Data Admin		$16.09
666656	06-03-2022	1930-0000-0-0000-0000-9500-00	Zareh Adjemian	Expense Reimbursement: MS Office License upgrade for Data Admin		$14.65
666657	06-03-2022	2043-0000-0-0000-0000-9500-00	Zareh Adjemian	Expense Reimbursement: MS Office License upgrade for Data Admin		$3.86
668403	06-03-2022	1752-0000-0-0000-0000-9500-00	Roberto Mosqueda Diaz	Locks for Back Buildings		$91.60
668405	06-03-2022	1930-0000-0-0000-0000-9500-00	Roberto Mosqueda Diaz	Locks for Back Buildings		$83.40

Vista Legacy Global Academy
Supporting Documentation

669302	06-03-2022	1234-0000-0-0000-0000-9500-00	Learningtech.org	Management & Consultation for E-Rate		$301.74
669304	06-03-2022	1752-0000-0-0000-0000-9500-00	Learningtech.org	Management & Consultation for E-Rate		$315.36
669306	06-03-2022	1930-0000-0-0000-0000-9500-00	Learningtech.org	Management & Consultation for E-Rate		$287.24
669308	06-03-2022	2043-0000-0-0000-0000-9500-00	Learningtech.org	Management & Consultation for E-Rate		$75.66
670127	06-03-2022	1234-0000-0-0000-0000-9500-00	FedEx	Shipping Services		$23.44
670129	06-03-2022	1752-0000-0-0000-0000-9500-00	FedEx	Shipping Services		$24.49
670131	06-03-2022	1930-0000-0-0000-0000-9500-00	FedEx	Shipping Services		$22.31
670133	06-03-2022	2043-0000-0-0000-0000-9500-00	FedEx	Shipping Services		$5.88
677076	06-03-2022	1752-0000-0-0000-0000-9500-00	Pacific Mechanical Contractors	Reclass Invoice #16691		$252.02
677077	06-03-2022	1930-0000-0-0000-0000-9500-00	Pacific Mechanical Contractors	Reclass Invoice #16691		$229.48
677078	06-03-2022	1752-3213-0-0000-0000-9500-00	Pacific Mechanical Contractors	Reclass Invoice #16691	$252.02	
677079	06-03-2022	1930-3213-0-0000-0000-9500-00	Pacific Mechanical Contractors	Reclass Invoice #16691	$229.48	
673345	06-04-2022	1752-0000-0-0000-0000-9500-00	Staples	Office supplies		$156.33
673347	06-04-2022	1930-0000-0-0000-0000-9500-00	Staples	Office supplies		$142.36
674536	06-04-2022	1234-0000-0-0000-0000-9500-00	Wells Fargo Vendor Financial Services, LLC	June 2022 KYOCERA Copier Lease - Contract #450-9683424-001		$894.53
674538	06-04-2022	1752-0000-0-0000-0000-9500-00	Wells Fargo Vendor Financial Services, LLC	June 2022 KYOCERA Copier Lease - Contract #450-9683424-001		$1,504.25
668192	06-05-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher supplies		$33.99
668198	06-05-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher supplies		$47.83
668196	06-05-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher supplies		$47.35
668190	06-05-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher supplies		$32.89
668194	06-05-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher supplies		$38.74
668200	06-05-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher supplies		$107.66
668365	06-05-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	DVD CD Duplicator		$176.69
668367	06-05-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	DVD CD Duplicator		$160.89
668373	06-05-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Culmination supplies		$136.36
668361	06-05-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher supplies		$22.91
668369	06-05-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Nurse supplies		$15.33
668371	06-05-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Nurse supplies		$13.95
670109	06-05-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services	Books		$46.26
670107	06-05-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services	Student Supplies		$290.88
715503	06-05-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1WL1-MPFT-74DP	$15.33	
715505	06-05-2022	1752-3213-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1WL1-MPFT-74DP		$15.33
689704	06-05-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1MFT-DLR3-67G4	$290.88	
689707	06-05-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1MFT-DLR3-67G4		$179.26
689708	06-05-2022	1234-3212-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1MFT-DLR3-67G4		$111.62
717483	06-05-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1WL1-MPFT-74DP	$13.95	
717485	06-05-2022	1930-3213-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1WL1-MPFT-74DP		$13.95
666157	06-06-2022	1752-0000-0-0000-0000-9500-00	Cintas Corp		$338.23	
666159	06-06-2022	1930-0000-0-0000-0000-9500-00	Cintas Corp		$307.98	
666161	06-06-2022	1752-0000-0-0000-0000-9500-00	City of Santa Ana		$377.36	
666163	06-06-2022	1930-0000-0-0000-0000-9500-00	City of Santa Ana		$343.62	
666169	06-06-2022	1752-0000-0-0000-0000-9500-00	City of Santa Ana		$746.26	
666171	06-06-2022	1930-0000-0-0000-0000-9500-00	City of Santa Ana		$679.54	
666173	06-06-2022	1752-0000-0-0000-0000-9500-00	Collin Felch		$12.50	
666175	06-06-2022	1930-0000-0-0000-0000-9500-00	Collin Felch		$12.50	
666177	06-06-2022	1234-0000-0-0000-0000-9500-00	Daniel Sommer		$40.00	
666179	06-06-2022	1234-0000-0-0000-0000-9500-00	Fellicia Santana		$14.39	
666181	06-06-2022	1752-0000-0-0000-0000-9500-00	First Impulse		$176.75	
666183	06-06-2022	1930-0000-0-0000-0000-9500-00	First Impulse		$160.94	
666185	06-06-2022	1752-0000-0-0000-0000-9500-00	First Impulse		$2,033.41	
666187	06-06-2022	1930-0000-0-0000-0000-9500-00	First Impulse		$1,851.59	
666189	06-06-2022	1752-0000-0-0000-0000-9500-00	First Impulse		$838.63	
666191	06-06-2022	1930-0000-0-0000-0000-9500-00	First Impulse		$763.64	
666195	06-06-2022	1234-0000-0-0000-0000-9500-00	Karen Amaya		$53.03	
666197	06-06-2022	1752-0000-0-0000-0000-9500-00	Staples		$322.19	
666199	06-06-2022	1930-0000-0-0000-0000-9500-00	Staples		$293.39	
666153	06-06-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$38.29	

666155	06-06-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services			$34.87
666125	06-06-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services			$19.01
666127	06-06-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services			$146.72
666129	06-06-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services			$194.07
666131	06-06-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services			$176.71
666133	06-06-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services			$32.73
666135	06-06-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services			$14.69
666137	06-06-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services			$13.38
666139	06-06-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services			$21.00
666141	06-06-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services			$32.76
666143	06-06-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services			$259.30
666145	06-06-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services			$58.30
666147	06-06-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services			$53.09
666149	06-06-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services			$23.42
666151	06-06-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services			$21.33
666165	06-06-2022	1752-0000-0-0000-0000-9500-00	City of Santa Ana			$191.56
666167	06-06-2022	1930-0000-0-0000-0000-9500-00	City of Santa Ana			$174.43
666664	06-06-2022	1234-0000-0-0000-0000-9500-00	KYOCERA DOCUMENT SOLUTIONS WEST, LLC			$886.53
666666	06-06-2022	1234-0000-0-0000-0000-9500-00	Cintas Corp			$45.44
666660	06-06-2022	1234-0000-0-0000-0000-9500-00	Scoot Education Inc.			$1,545.00
666662	06-06-2022	1234-0000-0-0000-0000-9500-00	Raider Fire Protection			$210.00
666668	06-06-2022	1234-0000-0-0000-0000-9500-00	Hoist Elevator Company			$150.00
666670	06-06-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services			$253.10
666672	06-06-2022	1234-4127-0-0000-0000-9500-00	Amazon Capital Services			$127.53
666676	06-06-2022	1752-0000-0-0000-0000-9500-00	AMG Time			$102.60
666678	06-06-2022	1930-0000-0-0000-0000-9500-00	AMG Time			$93.45
666680	06-06-2022	2043-0000-0-0000-0000-9500-00	AMG Time			$24.61
666674	06-06-2022	1234-0000-0-0000-0000-9500-00	AMG Time			$98.17
666682	06-06-2022	1234-0000-0-0000-0000-9500-00	Measure Education Inc.			$273.69
666684	06-06-2022	1752-0000-0-0000-0000-9500-00	Measure Education Inc.			$286.04
666686	06-06-2022	1930-0000-0-0000-0000-9500-00	Measure Education Inc.			$260.53
666688	06-06-2022	2043-0000-0-0000-0000-9500-00	Measure Education Inc.			$68.62
666690	06-06-2022	1234-0000-0-0000-0000-9500-00	VendorMax, Inc			$4.00
666692	06-06-2022	1752-0000-0-0000-0000-9500-00	VendorMax, Inc			$4.19
666694	06-06-2022	1930-0000-0-0000-0000-9500-00	VendorMax, Inc			$3.81
666696	06-06-2022	2043-0000-0-0000-0000-9500-00	VendorMax, Inc			$1.00
666698	06-06-2022	1234-4124-0-0000-0000-9500-00	THINK Together			$42,722.70
666700	06-06-2022	1752-4124-0-0000-0000-9500-00	THINK Together			$37,605.59
666702	06-06-2022	1234-0000-0-0000-0000-9500-00	Zareh Adjemian			$15.39
666704	06-06-2022	1752-0000-0-0000-0000-9500-00	Zareh Adjemian			$16.09
666706	06-06-2022	1930-0000-0-0000-0000-9500-00	Zareh Adjemian			$14.65
666708	06-06-2022	2043-0000-0-0000-0000-9500-00	Zareh Adjemian			$3.86
668202	06-06-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher supplies		$43.06
668383	06-06-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$61.76
668385	06-06-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$56.24
668375	06-06-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher supplies		$125.61
668379	06-06-2022	1752-3213-0-0000-0000-9500-00	Amazon Capital Services	Kids Face Masks		$135.83
668381	06-06-2022	1930-3213-0-0000-0000-9500-00	Amazon Capital Services	Kids Face Masks		$123.69
670111	06-06-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services	Supplies		$188.51
670113	06-06-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services	Custodial Supplies		$391.88
674492	06-06-2022	2043-4035-0-0000-0000-9500-00	Circle Ways	PD 10/8/21		$375.00
674494	06-06-2022	2043-4035-0-0000-0000-9500-00	Circle Ways	PD 12/17/21		$375.00
674496	06-06-2022	2043-4035-0-0000-0000-9500-00	Circle Ways	PD 1/14/22		$375.00
674498	06-06-2022	2043-4035-0-0000-0000-9500-00	Circle Ways	PD 2/25/22		$375.00
674500	06-06-2022	2043-4035-0-0000-0000-9500-00	Circle Ways	PD 4/22/22		$375.00
674502	06-06-2022	2043-4035-0-0000-0000-9500-00	Circle Ways	PD/Coaching 5/17/22		$375.00
674504	06-06-2022	2043-4035-0-0000-0000-9500-00	Circle Ways	PD 5/27/22		$375.00

Vista Legacy Global Academy
Supporting Documentation

674508	06-06-2022	2043-4035-0-0000-0000-9500-00	Circle Ways	PD/Consultation/Planning/Meeting 5/6/22		$625.00
674510	06-06-2022	2043-4035-0-0000-0000-9500-00	Circle Ways	PD/Consultation/Planning/Meeting 5/19/22		$625.00
674512	06-06-2022	2043-4035-0-0000-0000-9500-00	Circle Ways	PD 8/12/21		$750.00
714876	06-06-2022	1752-3213-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1M39-PLQ6-1CGN	$135.83	
714878	06-06-2022	1752-3212-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1M39-PLQ6-1CGN		$135.83
690045	06-06-2022	2043-4035-0-0000-0000-9500-00	Circle Ways	Reclass Invoice #1186	$375.00	
690047	06-06-2022	2043-3212-0-0000-0000-9500-00	Circle Ways	Reclass Invoice #1186		$375.00
690053	06-06-2022	2043-4035-0-0000-0000-9500-00	Circle Ways	Reclass Invoice #1184	$375.00	
690055	06-06-2022	2043-3212-0-0000-0000-9500-00	Circle Ways	Reclass Invoice #1184		$375.00
690061	06-06-2022	2043-4035-0-0000-0000-9500-00	Circle Ways	Reclass Invoice #1182	$375.00	
690063	06-06-2022	2043-3212-0-0000-0000-9500-00	Circle Ways	Reclass Invoice #1182		$375.00
690099	06-06-2022	2043-4035-0-0000-0000-9500-00	Circle Ways	Reclass Invoice #1181	$375.00	
690101	06-06-2022	2043-3212-0-0000-0000-9500-00	Circle Ways	Reclass Invoice #1181		$375.00
690107	06-06-2022	2043-4035-0-0000-0000-9500-00	Circle Ways	Reclass Invoice #1177	$750.00	
690109	06-06-2022	2043-3212-0-0000-0000-9500-00	Circle Ways	Reclass Invoice #1177		$750.00
690115	06-06-2022	2043-4035-0-0000-0000-9500-00	Circle Ways	Reclass Invoice #1180	$375.00	
690117	06-06-2022	2043-3212-0-0000-0000-9500-00	Circle Ways	Reclass Invoice #1180		$375.00
690123	06-06-2022	2043-4035-0-0000-0000-9500-00	Circle Ways	Reclass Invoice #1179	$375.00	
690125	06-06-2022	2043-3212-0-0000-0000-9500-00	Circle Ways	Reclass Invoice #1179		$375.00
690131	06-06-2022	2043-4035-0-0000-0000-9500-00	Circle Ways	Reclass Invoice #1178	$375.00	
690133	06-06-2022	2043-3212-0-0000-0000-9500-00	Circle Ways	Reclass Invoice #1178		$375.00
690139	06-06-2022	2043-4035-0-0000-0000-9500-00	Circle Ways	Reclass Invoice #1183	$625.00	
690141	06-06-2022	2043-3212-0-0000-0000-9500-00	Circle Ways	Reclass Invoice #1183		$625.00
690147	06-06-2022	2043-4035-0-0000-0000-9500-00	Circle Ways	Reclass Invoice #1185	$625.00	
690149	06-06-2022	2043-3212-0-0000-0000-9500-00	Circle Ways	Reclass Invoice #1185		$625.00
717272	06-06-2022	1930-3213-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1M39-PLQ6-1CGN	$123.69	
717274	06-06-2022	1930-3212-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1M39-PLQ6-1CGN		$123.69
668204	06-07-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher supplies		$17.49
668387	06-07-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$39.89
668389	06-07-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$36.33
670117	06-07-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services	Culmination Supplies		$261.96
670139	06-07-2022	1234-0000-0-0000-0000-9500-00	Kustom Imprints	Student Uniforms		$2,918.01
670125	06-07-2022	1234-0000-0-0000-0000-9500-00	Cintas Corp	Custodial Supplies - Terry Towels and Uniforms		$45.44
672551	06-07-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher supplies		$16.38
673327	06-07-2022	1752-0000-0-0000-0000-9500-00	Cintas Corp	Custodial Supplies		$636.85
673329	06-07-2022	1930-0000-0-0000-0000-9500-00	Cintas Corp	Custodial Supplies		$579.90
673341	06-07-2022	1752-0000-0-0000-0000-9500-00	Orkin	Pest Control Services		$62.81
673343	06-07-2022	1930-0000-0-0000-0000-9500-00	Orkin	Pest Control Services		$57.19
673337	06-07-2022	1752-0000-0-0000-0000-9500-00	Maintex, Inc	Custodial Supplies		$158.98
673339	06-07-2022	1930-0000-0-0000-0000-9500-00	Maintex, Inc	Custodial Supplies		$144.77
673335	06-07-2022	1752-9003-0-0000-0000-9500-00	Knott's Berry Farm	8th Grade Field Trip		$2,520.00
673283	06-07-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Testing supplies		$6.86
673285	06-07-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Testing supplies		$6.24
673287	06-07-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher Supplies		$19.10
673289	06-07-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher Supplies		$17.40
673279	06-07-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher Supplies - NET CM # 1DCN-9WQR-KY9P		$127.96
673281	06-07-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher Supplies - NET CM # 1DCN-9WQR-KY9P		$116.51
673291	06-07-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Nurse Supplies		$34.13
673293	06-07-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Nurse Supplies		$31.08
674528	06-07-2022	1234-6504-0-0000-0000-9500-00	NCS Pearson, Inc	BASC-3 Q-Global Administration/Report		$1,320.00
674540	06-07-2022	1234-0000-0-0000-0000-9500-00	Wells Fargo Vendor Financial Services, LLC	June 2022 KYOCERA Copier Lease - Contract #450-9683424-003		$761.03
715563	06-07-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1YXK-4YC1-3JP6	$34.13	
715565	06-07-2022	1752-3213-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1YXK-4YC1-3JP6		$34.13
717499	06-07-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1YXK-4YC1-3JP6	$31.08	
717501	06-07-2022	1930-3213-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1YXK-4YC1-3JP6		$31.08
667240	06-07-2022	1930-6010-0-0000-0000-9500-00	THINK Together		$9,000.00	
700604	06-08-2022	1930-0000-0-0000-0000-9500-00	Luis Hernandez	Reclass Invoice # 06-08-22	$178.24	

Vista Legacy Global Academy
Supporting Documentation

700606	06-08-2022	1930-4127-0-0000-0000-9500-00	Luis Hernandez	Reclass Invoice # 06-08-22		$178.24
668212	06-08-2022	1930-0000-0-0000-0000-9500-00	Luis Hernandez	Expense Reimbursement: K-5 Grade Graduation Photos		$178.24
668214	06-08-2022	1752-0000-0-0000-0000-9500-00	Luis Hernandez	Expense Reimbursement: 8th Grade Graduation Photos		$192.78
668208	06-08-2022	1930-0000-0-0000-0000-9500-00	Scoot Education Inc.	Substitute Teachers		$275.00
668407	06-08-2022	1752-0000-0-0000-0000-9500-00	Scoot Education Inc.	Substitute Teachers		$1,925.00
670141	06-08-2022	1234-0000-0-0000-0000-9500-00	Scoot Education Inc.	Substitute Teachers		$1,236.00
674518	06-08-2022	1234-0000-0-0000-0000-9500-00	LADWP	Water & Sewer Charges 05/07/22 - 06/08/22		$264.32
674532	06-08-2022	1234-0000-0-0000-0000-9500-00	PARS	ARS- PARS fees (period ending 04/30/22)		$150.00
674542	06-08-2022	1234-0000-0-0000-0000-9500-00	Western Exterminator Company	Rodent Control Only Maintenance - June 2022		$158.05
700609	06-09-2022	1930-0000-0-0000-0000-9500-00	Luis Hernandez	Reclass Invoice # 06-08-22		$178.24
700611	06-09-2022	1930-4127-0-0000-0000-9500-00	Luis Hernandez	Reclass Invoice # 06-08-22	$178.24	
668219	06-09-2022	2043-0000-0-0000-0000-9500-00	Wells Fargo Vendor Financial Services, LLC		$399.67	
668221	06-09-2022	2043-3212-0-0000-0000-9500-00	SYNCB/AMAZON		$162.45	
668223	06-09-2022	2043-0000-0-0000-0000-9500-00	Scoot Education Inc.		$275.00	
668225	06-09-2022	2043-0000-0-0000-0000-9500-00	Phillip Silva		$145.00	
668227	06-09-2022	2043-4035-0-0000-0000-9500-00	Leah Raphael		$1,650.00	
668229	06-09-2022	2043-4035-0-0000-0000-9500-00	Jane Raphael		$1,200.00	
668231	06-09-2022	2043-0000-0-0000-0000-9500-00	Health Connected		$224.47	
668233	06-09-2022	2043-6500-0-0000-0000-9500-00	AP fbo EdLogical Group Corp		$2,369.38	
668235	06-09-2022	2043-0000-0-0000-0000-9500-00	Amazon Capital Services		$177.71	
668237	06-09-2022	2043-0000-0-0000-0000-9500-00	Amazon Capital Services		$29.01	
668239	06-09-2022	2043-3212-0-0000-0000-9500-00	Amazon Capital Services		$218.80	
668241	06-09-2022	2043-0000-0-0000-0000-9500-00	Amazon Capital Services		$45.43	
668243	06-09-2022	2043-0000-0-0000-0000-9500-00	Amazon Capital Services		$97.23	
668245	06-09-2022	2043-3212-0-0000-0000-9500-00	Amazon Capital Services		$211.80	
668247	06-09-2022	2043-0000-0-0000-0000-9500-00	Amazon Capital Services		$42.26	
668249	06-09-2022	2043-0000-0-0000-0000-9500-00	Amazon Capital Services		$159.67	
668321	06-09-2022	1930-0000-0-0000-0000-9500-00	Luis Hernandez		$178.24	
668323	06-09-2022	1752-0000-0-0000-0000-9500-00	Luis Hernandez		$192.78	
668408	06-09-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$518.29	
668410	06-09-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$102.09	
668412	06-09-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$34.91	
668414	06-09-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$87.20	
668416	06-09-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$26.47	
668418	06-09-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$21.62	
668420	06-09-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$36.16	
668422	06-09-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$41.53	
668424	06-09-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$42.98	
668426	06-09-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$73.73	
668428	06-09-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$188.74	
668430	06-09-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$186.37	
668432	06-09-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$74.02	
668434	06-09-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$32.89	
668436	06-09-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$33.99	
668438	06-09-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$107.66	
668440	06-09-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$47.83	
668442	06-09-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$47.35	
668444	06-09-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$38.74	
668446	06-09-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$43.06	
668448	06-09-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$17.49	
668450	06-09-2022	1930-0000-0-0000-0000-9500-00	Scoot Education Inc.		$275.00	
668452	06-09-2022	1930-0000-0-0000-0000-9500-00	Scoot Education Inc.		$1,375.00	
673299	06-09-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Office supplies		$72.48
673301	06-09-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Office supplies		$66.00
673295	06-09-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Custodial supplies		$62.67
673297	06-09-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Custodial supplies		$57.06
673303	06-09-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher Supplies		$177.23

Vista Legacy Global Academy
Supporting Documentation

673305	06-09-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher Supplies		$161.39
676906	06-09-2022	1234-0000-0-0000-0000-9500-00	Fusion Cloud Services, LLC	Phone Service 06/10/22 - 07/09/22		$1,121.23
689974	06-09-2022	2043-4035-0-0000-0000-9500-00	Jane Raphael	Reclass Invoice #100		$1,200.00
689976	06-09-2022	2043-3212-0-0000-0000-9500-00	Jane Raphael	Reclass Invoice #100	$1,200.00	
689982	06-09-2022	2043-4035-0-0000-0000-9500-00	Leah Raphael	Reclass Invoice #99		$1,650.00
689984	06-09-2022	2043-3212-0-0000-0000-9500-00	Leah Raphael	Reclass Invoice #99	$1,650.00	
668934	06-10-2022	1752-0000-0-0000-0000-9500-00	Miguel Angel Reyes Salgado		$143.93	
668936	06-10-2022	1930-0000-0-0000-0000-9500-00	Miguel Angel Reyes Salgado		$131.07	
668938	06-10-2022	1752-0000-0-0000-0000-9500-00	Boyd & Associates		$306.19	
668940	06-10-2022	1930-0000-0-0000-0000-9500-00	Boyd & Associates		$278.81	
668942	06-10-2022	1752-0000-0-0000-0000-9500-00	Insight Direct USA, Inc.		$2,113.38	
668944	06-10-2022	1930-0000-0-0000-0000-9500-00	Insight Direct USA, Inc.		$1,924.41	
668946	06-10-2022	1752-0000-0-0000-0000-9500-00	Scoot Education Inc.		$1,925.00	
668948	06-10-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$67.62	
668950	06-10-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$136.36	
668952	06-10-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$15.33	
668954	06-10-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$13.95	
668956	06-10-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$176.69	
668958	06-10-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$160.89	
668960	06-10-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$22.91	
668962	06-10-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$61.76	
668964	06-10-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$56.24	
668966	06-10-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$39.89	
668968	06-10-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$36.33	
668970	06-10-2022	1752-3213-0-0000-0000-9500-00	Amazon Capital Services		$135.83	
668972	06-10-2022	1930-3213-0-0000-0000-9500-00	Amazon Capital Services		$123.69	
668974	06-10-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$125.61	
669051	06-10-2022	1234-0000-0-0000-0000-9500-00	Donald Wilson	Expense Reimbursement: Printer for Superintendent		$66.97
669053	06-10-2022	1752-0000-0-0000-0000-9500-00	Donald Wilson	Expense Reimbursement: Printer for Superintendent		$69.98
669055	06-10-2022	1930-0000-0-0000-0000-9500-00	Donald Wilson	Expense Reimbursement: Printer for Superintendent		$63.75
669057	06-10-2022	2043-0000-0-0000-0000-9500-00	Donald Wilson	Expense Reimbursement: Printer for Superintendent		$16.79
669236	06-10-2022	1234-0000-0-0000-0000-9500-00	Donald Wilson		$66.97	
669238	06-10-2022	1752-0000-0-0000-0000-9500-00	Donald Wilson		$69.98	
669240	06-10-2022	1930-0000-0-0000-0000-9500-00	Donald Wilson		$63.75	
669242	06-10-2022	2043-0000-0-0000-0000-9500-00	Donald Wilson		$16.79	
669244	06-10-2022	1930-0000-0-0000-0000-9500-00	Uni Fire Protection Inc.		$11,769.16	
669246	06-10-2022	1752-0000-0-0000-0000-9500-00	Uni Fire Protection Inc.		$12,924.84	
669400	06-10-2022	1752-0000-0-0000-0000-9500-00	Roberto Mosqueda Diaz		$91.60	
669402	06-10-2022	1930-0000-0-0000-0000-9500-00	Roberto Mosqueda Diaz		$83.40	
669404	06-10-2022	1234-0000-0-0000-0000-9500-00	Learningtech.org		$301.74	
669406	06-10-2022	1752-0000-0-0000-0000-9500-00	Learningtech.org		$315.36	
669408	06-10-2022	1930-0000-0-0000-0000-9500-00	Learningtech.org		$287.24	
669410	06-10-2022	2043-0000-0-0000-0000-9500-00	Learningtech.org		$75.66	
669895	06-10-2022	1234-0000-0-0000-0000-9500-00	Learningtech.org	FY 22-23 Category 2 E-Rate Mgmt Services		$2,943.52
669897	06-10-2022	1752-0000-0-0000-0000-9500-00	Learningtech.org	FY 22-23 Category 2 E-Rate Mgmt Services		$3,076.41
669899	06-10-2022	1930-0000-0-0000-0000-9500-00	Learningtech.org	FY 22-23 Category 2 E-Rate Mgmt Services		$2,802.04
669901	06-10-2022	2043-0000-0-0000-0000-9500-00	Learningtech.org	FY 22-23 Category 2 E-Rate Mgmt Services		$738.03
672331	06-10-2022	1234-0000-0-0000-0000-9500-00	LADWP	Electric Charges 04/12/22 - 06/07/22		$8,475.73
672948	06-10-2022	1752-0000-0-0000-0000-9500-00	Charter Communications	Phone Service from 06/10/22 - 07/09/22		$62.79
672949	06-10-2022	1930-0000-0-0000-0000-9500-00	Charter Communications	Phone Service from 06/10/22 - 07/09/22		$57.18
672958	06-10-2022	1752-0000-0-0000-0000-9500-00	Charter Communications	Internet Service from 06/10/22 - 07/09/22		$1,143.63
672959	06-10-2022	1930-0000-0-0000-0000-9500-00	Charter Communications	Internet Service from 06/10/22 - 07/09/22		$1,041.37
675190	06-10-2022	1930-4035-0-0000-0000-9500-00	California Department of Education	Overpayment of 21-22 Title II, Part A Funds		$715.00
675862	06-10-2022	2043-0000-0-0000-0000-9500-00	Amazon Capital Services	Graduation Supplies		$41.21
675884	06-10-2022	2043-0000-0-0000-0000-9500-00	Wells Fargo Vendor Financial Services, LLC	June 2022 KYOCERA Copier Lease - Contract #450-9683424-002		$434.67
676993	06-10-2022	1234-6504-0-0000-0000-9500-00	NCS Pearson, Inc	WISC-V, NEPSY-II, BEERY VMI, WRAML2 Kits & Record Forms		$4,545.05
714885	06-10-2022	1752-3213-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1M39-PLQ6-1CGN		$135.83

Vista Legacy Global Academy
Supporting Documentation

714887	06-10-2022	1752-3212-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1M39-PLQ6-1CGN	$135.83	
715516	06-10-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1WL1-MPFT-74DP		$15.33
715518	06-10-2022	1752-3213-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1WL1-MPFT-74DP	$15.33	
716570	06-10-2022	1930-0000-0-0000-0000-9500-00	Insight Direct USA, Inc.	Reclass Invoice #922371615		$1,924.41
716572	06-10-2022	1930-3212-0-0000-0000-9500-00	Insight Direct USA, Inc.	Reclass Invoice #922371615	$1,924.41	
714532	06-10-2022	1752-0000-0-0000-0000-9500-00	Insight Direct USA, Inc.	Reclass Invoice #922371615		$2,113.38
714534	06-10-2022	1752-3212-0-0000-0000-9500-00	Insight Direct USA, Inc.	Reclass Invoice #922371615	$2,113.38	
717281	06-10-2022	1930-3213-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1M39-PLQ6-1CGN		$123.69
717283	06-10-2022	1930-3212-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1M39-PLQ6-1CGN	$123.69	
717488	06-10-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1WL1-MPFT-74DP		$13.95
717490	06-10-2022	1930-3213-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1WL1-MPFT-74DP	$13.95	
676918	06-11-2022	1234-0000-0-0000-0000-9500-00	Staples	Office Supplies		$1,352.56
700914	06-12-2022	1752-0000-0-0000-0000-9500-00	D&S Construction Services Inc.	Repaint one red wall in class room to different color		$377.19
700915	06-12-2022	1930-0000-0-0000-0000-9500-00	D&S Construction Services Inc.	Repaint one red wall in class room to different color		$297.81
672555	06-12-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher supplies		$90.34
672553	06-12-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher supplies		$45.68
673307	06-12-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Nurse Supplies		$31.69
673309	06-12-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Nurse Supplies		$28.86
673311	06-12-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Office supplies		$83.90
673313	06-12-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Office supplies		$76.40
715571	06-12-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1DCJ-LJHY-7WPT	$31.69	
715573	06-12-2022	1752-3213-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1DCJ-LJHY-7WPT		$31.69
717513	06-12-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1DCJ-LJHY-7WPT	$28.86	
717515	06-12-2022	1930-3213-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1DCJ-LJHY-7WPT		$28.86
669693	06-13-2022	1234-0000-0-0000-0000-9500-00	Morweb CMS Inc.		$5,666.71	
669695	06-13-2022	1752-0000-0-0000-0000-9500-00	Morweb CMS Inc.		$5,922.54	
669697	06-13-2022	1930-0000-0-0000-0000-9500-00	Morweb CMS Inc.		$5,394.33	
669699	06-13-2022	2043-0000-0-0000-0000-9500-00	Morweb CMS Inc.		$1,420.82	
669944	06-13-2022	1234-0000-0-0000-0000-9500-00	Kaiser Foundation Health Plan Inc		$24,564.86	
669946	06-13-2022	1234-0000-0-0000-0000-9500-00	Learningtech.org		$2,943.52	
669948	06-13-2022	1752-0000-0-0000-0000-9500-00	Learningtech.org		$3,076.41	
669950	06-13-2022	1930-0000-0-0000-0000-9500-00	Learningtech.org		$2,802.04	
669952	06-13-2022	2043-0000-0-0000-0000-9500-00	Learningtech.org		$738.03	
669954	06-13-2022	1234-0000-0-0000-0000-9500-00	V-Tech Services		$5,000.00	
669956	06-13-2022	1752-0000-0-0000-0000-9500-00	V-Tech Services		$350.00	
669958	06-13-2022	1930-0000-0-0000-0000-9500-00	V-Tech Services		$350.00	
669960	06-13-2022	2043-0000-0-0000-0000-9500-00	V-Tech Services		$700.00	
673331	06-13-2022	1752-0000-0-0000-0000-9500-00	Cintas Corp	Custodial Supplies		$291.23
673333	06-13-2022	1930-0000-0-0000-0000-9500-00	Cintas Corp	Custodial Supplies		$265.19
674524	06-13-2022	1234-0000-0-0000-0000-9500-00	Maintex, Inc	Custodial Supplies		$812.92
674526	06-13-2022	1234-0000-0-0000-0000-9500-00	Maintex, Inc	Custodial Supplies		$993.94
677903	06-13-2022	1930-0000-0-0000-0000-9500-00	Orange County Dept. of Education	Coaching For Excellence - Ms. Drake		$150.00
678853	06-13-2022	1234-0000-0-0000-0000-9500-00	Blue Shield of California	July 2022 Health Insurance		$46,781.89
689896	06-13-2022	2043-0000-0-0000-0000-9500-00	V-Tech Services	Reclass Invoice #2650		$700.00
689898	06-13-2022	2043-3212-0-0000-0000-9500-00	V-Tech Services	Reclass Invoice #2650	$700.00	
698268	06-14-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1HFY-7X4X-4JY3	$241.75	
698270	06-14-2022	1234-4127-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1HFY-7X4X-4JY3		$241.75
700701	06-14-2022	1752-4035-0-0000-0000-9500-00	Leah Raphael	Reclass Invoice #104	$975.00	
700703	06-14-2022	1752-3212-0-0000-0000-9500-00	Leah Raphael	Reclass Invoice #104		$975.00
700741	06-14-2022	1930-4035-0-0000-0000-9500-00	Leah Raphael	Reclass Invoice #107	$375.00	
700743	06-14-2022	1930-3212-0-0000-0000-9500-00	Leah Raphael	Reclass Invoice #107		$375.00
670704	06-14-2022	1234-0000-0-0000-0000-9500-00	Scoot Education Inc.		$1,236.00	
670710	06-14-2022	1234-0000-0-0000-0000-9500-00	FedEx		$23.44	
670712	06-14-2022	1752-0000-0-0000-0000-9500-00	FedEx		$24.49	
670714	06-14-2022	1930-0000-0-0000-0000-9500-00	FedEx		$22.31	
670716	06-14-2022	2043-0000-0-0000-0000-9500-00	FedEx		$5.88	
670674	06-14-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services		$602.70	

Vista Legacy Global Academy
Supporting Documentation

670676	06-14-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services			$46.26	
670678	06-14-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services			$290.88	
670680	06-14-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services			$391.88	
670682	06-14-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services			$188.51	
670684	06-14-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services			$261.96	
670686	06-14-2022	1234-0000-0-0000-0000-9500-00	Waterlogic Americas			$49.27	
670688	06-14-2022	1234-0000-0-0000-0000-9500-00	Waterlogic Americas			$49.27	
670690	06-14-2022	1234-0000-0-0000-0000-9500-00	VendorMax, Inc			$39.00	
670692	06-14-2022	1234-0000-0-0000-0000-9500-00	Staples			$583.44	
670694	06-14-2022	1234-0000-0-0000-0000-9500-00	Staples			$4,605.35	
670696	06-14-2022	1234-0000-0-0000-0000-9500-00	SoCalGas			$14.73	
670720	06-14-2022	1234-0000-0-0000-0000-9500-00	Cecilia Ley			$370.00	
670722	06-14-2022	1234-0000-0-0000-0000-9500-00	Athens Services			$1,870.06	
670706	06-14-2022	1234-0000-0-0000-0000-9500-00	Kustom Imprints			$2,918.01	
670708	06-14-2022	1234-0000-0-0000-0000-9500-00	Glendale Fire Systems, Inc.			$147.00	
670718	06-14-2022	1234-0000-0-0000-0000-9500-00	Cintas Corp			$45.44	
672557	06-14-2022	1930-6500-0-0000-0000-9500-00	Braille Abilities, LLC	VI/O&M Service			$1,067.06
672561	06-14-2022	1930-4035-0-0000-0000-9500-00	Leah Raphael	Semester 2 - Additional Consultations			$375.00
672563	06-14-2022	1930-0000-0-0000-0000-9500-00	Scoot Education Inc.	Substitute Teachers			$275.00
673063	06-14-2022	1752-0000-0-0000-0000-9500-00	Scoot Education Inc.	Substitute Teachers			$1,650.00
673049	06-14-2022	1752-4035-0-0000-0000-9500-00	Leah Raphael	Leadership Coaching / Semester 2 Consultations			$975.00
673315	06-14-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Athletic supplies			$543.18
673317	06-14-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Athletic supplies			$494.62
674461	06-14-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services	Student Award Supplies			$241.75
674534	06-14-2022	1234-0000-0-0000-0000-9500-00	Scoot Education Inc.	Substitute Teachers			$1,545.00
674520	06-14-2022	1234-4035-0-0000-0000-9500-00	Leah Raphael	Workshop PD & Additional Consultations			$1,200.00
674490	06-14-2022	1234-0000-0-0000-0000-9500-00	Cintas Corp	Custodial Supplies - Terry Towels and Uniforms			$45.44
675874	06-14-2022	2043-4035-0-0000-0000-9500-00	Leah Raphael	Workshop PD			$600.00
675864	06-14-2022	2043-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies			$73.68
675868	06-14-2022	2043-4035-0-0000-0000-9500-00	Jane Raphael	Workshop PD			$600.00
676916	06-14-2022	1234-0000-0-0000-0000-9500-00	Purchase Power	Postage Meter Refill & Rental (June 2022)			$38.31
689742	06-14-2022	1234-4035-0-0000-0000-9500-00	Leah Raphael	Reclass Invoice #103		$1,200.00	
689744	06-14-2022	1234-3212-0-0000-0000-9500-00	Leah Raphael	Reclass Invoice #103			$1,200.00
689673	06-14-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1YGW-CRCL-1JYQ			$529.76
689675	06-14-2022	1234-3212-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1YGW-CRCL-1JYQ		$529.76	
689709	06-14-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1MFT-DLR3-67G4			$290.88
689711	06-14-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1MFT-DLR3-67G4		$179.26	
689712	06-14-2022	1234-3212-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1MFT-DLR3-67G4		$111.62	
689987	06-14-2022	2043-4035-0-0000-0000-9500-00	Leah Raphael	Reclass Invoice #105		$600.00	
689989	06-14-2022	2043-3212-0-0000-0000-9500-00	Leah Raphael	Reclass Invoice #105			$600.00
689999	06-14-2022	2043-4035-0-0000-0000-9500-00	Jane Raphael	Reclass Invoice #106		$600.00	
690001	06-14-2022	2043-3212-0-0000-0000-9500-00	Jane Raphael	Reclass Invoice #106			$600.00
700616	06-15-2022	1930-0000-0-0000-0000-9500-00	Julie Vasquez	Reclass Invoice # 06-15-22		$35.89	
700618	06-15-2022	1930-4127-0-0000-0000-9500-00	Julie Vasquez	Reclass Invoice # 06-15-22			$35.89
700620	06-15-2022	1930-0000-0-0000-0000-9500-00	Meredith Branch	Reclass Invoice # 06-15-22		$28.34	
700622	06-15-2022	1930-4127-0-0000-0000-9500-00	Meredith Branch	Reclass Invoice # 06-15-22			$28.34
700624	06-15-2022	1930-0000-0-0000-0000-9500-00	Nicole De Vera	Reclass Invoice # 06-15-22		$28.98	
700626	06-15-2022	1930-4127-0-0000-0000-9500-00	Nicole De Vera	Reclass Invoice # 06-15-22			$28.98
700628	06-15-2022	1930-0000-0-0000-0000-9500-00	Tiffani Grubbs	Reclass Invoice # 06-15-22		$72.84	
700630	06-15-2022	1930-4127-0-0000-0000-9500-00	Tiffani Grubbs	Reclass Invoice # 06-15-22			$72.84
700612	06-15-2022	1930-0000-0-0000-0000-9500-00	Christina Sequeira	Reclass Invoice # 06-15-22		$49.60	
700614	06-15-2022	1930-4127-0-0000-0000-9500-00	Christina Sequeira	Reclass Invoice # 06-15-22			$49.60
672075	06-15-2022	1752-0000-0-0000-0000-9500-00	Joel Reyes	Expense Reimbursement: Bus Repair			$15.28
672001	06-15-2022	1930-0000-0-0000-0000-9500-00	Julie Vasquez	Expense Reimbursement: Vista Olympics Materials			$35.89
672003	06-15-2022	1930-0000-0-0000-0000-9500-00	Christina Sequeira	Expense Reimbursement: Vista Olympics Materials			$49.60
672009	06-15-2022	1930-0000-0-0000-0000-9500-00	Meredith Branch	Expense Reimbursement: Vista Olympics Materials			$28.34
672039	06-15-2022	1930-0000-0-0000-0000-9500-00	Nicole De Vera	Expense Reimbursement: Career Day Supplies			$28.98

Vista Legacy Global Academy
Supporting Documentation

672069	06-15-2022	1752-0000-0-0000-0000-9500-00	Amy McKahan	Expense Reimbursement: Vista Olympics Materials		$44.84
672071	06-15-2022	1752-0000-0-0000-0000-9500-00	Brooke Podgorski	Expense Reimbursement: Vista Olympics Materials		$46.14
672080	06-15-2022	1752-0000-0-0000-0000-9500-00	Linda Miguel	Expense Reimbursement: Fingerprinting & CBEST Certifications		$136.75
672081	06-15-2022	1930-0000-0-0000-0000-9500-00	Linda Miguel	Expense Reimbursement: Fingerprinting & CBEST Certifications		$136.75
672083	06-15-2022	1752-0000-0-0000-0000-9500-00	Michael Allaway	Expense Reimbursement: Vista Olympics Materials		$45.82
672110	06-15-2022	1752-0000-0-0000-0000-9500-00	Richard Jimenez	Expense Reimbursement: Items for Athletics Meeting		$54.11
672144	06-15-2022	1752-0000-0-0000-0000-9500-00	Amanda Gomez	Expense Reimbursement: Vista Olympics Materials		$51.97
672146	06-15-2022	1752-0000-0-0000-0000-9500-00	Hannah Wilson	Expense Reimbursement: Vista Olympics Materials		$56.16
672150	06-15-2022	1752-0000-0-0000-0000-9500-00	Ruth Valdin	Expense Reimbursement: Graduation Decor & Gown Cleaning		$1,200.00
672151	06-15-2022	1930-0000-0-0000-0000-9500-00	Ruth Valdin	Expense Reimbursement: Graduation Decor & Gown Cleaning		$400.00
672153	06-15-2022	1752-0000-0-0000-0000-9500-00	Trevor Sailors	Expense Reimbursement: Vista Olympics Supplies		$29.85
671995	06-15-2022	1930-0000-0-0000-0000-9500-00	Tiffani Grubbs	Expense Reimbursement: Vista Olympics Materials		$72.84
672108	06-15-2022	1752-0000-0-0000-0000-9500-00	Nicole Douglas	Expense Reimbursement: Vista Olympics Materials & Coaching Course		$761.60
673087	06-15-2022	1752-0000-0-0000-0000-9500-00	Extra Space Storage	Rent Unit # A15		$222.97
673089	06-15-2022	1930-0000-0-0000-0000-9500-00	Extra Space Storage	Rent Unit # A15		$203.03
673071	06-15-2022	1752-0000-0-0000-0000-9500-00	Templo Calvario, Inc.	Cleaning Fees / services for 06/17-08/22 Event		$680.42
673073	06-15-2022	1930-0000-0-0000-0000-9500-00	Templo Calvario, Inc.	Cleaning Fees / services for 06/17-08/22 Event		$619.58
673099	06-15-2022	1752-0000-0-0000-0000-9500-00	Extra Space Storage	R201- Parking Spot - School Bus		$343.00
673323	06-15-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Office supplies		$63.53
673325	06-15-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Office supplies		$57.85
673319	06-15-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Technology Supplies		$550.83
673321	06-15-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Technology Supplies		$501.57
675208	06-15-2022	1752-0000-0-0000-0000-9500-00	Insight Direct USA, Inc.	4 transceiver modules		$1,303.09
675210	06-15-2022	1930-0000-0-0000-0000-9500-00	Insight Direct USA, Inc.	4 transceiver modules		$1,186.58
675186	06-15-2022	1752-6500-0-0000-0000-9500-00	AP fbo EdLogical Group Corp	May 2022 - OT Services (Heritage)		$964.00
675238	06-15-2022	1930-0000-0-0000-0000-9500-00	Templo Calvario, Inc.	Rental Lease - 04/01/22 - 06/17/22		$4,000.00
675206	06-15-2022	1930-0000-0-0000-0000-9500-00	Extra Space Storage	Rent Unit # R202 - Condor Bus parking spot		$338.00
675765	06-15-2022	1752-0000-0-0000-0000-9500-00	Trans Continental Enterprise	Stage Setup & Rehearsal		$272.17
675767	06-15-2022	1930-0000-0-0000-0000-9500-00	Trans Continental Enterprise	Stage Setup & Rehearsal		$247.83
675769	06-15-2022	1752-0000-0-0000-0000-9500-00	Trans Continental Enterprise	Setup program & Stage Prep		$837.44
675771	06-15-2022	1930-0000-0-0000-0000-9500-00	Trans Continental Enterprise	Setup program & Stage Prep		$762.56
675866	06-15-2022	2043-6500-0-0000-0000-9500-00	AP fbo EdLogical Group Corp	May 2022 - SLPA Supervision & Speech Services (Horizon)		$3,430.38
676902	06-15-2022	1234-6500-0-0000-0000-9500-00	AP fbo EdLogical Group Corp	May 2022 - SLPA Supervision & Speech Services (VCMS)		$2,722.03
678857	06-15-2022	1234-0000-0-0000-0000-9500-00	Metropolitan Life Insurance Company	July 2022 Insurance		$11,595.80
684175	06-15-2022	1234-0000-0-0000-0000-9500-00	Guardian	July 2022 Insurance		$869.69
714539	06-15-2022	1752-0000-0-0000-0000-9500-00	Insight Direct USA, Inc.	Reclass Invoice #922480101	$1,303.09	
714541	06-15-2022	1752-3212-0-0000-0000-9500-00	Insight Direct USA, Inc.	Reclass Invoice #922480101		$1,303.09
716585	06-15-2022	1930-0000-0-0000-0000-9500-00	Insight Direct USA, Inc.	Reclass Invoice #922480101	$1,186.58	
716587	06-15-2022	1930-3212-0-0000-0000-9500-00	Insight Direct USA, Inc.	Reclass Invoice #922480101		$1,186.58
700550	06-16-2022	1234-0000-0-0000-0000-9500-00	PUC National	Reclass Inv# FY21-22 126		$14,000.00
700551	06-16-2022	1234-4127-0-0000-0000-9500-00	PUC National	Reclass Inv# FY21-22 126	$14,000.00	
700633	06-16-2022	1930-0000-0-0000-0000-9500-00	Christina Sequeira	Reclass Invoice # 06-15-22		$49.60
700635	06-16-2022	1930-4127-0-0000-0000-9500-00	Christina Sequeira	Reclass Invoice # 06-15-22	$49.60	
700637	06-16-2022	1930-0000-0-0000-0000-9500-00	Julie Vasquez	Reclass Invoice # 06-15-22		$35.89
700639	06-16-2022	1930-4127-0-0000-0000-9500-00	Julie Vasquez	Reclass Invoice # 06-15-22	$35.89	
700641	06-16-2022	1930-0000-0-0000-0000-9500-00	Meredith Branch	Reclass Invoice # 06-15-22		$28.34
700643	06-16-2022	1930-4127-0-0000-0000-9500-00	Meredith Branch	Reclass Invoice # 06-15-22	$28.34	
700645	06-16-2022	1930-0000-0-0000-0000-9500-00	Nicole De Vera	Reclass Invoice # 06-15-22		$28.98
700647	06-16-2022	1930-4127-0-0000-0000-9500-00	Nicole De Vera	Reclass Invoice # 06-15-22	$28.98	
700649	06-16-2022	1930-0000-0-0000-0000-9500-00	Tiffani Grubbs	Reclass Invoice # 06-15-22		$72.84
700651	06-16-2022	1930-4127-0-0000-0000-9500-00	Tiffani Grubbs	Reclass Invoice # 06-15-22	$72.84	
700935	06-16-2022	1752-0000-0-0000-0000-9500-00	Savvas Learning Company LLC	Virtual ILIT IMPL ESSNT 3hrs, Training 1hr, ACTIV 2 hrs		$2,250.00
672290	06-16-2022	1930-0000-0-0000-0000-9500-00	Tiffani Grubbs		$72.84	
672292	06-16-2022	1930-0000-0-0000-0000-9500-00	Julie Vasquez		$35.89	
672294	06-16-2022	1930-0000-0-0000-0000-9500-00	Christina Sequeira		$49.60	
672296	06-16-2022	1930-0000-0-0000-0000-9500-00	Meredith Branch		$28.34	
672298	06-16-2022	1930-0000-0-0000-0000-9500-00	Nicole De Vera		$28.98	

672300	06-16-2022	1752-0000-0-0000-0000-9500-00	Amy McKahan		$44.84	
672302	06-16-2022	1752-0000-0-0000-0000-9500-00	Brooke Podgorski		$46.14	
672304	06-16-2022	1752-0000-0-0000-0000-9500-00	Joel Reyes		$15.28	
672306	06-16-2022	1752-0000-0-0000-0000-9500-00	Linda Miguel		$136.75	
672308	06-16-2022	1930-0000-0-0000-0000-9500-00	Linda Miguel		$136.75	
672310	06-16-2022	1752-0000-0-0000-0000-9500-00	Michael Allaway		$45.82	
672312	06-16-2022	1752-0000-0-0000-0000-9500-00	Nicole Douglas		$761.60	
672314	06-16-2022	1752-0000-0-0000-0000-9500-00	Richard Jimenez		$54.11	
672316	06-16-2022	1752-0000-0-0000-0000-9500-00	Amanda Gomez		$51.97	
672318	06-16-2022	1752-0000-0-0000-0000-9500-00	Hannah Wilson		$56.16	
672320	06-16-2022	1752-0000-0-0000-0000-9500-00	Ruth Valdin		$1,200.00	
672322	06-16-2022	1930-0000-0-0000-0000-9500-00	Ruth Valdin		$400.00	
672324	06-16-2022	1752-0000-0-0000-0000-9500-00	Trevor Sailors		$29.85	
672540	06-16-2022	1234-0000-0-0000-0000-9500-00	PUC National		$29,000.00	
672542	06-16-2022	1234-0000-0-0000-0000-9500-00	LADWP		$8,475.73	
675176	06-16-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$252.19
675178	06-16-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$229.64
675614	06-16-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$207.59
675616	06-16-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$227.97
676892	06-16-2022	1234-2600-0-0000-0000-9500-00	Amazon Capital Services	Bulletin Board		$246.99
676904	06-16-2022	1234-0000-0-0000-0000-9500-00	Cecilia Ley	8th Grade Culmination Balloons		$907.00
675214	06-17-2022	1752-0000-0-0000-0000-9500-00	Maintex, Inc	Vacuum Backpack & Tools		$517.29
675216	06-17-2022	1930-0000-0-0000-0000-9500-00	Maintex, Inc	Vacuum Backpack & Tools		$471.04
675180	06-17-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Books		$57.07
675182	06-17-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Books		$51.96
675218	06-17-2022	1752-0000-0-0000-0000-9500-00	Maintex, Inc	Custodian Supplies		$58.42
675220	06-17-2022	1930-0000-0-0000-0000-9500-00	Maintex, Inc	Custodian Supplies		$53.19
675886	06-17-2022	2043-5310-0-0000-0000-9500-00	School Nutrition Plus	June 2022 Meal Services - Horizon		$5,034.80
676894	06-17-2022	1234-2600-0-0000-0000-9500-00	Amazon Capital Services	Classroom Supplies		$1,122.41
713948	06-17-2022	1752-0000-0-0000-0000-9500-00	Maintex, Inc	Reclass Invoice #905254-00	$517.29	
713950	06-17-2022	1752-3212-0-0000-0000-9500-00	Maintex, Inc	Reclass Invoice #905254-00		$517.29
716453	06-17-2022	1930-0000-0-0000-0000-9500-00	Maintex, Inc	Reclass Invoice #905254-00	$471.04	
716455	06-17-2022	1930-3212-0-0000-0000-9500-00	Maintex, Inc	Reclass Invoice #905254-00		$471.04
700744	06-17-2022	1930-4035-0-0000-0000-9500-00	Leah Raphael	Reclass Invoice #107		$375.00
700746	06-17-2022	1930-3212-0-0000-0000-9500-00	Leah Raphael	Reclass Invoice #107	$375.00	
672784	06-17-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$90.34	
672786	06-17-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$45.68	
672788	06-17-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$16.38	
672782	06-17-2022	1930-6500-0-0000-0000-9500-00	Braille Abilities, LLC		$1,067.06	
672780	06-17-2022	1930-6500-0-0000-0000-9500-00	Cross Country Education		$2,817.51	
672778	06-17-2022	1930-4035-0-0000-0000-9500-00	Leah Raphael		$375.00	
672776	06-17-2022	1930-0000-0-0000-0000-9500-00	Scoot Education Inc.		$275.00	
677913	06-18-2022	1930-0000-0-0000-0000-9500-00	Staples	Office Supplies		$174.92
677915	06-18-2022	1752-0000-0-0000-0000-9500-00	Staples	Office Supplies		$192.09
700704	06-20-2022	1752-4035-0-0000-0000-9500-00	Leah Raphael	Reclass Invoice #104		$975.00
700706	06-20-2022	1752-3212-0-0000-0000-9500-00	Leah Raphael	Reclass Invoice #104	$975.00	
658746	06-20-2022	1752-0000-0-0000-0000-9500-00	Rick D. Kagasoff	Vista Secured Parking Space Rental for Vans - July 2022		$150.00
658747	06-20-2022	1930-0000-0-0000-0000-9500-00	Rick D. Kagasoff	Vista Secured Parking Space Rental for Vans - July 2022		$150.00
673422	06-20-2022	1752-0000-0-0000-0000-9500-00	Templo Calvario, Inc.		$680.42	
673424	06-20-2022	1930-0000-0-0000-0000-9500-00	Templo Calvario, Inc.		$619.58	
673426	06-20-2022	1752-0000-0-0000-0000-9500-00	Scoot Education Inc.		$1,650.00	
673430	06-20-2022	1752-3010-0-0000-0000-9500-00	jtsmithdesigns		$1,180.00	
673432	06-20-2022	1752-4035-0-0000-0000-9500-00	Leah Raphael		$975.00	
673434	06-20-2022	1930-0000-0-0000-0000-9500-00	Mitel Cloud Services, Inc.		$645.41	
673436	06-20-2022	1752-0000-0-0000-0000-9500-00	Mitel Cloud Services, Inc.		$1,073.92	
673438	06-20-2022	1752-0000-0-0000-0000-9500-00	Charter Communications		$1,143.63	
673440	06-20-2022	1930-0000-0-0000-0000-9500-00	Charter Communications		$1,041.37	

673442	06-20-2022	1752-0000-0-0000-0000-9500-00	Charter Communications		$62.79	
673444	06-20-2022	1930-0000-0-0000-0000-9500-00	Charter Communications		$57.18	
673446	06-20-2022	1752-0000-0-0000-0000-9500-00	Blue Ribbon Trophy		$105.06	
673448	06-20-2022	1752-0000-0-0000-0000-9500-00	Rick D. Kagasoff		$150.00	
673450	06-20-2022	1930-0000-0-0000-0000-9500-00	Rick D. Kagasoff		$150.00	
673392	06-20-2022	2043-6500-0-0000-0000-9500-00	Cross Country Education		$750.00	
673394	06-20-2022	2043-6500-0-0000-0000-9500-00	Cross Country Education		$375.00	
673396	06-20-2022	1752-6500-0-0000-0000-9500-00	Cross Country Education		$3,395.38	
673398	06-20-2022	1752-0000-0-0000-0000-9500-00	County of Orange		$431.90	
673400	06-20-2022	1930-0000-0-0000-0000-9500-00	County of Orange		$393.29	
673402	06-20-2022	1752-0000-0-0000-0000-9500-00	County of Orange		$142.07	
673404	06-20-2022	1930-0000-0-0000-0000-9500-00	County of Orange		$129.37	
673406	06-20-2022	1752-0000-0-0000-0000-9500-00	County of Orange		$431.90	
673408	06-20-2022	1930-0000-0-0000-0000-9500-00	County of Orange		$393.28	
673410	06-20-2022	1752-0000-0-0000-0000-9500-00	County of Orange		$142.07	
673412	06-20-2022	1930-0000-0-0000-0000-9500-00	County of Orange		$129.37	
673414	06-20-2022	1752-0000-0-0000-0000-9500-00	DMV Renewal		$211.00	
673416	06-20-2022	1752-0000-0-0000-0000-9500-00	Extra Space Storage		$343.00	
673418	06-20-2022	1752-0000-0-0000-0000-9500-00	Extra Space Storage		$222.97	
673420	06-20-2022	1930-0000-0-0000-0000-9500-00	Extra Space Storage		$203.03	
674514	06-20-2022	1234-0000-0-0000-0000-9500-00	Daniel Sommer	Expense Reimbursement : Culmination Supplies		$344.93
674516	06-20-2022	1234-0000-0-0000-0000-9500-00	Daniel Sommer	Expense Reimbursement : Class Supplies		$482.70
675224	06-20-2022	1752-0000-0-0000-0000-9500-00	Orkin	Pest Control Services		$62.81
675226	06-20-2022	1930-0000-0-0000-0000-9500-00	Orkin	Pest Control Services		$57.19
675166	06-20-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$224.28
675168	06-20-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$204.22
675780	06-20-2022	1930-0000-0-0000-0000-9500-00	Cintas Corp	Custodial Supplies		$320.87
675782	06-20-2022	1752-0000-0-0000-0000-9500-00	Cintas Corp	Custodial Supplies		$352.38
686370	06-20-2022	1752-3010-0-0000-0000-9500-00	jtsmithdesigns	Reclass Invoice #VHGA05222022		$1,180.00
686372	06-20-2022	1752-0000-0-0000-0000-9500-00	jtsmithdesigns	Reclass Invoice #VHGA05222022	$1,180.00	
700652	06-21-2022	1930-0000-0-0000-0000-9500-00	Alexandra Udd	Reclass Invoice # 06-21-22	$28.68	
700654	06-21-2022	1930-4127-0-0000-0000-9500-00	Alexandra Udd	Reclass Invoice # 06-21-22		$28.68
700657	06-21-2022	1930-0000-0-0000-0000-9500-00	Alexandra Udd	Reclass Invoice # 06-21-22		$28.68
700659	06-21-2022	1930-4127-0-0000-0000-9500-00	Alexandra Udd	Reclass Invoice # 06-21-22	$28.68	
700709	06-21-2022	1752-4035-0-0000-0000-9500-00	Teachers College Reading & Writing Project	Reclass Invoice #TCRWP-181115	$850.00	
700711	06-21-2022	1752-3212-0-0000-0000-9500-00	Teachers College Reading & Writing Project	Reclass Invoice #TCRWP-181115		$850.00
701461	06-21-2022	1752-0000-0-0000-0000-9500-00	Savvas Learning Company LLC	ILIT 3 Yar Student License		$14,580.00
673822	06-21-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$63.53	
673824	06-21-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$57.85	
673826	06-21-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$550.83	
673828	06-21-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$501.57	
673830	06-21-2022	1752-0000-0-0000-0000-9500-00	Cintas Corp		$636.85	
673832	06-21-2022	1930-0000-0-0000-0000-9500-00	Cintas Corp		$579.90	
673834	06-21-2022	1752-0000-0-0000-0000-9500-00	Cintas Corp		$291.23	
673836	06-21-2022	1930-0000-0-0000-0000-9500-00	Cintas Corp		$265.19	
673838	06-21-2022	1752-9003-0-0000-0000-9500-00	Knott's Berry Farm		$2,520.00	
673840	06-21-2022	1752-0000-0-0000-0000-9500-00	Maintex, Inc		$158.98	
673842	06-21-2022	1930-0000-0-0000-0000-9500-00	Maintex, Inc		$144.77	
673844	06-21-2022	1752-0000-0-0000-0000-9500-00	Orkin		$62.81	
673846	06-21-2022	1930-0000-0-0000-0000-9500-00	Orkin		$57.19	
673848	06-21-2022	1752-0000-0-0000-0000-9500-00	Staples		$156.33	
673850	06-21-2022	1930-0000-0-0000-0000-9500-00	Staples		$142.36	
673782	06-21-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$34.13	
673800	06-21-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$57.06	
673784	06-21-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$31.08	
673786	06-21-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$19.10	
673788	06-21-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$17.40	

Vista Legacy Global Academy
Supporting Documentation

673790	06-21-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$6.86	
673792	06-21-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$6.24	
673794	06-21-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$127.96	
673796	06-21-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$116.51	
673798	06-21-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$62.67	
673820	06-21-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$494.62	
673802	06-21-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$177.23	
673804	06-21-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$161.39	
673806	06-21-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$72.48	
673808	06-21-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$66.00	
673810	06-21-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$83.90	
673812	06-21-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$76.40	
673814	06-21-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$31.69	
673816	06-21-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$28.86	
673818	06-21-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$543.18	
674111	06-21-2022	1234-0000-0-0000-0000-9500-00	LA Lotus Festival, Inc.	Flyers & Promotional Items		$100.00
674152	06-21-2022	1234-0000-0-0000-0000-9500-00	LA Lotus Festival, Inc.		$100.00	
674201	06-21-2022	1752-0000-0-0000-0000-9500-00	Liza Hernandez	Expense Reimbursement : Food for Meeting		$123.56
674189	06-21-2022	1930-0000-0-0000-0000-9500-00	Alexandra Udd	Expense Reimbursement : Vista Olympics Materials		$28.68
674212	06-21-2022	1752-0000-0-0000-0000-9500-00	Liza Hernandez		$123.56	
674210	06-21-2022	1930-0000-0-0000-0000-9500-00	Alexandra Udd		$28.68	
675164	06-21-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Supplies		$171.70
675878	06-21-2022	2043-4035-0-0000-0000-9500-00	Teachers College Reading & Writing Project	June Writing Institute 2022 - Chelsea Hong		$850.00
675880	06-21-2022	2043-4035-0-0000-0000-9500-00	Teachers College Reading & Writing Project	June Writing Institute 2022 - Samantha Scheirman		$850.00
675882	06-21-2022	2043-4035-0-0000-0000-9500-00	Teachers College Reading & Writing Project	June Writing Institute 2022 - Amanda Yenkelun		$850.00
676896	06-21-2022	1234-2600-0-0000-0000-9500-00	American Nation Tour Inc.	Los Angeles Field Trip - 06/24/22		$700.00
676898	06-21-2022	1234-2600-0-0000-0000-9500-00	American Nation Tour Inc.	Van Nuys Field Trip - 07/01/22		$700.00
676900	06-21-2022	1234-2600-0-0000-0000-9500-00	American Nation Tour Inc.	Knott's Berry Farm Field Trip - 07/15/22		$700.00
677917	06-21-2022	1752-4035-0-0000-0000-9500-00	Teachers College Reading & Writing Project	June Writing Institute 2022 - Daryan Mello		$850.00
678169	06-21-2022	1234-0000-0-0000-0000-9500-00	Cintas Corp	Custodial Supplies - Terry Towels and Uniforms		$45.44
715566	06-21-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1YXK-4YC1-3JP6		$34.13
715568	06-21-2022	1752-3213-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1YXK-4YC1-3JP6	$34.13	
715574	06-21-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1DCJ-LJHY-7WPT		$31.69
715576	06-21-2022	1752-3213-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1DCJ-LJHY-7WPT	$31.69	
688928	06-21-2022	1752-0000-0-0000-0000-9500-00	Liza Hernandez	Reclass Invoice #06-21-22	$123.56	
688930	06-21-2022	1752-3010-0-0000-0000-9500-00	Liza Hernandez	Reclass Invoice #06-21-22		$123.56
688931	06-21-2022	1752-0000-0-0000-0000-9500-00	Liza Hernandez	Reclass Invoice #06-21-22		$123.56
688933	06-21-2022	1752-3010-0-0000-0000-9500-00	Liza Hernandez	Reclass Invoice #06-21-22	$123.56	
690017	06-21-2022	2043-4035-0-0000-0000-9500-00	Teachers College Reading & Writing Project	Reclass Invoice #TCRWP-181173	$850.00	
690019	06-21-2022	2043-3212-0-0000-0000-9500-00	Teachers College Reading & Writing Project	Reclass Invoice #TCRWP-181173		$850.00
690029	06-21-2022	2043-4035-0-0000-0000-9500-00	Teachers College Reading & Writing Project	Reclass Invoice #TCRWP-181086	$850.00	
690031	06-21-2022	2043-3212-0-0000-0000-9500-00	Teachers College Reading & Writing Project	Reclass Invoice #TCRWP-181086		$850.00
690037	06-21-2022	2043-4035-0-0000-0000-9500-00	Teachers College Reading & Writing Project	Reclass Invoice #TCRWP-181098	$850.00	
690039	06-21-2022	2043-3212-0-0000-0000-9500-00	Teachers College Reading & Writing Project	Reclass Invoice #TCRWP-181098		$850.00
717518	06-21-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1DCJ-LJHY-7WPT		$28.86
717520	06-21-2022	1930-3213-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1DCJ-LJHY-7WPT	$28.86	
717504	06-21-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1YXK-4YC1-3JP6		$31.08
717506	06-21-2022	1930-3213-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1YXK-4YC1-3JP6	$31.08	
698271	06-22-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1HFY-7X4X-4JY3		$241.75
698273	06-22-2022	1234-4127-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1HFY-7X4X-4JY3	$241.75	
674693	06-22-2022	1234-0000-0-0000-0000-9500-00	Wells Fargo Vendor Financial Services, LLC		$761.03	
674695	06-22-2022	1234-0000-0-0000-0000-9500-00	Wells Fargo Vendor Financial Services, LLC		$894.53	
674697	06-22-2022	1752-0000-0-0000-0000-9500-00	Wells Fargo Vendor Financial Services, LLC		$1,504.25	
674699	06-22-2022	1234-0000-0-0000-0000-9500-00	Maintex, Inc		$993.94	
674701	06-22-2022	1234-0000-0-0000-0000-9500-00	Maintex, Inc		$812.92	
674703	06-22-2022	1234-0000-0-0000-0000-9500-00	Lingo		$430.56	
674707	06-22-2022	1234-4035-0-0000-0000-9500-00	Leah Raphael		$1,200.00	

Vista Legacy Global Academy
Supporting Documentation

674709	06-22-2022	1234-0000-0-0000-0000-9500-00	LADWP		$264.32	
674711	06-22-2022	1234-0000-0-0000-0000-9500-00	Daniel Sommer		$482.70	
674713	06-22-2022	1234-0000-0-0000-0000-9500-00	Daniel Sommer		$344.93	
674719	06-22-2022	1234-0000-0-0000-0000-9500-00	PARS		$150.00	
674721	06-22-2022	1234-0000-0-0000-0000-9500-00	Scoot Education Inc.		$1,545.00	
674723	06-22-2022	1234-0000-0-0000-0000-9500-00	Western Exterminator Company		$158.05	
674737	06-22-2022	2043-4035-0-0000-0000-9500-00	Circle Ways		$625.00	
674739	06-22-2022	2043-4035-0-0000-0000-9500-00	Circle Ways		$375.00	
674741	06-22-2022	2043-4035-0-0000-0000-9500-00	Circle Ways		$375.00	
674743	06-22-2022	2043-4035-0-0000-0000-9500-00	Circle Ways		$375.00	
674745	06-22-2022	2043-4035-0-0000-0000-9500-00	Circle Ways		$625.00	
674683	06-22-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services		$241.75	
674685	06-22-2022	1234-0000-0-0000-0000-9500-00	Cintas Corp		$45.44	
674717	06-22-2022	1234-6504-0-0000-0000-9500-00	NCS Pearson, Inc		$1,320.00	
674727	06-22-2022	2043-4035-0-0000-0000-9500-00	Circle Ways		$750.00	
674729	06-22-2022	2043-4035-0-0000-0000-9500-00	Circle Ways		$375.00	
674731	06-22-2022	2043-4035-0-0000-0000-9500-00	Circle Ways		$375.00	
674733	06-22-2022	2043-4035-0-0000-0000-9500-00	Circle Ways		$375.00	
674735	06-22-2022	2043-4035-0-0000-0000-9500-00	Circle Ways		$375.00	
675170	06-22-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Technology Supplies		$7.14
675172	06-22-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Technology Supplies		$6.51
675621	06-22-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services	Books		$6.37
675622	06-22-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Books		$6.66
675623	06-22-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Books		$6.07
675624	06-22-2022	2043-0000-0-0000-0000-9500-00	Amazon Capital Services	Books		$1.60
675626	06-22-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Cart Paint Sprayer		$348.65
675628	06-22-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Cart Paint Sprayer		$382.89
676912	06-22-2022	1234-0000-0-0000-0000-9500-00	Maintex, Inc	Custodian Supplies		$1,446.72
678135	06-22-2022	1930-0000-0-0000-0000-9500-00	Orange County Dept. of Education	21-22 1% Oversight Fee		$17,932.08
678137	06-22-2022	1752-0000-0-0000-0000-9500-00	Orange County Dept. of Education	21-22 1% Oversight Fee		$19,604.42
689745	06-22-2022	1234-4035-0-0000-0000-9500-00	Leah Raphael	Reclass Invoice #103		$1,200.00
689747	06-22-2022	1234-3212-0-0000-0000-9500-00	Leah Raphael	Reclass Invoice #103	$1,200.00	
690048	06-22-2022	2043-4035-0-0000-0000-9500-00	Circle Ways	Reclass Invoice #1186		$375.00
690050	06-22-2022	2043-3212-0-0000-0000-9500-00	Circle Ways	Reclass Invoice #1186	$375.00	
690056	06-22-2022	2043-4035-0-0000-0000-9500-00	Circle Ways	Reclass Invoice #1184		$375.00
690058	06-22-2022	2043-3212-0-0000-0000-9500-00	Circle Ways	Reclass Invoice #1184	$375.00	
690064	06-22-2022	2043-4035-0-0000-0000-9500-00	Circle Ways	Reclass Invoice #1182		$375.00
690066	06-22-2022	2043-3212-0-0000-0000-9500-00	Circle Ways	Reclass Invoice #1182	$375.00	
690102	06-22-2022	2043-4035-0-0000-0000-9500-00	Circle Ways	Reclass Invoice #1181		$375.00
690104	06-22-2022	2043-3212-0-0000-0000-9500-00	Circle Ways	Reclass Invoice #1181	$375.00	
690110	06-22-2022	2043-4035-0-0000-0000-9500-00	Circle Ways	Reclass Invoice #1177		$750.00
690112	06-22-2022	2043-3212-0-0000-0000-9500-00	Circle Ways	Reclass Invoice #1177	$750.00	
690118	06-22-2022	2043-4035-0-0000-0000-9500-00	Circle Ways	Reclass Invoice #1180		$375.00
690120	06-22-2022	2043-3212-0-0000-0000-9500-00	Circle Ways	Reclass Invoice #1180	$375.00	
690126	06-22-2022	2043-4035-0-0000-0000-9500-00	Circle Ways	Reclass Invoice #1179		$375.00
690128	06-22-2022	2043-3212-0-0000-0000-9500-00	Circle Ways	Reclass Invoice #1179	$375.00	
690134	06-22-2022	2043-4035-0-0000-0000-9500-00	Circle Ways	Reclass Invoice #1178		$375.00
690136	06-22-2022	2043-3212-0-0000-0000-9500-00	Circle Ways	Reclass Invoice #1178	$375.00	
690142	06-22-2022	2043-4035-0-0000-0000-9500-00	Circle Ways	Reclass Invoice #1183		$625.00
690144	06-22-2022	2043-3212-0-0000-0000-9500-00	Circle Ways	Reclass Invoice #1183	$625.00	
690150	06-22-2022	2043-4035-0-0000-0000-9500-00	Circle Ways	Reclass Invoice #1185		$625.00
690152	06-22-2022	2043-3212-0-0000-0000-9500-00	Circle Ways	Reclass Invoice #1185	$625.00	
675495	06-23-2022	1930-0000-0-0000-0000-9500-00	Templo Calvario, Inc.		$4,000.00	
675497	06-23-2022	1234-0000-0-0000-0000-9500-00	Silva & Silva CPAs		$606.25	
675499	06-23-2022	1752-0000-0-0000-0000-9500-00	Silva & Silva CPAs		$606.25	
675501	06-23-2022	1930-0000-0-0000-0000-9500-00	Silva & Silva CPAs		$606.25	
675503	06-23-2022	2043-0000-0-0000-0000-9500-00	Silva & Silva CPAs		$606.25	

675505	06-23-2022	1752-0000-0-0000-0000-9500-00	Orkin		$62.81	
675507	06-23-2022	1930-0000-0-0000-0000-9500-00	Orkin		$57.19	
675509	06-23-2022	1752-0000-0-0000-0000-9500-00	Maintex, Inc		$58.42	
675511	06-23-2022	1930-0000-0-0000-0000-9500-00	Maintex, Inc		$53.19	
675513	06-23-2022	1752-0000-0-0000-0000-9500-00	Maintex, Inc		$517.29	
675515	06-23-2022	1930-0000-0-0000-0000-9500-00	Maintex, Inc		$471.04	
675517	06-23-2022	1752-0000-0-0000-0000-9500-00	Insight Direct USA, Inc.		$1,303.09	
675519	06-23-2022	1930-0000-0-0000-0000-9500-00	Insight Direct USA, Inc.		$1,186.58	
675521	06-23-2022	1930-0000-0-0000-0000-9500-00	Extra Space Storage		$338.00	
675523	06-23-2022	1752-0000-0-0000-0000-9500-00	County of Orange		$768.33	
675525	06-23-2022	1930-0000-0-0000-0000-9500-00	County of Orange		$699.63	
675527	06-23-2022	1752-0000-0-0000-0000-9500-00	County of Orange		$252.74	
675529	06-23-2022	1930-0000-0-0000-0000-9500-00	County of Orange		$230.14	
675531	06-23-2022	1752-0000-0-0000-0000-9500-00	Civic Center Business Park OA		$548.21	
675533	06-23-2022	1930-0000-0-0000-0000-9500-00	Civic Center Business Park OA		$499.19	
675535	06-23-2022	1930-4035-0-0000-0000-9500-00	California Department of Education		$715.00	
675539	06-23-2022	1752-6500-0-0000-0000-9500-00	AP fbo EdLogical Group Corp		$964.00	
675541	06-23-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$57.07	
675543	06-23-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$51.96	
675545	06-23-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$252.19	
675547	06-23-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$229.64	
675549	06-23-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$7.14	
675551	06-23-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$6.51	
675557	06-23-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$171.70	
675553	06-23-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$224.28	
675555	06-23-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$204.22	
675537	06-23-2022	2043-0000-0-0000-0000-9500-00	Awareness Analytics Partners, LLC		$7,500.00	
676711	06-23-2022	2043-0000-0-0000-0000-9500-00	Jaime Ickes	Expense Reimbursement: Class Supplies		$97.99
677899	06-23-2022	1930-0000-0-0000-0000-9500-00	Hertz Furniture	Classroom Supplies - Classroom Chairs		$4,877.80
713953	06-23-2022	1752-0000-0-0000-0000-9500-00	Maintex, Inc	Reclass Invoice #905254-00		$517.29
713955	06-23-2022	1752-3212-0-0000-0000-9500-00	Maintex, Inc	Reclass Invoice #905254-00	$517.29	
714551	06-23-2022	1752-0000-0-0000-0000-9500-00	Insight Direct USA, Inc.	Reclass Invoice #922480101		$1,303.09
714553	06-23-2022	1752-3212-0-0000-0000-9500-00	Insight Direct USA, Inc.	Reclass Invoice #922480101	$1,303.09	
716460	06-23-2022	1930-0000-0-0000-0000-9500-00	Maintex, Inc	Reclass Invoice #905254-00		$471.04
716462	06-23-2022	1930-3212-0-0000-0000-9500-00	Maintex, Inc	Reclass Invoice #905254-00	$471.04	
716588	06-23-2022	1930-0000-0-0000-0000-9500-00	Insight Direct USA, Inc.	Reclass Invoice #922480101		$1,186.58
716590	06-23-2022	1930-3212-0-0000-0000-9500-00	Insight Direct USA, Inc.	Reclass Invoice #922480101	$1,186.58	
701463	06-24-2022	1752-0000-0-0000-0000-9500-00	Savvas Learning Company LLC	ILITELL SKILL 3 yr SUB 2022		$5,266.80
675837	06-24-2022	1930-0000-0-0000-0000-9500-00	Waterlogic Americas		$52.08	
675839	06-24-2022	1752-0000-0-0000-0000-9500-00	Waterlogic Americas		$57.19	
675841	06-24-2022	1930-0000-0-0000-0000-9500-00	Waterlogic Americas		$52.08	
675843	06-24-2022	1752-0000-0-0000-0000-9500-00	Waterlogic Americas		$57.19	
675845	06-24-2022	1930-0000-0-0000-0000-9500-00	Waterlogic Americas		$71.49	
675847	06-24-2022	1752-0000-0-0000-0000-9500-00	Waterlogic Americas		$78.51	
675849	06-24-2022	1752-0000-0-0000-0000-9500-00	Trans Continental Enterprise		$837.44	
675851	06-24-2022	1930-0000-0-0000-0000-9500-00	Trans Continental Enterprise		$762.56	
675853	06-24-2022	1752-0000-0-0000-0000-9500-00	Trans Continental Enterprise		$272.17	
675855	06-24-2022	1930-0000-0-0000-0000-9500-00	Trans Continental Enterprise		$247.83	
675857	06-24-2022	1930-0000-0-0000-0000-9500-00	Cintas Corp		$320.87	
675859	06-24-2022	1752-0000-0-0000-0000-9500-00	Cintas Corp		$352.38	
675821	06-24-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$348.65	
675823	06-24-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$382.89	
675825	06-24-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services		$6.37	
675827	06-24-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$6.66	
675829	06-24-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$6.07	
675831	06-24-2022	2043-0000-0-0000-0000-9500-00	Amazon Capital Services		$1.60	
675833	06-24-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$207.59	

Vista Legacy Global Academy
Supporting Documentation

675835	06-24-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$227.97	
676049	06-24-2022	2043-0000-0-0000-0000-9500-00	Amazon Capital Services		$73.68	
676051	06-24-2022	2043-0000-0-0000-0000-9500-00	Amazon Capital Services		$41.21	
676053	06-24-2022	2043-6500-0-0000-0000-9500-00	AP fbo EdLogical Group Corp		$3,430.38	
676055	06-24-2022	2043-4035-0-0000-0000-9500-00	Jane Raphael		$600.00	
676061	06-24-2022	2043-4035-0-0000-0000-9500-00	Leah Raphael		$600.00	
676063	06-24-2022	2043-0000-0-0000-0000-9500-00	Project Lead the Way		$950.00	
676065	06-24-2022	2043-4035-0-0000-0000-9500-00	Teachers College Reading & Writing Project		$850.00	
676067	06-24-2022	2043-4035-0-0000-0000-9500-00	Teachers College Reading & Writing Project		$850.00	
676069	06-24-2022	2043-4035-0-0000-0000-9500-00	Teachers College Reading & Writing Project		$850.00	
676071	06-24-2022	2043-0000-0-0000-0000-9500-00	Wells Fargo Vendor Financial Services, LLC		$434.67	
676073	06-24-2022	2043-5310-0-0000-0000-9500-00	School Nutrition Plus		$5,034.80	
676057	06-24-2022	2043-0000-0-0000-0000-9500-00	KYOCERA DOCUMENT SOLUTIONS WEST, LLC		$12.00	
676059	06-24-2022	2043-0000-0-0000-0000-9500-00	KYOCERA DOCUMENT SOLUTIONS WEST, LLC		$12.00	
676713	06-24-2022	2043-0000-0-0000-0000-9500-00	Deborah Serrano	Expense Reimbursement: Recruitment Breakfast		$44.80
676742	06-24-2022	2043-0000-0-0000-0000-9500-00	Jaime Ickes		$97.99	
676744	06-24-2022	2043-0000-0-0000-0000-9500-00	Deborah Serrano		$44.80	
677895	06-24-2022	1930-0000-0-0000-0000-9500-00	Cover Your Brass LLC	Material and installation of the FDC line cage		$840.72
677897	06-24-2022	1752-0000-0-0000-0000-9500-00	Cover Your Brass LLC	Material and installation of the FDC line cage		$923.28
678175	06-24-2022	1234-0000-0-0000-0000-9500-00	SoCalGas	Utilities 05/23/22 - 06/22/22		$2.40
678139	06-24-2022	1930-0000-0-0000-0000-9500-00	RingCentral Inc.	Subscription - Digital Line Basic		$2,459.51
678141	06-24-2022	1752-0000-0-0000-0000-9500-00	RingCentral Inc.	Subscription - Digital Line Basic		$2,701.02
689990	06-24-2022	2043-4035-0-0000-0000-9500-00	Leah Raphael	Reclass Invoice #105		$600.00
689992	06-24-2022	2043-3212-0-0000-0000-9500-00	Leah Raphael	Reclass Invoice #105	$600.00	
690004	06-24-2022	2043-4035-0-0000-0000-9500-00	Jane Raphael	Reclass Invoice #106		$600.00
690006	06-24-2022	2043-3212-0-0000-0000-9500-00	Jane Raphael	Reclass Invoice #106	$600.00	
690024	06-24-2022	2043-4035-0-0000-0000-9500-00	Teachers College Reading & Writing Project	Reclass Invoice #TCRWP-181173		$850.00
690026	06-24-2022	2043-3212-0-0000-0000-9500-00	Teachers College Reading & Writing Project	Reclass Invoice #TCRWP-181173	$850.00	
690032	06-24-2022	2043-4035-0-0000-0000-9500-00	Teachers College Reading & Writing Project	Reclass Invoice #TCRWP-181086		$850.00
690034	06-24-2022	2043-3212-0-0000-0000-9500-00	Teachers College Reading & Writing Project	Reclass Invoice #TCRWP-181086	$850.00	
690040	06-24-2022	2043-4035-0-0000-0000-9500-00	Teachers College Reading & Writing Project	Reclass Invoice #TCRWP-181098		$850.00
690042	06-24-2022	2043-3212-0-0000-0000-9500-00	Teachers College Reading & Writing Project	Reclass Invoice #TCRWP-181098	$850.00	
689138	06-25-2022	1752-0000-0-0000-0000-9500-00	Godofredo Valencia	45 Day Inspection for Bus 2		$1,120.41
692279	06-25-2022	1234-0000-0-0000-0000-9500-00	Staples	Office Supplies		$639.51
694547	06-25-2022	1930-0000-0-0000-0000-9500-00	Godofredo Valencia	45 Day Bus Inspection for Bus 1		$728.23
695627	06-25-2022	1234-0000-0-0000-0000-9500-00	Kaiser Foundation Health Plan Inc	Aug 2022 Health Insurance		$36,376.12
678163	06-26-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services	Supplies		$81.36
678159	06-26-2022	1234-2600-0-0000-0000-9500-00	Amazon Capital Services	Supplies		$166.36
678161	06-26-2022	1234-2600-0-0000-0000-9500-00	Amazon Capital Services	Supplies		$132.43
678143	06-26-2022	1930-4127-0-0000-0000-9500-00	Turning Point Center for Families	Final balance for counseling services 9/1/21- 6/30/22		$2,521.69
678145	06-26-2022	1752-4127-0-0000-0000-9500-00	Turning Point Center for Families	Final balance for counseling services 9/1/21- 6/30/22		$2,769.31
700717	06-27-2022	1752-4035-0-0000-0000-9500-00	Teachers College Reading & Writing Project	Reclass Invoice #TCRWP-181427	$850.00	
700719	06-27-2022	1752-3212-0-0000-0000-9500-00	Teachers College Reading & Writing Project	Reclass Invoice #TCRWP-181427		$850.00
676910	06-27-2022	1234-0000-0-0000-0000-9500-00	Jesus Bojorquez	Expense Reimbursement: Flyer Drop-Offs		$11.14
676908	06-27-2022	1234-7426-0-0000-0000-9500-00	Jay Proano	Expense Reimbursement: Field Trip Parking		$15.00
677891	06-27-2022	1930-0000-0-0000-0000-9500-00	Cintas Corp	Custodial supplies		$200.61
677893	06-27-2022	1752-0000-0-0000-0000-9500-00	Cintas Corp	Custodial supplies		$220.31
677877	06-27-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$64.26
677879	06-27-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$70.57
677919	06-27-2022	1752-4035-0-0000-0000-9500-00	Teachers College Reading & Writing Project	June Reading Institute 2022 - Daryan Mello		$850.00
678165	06-27-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services	Supplies		$7.65
688283	06-27-2022	1752-0000-0-0000-0000-9500-00	Juan's Auto Upholstery	Re - Upholstery of Bus		$220.00
691803	06-27-2022	2043-3212-0-0000-0000-9500-00	Teachers College Reading & Writing Project	June Reading Institute 2022 - Amanda Yenkelun		$850.00
691805	06-27-2022	2043-3212-0-0000-0000-9500-00	Teachers College Reading & Writing Project	June Reading Institute 2022 - Chelsea Hong		$850.00
691807	06-27-2022	2043-3212-0-0000-0000-9500-00	Teachers College Reading & Writing Project	June Reading Institute 2022 - Samantha Scheirman		$850.00
693944	06-27-2022	1234-0000-0-0000-0000-9500-00	PowerSchool Group LLC	Annual SIS Subscription and SIS Hosting 08/09/22 - 08/08/23		$4,552.84
693945	06-27-2022	1752-0000-0-0000-0000-9500-00	PowerSchool Group LLC	Annual SIS Subscription and SIS Hosting 08/09/22 - 08/08/23		$4,758.37

Vista Legacy Global Academy
Supporting Documentation

693946	06-27-2022	1930-0000-0-0000-0000-9500-00	PowerSchool Group LLC	Annual SIS Subscription and SIS Hosting 08/09/22 - 08/08/23		$4,334.00
693947	06-27-2022	2043-0000-0-0000-0000-9500-00	PowerSchool Group LLC	Annual SIS Subscription and SIS Hosting 08/09/22 - 08/08/23		$1,141.54
677024	06-28-2022	1234-0000-0-0000-0000-9500-00	Fusion Cloud Services, LLC		$1,121.23	
677026	06-28-2022	1234-6504-0-0000-0000-9500-00	NCS Pearson, Inc		$4,545.05	
677028	06-28-2022	1234-0000-0-0000-0000-9500-00	Staples		$1,352.56	
677030	06-28-2022	1234-0000-0-0000-0000-9500-00	Purchase Power		$38.31	
677032	06-28-2022	1234-6500-0-0000-0000-9500-00	AP fbo EdLogical Group Corp		$2,722.03	
677034	06-28-2022	1234-0000-0-0000-0000-9500-00	Cecilia Ley		$907.00	
677036	06-28-2022	1234-2600-0-0000-0000-9500-00	American Nation Tour Inc.		$700.00	
677038	06-28-2022	1234-2600-0-0000-0000-9500-00	American Nation Tour Inc.		$700.00	
677040	06-28-2022	1234-2600-0-0000-0000-9500-00	American Nation Tour Inc.		$700.00	
677042	06-28-2022	1234-0000-0-0000-0000-9500-00	Maintex, Inc		$1,446.72	
677044	06-28-2022	1234-0000-0-0000-0000-9500-00	Jesus Bojorquez		$11.14	
677046	06-28-2022	1234-7426-0-0000-0000-9500-00	Jay Proano		$15.00	
677048	06-28-2022	1234-2600-0-0000-0000-9500-00	Amazon Capital Services		$246.99	
677050	06-28-2022	1234-2600-0-0000-0000-9500-00	Amazon Capital Services		$1,122.41	
677883	06-28-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Custodial Supplies		$70.75
677885	06-28-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Custodial Supplies		$77.69
678171	06-28-2022	1234-0000-0-0000-0000-9500-00	Cintas Corp	Custodial Supplies - Terry Towels and Uniforms		$45.44
677178	06-29-2022	1930-0000-0-0000-0000-9500-00	Christina Sequeira		$70.02	
677361	06-29-2022	1752-0000-0-0000-0000-9500-00	Liberty Christian School	Students Volleyball Tournament		$375.00
677430	06-29-2022	1752-0000-0-0000-0000-9500-00	Liberty Christian School		$375.00	
677905	06-29-2022	1930-3213-0-0000-0000-9500-00	Pacific Mechanical Contractors	Work Order 10655 - Not Cooling		$203.98
677907	06-29-2022	1752-3213-0-0000-0000-9500-00	Pacific Mechanical Contractors	Work Order 10655 - Not Cooling		$224.02
677867	06-29-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$18.72
677869	06-29-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$20.56
678167	06-29-2022	1234-2600-0-0000-0000-9500-00	Amazon Capital Services	Supplies		$51.96
715108	06-29-2022	1752-3213-0-0000-0000-9500-00	Pacific Mechanical Contractors	Reclass Invoice #16725	$224.02	
715110	06-29-2022	1752-3212-0-0000-0000-9500-00	Pacific Mechanical Contractors	Reclass Invoice #16725		$224.02
717388	06-29-2022	1930-3213-0-0000-0000-9500-00	Pacific Mechanical Contractors	Reclass Invoice #16725	$203.98	
717390	06-29-2022	1930-3212-0-0000-0000-9500-00	Pacific Mechanical Contractors	Reclass Invoice #16725		$203.98
704432	06-30-2022	1930-0000-0-0000-0000-9500-00	Orange County Dept. of Education	Q4 Payroll / Retirement Services - April, May and June 2022		$472.77
712151	06-30-2022	1930-3010-0-0000-0000-9500-00		21-22 Title I Reclassifications		$11,194.00
712152	06-30-2022	1930-0000-0-0000-0000-9500-00		21-22 Title I Reclassifications	$11,194.00	
712191	06-30-2022	1930-4035-0-0000-0000-9500-00		21-22 Title II Reclassifications		$1,400.00
712192	06-30-2022	1930-0000-0-0000-0000-9500-00		21-22 Title II Reclassifications	$1,400.00	
712271	06-30-2022	1930-0000-0-0000-0000-9500-00		21-22 Title IV Reclassifications		$2,521.69
712272	06-30-2022	1930-4127-0-0000-0000-9500-00		21-22 Title IV Reclassifications	$2,521.69	
712818	06-30-2022	1752-0000-0-0000-0000-9500-00		21-22 Title IV Reclassifications		$2,769.31
712819	06-30-2022	1752-4127-0-0000-0000-9500-00		21-22 Title IV Reclassifications	$2,769.31	
677588	06-30-2022	2043-0000-0-0000-0000-9500-00	Michael Rosner	Expense Reimbursement: Recruitment Breakfast		$130.49
677603	06-30-2022	2043-0000-0-0000-0000-9500-00	Michael Rosner		$130.49	
677873	06-30-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Supervision Supplies		$5.20
677875	06-30-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Supervision Supplies		$5.71
677889	06-30-2022	1930-0000-0-0000-0000-9500-00	Apple Inc.	MBA Devices		$3,507.63
677909	06-30-2022	1752-0000-0-0000-0000-9500-00	Santa Ana Parks Recreation	Soccer Fields at Centennial Park		$25.00
678855	06-30-2022	1234-7426-0-0000-0000-9500-00	Enock Benavides	Expense Reimbursement: Parking Fees for Vans - Summer School Field Trip		$15.00
716593	06-30-2022	1930-0000-0-0000-0000-9500-00	Apple Inc.	Reclass Invoice #AJ11913744	$3,507.63	
716595	06-30-2022	1930-3212-0-0000-0000-9500-00	Apple Inc.	Reclass Invoice #AJ11913744		$3,507.63
689182	06-30-2022	1930-0000-0-0000-0000-9500-00	WEX Bank	Gas for buses and vans		$2,116.51
689184	06-30-2022	1752-0000-0-0000-0000-9500-00	WEX Bank	Gas for buses and vans		$2,324.35
689053	06-30-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$118.23
689054	06-30-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$129.83
689160	06-30-2022	1930-0000-0-0000-0000-9500-00	Miguel Angel Reyes Salgado	Landscaping Services (July 2022)		$131.07
689162	06-30-2022	1752-0000-0-0000-0000-9500-00	Miguel Angel Reyes Salgado	Landscaping Services (July 2022)		$143.93
689081	06-30-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Technology Supplies		$7.25
689082	06-30-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Technology Supplies		$7.96

Vista Legacy Global Academy
Supporting Documentation

692219	06-30-2022	1234-0000-0-0000-0000-9500-00	Athens Services	June 2022 Bin Overflow Charges		$120.13
692215	06-30-2022	1234-2600-0-0000-0000-9500-00	Amazon Capital Services	Supplies & Bulletin Board		$274.25
692214	06-30-2022	1234-2600-0-0000-0000-9500-00	Amazon Capital Services	Supplies		$71.11
694533	06-30-2022	1930-6500-0-0000-0000-9500-00	Cross Country Education	BID / School RN		$818.26
695468	06-30-2022	1930-0000-0-0000-0000-9500-00	C Below, Inc.	Vista Mechanical Shop Utility - Service 6/27 -6/30/22		$2,199.38
695469	06-30-2022	1752-0000-0-0000-0000-9500-00	C Below, Inc.	Vista Mechanical Shop Utility - Service 6/27 -6/30/22		$2,785.62
695537	06-30-2022	1752-6500-0-0000-0000-9500-00	Cross Country Education	APE, School RN		$960.76
737967	06-30-2022	1752-0000-0-0000-0000-9500-00		21-22 Year End Adjustment	$707.71	
743214	06-30-2022	1752-3210-0-0000-0000-9500-00		21-22 Year End Adjustment		$5,509.60
743220	06-30-2022	1752-0000-0-0000-0000-9500-00		21-22 Year End Adjustment	$5,509.60	
743453	06-30-2022	1930-3210-0-0000-0000-9500-00		21-22 Year End Adjustment		$479.97
743459	06-30-2022	1930-0000-0-0000-0000-9500-00		21-22 Year End Adjustment	$479.97	
709837	06-30-2022	1752-0000-0-0000-0000-9500-00	Orange County Dept. of Education	Q4 Payroll/Retirement Services - April, May, June 2022		$1,158.75
771646	07-01-2022	1930-6500-0-0000-0000-9500-00	Braille Abilities, LLC	VI/O&M Service		$446.02
749323	07-01-2022	1930-3212-0-0000-0000-9500-00	Apple Inc.	Student devices - Macbook Air (6)		$5,261.45
754253	07-01-2022	1930-0000-0-0000-0000-9500-00	Rosenthal Inspections	Inspection of rebar and D.I.A		$291.19
754255	07-01-2022	1752-0000-0-0000-0000-9500-00	Rosenthal Inspections	Inspection of rebar and D.I.A		$368.81
756161	07-01-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC	Reclass Invoice #240292036001	$895.24	
756163	07-01-2022	1932-3213-0-0000-0000-9500-00	ODP Business Solutions LLC	Reclass Invoice #240292036001		$895.24
756239	07-01-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC	Reclass Invoice #248533670001	$80.76	
756241	07-01-2022	1932-3213-0-0000-0000-9500-00	ODP Business Solutions LLC	Reclass Invoice #248533670001		$80.76
756247	07-01-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC	Reclass Invoice #244533068001	$94.60	
756249	07-01-2022	1932-3213-0-0000-0000-9500-00	ODP Business Solutions LLC	Reclass Invoice #244533068001		$94.60
756299	07-01-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC	Reclass Invoice #241754345001	$107.64	
756301	07-01-2022	1932-3213-0-0000-0000-9500-00	ODP Business Solutions LLC	Reclass Invoice #241754345001		$107.64
756319	07-01-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC	Reclass Invoice #249256520001	$1,207.02	
756321	07-01-2022	1932-3213-0-0000-0000-9500-00	ODP Business Solutions LLC	Reclass Invoice #249256520001		$1,207.02
756577	07-01-2022	1932-3212-0-0000-0000-9500-00	Heinemann	Reclass Invoice #5927781	$30,626.59	
756579	07-01-2022	1932-3213-0-0000-0000-9500-00	Heinemann	Reclass Invoice #5927781		$30,626.59
756901	07-01-2022	1932-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1T13-4M3W-CP39	$7,372.13	
756903	07-01-2022	1932-3212-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1T13-4M3W-CP39		$7,372.13
756893	07-01-2022	1932-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1X3H-XKJH-X6G6	$2,682.08	
756895	07-01-2022	1932-3212-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1X3H-XKJH-X6G6		$2,682.08
756694	07-01-2022	1930-0000-0-0000-0000-9500-00	Just Right Reader	Reclass invoice # 10361	$8,910.00	
756697	07-01-2022	1930-3212-0-0000-0000-9500-00	Just Right Reader	Reclass invoice # 10361		$8,910.00
756686	07-01-2022	1930-0000-0-0000-0000-9500-00	Junior Learning, Inc.	Reclass invoice # 16284	$7,056.85	
756689	07-01-2022	1930-3212-0-0000-0000-9500-00	Junior Learning, Inc.	Reclass invoice # 16284		$7,056.85
757187	07-01-2022	1932-3212-0-0000-0000-9500-00	Heinemann	Reclass Invoice #5927800	$135,941.38	
757190	07-01-2022	1932-3212-0-0000-0000-9500-00	Heinemann	Reclass Invoice #5927800		$67,970.69
757191	07-01-2022	1932-3213-0-0000-0000-9500-00	Heinemann	Reclass Invoice #5927800		$67,970.69
757236	07-01-2022	1932-3212-0-0000-0000-9500-00	Jane Raphael	Reclass Invoice #110	$600.00	
757238	07-01-2022	1932-4035-0-0000-0000-9500-00	Jane Raphael	Reclass Invoice #110		$600.00
757246	07-01-2022	1932-3212-0-0000-0000-9500-00	Leah Raphael	Reclass Invoice #109	$600.00	
757248	07-01-2022	1932-4035-0-0000-0000-9500-00	Leah Raphael	Reclass Invoice #109		$600.00
762969	07-01-2022	1932-0000-0-0000-0000-9500-00		22-23 Beginning Balance		$240,293.03
799781	07-01-2022	1752-4035-0-0000-0000-9500-00	Teachers College Reading & Writing Project	June Reading Institute 2022 - Ms. Ali Deovlet		$850.00
800889	07-01-2022	1234-5310-0-0000-0000-9500-00	California Department of Education	S&H for June 2022 Meals (Cust ID:C123400)		$792.30
697354	07-01-2022	1234-0000-0-0000-0000-9500-00	Blue Shield of California	Aug 2022 Health Insurance		$49,560.16
700712	07-01-2022	1752-4035-0-0000-0000-9500-00	Teachers College Reading & Writing Project	Reclass Invoice #TCRWP-181115		$850.00
700714	07-01-2022	1752-3212-0-0000-0000-9500-00	Teachers College Reading & Writing Project	Reclass Invoice #TCRWP-181115	$850.00	
700720	07-01-2022	1752-4035-0-0000-0000-9500-00	Teachers College Reading & Writing Project	Reclass Invoice #TCRWP-181427		$850.00
700722	07-01-2022	1752-3212-0-0000-0000-9500-00	Teachers College Reading & Writing Project	Reclass Invoice #TCRWP-181427	$850.00	
704488	07-01-2022	1932-0000-0-0000-0000-9500-00	Cintas Corp	Automated External Defibrillator		$117.45
704518	07-01-2022	1932-0000-0-0000-0000-9500-00	Orange County Dept. of Education	Q4 Payroll/ Retirement Services for for April, May, June 2022		$500.58
704530	07-01-2022	1932-0000-0-0000-0000-9500-00	Scoot Education Inc.	Substitute Teachers		$843.00
727558	07-01-2022	1932-0000-0-0000-0000-9500-00	Pali Institute	Science Camp for 6th Grade (2nd Payment)		$4,365.00
729376	07-01-2022	1752-0000-0-0000-0000-9500-00	Waterlogic Americas	Water (07/01/22 - 07/31/22)		$61.07

Vista Legacy Global Academy
Supporting Documentation

729378	07-01-2022	1930-0000-0-0000-0000-9500-00	Waterlogic Americas	Water (07/01/22 - 07/31/22)		$48.20
729318	07-01-2022	1752-0000-0-0000-0000-9500-00	Schindler Elevator Corporation	Yearly Billing 07/02/22 - 06/30/2023		$3,093.05
729320	07-01-2022	1930-0000-0-0000-0000-9500-00	Schindler Elevator Corporation	Yearly Billing 07/02/22 - 06/30/2023		$2,442.10
721145	07-01-2022	1932-0000-0-0000-0000-9500-00	Learningtech.org	FY 22-23 Category 1 E-Rate Mgmt Services		$4,430.00
721149	07-01-2022	1932-0000-0-0000-0000-9500-00	Miguel Angel Reyes Salgado	Landscaping Services (June 2022) - Palm Lane		$425.00
721147	07-01-2022	1932-0000-0-0000-0000-9500-00	Learningtech.org	Consultation & Labor hours		$970.00
678100	07-01-2022	1930-0000-0-0000-0000-9500-00	Hertz Furniture		$4,877.80	
678110	07-01-2022	1930-0000-0-0000-0000-9500-00	Apple Inc.		$3,507.63	
678112	07-01-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$70.75	
678114	07-01-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$77.69	
678116	07-01-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$64.26	
678118	07-01-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$70.57	
678120	07-01-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$5.20	
678122	07-01-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$5.71	
678124	07-01-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$18.72	
678126	07-01-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$20.56	
678084	07-01-2022	1752-4035-0-0000-0000-9500-00	Teachers College Reading & Writing Project		$850.00	
678086	07-01-2022	1752-4035-0-0000-0000-9500-00	Teachers College Reading & Writing Project		$850.00	
678088	07-01-2022	1930-0000-0-0000-0000-9500-00	Staples		$174.92	
678090	07-01-2022	1752-0000-0-0000-0000-9500-00	Staples		$192.09	
678092	07-01-2022	1752-0000-0-0000-0000-9500-00	Santa Ana Parks Recreation		$25.00	
678094	07-01-2022	1930-3213-0-0000-0000-9500-00	Pacific Mechanical Contractors		$203.98	
678096	07-01-2022	1752-3213-0-0000-0000-9500-00	Pacific Mechanical Contractors		$224.02	
678098	07-01-2022	1930-0000-0-0000-0000-9500-00	Orange County Dept. of Education		$150.00	
678102	07-01-2022	1930-0000-0-0000-0000-9500-00	Cover Your Brass LLC		$840.72	
678104	07-01-2022	1752-0000-0-0000-0000-9500-00	Cover Your Brass LLC		$923.28	
678106	07-01-2022	1930-0000-0-0000-0000-9500-00	Cintas Corp		$200.61	
678108	07-01-2022	1752-0000-0-0000-0000-9500-00	Cintas Corp		$220.31	
684179	07-01-2022	1930-5310-0-0000-0000-9500-00	School Nutrition Plus	June 2022 Meal Services - Condor		$17,658.95
684177	07-01-2022	1752-5310-0-0000-0000-9500-00	School Nutrition Plus	June 2022 Meal Services - Heritage		$8,932.52
684181	07-01-2022	1234-5310-0-0000-0000-9500-00	School Nutrition Plus	June 2022 Meal Services - VCMS		$27,281.80
715115	07-01-2022	1752-3213-0-0000-0000-9500-00	Pacific Mechanical Contractors	Reclass Invoice #16725		$224.02
715117	07-01-2022	1752-3212-0-0000-0000-9500-00	Pacific Mechanical Contractors	Reclass Invoice #16725	$224.02	
686277	07-01-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC	Supplies		$1,207.02
686275	07-01-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC	Supplies		$909.51
686269	07-01-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC	Supplies		$883.68
686267	07-01-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC	Supplies		$570.35
686265	07-01-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC	Supplies		$461.36
686263	07-01-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC	Supplies		$389.51
686261	07-01-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC	Supplies		$371.23
686259	07-01-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC	Supplies		$245.92
686257	07-01-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC	Supplies		$214.68
686255	07-01-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC	Supplies		$137.83
686249	07-01-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC	Supplies		$107.64
686247	07-01-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC	Supplies		$104.59
686245	07-01-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC	Supplies		$101.77
686243	07-01-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC	Supplies		$101.14
686198	07-01-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC	Supplies		$94.60
686196	07-01-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC	Supplies		$93.73
686190	07-01-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC	Supplies		$79.08
686186	07-01-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC	Supplies		$70.40
686184	07-01-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC	Supplies		$68.94
686182	07-01-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC	Supplies		$68.19
686180	07-01-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC	Supplies		$67.85
686178	07-01-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC	Supplies		$67.70
686176	07-01-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC	Supplies		$62.69
686172	07-01-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC	Supplies		$48.46

Vista Legacy Global Academy
Supporting Documentation

686166	07-01-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC	Supplies		$45.26
686154	07-01-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC	Supplies		$30.70
686138	07-01-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC	Supplies		$10.76
686188	07-01-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC	Supplies		$76.70
686164	07-01-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC	Supplies		$41.98
686152	07-01-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC	Supplies		$29.74
686140	07-01-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC	Supplies		$13.55
686136	07-01-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC	Supplies		$4.73
686251	07-01-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC	Supplies		$137.06
686194	07-01-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC	Supplies		$83.70
686156	07-01-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC	Supplies		$41.58
686150	07-01-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC	Supplies		$23.69
686146	07-01-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC	Supplies		$19.38
686144	07-01-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC	Supplies		$16.15
686142	07-01-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC	Supplies		$15.07
686130	07-01-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC	Supplies		$3.65
686174	07-01-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC	Supplies		$51.70
686271	07-01-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC	Supplies		$895.24
686168	07-01-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC	Supplies		$47.30
686148	07-01-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC	Supplies		$21.54
723435	07-01-2022	1234-0000-0-0000-0000-9500-00	Choice Advisors LLC	Semi-Annual Investor Call 11/12/2021 & 02/14/2022		$1,500.00
686192	07-01-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC	Supplies		$80.76
688103	07-01-2022	1932-0000-0-0000-0000-9500-00	Cintas Corp	Equipment Rental		$117.45
688109	07-01-2022	1932-0000-0-0000-0000-9500-00	GoTo Communications, Inc.	Telecommunication services - June & July 2022		$408.59
688131	07-01-2022	1932-0000-0-0000-0000-9500-00	Measure Education Inc.	Monthly Data Management Services		$832.88
688135	07-01-2022	1932-0000-0-0000-0000-9500-00	National Benefit Services, LLC	403(b) Annual Document Maintenance Fee for 2022		$150.00
688141	07-01-2022	1932-0000-0-0000-0000-9500-00	Sparkletts	Bottled Water		$226.12
688169	07-01-2022	1932-0000-0-0000-0000-9500-00	Learningtech.org	Consultation & Labor hours		$560.00
688149	07-01-2022	1932-0000-0-0000-0000-9500-00	Sun Life	July 2022 Insurance		$1,564.25
688155	07-01-2022	1932-0000-0-0000-0000-9500-00	Terminix Processing Center	Pest Control		$210.00
688139	07-01-2022	1932-0000-0-0000-0000-9500-00	Orange County Dept. of Education	Educational Services / Learning Supports		$2,250.00
688151	07-01-2022	1932-0000-0-0000-0000-9500-00	Terminix Processing Center	Pest Control		$12.00
688157	07-01-2022	1932-0000-0-0000-0000-9500-00	U.S. Bank Equipment Finance	May & June 2022 Coper Leases - Contract # 500-0550234-000		$1,432.80
716596	07-01-2022	1930-0000-0-0000-0000-9500-00	Apple Inc.	Reclass Invoice #AJ11913744		$3,507.63
716598	07-01-2022	1930-3212-0-0000-0000-9500-00	Apple Inc.	Reclass Invoice #AJ11913744	$3,507.63	
689191	07-01-2022	1930-0000-0-0000-0000-9500-00	WM Corporate Services, Inc.	June 2022 Trash Services		$616.46
689192	07-01-2022	1752-0000-0-0000-0000-9500-00	WM Corporate Services, Inc.	June 2022 Trash Services		$677.00
689164	07-01-2022	1930-0000-0-0000-0000-9500-00	Mitel Cloud Services, Inc.	August 2022 Phone Services		$645.71
689166	07-01-2022	1752-0000-0-0000-0000-9500-00	Mitel Cloud Services, Inc.	August 2022 Phone Services		$1,082.50
689168	07-01-2022	1930-0000-0-0000-0000-9500-00	Orkin	Pest Control Services		$57.19
689170	07-01-2022	1752-0000-0-0000-0000-9500-00	Orkin	Pest Control Services		$62.81
692239	07-01-2022	1234-0000-0-0000-0000-9500-00	Lingo	June 2022 Telephone Services		$435.91
692221	07-01-2022	1234-0000-0-0000-0000-9500-00	Athens Services	July 2022 Waste Disposal Services		$1,684.73
692272	07-01-2022	1234-0000-0-0000-0000-9500-00	Measure Education Inc.	Monthly Data Management Services		$273.68
692273	07-01-2022	1752-0000-0-0000-0000-9500-00	Measure Education Inc.	Monthly Data Management Services		$286.05
692274	07-01-2022	1930-0000-0-0000-0000-9500-00	Measure Education Inc.	Monthly Data Management Services		$260.53
692275	07-01-2022	2043-0000-0-0000-0000-9500-00	Measure Education Inc.	Monthly Data Management Services		$68.62
692287	07-01-2022	1234-0000-0-0000-0000-9500-00	Waterlogic Americas	Water (07/01/22 - 07/31/22)		$49.27
692229	07-01-2022	1234-0000-0-0000-0000-9500-00	Hoist Elevator Company	Routine Monthly Service		$150.00
692754	07-01-2022	1932-0000-0-0000-0000-9500-00	Charter Communications	Phone Service from 06/29/22 - 07/28/22		$80.08
717391	07-01-2022	1930-3213-0-0000-0000-9500-00	Pacific Mechanical Contractors	Reclass Invoice #16725		$203.98
717393	07-01-2022	1930-3212-0-0000-0000-9500-00	Pacific Mechanical Contractors	Reclass Invoice #16725	$203.98	
692772	07-01-2022	1932-0000-0-0000-0000-9500-00	ICS Service Company	May 2022 - Burglary & Fire Monitoring		$38.00
693839	07-01-2022	1932-0000-0-0000-0000-9500-00	Amazon Capital Services	Pelican Case, Tripod, Cameras, Video Transmitter, LED Ring Light & Supplies		$3,036.74
693845	07-01-2022	1932-5310-0-0000-0000-9500-00	Revolution Foods, PBC	June 2022 Meal Services - Palm Lane		$7,570.94
693861	07-01-2022	1932-0000-0-0000-0000-9500-00	City of Anaheim	Electricity / Water Utilities : 05/26/22 - 06/28/22		$7,794.00
693893	07-01-2022	1932-0000-0-0000-0000-9500-00	Encore	Equipment Rental		$12,986.80

Vista Legacy Global Academy
Supporting Documentation

693847	07-01-2022	1932-0000-0-0000-0000-9500-00	Boys & Girls Clubs of Greater Anaheim-Cypress	B&G Club Services July 4 - July 29, 2022		$12,000.00
693905	07-01-2022	1932-3212-0-0000-0000-9500-00	Heinemann	Curriculum Materials		$135,941.38
693969	07-01-2022	1932-0000-0-0000-0000-9500-00	S.C. Signs & Supplies, LLC	Signs - 44 count		$800.04
692770	07-01-2022	1932-6500-0-0000-0000-9500-00	Comprehensive Therapy Associates, Inc.	Behavior Intervention		$686.25
693833	07-01-2022	1932-0000-0-0000-0000-9500-00	Absolute Facility Solutions Inc.	June 2022 - Janitorial Service		$2,720.03
693885	07-01-2022	1932-0000-0-0000-0000-9500-00	EdTec Inc.	Postage		$33.75
693898	07-01-2022	1234-0000-0-0000-0000-9500-00	Hansberger & Klein, a Professional Law Corporation	June 2022 Legal Services		$6,486.68
693899	07-01-2022	1752-0000-0-0000-0000-9500-00	Hansberger & Klein, a Professional Law Corporation	June 2022 Legal Services		$6,779.52
693900	07-01-2022	1930-0000-0-0000-0000-9500-00	Hansberger & Klein, a Professional Law Corporation	June 2022 Legal Services		$6,174.88
693901	07-01-2022	2043-0000-0-0000-0000-9500-00	Hansberger & Klein, a Professional Law Corporation	June 2022 Legal Services		$1,626.42
693835	07-01-2022	1932-0000-0-0000-0000-9500-00	Absolute Facility Solutions Inc.	July 2022 - Janitorial Services		$2,490.00
693903	07-01-2022	1932-3212-0-0000-0000-9500-00	Heinemann	Curriculum Materials		$30,626.59
693935	07-01-2022	1932-0000-0-0000-0000-9500-00	EdTec Inc.	Separation Agreement		$40,000.00
693909	07-01-2022	1932-3212-0-0000-0000-9500-00	Jane Raphael	Workshop PD		$600.00
693913	07-01-2022	1932-3212-0-0000-0000-9500-00	Leah Raphael	Workshop PD		$600.00
693931	07-01-2022	1932-0000-0-0000-0000-9500-00	Mutual of Omaha	July 2022 - Life Insurance		$817.52
693957	07-01-2022	1932-5310-0-0000-0000-9500-00	School Food Solutions L3C	May 2022 - Food Service Management		$917.45
693961	07-01-2022	1932-0000-0-0000-0000-9500-00	Scoot Education Inc.	Substitute Teachers		$1,674.00
693965	07-01-2022	1932-0000-0-0000-0000-9500-00	State of California Department of Justice	Fingerprints		$79.00
694015	07-01-2022	1932-0000-0-0000-0000-9500-00	Cintas Corp	Automated External Defibrillator		$117.45
693915	07-01-2022	1932-0000-0-0000-0000-9500-00	Miguel Angel Reyes Salgado	Landscaping Services (May 2022)		$425.00
694321	07-01-2022	1932-0000-0-0000-0000-9500-00	Quadient Leasing USA, Inc.	Lease Payment - 06/25/22 - 09/24/22		$244.10
694878	07-01-2022	1932-0000-0-0000-0000-9500-00	Amazon Capital Services	Cameras, Loudspeakers, Gaming Laptop, Live Stream Switcher & Supplies		$8,453.57
694890	07-01-2022	1932-6500-0-0000-0000-9500-00	AP fbo EdLogical Group Corp	May 2022 - SLPA Supervision & Speech Services (Palm Lane)		$9,422.35
694892	07-01-2022	1932-0000-0-0000-0000-9500-00	Boys & Girls Clubs of Greater Anaheim-Cypress	B&G Club Services June 13 - July 1, 2022		$9,000.00
694896	07-01-2022	1932-6500-0-0000-0000-9500-00	Comprehensive Therapy Associates, Inc.	Behavior Intervention / Speech Language Pathology Assistance		$11,596.25
694898	07-01-2022	1932-0000-0-0000-0000-9500-00	EdTec Inc.	June 2022 - Monthly Back Office & Data Service		$10,801.66
695333	07-01-2022	1932-0000-0-0000-0000-9500-00	ICON School Management	July 2022 Monthly Contract Fee		$3,784.00
677808	07-01-2022	1234-0000-0-0000-0000-9500-00	ICON School Management	July 2022 Monthly Contract Fee		$4,504.00
677812	07-01-2022	1930-0000-0-0000-0000-9500-00	ICON School Management	July 2022 Monthly Contract Fee		$4,504.00
677814	07-01-2022	2043-0000-0-0000-0000-9500-00	ICON School Management	July 2022 Monthly Contract Fee		$1,502.00
677810	07-01-2022	1752-0000-0-0000-0000-9500-00	ICON School Management	July 2022 Monthly Contract Fee		$5,706.00
695623	07-01-2022	1930-0000-0-0000-0000-9500-00	Junior Learning, Inc.	Classroom complete kit, Spelligator, The Benies Hi-Lo Diversity Decodable Boxed		$7,056.85
695625	07-01-2022	1930-0000-0-0000-0000-9500-00	Just Right Reader	Full Just Right Classroom Library (250 titles) Pack (6 Bundles)		$8,910.00
685709	07-02-2022	1234-0000-0-0000-0000-9500-00	Daniel Sommer	Expense Reimbursement: Field Trip to Skyzone & Knotts Berry Farm		$3,367.00
685713	07-02-2022	1234-0000-0-0000-0000-9500-00	Jay Proano	Expense Reimbursement: Field Trip to Skyzone		$1,271.00
689049	07-03-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$38.36
689050	07-03-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$42.13
693836	07-03-2022	1932-0000-0-0000-0000-9500-00	Amazon Capital Services	Gaming PCs, Chairs, LED Monitors, activity tables, 3d printer & supplies		$12,171.01
694529	07-03-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher Supplies		$787.30
756250	07-03-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass invoice # 1DGN-FWMC-1F9M	$787.30	
756253	07-03-2022	1930-3212-0-0000-0000-9500-00	Amazon Capital Services	Reclass invoice # 1DGN-FWMC-1F9M		$787.30
756999	07-03-2022	1932-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1CMG-CWXT-YJ7G	$10,416.62	
757001	07-03-2022	1932-3212-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1CMG-CWXT-YJ7G		$10,416.62
688097	07-04-2022	1932-0000-0-0000-0000-9500-00	Amazon Capital Services	DJI Tello EDU drones & Supplies		$1,239.97
757007	07-04-2022	1932-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1RHR-MRRM-937T	$481.64	
757009	07-04-2022	1932-3212-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1RHR-MRRM-937T		$481.64
681774	07-05-2022	1234-2600-0-0000-0000-9500-00	Amazon Capital Services		$51.96	
681776	07-05-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services		$7.65	
681778	07-05-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services		$81.36	
681780	07-05-2022	1234-2600-0-0000-0000-9500-00	Amazon Capital Services		$132.43	
681782	07-05-2022	1234-2600-0-0000-0000-9500-00	Amazon Capital Services		$166.36	
681794	07-05-2022	1234-0000-0-0000-0000-9500-00	Metropolitan Life Insurance Company		$11,595.80	
681760	07-05-2022	1930-0000-0-0000-0000-9500-00	Orange County Dept. of Education		$17,932.08	
681762	07-05-2022	1752-0000-0-0000-0000-9500-00	Orange County Dept. of Education		$19,604.42	
681766	07-05-2022	1930-0000-0-0000-0000-9500-00	RingCentral Inc.		$2,459.51	
681768	07-05-2022	1752-0000-0-0000-0000-9500-00	RingCentral Inc.		$2,701.02	

Vista Legacy Global Academy
Supporting Documentation

681770	07-05-2022	1930-4127-0-0000-0000-9500-00	Turning Point Center for Families		$2,521.69	
681772	07-05-2022	1752-4127-0-0000-0000-9500-00	Turning Point Center for Families		$2,769.31	
681784	07-05-2022	1234-0000-0-0000-0000-9500-00	Cintas Corp		$45.44	
681786	07-05-2022	1234-0000-0-0000-0000-9500-00	Cintas Corp		$45.44	
681788	07-05-2022	1234-0000-0-0000-0000-9500-00	SoCalGas		$2.40	
681790	07-05-2022	1234-0000-0-0000-0000-9500-00	Blue Shield of California		$46,781.89	
681792	07-05-2022	1234-7426-0-0000-0000-9500-00	Enock Benavides		$15.00	
688105	07-05-2022	1932-0000-0-0000-0000-9500-00	Cintas Corp	Custodial Supplies		$143.29
689121	07-05-2022	1930-0000-0-0000-0000-9500-00	Cintas Corp	Custodial Supplies		$408.65
689122	07-05-2022	1752-0000-0-0000-0000-9500-00	Cintas Corp	Custodial Supplies		$448.77
689072	07-05-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher Supplies		$18.02
689180	07-05-2022	1752-0000-0-0000-0000-9500-00	Templo Calvario, Inc.	Cleaning Fees / services for 6/24- 6/30/22 event		$351.00
689067	07-05-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$46.84
689068	07-05-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$51.44
689144	07-05-2022	1752-0000-0-0000-0000-9500-00	Insight Direct USA, Inc.	750Q 4K LED Multi-Touch Display, Freight & Tax		$3,599.81
694541	07-05-2022	1930-0000-0-0000-0000-9500-00	First Book	Compassionate Kids Collection (40 paperbacks)		$187.71
756838	07-05-2022	1930-0000-0-0000-0000-9500-00	First Book	Reclass invoice # 700541697	$187.71	
756841	07-05-2022	1930-3212-0-0000-0000-9500-00	First Book	Reclass invoice # 700541697		$187.71
756626	07-05-2022	1752-0000-0-0000-0000-9500-00	Insight Direct USA, Inc.	Reclass invoice # 922637687	$3,599.81	
756629	07-05-2022	1752-3212-0-0000-0000-9500-00	Insight Direct USA, Inc.	Reclass invoice # 922637687		$3,599.81
684234	07-06-2022	1234-0000-0-0000-0000-9500-00	Guardian		$869.69	
684236	07-06-2022	1234-5310-0-0000-0000-9500-00	School Nutrition Plus		$27,281.80	
684238	07-06-2022	1930-5310-0-0000-0000-9500-00	School Nutrition Plus		$17,658.95	
684240	07-06-2022	1752-5310-0-0000-0000-9500-00	School Nutrition Plus		$8,932.52	
688101	07-06-2022	1932-0000-0-0000-0000-9500-00	Amazon Capital Services	Makey Makey STEM Pack Classroom Invention Literacy Kit		$781.87
689148	07-06-2022	1752-0000-0-0000-0000-9500-00	Insight Direct USA, Inc.	Newline Standard 4K On-board Computer		$1,014.97
692233	07-06-2022	1234-0000-0-0000-0000-9500-00	KYOCERA DOCUMENT SOLUTIONS WEST, LLC	Copier Lease: 04/01/22 - 06/30/22		$664.67
692234	07-06-2022	1752-0000-0-0000-0000-9500-00	KYOCERA DOCUMENT SOLUTIONS WEST, LLC	Copier Lease: 04/01/22 - 06/30/22		$2,893.20
692235	07-06-2022	2043-0000-0-0000-0000-9500-00	KYOCERA DOCUMENT SOLUTIONS WEST, LLC	Copier Lease: 04/01/22 - 06/30/22		$427.14
692223	07-06-2022	1234-0000-0-0000-0000-9500-00	Cintas Corp	Custodial Supplies - Terry Towels and Uniforms		$45.44
757015	07-06-2022	1932-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1GFP-KJG6-RH1Y	$781.87	
757017	07-06-2022	1932-3212-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1GFP-KJG6-RH1Y		$781.87
756630	07-06-2022	1752-0000-0-0000-0000-9500-00	Insight Direct USA, Inc.	Reclass invoice # 922645062	$1,014.97	
756633	07-06-2022	1752-3212-0-0000-0000-9500-00	Insight Direct USA, Inc.	Reclass invoice # 922645062		$1,014.97
685757	07-07-2022	1234-0000-0-0000-0000-9500-00	Daniel Sommer		$3,367.00	
685759	07-07-2022	1234-0000-0-0000-0000-9500-00	Jay Proano		$1,271.00	
689077	07-07-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Technology Supplies		$17.16
689078	07-07-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Technology Supplies		$18.84
694558	07-07-2022	1234-0000-0-0000-0000-9500-00	Wells Fargo Vendor Financial Services, LLC	July 2022 KYOCERA Copier Lease - Contract #450-9683424-001		$931.93
694559	07-07-2022	1752-0000-0-0000-0000-9500-00	Wells Fargo Vendor Financial Services, LLC	July 2022 KYOCERA Copier Lease - Contract #450-9683424-001		$1,586.79
697350	07-08-2022	1752-0000-0-0000-0000-9500-00	jtsmithdesigns	Uniforms		$7,470.50
715190	07-08-2022	2043-6500-0-0000-0000-9500-00	AP fbo EdLogical Group Corp	June 2022 - SLPA Supervision & Speech Services (Horizon)		$1,949.50
689198	07-08-2022	1752-4035-0-0000-0000-9500-00	California Department of Education	Recovery of overpayment of FY 21/22 Title II, Part		$2,214.00
689059	07-08-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Nurse Supplies		$22.43
689060	07-08-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Nurse Supplies		$24.64
689063	07-08-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Wireless Headsets		$339.64
689064	07-08-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Wireless Headsets		$373.00
692237	07-08-2022	1234-0000-0-0000-0000-9500-00	LADWP	Water & Sewer Charges 06/08/22 - 07/08/22		$152.68
692743	07-08-2022	1932-0000-0-0000-0000-9500-00	Amazon Capital Services	Supplies & 3d Printers		$1,809.83
692752	07-08-2022	1932-6500-0-0000-0000-9500-00	AP fbo EdLogical Group Corp	June 2022 - SLPA Supervision & Speech Services (Palm Lane)		$2,233.34
693843	07-08-2022	2043-0000-0-0000-0000-9500-00	Awareness Analytics Partners, LLC	Lead generation of Prospective Students		$7,500.00
694531	07-08-2022	1234-6500-0-0000-0000-9500-00	AP fbo EdLogical Group Corp	June 2022 - SLPA Supervision & Speech Services (VCMS)		$1,833.75
694561	07-08-2022	1234-0000-0-0000-0000-9500-00	Wells Fargo Vendor Financial Services, LLC	July 2022 KYOCERA Copier Lease - Contract #450-9683424-003		$761.03
695621	07-08-2022	1930-0000-0-0000-0000-9500-00	jtsmithdesigns	Uniforms		$10,700.50
756258	07-08-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass invoice # 1DJC-6HK9-P79P	$24.64	
756259	07-08-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass invoice # 1DJC-6HK9-P79P	$22.43	
756264	07-08-2022	1752-3213-0-0000-0000-9500-00	Amazon Capital Services	Reclass invoice # 1DJC-6HK9-P79P		$24.64

Vista Legacy Global Academy
Supporting Documentation

756265	07-08-2022	1930-3213-0-0000-0000-9500-00	Amazon Capital Services	Reclass invoice # 1DJC-6HK9-P79P		$22.43
756266	07-08-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass invoice # 1F3G-NKNM-XVG4	$373.00	
756267	07-08-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass invoice # 1F3G-NKNM-XVG4	$339.64	
756272	07-08-2022	1752-3212-0-0000-0000-9500-00	Amazon Capital Services	Reclass invoice # 1F3G-NKNM-XVG4		$373.00
756273	07-08-2022	1930-3212-0-0000-0000-9500-00	Amazon Capital Services	Reclass invoice # 1F3G-NKNM-XVG4		$339.64
757023	07-08-2022	1932-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1F3G-NKNM-Y7RW	$796.26	
757025	07-08-2022	1932-3212-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1F3G-NKNM-Y7RW		$796.26
698957	07-09-2022	2043-0000-0-0000-0000-9500-00	Wells Fargo Vendor Financial Services, LLC	July 2022 KYOCERA Copier Lease - Contract #450-9683424-002		$399.67
699138	07-09-2022	1234-0000-0-0000-0000-9500-00	Toshiba Financial Services	July 2022 Toshiba Copier Lease - Contract #450-0076617-000		$1,834.66
699139	07-09-2022	1752-0000-0-0000-0000-9500-00	Toshiba Financial Services	July 2022 Toshiba Copier Lease - Contract #450-0076617-000		$1,025.21
699141	07-09-2022	2043-0000-0-0000-0000-9500-00	Toshiba Financial Services	July 2022 Toshiba Copier Lease - Contract #450-0076617-000		$917.33
699140	07-09-2022	1930-0000-0-0000-0000-9500-00	Toshiba Financial Services	July 2022 Toshiba Copier Lease - Contract #450-0076617-000		$809.45
689043	07-09-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Nurse Supplies		$212.86
689044	07-09-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Nurse Supplies		$233.77
694543	07-09-2022	1234-0000-0-0000-0000-9500-00	Fusion Cloud Services, LLC	Phone Service 07/10/22 - 08/09/22		$1,143.76
756274	07-09-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass invoice # 1614-7C7Y-FWFQ	$233.77	
756275	07-09-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass invoice # 1614-7C7Y-FWFQ	$212.86	
756280	07-09-2022	1752-3213-0-0000-0000-9500-00	Amazon Capital Services	Reclass invoice # 1614-7C7Y-FWFQ		$233.77
756281	07-09-2022	1930-3213-0-0000-0000-9500-00	Amazon Capital Services	Reclass invoice # 1614-7C7Y-FWFQ		$212.86
697352	07-10-2022	1752-0000-0-0000-0000-9500-00	jtsmithdesigns	Uniforms		$6,264.00
692746	07-10-2022	1932-0000-0-0000-0000-9500-00	Amazon Capital Services	Printer & Supplies		$581.99
692778	07-10-2022	1932-0000-0-0000-0000-9500-00	Quadient Finance USA, Inc.	Postage		$546.72
695496	07-10-2022	1930-0000-0-0000-0000-9500-00	Charter Communications	Internet Service from 07/10/22 - 08/09/22		$964.02
695497	07-10-2022	1752-0000-0-0000-0000-9500-00	Charter Communications	Internet Service from 07/10/22 - 08/09/22		$1,220.98
695514	07-10-2022	1930-0000-0-0000-0000-9500-00	Charter Communications	Phone Service from 07/10/22 - 08/09/22		$52.93
695515	07-10-2022	1752-0000-0-0000-0000-9500-00	Charter Communications	Phone Service from 07/10/22 - 08/09/22		$67.04
687260	07-11-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC		$30.70	
687262	07-11-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC		$41.58	
687264	07-11-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC		$41.98	
687266	07-11-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC		$45.26	
687268	07-11-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC		$47.30	
687270	07-11-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC		$48.46	
687272	07-11-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC		$51.70	
687274	07-11-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC		$62.69	
687276	07-11-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC		$67.70	
687278	07-11-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC		$67.85	
687280	07-11-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC		$68.19	
687282	07-11-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC		$68.94	
687284	07-11-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC		$70.40	
687286	07-11-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC		$76.70	
687288	07-11-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC		$79.08	
687290	07-11-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC		$80.76	
687292	07-11-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC		$83.70	
687294	07-11-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC		$93.73	
687296	07-11-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC		$94.60	
687298	07-11-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC		$101.14	
687300	07-11-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC		$104.59	
687302	07-11-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC		$101.77	
687304	07-11-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC		$107.64	
687306	07-11-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC		$137.06	
687308	07-11-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC		$137.83	
687328	07-11-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC		$214.68	
687330	07-11-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC		$245.92	
687332	07-11-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC		$371.23	
687334	07-11-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC		$389.51	
687336	07-11-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC		$461.36	
687338	07-11-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC		$570.35	

687340	07-11-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC		$883.68	
687342	07-11-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC		$895.24	
687344	07-11-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC		$909.51	
687346	07-11-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC		$1,207.02	
687240	07-11-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC		$3.65	
687242	07-11-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC		$4.73	
687244	07-11-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC		$10.76	
687246	07-11-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC		$13.55	
687248	07-11-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC		$15.07	
687250	07-11-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC		$16.15	
687252	07-11-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC		$19.38	
687254	07-11-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC		$21.54	
687256	07-11-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC		$23.69	
687258	07-11-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC		$29.74	
687703	07-11-2022	1752-0000-0-0000-0000-9500-00	Timeless Learning, Inc.	Recruitment		$206.74
687704	07-11-2022	1930-0000-0-0000-0000-9500-00	Timeless Learning, Inc.	Recruitment		$188.26
687743	07-11-2022	1752-0000-0-0000-0000-9500-00	Timeless Learning, Inc.		$206.74	
687745	07-11-2022	1930-0000-0-0000-0000-9500-00	Timeless Learning, Inc.		$188.26	
688126	07-11-2022	1752-0000-0-0000-0000-9500-00	Luis Hernandez	Expense reimbursement: Lodging, transportation and trip meals		$667.42
688127	07-11-2022	1930-0000-0-0000-0000-9500-00	Luis Hernandez	Expense reimbursement: Lodging, transportation and trip meals		$667.42
689152	07-11-2022	1930-3010-0-0000-0000-9500-00	jtsmithdesigns	Uniforms		$1,564.20
689154	07-11-2022	1752-3010-0-0000-0000-9500-00	jtsmithdesigns	Uniforms		$1,717.80
689125	07-11-2022	1930-0000-0-0000-0000-9500-00	Cintas Corp	Custodial Supplies		$135.56
689126	07-11-2022	1752-0000-0-0000-0000-9500-00	Cintas Corp	Custodial Supplies		$148.88
689902	07-11-2022	1752-3010-0-0000-0000-9500-00	jtsmithdesigns	Reclass Invoice #VGA07112022	$1,717.80	
689903	07-11-2022	1930-3010-0-0000-0000-9500-00	jtsmithdesigns	Reclass Invoice #VGA07112022	$1,564.20	
689906	07-11-2022	1752-0000-0-0000-0000-9500-00	jtsmithdesigns	Reclass Invoice #VGA07112022		$1,717.80
689907	07-11-2022	1930-0000-0-0000-0000-9500-00	jtsmithdesigns	Reclass Invoice #VGA07112022		$1,564.20
692283	07-11-2022	1234-0000-0-0000-0000-9500-00	V-Tech Services	Computer Maintenance and IT Services - July 2022		$1,000.00
692285	07-11-2022	2043-0000-0-0000-0000-9500-00	V-Tech Services	Computer Maintenance and IT Services - July 2022		$800.00
692780	07-11-2022	1932-0000-0-0000-0000-9500-00	SoCalGas	Utilities 06/07/22 - 07/07/22		$110.82
694549	07-11-2022	1234-0000-0-0000-0000-9500-00	PARS	ARS- PARS fees (period ending 05/31/22)		$150.00
695629	07-11-2022	1930-0000-0-0000-0000-9500-00	Lakeshore Learning	30x78 Kids Table - set of 10		$4,336.33
695531	07-11-2022	1234-3213-0-0000-0000-9500-00	Community Catalyst Partners. INC.	Technical Assistance, Professional Development Services & ISSN Membership		$10,944.72
695532	07-11-2022	1752-3213-0-0000-0000-9500-00	Community Catalyst Partners. INC.	Technical Assistance, Professional Development Services & ISSN Membership		$13,865.58
695533	07-11-2022	1930-3213-0-0000-0000-9500-00	Community Catalyst Partners. INC.	Technical Assistance, Professional Development Services & ISSN Membership		$10,944.72
695534	07-11-2022	2043-3213-0-0000-0000-9500-00	Community Catalyst Partners. INC.	Technical Assistance, Professional Development Services & ISSN Membership		$3,649.86
695535	07-11-2022	1932-3213-0-0000-0000-9500-00	Community Catalyst Partners. INC.	Technical Assistance, Professional Development Services & ISSN Membership		$9,195.12
756164	07-11-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC	Reclass Invoice #240292036001		$895.24
756166	07-11-2022	1932-3213-0-0000-0000-9500-00	ODP Business Solutions LLC	Reclass Invoice #240292036001	$895.24	
756242	07-11-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC	Reclass Invoice #248533670001		$80.76
756244	07-11-2022	1932-3213-0-0000-0000-9500-00	ODP Business Solutions LLC	Reclass Invoice #248533670001	$80.76	
756254	07-11-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC	Reclass Invoice #244533068001		$94.60
756256	07-11-2022	1932-3213-0-0000-0000-9500-00	ODP Business Solutions LLC	Reclass Invoice #244533068001	$94.60	
756314	07-11-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC	Reclass Invoice #241754345001		$107.64
756316	07-11-2022	1932-3213-0-0000-0000-9500-00	ODP Business Solutions LLC	Reclass Invoice #241754345001	$107.64	
756322	07-11-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC	Reclass Invoice #249256520001		$1,207.02
756324	07-11-2022	1932-3213-0-0000-0000-9500-00	ODP Business Solutions LLC	Reclass Invoice #249256520001	$1,207.02	
756529	07-11-2022	1752-3213-0-0000-0000-9500-00	Community Catalyst Partners. INC.	Reclass invoice # 1051	$13,865.58	
756533	07-11-2022	1930-4035-0-0000-0000-9500-00	Community Catalyst Partners. INC.	Reclass invoice # 1051		$10,944.72
756534	07-11-2022	1752-4035-0-0000-0000-9500-00	Community Catalyst Partners. INC.	Reclass invoice # 1051		$6,300.00
756528	07-11-2022	1752-3216-0-0000-0000-9500-00	Community Catalyst Partners. INC.	Reclass invoice # 1051		$7,565.58
722291	07-12-2022	1930-0000-0-0000-0000-9500-00	SensoryEdge	Rug		$305.85
688111	07-12-2022	1752-0000-0-0000-0000-9500-00	Julie Vasquez	Expense reimbursement: Class Materials		$4.25
688607	07-12-2022	1932-0000-0-0000-0000-9500-00	Amazon Capital Services		$781.87	
688609	07-12-2022	1932-0000-0-0000-0000-9500-00	Amazon Capital Services		$1,239.97	
688581	07-12-2022	1932-0000-0-0000-0000-9500-00	U.S. Bank Equipment Finance		$1,432.80	

Vista Legacy Global Academy
Supporting Documentation

688589	07-12-2022	1932-0000-0-0000-0000-9500-00	Sparkletts		$226.12	
688593	07-12-2022	1932-0000-0-0000-0000-9500-00	Measure Education Inc.		$832.88	
688575	07-12-2022	1932-0000-0-0000-0000-9500-00	Orange County Dept. of Education		$2,250.00	
688577	07-12-2022	1752-0000-0-0000-0000-9500-00	Juan's Auto Upholstery		$220.00	
688579	07-12-2022	1932-0000-0-0000-0000-9500-00	Learningtech.org		$560.00	
688583	07-12-2022	1932-0000-0-0000-0000-9500-00	Terminix Processing Center		$210.00	
688585	07-12-2022	1932-0000-0-0000-0000-9500-00	Terminix Processing Center		$12.00	
688587	07-12-2022	1932-0000-0-0000-0000-9500-00	Sun Life		$1,564.25	
688591	07-12-2022	1932-0000-0-0000-0000-9500-00	National Benefit Services, LLC		$150.00	
688595	07-12-2022	1752-0000-0-0000-0000-9500-00	Luis Hernandez		$667.42	
688597	07-12-2022	1930-0000-0-0000-0000-9500-00	Luis Hernandez		$667.42	
688601	07-12-2022	1932-0000-0-0000-0000-9500-00	GoTo Communications, Inc.		$408.59	
688603	07-12-2022	1932-0000-0-0000-0000-9500-00	Cintas Corp		$143.29	
688605	07-12-2022	1932-0000-0-0000-0000-9500-00	Cintas Corp		$117.45	
692241	07-12-2022	1234-0000-0-0000-0000-9500-00	Maintex, Inc	Custodial Supplies		$3,784.32
695641	07-12-2022	1930-0000-0-0000-0000-9500-00	Literacy Resources, LLC	Intervention Lessons, Curriculum 21-22 Kindergarden through Primary & Decodable Books		$1,305.72
757010	07-12-2022	1932-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1RHR-MRRM-937T		$481.64
757012	07-12-2022	1932-3212-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1RHR-MRRM-937T	$481.64	
757018	07-12-2022	1932-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1GFP-KJG6-RH1Y		$781.87
757020	07-12-2022	1932-3212-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1GFP-KJG6-RH1Y	$781.87	
756742	07-12-2022	1930-0000-0-0000-0000-9500-00	Literacy Resources, LLC	Reclass invoice # 210236	$1,305.72	
756745	07-12-2022	1930-3212-0-0000-0000-9500-00	Literacy Resources, LLC	Reclass invoice # 210236		$1,305.72
700932	07-13-2022	1752-0000-0-0000-0000-9500-00	RingCentral Inc.	Professional Services		$2,006.11
700933	07-13-2022	1930-0000-0-0000-0000-9500-00	RingCentral Inc.	Professional Services		$1,583.92
700921	07-13-2022	1752-0000-0-0000-0000-9500-00	jtsmithdesigns	Uniforms		$300.00
754263	07-13-2022	1930-0000-0-0000-0000-9500-00	Rosenthal Inspections	Inspection of DIA		$88.24
754265	07-13-2022	1752-0000-0-0000-0000-9500-00	Rosenthal Inspections	Inspection of DIA		$111.76
697926	07-14-2022	1234-0000-0-0000-0000-9500-00	Guardian	August 2022 Insurance		$1,917.29
699161	07-14-2022	1234-0000-0-0000-0000-9500-00	Purchase Power	Postage Meter Refill & Rental (June 2022 - three additional units)		$665.28
704516	07-14-2022	1932-0000-0-0000-0000-9500-00	ICS Service Company	June 2022 - Burglary & Fire Monitoring		$38.00
704428	07-14-2022	1930-3213-0-0000-0000-9500-00	Heinemann	Books - Units of studies		$2,245.89
704454	07-14-2022	1932-0000-0-0000-0000-9500-00	Amazon Capital Services	Accent Chairs & Supplies		$440.69
705278	07-14-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Bookcases, cabinets & rugs		$8,214.02
689463	07-14-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$7.25	
689475	07-14-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$18.02	
689477	07-14-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$46.84	
689479	07-14-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$51.44	
689465	07-14-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$7.96	
689467	07-14-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$118.23	
689469	07-14-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$129.83	
689471	07-14-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$38.36	
689473	07-14-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$42.13	
689493	07-14-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$212.86	
689495	07-14-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$233.77	
689481	07-14-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$17.16	
689483	07-14-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$18.84	
689485	07-14-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$339.64	
689487	07-14-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$373.00	
689489	07-14-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$22.43	
689491	07-14-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$24.64	
689499	07-14-2022	1752-4035-0-0000-0000-9500-00	California Department of Education		$2,214.00	
689501	07-14-2022	1930-0000-0-0000-0000-9500-00	WM Corporate Services, Inc.		$616.46	
689503	07-14-2022	1752-0000-0-0000-0000-9500-00	WM Corporate Services, Inc.		$677.00	
689505	07-14-2022	1930-0000-0-0000-0000-9500-00	WEX Bank		$2,116.51	
689507	07-14-2022	1752-0000-0-0000-0000-9500-00	WEX Bank		$2,324.35	
689509	07-14-2022	1752-0000-0-0000-0000-9500-00	Templo Calvario, Inc.		$351.00	
689511	07-14-2022	1930-0000-0-0000-0000-9500-00	Orkin		$57.19	

Vista Legacy Global Academy
Supporting Documentation

689513	07-14-2022	1752-0000-0-0000-0000-9500-00	Orkin		$62.81	
689515	07-14-2022	1930-0000-0-0000-0000-9500-00	Mitel Cloud Services, Inc.		$645.71	
689517	07-14-2022	1752-0000-0-0000-0000-9500-00	Mitel Cloud Services, Inc.		$1,082.50	
689519	07-14-2022	1930-0000-0-0000-0000-9500-00	Miguel Angel Reyes Salgado		$131.07	
689521	07-14-2022	1752-0000-0-0000-0000-9500-00	Miguel Angel Reyes Salgado		$143.93	
689523	07-14-2022	1752-0000-0-0000-0000-9500-00	KYOCERA DOCUMENT SOLUTIONS WEST, LLC		$12.00	
689525	07-14-2022	1930-3010-0-0000-0000-9500-00	jtsmithdesigns		$1,564.20	
689527	07-14-2022	1752-3010-0-0000-0000-9500-00	jtsmithdesigns		$1,717.80	
689529	07-14-2022	1752-0000-0-0000-0000-9500-00	Insight Direct USA, Inc.		$1,014.97	
689531	07-14-2022	1752-0000-0-0000-0000-9500-00	Insight Direct USA, Inc.		$3,599.81	
689533	07-14-2022	1752-0000-0-0000-0000-9500-00	Godofredo Valencia		$1,120.41	
689535	07-14-2022	1930-0000-0-0000-0000-9500-00	Cintas Corp		$408.65	
689537	07-14-2022	1752-0000-0-0000-0000-9500-00	Cintas Corp		$448.77	
689539	07-14-2022	1930-0000-0-0000-0000-9500-00	Cintas Corp		$135.56	
689541	07-14-2022	1752-0000-0-0000-0000-9500-00	Cintas Corp		$148.88	
689908	07-14-2022	1752-3010-0-0000-0000-9500-00	jtsmithdesigns	Reclass Invoice #VGA07112022		$1,717.80
689909	07-14-2022	1930-3010-0-0000-0000-9500-00	jtsmithdesigns	Reclass Invoice #VGA07112022		$1,564.20
689912	07-14-2022	1752-0000-0-0000-0000-9500-00	jtsmithdesigns	Reclass Invoice #VGA07112022	$1,717.80	
689913	07-14-2022	1930-0000-0-0000-0000-9500-00	jtsmithdesigns	Reclass Invoice #VGA07112022	$1,564.20	
691809	07-14-2022	1234-0000-0-0000-0000-9500-00	Jesus Bojorquez	Expense Reimbursement: Flyer Drop-Off Recruitment		$11.76
756304	07-14-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass invoice # 1614-7C7Y-FWFQ		$233.77
756305	07-14-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass invoice # 1614-7C7Y-FWFQ		$212.86
756306	07-14-2022	1752-3213-0-0000-0000-9500-00	Amazon Capital Services	Reclass invoice # 1614-7C7Y-FWFQ	$233.77	
756307	07-14-2022	1930-3213-0-0000-0000-9500-00	Amazon Capital Services	Reclass invoice # 1614-7C7Y-FWFQ	$212.86	
756284	07-14-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass invoice # 1DJC-6HK9-P79P		$24.64
756285	07-14-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass invoice # 1DJC-6HK9-P79P		$22.43
756286	07-14-2022	1752-3213-0-0000-0000-9500-00	Amazon Capital Services	Reclass invoice # 1DJC-6HK9-P79P	$24.64	
756287	07-14-2022	1930-3213-0-0000-0000-9500-00	Amazon Capital Services	Reclass invoice # 1DJC-6HK9-P79P	$22.43	
756292	07-14-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass invoice # 1F3G-NKNM-XVG4		$373.00
756293	07-14-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass invoice # 1F3G-NKNM-XVG4		$339.64
756294	07-14-2022	1752-3212-0-0000-0000-9500-00	Amazon Capital Services	Reclass invoice # 1F3G-NKNM-XVG4	$373.00	
756295	07-14-2022	1930-3212-0-0000-0000-9500-00	Amazon Capital Services	Reclass invoice # 1F3G-NKNM-XVG4	$339.64	
756551	07-14-2022	1930-3213-0-0000-0000-9500-00	Heinemann	Reclass invoice # 7455306	$2,245.89	
756554	07-14-2022	1930-3212-0-0000-0000-9500-00	Heinemann	Reclass invoice # 7455306		$2,245.89
756635	07-14-2022	1752-0000-0-0000-0000-9500-00	Insight Direct USA, Inc.	Reclass invoice # 922637687		$3,599.81
756636	07-14-2022	1752-3212-0-0000-0000-9500-00	Insight Direct USA, Inc.	Reclass invoice # 922637687	$3,599.81	
756639	07-14-2022	1752-0000-0-0000-0000-9500-00	Insight Direct USA, Inc.	Reclass invoice # 922645062		$1,014.97
756640	07-14-2022	1752-3212-0-0000-0000-9500-00	Insight Direct USA, Inc.	Reclass invoice # 922645062	$1,014.97	
697924	07-15-2022	1234-0000-0-0000-0000-9500-00	Blue Shield of California	July 2022 Health Insurance - COBRA		$766.09
697928	07-15-2022	1234-0000-0-0000-0000-9500-00	Blue Shield of California	Aug 2022 Health Insurance - COBRA		$766.09
703419	07-15-2022	1234-0000-0-0000-0000-9500-00	Blue Shield of California	Aug 2022 Health Insurance		$56,344.14
703435	07-15-2022	1234-0000-0-0000-0000-9500-00	Metropolitan Life Insurance Company	Aug 2022 Insurance		$12,881.02
704457	07-15-2022	1932-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$75.88
721139	07-15-2022	1932-0000-0-0000-0000-9500-00	EdTec Inc.	Postage		$103.08
692277	07-15-2022	1234-0000-0-0000-0000-9500-00	Pro Systems Inc	Commercial Monitoring 08/01/22 - 10/31/2022		$83.01
694539	07-15-2022	1930-0000-0-0000-0000-9500-00	Extra Space Storage	Rent Unit #R110 - 07/15/22-08/14/22		$234.00
695672	07-15-2022	1930-0000-0-0000-0000-9500-00	Orkin	Pest Control Services		$52.94
695673	07-15-2022	1752-0000-0-0000-0000-9500-00	Orkin	Pest Control Services		$67.06
695694	07-15-2022	1930-0000-0-0000-0000-9500-00	Roberto Mosqueda Diaz	Rekey spaces		$165.45
695695	07-15-2022	1752-0000-0-0000-0000-9500-00	Roberto Mosqueda Diaz	Rekey spaces		$209.55
699149	07-16-2022	1234-0000-0-0000-0000-9500-00	Staples	Office Supplies		$71.16
704459	07-16-2022	1932-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$35.01
701136	07-17-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	UMEKEN Key Box Wall Mount		$67.00
701137	07-17-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	UMEKEN Key Box Wall Mount		$84.86
701140	07-17-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Metal Square Picnic Table & Supplies		$2,762.04
701401	07-17-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Drawer		$190.08
694525	07-17-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services	Supplies		$28.21

Vista Legacy Global Academy
Supporting Documentation

701155	07-18-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$259.61
701156	07-18-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$328.83
704438	07-18-2022	1932-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$26.93
704532	07-18-2022	1932-0000-0-0000-0000-9500-00	Sun Life	Aug 2022 Insurance		$1,564.25
691852	07-18-2022	1234-0000-0-0000-0000-9500-00	Jesus Bojorquez		$11.76	
691846	07-18-2022	2043-3212-0-0000-0000-9500-00	Teachers College Reading & Writing Project		$850.00	
691848	07-18-2022	2043-3212-0-0000-0000-9500-00	Teachers College Reading & Writing Project		$850.00	
691850	07-18-2022	2043-3212-0-0000-0000-9500-00	Teachers College Reading & Writing Project		$850.00	
692226	07-18-2022	1234-0000-0-0000-0000-9500-00	County of Los Angeles	School Cafeteria Food Safety Inspections - 03/25/22 & 04/01/22		$197.00
692227	07-18-2022	2043-0000-0-0000-0000-9500-00	County of Los Angeles	School Cafeteria Food Safety Inspections - 03/25/22 & 04/01/22		$197.00
692758	07-18-2022	1930-0000-0-0000-0000-9500-00	Christina Sequeira	Expense Reimbursement: Student incentives		$30.47
692785	07-18-2022	1752-0000-0-0000-0000-9500-00	Susana Betancourt	Expense Reimbursement: Mileage		$25.69
692786	07-18-2022	1930-0000-0-0000-0000-9500-00	Susana Betancourt	Expense Reimbursement: Mileage		$25.69
695199	07-18-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$100.19
695200	07-18-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$126.89
695518	07-18-2022	1930-0000-0-0000-0000-9500-00	Cintas Corp	Custodial Supplies		$311.89
695519	07-18-2022	1752-0000-0-0000-0000-9500-00	Cintas Corp	Custodial Supplies		$395.02
729096	07-19-2022	1752-0000-0-0000-0000-9500-00	FamilyID, Inc.	Implementation set-up arbiter pay unlimited pricing 400 schedule license (HS)		$3,290.00
713148	07-19-2022	1234-0000-0-0000-0000-9500-00	Cintas Corp	Custodial Supplies - Terry Towels and Uniforms		$45.44
724366	07-19-2022	1932-0000-0-0000-0000-9500-00	Arthur J. Gallagher & Co. Insurance Brokers of CA., Inc.	Fire, Casualty & Specialty Insurance - Palm Lane 07/01/22 - 07/01/23		$34,517.40
693033	07-19-2022	1932-0000-0-0000-0000-9500-00	Amazon Capital Services		$581.99	
693035	07-19-2022	1932-0000-0-0000-0000-9500-00	Amazon Capital Services		$1,809.83	
693037	07-19-2022	1234-2600-0-0000-0000-9500-00	Amazon Capital Services		$274.25	
693039	07-19-2022	1234-2600-0-0000-0000-9500-00	Amazon Capital Services		$71.11	
693043	07-19-2022	1932-0000-0-0000-0000-9500-00	Quadient Finance USA, Inc.		$546.72	
693065	07-19-2022	1234-0000-0-0000-0000-9500-00	Staples		$639.51	
693083	07-19-2022	1234-0000-0-0000-0000-9500-00	Cintas Corp		$45.44	
693073	07-19-2022	1930-0000-0-0000-0000-9500-00	Measure Education Inc.		$260.53	
693075	07-19-2022	2043-0000-0-0000-0000-9500-00	Measure Education Inc.		$68.62	
693069	07-19-2022	1234-0000-0-0000-0000-9500-00	Measure Education Inc.		$273.68	
693071	07-19-2022	1752-0000-0-0000-0000-9500-00	Measure Education Inc.		$286.05	
693067	07-19-2022	1234-0000-0-0000-0000-9500-00	Pro Systems Inc		$83.01	
693077	07-19-2022	1234-0000-0-0000-0000-9500-00	Maintex, Inc		$3,784.32	
693079	07-19-2022	1234-0000-0-0000-0000-9500-00	Athens Services		$1,684.73	
693081	07-19-2022	1234-0000-0-0000-0000-9500-00	Athens Services		$120.13	
693085	07-19-2022	1234-0000-0-0000-0000-9500-00	County of Los Angeles		$197.00	
693087	07-19-2022	2043-0000-0-0000-0000-9500-00	County of Los Angeles		$197.00	
693089	07-19-2022	1234-0000-0-0000-0000-9500-00	Hoist Elevator Company		$150.00	
693091	07-19-2022	1234-0000-0-0000-0000-9500-00	KYOCERA DOCUMENT SOLUTIONS WEST, LLC		$664.67	
693093	07-19-2022	1752-0000-0-0000-0000-9500-00	KYOCERA DOCUMENT SOLUTIONS WEST, LLC		$2,893.20	
693095	07-19-2022	2043-0000-0-0000-0000-9500-00	KYOCERA DOCUMENT SOLUTIONS WEST, LLC		$427.14	
693097	07-19-2022	1234-0000-0-0000-0000-9500-00	LADWP		$152.68	
693099	07-19-2022	1234-0000-0-0000-0000-9500-00	Lingo		$435.91	
693041	07-19-2022	1932-0000-0-0000-0000-9500-00	SoCalGas		$110.82	
693053	07-19-2022	1930-0000-0-0000-0000-9500-00	Christina Sequeira		$30.47	
693045	07-19-2022	1752-0000-0-0000-0000-9500-00	Susana Betancourt		$25.69	
693047	07-19-2022	1930-0000-0-0000-0000-9500-00	Susana Betancourt		$25.69	
693051	07-19-2022	1932-6500-0-0000-0000-9500-00	Comprehensive Therapy Associates, Inc.		$686.25	
693059	07-19-2022	1234-0000-0-0000-0000-9500-00	Waterlogic Americas		$49.27	
693057	07-19-2022	1932-6500-0-0000-0000-9500-00	AP fbo EdLogical Group Corp		$2,233.34	
693049	07-19-2022	1932-0000-0-0000-0000-9500-00	ICS Service Company		$38.00	
693055	07-19-2022	1932-0000-0-0000-0000-9500-00	Charter Communications		$80.08	
693061	07-19-2022	1234-0000-0-0000-0000-9500-00	V-Tech Services		$1,000.00	
693063	07-19-2022	2043-0000-0-0000-0000-9500-00	V-Tech Services		$800.00	
694005	07-19-2022	1234-0000-0-0000-0000-9500-00	Anabelle Medina	Expense Reimbursement: Lunch for Office Manager's Meeting		$82.65
695194	07-19-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$70.98
695169	07-19-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$27.31

Vista Legacy Global Academy
Supporting Documentation

695170	07-19-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$34.58
695186	07-19-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Cabinets & Bookcases		$2,584.35
695686	07-19-2022	1930-3213-0-0000-0000-9500-00	Pacific Mechanical Contractors	Troubleshooting of AC Unit - WO # 10683		$271.45
695687	07-19-2022	1752-3213-0-0000-0000-9500-00	Pacific Mechanical Contractors	Troubleshooting of AC Unit - WO # 10683		$343.80
695633	07-19-2022	1930-0000-0-0000-0000-9500-00	Learning Without Tears	Kindergarten 2022 - Student & Teachers Editions and Curriculum		$3,172.32
695650	07-19-2022	1930-0000-0-0000-0000-9500-00	Maintex, Inc	Custodial Supplies		$31.00
695651	07-19-2022	1752-0000-0-0000-0000-9500-00	Maintex, Inc	Custodial Supplies		$39.26
695662	07-19-2022	1930-0000-0-0000-0000-9500-00	Maintex, Inc	Custodial Supplies		$47.60
695663	07-19-2022	1752-0000-0-0000-0000-9500-00	Maintex, Inc	Custodial Supplies		$60.29
757026	07-19-2022	1932-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1F3G-NKNM-Y7RW		$796.26
757028	07-19-2022	1932-3212-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1F3G-NKNM-Y7RW	$796.26	
756758	07-19-2022	1752-3213-0-0000-0000-9500-00	Pacific Mechanical Contractors	Reclass invoice # 16735	$343.80	
756761	07-19-2022	1752-3212-0-0000-0000-9500-00	Pacific Mechanical Contractors	Reclass invoice # 16735		$343.80
699179	07-20-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services	Supplies		$142.91
699177	07-20-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services	Commercial Coffee Maker		$322.97
700883	07-20-2022	1234-0000-0-0000-0000-9500-00	ADERSA Group LLC	Synthetic Grass Installation		$3,208.80
701385	07-20-2022	1930-0000-0-0000-0000-9500-00	jtsmithdesigns	Uniforms		$1,340.00
704434	07-20-2022	1930-0000-0-0000-0000-9500-00	Scholastic Inc	Scholastic News - Lets find out (50), 1-5/6 (60) - SY 22-23		$2,290.75
673357	07-20-2022	1752-0000-0-0000-0000-9500-00	Rick D. Kagasoff	Vista Secured Parking Space Rental for Vans - August 2022		$150.00
673359	07-20-2022	1930-0000-0-0000-0000-9500-00	Rick D. Kagasoff	Vista Secured Parking Space Rental for Vans - August 2022		$150.00
694198	07-20-2022	1234-0000-0-0000-0000-9500-00	PowerSchool Group LLC		$4,552.84	
694200	07-20-2022	1752-0000-0-0000-0000-9500-00	PowerSchool Group LLC		$4,758.37	
694202	07-20-2022	1930-0000-0-0000-0000-9500-00	PowerSchool Group LLC		$4,334.00	
694204	07-20-2022	2043-0000-0-0000-0000-9500-00	PowerSchool Group LLC		$1,141.54	
694228	07-20-2022	1932-5310-0-0000-0000-9500-00	School Food Solutions L3C		$917.45	
693878	07-20-2022	1234-0000-0-0000-0000-9500-00	Donald Wilson	Expense Reimbursement: Taxi Fair & Lodging		$392.61
693879	07-20-2022	1752-0000-0-0000-0000-9500-00	Donald Wilson	Expense Reimbursement: Taxi Fair & Lodging		$410.33
693880	07-20-2022	1930-0000-0-0000-0000-9500-00	Donald Wilson	Expense Reimbursement: Taxi Fair & Lodging		$373.73
693881	07-20-2022	2043-0000-0-0000-0000-9500-00	Donald Wilson	Expense Reimbursement: Taxi Fair & Lodging		$98.44
694252	07-20-2022	1234-0000-0-0000-0000-9500-00	Hansberger & Klein, a Professional Law Corporation		$6,486.68	
694254	07-20-2022	1752-0000-0-0000-0000-9500-00	Hansberger & Klein, a Professional Law Corporation		$6,779.52	
694256	07-20-2022	1930-0000-0-0000-0000-9500-00	Hansberger & Klein, a Professional Law Corporation		$6,174.88	
694258	07-20-2022	2043-0000-0-0000-0000-9500-00	Hansberger & Klein, a Professional Law Corporation		$1,626.42	
694262	07-20-2022	1234-0000-0-0000-0000-9500-00	Donald Wilson		$392.61	
694264	07-20-2022	1752-0000-0-0000-0000-9500-00	Donald Wilson		$410.33	
694266	07-20-2022	1930-0000-0-0000-0000-9500-00	Donald Wilson		$373.73	
694268	07-20-2022	2043-0000-0-0000-0000-9500-00	Donald Wilson		$98.44	
694260	07-20-2022	1932-0000-0-0000-0000-9500-00	Encore		$12,986.80	
694270	07-20-2022	1932-0000-0-0000-0000-9500-00	City of Anaheim		$7,794.00	
694272	07-20-2022	1932-0000-0-0000-0000-9500-00	Boys & Girls Clubs of Greater Anaheim-Cypress		$12,000.00	
694276	07-20-2022	1932-5310-0-0000-0000-9500-00	Revolution Foods, PBC		$7,570.94	
694278	07-20-2022	2043-0000-0-0000-0000-9500-00	Awareness Analytics Partners, LLC		$7,500.00	
694280	07-20-2022	1932-0000-0-0000-0000-9500-00	Amazon Capital Services		$3,036.74	
694282	07-20-2022	1932-0000-0-0000-0000-9500-00	Amazon Capital Services		$12,171.01	
694284	07-20-2022	1932-0000-0-0000-0000-9500-00	Absolute Facility Solutions Inc.		$2,490.00	
694286	07-20-2022	1932-0000-0-0000-0000-9500-00	Absolute Facility Solutions Inc.		$2,720.03	
694210	07-20-2022	1932-0000-0-0000-0000-9500-00	State of California Department of Justice		$79.00	
694206	07-20-2022	1932-0000-0-0000-0000-9500-00	Cintas Corp		$117.45	
694208	07-20-2022	1932-0000-0-0000-0000-9500-00	S.C. Signs & Supplies, LLC		$800.04	
694212	07-20-2022	1932-0000-0-0000-0000-9500-00	Scoot Education Inc.		$1,674.00	
694234	07-20-2022	1932-0000-0-0000-0000-9500-00	EdTec Inc.		$40,000.00	
694236	07-20-2022	1932-0000-0-0000-0000-9500-00	EdTec Inc.		$33.75	
694238	07-20-2022	1932-0000-0-0000-0000-9500-00	Mutual of Omaha		$817.52	
694248	07-20-2022	1932-3212-0-0000-0000-9500-00	Heinemann		$135,941.38	
694250	07-20-2022	1932-3212-0-0000-0000-9500-00	Heinemann		$30,626.59	
694242	07-20-2022	1932-3212-0-0000-0000-9500-00	Leah Raphael		$600.00	
694244	07-20-2022	1932-3212-0-0000-0000-9500-00	Jane Raphael		$600.00	

Vista Legacy Global Academy
Supporting Documentation

694240	07-20-2022	1932-0000-0-0000-0000-9500-00	Miguel Angel Reyes Salgado		$425.00	
694232	07-20-2022	1234-0000-0-0000-0000-9500-00	Anabelle Medina		$82.65	
694322	07-20-2022	1932-0000-0-0000-0000-9500-00	Quadient Leasing USA, Inc.		$244.10	
694326	07-20-2022	1752-0000-0-0000-0000-9500-00	Rick D. Kagasoff		$150.00	
694328	07-20-2022	1930-0000-0-0000-0000-9500-00	Rick D. Kagasoff		$150.00	
695483	07-20-2022	1234-0000-0-0000-0000-9500-00	California Charter Schools Association	C-Charter School Membership Dues (Through 06/30/23)		$4,187.50
695484	07-20-2022	1930-0000-0-0000-0000-9500-00	California Charter Schools Association	C-Charter School Membership Dues (Through 06/30/23)		$4,025.00
695485	07-20-2022	1752-0000-0-0000-0000-9500-00	California Charter Schools Association	C-Charter School Membership Dues (Through 06/30/23)		$4,462.50
695486	07-20-2022	1932-0000-0-0000-0000-9500-00	California Charter Schools Association	C-Charter School Membership Dues (Through 06/30/23)		$3,787.50
695487	07-20-2022	2043-0000-0-0000-0000-9500-00	California Charter Schools Association	C-Charter School Membership Dues (Through 06/30/23)		$1,087.50
756584	07-20-2022	1932-3212-0-0000-0000-9500-00	Heinemann	Reclass Invoice #5927781		$30,626.59
756586	07-20-2022	1932-3213-0-0000-0000-9500-00	Heinemann	Reclass Invoice #5927781	$30,626.59	
756896	07-20-2022	1932-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1X3H-XKJH-X6G6		$2,682.08
756898	07-20-2022	1932-3212-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1X3H-XKJH-X6G6	$2,682.08	
757002	07-20-2022	1932-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1CMG-CWXT-YJ7G		$10,416.62
757004	07-20-2022	1932-3212-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1CMG-CWXT-YJ7G	$10,416.62	
757194	07-20-2022	1932-3212-0-0000-0000-9500-00	Heinemann	Reclass Invoice #5927800		$135,941.38
757196	07-20-2022	1932-3212-0-0000-0000-9500-00	Heinemann	Reclass Invoice #5927800	$67,970.69	
757197	07-20-2022	1932-3213-0-0000-0000-9500-00	Heinemann	Reclass Invoice #5927800	$67,970.69	
757239	07-20-2022	1932-3212-0-0000-0000-9500-00	Jane Raphael	Reclass Invoice #110		$600.00
757241	07-20-2022	1932-4035-0-0000-0000-9500-00	Jane Raphael	Reclass Invoice #110	$600.00	
757249	07-20-2022	1932-3212-0-0000-0000-9500-00	Leah Raphael	Reclass Invoice #109		$600.00
757251	07-20-2022	1932-4035-0-0000-0000-9500-00	Leah Raphael	Reclass Invoice #109	$600.00	
725705	07-21-2022	1932-0000-0-0000-0000-9500-00	Maestro Music Education Services	Music Program		$17,875.00
699171	07-21-2022	1234-2600-0-0000-0000-9500-00	Amazon Capital Services	Supplies		$197.16
720318	07-21-2022	1752-0000-0-0000-0000-9500-00	jtsmithdesigns	Student Uniforms		$2,190.00
703425	07-21-2022	1234-0000-0-0000-0000-9500-00	Hapara	Two-year Subscription - Instructional Management (08/15/2022 - 08/14/2024)		$3,257.30
703427	07-21-2022	1752-0000-0-0000-0000-9500-00	Hapara	Two-year Subscription - Instructional Management (08/15/2022 - 08/14/2024)		$4,126.58
703429	07-21-2022	1930-0000-0-0000-0000-9500-00	Hapara	Two-year Subscription - Instructional Management (08/15/2022 - 08/14/2024)		$3,257.30
703431	07-21-2022	2043-0000-0-0000-0000-9500-00	Hapara	Two-year Subscription - Instructional Management (08/15/2022 - 08/14/2024)		$1,086.24
703433	07-21-2022	1932-0000-0-0000-0000-9500-00	Hapara	Two-year Subscription - Instructional Management (08/15/2022 - 08/14/2024)		$2,736.58
704452	07-21-2022	1932-0000-0-0000-0000-9500-00	Amazon Capital Services	Supplies		$204.09
694537	07-21-2022	1930-0000-0-0000-0000-9500-00	Extra Space Storage	R202 - School Bus parking spot - 08/01/22-08/31/22		$338.00
694553	07-21-2022	1930-0000-0-0000-0000-9500-00	Seesaw Learning, Inc.	Student License - Seesaw for Schools: 9/1-8/31/23		$3,375.00
694670	07-21-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$787.30	
694672	07-21-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services		$28.21	
694674	07-21-2022	1930-0000-0-0000-0000-9500-00	First Book		$187.71	
694676	07-21-2022	1234-0000-0-0000-0000-9500-00	Wells Fargo Vendor Financial Services, LLC		$761.03	
694678	07-21-2022	1234-0000-0-0000-0000-9500-00	Wells Fargo Vendor Financial Services, LLC		$931.93	
694680	07-21-2022	1752-0000-0-0000-0000-9500-00	Wells Fargo Vendor Financial Services, LLC		$1,586.79	
694682	07-21-2022	1234-6500-0-0000-0000-9500-00	AP fbo EdLogical Group Corp		$1,833.75	
694684	07-21-2022	1234-0000-0-0000-0000-9500-00	Fusion Cloud Services, LLC		$1,143.76	
694686	07-21-2022	1234-0000-0-0000-0000-9500-00	PARS		$150.00	
694688	07-21-2022	1930-0000-0-0000-0000-9500-00	Extra Space Storage		$234.00	
694690	07-21-2022	1930-0000-0-0000-0000-9500-00	Extra Space Storage		$338.00	
694692	07-21-2022	1930-0000-0-0000-0000-9500-00	Seesaw Learning, Inc.		$3,375.00	
694666	07-21-2022	1930-0000-0-0000-0000-9500-00	Godofredo Valencia		$728.23	
694668	07-21-2022	1930-6500-0-0000-0000-9500-00	Cross Country Education		$818.26	
694894	07-21-2022	1234-7426-0-0000-0000-9500-00	Brooke Gorin	Expense reimbursement: Parking Fees for Summer School Field Trip		$30.00
695615	07-21-2022	1752-0000-0-0000-0000-9500-00	Extra Space Storage	Rent Unit # R201 - Aug 2022		$343.00
695612	07-21-2022	1930-0000-0-0000-0000-9500-00	Extra Space Storage	Rent Unit # A15 - Aug 2022		$187.95
695613	07-21-2022	1752-0000-0-0000-0000-9500-00	Extra Space Storage	Rent Unit # A15 - Aug 2022		$238.05
756311	07-21-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass invoice # 1DGN-FWMC-1F9M		$787.30
756312	07-21-2022	1930-3212-0-0000-0000-9500-00	Amazon Capital Services	Reclass invoice # 1DGN-FWMC-1F9M	$787.30	
756548	07-21-2022	1930-0000-0-0000-0000-9500-00	First Book	Reclass invoice # 700541697		$187.71
756549	07-21-2022	1930-3212-0-0000-0000-9500-00	First Book	Reclass invoice # 700541697	$187.71	
700919	07-22-2022	1752-0000-0-0000-0000-9500-00	DMV Renewal	DMV Renewal - VIN:1FMNE1BW0ADA02495		$223.00

Vista Legacy Global Academy
Supporting Documentation

701107	07-22-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services	Technology Supplies		$46.73
701108	07-22-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Technology Supplies		$59.20
701109	07-22-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Technology Supplies		$46.73
701110	07-22-2022	2043-0000-0-0000-0000-9500-00	Amazon Capital Services	Technology Supplies		$15.58
701111	07-22-2022	1932-0000-0-0000-0000-9500-00	Amazon Capital Services	Technology Supplies		$39.26
701403	07-22-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher Supplies		$442.76
703421	07-22-2022	1234-3213-0-0000-0000-9500-00	Dell Marketing LP	Google Chrome EDU Perpetual License - 150 Units		$5,700.00
704482	07-22-2022	1932-0000-0-0000-0000-9500-00	Apple Inc.	Apple Pencil - 2nd gen (20)		$2,308.01
695524	07-22-2022	1752-0000-0-0000-0000-9500-00	Collin Felch	Expense Reimbursement: Meals, lodging and Custodial Supplies		$1,571.98
695525	07-22-2022	1930-0000-0-0000-0000-9500-00	Collin Felch	Expense Reimbursement: Meals, lodging and Custodial Supplies		$1,571.98
695386	07-22-2022	1932-0000-0-0000-0000-9500-00	ICON School Management		$3,784.00	
695388	07-22-2022	1234-0000-0-0000-0000-9500-00	ICON School Management		$4,504.00	
695390	07-22-2022	1930-0000-0-0000-0000-9500-00	ICON School Management		$4,504.00	
695392	07-22-2022	2043-0000-0-0000-0000-9500-00	ICON School Management		$1,502.00	
695394	07-22-2022	1752-0000-0-0000-0000-9500-00	ICON School Management		$5,706.00	
695545	07-22-2022	1930-0000-0-0000-0000-9500-00	Donald Wilson	Expense reimbursement: Conference meals & Travel Internet Use		$14.14
695546	07-22-2022	2043-0000-0-0000-0000-9500-00	Donald Wilson	Expense reimbursement: Conference meals & Travel Internet Use		$4.72
695547	07-22-2022	1932-0000-0-0000-0000-9500-00	Donald Wilson	Expense reimbursement: Conference meals & Travel Internet Use		$11.88
695543	07-22-2022	1234-0000-0-0000-0000-9500-00	Donald Wilson	Expense reimbursement: Conference meals & Travel Internet Use		$14.14
695544	07-22-2022	1752-0000-0-0000-0000-9500-00	Donald Wilson	Expense reimbursement: Conference meals & Travel Internet Use		$17.92
757142	07-22-2022	1932-0000-0-0000-0000-9500-00	Apple Inc.	Reclass Invoice #AJ18336761	$2,308.01	
757144	07-22-2022	1932-3212-0-0000-0000-9500-00	Apple Inc.	Reclass Invoice #AJ18336761		$2,308.01
701114	07-23-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Supplies		$37.23
701115	07-23-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Supplies		$47.17
701405	07-23-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher Supplies		$288.64
701143	07-23-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$183.57
701144	07-23-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$232.51
705280	07-23-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	400 Gaming Headsets		$6,112.00
722281	07-23-2022	1930-0000-0-0000-0000-9500-00	Staples	Storage Cabinet		$1,823.10
756326	07-23-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass invoice # 1YKP-K67H-PH7D	$6,112.00	
756329	07-23-2022	1930-3212-0-0000-0000-9500-00	Amazon Capital Services	Reclass invoice # 1YKP-K67H-PH7D		$6,112.00
699156	07-24-2022	1234-0000-0-0000-0000-9500-00	AMG Time	AMG Web Subscription (July 2022)		$98.17
699157	07-24-2022	1752-0000-0-0000-0000-9500-00	AMG Time	AMG Web Subscription (July 2022)		$102.60
699158	07-24-2022	1930-0000-0-0000-0000-9500-00	AMG Time	AMG Web Subscription (July 2022)		$93.45
699159	07-24-2022	2043-0000-0-0000-0000-9500-00	AMG Time	AMG Web Subscription (July 2022)		$24.61
699183	07-24-2022	1234-2600-0-0000-0000-9500-00	Amazon Capital Services	Supplies		$115.95
701149	07-24-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies - Net CM # 1W4P-97GN-79YV		$4.46
701150	07-24-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies - Net CM # 1W4P-97GN-79YV		$5.64
701159	07-24-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Technology Supplies		$5.47
701160	07-24-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Technology Supplies		$6.95
701146	07-24-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Supplies		$343.98
701092	07-24-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Supplies		$187.10
701093	07-24-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Supplies		$236.99
701407	07-24-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher Supplies		$3,140.46
704460	07-24-2022	1932-0000-0-0000-0000-9500-00	Amazon Capital Services	Stuffed Animal & Supplies		$406.15
696578	07-25-2022	1930-0000-0-0000-0000-9500-00	Literacy Resources, LLC		$1,305.72	
696596	07-25-2022	1930-0000-0-0000-0000-9500-00	jtsmithdesigns		$10,700.50	
696488	07-25-2022	1932-0000-0-0000-0000-9500-00	Boys & Girls Clubs of Greater Anaheim-Cypress		$9,000.00	
696556	07-25-2022	1930-0000-0-0000-0000-9500-00	Learning Without Tears		$3,172.32	
696588	07-25-2022	1930-2600-0-0000-0000-9500-00	THINK Together		$20,832.00	
696574	07-25-2022	1930-0000-0-0000-0000-9500-00	Roberto Mosqueda Diaz		$165.45	
696576	07-25-2022	1752-0000-0-0000-0000-9500-00	Roberto Mosqueda Diaz		$209.55	
696524	07-25-2022	1752-0000-0-0000-0000-9500-00	Collin Felch		$1,571.98	
696526	07-25-2022	1930-0000-0-0000-0000-9500-00	Collin Felch		$1,571.98	
696470	07-25-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$100.19	
696472	07-25-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$126.89	
696474	07-25-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$70.98	

Vista Legacy Global Academy
Supporting Documentation

696476	07-25-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$2,584.35
696478	07-25-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$27.31
696480	07-25-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$34.58
696482	07-25-2022	1932-0000-0-0000-0000-9500-00	Amazon Capital Services		$8,453.57
696496	07-25-2022	1930-0000-0-0000-0000-9500-00	C Below, Inc.		$2,199.38
696498	07-25-2022	1752-0000-0-0000-0000-9500-00	C Below, Inc.		$2,785.62
696592	07-25-2022	1930-0000-0-0000-0000-9500-00	Junior Learning, Inc.		$7,056.85
696584	07-25-2022	1234-0000-0-0000-0000-9500-00	Kaiser Foundation Health Plan Inc		$36,376.12
696566	07-25-2022	1930-3213-0-0000-0000-9500-00	Pacific Mechanical Contractors		$271.45
696568	07-25-2022	1752-3213-0-0000-0000-9500-00	Pacific Mechanical Contractors		$343.80
696486	07-25-2022	1932-6500-0-0000-0000-9500-00	AP fbo EdLogical Group Corp		$9,422.35
696490	07-25-2022	1234-7426-0-0000-0000-9500-00	Brooke Gorin		$30.00
696492	07-25-2022	1932-6500-0-0000-0000-9500-00	Comprehensive Therapy Associates, Inc.		$11,596.25
696494	07-25-2022	1932-0000-0-0000-0000-9500-00	EdTec Inc.		$10,801.66
696502	07-25-2022	1234-0000-0-0000-0000-9500-00	California Charter Schools Association		$4,187.50
696504	07-25-2022	1930-0000-0-0000-0000-9500-00	California Charter Schools Association		$4,025.00
696506	07-25-2022	1752-0000-0-0000-0000-9500-00	California Charter Schools Association		$4,462.50
696508	07-25-2022	1932-0000-0-0000-0000-9500-00	California Charter Schools Association		$3,787.50
696510	07-25-2022	2043-0000-0-0000-0000-9500-00	California Charter Schools Association		$1,087.50
696512	07-25-2022	1930-0000-0-0000-0000-9500-00	Charter Communications		$964.02
696514	07-25-2022	1752-0000-0-0000-0000-9500-00	Charter Communications		$1,220.98
696516	07-25-2022	1930-0000-0-0000-0000-9500-00	Charter Communications		$52.93
696518	07-25-2022	1752-0000-0-0000-0000-9500-00	Charter Communications		$67.04
696580	07-25-2022	1930-0000-0-0000-0000-9500-00	Lakeshore Learning		$4,336.33
696550	07-25-2022	1752-0000-0-0000-0000-9500-00	Extra Space Storage		$343.00
696552	07-25-2022	1930-0000-0-0000-0000-9500-00	Extra Space Storage		$187.95
696554	07-25-2022	1752-0000-0-0000-0000-9500-00	Extra Space Storage		$238.05
696558	07-25-2022	1930-0000-0-0000-0000-9500-00	Maintex, Inc		$47.60
696560	07-25-2022	1752-0000-0-0000-0000-9500-00	Maintex, Inc		$60.29
696562	07-25-2022	1930-0000-0-0000-0000-9500-00	Maintex, Inc		$31.00
696564	07-25-2022	1752-0000-0-0000-0000-9500-00	Maintex, Inc		$39.26
696540	07-25-2022	1930-0000-0-0000-0000-9500-00	Donald Wilson		$14.14
696542	07-25-2022	2043-0000-0-0000-0000-9500-00	Donald Wilson		$4.72
696544	07-25-2022	1932-0000-0-0000-0000-9500-00	Donald Wilson		$11.88
696546	07-25-2022	1234-0000-0-0000-0000-9500-00	Donald Wilson		$14.14
696548	07-25-2022	1752-0000-0-0000-0000-9500-00	Donald Wilson		$17.92
696538	07-25-2022	1752-6500-0-0000-0000-9500-00	Cross Country Education		$960.76
696536	07-25-2022	1932-3213-0-0000-0000-9500-00	Community Catalyst Partners. INC.		$9,195.12
696528	07-25-2022	1234-3213-0-0000-0000-9500-00	Community Catalyst Partners. INC.		$10,944.72
696530	07-25-2022	1752-3213-0-0000-0000-9500-00	Community Catalyst Partners. INC.		$13,865.58
696532	07-25-2022	1930-3213-0-0000-0000-9500-00	Community Catalyst Partners. INC.		$10,944.72
696534	07-25-2022	2043-3213-0-0000-0000-9500-00	Community Catalyst Partners. INC.		$3,649.86
696520	07-25-2022	1930-0000-0-0000-0000-9500-00	Cintas Corp		$311.89
696522	07-25-2022	1752-0000-0-0000-0000-9500-00	Cintas Corp		$395.02
696590	07-25-2022	1930-0000-0-0000-0000-9500-00	Just Right Reader		$8,910.00
696570	07-25-2022	1930-0000-0-0000-0000-9500-00	Orkin		$52.94
696572	07-25-2022	1752-0000-0-0000-0000-9500-00	Orkin		$67.06
725711	07-25-2022	1752-6387-0-0000-0000-9500-00	Microsoft Corporation	Meridian Students devices	$342,670.46
700925	07-25-2022	1752-0000-0-0000-0000-9500-00	Liminex, Inc.	GoGuardian Edulastic Enterpise	$4,171.50
700910	07-25-2022	1752-0000-0-0000-0000-9500-00	Cintas Corp	Custodial Supplies	$334.01
700911	07-25-2022	1930-0000-0-0000-0000-9500-00	Cintas Corp	Custodial Supplies	$263.71
701084	07-25-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Custodial Supplies	$8.91
701085	07-25-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Custodial Supplies	$11.29
701131	07-25-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Supplies	$86.36
701411	07-25-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher Supplies	$570.43
701409	07-25-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher Supplies	$52.93
704430	07-25-2022	1930-0000-0-0000-0000-9500-00	Gimkit, Inc	Gimkit Department License	$650.00

Vista Legacy Global Academy
Supporting Documentation

709833	07-25-2022	1752-0000-0-0000-0000-9500-00	Insight Direct USA, Inc.	Malwarebytes Endpoint Protection & Response - 7/12/22-7/12/23		$9,396.79
709835	07-25-2022	1930-0000-0-0000-0000-9500-00	Insight Direct USA, Inc.	Malwarebytes Endpoint Protection & Response - 7/12/22-7/12/23		$7,419.22
713198	07-25-2022	1234-3213-0-0000-0000-9500-00	Kagan Professional Development	Kagan Cooperative Learning Day - Workbooks		$240.80
713199	07-25-2022	1752-3213-0-0000-0000-9500-00	Kagan Professional Development	Kagan Cooperative Learning Day - Workbooks		$48.23
713200	07-25-2022	2043-3213-0-0000-0000-9500-00	Kagan Professional Development	Kagan Cooperative Learning Day - Workbooks		$48.23
713192	07-25-2022	1234-3213-0-0000-0000-9500-00	Kagan Professional Development	Kagan Cooperative Learning Day 1 for New Teachers		$3,033.80
713193	07-25-2022	1752-3213-0-0000-0000-9500-00	Kagan Professional Development	Kagan Cooperative Learning Day 1 for New Teachers		$607.60
713194	07-25-2022	2043-3213-0-0000-0000-9500-00	Kagan Professional Development	Kagan Cooperative Learning Day 1 for New Teachers		$607.60
722485	07-25-2022	1234-0000-0-0000-0000-9500-00	Kaiser Foundation Health Plan Inc	Sept 2022 Health Insurance		$11,100.99
771864	07-25-2022	1752-0000-0-0000-0000-9500-00	Insight Direct USA, Inc.	Reclass Invoice # 922808023	$9,396.79	
771865	07-25-2022	1930-0000-0-0000-0000-9500-00	Insight Direct USA, Inc.	Reclass Invoice # 922808023	$7,419.22	
771867	07-25-2022	1234-0000-0-0000-0000-9500-00	Insight Direct USA, Inc.	Reclass Invoice # 922808023		$3,786.96
771869	07-25-2022	1752-0000-0-0000-0000-9500-00	Insight Direct USA, Inc.	Reclass Invoice # 922808023		$4,797.61
771871	07-25-2022	1930-0000-0-0000-0000-9500-00	Insight Direct USA, Inc.	Reclass Invoice # 922808023		$3,786.96
771873	07-25-2022	2043-0000-0-0000-0000-9500-00	Insight Direct USA, Inc.	Reclass Invoice # 922808023		$1,262.88
771875	07-25-2022	1932-0000-0-0000-0000-9500-00	Insight Direct USA, Inc.	Reclass Invoice # 922808023		$3,181.60
756535	07-25-2022	1752-3216-0-0000-0000-9500-00	Community Catalyst Partners. INC.	Reclass invoice # 1051	$7,565.58	
756538	07-25-2022	1752-3213-0-0000-0000-9500-00	Community Catalyst Partners. INC.	Reclass invoice # 1051		$13,865.58
756539	07-25-2022	1930-4035-0-0000-0000-9500-00	Community Catalyst Partners. INC.	Reclass invoice # 1051	$10,944.72	
756540	07-25-2022	1752-4035-0-0000-0000-9500-00	Community Catalyst Partners. INC.	Reclass invoice # 1051	$6,300.00	
756706	07-25-2022	1752-3213-0-0000-0000-9500-00	Kagan Professional Development	Reclass invoice # K125178	$607.60	
756709	07-25-2022	1752-4035-0-0000-0000-9500-00	Kagan Professional Development	Reclass invoice # K125178		$607.60
756904	07-25-2022	1932-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1T13-4M3W-CP39		$7,372.13
756906	07-25-2022	1932-3212-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1T13-4M3W-CP39	$7,372.13	
756699	07-25-2022	1930-0000-0-0000-0000-9500-00	Just Right Reader	Reclass invoice # 10361		$8,910.00
756700	07-25-2022	1930-3212-0-0000-0000-9500-00	Just Right Reader	Reclass invoice # 10361	$8,910.00	
756691	07-25-2022	1930-0000-0-0000-0000-9500-00	Junior Learning, Inc.	Reclass invoice # 16284		$7,056.85
756692	07-25-2022	1930-3212-0-0000-0000-9500-00	Junior Learning, Inc.	Reclass invoice # 16284	$7,056.85	
756747	07-25-2022	1930-0000-0-0000-0000-9500-00	Literacy Resources, LLC	Reclass invoice # 210236		$1,305.72
756748	07-25-2022	1930-3212-0-0000-0000-9500-00	Literacy Resources, LLC	Reclass invoice # 210236	$1,305.72	
756702	07-25-2022	1752-3213-0-0000-0000-9500-00	Kagan Professional Development	Reclass invoice # 659600	$48.23	
756705	07-25-2022	1752-4035-0-0000-0000-9500-00	Kagan Professional Development	Reclass invoice # 659600		$48.23
756763	07-25-2022	1752-3213-0-0000-0000-9500-00	Pacific Mechanical Contractors	Reclass invoice # 16735		$343.80
756764	07-25-2022	1752-3212-0-0000-0000-9500-00	Pacific Mechanical Contractors	Reclass invoice # 16735	$343.80	
764223	07-25-2022	1930-3213-0-0000-0000-9500-00		Reclass Invoice#1051		$10,944.72
764225	07-25-2022	1930-4035-0-0000-0000-9500-00		Reclass Invoice#1051	$10,944.72	
697654	07-26-2022	1234-0000-0-0000-0000-9500-00	Blue Shield of California		$49,560.16	
697650	07-26-2022	1752-0000-0-0000-0000-9500-00	jtsmithdesigns		$6,264.00	
697652	07-26-2022	1752-0000-0-0000-0000-9500-00	jtsmithdesigns		$7,470.50	
699151	07-26-2022	1234-0000-0-0000-0000-9500-00	Phillip Silva	Uniforms		$2,530.00
699165	07-26-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services	Supplies		$20.36
700928	07-26-2022	1752-0000-0-0000-0000-9500-00	Orkin	Pest Control Services		$67.06
700929	07-26-2022	1930-0000-0-0000-0000-9500-00	Orkin	Pest Control Services		$52.94
701128	07-26-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Technology Supplies		$5.47
701129	07-26-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Technology Supplies		$6.95
703423	07-26-2022	1234-3213-0-0000-0000-9500-00	Dell Marketing LP	Intel Celeron N4020 - 150 units		$38,202.87
721193	07-26-2022	1932-0000-0-0000-0000-9500-00	Terminix Processing Center	Pest Control		$210.00
713152	07-26-2022	1234-0000-0-0000-0000-9500-00	Cintas Corp	Custodial Supplies - Terry Towels and Uniforms		$45.44
713232	07-26-2022	1234-0000-0-0000-0000-9500-00	SoCalGas	Utilities 06/22/22 - 07/22/22		$2.25
698086	07-27-2022	1234-0000-0-0000-0000-9500-00	Blue Shield of California		$766.09	
698088	07-27-2022	1234-0000-0-0000-0000-9500-00	Blue Shield of California		$766.09	
698090	07-27-2022	1234-0000-0-0000-0000-9500-00	Guardian		$1,917.29	
701074	07-27-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Technology Supplies		$86.69
701075	07-27-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Technology Supplies		$109.81
701413	07-27-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	HD Lightweight Document Cameras		$546.26
713216	07-27-2022	1234-0000-0-0000-0000-9500-00	National Business Furniture, LLC	Office furniture		$1,529.62
754257	07-27-2022	1930-0000-0-0000-0000-9500-00	Rosenthal Inspections	Inspection of DIA epoxy, and concrete		$499.43

Vista Legacy Global Academy
Supporting Documentation

754259	07-27-2022	1752-0000-0-0000-0000-9500-00	Rosenthal Inspections	Inspection of DIA epoxy, and concrete		$632.57
756330	07-27-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass invoice # 11DN-QG9T-FQM7	$546.26	
756333	07-27-2022	1930-3212-0-0000-0000-9500-00	Amazon Capital Services	Reclass invoice # 11DN-QG9T-FQM7		$546.26
701399	07-28-2022	1930-0000-0-0000-0000-9500-00	Theresa Kao	Expense Reimbursement - Flight & Hotel for ITSE Conference		$1,623.27
704940	07-28-2022	1932-0000-0-0000-0000-9500-00	Apple Inc.	iPads (120 units)		$38,494.20
709719	07-28-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$219.55
709721	07-28-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$173.35
718805	07-29-2022	1234-0000-0-0000-0000-9500-00	Accrediting Commission for Schools	22-23 Annual Accreditation Membership		$830.00
699842	07-29-2022	1234-2600-0-0000-0000-9500-00	Amazon Capital Services		$115.95	
699844	07-29-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services		$322.97	
699846	07-29-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services		$142.91	
699848	07-29-2022	1234-2600-0-0000-0000-9500-00	Amazon Capital Services		$197.16	
699850	07-29-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services		$20.36	
699852	07-29-2022	1234-0000-0-0000-0000-9500-00	Purchase Power		$665.28	
699854	07-29-2022	1234-0000-0-0000-0000-9500-00	AMG Time		$98.17	
699856	07-29-2022	1752-0000-0-0000-0000-9500-00	AMG Time		$102.60	
699858	07-29-2022	1930-0000-0-0000-0000-9500-00	AMG Time		$93.45	
699860	07-29-2022	2043-0000-0-0000-0000-9500-00	AMG Time		$24.61	
699862	07-29-2022	1234-0000-0-0000-0000-9500-00	Phillip Silva		$2,530.00	
699864	07-29-2022	1234-0000-0-0000-0000-9500-00	Staples		$71.16	
699866	07-29-2022	1234-0000-0-0000-0000-9500-00	Toshiba Financial Services		$1,834.66	
699868	07-29-2022	1752-0000-0-0000-0000-9500-00	Toshiba Financial Services		$1,025.21	
699870	07-29-2022	2043-0000-0-0000-0000-9500-00	Toshiba Financial Services		$917.33	
699872	07-29-2022	1930-0000-0-0000-0000-9500-00	Toshiba Financial Services		$809.45	
699874	07-29-2022	2043-0000-0-0000-0000-9500-00	Wells Fargo Vendor Financial Services, LLC		$399.67	
725673	07-29-2022	1932-0000-0-0000-0000-9500-00	City of Anaheim	Electricity / Water Utilities : 06/28/22 - 07/26/22		$6,395.48
704486	07-29-2022	1932-0000-0-0000-0000-9500-00	Cintas Corp	Custodial Supplies		$216.89
720324	07-29-2022	1930-0000-0-0000-0000-9500-00	Miguel Angel Reyes Salgado	Landscaping July, 2022 + Extra trees		$253.69
720326	07-29-2022	1752-0000-0-0000-0000-9500-00	Miguel Angel Reyes Salgado	Landscaping July, 2022 + Extra trees		$321.31
720304	07-29-2022	1752-0000-0-0000-0000-9500-00	Accrediting Commission for Schools	Member - Secondary - Annual Accreditation Membership Fee 22-23		$1,130.00
721151	07-29-2022	1932-0000-0-0000-0000-9500-00	Miguel Angel Reyes Salgado	Landscaping Services (July 2022) - Palm Lane		$425.00
721161	07-29-2022	1932-0000-0-0000-0000-9500-00	Charter Communications	Phone Service from 07/29/22 - 08/28/22		$79.98
709799	07-29-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Technology Supplies		$2,794.40
709803	07-29-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Technology Supplies		$2,445.10
709813	07-29-2022	1752-0000-0-0000-0000-9500-00	City of Santa Ana	Water Utility 05/25/2022 - 07/27/2022		$389.45
709815	07-29-2022	1930-0000-0-0000-0000-9500-00	City of Santa Ana	Water Utility 05/25/2022 - 07/27/2022		$307.49
709817	07-29-2022	1752-0000-0-0000-0000-9500-00	City of Santa Ana	Water Utility 05/25/2022 - 07/27/2022		$212.20
709819	07-29-2022	1930-0000-0-0000-0000-9500-00	City of Santa Ana	Water Utility 05/25/2022 - 07/27/2022		$167.55
709801	07-29-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Technology Supplies		$74.17
709725	07-29-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$224.45
709727	07-29-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$177.21
709748	07-29-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Equipment & Supplies Net CM # 1JFT-QJ64-XQFM		$231.48
709749	07-29-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Equipment & Supplies Net CM # 1JFT-QJ64-XQFM		$163.52
709809	07-29-2022	1752-0000-0-0000-0000-9500-00	City of Santa Ana	Water Utility 05/25/2022 - 07/27/2022		$791.28
709811	07-29-2022	1930-0000-0-0000-0000-9500-00	City of Santa Ana	Water Utility 05/25/2022 - 07/27/2022		$624.76
713221	07-29-2022	1234-0000-0-0000-0000-9500-00	PowerSchool Group LLC	Powerschool SIS Hosted Subscription (08/09/22 - 08/08/23)		$1,065.53
713222	07-29-2022	2043-0000-0-0000-0000-9500-00	PowerSchool Group LLC	Powerschool SIS Hosted Subscription (08/09/22 - 08/08/23)		$240.60
713223	07-29-2022	1752-0000-0-0000-0000-9500-00	PowerSchool Group LLC	Powerschool SIS Hosted Subscription (08/09/22 - 08/08/23)		$1,134.28
713224	07-29-2022	1930-0000-0-0000-0000-9500-00	PowerSchool Group LLC	Powerschool SIS Hosted Subscription (08/09/22 - 08/08/23)		$996.79
748189	07-29-2022	1752-0000-0-0000-0000-9500-00	SchoolPass, Inc.	HH-RFID & Scanner Subscriptions		$9,832.09
748191	07-29-2022	1930-0000-0-0000-0000-9500-00	SchoolPass, Inc.	HH-RFID & Scanner Subscriptions		$7,762.91
718745	07-30-2022	1234-0000-0-0000-0000-9500-00	Staples	Office Supplies		$448.69
704406	07-30-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher Supplies		$97.32
721163	07-30-2022	1932-0000-0-0000-0000-9500-00	Century Business Services	Copier Lease Contract # 500-0550234-000-01 (07/20/2018 - 07/19/2023)		$2,087.21
709797	07-30-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Furniture & Office Supplies		$403.07
713146	07-30-2022	1234-0000-0-0000-0000-9500-00	Apple Inc.	Macbooks & iPads for 7th & 8th Science teachers		$644.20
725725	07-31-2022	1930-5310-0-0000-0000-9500-00	Revolution Foods, PBC	July 2022 Meal Services - Condor		$9,450.00

Vista Legacy Global Academy
Supporting Documentation

702524	07-31-2022	1234-0000-0-0000-0000-9500-00	Diligent Corporation	BoardDocs Pro Standard Package (08/01/22-07/31/23)	$1,576.40
702526	07-31-2022	1752-0000-0-0000-0000-9500-00	Diligent Corporation	BoardDocs Pro Standard Package (08/01/22-07/31/23)	$1,997.10
702528	07-31-2022	1930-0000-0-0000-0000-9500-00	Diligent Corporation	BoardDocs Pro Standard Package (08/01/22-07/31/23)	$1,576.40
702530	07-31-2022	2043-0000-0-0000-0000-9500-00	Diligent Corporation	BoardDocs Pro Standard Package (08/01/22-07/31/23)	$525.70
702532	07-31-2022	1932-0000-0-0000-0000-9500-00	Diligent Corporation	BoardDocs Pro Standard Package (08/01/22-07/31/23)	$1,324.40
703409	07-31-2022	1234-5310-0-0000-0000-9500-00	Revolution Foods, PBC	July 2022 Meal Services - VCMS	$6,445.40
704560	07-31-2022	1932-5310-0-0000-0000-9500-00	Revolution Foods, PBC	July 2022 Meal Services - Palm Lane	$7,078.00
704402	07-31-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Large Rug	$529.11
704404	07-31-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher Supplies	$609.05
704408	07-31-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher Supplies	$184.59
704426	07-31-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher Supplies	$118.25
704424	07-31-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher Supplies	$209.57
704422	07-31-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher Supplies	$39.32
705282	07-31-2022	1234-0000-0-0000-0000-9500-00	Silva & Silva CPAs	SFSAC planning & testing on Federal Audit for year June 30, 2022	$800.00
705284	07-31-2022	1752-0000-0-0000-0000-9500-00	Silva & Silva CPAs	SFSAC planning & testing on Federal Audit for year June 30, 2022	$800.00
705286	07-31-2022	1930-0000-0-0000-0000-9500-00	Silva & Silva CPAs	SFSAC planning & testing on Federal Audit for year June 30, 2022	$800.00
705288	07-31-2022	2043-0000-0-0000-0000-9500-00	Silva & Silva CPAs	SFSAC planning & testing on Federal Audit for year June 30, 2022	$800.00
720310	07-31-2022	1752-6500-0-0000-0000-9500-00	Cross Country Education	School RN	$394.00
720328	07-31-2022	1752-5310-0-0000-0000-9500-00	Revolution Foods, PBC	July 2022 Meal Services - Heritage	$4,785.00
709766	07-31-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Art Supplies	$65.00
709768	07-31-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Art Supplies	$51.32
709770	07-31-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Art Supplies	$98.97
709772	07-31-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Art Supplies	$78.15
709780	07-31-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Uniforms	$138.75
709783	07-31-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher Supplies & Rug	$317.38
709851	07-31-2022	1752-0000-0-0000-0000-9500-00	WEX Bank	Gas for buses and vans	$1,815.02
709853	07-31-2022	1930-0000-0-0000-0000-9500-00	WEX Bank	Gas for buses and vans	$1,433.04
709682	07-31-2022	1752-0000-0-0000-0000-9500-00	Civic Center Business Park OA	July 2022 Assessments	$306.58
709684	07-31-2022	1930-0000-0-0000-0000-9500-00	Civic Center Business Park OA	July 2022 Assessments	$242.06
709713	07-31-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Custodial Supplies	$10.37
709715	07-31-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Custodial Supplies	$8.19
709774	07-31-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Culture Supplies	$123.96
709776	07-31-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Culture Supplies	$97.87
709788	07-31-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$1,743.59
709741	07-31-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies	$33.57
709743	07-31-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies	$26.51
722263	07-31-2022	1930-6500-0-0000-0000-9500-00	Cross Country Education	Teacher Role Description - RN	$738.75
772981	07-31-2022	1752-0000-0-0000-0000-9500-01	Agile Mind Educational Holdings, Inc.	Meridian Integrated Math III & Agile Assessment	$2,242.00
718765	08-01-2022	1234-0000-0-0000-0000-9500-00	Lingo	July 2022 Telephone Services	$435.91
718767	08-01-2022	1234-0000-0-0000-0000-9500-00	PlanConnect	May 2022 - July 2022 406(b) Administration Fee	$187.50
718771	08-01-2022	1234-0000-0-0000-0000-9500-00	Athens Services	Aug 2022 Waste Disposal Services	$1,472.68
718773	08-01-2022	1234-0000-0-0000-0000-9500-00	National Business Furniture, LLC	Lobby Furniture	$1,250.82
725757	08-01-2022	1752-4124-0-0000-0000-9500-00	THINK Together	Management of 21st CCLC Grant programs for Heritage (SY 2022-2023)	$94,013.98
725683	08-01-2022	1234-0000-0-0000-0000-9500-00	Hansberger & Klein, a Professional Law Corporation	July 2022 Legal Services	$1,690.12
725685	08-01-2022	1752-0000-0-0000-0000-9500-00	Hansberger & Klein, a Professional Law Corporation	July 2022 Legal Services	$2,141.18
725687	08-01-2022	1930-0000-0-0000-0000-9500-00	Hansberger & Klein, a Professional Law Corporation	July 2022 Legal Services	$1,690.12
725689	08-01-2022	2043-0000-0-0000-0000-9500-00	Hansberger & Klein, a Professional Law Corporation	July 2022 Legal Services	$563.63
725691	08-01-2022	1932-0000-0-0000-0000-9500-00	Hansberger & Klein, a Professional Law Corporation	July 2022 Legal Services	$1,419.95
700773	08-01-2022	1234-0000-0-0000-0000-9500-00	ICON School Management	August 2022 Monthly Contract Fee	$4,504.00
700774	08-01-2022	1752-0000-0-0000-0000-9500-00	ICON School Management	August 2022 Monthly Contract Fee	$5,706.00
700775	08-01-2022	1930-0000-0-0000-0000-9500-00	ICON School Management	August 2022 Monthly Contract Fee	$4,504.00
700776	08-01-2022	1932-0000-0-0000-0000-9500-00	ICON School Management	August 2022 Monthly Contract Fee	$3,784.00
700777	08-01-2022	2043-0000-0-0000-0000-9500-00	ICON School Management	August 2022 Monthly Contract Fee	$1,502.00
701257	08-01-2022	1752-0000-0-0000-0000-9500-00	KYOCERA DOCUMENT SOLUTIONS WEST, LLC	$15.00	
701255	08-01-2022	1752-0000-0-0000-0000-9500-00	jtsmithdesigns	$300.00	
701253	08-01-2022	1752-0000-0-0000-0000-9500-00	DMV Renewal	$223.00	
701247	08-01-2022	1752-0000-0-0000-0000-9500-00	D&S Construction Services Inc.	$377.19	

Vista Legacy Global Academy
Supporting Documentation

701249	08-01-2022	1930-0000-0-0000-0000-9500-00	D&S Construction Services Inc.		$297.81	
701239	08-01-2022	1234-0000-0-0000-0000-9500-00	ADERSA Group LLC		$3,208.80	
701229	08-01-2022	1234-0000-0-0000-0000-9500-00	ICON School Management		$4,504.00	
701231	08-01-2022	1752-0000-0-0000-0000-9500-00	ICON School Management		$5,706.00	
701233	08-01-2022	1930-0000-0-0000-0000-9500-00	ICON School Management		$4,504.00	
701235	08-01-2022	1932-0000-0-0000-0000-9500-00	ICON School Management		$3,784.00	
701237	08-01-2022	2043-0000-0-0000-0000-9500-00	ICON School Management		$1,502.00	
701261	08-01-2022	1752-0000-0-0000-0000-9500-00	Orkin		$67.06	
701263	08-01-2022	1930-0000-0-0000-0000-9500-00	Orkin		$52.94	
701259	08-01-2022	1752-0000-0-0000-0000-9500-00	Liminex, Inc.		$4,171.50	
701269	08-01-2022	1752-0000-0-0000-0000-9500-00	Savvas Learning Company LLC		$2,250.00	
701265	08-01-2022	1752-0000-0-0000-0000-9500-00	RingCentral Inc.		$2,006.11	
701267	08-01-2022	1930-0000-0-0000-0000-9500-00	RingCentral Inc.		$1,583.92	
701241	08-01-2022	1752-0000-0-0000-0000-9500-00	Cintas Corp		$334.01	
701243	08-01-2022	1930-0000-0-0000-0000-9500-00	Cintas Corp		$263.71	
719444	08-01-2022	1234-0000-0-0000-0000-9500-00	Alliance of Schools for Cooperative Insurance Programs	2022-23 1st Quarter - Workers Comp.		$34,781.00
719460	08-01-2022	1234-0000-0-0000-0000-9500-00	Alliance of Schools for Cooperative Insurance Programs	2022-23 Property & Liability Program		$101,759.00
701453	08-01-2022	1752-0000-0-0000-0000-9500-00	Fam Vans Inc	Stock # A08456 - E350 Super Duty Passenger XL Van		$29,726.75
701455	08-01-2022	1234-0000-0-0000-0000-9500-00	Fam Vans Inc	Stock # 172442 - Express 2500 Passenger LS Van 3D		$39,129.03
701451	08-01-2022	1930-0000-0-0000-0000-9500-00	Fam Vans Inc	Stock # A51164 - E350 Super Duty Passenger XLT V		$28,773.25
702394	08-01-2022	1752-0000-0-0000-0000-9500-00	Dave's Iron Works	Repair and paint - Labor materials and installation (fence)		$3,352.80
702396	08-01-2022	1930-0000-0-0000-0000-9500-00	Dave's Iron Works	Repair and paint - Labor materials and installation (fence)		$2,647.20
704440	08-01-2022	1932-0000-0-0000-0000-9500-00	Amazon Capital Services	Classroom Supplies		$58.09
704492	08-01-2022	1932-0000-0-0000-0000-9500-00	GoTo Communications, Inc.	Telecommunication services - Aug 2022		$431.49
704400	08-01-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher Supplies		$12.20
704436	08-01-2022	1932-0000-0-0000-0000-9500-00	Absolute Facility Solutions Inc.	Aug 2022 - Janitorial Services		$2,490.00
704484	08-01-2022	1932-0000-0-0000-0000-9500-00	Cintas Corp	Automated External Defibrillator		$117.45
704394	08-01-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher Supplies		$55.84
721141	08-01-2022	1932-4035-0-0000-0000-9500-00	ISTE	Nicole Hutson - CREG & STD Yr 22		$710.00
721143	08-01-2022	1932-4035-0-0000-0000-9500-00	ISTE	Humberto Huerta - CREG & STD Yr 22		$710.00
709778	08-01-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher Supplies		$73.50
709839	08-01-2022	1752-0000-0-0000-0000-9500-00	Resource 4 Signs	Digitally printed window graphics		$1,152.84
709841	08-01-2022	1930-0000-0-0000-0000-9500-00	Resource 4 Signs	Digitally printed window graphics		$910.23
710244	08-01-2022	1752-0000-0-0000-0000-9500-00	Cintas Corp	Custodial Supplies		$452.00
710246	08-01-2022	1930-0000-0-0000-0000-9500-00	Cintas Corp	Custodial Supplies		$356.87
713188	08-01-2022	1234-0000-0-0000-0000-9500-00	Hoist Elevator Company	Routine Monthly Service		$150.00
713204	08-01-2022	1234-0000-0-0000-0000-9500-00	Maintex, Inc	Custodial supplies		$820.08
722494	08-01-2022	1234-6010-0-0000-0000-9500-00	THINK Together	Installment No. 1 of 10 : ASES Program Management		$19,330.87
722496	08-01-2022	1752-6010-0-0000-0000-9500-00	THINK Together	Installment No. 1 of 10 : ASES Program Management		$19,330.87
722498	08-01-2022	1930-6010-0-0000-0000-9500-00	THINK Together	Installment No. 1 of 10 : ASES Program Management		$14,498.15
722504	08-01-2022	1234-4124-0-0000-0000-9500-00	THINK Together	Management of 21st CCLC Grant programs for VCMS (SY 2022-2023)		$106,806.76
713210	08-01-2022	1234-0000-0-0000-0000-9500-00	Measure Education Inc.	Data Management Services		$217.07
713211	08-01-2022	1752-0000-0-0000-0000-9500-00	Measure Education Inc.	Data Management Services		$274.99
713212	08-01-2022	2043-0000-0-0000-0000-9500-00	Measure Education Inc.	Data Management Services		$72.39
713213	08-01-2022	1930-0000-0-0000-0000-9500-00	Measure Education Inc.	Data Management Services		$217.07
713214	08-01-2022	1932-0000-0-0000-0000-9500-00	Measure Education Inc.	Data Management Services		$182.36
724538	08-01-2022	1234-0000-0-0000-0000-9500-00	Alliance of Schools for Cooperative Insurance Programs	Reclass Invoice #6245PL	$8,479.92	
724540	08-01-2022	1234-0000-0-0000-0000-9500-00	Alliance of Schools for Cooperative Insurance Programs	Reclass Invoice #6245PL		$8,479.92
724544	08-01-2022	1234-0000-0-0000-0000-9500-00	Alliance of Schools for Cooperative Insurance Programs	Reclass Invoice #6332WC	$11,593.67	
724546	08-01-2022	1234-0000-0-0000-0000-9500-00	Alliance of Schools for Cooperative Insurance Programs	Reclass Invoice #6332WC		$11,593.67
756335	08-01-2022	1932-0000-0-0000-0000-9500-00	Absolute Facility Solutions Inc.	Reclass Invoice #4237	$2,490.00	
756337	08-01-2022	1932-3213-0-0000-0000-9500-00	Absolute Facility Solutions Inc.	Reclass Invoice #4237		$2,490.00
701703	08-02-2022	1930-0000-0-0000-0000-9500-00	jtsmithdesigns		$1,340.00	
701787	08-02-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$86.69	
701789	08-02-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$109.81	
701773	08-02-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$52.93	
701775	08-02-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$86.36	

701777	08-02-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services			$8.91
701779	08-02-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services			$11.29
701781	08-02-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services			$5.47
701783	08-02-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services			$6.95
701785	08-02-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services			$546.26
701757	08-02-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services			$5.47
701759	08-02-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services			$6.95
701761	08-02-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services			$4.46
701763	08-02-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services			$5.64
701765	08-02-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services			$343.98
701767	08-02-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services			$187.10
701769	08-02-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services			$236.99
701771	08-02-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services			$570.43
701725	08-02-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services			$46.73
701727	08-02-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services			$59.20
701729	08-02-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services			$46.73
701731	08-02-2022	2043-0000-0-0000-0000-9500-00	Amazon Capital Services			$15.58
701733	08-02-2022	1932-0000-0-0000-0000-9500-00	Amazon Capital Services			$39.26
701735	08-02-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services			$288.64
701737	08-02-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services			$183.57
701739	08-02-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services			$232.51
701741	08-02-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services			$37.23
701743	08-02-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services			$47.17
701745	08-02-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services			$3,140.46
701711	08-02-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services			$190.08
701713	08-02-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services			$2,762.04
701715	08-02-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services			$67.00
701717	08-02-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services			$84.86
701719	08-02-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services			$259.61
701721	08-02-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services			$328.83
701723	08-02-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services			$442.76
701707	08-02-2022	1752-0000-0-0000-0000-9500-00	Savvas Learning Company LLC			$5,266.80
701709	08-02-2022	1752-0000-0-0000-0000-9500-00	Savvas Learning Company LLC			$14,580.00
701705	08-02-2022	1930-0000-0-0000-0000-9500-00	Theresa Kao			$1,623.27
701697	08-02-2022	1234-0000-0-0000-0000-9500-00	Fam Vans Inc			$39,129.03
701701	08-02-2022	1930-0000-0-0000-0000-9500-00	Fam Vans Inc			$28,773.25
701699	08-02-2022	1752-0000-0-0000-0000-9500-00	Fam Vans Inc			$29,726.75
702310	08-02-2022	1752-0000-0-0000-0000-9500-00	Karen Gough Eschrich	Expense Reimbursement: Parking		$60.00
702314	08-02-2022	1752-0000-0-0000-0000-9500-00	Liza Hernandez	Expense Reimbursement: Recruitment Supplies		$120.56
702316	08-02-2022	1930-0000-0-0000-0000-9500-00	Liza Hernandez	Expense Reimbursement: Recruitment Supplies		$120.56
702320	08-02-2022	1752-0000-0-0000-0000-9500-00	Uriel Montiel	Expense Reimbursement: Custodial Supplies		$3.80
702322	08-02-2022	1930-0000-0-0000-0000-9500-00	Uriel Montiel	Expense Reimbursement: Custodial Supplies		$3.80
702538	08-02-2022	1234-0000-0-0000-0000-9500-00	Jesus Bojorquez	Expense Reimbursement: Flyer Drop-Off Recruitment		$18.88
702534	08-02-2022	1234-0000-0-0000-0000-9500-00	Emilio Barajas	Expense Reimbursement: Mileage for IT Team PD		$45.13
704390	08-02-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Dry Erase Boards		$1,948.77
704520	08-02-2022	1932-5310-0-0000-0000-9500-00	School Food Solutions L3C	June 2022 - Food Service Management		$460.20
704398	08-02-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher Supplies		$71.34
704944	08-02-2022	1932-0000-0-0000-0000-9500-00	Apple Inc.	iPad Pros (20 units)		$16,005.45
704392	08-02-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher Supplies		$90.36
729380	08-02-2022	1752-0000-0-0000-0000-9500-00	Waterlogic Americas	Water (08/01/22 - 08/31/22)		$61.07
729382	08-02-2022	1930-0000-0-0000-0000-9500-00	Waterlogic Americas	Water (08/01/22 - 08/31/22)		$48.20
709729	08-02-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$135.26
709731	08-02-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$106.79
709733	08-02-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$134.49
709735	08-02-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$106.19
709790	08-02-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Furniture - Kids' Tables		$29,788.50
713182	08-02-2022	1234-0000-0-0000-0000-9500-00	Cintas Corp	Custodial Supplies - Terry Towels and Uniforms		$45.44

Vista Legacy Global Academy
Supporting Documentation

713138	08-02-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services	Athletic Supplies		$902.47
713234	08-02-2022	1234-0000-0-0000-0000-9500-00	Waterlogic Americas	Water (08/01/22 - 08/31/22)		$49.27
737984	08-02-2022	1752-0000-0-0000-0000-9500-00	Luis Hernandez	Expense Reimbursement: PD Lunch		$19.35
737986	08-02-2022	1930-0000-0-0000-0000-9500-00	Luis Hernandez	Expense Reimbursement: PD Lunch		$19.35
737988	08-02-2022	1234-0000-0-0000-0000-9500-00	Luis Hernandez	Expense Reimbursement: PD Lunch		$19.35
737990	08-02-2022	2043-0000-0-0000-0000-9500-00	Luis Hernandez	Expense Reimbursement: PD Lunch		$19.35
737992	08-02-2022	1932-0000-0-0000-0000-9500-00	Luis Hernandez	Expense Reimbursement: PD Lunch		$19.35
756339	08-02-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass invoice # 11DN-QG9T-FQM7		$546.26
756340	08-02-2022	1930-3212-0-0000-0000-9500-00	Amazon Capital Services	Reclass invoice # 11DN-QG9T-FQM7	$546.26	
757205	08-02-2022	1932-0000-0-0000-0000-9500-00	Apple Inc.	Reclass Invoice #AJ21193804	$16,005.45	
757208	08-02-2022	1932-0000-0-0000-0000-9500-00	Apple Inc.	Reclass Invoice #AJ21193804		$8,000.00
757209	08-02-2022	1932-3212-0-0000-0000-9500-00	Apple Inc.	Reclass Invoice #AJ21193804		$8,005.45
702551	08-03-2022	1752-0000-0-0000-0000-9500-00	Dave's Iron Works		$3,352.80	
702553	08-03-2022	1930-0000-0-0000-0000-9500-00	Dave's Iron Works		$2,647.20	
702717	08-03-2022	1752-0000-0-0000-0000-9500-00	Karen Gough Eschrich		$60.00	
702705	08-03-2022	1752-0000-0-0000-0000-9500-00	Uriel Montiel		$3.80	
702707	08-03-2022	1930-0000-0-0000-0000-9500-00	Uriel Montiel		$3.80	
702695	08-03-2022	1234-0000-0-0000-0000-9500-00	Diligent Corporation		$1,576.40	
702697	08-03-2022	1752-0000-0-0000-0000-9500-00	Diligent Corporation		$1,997.10	
702699	08-03-2022	1930-0000-0-0000-0000-9500-00	Diligent Corporation		$1,576.40	
702701	08-03-2022	2043-0000-0-0000-0000-9500-00	Diligent Corporation		$525.70	
702703	08-03-2022	1932-0000-0-0000-0000-9500-00	Diligent Corporation		$1,324.40	
702709	08-03-2022	1234-0000-0-0000-0000-9500-00	Emilio Barajas		$45.13	
702711	08-03-2022	1234-0000-0-0000-0000-9500-00	Jesus Bojorquez		$18.88	
702713	08-03-2022	1752-0000-0-0000-0000-9500-00	Liza Hernandez		$120.56	
702715	08-03-2022	1930-0000-0-0000-0000-9500-00	Liza Hernandez		$120.56	
704396	08-03-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher Supplies		$49.86
705158	08-03-2022	1930-0000-0-0000-0000-9500-00	Taylor Brothers Door Lock, LLC	Lockdown Safety Shades (22)		$503.01
709785	08-03-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Uniforms		$36.06
709792	08-03-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Furniture - Loveseat		$447.78
709794	08-03-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Furniture - 5-Shelf Units		$2,432.78
709827	08-03-2022	1234-0000-0-0000-0000-9500-00	Edmentum	Unlimited enrollment subscription - 8/6/22 - 8/5/23		$447.02
709828	08-03-2022	1752-0000-0-0000-0000-9500-00	Edmentum	Unlimited enrollment subscription - 8/6/22 - 8/5/23		$566.33
709829	08-03-2022	1930-0000-0-0000-0000-9500-00	Edmentum	Unlimited enrollment subscription - 8/6/22 - 8/5/23		$447.02
709830	08-03-2022	2043-0000-0-0000-0000-9500-00	Edmentum	Unlimited enrollment subscription - 8/6/22 - 8/5/23		$149.07
709831	08-03-2022	1932-0000-0-0000-0000-9500-00	Edmentum	Unlimited enrollment subscription - 8/6/22 - 8/5/23		$375.56
713140	08-03-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services	Custodial supplies		$265.00
713142	08-03-2022	1234-6500-0-0000-0000-9500-00	Amazon Capital Services	Materials for Social Emotional Learning		$787.19
713186	08-03-2022	1234-0000-0-0000-0000-9500-00	Dick's Lock & Key	Service Call & Locks Adjusted		$223.74
722743	08-03-2022	1752-0000-0-0000-0000-9500-00	City of Santa Ana	Code Enforcement Administrative Citation		$100.00
729076	08-03-2022	1752-0000-0-0000-0000-9500-00	D&S Construction Services Inc.	Credit $525. Plumbing (Restrooms in bay 3 2nd floor)		$8,088.63
729078	08-03-2022	1930-0000-0-0000-0000-9500-00	D&S Construction Services Inc.	Credit $525. Plumbing (Restrooms in bay 3 2nd floor)		$6,386.37
725727	08-04-2022	1930-0000-0-0000-0000-9500-00	SCHOOLSin	Mail box storage unit (17)		$10,304.28
704247	08-04-2022	1930-0000-0-0000-0000-9500-00	RingCentral Inc.		$4,401.98	
704249	08-04-2022	1752-0000-0-0000-0000-9500-00	RingCentral Inc.		$5,575.31	
704612	08-04-2022	1932-0000-0-0000-0000-9500-00	Amber Carson	Expense reimbursement: Live Scan		$59.00
704616	08-04-2022	1932-0000-0-0000-0000-9500-00	Auburn Johnson	Expense reimbursement: Live Scan		$65.49
704618	08-04-2022	1932-0000-0-0000-0000-9500-00	Auburn Johnson	Expense reimbursement: Summer School Supplies		$47.24
704620	08-04-2022	1932-0000-0-0000-0000-9500-00	Humberto Huerta	Expense reimbursement: Travel Meals & Cab Fare		$273.07
704622	08-04-2022	1932-0000-0-0000-0000-9500-00	Jose Villagomez	Expense reimbursement: Live Scan		$65.49
704624	08-04-2022	1932-0000-0-0000-0000-9500-00	Kathreena Cajucom	Expense reimbursement: Live Scan		$65.49
704626	08-04-2022	1932-0000-0-0000-0000-9500-00	Marissa Vargas	Expense reimbursement: Live Scan		$65.49
704630	08-04-2022	1932-0000-0-0000-0000-9500-00	Reyna Ferman	Expense reimbursement: Live Scan		$67.00
704636	08-04-2022	1932-0000-0-0000-0000-9500-00	Viviana Tellez	Expense reimbursement: Live Scan		$65.49
704632	08-04-2022	1932-0000-0-0000-0000-9500-00	Roger Garcia	Expense reimbursement: Live Scan		$101.00
704634	08-04-2022	1932-0000-0-0000-0000-9500-00	Tamara Harvey	Expense reimbursement: Live Scan		$52.00
704638	08-04-2022	1932-0000-0-0000-0000-9500-00	Yesenia Ortiz	Expense reimbursement: Live Scan		$65.49

Vista Legacy Global Academy
Supporting Documentation

720330	08-04-2022	1752-0000-0-0000-0000-9500-00	Worthington Direct	Chrome Frame Stack Chair (52)		$4,314.59
704628	08-04-2022	1932-0000-0-0000-0000-9500-00	Nicole Hutson	Expense reimbursement: Travel Meals & Airport Shuttle		$369.77
709703	08-04-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services	Supplies		$64.29
709705	08-04-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Supplies		$81.46
709707	08-04-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Supplies		$64.29
709709	08-04-2022	2043-0000-0-0000-0000-9500-00	Amazon Capital Services	Supplies		$21.44
709711	08-04-2022	1932-0000-0-0000-0000-9500-00	Amazon Capital Services	Supplies		$54.02
709847	08-04-2022	1752-0000-0-0000-0000-9500-00	Templo Calvario, Inc.	VGA - 7/18/22- 7/22/22 Event - Cleaning Fees / Services		$290.58
709849	08-04-2022	1930-0000-0-0000-0000-9500-00	Templo Calvario, Inc.	VGA - 7/18/22- 7/22/22 Event - Cleaning Fees / Services		$229.42
713144	08-04-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$215.64
728178	08-04-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher supplies		$20.75
728184	08-04-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher supplies		$153.41
725717	08-05-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC	Classroom Supplies		$77.04
725715	08-05-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC	Classroom Supplies		$2,365.71
725721	08-05-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC	Classroom Supplies		$334.77
709905	08-05-2022	1752-0000-0-0000-0000-9500-00	Roberto Mosqueda Diaz	VGA- 80 SC4 Keys		$95.00
709907	08-05-2022	1930-0000-0-0000-0000-9500-00	Roberto Mosqueda Diaz	VGA- 80 SC4 Keys		$75.00
712862	08-05-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services	Classroom Supplies		$2,353.95
718760	08-06-2022	1234-0000-0-0000-0000-9500-00	Wells Fargo Vendor Financial Services, LLC	August 2022 KYOCERA Copier Lease - Contract #450-9683424-001		$931.93
718761	08-06-2022	1752-0000-0-0000-0000-9500-00	Wells Fargo Vendor Financial Services, LLC	August 2022 KYOCERA Copier Lease - Contract #450-9683424-001		$1,586.79
718747	08-06-2022	1234-0000-0-0000-0000-9500-00	Staples	Office Supplies		$2,716.43
718752	08-06-2022	1234-0000-0-0000-0000-9500-00	Toshiba Financial Services	Aug 2022 Toshiba Copier Lease - Contract #450-0076617-000		$1,795.06
718753	08-06-2022	2043-0000-0-0000-0000-9500-00	Toshiba Financial Services	Aug 2022 Toshiba Copier Lease - Contract #450-0076617-000		$897.53
718754	08-06-2022	1752-0000-0-0000-0000-9500-00	Toshiba Financial Services	Aug 2022 Toshiba Copier Lease - Contract #450-0076617-000		$1,003.08
718755	08-06-2022	1930-0000-0-0000-0000-9500-00	Toshiba Financial Services	Aug 2022 Toshiba Copier Lease - Contract #450-0076617-000		$791.98
718757	08-06-2022	1234-0000-0-0000-0000-9500-00	Wells Fargo Vendor Financial Services, LLC	August 2022 KYOCERA Copier Lease - Contract #450-9683424-003		$761.03
725746	08-06-2022	1752-0000-0-0000-0000-9500-00	Staples	Office Supplies, Board Oak Frame, Chair & Desk		$3,652.23
725747	08-06-2022	1930-0000-0-0000-0000-9500-00	Staples	Office Supplies, Board Oak Frame, Chair & Desk		$2,883.61
730541	08-06-2022	2043-0000-0-0000-0000-9500-00	Staples	Student Supplies		$152.14
720332	08-06-2022	1752-0000-0-0000-0000-9500-00	Godofredo Valencia	Heritage Bus - 45 Day Bus Inspection - 8/6/22		$606.92
722283	08-06-2022	1930-0000-0-0000-0000-9500-00	Godofredo Valencia	Bus # 1 45 Day Inspection and Labor		$579.54
722549	08-06-2022	1930-3212-0-0000-0000-9500-00	Apple Inc.	Apple Laptops (5)		$4,930.79
723425	08-06-2022	1234-0000-0-0000-0000-9500-00	Cecilia Ley	Decorative Balloons for Student Event		$355.00
729082	08-06-2022	1752-0000-0-0000-0000-9500-00	D&S Construction Services Inc.	Bay 3 Downstairs restrooms tile		$2,905.76
729084	08-06-2022	1930-0000-0-0000-0000-9500-00	D&S Construction Services Inc.	Bay 3 Downstairs restrooms tile		$2,294.24
729230	08-06-2022	1752-0000-0-0000-0000-9500-00	Insight Direct USA, Inc.	Newline standard 4K On-board computer		$522.03
729232	08-06-2022	1930-0000-0-0000-0000-9500-00	Insight Direct USA, Inc.	Newline standard 4K On-board computer		$412.16
756642	08-06-2022	1752-0000-0-0000-0000-9500-00	Insight Direct USA, Inc.	Reclass invoice # 922915850	$522.03	
756643	08-06-2022	1930-0000-0-0000-0000-9500-00	Insight Direct USA, Inc.	Reclass invoice # 922915850	$412.16	
756648	08-06-2022	1752-3212-0-0000-0000-9500-00	Insight Direct USA, Inc.	Reclass invoice # 922915850		$522.03
756649	08-06-2022	1930-3212-0-0000-0000-9500-00	Insight Direct USA, Inc.	Reclass invoice # 922915850		$412.16
728902	08-07-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	File Cabinet Net CM # 1KWY-RXX7-14QQ		$363.06
712866	08-07-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services	Kiosk Floor Stands for Tablets & LCD Screen Assembly		$579.20
728182	08-07-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher supplies		$421.96
728207	08-07-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Recess Supplies & Jumbo Games		$662.34
728898	08-07-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Computer Desk		$90.28
728900	08-07-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Computer Desk		$71.28
728904	08-07-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$40.29
728906	08-07-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$31.80
730523	08-07-2022	2043-0000-0-0000-0000-9500-00	Amazon Capital Services	Student Supplies		$1,872.85
718763	08-08-2022	1234-0000-0-0000-0000-9500-00	PARS	ARS- PARS fees (period ending 06/30/2022)		$150.00
725656	08-08-2022	1932-0000-0-0000-0000-9500-00	Amazon Capital Services	Classroom Supplies, Sofa & Cabinet		$5,701.87
726164	08-08-2022	1932-0000-0-0000-0000-9500-00	The Hartford	Worker's Comp Insurance 2022-2023		$26,392.00
730525	08-08-2022	2043-0000-0-0000-0000-9500-00	Amazon Capital Services	Student books		$39.40
720381	08-08-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Athletics Supplies & Battle Rope		$673.05
708250	08-08-2022	1932-0000-0-0000-0000-9500-00	Amazon Capital Services		$58.09	
708252	08-08-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$12.20	

Vista Legacy Global Academy
Supporting Documentation

708254	08-08-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$55.84	
708256	08-08-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$71.34	
708258	08-08-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$90.36	
708234	08-08-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$118.25	
708236	08-08-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$209.57	
708238	08-08-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$184.59	
708240	08-08-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$609.05	
708242	08-08-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$529.11	
708224	08-08-2022	1932-0000-0-0000-0000-9500-00	Amazon Capital Services		$204.09	
708226	08-08-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$6,112.00	
708228	08-08-2022	1932-0000-0-0000-0000-9500-00	Amazon Capital Services		$406.15	
708230	08-08-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$97.32	
708232	08-08-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$39.32	
708214	08-08-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$8,214.02	
708216	08-08-2022	1932-0000-0-0000-0000-9500-00	Amazon Capital Services		$440.69	
708218	08-08-2022	1932-0000-0-0000-0000-9500-00	Amazon Capital Services		$75.88	
708220	08-08-2022	1932-0000-0-0000-0000-9500-00	Amazon Capital Services		$35.01	
708222	08-08-2022	1932-0000-0-0000-0000-9500-00	Amazon Capital Services		$26.93	
708330	08-08-2022	1930-0000-0-0000-0000-9500-00	Gimkit, Inc		$650.00	
708304	08-08-2022	1932-0000-0-0000-0000-9500-00	Kathreena Cajucom		$65.49	
720376	08-08-2022	1752-0000-0-0000-0000-9500-00	Cintas Corp	Custodial Supplies		$390.86
720378	08-08-2022	1930-0000-0-0000-0000-9500-00	Cintas Corp	Custodial Supplies		$308.59
720383	08-08-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Rug		$128.22
708336	08-08-2022	1932-0000-0-0000-0000-9500-00	GoTo Communications, Inc.		$431.49	
708334	08-08-2022	1932-0000-0-0000-0000-9500-00	Absolute Facility Solutions Inc.		$2,490.00	
708332	08-08-2022	1930-0000-0-0000-0000-9500-00	Scholastic Inc		$2,290.75	
708326	08-08-2022	1234-0000-0-0000-0000-9500-00	Metropolitan Life Insurance Company		$12,881.02	
708316	08-08-2022	1234-0000-0-0000-0000-9500-00	Hapara		$3,257.30	
708318	08-08-2022	1752-0000-0-0000-0000-9500-00	Hapara		$4,126.58	
708320	08-08-2022	1930-0000-0-0000-0000-9500-00	Hapara		$3,257.30	
708322	08-08-2022	2043-0000-0-0000-0000-9500-00	Hapara		$1,086.24	
708324	08-08-2022	1932-0000-0-0000-0000-9500-00	Hapara		$2,736.58	
708314	08-08-2022	1932-0000-0-0000-0000-9500-00	Amber Carson		$59.00	
708310	08-08-2022	1932-0000-0-0000-0000-9500-00	Auburn Johnson		$65.49	
708312	08-08-2022	1932-0000-0-0000-0000-9500-00	Auburn Johnson		$47.24	
708328	08-08-2022	1930-3213-0-0000-0000-9500-00	Heinemann		$2,245.89	
708308	08-08-2022	1932-0000-0-0000-0000-9500-00	Humberto Huerta		$273.07	
708302	08-08-2022	1932-0000-0-0000-0000-9500-00	Marissa Vargas		$65.49	
708300	08-08-2022	1932-0000-0-0000-0000-9500-00	Nicole Hutson		$369.77	
708298	08-08-2022	1932-0000-0-0000-0000-9500-00	Reyna Ferman		$67.00	
708296	08-08-2022	1932-0000-0-0000-0000-9500-00	Roger Garcia		$101.00	
708294	08-08-2022	1932-0000-0-0000-0000-9500-00	Tamara Harvey		$52.00	
708306	08-08-2022	1932-0000-0-0000-0000-9500-00	Jose Villagomez		$65.49	
708288	08-08-2022	1930-0000-0-0000-0000-9500-00	Orange County Dept. of Education		$472.77	
708284	08-08-2022	1234-3213-0-0000-0000-9500-00	Dell Marketing LP		$38,202.87	
708286	08-08-2022	1234-3213-0-0000-0000-9500-00	Dell Marketing LP		$5,700.00	
708292	08-08-2022	1932-0000-0-0000-0000-9500-00	Viviana Tellez		$65.49	
708278	08-08-2022	1932-0000-0-0000-0000-9500-00	Cintas Corp		$117.45	
708280	08-08-2022	1932-0000-0-0000-0000-9500-00	Cintas Corp		$216.89	
708282	08-08-2022	1932-0000-0-0000-0000-9500-00	Cintas Corp		$117.45	
708260	08-08-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$1,948.77	
708262	08-08-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$49.86	
708290	08-08-2022	1932-0000-0-0000-0000-9500-00	Yesenia Ortiz		$65.49	
708342	08-08-2022	1932-5310-0-0000-0000-9500-00	School Food Solutions L3C		$460.20	
708340	08-08-2022	1932-0000-0-0000-0000-9500-00	Orange County Dept. of Education		$500.58	
708338	08-08-2022	1932-0000-0-0000-0000-9500-00	ICS Service Company		$38.00	
708360	08-08-2022	1930-0000-0-0000-0000-9500-00	Taylor Brothers Door Lock, LLC		$503.01	

Vista Legacy Global Academy
Supporting Documentation

708350	08-08-2022	1932-5310-0-0000-0000-9500-00	Revolution Foods, PBC		$7,078.00	
708356	08-08-2022	1930-0000-0-0000-0000-9500-00	Silva & Silva CPAs		$800.00	
708358	08-08-2022	2043-0000-0-0000-0000-9500-00	Silva & Silva CPAs		$800.00	
708352	08-08-2022	1234-0000-0-0000-0000-9500-00	Silva & Silva CPAs		$800.00	
708354	08-08-2022	1752-0000-0-0000-0000-9500-00	Silva & Silva CPAs		$800.00	
708344	08-08-2022	1234-0000-0-0000-0000-9500-00	Blue Shield of California		$56,344.14	
708346	08-08-2022	1932-0000-0-0000-0000-9500-00	Scoot Education Inc.		$843.00	
708348	08-08-2022	1932-0000-0-0000-0000-9500-00	Sun Life		$1,564.25	
708274	08-08-2022	1932-0000-0-0000-0000-9500-00	Apple Inc.		$38,494.20	
708276	08-08-2022	1932-0000-0-0000-0000-9500-00	Apple Inc.		$2,308.01	
708272	08-08-2022	1932-0000-0-0000-0000-9500-00	Apple Inc.		$16,005.45	
708610	08-08-2022	1234-0000-0-0000-0000-9500-00	Collin Felch	Expense Reimbursement: Meals & Mileage		$69.73
708612	08-08-2022	1752-0000-0-0000-0000-9500-00	Collin Felch	Expense Reimbursement: Meals & Mileage		$69.73
708614	08-08-2022	1930-0000-0-0000-0000-9500-00	Collin Felch	Expense Reimbursement: Meals & Mileage		$69.73
708616	08-08-2022	1932-0000-0-0000-0000-9500-00	Collin Felch	Expense Reimbursement: Meals & Mileage		$69.73
708618	08-08-2022	2043-0000-0-0000-0000-9500-00	Collin Felch	Expense Reimbursement: Meals & Mileage		$69.72
712864	08-08-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services	Classroom Supplies		$345.22
712856	08-08-2022	1234-0000-0-0000-0000-9500-00	Apple Inc.	iPad Pros (2)		$2,195.81
712884	08-08-2022	1234-0000-0-0000-0000-9500-00	Nicolas Sage Photography, Inc.	8th Grade panoramic prints		$227.76
728172	08-08-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher supplies		$218.20
728196	08-08-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher supplies		$66.06
728186	08-08-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher supplies		$361.31
728190	08-08-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher supplies		$2,675.24
728908	08-08-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher Supplies		$756.40
756362	08-08-2022	1932-0000-0-0000-0000-9500-00	Absolute Facility Solutions Inc.	Reclass Invoice #4237		$2,490.00
756364	08-08-2022	1932-3213-0-0000-0000-9500-00	Absolute Facility Solutions Inc.	Reclass Invoice #4237	$2,490.00	
756559	08-08-2022	1930-3213-0-0000-0000-9500-00	Heinemann	Reclass invoice # 7455306		$2,245.89
756560	08-08-2022	1930-3212-0-0000-0000-9500-00	Heinemann	Reclass invoice # 7455306	$2,245.89	
756343	08-08-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass invoice # 1YKP-K67H-PH7D		$6,112.00
756344	08-08-2022	1930-3212-0-0000-0000-9500-00	Amazon Capital Services	Reclass invoice # 1YKP-K67H-PH7D	$6,112.00	
757182	08-08-2022	1932-0000-0-0000-0000-9500-00	Apple Inc.	Reclass Invoice #AJ18336761		$2,308.01
757184	08-08-2022	1932-3212-0-0000-0000-9500-00	Apple Inc.	Reclass Invoice #AJ18336761	$2,308.01	
757215	08-08-2022	1932-0000-0-0000-0000-9500-00	Apple Inc.	Reclass Invoice #AJ21193804		$16,005.45
757217	08-08-2022	1932-0000-0-0000-0000-9500-00	Apple Inc.	Reclass Invoice #AJ21193804	$8,000.00	
757218	08-08-2022	1932-3212-0-0000-0000-9500-00	Apple Inc.	Reclass Invoice #AJ21193804	$8,005.45	
757687	08-08-2022	2043-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1RRJ-HVJP-17W3	$39.40	
757689	08-08-2022	2043-3212-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1RRJ-HVJP-17W3		$39.40
718769	08-09-2022	1234-0000-0-0000-0000-9500-00	LADWP	Water & Sewer Charges 07/08/22 - 08/09/22		$144.00
718785	08-09-2022	1234-0000-0-0000-0000-9500-00	Cintas Corp	Custodial Supplies - Terry Towels and Uniforms		$45.44
725719	08-09-2022	1932-0000-0-0000-0000-9500-00	ODP Business Solutions LLC	Classroom Supplies		$256.79
726011	08-09-2022	1932-0000-0-0000-0000-9500-00	Kids Immersion, LLC	1-Year Stories Subscription		$898.00
726034	08-09-2022	1752-0000-0-0000-0000-9500-00	Curriculum Associates, LLC	Instructional Materials		$13,908.97
726036	08-09-2022	1930-0000-0-0000-0000-9500-00	Curriculum Associates, LLC	Instructional Materials		$10,981.81
730531	08-09-2022	2043-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher supplies		$235.95
720387	08-09-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Area Rug		$155.34
720385	08-09-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	PE class supplies		$87.39
720354	08-09-2022	1752-0000-0-0000-0000-9500-00	Insight Direct USA, Inc.	4K LED Multi-Touch display / Newline True Touch		$3,529.62
720421	08-09-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Technology Supplies		$73.23
720423	08-09-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Technology Supplies		$57.81
720437	08-09-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Custodial Supplies		$96.40
720439	08-09-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Custodial Supplies		$76.10
708699	08-09-2022	1752-2600-0-0000-0000-9500-00	THINK Together		$17,320.00	
708689	08-09-2022	1234-0000-0-0000-0000-9500-00	Collin Felch		$69.73	
708691	08-09-2022	1752-0000-0-0000-0000-9500-00	Collin Felch		$69.73	
708693	08-09-2022	1930-0000-0-0000-0000-9500-00	Collin Felch		$69.73	
708695	08-09-2022	1932-0000-0-0000-0000-9500-00	Collin Felch		$69.73	
708697	08-09-2022	2043-0000-0-0000-0000-9500-00	Collin Felch		$69.72	

Vista Legacy Global Academy
Supporting Documentation

708687	08-09-2022	1234-5310-0-0000-0000-9500-00	Revolution Foods, PBC		$6,445.40	
721135	08-09-2022	1932-0000-0-0000-0000-9500-00	Apple Inc.	iPads - Count of 5		$1,630.86
721165	08-09-2022	1932-0000-0-0000-0000-9500-00	Phillip Silva	T-Shirts		$480.00
721269	08-09-2022	1932-0000-0-0000-0000-9500-00	Amazon Capital Services	Technology Supplies		$3,116.31
730527	08-09-2022	2043-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher supplies		$30.66
712858	08-09-2022	1234-0000-0-0000-0000-9500-00	The Cool School Folder Co.	Student Folders		$660.00
712854	08-09-2022	1234-0000-0-0000-0000-9500-00	Apple Inc.	MacBook Pros (2)		$2,371.23
722231	08-09-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher Supplies		$20.57
722245	08-09-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher Supplies		$17.47
712890	08-09-2022	1234-0000-0-0000-0000-9500-00	Phillip Silva	VCPS Staff Shirts		$225.20
712891	08-09-2022	1752-0000-0-0000-0000-9500-00	Phillip Silva	VCPS Staff Shirts		$285.30
712892	08-09-2022	1930-0000-0-0000-0000-9500-00	Phillip Silva	VCPS Staff Shirts		$225.20
712893	08-09-2022	2043-0000-0-0000-0000-9500-00	Phillip Silva	VCPS Staff Shirts		$75.10
712894	08-09-2022	1932-0000-0-0000-0000-9500-00	Phillip Silva	VCPS Staff Shirts		$189.20
722492	08-09-2022	1234-3212-0-0000-0000-9500-00	Curriculum Associates, LLC	Math Curriculum		$27,140.87
722255	08-09-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Supplies		$30.62
738160	08-09-2022	1234-0000-0-0000-0000-9500-00	Fusion Cloud Services, LLC	Phone Service 08/10/22 - 09/09/22		$1,142.73
756767	08-09-2022	1932-0000-0-0000-0000-9500-00	Kids Immersion, LLC	Reclass Invoice #3769	$898.00	
756769	08-09-2022	1932-3212-0-0000-0000-9500-00	Kids Immersion, LLC	Reclass Invoice #3769		$898.00
756777	08-09-2022	1932-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #13RN-7F6V-1YJ7	$3,116.31	
756779	08-09-2022	1932-3212-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #13RN-7F6V-1YJ7		$3,116.31
756650	08-09-2022	1752-0000-0-0000-0000-9500-00	Insight Direct USA, Inc.	Reclass invoice # 922937779	$3,529.62	
756653	08-09-2022	1752-3212-0-0000-0000-9500-00	Insight Direct USA, Inc.	Reclass invoice # 922937779		$3,529.62
764042	08-09-2022	1932-3212-0-0000-0000-9500-00	Apple Inc.	Reclass Invoice#AJ23392584		$1,630.86
764044	08-09-2022	1932-0000-0-0000-0000-9500-00	Apple Inc.	Reclass Invoice#AJ23392584	$1,630.86	
725693	08-10-2022	1932-0000-0-0000-0000-9500-00	Harbor Building Maintenance, Inc.	Carpet Cleaning Services		$5,130.00
725695	08-10-2022	1930-0000-0-0000-0000-9500-00	Insight Direct USA, Inc.	Active Panel (3) / Promethean ActivCare Plus (3)		$16,696.31
725667	08-10-2022	1932-6010-0-0000-0000-9500-00	Boys & Girls Clubs of Greater Anaheim-Cypress	B&G Club Services August 2022		$9,100.00
730533	08-10-2022	2043-0000-0-0000-0000-9500-00	Amazon Capital Services	Student books		$5.46
720306	08-10-2022	1752-0000-0-0000-0000-9500-00	Charter Communications	Phone Service from 08/10/22 - 09/09/22		$67.04
720308	08-10-2022	1930-0000-0-0000-0000-9500-00	Charter Communications	Phone Service from 08/10/22 - 09/09/22		$52.93
720483	08-10-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Standing desk Net CM # 19NJ-RHDJ-PHDP		$161.30
720485	08-10-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Standing desk Net CM # 19NJ-RHDJ-PHDP		$116.95
720487	08-10-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher Supplies & Mobile Whiteboard Net CM # 1HWT-YLNW-G3VV		$312.31
720489	08-10-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	325 lb Set of Olympic Plates		$1,033.51
720479	08-10-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Teachers Supplies		$97.07
720481	08-10-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teachers Supplies		$76.64
721137	08-10-2022	1932-6500-0-0000-0000-9500-00	AP fbo EdLogical Group Corp	July 2022 - SLPA Supervision & Speech Services (Palm Lane)		$862.50
721273	08-10-2022	1932-0000-0-0000-0000-9500-00	Amazon Capital Services	3d Printer		$1,615.17
721153	08-10-2022	1932-0000-0-0000-0000-9500-00	Quadient Finance USA, Inc.	Postage		$12.00
712167	08-10-2022	1234-0000-0-0000-0000-9500-00	Daniel Sommer	Expense Reimbursement: Materials for Staff PDs		$43.02
712860	08-10-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services	Bookshelf		$413.92
722273	08-10-2022	1930-0000-0-0000-0000-9500-00	Junior Learning, Inc.	Instructional Materials		$2,541.05
722229	08-10-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Technology Supplies		$21.40
722243	08-10-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher Supplies		$9.82
712872	08-10-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services	Technology Supplies		$20.81
722257	08-10-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher Supplies		$241.33
720465	08-10-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Teachers Supplies		$170.36
720467	08-10-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teachers Supplies		$134.50
722239	08-10-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Supplies		$280.58
728714	08-10-2022	2043-0000-0-0000-0000-9500-00	SYNCB/AMAZON	Kindergarten & Graduation Supplies		$49.65
738208	08-10-2022	1234-0000-0-0000-0000-9500-00	Clever Inc.	IDM Services 08/10/22 - 08/09/23		$345.11
738210	08-10-2022	2043-0000-0-0000-0000-9500-00	Clever Inc.	IDM Services 08/10/22 - 08/09/23		$125.50
738212	08-10-2022	1752-0000-0-0000-0000-9500-00	Clever Inc.	IDM Services 08/10/22 - 08/09/23		$439.24
738214	08-10-2022	1930-0000-0-0000-0000-9500-00	Clever Inc.	IDM Services 08/10/22 - 08/09/23		$360.80
738216	08-10-2022	1932-0000-0-0000-0000-9500-00	Clever Inc.	IDM Services 08/10/22 - 08/09/23		$298.05
747660	08-10-2022	2043-0000-0-0000-0000-9500-00	Curriculum Associates LLC	iReady Math Books and Licenses		$10,425.44

Vista Legacy Global Academy
Supporting Documentation

756654	08-10-2022	1930-0000-0-0000-0000-9500-00	Insight Direct USA, Inc.	Reclass invoice # 922946460	$16,696.31	
756657	08-10-2022	1930-3212-0-0000-0000-9500-00	Insight Direct USA, Inc.	Reclass invoice # 922946460		$16,696.31
757031	08-10-2022	1932-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #164H-G3W1-4DYD	$1,615.17	
757033	08-10-2022	1932-3212-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #164H-G3W1-4DYD		$1,615.17
757695	08-10-2022	2043-3212-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1QY9-YXXY-3CGF		$5.46
757693	08-10-2022	2043-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1QY9-YXXY-3CGF	$5.46	
730535	08-11-2022	2043-0000-0-0000-0000-9500-00	Amazon Capital Services	Booster seats for student transportation		$501.34
720495	08-11-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$206.19
720497	08-11-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$162.79
720491	08-11-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Athletics Supplies		$134.28
720493	08-11-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Athletics Supplies		$106.02
710764	08-11-2022	1752-0000-0-0000-0000-9500-00	Roberto Mosqueda Diaz		$95.00	
710766	08-11-2022	1930-0000-0-0000-0000-9500-00	Roberto Mosqueda Diaz		$75.00	
710756	08-11-2022	1752-0000-0-0000-0000-9500-00	Templo Calvario, Inc.		$290.58	
710758	08-11-2022	1930-0000-0-0000-0000-9500-00	Templo Calvario, Inc.		$229.42	
710760	08-11-2022	1752-0000-0-0000-0000-9500-00	Templo Calvario, Inc.		$181.61	
710762	08-11-2022	1930-0000-0-0000-0000-9500-00	Templo Calvario, Inc.		$143.39	
710746	08-11-2022	1234-0000-0-0000-0000-9500-00	Edmentum		$447.02	
710748	08-11-2022	1752-0000-0-0000-0000-9500-00	Edmentum		$566.33	
710750	08-11-2022	1930-0000-0-0000-0000-9500-00	Edmentum		$447.02	
710752	08-11-2022	2043-0000-0-0000-0000-9500-00	Edmentum		$149.07	
710754	08-11-2022	1932-0000-0-0000-0000-9500-00	Edmentum		$375.56	
710742	08-11-2022	1752-0000-0-0000-0000-9500-00	Resource 4 Signs		$1,152.84	
710744	08-11-2022	1930-0000-0-0000-0000-9500-00	Resource 4 Signs		$910.23	
710738	08-11-2022	1752-0000-0-0000-0000-9500-00	Cintas Corp		$452.00	
710740	08-11-2022	1930-0000-0-0000-0000-9500-00	Cintas Corp		$356.87	
710734	08-11-2022	1752-0000-0-0000-0000-9500-00	Civic Center Business Park OA		$306.58	
710736	08-11-2022	1930-0000-0-0000-0000-9500-00	Civic Center Business Park OA		$242.06	
710730	08-11-2022	1752-0000-0-0000-0000-9500-00	WEX Bank		$1,815.02	
710732	08-11-2022	1930-0000-0-0000-0000-9500-00	WEX Bank		$1,433.04	
710726	08-11-2022	1752-0000-0-0000-0000-9500-00	City of Santa Ana		$791.28	
710728	08-11-2022	1930-0000-0-0000-0000-9500-00	City of Santa Ana		$624.76	
710722	08-11-2022	1752-0000-0-0000-0000-9500-00	City of Santa Ana		$389.45	
710724	08-11-2022	1930-0000-0-0000-0000-9500-00	City of Santa Ana		$307.49	
710718	08-11-2022	1752-0000-0-0000-0000-9500-00	City of Santa Ana		$212.20	
710720	08-11-2022	1930-0000-0-0000-0000-9500-00	City of Santa Ana		$167.55	
710716	08-11-2022	1752-0000-0-0000-0000-9500-00	Orange County Dept. of Education		$1,158.75	
710704	08-11-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$2,432.78	
710706	08-11-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services		$64.29	
710708	08-11-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$81.46	
710710	08-11-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$64.29	
710712	08-11-2022	2043-0000-0-0000-0000-9500-00	Amazon Capital Services		$21.44	
710714	08-11-2022	1932-0000-0-0000-0000-9500-00	Amazon Capital Services		$54.02	
710690	08-11-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$73.50	
710692	08-11-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$134.49	
710694	08-11-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$106.19	
710696	08-11-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$135.26	
710698	08-11-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$106.79	
710700	08-11-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$36.06	
710702	08-11-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$447.78	
710676	08-11-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$1,743.59	
710682	08-11-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$123.96	
710678	08-11-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$317.38	
710680	08-11-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$138.75	
710684	08-11-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$97.87	
710686	08-11-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$98.97	
710688	08-11-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$78.15	

Vista Legacy Global Academy
Supporting Documentation

710660	08-11-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$2,445.10	
710662	08-11-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$403.07	
710664	08-11-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$65.00	
710666	08-11-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$51.32	
710668	08-11-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$33.57	
710670	08-11-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$26.51	
710672	08-11-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$10.37	
710674	08-11-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$8.19	
710644	08-11-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$219.55	
710646	08-11-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$173.35	
710648	08-11-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$74.17	
710650	08-11-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$2,794.40	
710652	08-11-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$231.48	
710654	08-11-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$163.52	
710656	08-11-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$224.45	
710658	08-11-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services		$177.21	
711279	08-11-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services		$29,788.50	
711301	08-11-2022	1752-0000-0-0000-0000-9500-00	Insight Direct USA, Inc.		$9,396.79	
711303	08-11-2022	1930-0000-0-0000-0000-9500-00	Insight Direct USA, Inc.		$7,419.22	
730539	08-11-2022	2043-0000-0-0000-0000-9500-00	Wells Fargo Vendor Financial Services, LLC	Aug 2022 KYOCERA Copier Lease - Contract #450-9683424-002		$399.67
722249	08-11-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Admin Supplies		$21.84
712870	08-11-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services	Classroom Supplies		$108.40
712876	08-11-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services	Desk		$370.10
712874	08-11-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services	Bloodborne Pathogen & Bodily Fluid Spill Kit		$56.68
771876	08-11-2022	1752-0000-0-0000-0000-9500-00	Insight Direct USA, Inc.	Reclass Invoice # 922808023		$9,396.79
771877	08-11-2022	1930-0000-0-0000-0000-9500-00	Insight Direct USA, Inc.	Reclass Invoice # 922808023		$7,419.22
771880	08-11-2022	1234-0000-0-0000-0000-9500-00	Insight Direct USA, Inc.	Reclass Invoice # 922808023	$3,786.96	
771882	08-11-2022	1752-0000-0-0000-0000-9500-00	Insight Direct USA, Inc.	Reclass Invoice # 922808023	$4,797.61	
771884	08-11-2022	1930-0000-0-0000-0000-9500-00	Insight Direct USA, Inc.	Reclass Invoice # 922808023	$3,786.96	
771886	08-11-2022	2043-0000-0-0000-0000-9500-00	Insight Direct USA, Inc.	Reclass Invoice # 922808023	$1,262.88	
771888	08-11-2022	1932-0000-0-0000-0000-9500-00	Insight Direct USA, Inc.	Reclass Invoice # 922808023	$3,181.60	
718803	08-12-2022	1234-0000-0-0000-0000-9500-00	jtsmithdesigns	Uniforms		$1,590.50
719466	08-12-2022	1234-0000-0-0000-0000-9500-00	LADWP	Electric Charges 06/07/22 - 08/05/22		$10,801.66
720320	08-12-2022	1752-0000-0-0000-0000-9500-00	jtsmithdesigns	Athletics Polos, hats, Jerseys		$1,772.00
720499	08-12-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Lacrosse Backstop Net CM # 1CQ3-VWG4-V7RH		$167.09
720336	08-12-2022	1752-0000-0-0000-0000-9500-00	Orkin	Pest Control Services		$67.06
720338	08-12-2022	1930-0000-0-0000-0000-9500-00	Orkin	Pest Control Services		$52.94
720501	08-12-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher Supplies - Ms. Reyes		$17.78
712170	08-12-2022	1234-0000-0-0000-0000-9500-00	Daniel Sommer		$43.02	
722251	08-12-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Area Rug		$103.10
729360	08-13-2022	1752-0000-0-0000-0000-9500-00	Staples	Conference Table		$1,339.39
723433	08-13-2022	1234-0000-0-0000-0000-9500-00	Staples	Office Supplies		$164.14
741568	08-13-2022	2043-0000-0-0000-0000-9500-00	Staples	Office Supplies		$899.46
746351	08-13-2022	1752-0000-0-0000-0000-9500-00	Houghton Mifflin Harcourt Publishing Co.	Curriculum		$1,698.20
746353	08-13-2022	1930-0000-0-0000-0000-9500-00	Houghton Mifflin Harcourt Publishing Co.	Curriculum		$1,340.80
718739	08-14-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services	Compact Refrigerator		$220.08
720503	08-14-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Bookshelf & Supplies		$122.89
721267	08-14-2022	1932-0000-0-0000-0000-9500-00	Amazon Capital Services	Classroom Supplies		$124.67
723431	08-14-2022	1234-0000-0-0000-0000-9500-00	Purchase Power	Postage Meter Refill & Rental (July/Aug 2022)		$570.97
718801	08-15-2022	1234-0000-0-0000-0000-9500-00	Phillip Silva	Totes		$480.00
725663	08-15-2022	1234-0000-0-0000-0000-9500-00	Blue Shield of California	Sept 2022 Health Insurance		$9,841.67
725665	08-15-2022	1234-0000-0-0000-0000-9500-00	Blue Shield of California	Sept 2022 Health Insurance - COBRA		$7,431.04
725697	08-15-2022	1932-3213-0-0000-0000-9500-00	Kagan Professional Development	Kagan Training: Cooperative Learning Event #34524		$6,748.00
719476	08-15-2022	1234-0000-0-0000-0000-9500-00	Metropolitan Life Insurance Company	Sept 2022 Insurance		$14,071.89
720368	08-15-2022	1752-0000-0-0000-0000-9500-00	EXTREME CLEANING INC.	Strip and Wax Service on New building		$1,913.89
720370	08-15-2022	1930-0000-0-0000-0000-9500-00	EXTREME CLEANING INC.	Strip and Wax Service on New building		$1,511.11
720372	08-15-2022	1752-0000-0-0000-0000-9500-00	Cintas Corp	Custodial Supplies		$230.22

Vista Legacy Global Academy
Supporting Documentation

720374	08-15-2022	1930-0000-0-0000-0000-9500-00	Cintas Corp	Custodial Supplies		$181.76
720509	08-15-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$89.98
720511	08-15-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$71.03
720505	08-15-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher Supplies		$89.17
720507	08-15-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Teacher Supplies		$70.39
722265	08-15-2022	1930-0000-0-0000-0000-9500-00	Extra Space Storage	Van parking spot - R110 - 9x20		$234.00
723429	08-15-2022	1234-0000-0-0000-0000-9500-00	Cecilia Ley	Decorative Balloons for Student Event		$261.00
717553	08-15-2022	1752-0000-0-0000-0000-9500-00	KDC Technologies	E-Rate Applications & Installation for 2022-2023		$2,098.30
717555	08-15-2022	1930-0000-0-0000-0000-9500-00	KDC Technologies	E-Rate Applications & Installation for 2022-2023		$1,414.06
717557	08-15-2022	1234-0000-0-0000-0000-9500-00	KDC Technologies	E-Rate Applications & Installation for 2022-2023		$878.08
740671	08-15-2022	1932-0000-0-0000-0000-9500-00	EdTec Inc.	Postage		$112.14
718743	08-16-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services	Custodial Supplies		$26.00
718793	08-16-2022	1234-0000-0-0000-0000-9500-00	Cintas Corp	Custodial Supplies - Terry Towels and Uniforms		$45.44
718807	08-16-2022	1234-0000-0-0000-0000-9500-00	Maintex, Inc	Custodial Supplies		$117.54
720513	08-16-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies Net CM # 1RRF-WL9M-DDWG		$200.51
720515	08-16-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies Net CM # 1RRF-WL9M-DDWG		$158.30
714420	08-16-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services		$579.20	
714422	08-16-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services		$345.22	
714424	08-16-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services		$20.81	
714426	08-16-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services		$413.92	
714428	08-16-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services		$370.10	
714432	08-16-2022	1234-0000-0-0000-0000-9500-00	Apple Inc.		$644.20	
714434	08-16-2022	1234-0000-0-0000-0000-9500-00	Apple Inc.		$2,195.81	
714436	08-16-2022	1234-0000-0-0000-0000-9500-00	Apple Inc.		$2,371.23	
714438	08-16-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services		$108.40	
714440	08-16-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services		$56.68	
714442	08-16-2022	1234-0000-0-0000-0000-9500-00	Cintas Corp		$45.44	
714444	08-16-2022	1234-0000-0-0000-0000-9500-00	Cintas Corp		$45.44	
714446	08-16-2022	1234-0000-0-0000-0000-9500-00	Cintas Corp		$45.44	
714448	08-16-2022	1234-3213-0-0000-0000-9500-00	Kagan Professional Development		$240.80	
714450	08-16-2022	1752-3213-0-0000-0000-9500-00	Kagan Professional Development		$48.23	
714452	08-16-2022	2043-3213-0-0000-0000-9500-00	Kagan Professional Development		$48.23	
714454	08-16-2022	1234-3213-0-0000-0000-9500-00	Kagan Professional Development		$3,033.80	
714456	08-16-2022	1752-3213-0-0000-0000-9500-00	Kagan Professional Development		$607.60	
714458	08-16-2022	2043-3213-0-0000-0000-9500-00	Kagan Professional Development		$607.60	
714460	08-16-2022	1234-0000-0-0000-0000-9500-00	Maintex, Inc		$820.08	
714462	08-16-2022	1234-0000-0-0000-0000-9500-00	Measure Education Inc.		$217.07	
714464	08-16-2022	1752-0000-0-0000-0000-9500-00	Measure Education Inc.		$274.99	
714466	08-16-2022	2043-0000-0-0000-0000-9500-00	Measure Education Inc.		$72.39	
714468	08-16-2022	1930-0000-0-0000-0000-9500-00	Measure Education Inc.		$217.07	
714470	08-16-2022	1932-0000-0-0000-0000-9500-00	Measure Education Inc.		$182.36	
714474	08-16-2022	1234-0000-0-0000-0000-9500-00	Dick's Lock & Key		$223.74	
714472	08-16-2022	1234-0000-0-0000-0000-9500-00	National Business Furniture, LLC		$1,529.62	
714476	08-16-2022	1234-0000-0-0000-0000-9500-00	Phillip Silva		$225.20	
714478	08-16-2022	1752-0000-0-0000-0000-9500-00	Phillip Silva		$285.30	
714480	08-16-2022	1930-0000-0-0000-0000-9500-00	Phillip Silva		$225.20	
714482	08-16-2022	2043-0000-0-0000-0000-9500-00	Phillip Silva		$75.10	
714484	08-16-2022	1932-0000-0-0000-0000-9500-00	Phillip Silva		$189.20	
714502	08-16-2022	1234-0000-0-0000-0000-9500-00	Hoist Elevator Company		$150.00	
714486	08-16-2022	1234-0000-0-0000-0000-9500-00	Nicolas Sage Photography, Inc.		$227.76	
714488	08-16-2022	1234-0000-0-0000-0000-9500-00	The Cool School Folder Co.		$660.00	
714494	08-16-2022	1234-0000-0-0000-0000-9500-00	PowerSchool Group LLC		$1,065.53	
714496	08-16-2022	2043-0000-0-0000-0000-9500-00	PowerSchool Group LLC		$240.60	
714498	08-16-2022	1752-0000-0-0000-0000-9500-00	PowerSchool Group LLC		$1,134.28	
714500	08-16-2022	1930-0000-0-0000-0000-9500-00	PowerSchool Group LLC		$996.79	
714504	08-16-2022	1234-0000-0-0000-0000-9500-00	SoCalGas		$2.25	
714506	08-16-2022	1234-0000-0-0000-0000-9500-00	Waterlogic Americas		$49.27	

Vista Legacy Global Academy
Supporting Documentation

714410	08-16-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services		$902.47	
714412	08-16-2022	1234-6500-0-0000-0000-9500-00	Amazon Capital Services		$787.19	
714414	08-16-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services		$265.00	
714416	08-16-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services		$215.64	
714418	08-16-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services		$2,353.95	
715362	08-16-2022	2043-6500-0-0000-0000-9500-00	AP fbo EdLogical Group Corp		$1,949.50	
716936	08-16-2022	1234-0000-0-0000-0000-9500-00	Erika Martinez	Expense Reimbursement - Mileage		$49.19
716906	08-16-2022	1234-0000-0-0000-0000-9500-00	Jesus Bojorquez	Expense Reimbursement - Mileage		$60.38
716902	08-16-2022	1234-0000-0-0000-0000-9500-00	Fellicia Santana	Expense Reimbursement - Mileage		$38.88
716900	08-16-2022	1234-0000-0-0000-0000-9500-00	Marvin Lazo	Expense Reimbursement - Gas for Van		$125.00
742588	08-16-2022	1930-0000-0-0000-0000-9500-00	Curriculum Associates, LLC	Curriculum Materials		$21,500.51
746349	08-16-2022	1752-0000-0-0000-0000-9500-00	Godofredo Valencia	Bus 2 - Repairs		$315.00
756711	08-16-2022	1752-3213-0-0000-0000-9500-00	Kagan Professional Development	Reclass invoice # 659600		$48.23
756712	08-16-2022	1752-4035-0-0000-0000-9500-00	Kagan Professional Development	Reclass invoice # 659600	$48.23	
756715	08-16-2022	1752-3213-0-0000-0000-9500-00	Kagan Professional Development	Reclass invoice # K125178		$607.60
756716	08-16-2022	1752-4035-0-0000-0000-9500-00	Kagan Professional Development	Reclass invoice # K125178	$607.60	
762246	08-16-2022	1932-0000-0-0000-0000-9500-00	Curriculum Associates, LLC	Curriculum Materials		$21,529.44
718741	08-17-2022	1234-0000-0-0000-0000-9500-00	Amazon Capital Services	Soccer Goal Posts		$429.21
725661	08-17-2022	1932-0000-0-0000-0000-9500-00	Apple Inc.	MacBook Air laptops (30) for teachers		$28,533.68
720322	08-17-2022	1752-3212-0-0000-0000-9500-00	Leah Raphael	Workshop PD & Additional Consultations		$4,950.00
720517	08-17-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$7.63
720519	08-17-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$6.02
720521	08-17-2022	1752-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$138.54
720523	08-17-2022	1930-0000-0-0000-0000-9500-00	Amazon Capital Services	Office Supplies		$109.38
721159	08-17-2022	1932-3212-0-0000-0000-9500-00	Jane Raphael	Writing Workshop PD		$3,600.00
721157	08-17-2022	1932-3212-0-0000-0000-9500-00	Leah Raphael	Writing Workshop PD		$3,600.00
721275	08-17-2022	1932-0000-0-0000-0000-9500-00	Amazon Capital Services	Classroom Supplies		$236.94
721291	08-17-2022	1932-0000-0-0000-0000-9500-00	Amazon Capital Services	Supplies		$193.86
721277	08-17-2022	1932-0000-0-0000-0000-9500-00	Amazon Capital Services	Technology Supplies		$626.80
722275	08-17-2022	1930-4035-0-0000-0000-9500-00	Jane Raphael	New Teacher Training Workshop PD		$3,000.00
722889	08-17-2022	1930-3212-0-0000-0000-9500-00	Marca Whitten	New Teacher Training Workshop		$1,500.00
723423	08-17-2022	1234-0000-0-0000-0000-9500-00	Guardian	September 2022 Insurance		$2,012.40
728896	08-17-2022	1752-0000-0-0000-0000-9500-00	Agile Mind Educational Holdings, Inc.	High School Math Teacher Licenses(1), Integrated Math II student license (50)		$1,445.00
739224	08-17-2022	1234-4035-0-0000-0000-9500-00	Leah Raphael	Workshop PD		$4,800.00
756619	08-17-2022	1932-3212-0-0000-0000-9500-00	Jane Raphael	Reclass Invoice #114	$3,600.00	
756621	08-17-2022	1932-3213-0-0000-0000-9500-00	Jane Raphael	Reclass Invoice #114		$3,600.00
756825	08-17-2022	1932-0000-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1L4C-97Q6-6XQC	$626.80	
756827	08-17-2022	1932-3212-0-0000-0000-9500-00	Amazon Capital Services	Reclass Invoice #1L4C-97Q6-6XQC		$626.80
756750	08-17-2022	1930-3212-0-0000-0000-9500-00	Marca Whitten	Reclass invoice # 08-17-22	$1,500.00	
756753	08-17-2022	1930-4035-0-0000-0000-9500-00	Marca Whitten	Reclass invoice # 08-17-22		$1,500.00
756718	08-17-2022	1752-3212-0-0000-0000-9500-00	Leah Raphael	Reclass invoice # 112	$4,950.00	
756721	08-17-2022	1752-4035-0-0000-0000-9500-00	Leah Raphael	Reclass invoice # 112		$4,950.00
757222	08-17-2022	1932-0000-0-0000-0000-9500-00	Apple Inc.	Reclass Invoice #AJ25367008	$28,533.68	
757225	08-17-2022	1932-0000-0-0000-0000-9500-00	Apple Inc.	Reclass Invoice #AJ25367008		$12,000.00
757226	08-17-2022	1932-3212-0-0000-0000-9500-00	Apple Inc.	Reclass Invoice #AJ25367008		$16,533.68
757256	08-17-2022	1932-3212-0-0000-0000-9500-00	Leah Raphael	Reclass Invoice #114	$3,600.00	
757258	08-17-2022	1932-4035-0-0000-0000-9500-00	Leah Raphael	Reclass Invoice #114		$3,600.00
		Total Activity			**$2,989,050.59**	**$4,225,784.43**
		Ending Balance				**$1,519,809.08**
9501 - Accrued Liabilities						
		Balance Forward				**$144,537.18**
655457	05-17-2022	1234-0000-0-0000-0000-9501-00	Jane Yu	CSUN Mentor Teacher Stipend	$75.00	
655459	05-17-2022	1234-0000-0-0000-0000-9501-00	Samantha Hillis	CSUN Mentor Teacher Stipend	$100.00	
743620	07-01-2022	1234-0000-0-0000-0000-9501-00		Expense Jul 2022 Workers' Comp		$11,593.67
762970	07-01-2022	1932-0000-0-0000-0000-9501-00		22-23 Beginning Balance (Accrued AP)		$78,418.48
762971	07-01-2022	1932-0000-0-0000-0000-9501-00		22-23 Beginning Balance (Oversight Fee Accrual)		$63,409.14
724775	07-01-2022	1234-0000-0-0000-0000-9501-00		Expense Jul 2022 Gen Liab Insurance		$8,479.92

Vista Legacy Global Academy
Supporting Documentation

767457	07-31-2022	1234-0000-0-0000-0000-9501-00	U.S. Bank	Jul 2022 Rent		$41,534.56
739965	07-31-2022	2043-0000-0-0000-0000-9501-00	Los Angeles Unified School District	Vista Horizon Global Academy, Prop. 39 Pro Rata Share, July 2022-23		$6,153.68
724539	08-01-2022	1234-0000-0-0000-0000-9501-00	Alliance of Schools for Cooperative Insurance Programs	Reclass Invoice #6245PL	$8,479.92	
724545	08-01-2022	1234-0000-0-0000-0000-9501-00	Alliance of Schools for Cooperative Insurance Programs	Reclass Invoice #6332WC	$11,593.67	
		Total Activity			**$20,248.59**	**$209,589.45**
		Ending Balance				**$333,878.04**
9502 - Accrued Payroll						
		Balance Forward			**$0.09**	
684002	05-25-2022	1234-0000-0-0000-0000-9502-00		05-25-2022 Payroll		$22,113.44
684009	05-25-2022	1234-3010-0-0000-0000-9502-00		05-25-2022 Payroll		$2,429.45
684016	05-25-2022	1234-4203-0-0000-0000-9502-00		05-25-2022 Payroll		$1,560.76
684148	05-25-2022	2043-3010-0-0000-0000-9502-00		05-25-2022 Payroll		$1,644.38
684152	05-25-2022	2043-6500-0-0000-0000-9502-00		05-25-2022 Payroll		$1,026.85
684167	05-25-2022	1752-0000-0-0000-0000-9502-01		05-25-2022 Payroll		$10,487.85
684173	05-25-2022	1752-3010-0-0000-0000-9502-01		05-25-2022 Payroll		$1,097.25
684023	05-25-2022	1234-6500-0-0000-0000-9502-00		05-25-2022 Payroll		$7,333.18
684027	05-25-2022	1234-3214-0-0000-0000-9502-00		05-25-2022 Payroll		$2,616.00
684049	05-25-2022	1752-0000-0-0000-0000-9502-00		05-25-2022 Payroll		$67,784.61
684056	05-25-2022	1752-3010-0-0000-0000-9502-00		05-25-2022 Payroll		$3,987.99
684062	05-25-2022	1752-4203-0-0000-0000-9502-00		05-25-2022 Payroll		$940.50
684069	05-25-2022	1752-6500-0-0000-0000-9502-00		05-25-2022 Payroll		$7,996.45
684082	05-25-2022	1752-3212-0-0000-0000-9502-00		05-25-2022 Payroll		$4,132.96
684083	05-25-2022	1752-3213-0-0000-0000-9502-00		05-25-2022 Payroll		$2,807.07
684102	05-25-2022	1930-0000-0-0000-0000-9502-00		05-25-2022 Payroll		$81,725.69
684107	05-25-2022	1930-3010-0-0000-0000-9502-00		05-25-2022 Payroll		$4,046.17
684124	05-25-2022	1930-6500-0-0000-0000-9502-00		05-25-2022 Payroll		$7,181.71
684125	05-25-2022	1930-3214-0-0000-0000-9502-00		05-25-2022 Payroll		$3,315.19
684126	05-25-2022	1930-3213-0-0000-0000-9502-00		05-25-2022 Payroll		$1,043.02
684144	05-25-2022	2043-0000-0-0000-0000-9502-00		05-25-2022 Payroll		$21,820.96
709750	05-31-2022	1234-0000-0-0000-0000-9502-00	Paycom Payroll, LLC		$36,052.83	
709753	05-31-2022	1752-0000-0-0000-0000-9502-00	Paycom Payroll, LLC		$87,649.58	
709756	05-31-2022	1752-0000-0-0000-0000-9502-01	Paycom Payroll, LLC		$11,585.10	
709759	05-31-2022	1930-0000-0-0000-0000-9502-00	Paycom Payroll, LLC		$97,311.78	
709762	05-31-2022	2043-0000-0-0000-0000-9502-00	Paycom Payroll, LLC		$24,492.19	
709954	06-15-2022	1234-0000-0-0000-0000-9502-00	Paycom Payroll, LLC		$37,046.13	
709957	06-15-2022	1752-0000-0-0000-0000-9502-00	Paycom Payroll, LLC		$127,065.62	
709960	06-15-2022	1752-0000-0-0000-0000-9502-01	Paycom Payroll, LLC		$14,057.25	
709963	06-15-2022	1930-0000-0-0000-0000-9502-00	Paycom Payroll, LLC		$119,620.04	
709966	06-15-2022	2043-0000-0-0000-0000-9502-00	Paycom Payroll, LLC		$32,293.88	
684721	06-15-2022	1234-0000-0-0000-0000-9502-00		06-15-2022 Payroll		$20,715.42
684728	06-15-2022	1234-3010-0-0000-0000-9502-00		06-15-2022 Payroll		$1,888.19
684735	06-15-2022	1234-4203-0-0000-0000-9502-00		06-15-2022 Payroll		$1,159.81
684742	06-15-2022	1234-6500-0-0000-0000-9502-00		06-15-2022 Payroll		$11,310.81
684748	06-15-2022	1234-3214-0-0000-0000-9502-00		06-15-2022 Payroll		$1,971.90
684770	06-15-2022	1752-0000-0-0000-0000-9502-00		06-15-2022 Payroll		$103,618.30
684777	06-15-2022	1752-3010-0-0000-0000-9502-00		06-15-2022 Payroll		$2,922.49
684783	06-15-2022	1752-4203-0-0000-0000-9502-00		06-15-2022 Payroll		$915.75
684790	06-15-2022	1752-6500-0-0000-0000-9502-00		06-15-2022 Payroll		$10,758.15
684803	06-15-2022	1752-3213-0-0000-0000-9502-00		06-15-2022 Payroll		$5,307.07
684804	06-15-2022	1752-3212-0-0000-0000-9502-00		06-15-2022 Payroll		$3,543.86
684823	06-15-2022	1930-0000-0-0000-0000-9502-00		06-15-2022 Payroll		$97,087.69
684828	06-15-2022	1930-3010-0-0000-0000-9502-00		06-15-2022 Payroll		$3,444.41
684845	06-15-2022	1930-3214-0-0000-0000-9502-00		06-15-2022 Payroll		$10,314.55
684846	06-15-2022	1930-6500-0-0000-0000-9502-00		06-15-2022 Payroll		$7,920.01
684847	06-15-2022	1930-3213-0-0000-0000-9502-00		06-15-2022 Payroll		$853.38
684865	06-15-2022	2043-0000-0-0000-0000-9502-00		06-15-2022 Payroll		$29,761.53
684869	06-15-2022	2043-3010-0-0000-0000-9502-00		06-15-2022 Payroll		$1,405.25

Vista Legacy Global Academy
Supporting Documentation

684873	06-15-2022	2043-6500-0-0000-0000-9502-00		06-15-2022 Payroll		$1,127.10
684888	06-15-2022	1752-0000-0-0000-0000-9502-01		06-15-2022 Payroll		$13,100.24
684894	06-15-2022	1752-3010-0-0000-0000-9502-01		06-15-2022 Payroll		$957.01
700529	06-30-2022	1930-4203-0-0000-0000-9502-00		Reclass Melanie Cardenas Wages to Title III		$13,287.43
700531	06-30-2022	1930-0000-0-0000-0000-9502-00		Reclass Melanie Cardenas Wages to Title III	$13,287.43	
700543	06-30-2022	1234-3010-0-0000-0000-9502-00		Q4 Title I Payroll Reclass		$78,708.26
700545	06-30-2022	1234-0000-0-0000-0000-9502-00		Q4 Title I Payroll Reclass	$78,708.26	
710080	06-30-2022	1234-0000-0-0000-0000-9502-00	Paycom Payroll, LLC		$50,342.47	
710083	06-30-2022	1752-0000-0-0000-0000-9502-00	Paycom Payroll, LLC		$124,873.23	
710086	06-30-2022	1752-0000-0-0000-0000-9502-01	Paycom Payroll, LLC		$14,205.74	
710089	06-30-2022	1930-0000-0-0000-0000-9502-00	Paycom Payroll, LLC		$124,558.00	
710092	06-30-2022	2043-0000-0-0000-0000-9502-00	Paycom Payroll, LLC		$48,135.48	
712131	06-30-2022	1234-0000-0-0000-0000-9502-00		Accrued Payroll Adjustment		$0.09
712155	06-30-2022	1930-0000-0-0000-0000-9502-00		21-22 Title I Reclassifications		$102,168.43
712156	06-30-2022	1930-3010-0-0000-0000-9502-00		21-22 Title I Reclassifications	$102,168.43	
712217	06-30-2022	1930-0000-0-0000-0000-9502-00		21-22 Title III Reclassifications		$18,137.56
712218	06-30-2022	1930-4203-0-0000-0000-9502-00		21-22 Title III Reclassifications	$18,137.56	
712303	06-30-2022	1752-0000-0-0000-0000-9502-00		21-22 Title I Reclassifications		$108,895.23
712304	06-30-2022	1752-3010-0-0000-0000-9502-00		21-22 Title I Reclassifications	$108,895.23	
712796	06-30-2022	1752-0000-0-0000-0000-9502-00		21-22 Title III Reclassifications		$17,039.65
712797	06-30-2022	1752-4203-0-0000-0000-9502-00		21-22 Title III Reclassifications	$17,039.65	
712917	06-30-2022	2043-0000-0-0000-0000-9502-00		21-22 Title I Reclassifications		$22,031.21
712918	06-30-2022	2043-3010-0-0000-0000-9502-00		21-22 Title I Reclassifications	$22,031.21	
713162	06-30-2022	1234-0000-0-0000-0000-9502-00		21-22 Title I Reclassifications		$144,617.42
713163	06-30-2022	1234-3010-0-0000-0000-9502-00		21-22 Title I Reclassifications	$144,617.42	
713292	06-30-2022	1234-0000-0-0000-0000-9502-00		21-22 Title III Reclassification		$25,211.16
713293	06-30-2022	1234-4203-0-0000-0000-9502-00		21-22 Title III Reclassification	$25,211.16	
684924	06-30-2022	1234-0000-0-0000-0000-9502-00		06-30-2022 Payroll		$32,876.16
684931	06-30-2022	1234-3010-0-0000-0000-9502-00		06-30-2022 Payroll		$1,932.84
684938	06-30-2022	1234-4203-0-0000-0000-9502-00		06-30-2022 Payroll		$1,335.54
684945	06-30-2022	1234-6500-0-0000-0000-9502-00		06-30-2022 Payroll		$11,568.13
684951	06-30-2022	1234-3214-0-0000-0000-9502-00		06-30-2022 Payroll		$2,629.80
684973	06-30-2022	1752-0000-0-0000-0000-9502-00		06-30-2022 Payroll		$102,346.53
684980	06-30-2022	1752-3010-0-0000-0000-9502-00		06-30-2022 Payroll		$2,877.75
684986	06-30-2022	1752-4203-0-0000-0000-9502-00		06-30-2022 Payroll		$165.00
684993	06-30-2022	1752-6500-0-0000-0000-9502-00		06-30-2022 Payroll		$10,739.59
685006	06-30-2022	1752-3213-0-0000-0000-9502-00		06-30-2022 Payroll		$5,200.50
685007	06-30-2022	1752-3212-0-0000-0000-9502-00		06-30-2022 Payroll		$3,543.86
685025	06-30-2022	1930-0000-0-0000-0000-9502-00		06-30-2022 Payroll		$102,524.79
685030	06-30-2022	1930-3010-0-0000-0000-9502-00		06-30-2022 Payroll		$2,888.64
685046	06-30-2022	1930-6500-0-0000-0000-9502-00		06-30-2022 Payroll		$13,443.54
685047	06-30-2022	1930-3214-0-0000-0000-9502-00		06-30-2022 Payroll		$4,563.19
685048	06-30-2022	1930-3213-0-0000-0000-9502-00		06-30-2022 Payroll		$1,137.84
685068	06-30-2022	2043-0000-0-0000-0000-9502-00		06-30-2022 Payroll		$44,845.29
685072	06-30-2022	2043-3010-0-0000-0000-9502-00		06-30-2022 Payroll		$1,587.13
685076	06-30-2022	2043-6500-0-0000-0000-9502-00		06-30-2022 Payroll		$1,703.06
685091	06-30-2022	1752-0000-0-0000-0000-9502-01		06-30-2022 Payroll		$13,684.49
685097	06-30-2022	1752-3010-0-0000-0000-9502-01		06-30-2022 Payroll		$521.25
743145	06-30-2022	1752-3213-0-0000-0000-9502-00		21-22 Year End Adjustment	$19,060.13	
743151	06-30-2022	1752-0000-0-0000-0000-9502-00		21-22 Year End Adjustment		$19,060.13
743039	06-30-2022	1752-6500-0-0000-0000-9502-00		21-22 Year End Adjustment	$197,731.62	
743046	06-30-2022	1752-0000-0-0000-0000-9502-00		21-22 Year End Adjustment		$197,731.62
743167	06-30-2022	1752-3212-0-0000-0000-9502-00		21-22 Year End Adjustment	$40,817.77	
743174	06-30-2022	1752-0000-0-0000-0000-9502-00		21-22 Year End Adjustment		$40,817.77
743294	06-30-2022	1930-6500-0-0000-0000-9502-00		21-22 Year End Adjustment	$183,682.60	
743302	06-30-2022	1930-0000-0-0000-0000-9502-00		21-22 Year End Adjustment		$183,682.60
743430	06-30-2022	1930-3213-0-0000-0000-9502-00		21-22 Year End Adjustment	$10,920.75	

Vista Legacy Global Academy
Supporting Documentation

743436	06-30-2022	1930-0000-0-0000-0000-9502-00		21-22 Year End Adjustment		$10,920.75
743416	06-30-2022	1930-3214-0-0000-0000-9502-00		21-22 Year End Adjustment	$42,738.75	
743423	06-30-2022	1930-0000-0-0000-0000-9502-00		21-22 Year End Adjustment		$42,738.75
723954	07-15-2022	1930-0000-0-0000-0000-9502-00		07-15-2022 Payroll		$63,439.58
723955	07-15-2022	1932-0000-0-0000-0000-9502-00		07-15-2022 Payroll		$50,165.92
723956	07-15-2022	1752-0000-0-0000-0000-9502-00		07-15-2022 Payroll		$43,262.11
723957	07-15-2022	1752-0000-0-0000-0000-9502-01		07-15-2022 Payroll		$20,188.82
723958	07-15-2022	2043-0000-0-0000-0000-9502-00		07-15-2022 Payroll		$18,971.04
723959	07-15-2022	1752-6500-0-0000-0000-9502-00		07-15-2022 Payroll		$10,477.42
723960	07-15-2022	1930-6500-0-0000-0000-9502-00		07-15-2022 Payroll		$7,940.02
723961	07-15-2022	1234-6500-0-0000-0000-9502-00		07-15-2022 Payroll		$4,665.48
723962	07-15-2022	1752-3212-0-0000-0000-9502-00		07-15-2022 Payroll		$3,571.51
723963	07-15-2022	1752-3010-0-0000-0000-9502-00		07-15-2022 Payroll		$3,242.64
723964	07-15-2022	1930-3010-0-0000-0000-9502-00		07-15-2022 Payroll		$3,186.13
723965	07-15-2022	1930-3214-0-0000-0000-9502-00		07-15-2022 Payroll		$2,890.34
723966	07-15-2022	1930-3213-0-0000-0000-9502-00		07-15-2022 Payroll		$2,825.68
723967	07-15-2022	1752-3213-0-0000-0000-9502-00		07-15-2022 Payroll		$2,454.74
723968	07-15-2022	2043-3010-0-0000-0000-9502-00		07-15-2022 Payroll		$1,639.78
723969	07-15-2022	1932-6500-0-0000-0000-9502-00		07-15-2022 Payroll		$1,051.20
723970	07-15-2022	1752-3010-0-0000-0000-9502-01		07-15-2022 Payroll		$833.63
723971	07-15-2022	1234-3010-0-0000-0000-9502-00		07-15-2022 Payroll		$641.07
723972	07-15-2022	1234-3214-0-0000-0000-9502-00		07-15-2022 Payroll		$562.22
723973	07-15-2022	2043-6500-0-0000-0000-9502-00		07-15-2022 Payroll		$417.26
723974	07-15-2022	1234-4203-0-0000-0000-9502-00		07-15-2022 Payroll		$409.11
723975	07-15-2022	1234-0000-0-0000-0000-9502-00		07-15-2022 Payroll	$6,325.25	
724988	07-15-2022	1234-0000-0-0000-0000-9502-00	Paycom Payroll, LLC			$47.37
724991	07-15-2022	1752-0000-0-0000-0000-9502-00	Paycom Payroll, LLC		$63,008.42	
724994	07-15-2022	1930-0000-0-0000-0000-9502-00	Paycom Payroll, LLC		$80,281.75	
724997	07-15-2022	2043-0000-0-0000-0000-9502-00	Paycom Payroll, LLC		$21,028.08	
725000	07-15-2022	1752-0000-0-0000-0000-9502-01	Paycom Payroll, LLC		$21,022.45	
725003	07-15-2022	1932-0000-0-0000-0000-9502-00	Paycom Payroll, LLC		$51,217.12	
724170	07-29-2022	1930-0000-0-0000-0000-9502-00		07-29-2022 Payroll		$58,596.29
724171	07-29-2022	1752-0000-0-0000-0000-9502-00		07-29-2022 Payroll		$45,049.44
724172	07-29-2022	1932-0000-0-0000-0000-9502-00		07-29-2022 Payroll		$27,852.59
724173	07-29-2022	1752-0000-0-0000-0000-9502-01		07-29-2022 Payroll		$26,358.93
724174	07-29-2022	2043-0000-0-0000-0000-9502-00		07-29-2022 Payroll		$23,128.06
724175	07-29-2022	1752-6500-0-0000-0000-9502-00		07-29-2022 Payroll		$11,086.82
724176	07-29-2022	1234-0000-0-0000-0000-9502-00		07-29-2022 Payroll		$9,644.92
724177	07-29-2022	1930-6500-0-0000-0000-9502-00		07-29-2022 Payroll		$7,176.58
724178	07-29-2022	1752-3212-0-0000-0000-9502-00		07-29-2022 Payroll		$4,890.85
724179	07-29-2022	1234-6500-0-0000-0000-9502-00		07-29-2022 Payroll		$4,821.07
724180	07-29-2022	1930-3214-0-0000-0000-9502-00		07-29-2022 Payroll		$2,890.34
724181	07-29-2022	2043-3010-0-0000-0000-9502-00		07-29-2022 Payroll		$2,442.28
724182	07-29-2022	1234-3010-0-0000-0000-9502-00		07-29-2022 Payroll		$2,209.04
724183	07-29-2022	1930-3213-0-0000-0000-9502-00		07-29-2022 Payroll		$2,133.75
724184	07-29-2022	1752-3010-0-0000-0000-9502-00		07-29-2022 Payroll		$2,079.38
724185	07-29-2022	1234-3214-0-0000-0000-9502-00		07-29-2022 Payroll		$1,521.94
724186	07-29-2022	1752-3213-0-0000-0000-9502-00		07-29-2022 Payroll		$1,453.48
724187	07-29-2022	1930-3010-0-0000-0000-9502-00		07-29-2022 Payroll		$1,422.88
724188	07-29-2022	1752-3010-0-0000-0000-9502-01		07-29-2022 Payroll		$1,158.00
724189	07-29-2022	1234-4203-0-0000-0000-9502-00		07-29-2022 Payroll		$1,092.97
724190	07-29-2022	1932-6500-0-0000-0000-9502-00		07-29-2022 Payroll		$1,051.20
724191	07-29-2022	2043-6500-0-0000-0000-9502-00		07-29-2022 Payroll		$417.26
725018	07-29-2022	1930-0000-0-0000-0000-9502-00	Paycom Payroll, LLC		$72,219.84	
725021	07-29-2022	2043-0000-0-0000-0000-9502-00	Paycom Payroll, LLC		$25,987.60	
725024	07-29-2022	1752-0000-0-0000-0000-9502-01	Paycom Payroll, LLC		$27,516.93	
725027	07-29-2022	1932-0000-0-0000-0000-9502-00	Paycom Payroll, LLC		$28,903.79	

Vista Legacy Global Academy
Supporting Documentation

725012	07-29-2022	1234-0000-0-0000-0000-9502-00	Paycom Payroll, LLC		$19,289.94	
725015	07-29-2022	1752-0000-0-0000-0000-9502-00	Paycom Payroll, LLC		$64,559.97	
742310	08-15-2022	1932-0000-0-0000-0000-9502-00		08-15-2022 Payroll		$84,820.23
742311	08-15-2022	1930-0000-0-0000-0000-9502-00		08-15-2022 Payroll		$80,432.29
742312	08-15-2022	1752-0000-0-0000-0000-9502-00		08-15-2022 Payroll		$60,744.74
742313	08-15-2022	1752-0000-0-0000-0000-9502-01		08-15-2022 Payroll		$34,779.58
742314	08-15-2022	2043-0000-0-0000-0000-9502-00		08-15-2022 Payroll		$20,275.14
742315	08-15-2022	1752-6500-0-0000-0000-9502-00		08-15-2022 Payroll		$10,557.81
742316	08-15-2022	1930-6500-0-0000-0000-9502-00		08-15-2022 Payroll		$6,336.66
742317	08-15-2022	1234-6500-0-0000-0000-9502-00		08-15-2022 Payroll		$4,778.47
742318	08-15-2022	1930-3214-0-0000-0000-9502-00		08-15-2022 Payroll		$3,777.20
742319	08-15-2022	1752-3212-0-0000-0000-9502-00		08-15-2022 Payroll		$3,571.51
742320	08-15-2022	1234-3010-0-0000-0000-9502-00		08-15-2022 Payroll		$2,536.16
742321	08-15-2022	1930-3213-0-0000-0000-9502-00		08-15-2022 Payroll		$2,268.23
742322	08-15-2022	1930-3010-0-0000-0000-9502-00		08-15-2022 Payroll		$1,917.14
742323	08-15-2022	1752-3213-0-0000-0000-9502-00		08-15-2022 Payroll		$1,453.48
742324	08-15-2022	1234-0000-0-0000-0000-9502-00		08-15-2022 Payroll		$1,398.62
742325	08-15-2022	1932-6500-0-0000-0000-9502-00		08-15-2022 Payroll		$1,104.50
742326	08-15-2022	2043-3010-0-0000-0000-9502-00		08-15-2022 Payroll		$1,078.03
742327	08-15-2022	1234-3214-0-0000-0000-9502-00		08-15-2022 Payroll		$1,061.42
742328	08-15-2022	1234-4203-0-0000-0000-9502-00		08-15-2022 Payroll		$641.16
742329	08-15-2022	2043-6500-0-0000-0000-9502-00		08-15-2022 Payroll		$438.41
742330	08-15-2022	1752-3010-0-0000-0000-9502-00		08-15-2022 Payroll		$141.38
743490	08-15-2022	1234-0000-0-0000-0000-9502-00	Paycom Payroll, LLC		$10,415.83	
743493	08-15-2022	1752-0000-0-0000-0000-9502-00	Paycom Payroll, LLC		$76,468.92	
743496	08-15-2022	1930-0000-0-0000-0000-9502-00	Paycom Payroll, LLC		$94,731.52	
743499	08-15-2022	2043-0000-0-0000-0000-9502-00	Paycom Payroll, LLC		$21,791.58	
743502	08-15-2022	1752-0000-0-0000-0000-9502-01	Paycom Payroll, LLC		$34,779.58	
743505	08-15-2022	1932-0000-0-0000-0000-9502-00	Paycom Payroll, LLC		$85,924.73	
		Total Activity			**$2,779,810.59**	**$2,779,810.68**
		Ending Balance				**$0.00**
9503 - Accrued Payroll Taxes						
		Balance Forward				**$0.09**
683986	05-25-2022	1234-0000-0-0000-0000-9503-00		05-25-2022 Payroll		$52,450.48
684000	05-25-2022	1234-0000-0-0000-0000-9503-00		05-25-2022 Payroll		$3,485.17
684008	05-25-2022	1234-3010-0-0000-0000-9503-00		05-25-2022 Payroll		$183.58
684015	05-25-2022	1234-4203-0-0000-0000-9503-00		05-25-2022 Payroll		$119.39
684147	05-25-2022	2043-3010-0-0000-0000-9503-00		05-25-2022 Payroll		$125.79
684151	05-25-2022	2043-6500-0-0000-0000-9503-00		05-25-2022 Payroll		$14.89
684166	05-25-2022	1752-0000-0-0000-0000-9503-01		05-25-2022 Payroll		$267.70
684172	05-25-2022	1752-3010-0-0000-0000-9503-01		05-25-2022 Payroll		$83.94
684022	05-25-2022	1234-6500-0-0000-0000-9503-00		05-25-2022 Payroll		$106.26
684026	05-25-2022	1234-3214-0-0000-0000-9503-00		05-25-2022 Payroll		$200.12
684048	05-25-2022	1752-0000-0-0000-0000-9503-00		05-25-2022 Payroll		$2,934.97
684055	05-25-2022	1752-3010-0-0000-0000-9503-00		05-25-2022 Payroll		$327.20
684061	05-25-2022	1752-4203-0-0000-0000-9503-00		05-25-2022 Payroll		$71.95
684068	05-25-2022	1752-6500-0-0000-0000-9503-00		05-25-2022 Payroll		$115.95
684080	05-25-2022	1752-3213-0-0000-0000-9503-00		05-25-2022 Payroll		$214.86
684081	05-25-2022	1752-3212-0-0000-0000-9503-00		05-25-2022 Payroll		$59.32
684101	05-25-2022	1930-0000-0-0000-0000-9503-00		05-25-2022 Payroll		$4,402.69
684106	05-25-2022	1930-3010-0-0000-0000-9503-00		05-25-2022 Payroll		$372.17
684121	05-25-2022	1930-3213-0-0000-0000-9503-00		05-25-2022 Payroll		$105.86
684122	05-25-2022	1930-6500-0-0000-0000-9503-00		05-25-2022 Payroll		$103.40
684123	05-25-2022	1930-3214-0-0000-0000-9503-00		05-25-2022 Payroll		$48.07
684143	05-25-2022	2043-0000-0-0000-0000-9503-00		05-25-2022 Payroll		$781.02
709751	05-31-2022	1234-0000-0-0000-0000-9503-00	Paycom Payroll, LLC		$56,545.00	
709754	05-31-2022	1752-0000-0-0000-0000-9503-00	Paycom Payroll, LLC		$3,724.25	

709757	05-31-2022	1752-0000-0-0000-0000-9503-01	Paycom Payroll, LLC		$351.64	
709760	05-31-2022	1930-0000-0-0000-0000-9503-00	Paycom Payroll, LLC		$5,032.19	
709763	05-31-2022	2043-0000-0-0000-0000-9503-00	Paycom Payroll, LLC		$921.70	
709955	06-15-2022	1234-0000-0-0000-0000-9503-00	Paycom Payroll, LLC		$69,800.21	
709958	06-15-2022	1752-0000-0-0000-0000-9503-00	Paycom Payroll, LLC		$4,347.22	
709961	06-15-2022	1752-0000-0-0000-0000-9503-01	Paycom Payroll, LLC		$357.55	
709964	06-15-2022	1930-0000-0-0000-0000-9503-00	Paycom Payroll, LLC		$4,724.52	
709967	06-15-2022	2043-0000-0-0000-0000-9503-00	Paycom Payroll, LLC		$1,011.45	
684705	06-15-2022	1234-0000-0-0000-0000-9503-00		06-15-2022 Payroll		$66,187.70
684719	06-15-2022	1234-0000-0-0000-0000-9503-00		06-15-2022 Payroll		$3,066.80
684727	06-15-2022	1234-3010-0-0000-0000-9503-00		06-15-2022 Payroll		$142.18
684734	06-15-2022	1234-4203-0-0000-0000-9503-00		06-15-2022 Payroll		$88.73
684741	06-15-2022	1234-6500-0-0000-0000-9503-00		06-15-2022 Payroll		$163.95
684747	06-15-2022	1234-3214-0-0000-0000-9503-00		06-15-2022 Payroll		$150.85
684769	06-15-2022	1752-0000-0-0000-0000-9503-00		06-15-2022 Payroll		$3,424.85
684776	06-15-2022	1752-3010-0-0000-0000-9503-00		06-15-2022 Payroll		$239.40
684782	06-15-2022	1752-4203-0-0000-0000-9503-00		06-15-2022 Payroll		$70.06
684789	06-15-2022	1752-6500-0-0000-0000-9503-00		06-15-2022 Payroll		$156.01
684801	06-15-2022	1752-3213-0-0000-0000-9503-00		06-15-2022 Payroll		$406.11
684802	06-15-2022	1752-3212-0-0000-0000-9503-00		06-15-2022 Payroll		$50.79
684822	06-15-2022	1930-0000-0-0000-0000-9503-00		06-15-2022 Payroll		$4,109.05
684827	06-15-2022	1930-3010-0-0000-0000-9503-00		06-15-2022 Payroll		$281.00
684842	06-15-2022	1930-3214-0-0000-0000-9503-00		06-15-2022 Payroll		$149.56
684843	06-15-2022	1930-6500-0-0000-0000-9503-00		06-15-2022 Payroll		$114.11
684844	06-15-2022	1930-3213-0-0000-0000-9503-00		06-15-2022 Payroll		$70.80
684864	06-15-2022	2043-0000-0-0000-0000-9503-00		06-15-2022 Payroll		$887.62
684868	06-15-2022	2043-3010-0-0000-0000-9503-00		06-15-2022 Payroll		$107.50
684872	06-15-2022	2043-6500-0-0000-0000-9503-00		06-15-2022 Payroll		$16.33
684887	06-15-2022	1752-0000-0-0000-0000-9503-01		06-15-2022 Payroll		$284.34
684893	06-15-2022	1752-3010-0-0000-0000-9503-01		06-15-2022 Payroll		$73.21
710081	06-30-2022	1234-0000-0-0000-0000-9503-00	Paycom Payroll, LLC		$88,718.28	
710084	06-30-2022	1752-0000-0-0000-0000-9503-00	Paycom Payroll, LLC		$4,273.15	
710087	06-30-2022	1752-0000-0-0000-0000-9503-01	Paycom Payroll, LLC		$280.30	
710090	06-30-2022	1930-0000-0-0000-0000-9503-00	Paycom Payroll, LLC		$4,561.81	
710093	06-30-2022	2043-0000-0-0000-0000-9503-00	Paycom Payroll, LLC		$1,729.29	
712130	06-30-2022	1234-0000-0-0000-0000-9503-00		Accrued Payroll Adjustment	$0.09	
712159	06-30-2022	1930-0000-0-0000-0000-9503-00		21-22 Title I Reclassifications		$9,553.28
712160	06-30-2022	1930-3010-0-0000-0000-9503-00		21-22 Title I Reclassifications	$9,553.28	
712221	06-30-2022	1930-0000-0-0000-0000-9503-00		21-22 Title III Reclassifications		$526.24
712222	06-30-2022	1930-4203-0-0000-0000-9503-00		21-22 Title III Reclassifications	$526.24	
712305	06-30-2022	1752-0000-0-0000-0000-9503-00		21-22 Title I Reclassifications		$9,870.36
712306	06-30-2022	1752-3010-0-0000-0000-9503-00		21-22 Title I Reclassifications	$9,870.36	
712798	06-30-2022	1752-0000-0-0000-0000-9503-00		21-22 Title III Reclassifications		$1,604.52
712799	06-30-2022	1752-4203-0-0000-0000-9503-00		21-22 Title III Reclassifications	$1,604.52	
712919	06-30-2022	2043-0000-0-0000-0000-9503-00		21-22 Title I Reclassifications		$2,067.54
712920	06-30-2022	2043-3010-0-0000-0000-9503-00		21-22 Title I Reclassifications	$2,067.54	
713165	06-30-2022	1234-0000-0-0000-0000-9503-00		21-22 Title I Reclassifications		$5,169.99
713166	06-30-2022	1234-3010-0-0000-0000-9503-00		21-22 Title I Reclassifications	$5,169.99	
713295	06-30-2022	1234-0000-0-0000-0000-9503-00		21-22 Title III Reclassification		$2,103.67
713296	06-30-2022	1234-4203-0-0000-0000-9503-00		21-22 Title III Reclassification	$2,103.67	
684908	06-30-2022	1234-0000-0-0000-0000-9503-00		06-30-2022 Payroll		$84,400.36
684922	06-30-2022	1234-0000-0-0000-0000-9503-00		06-30-2022 Payroll		$3,701.28
684930	06-30-2022	1234-3010-0-0000-0000-9503-00		06-30-2022 Payroll		$145.61
684937	06-30-2022	1234-4203-0-0000-0000-9503-00		06-30-2022 Payroll		$102.18
684944	06-30-2022	1234-6500-0-0000-0000-9503-00		06-30-2022 Payroll		$167.67
684950	06-30-2022	1234-3214-0-0000-0000-9503-00		06-30-2022 Payroll		$201.18
684972	06-30-2022	1752-0000-0-0000-0000-9503-00		06-30-2022 Payroll		$3,434.75

684979	06-30-2022	1752-3010-0-0000-0000-9503-00		06-30-2022 Payroll		$221.31
684985	06-30-2022	1752-4203-0-0000-0000-9503-00		06-30-2022 Payroll		$12.62
684992	06-30-2022	1752-6500-0-0000-0000-9503-00		06-30-2022 Payroll		$155.74
685004	06-30-2022	1752-3213-0-0000-0000-9503-00		06-30-2022 Payroll		$397.95
685005	06-30-2022	1752-3212-0-0000-0000-9503-00		06-30-2022 Payroll		$50.78
685024	06-30-2022	1930-0000-0-0000-0000-9503-00		06-30-2022 Payroll		$3,981.52
685029	06-30-2022	1930-3010-0-0000-0000-9503-00		06-30-2022 Payroll		$232.88
685043	06-30-2022	1930-6500-0-0000-0000-9503-00		06-30-2022 Payroll		$194.21
685044	06-30-2022	1930-3213-0-0000-0000-9503-00		06-30-2022 Payroll		$87.04
685045	06-30-2022	1930-3214-0-0000-0000-9503-00		06-30-2022 Payroll		$66.16
685067	06-30-2022	2043-0000-0-0000-0000-9503-00		06-30-2022 Payroll		$1,583.20
685071	06-30-2022	2043-3010-0-0000-0000-9503-00		06-30-2022 Payroll		$121.41
685075	06-30-2022	2043-6500-0-0000-0000-9503-00		06-30-2022 Payroll		$24.68
685090	06-30-2022	1752-0000-0-0000-0000-9503-01		06-30-2022 Payroll		$240.42
685096	06-30-2022	1752-3010-0-0000-0000-9503-01		06-30-2022 Payroll		$39.88
743146	06-30-2022	1752-3213-0-0000-0000-9503-00		21-22 Year End Adjustment	$1,458.69	
743152	06-30-2022	1752-0000-0-0000-0000-9503-00		21-22 Year End Adjustment		$1,458.69
743040	06-30-2022	1752-6500-0-0000-0000-9503-00		21-22 Year End Adjustment	$3,310.21	
743047	06-30-2022	1752-0000-0-0000-0000-9503-00		21-22 Year End Adjustment		$3,310.21
743168	06-30-2022	1752-3212-0-0000-0000-9503-00		21-22 Year End Adjustment	$638.96	
743175	06-30-2022	1752-0000-0-0000-0000-9503-00		21-22 Year End Adjustment		$638.96
743295	06-30-2022	1930-6500-0-0000-0000-9503-00		21-22 Year End Adjustment	$3,723.21	
743303	06-30-2022	1930-0000-0-0000-0000-9503-00		21-22 Year End Adjustment		$3,723.21
743431	06-30-2022	1930-3213-0-0000-0000-9503-00		21-22 Year End Adjustment	$993.71	
743437	06-30-2022	1930-0000-0-0000-0000-9503-00		21-22 Year End Adjustment		$993.71
743417	06-30-2022	1930-3214-0-0000-0000-9503-00		21-22 Year End Adjustment	$730.56	
743424	06-30-2022	1930-0000-0-0000-0000-9503-00		21-22 Year End Adjustment		$730.56
762972	07-01-2022	1932-0000-0-0000-0000-9503-00		22-23 Beginning Balance	$3,146.55	
723939	07-15-2022	1234-0000-0-0000-0000-9503-00		07-15-2022 Payroll		$55,603.17
723952	07-15-2022	1234-0000-0-0000-0000-9503-00		07-15-2022 Payroll		$1,769.21
723981	07-15-2022	1234-3010-0-0000-0000-9503-00		07-15-2022 Payroll		$47.13
723987	07-15-2022	1234-4203-0-0000-0000-9503-00		07-15-2022 Payroll		$31.40
723994	07-15-2022	1234-6500-0-0000-0000-9503-00		07-15-2022 Payroll		$65.13
723999	07-15-2022	1234-3214-0-0000-0000-9503-00		07-15-2022 Payroll		$43.00
724019	07-15-2022	1752-0000-0-0000-0000-9503-00		07-15-2022 Payroll		$2,158.32
724024	07-15-2022	1752-3010-0-0000-0000-9503-00		07-15-2022 Payroll		$248.05
724031	07-15-2022	1752-6500-0-0000-0000-9503-00		07-15-2022 Payroll		$151.92
724042	07-15-2022	1752-3213-0-0000-0000-9503-00		07-15-2022 Payroll		$187.77
724043	07-15-2022	1752-3212-0-0000-0000-9503-00		07-15-2022 Payroll		$51.78
724061	07-15-2022	1930-0000-0-0000-0000-9503-00		07-15-2022 Payroll		$2,348.71
724065	07-15-2022	1930-3010-0-0000-0000-9503-00		07-15-2022 Payroll		$262.38
724080	07-15-2022	1930-3213-0-0000-0000-9503-00		07-15-2022 Payroll		$216.14
724081	07-15-2022	1930-6500-0-0000-0000-9503-00		07-15-2022 Payroll		$114.52
724082	07-15-2022	1930-3214-0-0000-0000-9503-00		07-15-2022 Payroll		$41.97
724099	07-15-2022	2043-0000-0-0000-0000-9503-00		07-15-2022 Payroll		$551.37
724103	07-15-2022	2043-3010-0-0000-0000-9503-00		07-15-2022 Payroll		$125.45
724106	07-15-2022	2043-6500-0-0000-0000-9503-00		07-15-2022 Payroll		$6.05
724134	07-15-2022	1932-0000-0-0000-0000-9503-00		07-15-2022 Payroll		$3,066.36
724135	07-15-2022	1752-0000-0-0000-0000-9503-01		07-15-2022 Payroll		$330.49
724140	07-15-2022	1752-3010-0-0000-0000-9503-01		07-15-2022 Payroll		$63.78
724143	07-15-2022	1932-6500-0-0000-0000-9503-00		07-15-2022 Payroll		$15.24
724989	07-15-2022	1234-0000-0-0000-0000-9503-00	Paycom Payroll, LLC		$57,559.04	
724992	07-15-2022	1752-0000-0-0000-0000-9503-00	Paycom Payroll, LLC		$2,797.84	
724995	07-15-2022	1930-0000-0-0000-0000-9503-00	Paycom Payroll, LLC		$2,983.72	
724998	07-15-2022	2043-0000-0-0000-0000-9503-00	Paycom Payroll, LLC		$682.87	
725001	07-15-2022	1752-0000-0-0000-0000-9503-01	Paycom Payroll, LLC		$394.27	
725004	07-15-2022	1932-0000-0-0000-0000-9503-00	Paycom Payroll, LLC		$3,081.60	

Vista Legacy Global Academy
Supporting Documentation

724154	07-29-2022	1234-0000-0-0000-0000-9503-00		07-29-2022 Payroll		$54,967.75
724168	07-29-2022	1234-0000-0-0000-0000-9503-00		07-29-2022 Payroll		$2,655.07
724197	07-29-2022	1234-3010-0-0000-0000-9503-00		07-29-2022 Payroll		$167.07
724203	07-29-2022	1234-4203-0-0000-0000-9503-00		07-29-2022 Payroll		$83.73
724210	07-29-2022	1234-6500-0-0000-0000-9503-00		07-29-2022 Payroll		$69.80
724215	07-29-2022	1234-3214-0-0000-0000-9503-00		07-29-2022 Payroll		$116.43
724235	07-29-2022	1752-0000-0-0000-0000-9503-00		07-29-2022 Payroll		$2,113.60
724240	07-29-2022	1752-3010-0-0000-0000-9503-00		07-29-2022 Payroll		$159.08
724247	07-29-2022	1752-6500-0-0000-0000-9503-00		07-29-2022 Payroll		$160.77
724258	07-29-2022	1752-3213-0-0000-0000-9503-00		07-29-2022 Payroll		$111.18
724259	07-29-2022	1752-3212-0-0000-0000-9503-00		07-29-2022 Payroll		$70.92
724277	07-29-2022	1930-0000-0-0000-0000-9503-00		07-29-2022 Payroll		$2,054.77
724280	07-29-2022	1930-3010-0-0000-0000-9503-00		07-29-2022 Payroll		$108.85
724295	07-29-2022	1930-3213-0-0000-0000-9503-00		07-29-2022 Payroll		$163.20
724296	07-29-2022	1930-6500-0-0000-0000-9503-00		07-29-2022 Payroll		$103.44
724297	07-29-2022	1930-3214-0-0000-0000-9503-00		07-29-2022 Payroll		$41.96
724313	07-29-2022	2043-0000-0-0000-0000-9503-00		07-29-2022 Payroll		$799.73
724317	07-29-2022	2043-3010-0-0000-0000-9503-00		07-29-2022 Payroll		$186.83
724320	07-29-2022	2043-6500-0-0000-0000-9503-00		07-29-2022 Payroll		$6.05
724349	07-29-2022	1932-0000-0-0000-0000-9503-00		07-29-2022 Payroll		$1,666.28
724350	07-29-2022	1752-0000-0-0000-0000-9503-01		07-29-2022 Payroll		$468.60
724355	07-29-2022	1752-3010-0-0000-0000-9503-01		07-29-2022 Payroll		$88.58
724358	07-29-2022	1932-6500-0-0000-0000-9503-00		07-29-2022 Payroll		$15.24
725019	07-29-2022	1930-0000-0-0000-0000-9503-00	Paycom Payroll, LLC		$2,472.22	
725022	07-29-2022	2043-0000-0-0000-0000-9503-00	Paycom Payroll, LLC		$992.61	
725025	07-29-2022	1752-0000-0-0000-0000-9503-01	Paycom Payroll, LLC		$557.18	
725028	07-29-2022	1932-0000-0-0000-0000-9503-00	Paycom Payroll, LLC		$1,681.52	
725013	07-29-2022	1234-0000-0-0000-0000-9503-00	Paycom Payroll, LLC		$58,059.85	
725016	07-29-2022	1752-0000-0-0000-0000-9503-00	Paycom Payroll, LLC		$2,615.55	
742294	08-15-2022	1234-0000-0-0000-0000-9503-00		08-15-2022 Payroll		$73,804.15
742308	08-15-2022	1234-0000-0-0000-0000-9503-00		08-15-2022 Payroll		$3,261.32
742336	08-15-2022	1234-3010-0-0000-0000-9503-00		08-15-2022 Payroll		$192.11
742342	08-15-2022	1234-4203-0-0000-0000-9503-00		08-15-2022 Payroll		$49.17
742349	08-15-2022	1234-6500-0-0000-0000-9503-00		08-15-2022 Payroll		$69.18
742354	08-15-2022	1234-3214-0-0000-0000-9503-00		08-15-2022 Payroll		$81.20
742376	08-15-2022	1752-0000-0-0000-0000-9503-00		08-15-2022 Payroll		$2,626.57
742381	08-15-2022	1752-3010-0-0000-0000-9503-00		08-15-2022 Payroll		$10.82
742392	08-15-2022	1752-6500-0-0000-0000-9503-00		08-15-2022 Payroll		$153.11
742403	08-15-2022	1752-3213-0-0000-0000-9503-00		08-15-2022 Payroll		$111.18
742404	08-15-2022	1752-3212-0-0000-0000-9503-00		08-15-2022 Payroll		$51.79
742422	08-15-2022	1930-0000-0-0000-0000-9503-00		08-15-2022 Payroll		$2,995.92
742425	08-15-2022	1930-3010-0-0000-0000-9503-00		08-15-2022 Payroll		$146.65
742444	08-15-2022	1930-3213-0-0000-0000-9503-00		08-15-2022 Payroll		$173.48
742445	08-15-2022	1930-6500-0-0000-0000-9503-00		08-15-2022 Payroll		$91.27
742446	08-15-2022	1930-3214-0-0000-0000-9503-00		08-15-2022 Payroll		$54.83
742464	08-15-2022	2043-0000-0-0000-0000-9503-00		08-15-2022 Payroll		$782.74
742468	08-15-2022	2043-3010-0-0000-0000-9503-00		08-15-2022 Payroll		$82.47
742471	08-15-2022	2043-6500-0-0000-0000-9503-00		08-15-2022 Payroll		$6.36
742510	08-15-2022	1932-0000-0-0000-0000-9503-00		08-15-2022 Payroll		$3,879.17
742511	08-15-2022	1752-0000-0-0000-0000-9503-01		08-15-2022 Payroll		$1,063.74
742514	08-15-2022	1932-6500-0-0000-0000-9503-00		08-15-2022 Payroll		$16.01
743491	08-15-2022	1234-0000-0-0000-0000-9503-00	Paycom Payroll, LLC		$77,457.13	
743494	08-15-2022	1752-0000-0-0000-0000-9503-00	Paycom Payroll, LLC		$2,953.47	
743497	08-15-2022	1930-0000-0-0000-0000-9503-00	Paycom Payroll, LLC		$3,462.15	
743500	08-15-2022	2043-0000-0-0000-0000-9503-00	Paycom Payroll, LLC		$871.57	
743503	08-15-2022	1752-0000-0-0000-0000-9503-01	Paycom Payroll, LLC		$1,063.74	
743506	08-15-2022	1932-0000-0-0000-0000-9503-00	Paycom Payroll, LLC		$3,895.18	

Vista Legacy Global Academy
Supporting Documentation

	Total Activity				**$514,857.65**	**$511,711.01**
	Ending Balance				**$3,146.55**	
9504 - PERS Payable						
	Balance Forward					**$24,878.15**
683987	05-25-2022	1234-0000-0-0000-0000-9504-00		05-25-2022 Payroll		$1,404.79
683995	05-25-2022	1234-0000-0-0000-0000-9504-00		05-25-2022 Payroll		$4,812.98
684006	05-25-2022	1234-3010-0-0000-0000-9504-00		05-25-2022 Payroll		$567.25
684013	05-25-2022	1234-4203-0-0000-0000-9504-00		05-25-2022 Payroll		$362.89
684157	05-25-2022	1752-0000-0-0000-0000-9504-01		05-25-2022 Payroll		$76.81
684170	05-25-2022	1752-3010-0-0000-0000-9504-01		05-25-2022 Payroll		$251.38
684037	05-25-2022	1752-0000-0-0000-0000-9504-00		05-25-2022 Payroll		$1,796.72
684044	05-25-2022	1752-0000-0-0000-0000-9504-00		05-25-2022 Payroll		$4,105.55
684052	05-25-2022	1752-3010-0-0000-0000-9504-00		05-25-2022 Payroll		$913.66
684059	05-25-2022	1752-4203-0-0000-0000-9504-00		05-25-2022 Payroll		$215.47
684077	05-25-2022	1752-3213-0-0000-0000-9504-00		05-25-2022 Payroll		$645.67
709126	05-27-2022	1752-0000-0-0000-0000-9504-00		Apr 2022 PERS Payment	$12,420.89	
709672	06-01-2022	1234-0000-0-0000-0000-9504-00	LACOE		$14,077.73	
684706	06-15-2022	1234-0000-0-0000-0000-9504-00		06-15-2022 Payroll		$1,664.05
684714	06-15-2022	1234-0000-0-0000-0000-9504-00		06-15-2022 Payroll		$4,266.07
684725	06-15-2022	1234-3010-0-0000-0000-9504-00		06-15-2022 Payroll		$456.89
684732	06-15-2022	1234-4203-0-0000-0000-9504-00		06-15-2022 Payroll		$271.49
684745	06-15-2022	1234-3214-0-0000-0000-9504-00		06-15-2022 Payroll		$451.76
684758	06-15-2022	1752-0000-0-0000-0000-9504-00		06-15-2022 Payroll		$1,621.95
684765	06-15-2022	1752-0000-0-0000-0000-9504-00		06-15-2022 Payroll		$3,806.06
684773	06-15-2022	1752-3010-0-0000-0000-9504-00		06-15-2022 Payroll		$646.86
684780	06-15-2022	1752-4203-0-0000-0000-9504-00		06-15-2022 Payroll		$209.80
684798	06-15-2022	1752-3213-0-0000-0000-9504-00		06-15-2022 Payroll		$645.67
684878	06-15-2022	1752-0000-0-0000-0000-9504-01		06-15-2022 Payroll		$66.12
684891	06-15-2022	1752-3010-0-0000-0000-9504-01		06-15-2022 Payroll		$216.41
712307	06-30-2022	1752-0000-0-0000-0000-9504-00		21-22 Title I Reclassifications		$18,441.84
712308	06-30-2022	1752-3010-0-0000-0000-9504-00		21-22 Title I Reclassifications	$18,441.84	
712800	06-30-2022	1752-0000-0-0000-0000-9504-00		21-22 Title III Reclassifications		$3,272.00
712801	06-30-2022	1752-4203-0-0000-0000-9504-00		21-22 Title III Reclassifications	$3,272.00	
713167	06-30-2022	1234-0000-0-0000-0000-9504-00		21-22 Title I Reclassifications		$15,296.57
713168	06-30-2022	1234-3010-0-0000-0000-9504-00		21-22 Title I Reclassifications	$15,296.57	
713297	06-30-2022	1234-0000-0-0000-0000-9504-00		21-22 Title III Reclassification		$5,883.24
713298	06-30-2022	1234-4203-0-0000-0000-9504-00		21-22 Title III Reclassification	$5,883.24	
684909	06-30-2022	1234-0000-0-0000-0000-9504-00		06-30-2022 Payroll		$1,693.95
684917	06-30-2022	1234-0000-0-0000-0000-9504-00		06-30-2022 Payroll		$4,365.03
684928	06-30-2022	1234-3010-0-0000-0000-9504-00		06-30-2022 Payroll		$466.40
684935	06-30-2022	1234-4203-0-0000-0000-9504-00		06-30-2022 Payroll		$311.75
684948	06-30-2022	1234-3214-0-0000-0000-9504-00		06-30-2022 Payroll		$400.90
684961	06-30-2022	1752-0000-0-0000-0000-9504-00		06-30-2022 Payroll		$1,696.16
684968	06-30-2022	1752-0000-0-0000-0000-9504-00		06-30-2022 Payroll		$4,085.48
684976	06-30-2022	1752-3010-0-0000-0000-9504-00		06-30-2022 Payroll		$608.26
684983	06-30-2022	1752-4203-0-0000-0000-9504-00		06-30-2022 Payroll		$37.80
685001	06-30-2022	1752-3213-0-0000-0000-9504-00		06-30-2022 Payroll		$819.74
685081	06-30-2022	1752-0000-0-0000-0000-9504-01		06-30-2022 Payroll		$36.49
685094	06-30-2022	1752-3010-0-0000-0000-9504-01		06-30-2022 Payroll		$119.42
743147	06-30-2022	1752-3213-0-0000-0000-9504-00		21-22 Year End Adjustment	$4,048.09	
743153	06-30-2022	1752-0000-0-0000-0000-9504-00		21-22 Year End Adjustment		$4,048.09
709128	06-30-2022	1752-0000-0-0000-0000-9504-00		May 2022 PERS Payment	$14,739.49	
745662	07-07-2022	1234-0000-0-0000-0000-9504-00	LACOE	Jun 2022 STRS/PERS Payment - VCMS	$14,348.29	
723940	07-15-2022	1234-0000-0-0000-0000-9504-00		07-15-2022 Payroll		$1,064.64
723947	07-15-2022	1234-0000-0-0000-0000-9504-00		07-15-2022 Payroll		$3,157.29
723979	07-15-2022	1234-3010-0-0000-0000-9504-00		07-15-2022 Payroll		$188.60
723985	07-15-2022	1234-4203-0-0000-0000-9504-00		07-15-2022 Payroll		$110.57

Vista Legacy Global Academy
Supporting Documentation

723997	07-15-2022	1234-3214-0-0000-0000-9504-00		07-15-2022 Payroll			$142.64
724007	07-15-2022	1752-0000-0-0000-0000-9504-00		07-15-2022 Payroll			$2,193.12
724014	07-15-2022	1752-0000-0-0000-0000-9504-00		07-15-2022 Payroll			$5,297.36
724022	07-15-2022	1752-3010-0-0000-0000-9504-00		07-15-2022 Payroll			$822.66
724039	07-15-2022	1752-3213-0-0000-0000-9504-00		07-15-2022 Payroll			$1,117.79
724119	07-15-2022	1752-0000-0-0000-0000-9504-01		07-15-2022 Payroll			$66.69
724138	07-15-2022	1752-3010-0-0000-0000-9504-01		07-15-2022 Payroll			$211.49
724363	07-28-2022	1752-0000-0-0000-0000-9504-00		Jun 2022 PERS Payment		$14,616.25	
724155	07-29-2022	1234-0000-0-0000-0000-9504-00		07-29-2022 Payroll			$1,758.89
724163	07-29-2022	1234-0000-0-0000-0000-9504-00		07-29-2022 Payroll			$4,608.22
724195	07-29-2022	1234-3010-0-0000-0000-9504-00		07-29-2022 Payroll			$586.40
724201	07-29-2022	1234-4203-0-0000-0000-9504-00		07-29-2022 Payroll			$284.07
724213	07-29-2022	1234-3214-0-0000-0000-9504-00		07-29-2022 Payroll			$386.12
724223	07-29-2022	1752-0000-0-0000-0000-9504-00		07-29-2022 Payroll			$1,809.86
724230	07-29-2022	1752-0000-0-0000-0000-9504-00		07-29-2022 Payroll			$4,777.52
724238	07-29-2022	1752-3010-0-0000-0000-9504-00		07-29-2022 Payroll			$527.54
724255	07-29-2022	1752-3213-0-0000-0000-9504-00		07-29-2022 Payroll			$663.21
724333	07-29-2022	1752-0000-0-0000-0000-9504-01		07-29-2022 Payroll			$92.64
724353	07-29-2022	1752-3010-0-0000-0000-9504-01		07-29-2022 Payroll			$293.78
744573	08-01-2022	1234-0000-0-0000-0000-9504-00	LACOE	July 2022 STRS/PERS Payment - VCMS		$12,287.44	
742295	08-15-2022	1234-0000-0-0000-0000-9504-00		08-15-2022 Payroll			$1,667.28
742303	08-15-2022	1234-0000-0-0000-0000-9504-00		08-15-2022 Payroll			$4,508.51
742334	08-15-2022	1234-3010-0-0000-0000-9504-00		08-15-2022 Payroll			$622.26
742340	08-15-2022	1234-4203-0-0000-0000-9504-00		08-15-2022 Payroll			$169.44
742352	08-15-2022	1234-3214-0-0000-0000-9504-00		08-15-2022 Payroll			$269.28
742363	08-15-2022	1752-0000-0-0000-0000-9504-00		08-15-2022 Payroll			$1,498.32
742371	08-15-2022	1752-0000-0-0000-0000-9504-00		08-15-2022 Payroll			$4,203.63
742379	08-15-2022	1752-3010-0-0000-0000-9504-00		08-15-2022 Payroll			$35.87
742400	08-15-2022	1752-3213-0-0000-0000-9504-00		08-15-2022 Payroll			$663.21
742489	08-15-2022	1752-0000-0-0000-0000-9504-01		08-15-2022 Payroll			$16.28
742501	08-15-2022	1752-0000-0-0000-0000-9504-01		08-15-2022 Payroll			$51.63
		Total Activity				**$129,431.83**	**$134,926.23**
		Ending Balance					**$30,372.55**
9505 - STRS Payable							
		Balance Forward					**$107,188.80**
708896	05-20-2022	1930-0000-0-0000-0000-9505-00		Apr 2022 STRS Payment		$9,209.60	
708897	05-20-2022	1930-0000-0-0000-0000-9505-00		Apr 2022 STRS Payment		$15,255.35	
709116	05-20-2022	1752-0000-0-0000-0000-9505-00		Apr 2022 STRS Payment		$16,298.17	
709118	05-20-2022	1752-0000-0-0000-0000-9505-00		Apr 2022 STRS Payment		$26,973.46	
683988	05-25-2022	1234-0000-0-0000-0000-9505-00		05-25-2022 Payroll			$7,478.38
683993	05-25-2022	1234-0000-0-0000-0000-9505-00		05-25-2022 Payroll			$10,169.70
684158	05-25-2022	1752-0000-0-0000-0000-9505-01		05-25-2022 Payroll			$1,161.88
684162	05-25-2022	1752-0000-0-0000-0000-9505-01		05-25-2022 Payroll			$1,926.44
684020	05-25-2022	1234-6500-0-0000-0000-9505-00		05-25-2022 Payroll			$1,402.29
684038	05-25-2022	1752-0000-0-0000-0000-9505-00		05-25-2022 Payroll			$6,768.83
684042	05-25-2022	1752-0000-0-0000-0000-9505-00		05-25-2022 Payroll			$8,740.25
684066	05-25-2022	1752-6500-0-0000-0000-9505-00		05-25-2022 Payroll			$1,720.42
684075	05-25-2022	1752-3212-0-0000-0000-9505-00		05-25-2022 Payroll			$737.63
684093	05-25-2022	1930-0000-0-0000-0000-9505-00		05-25-2022 Payroll			$4,950.51
684096	05-25-2022	1930-0000-0-0000-0000-9505-00		05-25-2022 Payroll			$6,721.37
684115	05-25-2022	1930-6500-0-0000-0000-9505-00		05-25-2022 Payroll			$896.37
684116	05-25-2022	1930-3214-0-0000-0000-9505-00		05-25-2022 Payroll			$583.56
684135	05-25-2022	2043-0000-0-0000-0000-9505-00		05-25-2022 Payroll			$1,757.53
684139	05-25-2022	2043-0000-0-0000-0000-9505-00		05-25-2022 Payroll			$2,909.54
709668	06-01-2022	2043-0000-0-0000-0000-9505-00	LACOE			$9,232.27	
709673	06-01-2022	1234-0000-0-0000-0000-9505-00	LACOE			$44,663.73	
684707	06-15-2022	1234-0000-0-0000-0000-9505-00		06-15-2022 Payroll			$8,155.37

Vista Legacy Global Academy
Supporting Documentation

684712	06-15-2022	1234-0000-0-0000-0000-9505-00		06-15-2022 Payroll		$11,188.66
684739	06-15-2022	1234-6500-0-0000-0000-9505-00		06-15-2022 Payroll		$1,500.10
684759	06-15-2022	1752-0000-0-0000-0000-9505-00		06-15-2022 Payroll		$8,067.21
684763	06-15-2022	1752-0000-0-0000-0000-9505-00		06-15-2022 Payroll		$10,814.25
684787	06-15-2022	1752-6500-0-0000-0000-9505-00		06-15-2022 Payroll		$1,889.62
684796	06-15-2022	1752-3212-0-0000-0000-9505-00		06-15-2022 Payroll		$637.95
684814	06-15-2022	1930-0000-0-0000-0000-9505-00		06-15-2022 Payroll		$5,241.78
684817	06-15-2022	1930-0000-0-0000-0000-9505-00		06-15-2022 Payroll		$7,201.48
684836	06-15-2022	1930-6500-0-0000-0000-9505-00		06-15-2022 Payroll		$896.37
684837	06-15-2022	1930-3214-0-0000-0000-9505-00		06-15-2022 Payroll		$583.56
684856	06-15-2022	2043-0000-0-0000-0000-9505-00		06-15-2022 Payroll		$1,754.36
684860	06-15-2022	2043-0000-0-0000-0000-9505-00		06-15-2022 Payroll		$2,903.92
684879	06-15-2022	1752-0000-0-0000-0000-9505-01		06-15-2022 Payroll		$1,143.81
684883	06-15-2022	1752-0000-0-0000-0000-9505-01		06-15-2022 Payroll		$1,896.46
708908	06-21-2022	1930-0000-0-0000-0000-9505-00		May 2022 STRS Payment	$9,732.88	
708909	06-21-2022	1930-0000-0-0000-0000-9505-00		May 2022 STRS Payment	$16,123.35	
709122	06-21-2022	1752-0000-0-0000-0000-9505-00		May 2022 STRS Payment	$16,152.81	
709124	06-21-2022	1752-0000-0-0000-0000-9505-00		May 2022 STRS Payment	$26,732.03	
684910	06-30-2022	1234-0000-0-0000-0000-9505-00		06-30-2022 Payroll		$7,758.35
684915	06-30-2022	1234-0000-0-0000-0000-9505-00		06-30-2022 Payroll		$10,632.93
684942	06-30-2022	1234-6500-0-0000-0000-9505-00		06-30-2022 Payroll		$1,402.29
684962	06-30-2022	1752-0000-0-0000-0000-9505-00		06-30-2022 Payroll		$7,417.34
684966	06-30-2022	1752-0000-0-0000-0000-9505-00		06-30-2022 Payroll		$9,910.18
684990	06-30-2022	1752-6500-0-0000-0000-9505-00		06-30-2022 Payroll		$1,720.42
684999	06-30-2022	1752-3212-0-0000-0000-9505-00		06-30-2022 Payroll		$637.95
685017	06-30-2022	1930-0000-0-0000-0000-9505-00		06-30-2022 Payroll		$5,066.64
685020	06-30-2022	1930-0000-0-0000-0000-9505-00		06-30-2022 Payroll		$6,505.83
685038	06-30-2022	1930-6500-0-0000-0000-9505-00		06-30-2022 Payroll		$1,093.47
685039	06-30-2022	1930-3214-0-0000-0000-9505-00		06-30-2022 Payroll		$794.72
685058	06-30-2022	2043-0000-0-0000-0000-9505-00		06-30-2022 Payroll		$1,626.45
685062	06-30-2022	2043-0000-0-0000-0000-9505-00		06-30-2022 Payroll		$2,692.24
685082	06-30-2022	1752-0000-0-0000-0000-9505-01		06-30-2022 Payroll		$1,420.95
685086	06-30-2022	1752-0000-0-0000-0000-9505-01		06-30-2022 Payroll		$2,355.94
743041	06-30-2022	1752-6500-0-0000-0000-9505-00		21-22 Year End Adjustment	$40,498.87	
743048	06-30-2022	1752-0000-0-0000-0000-9505-00		21-22 Year End Adjustment		$40,498.87
743169	06-30-2022	1752-3212-0-0000-0000-9505-00		21-22 Year End Adjustment	$7,366.33	
743176	06-30-2022	1752-0000-0-0000-0000-9505-00		21-22 Year End Adjustment		$7,366.33
743296	06-30-2022	1930-6500-0-0000-0000-9505-00		21-22 Year End Adjustment	$21,308.10	
743304	06-30-2022	1930-0000-0-0000-0000-9505-00		21-22 Year End Adjustment		$21,308.10
743418	06-30-2022	1930-3214-0-0000-0000-9505-00		21-22 Year End Adjustment	$6,386.57	
743425	06-30-2022	1930-0000-0-0000-0000-9505-00		21-22 Year End Adjustment		$6,386.57
762973	07-01-2022	1932-0000-0-0000-0000-9505-00		22-23 Beginning Balance		$37,898.96
745663	07-07-2022	1234-0000-0-0000-0000-9505-00	LACOE	Jun 2022 STRS/PERS Payment - VCMS	$40,637.70	
723941	07-15-2022	1234-0000-0-0000-0000-9505-00		07-15-2022 Payroll		$6,316.76
723945	07-15-2022	1234-0000-0-0000-0000-9505-00		07-15-2022 Payroll		$9,181.73
723992	07-15-2022	1234-6500-0-0000-0000-9505-00		07-15-2022 Payroll		$1,704.34
724008	07-15-2022	1752-0000-0-0000-0000-9505-00		07-15-2022 Payroll		$5,836.74
724012	07-15-2022	1752-0000-0-0000-0000-9505-00		07-15-2022 Payroll		$8,077.44
724029	07-15-2022	1752-6500-0-0000-0000-9505-00		07-15-2022 Payroll		$2,095.38
724037	07-15-2022	1752-3212-0-0000-0000-9505-00		07-15-2022 Payroll		$725.43
724053	07-15-2022	1930-0000-0-0000-0000-9505-00		07-15-2022 Payroll		$4,985.32
724056	07-15-2022	1930-0000-0-0000-0000-9505-00		07-15-2022 Payroll		$7,792.44
724075	07-15-2022	1930-6500-0-0000-0000-9505-00		07-15-2022 Payroll		$936.01
724076	07-15-2022	1930-3214-0-0000-0000-9505-00		07-15-2022 Payroll		$596.04
724091	07-15-2022	2043-0000-0-0000-0000-9505-00		07-15-2022 Payroll		$1,568.13
724095	07-15-2022	2043-0000-0-0000-0000-9505-00		07-15-2022 Payroll		$2,929.75
724120	07-15-2022	1932-0000-0-0000-0000-9505-00		07-15-2022 Payroll		$3,098.47

Vista Legacy Global Academy
Supporting Documentation

724121	07-15-2022	1752-0000-0-0000-0000-9505-01		07-15-2022 Payroll			$2,416.91
724127	07-15-2022	1932-0000-0-0000-0000-9505-00		07-15-2022 Payroll			$5,792.80
724128	07-15-2022	1752-0000-0-0000-0000-9505-01		07-15-2022 Payroll			$4,515.00
724359	07-22-2022	1752-0000-0-0000-0000-9505-00		Jun 2022 STRS Payment		$18,049.24	
724361	07-22-2022	1752-0000-0-0000-0000-9505-00		Jun 2022 STRS Payment		$29,862.78	
724381	07-22-2022	1930-0000-0-0000-0000-9505-00		Jun 2022 STRS Payment		$10,308.43	
724382	07-22-2022	1930-0000-0-0000-0000-9505-00		Jun 2022 STRS Payment		$17,075.45	
793081	07-22-2022	1932-0000-0-0000-0000-9505-00		Jun 2022 STRS		$19,379.58	
793083	07-22-2022	1932-0000-0-0000-0000-9505-00		Jun 2022 STRS		$11,855.90	
724156	07-29-2022	1234-0000-0-0000-0000-9505-00		07-29-2022 Payroll			$7,287.07
724161	07-29-2022	1234-0000-0-0000-0000-9505-00		07-29-2022 Payroll			$10,966.59
724208	07-29-2022	1234-6500-0-0000-0000-9505-00		07-29-2022 Payroll			$1,734.06
724224	07-29-2022	1752-0000-0-0000-0000-9505-00		07-29-2022 Payroll			$5,812.87
724228	07-29-2022	1752-0000-0-0000-0000-9505-00		07-29-2022 Payroll			$7,668.75
724245	07-29-2022	1752-6500-0-0000-0000-9505-00		07-29-2022 Payroll			$2,211.77
724253	07-29-2022	1752-3212-0-0000-0000-9505-00		07-29-2022 Payroll			$977.42
724269	07-29-2022	1930-0000-0-0000-0000-9505-00		07-29-2022 Payroll			$4,804.74
724272	07-29-2022	1930-0000-0-0000-0000-9505-00		07-29-2022 Payroll			$7,600.29
724290	07-29-2022	1930-6500-0-0000-0000-9505-00		07-29-2022 Payroll			$790.19
724291	07-29-2022	1930-3214-0-0000-0000-9505-00		07-29-2022 Payroll			$596.04
724306	07-29-2022	2043-0000-0-0000-0000-9505-00		07-29-2022 Payroll			$1,760.81
724309	07-29-2022	2043-0000-0-0000-0000-9505-00		07-29-2022 Payroll			$3,290.38
724334	07-29-2022	1752-0000-0-0000-0000-9505-01		07-29-2022 Payroll			$3,122.43
724335	07-29-2022	1932-0000-0-0000-0000-9505-00		07-29-2022 Payroll			$1,370.24
724341	07-29-2022	1752-0000-0-0000-0000-9505-01		07-29-2022 Payroll			$5,833.22
724342	07-29-2022	1932-0000-0-0000-0000-9505-00		07-29-2022 Payroll			$2,559.22
744574	08-01-2022	1234-0000-0-0000-0000-9505-00	LACOE	July 2022 STRS/PERS Payment - VCMS		$37,190.55	
744576	08-01-2022	2043-0000-0-0000-0000-9505-00	LACOE	Jul 2022 STRS Payment - Horizon		$9,549.07	
742296	08-15-2022	1234-0000-0-0000-0000-9505-00		08-15-2022 Payroll			$8,441.58
742301	08-15-2022	1234-0000-0-0000-0000-9505-00		08-15-2022 Payroll			$13,094.31
742347	08-15-2022	1234-6500-0-0000-0000-9505-00		08-15-2022 Payroll			$1,767.61
742364	08-15-2022	1752-0000-0-0000-0000-9505-00		08-15-2022 Payroll			$7,660.38
742369	08-15-2022	1752-0000-0-0000-0000-9505-00		08-15-2022 Payroll			$11,496.68
742389	08-15-2022	1752-6500-0-0000-0000-9505-00		08-15-2022 Payroll			$2,095.38
742398	08-15-2022	1752-3212-0-0000-0000-9505-00		08-15-2022 Payroll			$725.43
742414	08-15-2022	1930-0000-0-0000-0000-9505-00		08-15-2022 Payroll			$7,072.08
742417	08-15-2022	1930-0000-0-0000-0000-9505-00		08-15-2022 Payroll			$11,840.96
742438	08-15-2022	1930-3214-0-0000-0000-9505-00		08-15-2022 Payroll			$765.43
742439	08-15-2022	1930-6500-0-0000-0000-9505-00		08-15-2022 Payroll			$617.65
742456	08-15-2022	2043-0000-0-0000-0000-9505-00		08-15-2022 Payroll			$1,454.48
742459	08-15-2022	2043-0000-0-0000-0000-9505-00		08-15-2022 Payroll			$2,717.05
742490	08-15-2022	1932-0000-0-0000-0000-9505-00		08-15-2022 Payroll			$7,662.66
742491	08-15-2022	1752-0000-0-0000-0000-9505-01		08-15-2022 Payroll			$4,230.74
742498	08-15-2022	1932-0000-0-0000-0000-9505-00		08-15-2022 Payroll			$14,319.97
742499	08-15-2022	1752-0000-0-0000-0000-9505-01		08-15-2022 Payroll			$7,907.26
784140	08-15-2022	1234-0000-0-0000-0000-9505-00	LACOE	VCMS STRS Remaining Balance Payment		$10,413.42	
784142	08-15-2022	2043-0000-0-0000-0000-9505-00	LACOE	Horizon STRS Remaining Balance Payment		$357.56	
		Total Activity				**$470,613.20**	**$537,118.56**
		Ending Balance					**$173,694.16**
9506 - 403(b) Payable							
		Balance Forward					**$5,993.75**
683989	05-25-2022	1234-0000-0-0000-0000-9506-00		05-25-2022 Payroll			$1,344.87
684159	05-25-2022	1752-0000-0-0000-0000-9506-01		05-25-2022 Payroll			$100.00
684039	05-25-2022	1752-0000-0-0000-0000-9506-00		05-25-2022 Payroll			$175.00
684136	05-25-2022	2043-0000-0-0000-0000-9506-00		05-25-2022 Payroll			$261.75
709656	06-01-2022	1234-0000-0-0000-0000-9506-00	PlanConnect			$1,344.87	
709658	06-01-2022	1752-0000-0-0000-0000-9506-00	PlanConnect			$275.00	

Vista Legacy Global Academy
Supporting Documentation

709660	06-01-2022	2043-0000-0-0000-0000-9506-00	PlanConnect		$261.75	
709662	06-15-2022	1234-0000-0-0000-0000-9506-00	PlanConnect		$1,313.58	
709664	06-15-2022	1752-0000-0-0000-0000-9506-00	PlanConnect		$275.00	
709666	06-15-2022	2043-0000-0-0000-0000-9506-00	PlanConnect		$247.08	
684708	06-15-2022	1234-0000-0-0000-0000-9506-00		06-15-2022 Payroll		$1,313.58
684760	06-15-2022	1752-0000-0-0000-0000-9506-00		06-15-2022 Payroll		$175.00
684857	06-15-2022	2043-0000-0-0000-0000-9506-00		06-15-2022 Payroll		$247.08
684880	06-15-2022	1752-0000-0-0000-0000-9506-01		06-15-2022 Payroll		$100.00
684911	06-30-2022	1234-0000-0-0000-0000-9506-00		06-30-2022 Payroll		$1,444.05
684963	06-30-2022	1752-0000-0-0000-0000-9506-00		06-30-2022 Payroll		$175.00
685059	06-30-2022	2043-0000-0-0000-0000-9506-00		06-30-2022 Payroll		$239.74
685083	06-30-2022	1752-0000-0-0000-0000-9506-01		06-30-2022 Payroll		$100.00
784041	07-01-2022	1234-0000-0-0000-0000-9506-00	PlanConnect	June 2022 - 403b Payment	$1,444.05	
784043	07-01-2022	1752-0000-0-0000-0000-9506-00	PlanConnect	June 2022 - 403b Payment	$175.00	
784045	07-01-2022	1752-0000-0-0000-0000-9506-01	PlanConnect	June 2022 - 403b Payment	$100.00	
784047	07-01-2022	2043-0000-0-0000-0000-9506-00	PlanConnect	June 2022 - 403b Payment	$239.74	
723942	07-15-2022	1234-0000-0-0000-0000-9506-00		07-15-2022 Payroll		$1,264.17
724009	07-15-2022	1752-0000-0-0000-0000-9506-00		07-15-2022 Payroll		$175.00
724092	07-15-2022	2043-0000-0-0000-0000-9506-00		07-15-2022 Payroll		$132.06
724122	07-15-2022	1752-0000-0-0000-0000-9506-01		07-15-2022 Payroll		$100.00
784061	07-15-2022	1234-0000-0-0000-0000-9506-00	PlanConnect	July 2022- 403b Payment	$1,264.17	
784063	07-15-2022	1752-0000-0-0000-0000-9506-00	PlanConnect	July 2022- 403b Payment	$175.00	
784065	07-15-2022	1752-0000-0-0000-0000-9506-01	PlanConnect	July 2022- 403b Payment	$100.00	
784067	07-15-2022	2043-0000-0-0000-0000-9506-00	PlanConnect	July 2022- 403b Payment	$132.06	
724157	07-29-2022	1234-0000-0-0000-0000-9506-00		07-29-2022 Payroll		$1,447.17
724225	07-29-2022	1752-0000-0-0000-0000-9506-00		07-29-2022 Payroll		$175.00
724336	07-29-2022	1752-0000-0-0000-0000-9506-01		07-29-2022 Payroll		$100.00
784082	08-01-2022	1234-0000-0-0000-0000-9506-00	PlanConnect	July 2022 - 403b Payment	$1,447.17	
784084	08-01-2022	1752-0000-0-0000-0000-9506-00	PlanConnect	July 2022 - 403b Payment	$175.00	
784086	08-01-2022	1752-0000-0-0000-0000-9506-01	PlanConnect	July 2022 - 403b Payment	$100.00	
742297	08-15-2022	1234-0000-0-0000-0000-9506-00		08-15-2022 Payroll		$1,366.22
742365	08-15-2022	1752-0000-0-0000-0000-9506-00		08-15-2022 Payroll		$175.00
742492	08-15-2022	1752-0000-0-0000-0000-9506-01		08-15-2022 Payroll		$100.00
784092	08-15-2022	1234-0000-0-0000-0000-9506-00	PlanConnect	Aug 2022 - 403b Payment	$1,366.22	
784094	08-15-2022	1752-0000-0-0000-0000-9506-00	PlanConnect	Aug 2022 - 403b Payment	$175.00	
784096	08-15-2022	1752-0000-0-0000-0000-9506-01	PlanConnect	Aug 2022 - 403b Payment	$100.00	
	Total Activity				**$10,710.69**	**$10,710.69**
	Ending Balance					**$5,993.75**
9507 - Garnishment Payable						
	Balance Forward					**$0.00**
	Total Activity					**$0.00**
	Ending Balance					**$0.00**
9508 - Summer Holdback						
	Balance Forward					**$0.00**
	Total Activity					**$0.00**
	Ending Balance					**$0.00**
9509 - FSA Payable						
	Balance Forward					**$60,815.61**
683990	05-25-2022	1234-0000-0-0000-0000-9509-00		05-25-2022 Payroll		$168.85
684160	05-25-2022	1752-0000-0-0000-0000-9509-01		05-25-2022 Payroll		$119.12
684040	05-25-2022	1752-0000-0-0000-0000-9509-00		05-25-2022 Payroll		$271.84
684094	05-25-2022	1930-0000-0-0000-0000-9509-00		05-25-2022 Payroll		$592.42
684137	05-25-2022	2043-0000-0-0000-0000-9509-00		05-25-2022 Payroll		$44.14
684709	06-15-2022	1234-0000-0-0000-0000-9509-00		06-15-2022 Payroll		$168.85
684761	06-15-2022	1752-0000-0-0000-0000-9509-00		06-15-2022 Payroll		$271.84
684815	06-15-2022	1930-0000-0-0000-0000-9509-00		06-15-2022 Payroll		$592.42
684858	06-15-2022	2043-0000-0-0000-0000-9509-00		06-15-2022 Payroll		$44.14

Vista Legacy Global Academy
Supporting Documentation

684881	06-15-2022	1752-0000-0-0000-0000-9509-01		06-15-2022 Payroll			$119.12
684912	06-30-2022	1234-0000-0-0000-0000-9509-00		06-30-2022 Payroll			$168.85
684964	06-30-2022	1752-0000-0-0000-0000-9509-00		06-30-2022 Payroll			$271.84
685018	06-30-2022	1930-0000-0-0000-0000-9509-00		06-30-2022 Payroll			$592.42
685060	06-30-2022	2043-0000-0-0000-0000-9509-00		06-30-2022 Payroll			$44.14
685084	06-30-2022	1752-0000-0-0000-0000-9509-01		06-30-2022 Payroll			$119.12
762974	07-01-2022	1932-0000-0-0000-0000-9509-00		22-23 Beginning Balance			$327.45
723943	07-15-2022	1234-0000-0-0000-0000-9509-00		07-15-2022 Payroll			$546.88
724010	07-15-2022	1752-0000-0-0000-0000-9509-00		07-15-2022 Payroll			$140.80
724054	07-15-2022	1930-0000-0-0000-0000-9509-00		07-15-2022 Payroll			$827.25
724093	07-15-2022	2043-0000-0-0000-0000-9509-00		07-15-2022 Payroll			$85.08
724123	07-15-2022	1752-0000-0-0000-0000-9509-01		07-15-2022 Payroll			$318.74
724124	07-15-2022	1932-0000-0-0000-0000-9509-00		07-15-2022 Payroll			$157.88
724158	07-29-2022	1234-0000-0-0000-0000-9509-00		07-29-2022 Payroll			$380.21
724226	07-29-2022	1752-0000-0-0000-0000-9509-00		07-29-2022 Payroll			$140.80
724270	07-29-2022	1930-0000-0-0000-0000-9509-00		07-29-2022 Payroll			$827.25
724307	07-29-2022	2043-0000-0-0000-0000-9509-00		07-29-2022 Payroll			$85.08
724337	07-29-2022	1752-0000-0-0000-0000-9509-01		07-29-2022 Payroll			$318.74
724338	07-29-2022	1932-0000-0-0000-0000-9509-00		07-29-2022 Payroll			$157.88
742298	08-15-2022	1234-0000-0-0000-0000-9509-00		08-15-2022 Payroll			$387.29
742366	08-15-2022	1752-0000-0-0000-0000-9509-00		08-15-2022 Payroll			$140.80
742415	08-15-2022	1930-0000-0-0000-0000-9509-00		08-15-2022 Payroll			$929.34
742457	08-15-2022	2043-0000-0-0000-0000-9509-00		08-15-2022 Payroll			$85.08
742493	08-15-2022	1752-0000-0-0000-0000-9509-01		08-15-2022 Payroll			$318.74
742494	08-15-2022	1932-0000-0-0000-0000-9509-00		08-15-2022 Payroll			$302.95
		Total Activity					**$10,067.35**
		Ending Balance					**$70,882.96**
9510 - Credit Card Payable							
		Balance Forward				**$39,587.52**	
712001	05-17-2022	1234-0000-0-0000-0000-9510-00		Credit Card Accrual			$511.12
712020	05-17-2022	1752-0000-0-0000-0000-9510-00		Credit Card Accrual			$5,198.79
712050	05-17-2022	1930-0000-0-0000-0000-9510-00		Credit Card Accrual			$3,943.02
712054	05-17-2022	2043-0000-0-0000-0000-9510-00		Credit Card Accrual			$127.97
713071	05-17-2022	1234-0000-0-0000-0000-9510-00		Credit Card (K. Amaya) - 05-17-22			$1,425.58
713079	05-17-2022	2043-0000-0-0000-0000-9510-00		Credit Card (M. Rosner) - 05-17-22			$885.76
713081	05-17-2022	2043-0000-0-0000-0000-9510-00		Credit Card (M. Rosner) - 05-10-22			$2.99
658988	05-20-2022	1234-0000-0-0000-0000-9510-00	Cardmember Service	May 2022 Credit Card Payment		$17,912.18	
658992	05-20-2022	1234-0000-0-0000-0000-9510-00	Corporate Payment Systems	May 2022 Credit Card Payment		$1,139.41	
709716	05-26-2022	1234-0000-0-0000-0000-9510-00	Cardmember Service			$17,912.18	
717901	05-26-2022	1234-0000-0-0000-0000-9510-00		Move credit card payment between schools			$13,988.95
717902	05-26-2022	1752-0000-0-0000-0000-9510-00		Move credit card payment between schools		$5,743.67	
717904	05-26-2022	1930-0000-0-0000-0000-9510-00		Move credit card payment between schools		$5,470.37	
717906	05-26-2022	2043-0000-0-0000-0000-9510-00		Move credit card payment between schools		$2,774.91	
711795	05-31-2022	1234-0000-0-0000-0000-9510-00		Credit Card Accrual			$10,228.16
711798	05-31-2022	1234-6504-0-0000-0000-9510-00		Credit Card Accrual			$289.00
711819	05-31-2022	1752-0000-0-0000-0000-9510-00		Credit Card Accrual			$6,674.85
711851	05-31-2022	1930-0000-0-0000-0000-9510-00		Credit Card Accrual			$1,651.92
711862	05-31-2022	2043-0000-0-0000-0000-9510-00		Credit Card Accrual			$401.39
709977	06-16-2022	1234-0000-0-0000-0000-9510-00	Cardmember Service			$19,389.49	
711718	06-17-2022	1234-0000-0-0000-0000-9510-00		Credit Card Accrual			$5,251.60
711722	06-17-2022	1234-6504-0-0000-0000-9510-00		Credit Card Accrual			$1,672.87
711737	06-17-2022	1752-0000-0-0000-0000-9510-00		Credit Card Accrual			$4,484.13
711760	06-17-2022	1930-0000-0-0000-0000-9510-00		Credit Card Accrual			$6,166.91
711768	06-17-2022	2043-0000-0-0000-0000-9510-00		Credit Card Accrual			$684.84
675117	06-23-2022	1234-0000-0-0000-0000-9510-00	Corporate Payment Systems	June 2022 Credit Card Payment		$416.80	
712163	06-30-2022	1930-0000-0-0000-0000-9510-00		21-22 Title I Reclassifications			$84.61
712164	06-30-2022	1930-3010-0-0000-0000-9510-00		21-22 Title I Reclassifications		$84.61	

Vista Legacy Global Academy
Supporting Documentation

712195	06-30-2022	1930-0000-0-0000-0000-9510-00		21-22 Title II Reclassifications			$77.41
712196	06-30-2022	1930-4035-0-0000-0000-9510-00		21-22 Title II Reclassifications		$77.41	
712273	06-30-2022	1930-0000-0-0000-0000-9510-00		21-22 Title IV Reclassifications			$94.84
712274	06-30-2022	1930-4127-0-0000-0000-9510-00		21-22 Title IV Reclassifications		$94.84	
712328	06-30-2022	2043-0000-0-0000-0000-9510-00		Credit Card (M. Rosner) - 06-30-22			$1,549.17
712343	06-30-2022	1234-0000-0-0000-0000-9510-00		Credit Card (K. Amaya) - 06-30-22			$1,225.03
712377	06-30-2022	1930-0000-0-0000-0000-9510-00		Credit Card (C. Felch) - 06-30-22			$3,389.78
712378	06-30-2022	1752-0000-0-0000-0000-9510-00		Credit Card (C. Felch) - 06-30-22			$3,951.80
712379	06-30-2022	1930-0000-0-9071-0000-9510-00		Credit Card (C. Felch) - 06-30-22			$120.46
712380	06-30-2022	1752-0000-0-9071-0000-9510-00		Credit Card (C. Felch) - 06-30-22			$132.30
712381	06-30-2022	1234-0000-0-0000-0000-9510-00		Credit Card (C. Felch) - 06-30-22			$96.12
712382	06-30-2022	2043-0000-0-0000-0000-9510-00		Credit Card (C. Felch) - 06-30-22			$24.04
712415	06-30-2022	1234-0000-0-0000-0000-9510-00		Credit Card (D. Wilson) - 06-30-22			$179.33
712416	06-30-2022	1752-0000-0-0000-0000-9510-00		Credit Card (D. Wilson) - 06-30-22			$187.49
712417	06-30-2022	1930-0000-0-0000-0000-9510-00		Credit Card (D. Wilson) - 06-30-22			$170.71
712418	06-30-2022	2043-0000-0-0000-0000-9510-00		Credit Card (D. Wilson) - 06-30-22			$44.91
712436	06-30-2022	1752-0000-0-0000-0000-9510-00		Credit Card (L. Drake) - 06-30-22			$303.83
712437	06-30-2022	1930-0000-0-0000-0000-9510-00		Credit Card (L. Drake) - 06-30-22			$621.63
712820	06-30-2022	1752-0000-0-0000-0000-9510-00		21-22 Title IV Reclassifications			$866.29
712821	06-30-2022	1752-4127-0-0000-0000-9510-00		21-22 Title IV Reclassifications		$866.29	
712704	06-30-2022	1752-0000-0-0000-0000-9510-00		21-22 Title II Reclassifications			$170.02
712705	06-30-2022	1752-4035-0-0000-0000-9510-00		21-22 Title II Reclassifications		$170.02	
712941	06-30-2022	2043-0000-0-0000-0000-9510-00		21-22 Title II Reclassifications			$2,570.37
712942	06-30-2022	2043-4035-0-0000-0000-9510-00		21-22 Title II Reclassifications		$2,570.37	
713169	06-30-2022	1234-0000-0-0000-0000-9510-00		21-22 Title I Reclassifications			$1,092.84
713170	06-30-2022	1234-3010-0-0000-0000-9510-00		21-22 Title I Reclassifications		$1,092.84	
713257	06-30-2022	1234-0000-0-0000-0000-9510-00		21-22 Title II Reclassification			$151.32
713258	06-30-2022	1234-4035-0-0000-0000-9510-00		21-22 Title II Reclassification		$151.32	
713331	06-30-2022	1234-0000-0-0000-0000-9510-00		21-22 Title IV Reclassification			$625.09
713332	06-30-2022	1234-4127-0-0000-0000-9510-00		21-22 Title IV Reclassification		$625.09	
680175	07-05-2022	1234-0000-0-0000-0000-9510-00	Cardmember Service	June 2022 Credit Card Payment		$19,389.49	
783030	07-31-2022	1752-0000-0-0000-0000-9510-00		Credit Card (D. Wilson) - 07-31-22			$3.71
783029	07-31-2022	1234-0000-0-0000-0000-9510-00		Credit Card (D. Wilson) - 07-31-22			$2.93
783031	07-31-2022	1930-0000-0-0000-0000-9510-00		Credit Card (D. Wilson) - 07-31-22			$2.93
783032	07-31-2022	1932-0000-0-0000-0000-9510-00		Credit Card (D. Wilson) - 07-31-22			$2.45
783033	07-31-2022	2043-0000-0-0000-0000-9510-00		Credit Card (D. Wilson) - 07-31-22			$0.98
783074	07-31-2022	1234-0000-0-0000-0000-9510-00		Credit Card (D. Wilson) - 07-31-22			$348.67
783075	07-31-2022	1752-0000-0-0000-0000-9510-00		Credit Card (D. Wilson) - 07-31-22			$441.73
783076	07-31-2022	1930-0000-0-0000-0000-9510-00		Credit Card (D. Wilson) - 07-31-22			$348.67
783077	07-31-2022	1932-0000-0-0000-0000-9510-00		Credit Card (D. Wilson) - 07-31-22			$292.94
783078	07-31-2022	2043-0000-0-0000-0000-9510-00		Credit Card (D. Wilson) - 07-31-22			$116.28
783083	07-31-2022	1234-0000-0-0000-0000-9510-00		Credit Card (K. Amaya) - 07-31-22			$219.11
783096	07-31-2022	1234-0000-0-0000-0000-9510-00		Credit Card (K. Amaya) - 07-31-22			$37.03
783097	07-31-2022	1234-2600-0-0000-0000-9510-00		Credit Card (K. Amaya) - 07-31-22			$1,019.19
783098	07-31-2022	1234-4035-0-0000-0000-9510-00		Credit Card (K. Amaya) - 07-31-22			$900.00
783103	07-31-2022	2043-0000-0-0000-0000-9510-00		Credit Card (M. Rosner) - 07-31-22			$207.66
783106	07-31-2022	2043-0000-0-0000-0000-9510-00		Credit Card (M. Rosner) - 07-31-22			$372.10
783108	07-31-2022	2043-0000-0-0000-0000-9510-00		Credit Card (M. Rosner) - 07-31-22			$155.15
		Total Activity				**$95,881.29**	**$85,790.77**
		Ending Balance				**$49,678.04**	
9520 - Due to							
		Balance Forward					**$50,000.00**
		Total Activity					**$0.00**
		Ending Balance					**$50,000.00**
9590 - Due to Grantor Governements							
		Balance Forward					**$254,918.21**
709064	05-26-2022	1930-2600-0-0000-0000-9590-00		21-22 ELO Program Overpayment		$25,634.00	

Vista Legacy Global Academy
Supporting Documentation

709464	05-26-2022	1752-2600-0-0000-0000-9590-00		21-22 Expanded Learning Opportunities - Overpayment	$10,527.00	
709893	05-31-2022	2043-0000-0-0000-0000-9590-00		21-22 Oversight Fees		$595.00
709899	05-31-2022	2043-0000-0-0000-0000-9590-00		May 2022 Special Ed Fair Share Contrib.		$563.00
709901	05-31-2022	2043-0000-0-0000-0000-9590-00		May 2022 SpEd Charter Operated Program		$563.00
709903	05-31-2022	2043-0000-0-0000-0000-9590-00		Prop 39 Pro-Rata		$6,037.06
709914	06-03-2022	2043-0000-0-0000-0000-9590-00		May 2022 Special Ed Fair Share Contrib.	$563.00	
709916	06-03-2022	2043-0000-0-0000-0000-9590-00		May 2022 SpEd Charter Operated Program	$563.00	
709918	06-03-2022	2043-0000-0-0000-0000-9590-00		21-22 Oversight Fees	$595.00	
709920	06-03-2022	2043-0000-0-0000-0000-9590-00		Prop 39 Pro-Rata	$6,037.06	
709469	06-28-2022	1752-2600-0-0000-0000-9590-00		21-22 Expanded Learning Opportunities - Overpayment	$10,525.00	
699728	06-30-2022	1930-3010-0-0000-0000-9590-00		21-22 Title I, Part A - Overpayment		$6,776.00
699738	06-30-2022	1752-4035-0-0000-0000-9590-00		21-22 Title II, Part A - Overpayment		$2,214.00
699616	06-30-2022	1234-3010-0-0000-0000-9590-00		21-22 Title I, Part A - Overpayment		$2.00
699724	06-30-2022	1752-3010-0-0000-0000-9590-00		21-22 Title I, Part A - Overpayment		$22,304.00
711266	06-30-2022	2043-0000-0-0000-0000-9590-00		21-22 Oversight Fees		$593.00
711272	06-30-2022	2043-0000-0-0000-0000-9590-00		Jun 2022 Special Ed Fair Share Contrib.		$564.40
711274	06-30-2022	2043-0000-0-0000-0000-9590-00		Jun 2022 SpEd Charter Operated Program		$564.40
711276	06-30-2022	2043-0000-0-0000-0000-9590-00		Prop 39 Pro-Rata		$6,037.06
711308	06-30-2022	2043-0000-0-0000-0000-9590-00		21-22 Oversight Fees		$59.00
711314	06-30-2022	2043-0000-0-0000-0000-9590-00		21-22 Special Ed Fair Share Contrib.		$719.60
711316	06-30-2022	2043-0000-0-0000-0000-9590-00		21-22 SpEd Charter Operated Program		$719.60
711239	06-30-2022	1752-0000-0-0000-0000-9590-00		21-22 ILPT		$115,219.00
711286	06-30-2022	1234-0000-0-0000-0000-9590-00		21-22 Oversight Fee		$588.00
711292	06-30-2022	1234-0000-0-0000-0000-9590-00		21-22 SpEd Fair Share Contribution		$3,350.50
711294	06-30-2022	1234-0000-0-0000-0000-9590-00		21-22 SpEd Charter Operated Program		$3,350.50
711231	06-30-2022	1234-0000-0-0000-0000-9590-00		21-22 LCFF State Aid		$98,546.00
709073	06-30-2022	1930-2600-0-0000-0000-9590-00		21-22 ELO Program Overpayment	$25,634.00	
744292	07-01-2022	2043-0000-0-0000-0000-9590-00		21-22 Oversight Fee	$593.00	
744298	07-01-2022	2043-0000-0-0000-0000-9590-00		Jun 2022 Special Ed Fair Share Contrib.	$564.40	
744300	07-01-2022	2043-0000-0-0000-0000-9590-00		Jun 2022 SpEd Charter Operated Program	$564.40	
744302	07-01-2022	2043-0000-0-0000-0000-9590-00		Prop 39 Pro-Rata	$6,037.06	
762975	07-01-2022	1932-0000-0-0000-0000-9590-00		22-23 Beginning Balance (Other State)		$618.00
762976	07-01-2022	1932-0000-0-0000-0000-9590-00		22-23 Beginning Balance (Prop Tax Adj)		$6,438.00
762988	07-01-2022	1932-4203-0-0000-0000-9590-00		22-23 Beginning Balance		$2,279.62
744370	07-07-2022	1234-0000-0-0000-0000-9590-00		21-22 LCFF Overpayment	$98,546.00	
741275	07-08-2022	1752-4035-0-0000-0000-9590-00	California Department of Education	Reclass Invoice #C-068060	$2,214.00	
724380	07-18-2022	1752-0000-0-0000-0000-9590-00		21-22 ILPT		$94,540.00
744625	07-31-2022	2043-0000-0-0000-0000-9590-00		22-23 Oversight		$513.00
744631	07-31-2022	2043-0000-0-0000-0000-9590-00		22-23 SPED Fair Share Contrib		$559.00
744633	07-31-2022	2043-0000-0-0000-0000-9590-00		22-23 SPED Rev Retained for Charter Op Programs		$559.00
744635	07-31-2022	2043-0000-0-0000-0000-9590-00		Prop 39 Pro Rata		$18,435.00
		Total Activity			**$188,596.92**	**$393,306.74**
		Ending Balance				**$459,628.03**
9599 - Inter-Resource Payable						
		Balance Forward				**$1,286,720.09**
719771	06-30-2022	1234-0000-0-0000-0000-9599-00		Remove funds from ELO-PP		$30.00
719779	06-30-2022	1234-0000-0-0000-0000-9599-00		Reclass Adjustment		$153.23
719773	06-30-2022	1234-7422-0-0000-0000-9599-00		IPI Reclass		$148,598.00
719783	06-30-2022	1234-7029-0-0000-0000-9599-00		Reclass Adjustment		$14,773.00
721613	06-30-2022	1234-0000-0-0000-0000-9599-00		Balance Inter-Resource Receivables/Payables	$15.00	
721625	06-30-2022	1234-7425-0-0000-0000-9599-00		Balance Inter-Resource Receivables/Payables		$3,851.91
721627	06-30-2022	1234-0000-0-0000-0000-9599-00		Balance Inter-Resource Receivables/Payables	$9,226.62	
721635	06-30-2022	1234-0000-0-0000-0000-9599-00		Balance Inter-Resource Receivables/Payables	$153.23	
721643	06-30-2022	1234-6504-0-0000-0000-9599-00		Balance Inter-Resource Receivables/Payables		$6,743.68
721675	06-30-2022	1234-4203-0-0000-0000-9599-00		Balance Inter-Resource Receivables/Payables	$32,153.07	
721677	06-30-2022	1234-0000-0-0000-0000-9599-00		Balance Inter-Resource Receivables/Payables	$32,153.07	
721707	06-30-2022	1234-4127-0-0000-0000-9599-00		Balance Inter-Resource Receivables/Payables	$16,610.95	

Vista Legacy Global Academy
Supporting Documentation

721709	06-30-2022	1234-0000-0-0000-0000-9599-00	Balance Inter-Resource Receivables/Payables	$16,610.95	
721713	06-30-2022	1234-4124-0-0000-0000-9599-00	Balance Inter-Resource Receivables/Payables		$20,315.71
721719	06-30-2022	1234-3310-0-0000-0000-9599-00	Balance Inter-Resource Receivables/Payables	$1,501.46	
721744	06-30-2022	1234-3210-0-0000-0000-9599-00	Balance Inter-Resource Receivables/Payables	$1,273.05	
721746	06-30-2022	1234-3010-0-0000-0000-9599-00	Balance Inter-Resource Receivables/Payables	$253,054.61	
721749	06-30-2022	1234-9007-0-0000-0000-9599-00	Balance Inter-Resource Receivables/Payables		$1,428.00
721659	06-30-2022	1234-6010-0-0000-0000-9599-00	Balance Inter-Resource Receivables/Payables		$60,157.05
721667	06-30-2022	1234-5310-0-0000-0000-9599-00	Balance Inter-Resource Receivables/Payables		$22,505.86
721717	06-30-2022	1234-4035-0-0000-0000-9599-00		$15,091.43	
721758	06-30-2022	1234-9003-0-0000-0000-9599-00	Balance Inter-Resource Receivables/Payables		$15,290.94
721870	06-30-2022	1234-7422-0-0000-0000-9599-00	Balancing Resource Cash	$148,598.00	
721875	06-30-2022	1234-7029-0-0000-0000-9599-00	Balancing Resource Cash	$14,773.00	
721881	06-30-2022	1234-6300-0-0000-0000-9599-00	Balancing Resource Cash	$33,992.03	
721888	06-30-2022	1234-6030-0-0000-0000-9599-00	Balancing Resource Cash	$385,527.94	
721893	06-30-2022	1234-3310-0-0000-0000-9599-00	Balancing Resource Cash	$87,123.59	
721896	06-30-2022	1234-3215-0-0000-0000-9599-00	Balancing Resource Cash	$6,227.74	
721904	06-30-2022	1234-3210-0-0000-0000-9599-00	Balancing Resource Cash	$43,825.09	
721909	06-30-2022	1234-9003-0-0000-0000-9599-00	Balancing Resource Cash	$1,866.73	
721912	06-30-2022	1234-9002-0-9070-0000-9599-00	Balancing Resource Cash	$2,936.88	
721919	06-30-2022	1234-1400-0-0000-0000-9599-00	Balancing Resource Cash	$819,001.00	
721925	06-30-2022	1234-6266-0-0000-0000-9599-00	Balancing Resource Cash	$79,122.00	
721929	06-30-2022	1234-0000-0-0000-0000-9599-00	Balance Inter-Resource Receivables/Payables	$269,647.58	
721932	06-30-2022	2043-7425-0-0000-0000-9599-00	Balance Inter-Resource Receivables/Payables	$950.00	
721934	06-30-2022	2043-0000-0-0000-0000-9599-00	Balance Inter-Resource Receivables/Payables	$3,554.88	
721939	06-30-2022	2043-7422-0-0000-0000-9599-00	Balance Inter-Resource Receivables/Payables	$26,606.00	
721944	06-30-2022	2043-6500-0-0000-0000-9599-00	Balance Inter-Resource Receivables/Payables	$1,939.65	
721949	06-30-2022	2043-6300-0-0000-0000-9599-00	Balance Inter-Resource Receivables/Payables	$7,603.20	
721957	06-30-2022	2043-6266-0-0000-0000-9599-00	Balance Inter-Resource Receivables/Payables	$14,418.00	
721964	06-30-2022	2043-4610-0-0000-0000-9599-00	Balance Inter-Resource Receivables/Payables	$143,638.64	
721966	06-30-2022	2043-0000-0-0000-0000-9599-00	Balance Inter-Resource Receivables/Payables	$44,812.91	
721971	06-30-2022	2043-4035-0-0000-0000-9599-00	Balance Inter-Resource Receivables/Payables	$10,870.83	
721973	06-30-2022	2043-3310-0-0000-0000-9599-00	Balance Inter-Resource Receivables/Payables	$17,575.26	
721983	06-30-2022	2043-3215-0-0000-0000-9599-00	Balance Inter-Resource Receivables/Payables	$663.22	
721985	06-30-2022	2043-0000-0-0000-0000-9599-00	Balance Inter-Resource Receivables/Payables	$0.62	
722001	06-30-2022	2043-3210-0-0000-0000-9599-00	Balance Inter-Resource Receivables/Payables	$6,941.95	
722003	06-30-2022	2043-0000-0-0000-0000-9599-00	Balance Inter-Resource Receivables/Payables	$218.75	
722007	06-30-2022	2043-3010-0-0000-0000-9599-00	Balance Inter-Resource Receivables/Payables	$32,424.62	
722009	06-30-2022	2043-2600-0-0000-0000-9599-00	Balance Inter-Resource Receivables/Payables	$31,223.00	
722023	06-30-2022	2043-9103-0-0000-0000-9599-00	Balance Inter-Resource Receivables/Payables	$38,822.22	
722034	06-30-2022	2043-1400-0-0000-0000-9599-00	Balance Inter-Resource Receivables/Payables	$14,791.00	
722042	06-30-2022	2043-1100-0-0000-0000-9599-00	Balance Inter-Resource Receivables/Payables	$25,814.08	
722049	06-30-2022	2043-5310-0-0000-0000-9599-00	Balance Inter-Resource Receivables/Payables		$4,680.86
722055	06-30-2022	2043-0000-0-0000-0000-9599-00	Balance Inter-Resource Receivables/Payables	$932.36	
722061	06-30-2022	2043-3212-0-0000-0000-9599-00	Balance Inter-Resource Receivables/Payables		$8,745.49
722063	06-30-2022	2043-0000-0-0000-0000-9599-00	Balance Inter-Resource Receivables/Payables	$2,837.38	
722068	06-30-2022	2043-0000-0-0000-0000-9599-00	Balance Inter-Resource Receivables/Payables	$9,616.31	
712135	06-30-2022	1930-0000-0-0000-0000-9599-00	21-22 Title I Reclassifications		$10,161.04
712141	06-30-2022	1930-0000-0-0000-0000-9599-00	21-22 Title I Reclassifications		$121,441.00
712145	06-30-2022	1930-3010-0-0000-0000-9599-00	21-22 Title I Reclassifications		$12,653.07
712149	06-30-2022	1930-3010-0-0000-0000-9599-00	21-22 Title I Reclassifications		$4,419.65
712153	06-30-2022	1930-0000-0-0000-0000-9599-00	21-22 Title I Reclassifications		$11,194.00
712157	06-30-2022	1930-3010-0-0000-0000-9599-00	21-22 Title I Reclassifications		$102,168.43
712161	06-30-2022	1930-3010-0-0000-0000-9599-00	21-22 Title I Reclassifications		$9,553.28
712165	06-30-2022	1930-3010-0-0000-0000-9599-00	21-22 Title I Reclassifications		$84.61
712175	06-30-2022	1930-0000-0-0000-0000-9599-00	21-22 Title II Reclassifications		$14,377.22
712181	06-30-2022	1930-0000-0-0000-0000-9599-00	21-22 Title II Reclassifications		$19,629.00
712185	06-30-2022	1930-4035-0-0000-0000-9599-00	21-22 Title II Reclassifications		$21,434.81

Vista Legacy Global Academy
Supporting Documentation

712189	06-30-2022	1930-4035-0-0000-0000-9599-00	21-22 Title II Reclassifications	$10,165.00
712193	06-30-2022	1930-0000-0-0000-0000-9599-00	21-22 Title II Reclassifications	$1,400.00
712197	06-30-2022	1930-4035-0-0000-0000-9599-00	21-22 Title II Reclassifications	$77.41
712205	06-30-2022	1930-0000-0-0000-0000-9599-00	21-22 Title III Reclassifications	$1,693.14
712211	06-30-2022	1930-0000-0-0000-0000-9599-00	21-22 Title III Reclassifications	$16,965.00
712215	06-30-2022	1930-4203-0-0000-0000-9599-00	21-22 Title III Reclassifications	$813.34
712219	06-30-2022	1930-4203-0-0000-0000-9599-00	21-22 Title III Reclassifications	$18,137.56
712223	06-30-2022	1930-4203-0-0000-0000-9599-00	21-22 Title III Reclassifications	$526.24
712244	06-30-2022	1930-4127-0-0000-0000-9599-00	21-22 Title IV Reclassifications	$16,723.98
712248	06-30-2022	1930-0000-0-0000-0000-9599-00	21-22 Title IV Reclassifications	$15,564.98
712288	06-30-2022	1752-0000-0-0000-0000-9599-00	21-22 Title I Reclassifications	$172,358.24
712300	06-30-2022	1752-3010-0-0000-0000-9599-00	21-22 Title I Reclassifications	$165,436.58
712781	06-30-2022	1752-0000-0-0000-0000-9599-00	21-22 Title III Reclassifications	$34,385.32
712793	06-30-2022	1752-4203-0-0000-0000-9599-00	21-22 Title III Reclassifications	$24,487.32
712805	06-30-2022	1752-0000-0-0000-0000-9599-00	21-22 Title IV Reclassifications	$18,840.12
712813	06-30-2022	1752-4127-0-0000-0000-9599-00	21-22 Title IV Reclassifications	$21,040.12
712691	06-30-2022	1752-0000-0-0000-0000-9599-00	21-22 Title II Reclassifications	$27,577.33
712699	06-30-2022	1752-4035-0-0000-0000-9599-00	21-22 Title II Reclassifications	$21,305.33
712902	06-30-2022	2043-0000-0-0000-0000-9599-00	21-22 Title I Reclassifications	$32,424.62
712912	06-30-2022	2043-3010-0-0000-0000-9599-00	21-22 Title I Reclassifications	$30,304.49
712932	06-30-2022	2043-0000-0-0000-0000-9599-00	21-22 Title II Reclassifications	$10,870.83
712938	06-30-2022	2043-4035-0-0000-0000-9599-00	21-22 Title II Reclassifications	$12,238.83
713156	06-30-2022	1234-0000-0-0000-0000-9599-00	21-22 Title I Reclassifications	$253,056.61
713164	06-30-2022	1234-3010-0-0000-0000-9599-00	21-22 Title I Reclassifications	$241,434.61
713244	06-30-2022	1234-0000-0-0000-0000-9599-00	21-22 Title II Reclassification	$15,091.43
713250	06-30-2022	1234-4035-0-0000-0000-9599-00	21-22 Title II Reclassification	$15,261.43
713274	06-30-2022	1234-0000-0-0000-0000-9599-00	21-22 Title III Reclassification	$32,153.07
713294	06-30-2022	1234-4203-0-0000-0000-9599-00	21-22 Title III Reclassification	$33,198.07
713318	06-30-2022	1234-4127-0-0000-0000-9599-00	21-22 Title IV Reclassification	$23,533.95
713322	06-30-2022	1234-0000-0-0000-0000-9599-00	21-22 Title IV Reclassification	$16,610.95
737974	06-30-2022	1752-3212-0-0000-0000-9599-00	21-22 ESSER II Reclassification	$1,571.44
737996	06-30-2022	1752-0000-0-0000-0000-9599-00	21-22 GEER Reclassification	$68.64
738010	06-30-2022	1752-6266-0-0000-0000-9599-00	21-22 Educator Effectiveness Reclassification	$56,337.00
738028	06-30-2022	1752-6030-0-0000-0000-9599-00	21-22 SB740 Reclassification	$106,239.40
738036	06-30-2022	1752-6300-0-0000-0000-9599-00	21-22 Prop 20 Lottery Reclassification	$23,681.53
738041	06-30-2022	1752-1100-0-0000-0000-9599-00	21-22 Non-Prop 20 Lottery Reclassification	$51,120.43
738060	06-30-2022	1930-3210-0-0000-0000-9599-00	21-22 CARES Reclassification	$4,047.21
738090	06-30-2022	1930-6030-0-0000-0000-9599-00	21-22 SB740 Reclassification	$54,666.83
738096	06-30-2022	1930-6266-0-0000-0000-9599-00	21-22 Educator Effectiveness Reclassification	$50,790.00
738107	06-30-2022	1930-6300-0-0000-0000-9599-00	21-22 Prop 20 Lottery Reclassification	$21,376.35
738116	06-30-2022	1930-1100-0-0000-0000-9599-00	21-22 Non-Prop 20 Lottery Reclassification	$46,333.63
741049	06-30-2022	1930-7422-0-0000-0000-9599-00		$53,078.00
741053	06-30-2022	1930-6546-0-0000-0000-9599-00		$2,059.00
741059	06-30-2022	1930-0000-0-0000-0000-9599-00		$12,707.75
741061	06-30-2022	1930-3310-0-0000-0000-9599-00		$31,134.00
741065	06-30-2022	1930-1400-0-0000-0000-9599-00		$60,198.00
741070	06-30-2022	1930-0000-0-0000-0000-9599-00		$2,888.70
741073	06-30-2022	1752-7422-0-0000-0000-9599-00		$65,389.00
741077	06-30-2022	1752-6546-0-0000-0000-9599-00		$12,715.00
741079	06-30-2022	1752-3310-0-0000-0000-9599-00		$38,114.00
741085	06-30-2022	1752-0000-0-0000-0000-9599-00		$10,111.60
741089	06-30-2022	1752-1400-0-0000-0000-9599-00		$66,902.00
743148	06-30-2022	1752-3213-0-0000-0000-9599-00	21-22 Year End Adjustment	$9,275.68
743256	06-30-2022	1752-1100-0-0000-0000-9599-00	21-22 Year End Adjustment	$50,882.67
743280	06-30-2022	1930-7422-0-0000-0000-9599-00	21-22 Year End Adjustment	$53,078.00
743024	06-30-2022	1752-0000-0-0000-0000-9599-00	21-22 Year End Adjustment	$11,041.62
743026	06-30-2022	1752-7422-0-0000-0000-9599-00	21-22 Year End Adjustment	$65,389.00

Vista Legacy Global Academy
Supporting Documentation

743030	06-30-2022	1752-6546-0-0000-0000-9599-00	21-22 Year End Adjustment	$8,973.00	
743034	06-30-2022	1752-6512-0-0000-0000-9599-00	21-22 Year End Adjustment	$1,967.00	
743042	06-30-2022	1752-6500-0-0000-0000-9599-00	21-22 Year End Adjustment	$48,382.61	
743045	06-30-2022	1752-0000-0-0000-0000-9599-00	21-22 Year End Adjustment	$60,940.60	
743050	06-30-2022	1752-6300-0-0000-0000-9599-00	21-22 Year End Adjustment	$24,128.19	
743056	06-30-2022	1752-6266-0-0000-0000-9599-00	21-22 Year End Adjustment	$56,337.00	
743060	06-30-2022	1752-6030-0-0000-0000-9599-00	21-22 Year End Adjustment	$162,122.21	
743094	06-30-2022	1752-4124-0-0000-0000-9599-00	21-22 Year End Adjustment		$294,050.02
743104	06-30-2022	1752-3310-0-0000-0000-9599-00	21-22 Year End Adjustment	$52,075.00	
743128	06-30-2022	1752-3215-0-0000-0000-9599-00	21-22 Year End Adjustment	$10,648.64	
743132	06-30-2022	1752-0000-0-0000-0000-9599-00	21-22 Year End Adjustment	$68.64	
743082	06-30-2022	1752-4203-0-0000-0000-9599-00	21-22 Year End Adjustment	$34,385.32	
743084	06-30-2022	1752-4127-0-0000-0000-9599-00	21-22 Year End Adjustment	$18,840.12	
743098	06-30-2022	1752-4035-0-0000-0000-9599-00	21-22 Year End Adjustment	$25,363.33	
743215	06-30-2022	1752-3210-0-0000-0000-9599-00	21-22 Year End Adjustment	$71,819.65	
743219	06-30-2022	1752-0000-0-0000-0000-9599-00	21-22 Year End Adjustment	$4,756.12	
743170	06-30-2022	1752-3212-0-0000-0000-9599-00	21-22 Year End Adjustment		$88,923.76
743222	06-30-2022	1752-3010-0-0000-0000-9599-00	21-22 Year End Adjustment	$165,436.58	
743233	06-30-2022	1752-9100-0-0000-0000-9599-00	21-22 Year End Adjustment		$13,082.21
743240	06-30-2022	1752-9006-0-0000-0000-9599-00	21-22 Year End Adjustment	$240.00	
743244	06-30-2022	1752-9002-0-0000-0000-9599-00	21-22 Year End Adjustment	$5,283.00	
743252	06-30-2022	1752-1400-0-0000-0000-9599-00	21-22 Year End Adjustment	$48,788.00	
743264	06-30-2022	1752-0000-0-0000-0000-9599-00	21-22 Year End Adjustment	$188,358.65	
743276	06-30-2022	1930-7426-0-0000-0000-9599-00	21-22 Year End Adjustment		$6,120.98
743284	06-30-2022	1930-6546-0-0000-0000-9599-00	21-22 Year End Adjustment	$2,059.00	
743297	06-30-2022	1930-6500-0-0000-0000-9599-00	21-22 Year End Adjustment	$18,095.94	
743301	06-30-2022	1930-0000-0-0000-0000-9599-00	21-22 Year End Adjustment	$14,766.75	
743306	06-30-2022	1930-6300-0-0000-0000-9599-00	21-22 Year End Adjustment	$21,376.35	
743369	06-30-2022	1930-6266-0-0000-0000-9599-00	21-22 Year End Adjustment	$50,790.00	
743373	06-30-2022	1930-6030-0-0000-0000-9599-00	21-22 Year End Adjustment	$73,791.83	
743387	06-30-2022	1930-5310-0-0000-0000-9599-00	21-22 Year End Adjustment		$21.63
743380	06-30-2022	1930-6010-0-0000-0000-9599-00	21-22 Year End Adjustment		$54,972.09
743391	06-30-2022	1930-4203-0-0000-0000-9599-00	21-22 Year End Adjustment	$18,658.14	
743393	06-30-2022	1930-4127-0-0000-0000-9599-00	21-22 Year End Adjustment	$15,564.98	
743397	06-30-2022	1930-0000-0-0000-0000-9599-00	21-22 Year End Adjustment	$2,888.70	
743399	06-30-2022	1930-4035-0-0000-0000-9599-00	21-22 Year End Adjustment	$35,406.22	
743401	06-30-2022	1930-3310-0-0000-0000-9599-00	21-22 Year End Adjustment	$24,477.00	
743407	06-30-2022	1930-3215-0-0000-0000-9599-00	21-22 Year End Adjustment	$10,974.50	
743432	06-30-2022	1930-3213-0-0000-0000-9599-00	21-22 Year End Adjustment	$8,473.42	
743419	06-30-2022	1930-3214-0-0000-0000-9599-00	21-22 Year End Adjustment		$37,008.76
743443	06-30-2022	1930-3212-0-0000-0000-9599-00	21-22 Year End Adjustment	$39,267.25	
743447	06-30-2022	1930-0000-0-0000-0000-9599-00	21-22 Year End Adjustment	$4,047.21	
743454	06-30-2022	1930-3210-0-0000-0000-9599-00	21-22 Year End Adjustment	$4,047.21	
743458	06-30-2022	1930-0000-0-0000-0000-9599-00	21-22 Year End Adjustment	$13,782.01	
743461	06-30-2022	1930-3010-0-0000-0000-9599-00	21-22 Year End Adjustment	$128,879.04	
743469	06-30-2022	1930-9002-0-0000-0000-9599-00	21-22 Year End Adjustment	$4,143.60	
743473	06-30-2022	1930-1400-0-0000-0000-9599-00	21-22 Year End Adjustment	$44,567.00	
743477	06-30-2022	1930-1100-0-0000-0000-9599-00	21-22 Year End Adjustment	$45,825.24	
743481	06-30-2022	1930-0000-0-0000-0000-9599-00	21-22 Year End Adjustment	$200,423.30	
720815	06-30-2022	1234-6300-0-0000-0000-9599-00	Prop20 Lottery Reclass		$20,114.13
720820	06-30-2022	1234-6266-0-0000-0000-9599-00	Ed. Effectiveness Grant Reclass		$79,122.00
720824	06-30-2022	1234-6030-0-0000-0000-9599-00			$314,699.85
720836	06-30-2022	1234-3215-0-0000-0000-9599-00	GEER Overage		$0.23
720844	06-30-2022	1234-3310-0-0000-0000-9599-00	SPED Reclass		$95,717.00
720865	06-30-2022	1234-1400-0-0000-0000-9599-00	EPA Reclass		$622,583.01
720878	06-30-2022	2043-7422-0-0000-0000-9599-00	IPI Reclass		$26,606.00
720888	06-30-2022	2043-6266-0-0000-0000-9599-00	Ed. Effectiveness Reclass		$14,418.00

Vista Legacy Global Academy
Supporting Documentation

720900	06-30-2022	2043-0000-0-0000-0000-9599-00		Title V reclass (no longer used)		$62,662.61
720910	06-30-2022	2043-0000-0-0000-0000-9599-00		Federal Reclass		$932.36
720912	06-30-2022	2043-3310-0-0000-0000-9599-00		Reclass SPED expenses		$22,843.00
720883	06-30-2022	2043-6300-0-0000-0000-9599-00		Prop20 Lottery Reclass		$12,327.09
721210	06-30-2022	2043-0000-0-0000-0000-9599-00		Final 21-22 Accruals		$0.62
721221	06-30-2022	2043-3210-0-0000-0000-9599-00		Final 21-22 Accruals		$2,837.38
721223	06-30-2022	2043-1400-0-0000-0000-9599-00		EPA Reclass (21-22)		$15,232.00
721231	06-30-2022	2043-1100-0-0000-0000-9599-00		NonProp 20 Lottery Reclass		$30,149.26
721239	06-30-2022	2043-2600-0-0000-0000-9599-00		ELO Reclass		$31,223.00
762978	07-01-2022	1932-0000-0-0000-0000-9599-00		22-23 Beginning Balance		$103,295.19
762982	07-01-2022	1932-3310-0-0000-0000-9599-00		22-23 Beginning Balance		$49,356.97
762984	07-01-2022	1932-4035-0-0000-0000-9599-00		22-23 Beginning Balance		$5,922.00
762986	07-01-2022	1932-4127-0-0000-0000-9599-00		22-23 Beginning Balance		$5,000.00
762991	07-01-2022	1932-5310-0-0000-0000-9599-00		22-23 Beginning Balance		$30,000.00
762992	07-01-2022	1932-5310-0-0000-0000-9599-00		22-23 Beginning Balance		$2,000.00
762998	07-01-2022	1932-6500-0-0000-0000-9599-00		22-23 Beginning Balance		$16,974.00
		Total Activity			**$4,667,625.22**	**$4,747,790.40**
		Ending Balance				**$1,366,885.27**
9610 - Due to Other Funds						
		Balance Forward				**$610,066.57**
		Total Activity				**$0.00**
		Ending Balance				**$610,066.57**
9620 - Due to Student Groups/Other Agencies						
		Balance Forward				**$0.00**
714000	06-17-2022	1234-0000-0-0000-0000-9620-00		Wire-In from Bond		$769,671.06
		Total Activity				**$769,671.06**
		Ending Balance				**$769,671.06**
9640 - Current Loans						
		Balance Forward				**$0.00**
		Total Activity				**$0.00**
		Ending Balance				**$0.00**
9650 - Unearned Revenue						
		Balance Forward				**$8,055.66**
712200	06-10-2022	1930-4035-0-0000-0000-9650-00	California Department of Education	Reclass Invoice #C-067966		$715.00
675189	06-10-2022	1930-4035-0-0000-0000-9650-00	California Department of Education	Overpayment of 21-22 Title II, Part A Funds	$715.00	
722839	06-30-2022	2043-6053-0-0000-0000-9650-00		21-22 Deferred		$51,512.00
737982	06-30-2022	1752-3213-0-0000-0000-9650-00		ESSER III allocation to 22-23		$70,287.73
737994	06-30-2022	1752-3214-0-0000-0000-9650-00		ESSER III - LL allocation to 22-23		$25,220.40
738002	06-30-2022	1752-3217-0-0000-0000-9650-00		ELO GEER II allocation to 22-23		$1,750.00
738004	06-30-2022	1752-3218-0-0000-0000-9650-00		ELO ESSER III - SR Emergency Need allocation 22-23		$4,972.00
738008	06-30-2022	1752-5810-0-0000-0000-9650-00		Other Restricted Fed allotment to 22-23		$614.00
738066	06-30-2022	1930-3213-0-0000-0000-9650-00		ESSER III allocation to 22-23		$43,829.51
738072	06-30-2022	1930-3216-0-0000-0000-9650-00		ELO ESSER II - SR allocation to 22-23		$6,357.00
738080	06-30-2022	1930-3219-0-0000-0000-9650-00		ELO ESSER III - SR Learning Loss allocation to 22-23		$7,144.00
738082	06-30-2022	1930-5810-0-0000-0000-9650-00		Other Restricted Fed allotment to 22-23		$614.00
738084	06-30-2022	1930-6053-0-0000-0000-9650-00		UPK allotment to 22-23		$56,647.00
738000	06-30-2022	1752-3216-0-0000-0000-9650-00		ELO ESSER II - SR allocation to 22-23		$7,627.00
738006	06-30-2022	1752-3219-0-0000-0000-9650-00		ELO ESSER III - SR Learning Loss allocation to 22-23		$8,570.00
738070	06-30-2022	1930-3215-0-0000-0000-9650-00		GEER allocation to 22-23		$0.89
738074	06-30-2022	1930-3217-0-0000-0000-9650-00		ELO GEER II allocation to 22-23		$1,459.00
738078	06-30-2022	1930-3218-0-0000-0000-9650-00		ELO ESSER III - SR Emergency Need allocation 22-23		$4,144.00
720828	06-30-2022	1234-5810-0-0000-0000-9650-00		PEBT Reclass (Unspent)		$614.00
720848	06-30-2022	1234-3219-0-0000-0000-9650-00		Deferred Funds not Spent as of 06/30/2022		$11,546.00
720850	06-30-2022	1234-3218-0-0000-0000-9650-00		Deferred Funds not Spent as of 06/30/2022		$6,698.00
720852	06-30-2022	1234-3217-0-0000-0000-9650-00		Deferred Funds not Spent as of 06/30/2022		$2,358.00
720854	06-30-2022	1234-3213-0-0000-0000-9650-00		Deferred Funds not Spent as of 06/30/2022		$111,511.89

Vista Legacy Global Academy
Supporting Documentation

720892	06-30-2022	2043-5810-0-0000-0000-9650-00		PEBT Reclass (Unspent)			$614.00
721201	06-30-2022	2043-3219-0-0000-0000-9650-00		Final 21-22 Accruals			$2,179.00
721203	06-30-2022	2043-3218-0-0000-0000-9650-00		Final 21-22 Accruals			$1,264.00
721205	06-30-2022	2043-3217-0-0000-0000-9650-00		Final 21-22 Accruals			$445.00
721207	06-30-2022	2043-3216-0-0000-0000-9650-00		Final 21-22 Accruals			$1,939.00
721213	06-30-2022	2043-3214-0-0000-0000-9650-00		Final 21-22 Accruals			$2,225.80
721215	06-30-2022	2043-3213-0-0000-0000-9650-00		Final 21-22 Accruals			$8,903.20
762980	07-01-2022	1932-3213-0-0000-0000-9650-00		22-23 Beginning Balance			$78,247.00
762994	07-01-2022	1932-6053-0-0000-0000-9650-00		22-23 Beginning Balance			$57,848.00
762996	07-01-2022	1932-6266-0-0000-0000-9650-00		22-23 Beginning Balance			$33,326.35
763000	07-01-2022	1932-6536-0-0000-0000-9650-00		22-23 Beginning Balance			$641.38
763002	07-01-2022	1932-6537-0-0000-0000-9650-00		22-23 Beginning Balance			$4,114.81
763004	07-01-2022	1932-7028-0-0000-0000-9650-00		22-23 Beginning Balance			$36,091.00
689197	07-08-2022	1752-4035-0-0000-0000-9650-00	California Department of Education	Recovery of overpayment of FY 21/22 Title II, Part		$2,214.00	
741274	07-08-2022	1752-4035-0-0000-0000-9650-00	California Department of Education	Reclass Invoice #C-068060			$2,214.00
		Total Activity				**$2,929.00**	**$654,243.96**
		Ending Balance					**$659,370.62**
9651 - Refundable Advances							
		Balance Forward					**$0.00**
		Total Activity					**$0.00**
		Ending Balance					**$0.00**
9660 - Long-Term Liabilities							
		Balance Forward					**$149,998.00**
		Total Activity					**$0.00**
		Ending Balance					**$149,998.00**
9661 - General Obligation Bond Payable							
		Balance Forward					**$0.00**
		Total Activity					**$0.00**
		Ending Balance					**$0.00**
9662 - State School Building Loans Payable							
		Balance Forward					**$0.00**
		Total Activity					**$0.00**
		Ending Balance					**$0.00**
9664 - Net OPEB Obligation							
		Balance Forward					**$0.00**
		Total Activity					**$0.00**
		Ending Balance					**$0.00**
9665 - Compensated Absences Payable							
		Balance Forward					**$0.00**
		Total Activity					**$0.00**
		Ending Balance					**$0.00**
9666 - Certificates of Participation (COPs) Payable							
		Balance Forward					**$0.00**
		Total Activity					**$0.00**
		Ending Balance					**$0.00**
9667 - Capital Leases Payable							
		Balance Forward					**$0.00**
		Total Activity					**$0.00**
		Ending Balance					**$0.00**
9668 - Lease Revenue Bonds Payable							
		Balance Forward					**$0.00**
		Total Activity					**$0.00**
		Ending Balance					**$0.00**
9669 - Other General Long-Term Debt							
		Balance Forward					**$0.00**

Total Activity	$0.00
Ending Balance	$0.00
9690 - Deferred Inflows of Resources	
Balance Forward	$0.00
Total Activity	$0.00
Ending Balance	$0.00
Equity	
9701 - Opening Balance Equity	
Balance Forward	$0.00
Total Activity	$0.00
Ending Balance	$0.00
9711 - Nonspendable Revolving Cash	
Balance Forward	$0.00
Total Activity	$0.00
Ending Balance	$0.00
9712 - Nonspendable Stores	
Balance Forward	$0.00
Total Activity	$0.00
Ending Balance	$0.00
9713 - Nonspendable Prepaid Items	
Balance Forward	$0.00
Total Activity	$0.00
Ending Balance	$0.00
9719 - All Other Nonspendable Assets	
Balance Forward	$0.00
Total Activity	$0.00
Ending Balance	$0.00
9720 - Reserve for Encumbrances	
Balance Forward	$0.00
Total Activity	$0.00
Ending Balance	$0.00
9730 - General Reserve	
Balance Forward	$0.00
Total Activity	$0.00
Ending Balance	$0.00
9740 - Restricted Balance	
Balance Forward	$0.00
Total Activity	$0.00
Ending Balance	$0.00
9750 - Stabilization Arrangements	
Balance Forward	$0.00
Total Activity	$0.00
Ending Balance	$0.00
9760 - Other Commitments	
Balance Forward	$0.00
Total Activity	$0.00
Ending Balance	$0.00
9770 - Designated for Economic Uncertainties	
Balance Forward	$0.00
Total Activity	$0.00
Ending Balance	$0.00
9775 - Designated for the Unrealized Gains of Invest	
Balance Forward	$0.00
Total Activity	$0.00
Ending Balance	$0.00

Vista Legacy Global Academy
Supporting Documentation

9780 - Other Assignments			
Balance Forward			**$0.00**
Total Activity			**$0.00**
Ending Balance			**$0.00**
9789 - Reserve for Economic Uncertainties			
Balance Forward			**$0.00**
Total Activity			**$0.00**
Ending Balance			**$0.00**
9790 - Unassigned/Unappropriated/Unrestricted Net			
Balance Forward			**$0.00**
Total Activity			**$0.00**
Ending Balance			**$0.00**
9791 - Beginning Fund Balance			
Balance Forward			**$2,417,216.62**
762977 07-01-2022	1932-0000-0-0000-0000-9791-00	22-23 Beginning Balance	$3,588,719.73
Total Activity			**$3,588,719.73**
Ending Balance			**$6,005,936.35**
9793 - Audit Adjustments			
Balance Forward			**$0.00**
Total Activity			**$0.00**
Ending Balance			**$0.00**
9795 - Other Restatements			
Balance Forward			**$45,649.32**
Total Activity			**$0.00**
Ending Balance			**$45,649.32**
9796 - Net Investment in Capital Assets			
Balance Forward			**$0.00**
Total Activity			**$0.00**
Ending Balance			**$0.00**
9797 - Restricted Net Position			
Balance Forward			**$0.00**
Total Activity			**$0.00**
Ending Balance			**$0.00**
9810 - Estimated Revenue			
Balance Forward			**$0.00**
Total Activity			**$0.00**
Ending Balance			**$0.00**
9820 - Appropriations			
Balance Forward			**$0.00**
Total Activity			**$0.00**
Ending Balance			**$0.00**
9830 - Encumbrances			
Balance Forward			**$0.00**
Total Activity			**$0.00**
Ending Balance			**$0.00**
9840 - Revenue			
Balance Forward			**$0.00**
Total Activity			**$0.00**
Ending Balance			**$0.00**
9850 - Expenditures			
Balance Forward			**$0.00**
Total Activity			**$0.00**
Ending Balance			**$0.00**
9980 - Amount Available			
Balance Forward			**$0.00**

Vista Legacy Global Academy
Supporting Documentation

	Total Activity				**$0.00**
	Ending Balance				**$0.00**
9989 - Amount to be Provided					
	Balance Forward			**$0.00**	
	Total Activity				**$0.00**
	Ending Balance				**$0.00**
9990 - Investment in General Fixed Assets					
	Balance Forward			**$0.00**	
	Total Activity				**$0.00**
	Ending Balance				**$0.00**
Revenue					
8000 - Revenues and Other Financing Sources					
	Total Activity				**$0.00**
	Ending Balance				**$0.00**
8011 - LCFF State Aid					
708983	05-26-2022	1930-0000-0-0000-0000-8011-00	May 2022 LCFF State Aid		$291,046.00
709186	05-26-2022	1752-0000-0-0000-0000-8011-00	New or Expanding Charter Advance Payment	$74,160.00	
709187	05-26-2022	1752-0000-0-0000-0000-8011-00	May 2022 LCFF State Aid		$300,823.00
711657	05-31-2022	1234-0000-0-0000-0000-8011-00	May 2022 LCFF State Aid		$139,119.00
710771	06-02-2022	2043-0000-0-0000-0000-8011-00	May 2022 LCFF State Aid		$57,167.00
711261	06-30-2022	2043-0000-0-0000-0000-8011-00	21-22 LCFF State Aid		$56,034.00
711230	06-30-2022	1234-0000-0-0000-0000-8011-00	21-22 LCFF State Aid	$98,546.00	
738048	06-30-2022	1752-0000-0-0000-0000-8011-00	21-22 LCFF YE Accrual		$129,967.00
738122	06-30-2022	1930-0000-0-0000-0000-8011-00	21-22 LCFF YE Accrual		$46,085.00
708986	06-30-2022	1930-0000-0-0000-0000-8011-00	Jun 2022 LCFF State Aid		$293,958.00
709240	06-30-2022	1752-0000-0-0000-0000-8011-00	New or Expanding Charter Advance Payment	$74,159.00	
709241	06-30-2022	1752-0000-0-0000-0000-8011-00	Jun 2022 LCFF State Aid		$291,509.00
724371	07-27-2022	1752-0000-0-0000-0000-8011-00	Jul 2022 LCFF State Aid		$161,428.00
724395	07-27-2022	1930-0000-0-0000-0000-8011-00	Jul 2022 LCFF State Aid		$148,052.00
793110	07-27-2022	1932-0000-0-0000-0000-8011-00	July 2022 LCFF		$102,717.00
744423	07-31-2022	1234-0000-0-0000-0000-8011-00	Jul 2022 LCFF		$115,282.00
744548	07-31-2022	2043-0000-0-0000-0000-8011-00	Jul 2022 LCFF State Aid		$35,917.00
	Total Activity			**$246,865.00**	**$2,169,104.00**
	Ending Balance				**$1,922,239.00**
8012 - Education Protection Account State Aid					
710904	06-30-2022	1752-1400-0-0000-0000-8012-00	21-22 4th Qtr EPA		$15,944.00
710906	06-30-2022	1930-1400-0-0000-0000-8012-00	21-22 4th Qtr EPA		$14,855.00
710991	06-30-2022	1234-1400-0-0000-0000-8012-00	21-22 4th Qtr EPA		$423,671.00
710993	06-30-2022	2043-1400-0-0000-0000-8012-00	21-22 4th Qtr EPA		$3,883.00
738050	06-30-2022	1752-1400-0-0000-0000-8012-00	21-22 EPA YE Accrual		$2,170.00
738124	06-30-2022	1930-1400-0-0000-0000-8012-00	21-22 EPA YE Accrual		$776.00
	Total Activity				**$461,299.00**
	Ending Balance				**$461,299.00**
8015 - Charter Schools General Purpose Entitlement					
	Total Activity				**$0.00**
	Ending Balance				**$0.00**
8019 - LCFF/Revenue Limit State Aid					
710293	06-02-2022	1234-0000-0-0000-0000-8019-00	21-22 PY Adj	$1.00	
710770	06-02-2022	2043-0000-0-0000-0000-8019-00	21-22 PY Adj.	$932.00	
711318	06-30-2022	2043-0000-0-0000-0000-8019-00	20-21 PY Adj.		$1.00
711296	06-30-2022	1234-0000-0-0000-0000-8019-00	20-21 PY Adj.		$4.00
744372	07-07-2022	1234-0000-0-0000-0000-8019-00	PY LCFF Adj	$3.00	
744375	07-07-2022	1234-0000-0-0000-0000-8019-00	PY LCFF Amount Charter Overpaid		$88,216.00
744531	07-07-2022	2043-0000-0-0000-0000-8019-00	PY LCFF Adj	$1.00	
744533	07-07-2022	2043-0000-0-0000-0000-8019-00	PY LCFF Adj	$931.00	
744430	08-03-2022	1234-0000-0-0000-0000-8019-00	PY Charter Overpayment	$4,411.00	

Vista Legacy Global Academy
Supporting Documentation

	Total Activity			**$6,279.00**	**$88,221.00**
	Ending Balance				**$81,942.00**
8021 - Homeowners' Exemptions					
	Total Activity				**$0.00**
	Ending Balance				**$0.00**
8022 - Timber Yield Tax					
	Total Activity				**$0.00**
	Ending Balance				**$0.00**
8029 - Other Subventions/In-Lieu Taxes					
	Total Activity				**$0.00**
	Ending Balance				**$0.00**
8041 - Secured Roll Taxes					
	Total Activity				**$0.00**
	Ending Balance				**$0.00**
8042 - Unsecured Roll Taxes					
	Total Activity				**$0.00**
	Ending Balance				**$0.00**
8043 - Prior Years' Taxes					
	Total Activity				**$0.00**
	Ending Balance				**$0.00**
8044 - Supplemental Taxes					
	Total Activity				**$0.00**
	Ending Balance				**$0.00**
8045 - Education Revenue Augmentation Fund (ERA					
	Total Activity				**$0.00**
	Ending Balance				**$0.00**
8046 - Supplemental Educational Revenue Augment					
	Total Activity				**$0.00**
	Ending Balance				**$0.00**
8047 - Community Redevelopment Funds					
	Total Activity				**$0.00**
	Ending Balance				**$0.00**
8081 - Royalties and Bonuses					
	Total Activity				**$0.00**
	Ending Balance				**$0.00**
8082 - Other In-Lieu Taxes					
	Total Activity				**$0.00**
	Ending Balance				**$0.00**
8089 - Less: Non-Revenue Limit (50 Percent) Adjust					
	Total Activity				**$0.00**
	Ending Balance				**$0.00**
8091 - LCFF Transfers					
	Total Activity				**$0.00**
	Ending Balance				**$0.00**
8092 - PERS Reduction Transfer					
	Total Activity				**$0.00**
	Ending Balance				**$0.00**
8096 - Transfers to Charter Schools in Lieu of Prope					
707900	05-31-2022	1234-0000-0-0000-0000-8096-00	21-22 ILPT		$68,023.00
708999	05-31-2022	1930-0000-0-0000-0000-8096-00	May 2022 ILPT		$107,967.00
709891	05-31-2022	2043-0000-0-0000-0000-8096-00	21-22 In Lieu of Prop Taxes		$16,398.00
709256	06-03-2022	1752-0000-0-0000-0000-8096-00	Jun 2022 ILPT		$105,633.00
709554	06-23-2022	1234-0000-0-0000-0000-8096-00	Jun 2022 ILPT		$68,022.00
711264	06-30-2022	2043-0000-0-0000-0000-8096-00	21-22 In Lieu of Prop Taxes		$16,397.00
711306	06-30-2022	2043-0000-0-0000-0000-8096-00	21-22 In Lieu of Prop Taxes		$7,011.00

Vista Legacy Global Academy
Supporting Documentation

711238	06-30-2022	1752-0000-0-0000-0000-8096-00	21-22 ILPT	$115,219.00	
711259	06-30-2022	1930-0000-0-0000-0000-8096-00	21-22 ILPT		$215,934.00
711284	06-30-2022	1234-0000-0-0000-0000-8096-00	21-22 ILPT		$39,169.00
709001	06-30-2022	1930-0000-0-0000-0000-8096-00	Jun 2022 ILPT		$103,018.00
744257	07-28-2022	1234-0000-0-0000-0000-8096-00	22-23 ILPT		$60,655.00
744623	07-31-2022	2043-0000-0-0000-0000-8096-00	22-23 ILPT		$14,476.00
		Total Activity		**$115,219.00**	**$822,703.00**
		Ending Balance			**$707,484.00**
8097 - Property Taxes Transfers					
		Total Activity			**$0.00**
		Ending Balance			**$0.00**
8099 - LCFF/Revenue Limit Transfers					
		Total Activity			**$0.00**
		Ending Balance			**$0.00**
8100 - Federal Revenue					
		Total Activity			**$0.00**
		Ending Balance			**$0.00**
8110 - Maintenance and Operations (Public Law 81-8					
		Total Activity			**$0.00**
		Ending Balance			**$0.00**
8181 - Special Education					
707904	05-31-2022	1234-3310-0-0000-0000-8181-00	May 2022 Special Ed (Fed)		$6,100.00
709895	05-31-2022	2043-3310-0-0000-0000-8181-00	May 2022 Special Ed (Fed)		$1,470.00
709558	06-23-2022	1234-3310-0-0000-0000-8181-00	Jun 2022 Special Ed (Fed)		$6,101.00
711268	06-30-2022	2043-3310-0-0000-0000-8181-00	Jun 2022 Special Ed (Fed)		$1,472.00
711310	06-30-2022	2043-3310-0-0000-0000-8181-00	21-22 Special Ed (Fed)		$1,836.00
711288	06-30-2022	1234-3310-0-0000-0000-8181-00	21-22 Special Ed (Fed)		$8,572.00
729326	06-30-2022	1930-3310-0-0000-0000-8181-00	21-22 Fed IDEA YE Accrual		$31,134.00
729322	06-30-2022	1752-3310-0-0000-0000-8181-00	21-22 Fed IDEA YE Accrual		$38,114.00
744261	07-28-2022	1234-3310-0-0000-0000-8181-00	Jul 2022 Special Ed (Fed)		$4,684.00
744627	07-31-2022	2043-3310-0-0000-0000-8181-00	Jul 2022 SPED (FEd)		$1,118.00
		Total Activity			**$100,601.00**
		Ending Balance			**$100,601.00**
8182 - Special Education					
		Total Activity			**$0.00**
		Ending Balance			**$0.00**
8220 - Child Nutrition Programs					
708663	05-31-2022	2043-5310-0-0000-0000-8220-00	May 2022 Child Nutrition (Fed)		$9,597.24
708665	05-31-2022	1930-5310-0-0000-0000-8220-00	May 2022 Child Nutrition (Fed)		$26,352.13
708667	05-31-2022	1752-5310-0-0000-0000-8220-00	May 2022 Child Nutrition (Fed)		$19,677.90
708669	05-31-2022	1234-5310-0-0000-0000-8220-00	May 2022 Child Nutrition (Fed)		$37,760.78
708679	06-30-2022	2043-5310-0-0000-0000-8220-00	Jun 2022 Child Nutrition (Fed)		$6,180.39
708681	06-30-2022	1930-5310-0-0000-0000-8220-00	Jun 2022 Child Nutrition (Fed)		$19,267.50
708683	06-30-2022	1752-5310-0-0000-0000-8220-00	Jun 2022 Child Nutrition (Fed)		$12,018.07
708685	06-30-2022	1234-5310-0-0000-0000-8220-00	Jun 2022 Child Nutrition (Fed)		$20,235.87
793128	07-29-2022	1932-5466-0-0000-0000-8220-00	21-22 Supply Chain Assistance		$11,668.62
744437	08-10-2022	1234-5466-0-0000-0000-8220-00	21-22 Supply Chain Funds		$29,118.59
		Total Activity			**$191,877.09**
		Ending Balance			**$191,877.09**
8260 - Forest Reserve Funds					
		Total Activity			**$0.00**
		Ending Balance			**$0.00**
8270 - Flood Reserve Funds					
		Total Activity			**$0.00**
		Ending Balance			**$0.00**
8280 - U.S. Wildlife Reserve Funds					

Vista Legacy Global Academy
Supporting Documentation

	Total Activity				**$0.00**
	Ending Balance				**$0.00**
8281 - FEMA					
	Total Activity				**$0.00**
	Ending Balance				**$0.00**
8285 - Interagency Contracts Between LEAs					
	Total Activity				**$0.00**
	Ending Balance				**$0.00**
8287 - Pass-Through Revenues from Federal Source					
	Total Activity				**$0.00**
	Ending Balance				**$0.00**
8290 - All Other Federal Revenue					
709310	05-24-2022	1752-3216-0-0000-0000-8290-00	20-21 ELO ESSER II State Reserve		$7,627.00
709013	05-27-2022	1930-3216-0-0000-0000-8290-00	20-21 ELO ESSER II State Reserve		$6,357.00
709017	05-27-2022	1930-3218-0-0000-0000-8290-00	20-21 ELO ESSER III Emergency Need		$4,144.00
709312	05-27-2022	1752-3218-0-0000-0000-8290-00	20-21 ELO ESSER III Emergency Need		$4,972.00
709021	06-07-2022	1930-3219-0-0000-0000-8290-00	20-21 ELO ESSER III Learning Loss		$7,144.00
709314	06-07-2022	1752-3219-0-0000-0000-8290-00	20-21 ELO ESSER III Learning Loss		$8,570.00
709023	06-08-2022	1930-3217-0-0000-0000-8290-00	20-21 ELO GEER II		$1,459.00
709318	06-08-2022	1752-3217-0-0000-0000-8290-00	20-21 ELO GEER II		$1,750.00
710613	06-08-2022	1234-3216-0-0000-0000-8290-00	20-21 ELO ESSER II State Reserve		$10,275.00
710615	06-08-2022	1234-3218-0-0000-0000-8290-00	20-21 ELO ESSER III Emergency Need		$6,698.00
710776	06-08-2022	2043-3216-0-0000-0000-8290-00	20-21 ELO ESSER II State Reserve		$1,939.00
710778	06-08-2022	2043-3218-0-0000-0000-8290-00	20-21 ELO ESSER III Emergency Need		$1,264.00
710617	06-15-2022	1234-3219-0-0000-0000-8290-00	20-21 ELO ESSER III Learning Loss		$11,546.00
710619	06-15-2022	1234-3217-0-0000-0000-8290-00	20-21 ELO GEER II		$2,358.00
710796	06-15-2022	2043-3217-0-0000-0000-8290-00	20-21 ELO GEER II		$445.00
710798	06-15-2022	2043-3219-0-0000-0000-8290-00	20-21 ELO ESSER III Learning Loss		$2,179.00
710623	06-29-2022	1234-3210-0-0000-0000-8290-00	20-21 7th Apport. ESSER CARES		$818.00
699831	06-30-2022	1752-4127-0-0000-0000-8290-00	21-22 4th Apport Title IV, Part A		$3,419.00
699837	06-30-2022	1930-4127-0-0000-0000-8290-00	21-22 4th Apport Title IV, Part A		$435.00
699747	06-30-2022	1234-4127-0-0000-0000-8290-00	21-22 3rd Apport Title IV, Part A		$375.00
699827	06-30-2022	1234-4127-0-0000-0000-8290-00	21-22 Title IV, Part A		$6,855.00
712241	06-30-2022	1930-4127-0-0000-0000-8290-00	21-22 Title IV Reclassifications	$4,487.00	
712802	06-30-2022	1752-4127-0-0000-0000-8290-00	21-22 Title IV Reclassifications	$7,200.00	
713315	06-30-2022	1234-4127-0-0000-0000-8290-00	21-22 Title IV Reclassification	$14,166.00	
737980	06-30-2022	1752-3212-0-0000-0000-8290-00	21-22 ESSER II YE Accrual		$102,781.03
737981	06-30-2022	1752-3213-0-0000-0000-8290-00	ESSER III allocation to 22-23	$70,287.73	
737993	06-30-2022	1752-3214-0-0000-0000-8290-00	ESSER III - LL allocation to 22-23	$25,220.40	
738001	06-30-2022	1752-3217-0-0000-0000-8290-00	ELO GEER II allocation to 22-23	$1,750.00	
738003	06-30-2022	1752-3218-0-0000-0000-8290-00	ELO ESSER III - SR Emergency Need allocation 22-23	$4,972.00	
738007	06-30-2022	1752-5810-0-0000-0000-8290-00	Other Restricted Fed allotment to 22-23	$614.00	
738064	06-30-2022	1930-3212-0-0000-0000-8290-00	21-22 ESSER II YE Accrual		$10,215.81
738065	06-30-2022	1930-3213-0-0000-0000-8290-00	ESSER III allocation to 22-23	$43,829.51	
738068	06-30-2022	1930-3214-0-0000-0000-8290-00	21-22 ESSER II - LL YE Accrual		$37,008.76
738071	06-30-2022	1930-3216-0-0000-0000-8290-00	ELO ESSER II - SR allocation to 22-23	$6,357.00	
738079	06-30-2022	1930-3219-0-0000-0000-8290-00	ELO ESSER III - SR Learning Loss allocation to 22-23	$7,144.00	
738081	06-30-2022	1930-5810-0-0000-0000-8290-00	Other Restricted Fed allotment to 22-23	$614.00	
737999	06-30-2022	1752-3216-0-0000-0000-8290-00	ELO ESSER II - SR allocation to 22-23	$7,627.00	
738005	06-30-2022	1752-3219-0-0000-0000-8290-00	ELO ESSER III - SR Learning Loss allocation to 22-23	$8,570.00	
738069	06-30-2022	1930-3215-0-0000-0000-8290-00	GEER allocation to 22-23	$0.89	
738073	06-30-2022	1930-3217-0-0000-0000-8290-00	ELO GEER II allocation to 22-23	$1,459.00	
738077	06-30-2022	1930-3218-0-0000-0000-8290-00	ELO ESSER III - SR Emergency Need allocation 22-23	$4,144.00	
741087	06-30-2022	1752-4124-0-0000-0000-8290-00			$191,710.99
720827	06-30-2022	1234-5810-0-0000-0000-8290-00	PEBT Reclass (Unspent)	$614.00	
720832	06-30-2022	1234-4124-0-0000-0000-8290-00	21-22 A/R Accrual		$60,533.27
720847	06-30-2022	1234-3219-0-0000-0000-8290-00	Deferred Funds not Spent as of 06/30/2022	$11,546.00	

Vista Legacy Global Academy
Supporting Documentation

720849	06-30-2022	1234-3218-0-0000-0000-8290-00		Deferred Funds not Spent as of 06/30/2022	$6,698.00	
720851	06-30-2022	1234-3217-0-0000-0000-8290-00		Deferred Funds not Spent as of 06/30/2022	$2,358.00	
720853	06-30-2022	1234-3213-0-0000-0000-8290-00		Deferred Funds not Spent as of 06/30/2022	$111,511.89	
720856	06-30-2022	1234-3210-0-0000-0000-8290-00		Federal Funds A/R Accrual		$31,032.58
720858	06-30-2022	1234-3212-0-0000-0000-8290-00		Federal Funds A/R Accrual		$1,764.58
720860	06-30-2022	1234-3214-0-0000-0000-8290-00		Federal Funds A/R Accrual		$7,357.12
720891	06-30-2022	2043-5810-0-0000-0000-8290-00		PEBT Reclass (Unspent)	$614.00	
721200	06-30-2022	2043-3219-0-0000-0000-8290-00		Final 21-22 Accruals	$2,179.00	
721202	06-30-2022	2043-3218-0-0000-0000-8290-00		Final 21-22 Accruals	$1,264.00	
721204	06-30-2022	2043-3217-0-0000-0000-8290-00		Final 21-22 Accruals	$445.00	
721206	06-30-2022	2043-3216-0-0000-0000-8290-00		Final 21-22 Accruals	$1,939.00	
721212	06-30-2022	2043-3214-0-0000-0000-8290-00		Final 21-22 Accruals	$2,225.80	
721214	06-30-2022	2043-3213-0-0000-0000-8290-00		Final 21-22 Accruals	$8,903.20	
721219	06-30-2022	2043-3212-0-0000-0000-8290-00		Final 21-22 Accruals		$17,867.46
793132	07-15-2022	1932-3215-0-0000-0000-8290-00		20-21 GEER - 7th Apport		$6,332.00
793136	08-09-2022	1932-3210-0-0000-0000-8290-00		20-21 8th Apport ESSER		$34,047.00
		Total Activity			**$358,740.42**	**$591,279.60**
		Ending Balance				**$232,539.18**
8291 - ESEA Title I						
709027	06-14-2022	1930-3010-0-0000-0000-8291-00		21-22 3rd Apport Title I, Part A		$38,202.00
709322	06-14-2022	1752-3010-0-0000-0000-8291-00		21-22 3rd Apport Title I, Part A		$59,303.00
710621	06-23-2022	1234-3010-0-0000-0000-8291-00		21-22 3rd Apport Title I, Part A		$58,495.00
710800	06-23-2022	2043-3010-0-0000-0000-8291-00		21-22 3rd Apport Title I, Part A		$5,357.00
699729	06-30-2022	1930-3010-0-0000-0000-8291-00		21-22 Title I, Part A - Overpayment	$6,776.00	
699733	06-30-2022	2043-3010-0-0000-0000-8291-00		21-22 4th Apport Title I, Part A		$692.00
699617	06-30-2022	1234-3010-0-0000-0000-8291-00		21-22 Title I, Part A - Overpayment	$2.00	
699725	06-30-2022	1752-3010-0-0000-0000-8291-00		21-22 Title I, Part A - Overpayment	$22,304.00	
712899	06-30-2022	2043-3010-0-0000-0000-8291-00		21-22 Title I Reclassifications	$716.00	
713171	06-30-2022	1234-3010-0-0000-0000-8291-00		21-22 Title I Reclassifications	$9,087.00	
		Total Activity			**$38,885.00**	**$162,049.00**
		Ending Balance				**$123,164.00**
8292 - ESEA Title II						
709320	06-03-2022	1752-4035-0-0000-0000-8292-00		21-22 3rd Apport Title II, Part A		$4,856.00
712201	06-10-2022	1930-4035-0-0000-0000-8292-00	California Department of Education	Reclass Invoice #C-067966	$715.00	
699735	06-30-2022	1234-4035-0-0000-0000-8292-00		21-22 4th Apport. Title II, Part A		$170.00
699739	06-30-2022	1752-4035-0-0000-0000-8292-00		21-22 Title II, Part A - Overpayment	$2,214.00	
699743	06-30-2022	2043-4035-0-0000-0000-8292-00		21-22 4th Apport. Title II, Part A		$46.00
712689	06-30-2022	1752-4035-0-0000-0000-8292-00		21-22 Title II Reclassifications		$177.00
713242	06-30-2022	1234-4035-0-0000-0000-8292-00		21-22 Title II Reclassification		$242.00
		Total Activity			**$2,929.00**	**$5,491.00**
		Ending Balance				**$2,562.00**
8293 - ESEA Title III						
709003	05-17-2022	1930-4203-0-0000-0000-8293-00		21-22 3rd Apport Title III, Part A		$8,974.00
709306	05-17-2022	1752-4203-0-0000-0000-8293-00		21-22 3rd Apport Title III, Part A		$15,055.00
708813	05-25-2022	1234-4203-0-0000-0000-8293-00		21-22 3rd Apport Title III, Part A		$1,022.00
699605	06-30-2022	1234-4203-0-0000-0000-8293-00		21-22 Title III, Part A		$1,045.00
699609	06-30-2022	1752-4203-0-0000-0000-8293-00		21-22 4th Apport Title III, Part A		$481.00
699613	06-30-2022	1930-4203-0-0000-0000-8293-00		21-22 Title III, Part A		$819.00
		Total Activity				**$27,396.00**
		Ending Balance				**$27,396.00**
8294 - Charter Schools Facility Incentive Grant (CSF						
		Total Activity				**$0.00**
		Ending Balance				**$0.00**
8295 - ESEA Title IV						
709005	05-24-2022	1930-4127-0-0000-0000-8295-00		21-22 3rd Apport Title IV, Part A		$3,388.00
709308	05-24-2022	1752-4127-0-0000-0000-8295-00		21-22 3rd Apport Title IV, Part A		$2,800.00

Vista Legacy Global Academy
Supporting Documentation

699839	06-30-2022	1930-4127-0-0000-0000-8295-00	21-22 Title IV, Part A	$2,125.00
712242	06-30-2022	1930-4127-0-0000-0000-8295-00	21-22 Title IV Reclassifications	$4,487.00
712803	06-30-2022	1752-4127-0-0000-0000-8295-00	21-22 Title IV Reclassifications	$7,200.00
713316	06-30-2022	1234-4127-0-0000-0000-8295-00	21-22 Title IV Reclassification	$14,166.00
		Total Activity		**$34,166.00**
		Ending Balance		**$34,166.00**
8300 - Other State Revenue				
		Total Activity		**$0.00**
		Ending Balance		**$0.00**
8311 - Other State Apportionments				
706409	05-31-2022	1752-6500-0-0000-0000-8311-00	May 2022 Special Ed (State)	$24,304.00
707906	05-31-2022	1234-6500-0-0000-0000-8311-00	May 2022 Special Ed (State)	$17,271.00
707912	05-31-2022	1234-6504-0-0000-0000-8311-00	Option 3 Transfers (STEP Grant Speical Ed Charter Operated Program)	$7,324.23
709897	05-31-2022	2043-6500-0-0000-0000-8311-00	May 2022 Special Ed (State)	$4,163.00
709560	06-23-2022	1234-6500-0-0000-0000-8311-00	Jun 2022 Special Ed (State)	$17,271.00
709617	06-29-2022	1752-6500-0-0000-0000-8311-00	Jun 2022 Special Ed (State)	$23,050.00
710180	06-30-2022	1930-6500-0-0000-0000-8311-00	Jun 2022 Special Ed (State)	$24,756.00
711270	06-30-2022	2043-6500-0-0000-0000-8311-00	Jun 2022 Special Ed (State)	$4,165.00
711312	06-30-2022	2043-6500-0-0000-0000-8311-00	21-22 Special Ed (State)	$5,357.00
711290	06-30-2022	1234-6500-0-0000-0000-8311-00	21-22 Special Ed (State)	$24,934.00
729298	06-30-2022	1752-6500-0-0000-0000-8311-00	21-22 SpEd YE Accrual	$8,086.00
729342	06-30-2022	1930-6500-0-0000-0000-8311-00	21-22 SpEd YE Accrual	$61,194.00
744263	07-28-2022	1234-6500-0-0000-0000-8311-00	Jul 2022 Special Ed (State)	$18,740.00
724842	07-29-2022	1752-6500-0-0000-0000-8311-00	Jul 2022 Special Ed (State)	$12,879.00
724840	07-31-2022	1930-6500-0-0000-0000-8311-00	Jul 2022 Special Ed (State)	$11,765.00
744629	07-31-2022	2043-6500-0-0000-0000-8311-00	Jul 2022 SPED (State)	$4,472.00
		Total Activity		**$269,731.23**
		Ending Balance		**$269,731.23**
8319 - Other State Apportionments				
		Total Activity		**$0.00**
		Ending Balance		**$0.00**
8425 - Year-Rounds School Incentive				
		Total Activity		**$0.00**
		Ending Balance		**$0.00**
8434 - Class Size Reduction, Grades K-3				
		Total Activity		**$0.00**
		Ending Balance		**$0.00**
8480 - Charter Schools Categorical Block Grant				
		Total Activity		**$0.00**
		Ending Balance		**$0.00**
8520 - Child Nutrition				
708655	05-31-2022	2043-5310-0-0000-0000-8520-00	May 2022 Child Nutrition (State)	$668.26
708657	05-31-2022	1930-5310-0-0000-0000-8520-00	May 2022 Child Nutrition (State)	$1,674.49
708659	05-31-2022	1752-5310-0-0000-0000-8520-00	May 2022 Child Nutrition (State)	$1,307.91
708661	05-31-2022	1234-5310-0-0000-0000-8520-00	May 2022 Child Nutrition (State)	$2,296.99
708671	06-30-2022	2043-5310-0-0000-0000-8520-00	Jun 2022 Child Nutrition (State)	$426.52
708673	06-30-2022	1930-5310-0-0000-0000-8520-00	Jun 2022 Child Nutrition (State)	$1,274.34
708675	06-30-2022	1752-5310-0-0000-0000-8520-00	Jun 2022 Child Nutrition (State)	$795.09
708677	06-30-2022	1234-5310-0-0000-0000-8520-00	Jun 2022 Child Nutrition (State)	$1,271.10
		Total Activity		**$9,714.70**
		Ending Balance		**$9,714.70**
8530 - Child Development Apportionments				
		Total Activity		**$0.00**
		Ending Balance		**$0.00**
8540 - Deferred Maintenance Allowance				
		Total Activity		**$0.00**

Vista Legacy Global Academy
Supporting Documentation

	Ending Balance				**$0.00**
8545 - School Facilities Apportionments					
710178	06-30-2022	1930-6030-0-0000-0000-8545-00	21-22 SB740 Facility Grant		$65,604.00
	Total Activity				**$65,604.00**
	Ending Balance				**$65,604.00**
8550 - Mandates Cost Reimbursements					
	Total Activity				**$0.00**
	Ending Balance				**$0.00**
8551 - Mandate Block Grant K-8					
	Total Activity				**$0.00**
	Ending Balance				**$0.00**
8552 - Mandate Block Grant 9-12					
	Total Activity				**$0.00**
	Ending Balance				**$0.00**
8560 - State Lottery Revenue					
710954	06-30-2022	1234-1100-0-0000-0000-8560-00	21-22 4th Qtr Lottery - Non-Prop 20		$10,595.19
710956	06-30-2022	1234-6300-0-0000-0000-8560-00	21-22 4th Qtr Lottery - Prop 20		$11,507.63
710962	06-30-2022	1930-1100-0-0000-0000-8560-00	21-22 4th Qtr Lottery - Non-Prop 20		$6,046.61
710964	06-30-2022	1930-6300-0-0000-0000-8560-00	21-22 4th Qtr Lottery - Prop 20		$6,567.34
710958	06-30-2022	1752-1100-0-0000-0000-8560-00	21-22 4th Qtr Lottery - Non-Prop 20		$7,735.31
710960	06-30-2022	1752-6300-0-0000-0000-8560-00	21-22 4th Qtr Lottery - Prop 20		$8,401.46
710966	06-30-2022	2043-1100-0-0000-0000-8560-00	21-22 4th Qtr Lottery - Non-Prop 20		$1,961.06
710968	06-30-2022	2043-6300-0-0000-0000-8560-00	21-22 4th Qtr Lottery - Prop 20		$2,129.95
	Total Activity				**$54,944.55**
	Ending Balance				**$54,944.55**
8571 - Voted Indebtedness Levies, Homeowners' Ex					
	Total Activity				**$0.00**
	Ending Balance				**$0.00**
8572 - Voted Indebtedness Levies, Other Subventior					
	Total Activity				**$0.00**
	Ending Balance				**$0.00**
8575 - Other Restricted Levies, Homeowners' Exemp					
	Total Activity				**$0.00**
	Ending Balance				**$0.00**
8576 - Other Restricted Levies, Other Subventions/In					
	Total Activity				**$0.00**
	Ending Balance				**$0.00**
8587 - Pass-Through Revenues from State Sources					
	Total Activity				**$0.00**
	Ending Balance				**$0.00**
8590 - All Other State Revenue					
709066	05-26-2022	1930-2600-0-0000-0000-8590-00	21-22 ELOP Grant		$47,594.00
709466	05-26-2022	1752-2600-0-0000-0000-8590-00	21-22 ELOP Grant		$20,398.00
709083	06-02-2022	1930-6053-0-0000-0000-8590-00	21-22 Universal Pre-K		$56,647.00
710298	06-02-2022	1234-2600-0-0000-0000-8590-00	21-22 ELOP		$10,331.00
710774	06-02-2022	2043-2600-0-0000-0000-8590-00	21-22 ELOP		$4,500.00
710250	06-08-2022	1234-6030-0-0000-0000-8590-00	21-22 SB740		$94,264.46
710248	06-08-2022	1752-6030-0-0000-0000-8590-00	21-22 SB740		$83,674.36
710794	06-15-2022	2043-6053-0-0000-0000-8590-00	21-22 UPK Planning & Implementation		$51,512.00
709077	06-28-2022	1930-6010-0-0000-0000-8590-00	21-22 ASES		$38,153.04
709473	06-28-2022	1752-6010-0-0000-0000-8590-00	21-22 ASES		$50,870.71
709471	06-28-2022	1752-2600-0-0000-0000-8590-00	21-22 ELOP Grant		$20,397.00
710176	06-30-2022	1930-6030-0-0000-0000-8590-00	19-20 SB740 Facility Grant		$975.38
712688	06-30-2022	1752-4035-0-0000-0000-8590-00	21-22 Title II Reclassifications	$177.00	
712900	06-30-2022	2043-3010-0-0000-0000-8590-00	21-22 Title I Reclassifications		$716.00
713172	06-30-2022	1234-3010-0-0000-0000-8590-00	21-22 Title I Reclassifications		$9,087.00

Vista Legacy Global Academy
Supporting Documentation

713241	06-30-2022	1234-4035-0-0000-0000-8590-00	21-22 Title II Reclassification	$242.00	
722838	06-30-2022	2043-6053-0-0000-0000-8590-00	21-22 Deferred	$51,512.00	
738083	06-30-2022	1930-6053-0-0000-0000-8590-00	UPK allotment to 22-23	$56,647.00	
720907	06-30-2022	2043-4124-0-0000-0000-8590-00	Federal Reclass		$932.36
729312	06-30-2022	1752-6546-0-0000-0000-8590-00	21-22 SpEd MH YE Accrual		$5,709.00
709075	06-30-2022	1930-2600-0-0000-0000-8590-00	21-22 ELOP Grant		$47,595.00
721236	06-30-2022	2043-7425-0-0000-0000-8590-00	ELO Reclass		$31,223.00
721238	06-30-2022	2043-2600-0-0000-0000-8590-00	ELO Reclass	$31,223.00	
744323	07-01-2022	1234-6030-0-0000-0000-8590-00	21-22 SB740		$401,641.32
744369	07-07-2022	1234-6010-0-0000-0000-8590-00	21-22 ASES		$50,870.71
744377	07-07-2022	1234-2600-0-0000-0000-8590-00	21-22 ELOP		$10,329.00
744528	07-07-2022	2043-2600-0-0000-0000-8590-00	21-22 ELO P		$4,500.00
724376	07-15-2022	1752-7810-0-0000-0000-8590-00	21-22 Ethnic Studies		$1,662.00
724374	07-27-2022	1752-2600-0-0000-0000-8590-00	21-22 ELO-P Grant		$10,093.00
724398	07-27-2022	1930-2600-0-0000-0000-8590-00	21-22 ELO-P		$37,134.00
793112	07-27-2022	1932-2600-0-0000-0000-8590-00	July 2022 ELOP		$31,871.00
744560	07-31-2022	1752-6546-0-0000-0000-8590-00	JUl 2022 SPED Mental Health		$809.00
744566	07-31-2022	1930-6546-0-0000-0000-8590-00	JUl 2022 SPED Mental Health		$743.00
744427	08-03-2022	1234-2600-0-0000-0000-8590-00	22-23 ELO P		$11,973.00
744552	08-03-2022	2043-2600-0-0000-0000-8590-00	22-23 ELOP		$7,552.00
		Total Activity		**$139,801.00**	**$1,143,757.34**
		Ending Balance			**$1,003,956.34**
8591 - Special Education Entitlement					
		Total Activity			**$0.00**
		Ending Balance			**$0.00**
8592 - SB 740					
		Total Activity			**$0.00**
		Ending Balance			**$0.00**
8600 - Local Revenue					
		Total Activity			**$0.00**
		Ending Balance			**$0.00**
8611 - Voted Indebtedness Levies, Secured Roll					
		Total Activity			**$0.00**
		Ending Balance			**$0.00**
8612 - Voted Indebtedness, Unsecured Roll					
		Total Activity			**$0.00**
		Ending Balance			**$0.00**
8613 - Voted Indebtedness Levies, Prior Years' Taxe					
		Total Activity			**$0.00**
		Ending Balance			**$0.00**
8614 - Voted Indebtedness Supplemental Taxes					
		Total Activity			**$0.00**
		Ending Balance			**$0.00**
8615 - Other Restricted Levies, Secured Roll					
		Total Activity			**$0.00**
		Ending Balance			**$0.00**
8616 - Other Restricted Levies, Unsecured Roll					
		Total Activity			**$0.00**
		Ending Balance			**$0.00**
8617 - Other Restricted Levies, Prior Years' Taxes					
		Total Activity			**$0.00**
		Ending Balance			**$0.00**
8618 - Other Restricted Levies, Supplemental Taxes					
		Total Activity			**$0.00**
		Ending Balance			**$0.00**
8621 - Parcel Taxes					

Vista Legacy Global Academy
Supporting Documentation

	Total Activity			**$0.00**
	Ending Balance			**$0.00**
8622 - Other Non-Ad Valorem Taxes				
	Total Activity			**$0.00**
	Ending Balance			**$0.00**
8625 - Community Redevelopment Fund Not Subjec				
	Total Activity			**$0.00**
	Ending Balance			**$0.00**
8629 - Penalties and Interest from Delinquent Non-R				
	Total Activity			**$0.00**
	Ending Balance			**$0.00**
8631 - Sale of Equipment and Supplies				
	Total Activity			**$0.00**
	Ending Balance			**$0.00**
8632 - Sale of Publications				
	Total Activity			**$0.00**
	Ending Balance			**$0.00**
8633 - Sale of Uniforms				
708450	05-17-2022	1234-0000-0-0000-0000-8633-00	Uniform Sales	$68.00
708452	05-17-2022	1234-0000-0-0000-0000-8633-00	Uniform Sales	$218.00
710194	06-08-2022	1234-0000-0-0000-0000-8633-00	Uniform Sales	$13.00
710204	06-08-2022	1234-0000-0-0000-0000-8633-00	Uniform Sales	$128.00
710170	06-21-2022	1930-0000-0-0000-0000-8633-00	Uniform Sales	$2,242.00
710842	06-21-2022	1752-0000-0-0000-0000-8633-00	Uniform Sales	$2,333.00
710864	06-21-2022	1752-0000-0-0000-0000-8633-00	Uniform Sales	$3,479.00
710262	06-24-2022	1234-0000-0-0000-0000-8633-00	Uniform Sales	$112.00
710264	06-24-2022	1234-0000-0-0000-0000-8633-00	Uniform Sales	$320.00
710769	06-29-2022	2043-0000-0-0000-0000-8633-00	Uniform Sales	$420.00
710866	06-30-2022	1752-0000-0-0000-0000-8633-00	Uniform Sales	$30.00
	Total Activity			**$9,363.00**
	Ending Balance			**$9,363.00**
8634 - Food Service Sales				
	Total Activity			**$0.00**
	Ending Balance			**$0.00**
8635 - Sale of Non-Cap Equipment				
	Total Activity			**$0.00**
	Ending Balance			**$0.00**
8636 - Dance Sales				
	Total Activity			**$0.00**
	Ending Balance			**$0.00**
8637 - Sale of ASB Shirts				
	Total Activity			**$0.00**
	Ending Balance			**$0.00**
8639 - All Other Sales				
	Total Activity			**$0.00**
	Ending Balance			**$0.00**
8650 - Leases and Rentals				
	Total Activity			**$0.00**
	Ending Balance			**$0.00**
8660 - Interest				
708922	06-06-2022	1930-0000-0-0000-0000-8660-00	May 2022 Interest	$190.84
709133	06-06-2022	1752-0000-0-0000-0000-8660-00	May 2022 Interest	$169.50
709097	06-30-2022	1930-0000-0-0000-0000-8660-00	19-20 Interest Rebate	$6.05
709098	06-30-2022	1930-0000-0-0000-0000-8660-00	18-19 Interest Rebate	$24.34
709099	06-30-2022	1930-0000-0-0000-0000-8660-00	20-21 Interest Rebate	$7.18

Vista Legacy Global Academy
Supporting Documentation

709479	06-30-2022	1752-0000-0-0000-0000-8660-00	17-18 Interest Rebate	$10.71
709480	06-30-2022	1752-0000-0-0000-0000-8660-00	19-20 Interest Rebate	$8.08
709481	06-30-2022	1752-0000-0-0000-0000-8660-00	18-19 Interest Rebate	$31.93
709482	06-30-2022	1752-0000-0-0000-0000-8660-00	20-21 Interest Rebate	$9.86
724367	07-07-2022	1752-0000-0-0000-0000-8660-00	Jun 2022 Interest	$233.49
724392	07-07-2022	1930-0000-0-0000-0000-8660-00	Jun 2022 Interest	$316.55
793099	07-07-2022	1932-0000-0-0000-0000-8660-00	Jun 2022 Interest	$124.31
741257	08-04-2022	1930-0000-0-0000-0000-8660-00	Jul 2022 Interest	$215.59
741198	08-04-2022	1752-0000-0-0000-0000-8660-00	Jul 2022 Interest	$183.25
793102	08-04-2022	1932-0000-0-0000-0000-8660-00	Jul 2022 Interest	$132.59
		Total Activity		**$1,664.27**
		Ending Balance		**$1,664.27**
8662 - Net Increase (Decrease) in the Fair Value of Ir				
		Total Activity		**$0.00**
		Ending Balance		**$0.00**
8665 - Purchase Discounts Taken				
		Total Activity		**$0.00**
		Ending Balance		**$0.00**
8670 - School Management Fee				
		Total Activity		**$0.00**
		Ending Balance		**$0.00**
8671 - Adult Education Fees				
		Total Activity		**$0.00**
		Ending Balance		**$0.00**
8672 - Nonresident Student Fees				
		Total Activity		**$0.00**
		Ending Balance		**$0.00**
8673 - Child Development Parent Fees				
		Total Activity		**$0.00**
		Ending Balance		**$0.00**
8674 - In-District Premiums/Contributions				
		Total Activity		**$0.00**
		Ending Balance		**$0.00**
8675 - Transportation Fees from Individuals				
		Total Activity		**$0.00**
		Ending Balance		**$0.00**
8677 - Interagency Services Between LEAs				
		Total Activity		**$0.00**
		Ending Balance		**$0.00**
8680 - eScip Rebate				
		Total Activity		**$0.00**
		Ending Balance		**$0.00**
8681 - Mitigation/Developer Fees				
		Total Activity		**$0.00**
		Ending Balance		**$0.00**
8682 - Donations				
709821	06-03-2022	1234-0000-0-0000-0000-8682-00	Graduation Donation	$600.00
710192	06-03-2022	1234-0000-0-0000-0000-8682-00	Donation	$200.00
710860	06-21-2022	1752-0000-0-0000-0000-8682-00	Raya Foundation Donation	$2,570.00
		Total Activity		**$3,370.00**
		Ending Balance		**$3,370.00**
8689 - All Other Fees and Contracts				
		Total Activity		**$0.00**
		Ending Balance		**$0.00**
8691 - Plus: Miscellaneous Funds Non-Revenue Lim				

Vista Legacy Global Academy
Supporting Documentation

		Total Activity				**$0.00**
		Ending Balance				**$0.00**
8697 - Pass-Through Revenue from Local Sources						
		Total Activity				**$0.00**
		Ending Balance				**$0.00**
8699 - All Other Local Revenue						
708454	05-17-2022	1234-0000-0-0000-0000-8699-00	Six Flags Ticket Sales			$3,630.00
708456	05-19-2022	1234-0000-0-0000-0000-8699-00	CSUN - C. Oh & B. Cruz			$175.00
708458	05-25-2022	1234-0000-0-0000-0000-8699-00	Six Flags Ticket Sales			$385.00
708460	05-25-2022	1234-0000-0-0000-0000-8699-00	Yearbook Sales			$690.00
708462	05-25-2022	1234-0000-0-0000-0000-8699-00	Spring Festival Revenue			$2,662.00
710196	06-08-2022	1234-0000-0-0000-0000-8699-00	Yearbook Sales			$15.00
710198	06-08-2022	1234-0000-0-0000-0000-8699-00	Six Flags Ticket Sales			$110.00
710202	06-08-2022	1234-0000-0-0000-0000-8699-00	Chocolate Sales			$116.00
710230	06-08-2022	1234-0000-0-0000-0000-8699-00	Yearbook Sales			$255.00
710206	06-08-2022	1234-0000-0-0000-0000-8699-00	Panorama Pictures			$130.00
710226	06-08-2022	1234-0000-0-0000-0000-8699-00	Chocolate Sales			$158.00
710162	06-21-2022	1930-0000-0-0000-0000-8699-00	Field Trip Revenue			$511.00
710830	06-21-2022	1752-9003-0-0000-0000-8699-00	Leadership Sales			$115.00
710832	06-21-2022	1752-0000-0-0000-0000-8699-00	Field Trip Revenue			$972.00
710836	06-21-2022	1752-0000-0-0000-0000-8699-00	Field Trip Revenue			$1,685.00
710838	06-21-2022	1752-9003-0-0000-0000-8699-00	Field Trip - Leadership			$1,920.00
710255	06-24-2022	1234-9003-0-0000-0000-8699-00	Leadership Sales			$36.73
710260	06-24-2022	1234-0000-0-0000-0000-8699-00	Yearbook Sales			$105.00
721930	06-30-2022	1234-0000-0-0000-0000-8699-00	Balance Inter-Resource Receivables/Payables		$0.08	
710872	06-30-2022	1752-0000-0-0000-0000-8699-00	Student Charger Fees			$140.00
710874	06-30-2022	1752-9003-0-0000-0000-8699-00	Leadership Sales			$364.60
720909	06-30-2022	2043-0000-0-0000-0000-8699-00	Federal Reclass		$932.36	
724858	07-27-2022	1930-0000-0-0000-0000-8699-00	Revenue from Children's Hospital of OC			$2,500.00
724862	07-27-2022	1930-0000-0-0000-0000-8699-00	Revenue from Templo Calvario			$1,200.00
724958	07-27-2022	1752-0000-0-0000-0000-8699-00	Raya Foundation Check			$1,100.00
724962	07-27-2022	1752-0000-0-0000-0000-8699-00	National Philanthropic Check			$4,077.00
724964	07-27-2022	1930-0000-0-0000-0000-8699-00	National Philanthropic Check			$3,219.00
724966	07-27-2022	1932-0000-0-0000-0000-8699-00	National Philanthropic Check			$2,704.00
		Total Activity			**$932.44**	**$28,975.33**
		Ending Balance				**$28,042.89**
8700 - Other Local Revenue						
		Total Activity				**$0.00**
		Ending Balance				**$0.00**
8710 - Tuition						
		Total Activity				**$0.00**
		Ending Balance				**$0.00**
8711 - PVUSD Settlement Agreement Payment						
		Total Activity				**$0.00**
		Ending Balance				**$0.00**
8712 - Other Grants						
		Total Activity				**$0.00**
		Ending Balance				**$0.00**
8781 - All Other Transfers from Districts or Charter S						
		Total Activity				**$0.00**
		Ending Balance				**$0.00**
8782 - All Other Transfers from County Offices						
		Total Activity				**$0.00**
		Ending Balance				**$0.00**
8783 - All Other Transfers from JPAs						
		Total Activity				**$0.00**

Ending Balance	$0.00
8791 - Transfers of Apportionments from District or	
Total Activity	$0.00
Ending Balance	$0.00
8792 - Transfers of Apportionments from County Of	
Total Activity	$0.00
Ending Balance	$0.00
8793 - Transfers of Apportionments from JPAs	
Total Activity	$0.00
Ending Balance	$0.00
8799 - Other Transfers In from All Others	
Total Activity	$0.00
Ending Balance	$0.00
8911 - To Child Development Fund from General Fu	
Total Activity	$0.00
Ending Balance	$0.00
8912 - Between General Fund and Special Reserve F	
Total Activity	$0.00
Ending Balance	$0.00
8913 - To State Schools Building Fund/Cnty Schools	
Total Activity	$0.00
Ending Balance	$0.00
8914 - To General Fund from Bond Interest and Red	
Total Activity	$0.00
Ending Balance	$0.00
8915 - To Deferred Maintenance Fund from General,	
Total Activity	$0.00
Ending Balance	$0.00
8916 - To Cafeteria Fund from General Fund	
Total Activity	$0.00
Ending Balance	$0.00
8919 - Other Authorized Interfund Transfers In	
Total Activity	$0.00
Ending Balance	$0.00
8931 - Emergency Apportionments	
Balance Forward	$0.00
Total Activity	$0.00
Ending Balance	$0.00
8951 - Proceeds from Sale of Bonds	
Balance Forward	$0.00
Total Activity	$0.00
Ending Balance	$0.00
8953 - Proceeds from Sale/Lease Purchase of Land	
Balance Forward	$0.00
Total Activity	$0.00
Ending Balance	$0.00
8961 - County School Building Aid	
Balance Forward	$0.00
Total Activity	$0.00
Ending Balance	$0.00
8965 - Transfers from Funds of Lapsed/Reorganized	
Balance Forward	$0.00
Total Activity	$0.00
Ending Balance	$0.00
8971 - Proceeds from Certificates or Participation	

Vista Legacy Global Academy
Supporting Documentation

		Balance Forward			**$0.00**
		Total Activity			**$0.00**
		Ending Balance			**$0.00**
8972 - Proceeds from Capital Leases					
		Balance Forward			**$0.00**
		Total Activity			**$0.00**
		Ending Balance			**$0.00**
8973 - Proceeds from Leases Revenue Bonds					
		Balance Forward			**$0.00**
		Total Activity			**$0.00**
		Ending Balance			**$0.00**
8979 - All Other Financing Sources					
		Balance Forward			**$0.00**
		Total Activity			**$0.00**
		Ending Balance			**$0.00**
8980 - Contributions from Unrestricted Revenues					
		Balance Forward			**$0.00**
741057	06-30-2022	1930-6500-0-0000-0000-8980-00			$12,707.75
741058	06-30-2022	1930-0000-0-0000-0000-8980-00		$12,707.75	
741083	06-30-2022	1752-6500-0-0000-0000-8980-00			$10,111.60
741084	06-30-2022	1752-0000-0-0000-0000-8980-00		$10,111.60	
		Total Activity		**$22,819.35**	**$22,819.35**
		Ending Balance			**$0.00**
8990 - Contributions from Restricted Revenues					
		Balance Forward			**$0.00**
		Total Activity			**$0.00**
		Ending Balance			**$0.00**
8995 - Categorical Education Black Grant Transfers					
		Balance Forward			**$0.00**
		Total Activity			**$0.00**
		Ending Balance			**$0.00**
8997 - Transfers of Restricted Balances					
		Balance Forward			**$0.00**
		Total Activity			**$0.00**
		Ending Balance			**$0.00**
8998 - Categorical Flexibility Transfers					
		Balance Forward			**$0.00**
		Total Activity			**$0.00**
		Ending Balance			**$0.00**
8999 - Prior Year Revenue					
		Balance Forward			**$0.00**
		Total Activity			**$0.00**
		Ending Balance			**$0.00**
Expense					
1000 - Certificated Salaries					
		Total Activity			**$0.00**
		Ending Balance			**$0.00**
1100 - Certificated Teachers' Salaries					
683976	05-25-2022	1234-0000-0-0000-0000-1100-00	05-25-2022 Payroll	$29,362.62	
684017	05-25-2022	1234-6500-0-0000-0000-1100-00	05-25-2022 Payroll	$2,299.71	
684153	05-25-2022	1752-0000-0-0000-0000-1100-01	05-25-2022 Payroll	$7,474.81	
684028	05-25-2022	1752-0000-0-0000-0000-1100-00	05-25-2022 Payroll	$33,424.24	
684084	05-25-2022	1930-0000-0-0000-0000-1100-00	05-25-2022 Payroll	$28,257.39	
684108	05-25-2022	1930-3214-0-0000-0000-1100-00	05-25-2022 Payroll	$3,448.95	
684127	05-25-2022	2043-0000-0-0000-0000-1100-00	05-25-2022 Payroll	$11,243.93	

Vista Legacy Global Academy
Supporting Documentation

684695	06-15-2022	1234-0000-0-0000-0000-1100-00	06-15-2022 Payroll	$47,096.13	
684736	06-15-2022	1234-6500-0-0000-0000-1100-00	06-15-2022 Payroll	$5,799.54	
684749	06-15-2022	1752-0000-0-0000-0000-1100-00	06-15-2022 Payroll	$66,289.89	
684805	06-15-2022	1930-0000-0-0000-0000-1100-00	06-15-2022 Payroll	$46,904.04	
684829	06-15-2022	1930-3214-0-0000-0000-1100-00	06-15-2022 Payroll	$10,448.31	
684848	06-15-2022	2043-0000-0-0000-0000-1100-00	06-15-2022 Payroll	$17,210.71	
684874	06-15-2022	1752-0000-0-0000-0000-1100-01	06-15-2022 Payroll	$10,286.49	
719772	06-30-2022	1234-7422-0-0000-0000-1100-00	IPI Reclass	$148,598.00	
719775	06-30-2022	1234-0000-0-0000-0000-1100-00	IPI Reclass		$148,598.00
713173	06-30-2022	1234-3010-0-0000-0000-1100-00	21-22 Title I Reclassifications	$75,257.79	
713174	06-30-2022	1234-0000-0-0000-0000-1100-00	21-22 Title I Reclassifications		$75,257.79
684898	06-30-2022	1234-0000-0-0000-0000-1100-00	06-30-2022 Payroll	$57,101.83	
684939	06-30-2022	1234-6500-0-0000-0000-1100-00	06-30-2022 Payroll	$3,171.18	
684952	06-30-2022	1752-0000-0-0000-0000-1100-00	06-30-2022 Payroll	$42,450.94	
685008	06-30-2022	1930-0000-0-0000-0000-1100-00	06-30-2022 Payroll	$34,224.26	
685031	06-30-2022	1930-3214-0-0000-0000-1100-00	06-30-2022 Payroll	$4,696.95	
685049	06-30-2022	2043-0000-0-0000-0000-1100-00	06-30-2022 Payroll	$19,015.76	
685077	06-30-2022	1752-0000-0-0000-0000-1100-01	06-30-2022 Payroll	$10,697.59	
738009	06-30-2022	1752-6266-0-0000-0000-1100-00	21-22 Educator Effectiveness Reclassification	$56,337.00	
738012	06-30-2022	1752-0000-0-0000-0000-1100-00	21-22 Educator Effectiveness Reclassification		$56,337.00
738095	06-30-2022	1930-6266-0-0000-0000-1100-00	21-22 Educator Effectiveness Reclassification	$50,790.00	
738098	06-30-2022	1930-0000-0-0000-0000-1100-00	21-22 Educator Effectiveness Reclassification		$50,790.00
741048	06-30-2022	1930-7422-0-0000-0000-1100-00		$53,078.00	
741051	06-30-2022	1930-0000-0-0000-0000-1100-00			$53,078.00
741060	06-30-2022	1930-3310-0-0000-0000-1100-00		$31,134.00	
741063	06-30-2022	1930-0000-0-0000-0000-1100-00			$31,134.00
741064	06-30-2022	1930-1400-0-0000-0000-1100-00		$60,198.00	
741067	06-30-2022	1930-0000-0-0000-0000-1100-00			$60,198.00
741068	06-30-2022	1930-4124-0-0000-0000-1100-00			$2,888.70
741071	06-30-2022	1930-0000-0-0000-0000-1100-00		$2,888.70	
741072	06-30-2022	1752-7422-0-0000-0000-1100-00		$65,389.00	
741075	06-30-2022	1752-0000-0-0000-0000-1100-00			$65,389.00
741088	06-30-2022	1752-1400-0-0000-0000-1100-00		$66,902.00	
741091	06-30-2022	1752-0000-0-0000-0000-1100-00			$66,902.00
720819	06-30-2022	1234-6266-0-0000-0000-1100-00	Ed. Effectiveness Grant Reclass	$79,122.00	
720822	06-30-2022	1234-0000-0-0000-0000-1100-00	Ed. Effectiveness Grant Reclass		$79,122.00
720861	06-30-2022	1234-1400-0-0000-0000-1100-00	EPA Reclass	$516,937.89	
720867	06-30-2022	1234-0000-0-0000-0000-1100-00	EPA Reclass		$516,937.89
720877	06-30-2022	2043-7422-0-0000-0000-1100-00	IPI Reclass	$26,606.00	
720880	06-30-2022	2043-0000-0-0000-0000-1100-00	IPI Reclass		$26,606.00
720887	06-30-2022	2043-6266-0-0000-0000-1100-00	Ed. Effectiveness Reclass	$14,418.00	
720890	06-30-2022	2043-0000-0-0000-0000-1100-00	Ed. Effectiveness Reclass		$14,418.00
720911	06-30-2022	2043-3310-0-0000-0000-1100-00	Reclass SPED expenses	$22,843.00	
720914	06-30-2022	2043-0000-0-0000-0000-1100-00	Reclass SPED expenses		$22,843.00
721222	06-30-2022	2043-1400-0-0000-0000-1100-00	EPA Reclass (21-22)	$15,232.00	
721225	06-30-2022	2043-0000-0-0000-0000-1100-00	EPA Reclass (21-22)		$15,232.00
723929	07-15-2022	1234-0000-0-0000-0000-1100-00	07-15-2022 Payroll	$24,155.61	
723988	07-15-2022	1234-6500-0-0000-0000-1100-00	07-15-2022 Payroll	$2,463.46	
724000	07-15-2022	1752-0000-0-0000-0000-1100-00	07-15-2022 Payroll	$20,385.85	
724044	07-15-2022	1930-0000-0-0000-0000-1100-00	07-15-2022 Payroll	$36,185.60	
724066	07-15-2022	1930-3214-0-0000-0000-1100-00	07-15-2022 Payroll	$3,120.63	
724083	07-15-2022	2043-0000-0-0000-0000-1100-00	07-15-2022 Payroll	$9,148.98	
724107	07-15-2022	1752-0000-0-0000-0000-1100-01	07-15-2022 Payroll	$10,947.98	
724108	07-15-2022	1932-0000-0-0000-0000-1100-00	07-15-2022 Payroll	$20,214.14	
724144	07-29-2022	1234-0000-0-0000-0000-1100-00	07-29-2022 Payroll	$32,827.22	
724204	07-29-2022	1234-6500-0-0000-0000-1100-00	07-29-2022 Payroll	$2,619.05	
724216	07-29-2022	1752-0000-0-0000-0000-1100-00	07-29-2022 Payroll	$20,854.39	

Vista Legacy Global Academy
Supporting Documentation

724260	07-29-2022	1930-0000-0-0000-0000-1100-00	07-29-2022 Payroll	$33,792.73		
724281	07-29-2022	1930-3214-0-0000-0000-1100-00	07-29-2022 Payroll	$3,120.63		
724298	07-29-2022	2043-0000-0-0000-0000-1100-00	07-29-2022 Payroll	$11,331.11		
724321	07-29-2022	1932-0000-0-0000-0000-1100-00	07-29-2022 Payroll	$1,055.70		
724322	07-29-2022	1752-0000-0-0000-0000-1100-01	07-29-2022 Payroll	$12,664.84		
742284	08-15-2022	1234-0000-0-0000-0000-1100-00	08-15-2022 Payroll	$43,184.46		
742343	08-15-2022	1234-6500-0-0000-0000-1100-00	08-15-2022 Payroll	$2,463.46		
742355	08-15-2022	1752-0000-0-0000-0000-1100-00	08-15-2022 Payroll	$39,613.09		
742405	08-15-2022	1930-0000-0-0000-0000-1100-00	08-15-2022 Payroll	$58,498.14		
742426	08-15-2022	1930-3214-0-0000-0000-1100-00	08-15-2022 Payroll	$4,007.49		
742447	08-15-2022	2043-0000-0-0000-0000-1100-00	08-15-2022 Payroll	$7,828.34		
742472	08-15-2022	1752-0000-0-0000-0000-1100-01	08-15-2022 Payroll	$19,709.75		
742473	08-15-2022	1932-0000-0-0000-0000-1100-00	08-15-2022 Payroll	$57,646.41		
		Total Activity		**$2,254,475.71**	**$1,285,731.38**	
		Ending Balance		**$968,744.33**		
1110 - Teacher Salaries						
		Total Activity				**$0.00**
		Ending Balance				**$0.00**
1130 - Substitute Teacher Salaries						
		Total Activity				**$0.00**
		Ending Balance				**$0.00**
1150 - Intersession Teacher Salaries						
		Total Activity				**$0.00**
		Ending Balance				**$0.00**
1175 - Teachers - Extra Duty/Stipends						
		Total Activity				**$0.00**
		Ending Balance				**$0.00**
1200 - Certificated Pupil Support Salaries						
683977	05-25-2022	1234-0000-0-0000-0000-1200-00	05-25-2022 Payroll	$6,165.24		
684154	05-25-2022	1752-0000-0-0000-0000-1200-01	05-25-2022 Payroll	$3,910.68		
684029	05-25-2022	1752-0000-0-0000-0000-1200-00	05-25-2022 Payroll	$2,484.00		
684063	05-25-2022	1752-6500-0-0000-0000-1200-00	05-25-2022 Payroll	$8,179.72		
684070	05-25-2022	1752-3212-0-0000-0000-1200-00	05-25-2022 Payroll	$4,359.50		
684085	05-25-2022	1930-0000-0-0000-0000-1200-00	05-25-2022 Payroll	$10,392.00		
684109	05-25-2022	1930-6500-0-0000-0000-1200-00	05-25-2022 Payroll	$7,285.97		
684696	06-15-2022	1234-0000-0-0000-0000-1200-00	06-15-2022 Payroll	$6,561.74		
684750	06-15-2022	1752-0000-0-0000-0000-1200-00	06-15-2022 Payroll	$1,863.00		
684784	06-15-2022	1752-6500-0-0000-0000-1200-00	06-15-2022 Payroll	$10,941.42		
684791	06-15-2022	1752-3212-0-0000-0000-1200-00	06-15-2022 Payroll	$3,770.40		
684806	06-15-2022	1930-0000-0-0000-0000-1200-00	06-15-2022 Payroll	$9,655.00		
684830	06-15-2022	1930-6500-0-0000-0000-1200-00	06-15-2022 Payroll	$8,024.27		
684875	06-15-2022	1752-0000-0-0000-0000-1200-01	06-15-2022 Payroll	$3,921.88		
712243	06-30-2022	1930-4127-0-0000-0000-1200-00	21-22 Title IV Reclassifications	$5,465.74		
712246	06-30-2022	1930-0000-0-0000-0000-1200-00	21-22 Title IV Reclassifications		$5,465.74	
713317	06-30-2022	1234-4127-0-0000-0000-1200-00	21-22 Title IV Reclassification	$11,237.89		
713320	06-30-2022	1234-0000-0-0000-0000-1200-00	21-22 Title IV Reclassification		$11,237.89	
684899	06-30-2022	1234-0000-0-0000-0000-1200-00	06-30-2022 Payroll	$8,335.28		
684953	06-30-2022	1752-0000-0-0000-0000-1200-00	06-30-2022 Payroll	$414.00		
684987	06-30-2022	1752-6500-0-0000-0000-1200-00	06-30-2022 Payroll	$10,922.86		
684994	06-30-2022	1752-3212-0-0000-0000-1200-00	06-30-2022 Payroll	$3,770.40		
685009	06-30-2022	1930-0000-0-0000-0000-1200-00	06-30-2022 Payroll	$8,363.25		
685032	06-30-2022	1930-6500-0-0000-0000-1200-00	06-30-2022 Payroll	$13,547.80		
685050	06-30-2022	2043-0000-0-0000-0000-1200-00	06-30-2022 Payroll	$1,175.63		
685078	06-30-2022	1752-0000-0-0000-0000-1200-01	06-30-2022 Payroll	$4,986.04		
741076	06-30-2022	1752-6546-0-0000-0000-1200-00		$12,715.00		
741078	06-30-2022	1752-3310-0-0000-0000-1200-00		$38,114.00		

Vista Legacy Global Academy
Supporting Documentation

741081	06-30-2022	1752-6500-0-0000-0000-1200-00			$50,829.00
720843	06-30-2022	1234-3310-0-0000-0000-1200-00	SPED Reclass	$95,717.00	
720846	06-30-2022	1234-0000-0-0000-0000-1200-00	SPED Reclass		$95,717.00
723930	07-15-2022	1234-0000-0-0000-0000-1200-00	07-15-2022 Payroll	$3,690.84	
724025	07-15-2022	1752-6500-0-0000-0000-1200-00	07-15-2022 Payroll	$9,081.72	
724032	07-15-2022	1752-3212-0-0000-0000-1200-00	07-15-2022 Payroll	$3,798.05	
724045	07-15-2022	1930-0000-0-0000-0000-1200-00	07-15-2022 Payroll	$1,350.00	
724067	07-15-2022	1930-6500-0-0000-0000-1200-00	07-15-2022 Payroll	$6,789.45	
724109	07-15-2022	1932-0000-0-0000-0000-1200-00	07-15-2022 Payroll	$4,162.79	
724110	07-15-2022	1752-0000-0-0000-0000-1200-01	07-15-2022 Payroll	$5,865.88	
724145	07-29-2022	1234-0000-0-0000-0000-1200-00	07-29-2022 Payroll	$4,157.05	
724241	07-29-2022	1752-6500-0-0000-0000-1200-00	07-29-2022 Payroll	$9,691.12	
724248	07-29-2022	1752-3212-0-0000-0000-1200-00	07-29-2022 Payroll	$5,117.39	
724261	07-29-2022	1930-0000-0-0000-0000-1200-00	07-29-2022 Payroll	$750.00	
724282	07-29-2022	1930-6500-0-0000-0000-1200-00	07-29-2022 Payroll	$6,026.01	
724323	07-29-2022	1932-0000-0-0000-0000-1200-00	07-29-2022 Payroll	$6,391.45	
724324	07-29-2022	1752-0000-0-0000-0000-1200-01	07-29-2022 Payroll	$8,511.08	
742285	08-15-2022	1234-0000-0-0000-0000-1200-00	08-15-2022 Payroll	$3,690.84	
742382	08-15-2022	1752-6500-0-0000-0000-1200-00	08-15-2022 Payroll	$9,081.72	
742393	08-15-2022	1752-3212-0-0000-0000-1200-00	08-15-2022 Payroll	$3,798.05	
742406	08-15-2022	1930-0000-0-0000-0000-1200-00	08-15-2022 Payroll	$3,624.46	
742427	08-15-2022	1930-6500-0-0000-0000-1200-00	08-15-2022 Payroll	$5,122.65	
742448	08-15-2022	2043-0000-0-0000-0000-1200-00	08-15-2022 Payroll	$207.00	
742474	08-15-2022	1932-0000-0-0000-0000-1200-00	08-15-2022 Payroll	$11,592.93	
742475	08-15-2022	1752-0000-0-0000-0000-1200-01	08-15-2022 Payroll	$13,807.40	
		Total Activity		**$428,587.59**	**$163,249.63**
		Ending Balance		**$265,337.96**	
1300 - Certificated Supervisors' and Administrators'					
683978	05-25-2022	1234-0000-0-0000-0000-1300-00	05-25-2022 Payroll	$12,952.27	
684018	05-25-2022	1234-6500-0-0000-0000-1300-00	05-25-2022 Payroll	$5,033.47	
684149	05-25-2022	2043-6500-0-0000-0000-1300-00	05-25-2022 Payroll	$1,026.85	
684030	05-25-2022	1752-0000-0-0000-0000-1300-00	05-25-2022 Payroll	$15,841.31	
684086	05-25-2022	1930-0000-0-0000-0000-1300-00	05-25-2022 Payroll	$11,600.16	
684128	05-25-2022	2043-0000-0-0000-0000-1300-00	05-25-2022 Payroll	$6,823.86	
684697	06-15-2022	1234-0000-0-0000-0000-1300-00	06-15-2022 Payroll	$14,336.07	
684737	06-15-2022	1234-6500-0-0000-0000-1300-00	06-15-2022 Payroll	$5,511.27	
684751	06-15-2022	1752-0000-0-0000-0000-1300-00	06-15-2022 Payroll	$19,950.57	
684807	06-15-2022	1930-0000-0-0000-0000-1300-00	06-15-2022 Payroll	$13,016.41	
684849	06-15-2022	2043-0000-0-0000-0000-1300-00	06-15-2022 Payroll	$8,939.66	
684870	06-15-2022	2043-6500-0-0000-0000-1300-00	06-15-2022 Payroll	$1,127.10	
684900	06-30-2022	1234-0000-0-0000-0000-1300-00	06-30-2022 Payroll	$28,303.77	
684940	06-30-2022	1234-6500-0-0000-0000-1300-00	06-30-2022 Payroll	$8,396.95	
684954	06-30-2022	1752-0000-0-0000-0000-1300-00	06-30-2022 Payroll	$41,574.77	
685010	06-30-2022	1930-0000-0-0000-0000-1300-00	06-30-2022 Payroll	$30,924.55	
685051	06-30-2022	2043-0000-0-0000-0000-1300-00	06-30-2022 Payroll	$15,283.68	
685073	06-30-2022	2043-6500-0-0000-0000-1300-00	06-30-2022 Payroll	$1,703.06	
723931	07-15-2022	1234-0000-0-0000-0000-1300-00	07-15-2022 Payroll	$15,953.75	
723989	07-15-2022	1234-6500-0-0000-0000-1300-00	07-15-2022 Payroll	$2,227.24	
724001	07-15-2022	1752-0000-0-0000-0000-1300-00	07-15-2022 Payroll	$10,646.04	
724026	07-15-2022	1752-6500-0-0000-0000-1300-00	07-15-2022 Payroll	$1,585.12	
724046	07-15-2022	1930-0000-0-0000-0000-1300-00	07-15-2022 Payroll	$12,992.06	
724068	07-15-2022	1930-6500-0-0000-0000-1300-00	07-15-2022 Payroll	$1,251.21	
724084	07-15-2022	2043-0000-0-0000-0000-1300-00	07-15-2022 Payroll	$8,124.41	
724104	07-15-2022	2043-6500-0-0000-0000-1300-00	07-15-2022 Payroll	$417.26	
724111	07-15-2022	1752-0000-0-0000-0000-1300-01	07-15-2022 Payroll	$6,887.42	
724112	07-15-2022	1932-0000-0-0000-0000-1300-00	07-15-2022 Payroll	$10,667.77	
724141	07-15-2022	1932-6500-0-0000-0000-1300-00	07-15-2022 Payroll	$1,051.20	

Vista Legacy Global Academy
Supporting Documentation

724146	07-29-2022	1234-0000-0-0000-0000-1300-00	07-29-2022 Payroll	$14,423.58	
724205	07-29-2022	1234-6500-0-0000-0000-1300-00	07-29-2022 Payroll	$2,227.24	
724217	07-29-2022	1752-0000-0-0000-0000-1300-00	07-29-2022 Payroll	$13,091.15	
724242	07-29-2022	1752-6500-0-0000-0000-1300-00	07-29-2022 Payroll	$1,585.12	
724262	07-29-2022	1930-0000-0-0000-0000-1300-00	07-29-2022 Payroll	$13,313.94	
724283	07-29-2022	1930-6500-0-0000-0000-1300-00	07-29-2022 Payroll	$1,251.21	
724299	07-29-2022	2043-0000-0-0000-0000-1300-00	07-29-2022 Payroll	$7,614.12	
724318	07-29-2022	2043-6500-0-0000-0000-1300-00	07-29-2022 Payroll	$417.26	
724325	07-29-2022	1752-0000-0-0000-0000-1300-01	07-29-2022 Payroll	$9,426.94	
724326	07-29-2022	1932-0000-0-0000-0000-1300-00	07-29-2022 Payroll	$9,507.21	
724356	07-29-2022	1932-6500-0-0000-0000-1300-00	07-29-2022 Payroll	$1,051.20	
742286	08-15-2022	1234-0000-0-0000-0000-1300-00	08-15-2022 Payroll	$14,947.97	
742344	08-15-2022	1234-6500-0-0000-0000-1300-00	08-15-2022 Payroll	$2,340.23	
742356	08-15-2022	1752-0000-0-0000-0000-1300-00	08-15-2022 Payroll	$13,091.15	
742383	08-15-2022	1752-6500-0-0000-0000-1300-00	08-15-2022 Payroll	$1,665.51	
742407	08-15-2022	1930-0000-0-0000-0000-1300-00	08-15-2022 Payroll	$11,106.34	
742428	08-15-2022	1930-6500-0-0000-0000-1300-00	08-15-2022 Payroll	$1,314.65	
742449	08-15-2022	2043-0000-0-0000-0000-1300-00	08-15-2022 Payroll	$7,614.12	
742469	08-15-2022	2043-6500-0-0000-0000-1300-00	08-15-2022 Payroll	$438.41	
742476	08-15-2022	1752-0000-0-0000-0000-1300-01	08-15-2022 Payroll	$6,252.54	
742477	08-15-2022	1932-0000-0-0000-0000-1300-00	08-15-2022 Payroll	$9,444.71	
742512	08-15-2022	1932-6500-0-0000-0000-1300-00	08-15-2022 Payroll	$1,104.50	
		Total Activity		**$457,378.36**	**$0.00**
		Ending Balance		**$457,378.36**	
1900 - Other Certificated Salaries					
		Total Activity			**$0.00**
		Ending Balance			**$0.00**
2000 - Classified Salaries					
		Total Activity			**$0.00**
		Ending Balance			**$0.00**
2100 - Classified Instructional Salaries					
683979	05-25-2022	1234-0000-0-0000-0000-2100-00	05-25-2022 Payroll	$19,689.55	
684003	05-25-2022	1234-3010-0-0000-0000-2100-00	05-25-2022 Payroll	$2,535.54	
684010	05-25-2022	1234-4203-0-0000-0000-2100-00	05-25-2022 Payroll	$1,585.98	
684145	05-25-2022	2043-3010-0-0000-0000-2100-00	05-25-2022 Payroll	$1,644.38	
684155	05-25-2022	1752-0000-0-0000-0000-2100-01	05-25-2022 Payroll	$1,105.50	
684168	05-25-2022	1752-3010-0-0000-0000-2100-01	05-25-2022 Payroll	$1,097.25	
684031	05-25-2022	1752-0000-0-0000-0000-2100-00	05-25-2022 Payroll	$3,386.76	
684050	05-25-2022	1752-3010-0-0000-0000-2100-00	05-25-2022 Payroll	$3,987.99	
684057	05-25-2022	1752-4203-0-0000-0000-2100-00	05-25-2022 Payroll	$940.50	
684087	05-25-2022	1930-0000-0-0000-0000-2100-00	05-25-2022 Payroll	$8,141.02	
684103	05-25-2022	1930-3010-0-0000-0000-2100-00	05-25-2022 Payroll	$4,046.17	
684129	05-25-2022	2043-0000-0-0000-0000-2100-00	05-25-2022 Payroll	$1,931.26	
684698	06-15-2022	1234-0000-0-0000-0000-2100-00	06-15-2022 Payroll	$14,977.22	
684722	06-15-2022	1234-3010-0-0000-0000-2100-00	06-15-2022 Payroll	$1,994.28	
684729	06-15-2022	1234-4203-0-0000-0000-2100-00	06-15-2022 Payroll	$1,185.03	
684752	06-15-2022	1752-0000-0-0000-0000-2100-00	06-15-2022 Payroll	$2,904.32	
684771	06-15-2022	1752-3010-0-0000-0000-2100-00	06-15-2022 Payroll	$2,922.49	
684778	06-15-2022	1752-4203-0-0000-0000-2100-00	06-15-2022 Payroll	$915.75	
684808	06-15-2022	1930-0000-0-0000-0000-2100-00	06-15-2022 Payroll	$7,454.25	
684824	06-15-2022	1930-3010-0-0000-0000-2100-00	06-15-2022 Payroll	$3,444.41	
684850	06-15-2022	2043-0000-0-0000-0000-2100-00	06-15-2022 Payroll	$1,471.01	
684866	06-15-2022	2043-3010-0-0000-0000-2100-00	06-15-2022 Payroll	$1,405.25	
684876	06-15-2022	1752-0000-0-0000-0000-2100-01	06-15-2022 Payroll	$866.25	
684889	06-15-2022	1752-3010-0-0000-0000-2100-01	06-15-2022 Payroll	$957.01	
700528	06-30-2022	1930-4203-0-0000-0000-2100-00	Reclass Melanie Cardenas Wages to Title III	$13,287.43	
700530	06-30-2022	1930-0000-0-0000-0000-2100-00	Reclass Melanie Cardenas Wages to Title III		$13,287.43

Vista Legacy Global Academy
Supporting Documentation

700542	06-30-2022	1234-3010-0-0000-0000-2100-00	Q4 Title I Payroll Reclass	$78,708.26	
700544	06-30-2022	1234-0000-0-0000-0000-2100-00	Q4 Title I Payroll Reclass		$78,708.26
712134	06-30-2022	1930-0000-0-0000-0000-2100-00	21-22 Title I Reclassifications	$10,161.04	
712137	06-30-2022	1930-3010-0-0000-0000-2100-00	21-22 Title I Reclassifications		$10,161.04
712204	06-30-2022	1930-0000-0-0000-0000-2100-00	21-22 Title III Reclassifications	$1,693.14	
712207	06-30-2022	1930-4203-0-0000-0000-2100-00	21-22 Title III Reclassifications		$1,693.14
712287	06-30-2022	1752-0000-0-0000-0000-2100-00	21-22 Title I Reclassifications	$6,808.59	
712290	06-30-2022	1752-3010-0-0000-0000-2100-00	21-22 Title I Reclassifications		$6,808.59
712780	06-30-2022	1752-0000-0-0000-0000-2100-00	21-22 Title III Reclassifications	$3,300.95	
712783	06-30-2022	1752-4203-0-0000-0000-2100-00	21-22 Title III Reclassifications		$3,300.95
712901	06-30-2022	2043-0000-0-0000-0000-2100-00	21-22 Title I Reclassifications	$13,134.15	
712904	06-30-2022	2043-3010-0-0000-0000-2100-00	21-22 Title I Reclassifications		$13,134.15
713175	06-30-2022	1234-0000-0-0000-0000-2100-00	21-22 Title I Reclassifications	$87,795.26	
713176	06-30-2022	1234-3010-0-0000-0000-2100-00	21-22 Title I Reclassifications		$87,795.26
713273	06-30-2022	1234-0000-0-0000-0000-2100-00	21-22 Title III Reclassification	$9,601.95	
713276	06-30-2022	1234-4203-0-0000-0000-2100-00	21-22 Title III Reclassification		$9,601.95
684901	06-30-2022	1234-0000-0-0000-0000-2100-00	06-30-2022 Payroll	$15,346.09	
684925	06-30-2022	1234-3010-0-0000-0000-2100-00	06-30-2022 Payroll	$2,038.93	
684932	06-30-2022	1234-4203-0-0000-0000-2100-00	06-30-2022 Payroll	$1,360.76	
684955	06-30-2022	1752-0000-0-0000-0000-2100-00	06-30-2022 Payroll	$767.26	
684974	06-30-2022	1752-3010-0-0000-0000-2100-00	06-30-2022 Payroll	$2,877.75	
684981	06-30-2022	1752-4203-0-0000-0000-2100-00	06-30-2022 Payroll	$165.00	
685011	06-30-2022	1930-0000-0-0000-0000-2100-00	06-30-2022 Payroll	$4,960.27	
685026	06-30-2022	1930-3010-0-0000-0000-2100-00	06-30-2022 Payroll	$2,888.64	
685052	06-30-2022	2043-0000-0-0000-0000-2100-00	06-30-2022 Payroll	$1,588.50	
685069	06-30-2022	2043-3010-0-0000-0000-2100-00	06-30-2022 Payroll	$1,587.13	
685079	06-30-2022	1752-0000-0-0000-0000-2100-01	06-30-2022 Payroll	$222.75	
685092	06-30-2022	1752-3010-0-0000-0000-2100-01	06-30-2022 Payroll	$521.25	
723932	07-15-2022	1234-0000-0-0000-0000-2100-00	07-15-2022 Payroll	$3,094.17	
723976	07-15-2022	1234-3010-0-0000-0000-2100-00	07-15-2022 Payroll	$743.41	
723982	07-15-2022	1234-4203-0-0000-0000-2100-00	07-15-2022 Payroll	$435.83	
724020	07-15-2022	1752-3010-0-0000-0000-2100-00	07-15-2022 Payroll	$3,242.64	
724047	07-15-2022	1930-0000-0-0000-0000-2100-00	07-15-2022 Payroll	$4,655.64	
724062	07-15-2022	1930-3010-0-0000-0000-2100-00	07-15-2022 Payroll	$3,186.13	
724085	07-15-2022	2043-0000-0-0000-0000-2100-00	07-15-2022 Payroll	$156.00	
724100	07-15-2022	2043-3010-0-0000-0000-2100-00	07-15-2022 Payroll	$1,665.00	
724136	07-15-2022	1752-3010-0-0000-0000-2100-01	07-15-2022 Payroll	$833.63	
724147	07-29-2022	1234-0000-0-0000-0000-2100-00	07-29-2022 Payroll	$7,192.81	
724192	07-29-2022	1234-3010-0-0000-0000-2100-00	07-29-2022 Payroll	$2,311.38	
724198	07-29-2022	1234-4203-0-0000-0000-2100-00	07-29-2022 Payroll	$1,119.69	
724236	07-29-2022	1752-3010-0-0000-0000-2100-00	07-29-2022 Payroll	$2,079.38	
724263	07-29-2022	1930-0000-0-0000-0000-2100-00	07-29-2022 Payroll	$2,582.63	
724278	07-29-2022	1930-3010-0-0000-0000-2100-00	07-29-2022 Payroll	$1,422.88	
724300	07-29-2022	2043-0000-0-0000-0000-2100-00	07-29-2022 Payroll	$165.75	
724314	07-29-2022	2043-3010-0-0000-0000-2100-00	07-29-2022 Payroll	$2,467.50	
724351	07-29-2022	1752-3010-0-0000-0000-2100-01	07-29-2022 Payroll	$1,158.00	
742287	08-15-2022	1234-0000-0-0000-0000-2100-00	08-15-2022 Payroll	$7,475.86	
742331	08-15-2022	1234-3010-0-0000-0000-2100-00	08-15-2022 Payroll	$2,638.50	
742337	08-15-2022	1234-4203-0-0000-0000-2100-00	08-15-2022 Payroll	$667.88	
742357	08-15-2022	1752-0000-0-0000-0000-2100-00	08-15-2022 Payroll	$237.25	
742377	08-15-2022	1752-3010-0-0000-0000-2100-00	08-15-2022 Payroll	$141.38	
742408	08-15-2022	1930-0000-0-0000-0000-2100-00	08-15-2022 Payroll	$2,253.27	
742423	08-15-2022	1930-3010-0-0000-0000-2100-00	08-15-2022 Payroll	$1,917.14	
742450	08-15-2022	2043-0000-0-0000-0000-2100-00	08-15-2022 Payroll	$697.25	
742465	08-15-2022	2043-3010-0-0000-0000-2100-00	08-15-2022 Payroll	$1,103.25	
742478	08-15-2022	1752-0000-0-0000-0000-2100-01	08-15-2022 Payroll	$222.00	
742479	08-15-2022	1932-0000-0-0000-0000-2100-00	08-15-2022 Payroll	$4,490.17	

Vista Legacy Global Academy
Supporting Documentation

		Total Activity			**$409,760.69**	**$224,490.77**
		Ending Balance			**$185,269.92**	
2200 - Classified Support Salaries						
683980	05-25-2022	1234-0000-0-0000-0000-2200-00	05-25-2022 Payroll		$8,918.11	
684024	05-25-2022	1234-3214-0-0000-0000-2200-00	05-25-2022 Payroll		$2,616.00	
684032	05-25-2022	1752-0000-0-0000-0000-2200-00	05-25-2022 Payroll		$12,946.89	
684071	05-25-2022	1752-3213-0-0000-0000-2200-00	05-25-2022 Payroll		$2,818.28	
684088	05-25-2022	1930-0000-0-0000-0000-2200-00	05-25-2022 Payroll		$23,130.18	
684110	05-25-2022	1930-3213-0-0000-0000-2200-00	05-25-2022 Payroll		$1,043.02	
684130	05-25-2022	2043-0000-0-0000-0000-2200-00	05-25-2022 Payroll		$1,992.90	
688997	05-25-2022	1752-3213-0-0000-0000-2200-00	05-25-2022 Payroll Reclass			$1,343.19
689002	05-25-2022	1930-3213-0-0000-0000-2200-00	05-25-2022 Payroll Reclass		$1,343.19	
684699	06-15-2022	1234-0000-0-0000-0000-2200-00	06-15-2022 Payroll		$7,105.03	
684743	06-15-2022	1234-3214-0-0000-0000-2200-00	06-15-2022 Payroll		$1,971.90	
684753	06-15-2022	1752-0000-0-0000-0000-2200-00	06-15-2022 Payroll		$11,518.85	
684792	06-15-2022	1752-3213-0-0000-0000-2200-00	06-15-2022 Payroll		$5,318.28	
684809	06-15-2022	1930-0000-0-0000-0000-2200-00	06-15-2022 Payroll		$19,272.46	
684831	06-15-2022	1930-3213-0-0000-0000-2200-00	06-15-2022 Payroll		$853.38	
684851	06-15-2022	2043-0000-0-0000-0000-2200-00	06-15-2022 Payroll		$2,177.50	
689011	06-15-2022	1752-3213-0-0000-0000-2200-00	06-15-2022 Payroll Reclass			$2,534.69
689016	06-15-2022	1930-3213-0-0000-0000-2200-00	06-15-2022 Payroll Reclass		$2,534.69	
719782	06-30-2022	1234-7029-0-0000-3700-2200-00	Reclass Adjustment		$14,773.00	
719785	06-30-2022	1234-0000-0-0000-0000-2200-00	Reclass Adjustment			$14,773.00
684902	06-30-2022	1234-0000-0-0000-0000-2200-00	06-30-2022 Payroll		$7,978.92	
684946	06-30-2022	1234-3214-0-0000-0000-2200-00	06-30-2022 Payroll		$2,629.80	
684956	06-30-2022	1752-0000-0-0000-0000-2200-00	06-30-2022 Payroll		$11,110.83	
684995	06-30-2022	1752-3213-0-0000-0000-2200-00	06-30-2022 Payroll		$5,211.71	
685012	06-30-2022	1930-0000-0-0000-0000-2200-00	06-30-2022 Payroll		$17,935.09	
685033	06-30-2022	1930-3213-0-0000-0000-2200-00	06-30-2022 Payroll		$1,137.84	
685053	06-30-2022	2043-0000-0-0000-0000-2200-00	06-30-2022 Payroll		$4,582.90	
689031	06-30-2022	1752-3213-0-0000-0000-2200-00	06-30-2022 Payroll Reclass			$2,483.89
689036	06-30-2022	1930-3213-0-0000-0000-2200-00	06-30-2022 Payroll Reclass		$2,483.89	
723933	07-15-2022	1234-0000-0-0000-0000-2200-00	07-15-2022 Payroll		$4,567.09	
723995	07-15-2022	1234-3214-0-0000-0000-2200-00	07-15-2022 Payroll		$562.22	
724002	07-15-2022	1752-0000-0-0000-0000-2200-00	07-15-2022 Payroll		$9,440.39	
724033	07-15-2022	1752-3213-0-0000-0000-2200-00	07-15-2022 Payroll		$2,462.06	
724048	07-15-2022	1930-0000-0-0000-0000-2200-00	07-15-2022 Payroll		$10,104.08	
724069	07-15-2022	1930-3213-0-0000-0000-2200-00	07-15-2022 Payroll		$2,831.45	
724086	07-15-2022	2043-0000-0-0000-0000-2200-00	07-15-2022 Payroll		$530.64	
724113	07-15-2022	1932-0000-0-0000-0000-2200-00	07-15-2022 Payroll		$8,809.50	
724148	07-29-2022	1234-0000-0-0000-0000-2200-00	07-29-2022 Payroll		$6,962.38	
724211	07-29-2022	1234-3214-0-0000-0000-2200-00	07-29-2022 Payroll		$1,521.94	
724218	07-29-2022	1752-0000-0-0000-0000-2200-00	07-29-2022 Payroll		$9,294.52	
724249	07-29-2022	1752-3213-0-0000-0000-2200-00	07-29-2022 Payroll		$1,460.80	
724264	07-29-2022	1930-0000-0-0000-0000-2200-00	07-29-2022 Payroll		$9,550.60	
724284	07-29-2022	1930-3213-0-0000-0000-2200-00	07-29-2022 Payroll		$2,139.52	
724301	07-29-2022	2043-0000-0-0000-0000-2200-00	07-29-2022 Payroll		$2,963.11	
724327	07-29-2022	1932-0000-0-0000-0000-2200-00	07-29-2022 Payroll		$6,279.08	
742288	08-15-2022	1234-0000-0-0000-0000-2200-00	08-15-2022 Payroll		$8,207.79	
742350	08-15-2022	1234-3214-0-0000-0000-2200-00	08-15-2022 Payroll		$1,061.42	
742358	08-15-2022	1752-0000-0-0000-0000-2200-00	08-15-2022 Payroll		$7,999.22	
742409	08-15-2022	1930-0000-0-0000-0000-2200-00	08-15-2022 Payroll		$9,185.48	
742429	08-15-2022	1930-3213-0-0000-0000-2200-00	08-15-2022 Payroll		$2,274.00	
742451	08-15-2022	2043-0000-0-0000-0000-2200-00	08-15-2022 Payroll		$2,983.66	
742480	08-15-2022	1752-0000-0-0000-0000-2200-01	08-15-2022 Payroll		$299.80	
742481	08-15-2022	1932-0000-0-0000-0000-2200-00	08-15-2022 Payroll		$5,968.34	
762721	08-15-2022	1752-3213-0-0000-0000-2200-00	08-15-2022 Payroll		$1,460.80	

Vista Legacy Global Academy
Supporting Documentation

	Total Activity			**$292,324.53**	**$21,134.77**
	Ending Balance			**$271,189.76**	
2300 - Classified Supervisors' and Administrators' S					
683981	05-25-2022	1234-0000-0-0000-0000-2300-00	05-25-2022 Payroll	$2,597.13	
684700	06-15-2022	1234-0000-0-0000-0000-2300-00	06-15-2022 Payroll	$2,915.91	
684903	06-30-2022	1234-0000-0-0000-0000-2300-00	06-30-2022 Payroll	$3,928.99	
723934	07-15-2022	1234-0000-0-0000-0000-2300-00	07-15-2022 Payroll	$2,833.33	
724149	07-29-2022	1234-0000-0-0000-0000-2300-00	07-29-2022 Payroll	$2,833.33	
742289	08-15-2022	1234-0000-0-0000-0000-2300-00	08-15-2022 Payroll	$3,266.58	
	Total Activity			**$18,375.27**	**$0.00**
	Ending Balance			**$18,375.27**	
2400 - Clerical, Technical and Office Staff Salaries					
683982	05-25-2022	1234-0000-0-0000-0000-2400-00	05-25-2022 Payroll	$2,813.07	
684033	05-25-2022	1752-0000-0-0000-0000-2400-00	05-25-2022 Payroll	$3,729.33	
684089	05-25-2022	1930-0000-0-0000-0000-2400-00	05-25-2022 Payroll	$3,902.95	
684131	05-25-2022	2043-0000-0-0000-0000-2400-00	05-25-2022 Payroll	$2,231.96	
684701	06-15-2022	1234-0000-0-0000-0000-2400-00	06-15-2022 Payroll	$2,234.96	
684754	06-15-2022	1752-0000-0-0000-0000-2400-00	06-15-2022 Payroll	$2,981.34	
684810	06-15-2022	1930-0000-0-0000-0000-2400-00	06-15-2022 Payroll	$3,620.26	
684852	06-15-2022	2043-0000-0-0000-0000-2400-00	06-15-2022 Payroll	$2,231.96	
684904	06-30-2022	1234-0000-0-0000-0000-2400-00	06-30-2022 Payroll	$3,277.82	
684957	06-30-2022	1752-0000-0-0000-0000-2400-00	06-30-2022 Payroll	$5,171.82	
685013	06-30-2022	1930-0000-0-0000-0000-2400-00	06-30-2022 Payroll	$6,148.23	
685054	06-30-2022	2043-0000-0-0000-0000-2400-00	06-30-2022 Payroll	$5,256.90	
723935	07-15-2022	1234-0000-0-0000-0000-2400-00	07-15-2022 Payroll	$627.41	
724003	07-15-2022	1752-0000-0-0000-0000-2400-00	07-15-2022 Payroll	$6,166.36	
724049	07-15-2022	1930-0000-0-0000-0000-2400-00	07-15-2022 Payroll	$2,496.27	
724087	07-15-2022	2043-0000-0-0000-0000-2400-00	07-15-2022 Payroll	$2,578.13	
724114	07-15-2022	1932-0000-0-0000-0000-2400-00	07-15-2022 Payroll	$7,539.38	
724150	07-29-2022	1234-0000-0-0000-0000-2400-00	07-29-2022 Payroll	$2,828.23	
724219	07-29-2022	1752-0000-0-0000-0000-2400-00	07-29-2022 Payroll	$4,981.42	
724265	07-29-2022	1930-0000-0-0000-0000-2400-00	07-29-2022 Payroll	$3,154.83	
724302	07-29-2022	2043-0000-0-0000-0000-2400-00	07-29-2022 Payroll	$2,810.08	
724328	07-29-2022	1932-0000-0-0000-0000-2400-00	07-29-2022 Payroll	$4,442.01	
742290	08-15-2022	1234-0000-0-0000-0000-2400-00	08-15-2022 Payroll	$3,189.40	
742359	08-15-2022	1752-0000-0-0000-0000-2400-00	08-15-2022 Payroll	$5,932.69	
742410	08-15-2022	1930-0000-0-0000-0000-2400-00	08-15-2022 Payroll	$3,362.13	
742452	08-15-2022	2043-0000-0-0000-0000-2400-00	08-15-2022 Payroll	$2,578.13	
742483	08-15-2022	1932-0000-0-0000-0000-2400-00	08-15-2022 Payroll	$4,263.69	
	Total Activity			**$100,550.76**	**$0.00**
	Ending Balance			**$100,550.76**	
2900 - Other Classified Salaries					
683983	05-25-2022	1234-0000-0-0000-0000-2900-00	05-25-2022 Payroll	$2,913.99	
684034	05-25-2022	1752-0000-0-0000-0000-2900-00	05-25-2022 Payroll	$5,850.63	
684090	05-25-2022	1930-0000-0-0000-0000-2900-00	05-25-2022 Payroll	$2,962.20	
684132	05-25-2022	2043-0000-0-0000-0000-2900-00	05-25-2022 Payroll	$249.32	
684702	06-15-2022	1234-0000-0-0000-0000-2900-00	06-15-2022 Payroll	$3,171.86	
684755	06-15-2022	1752-0000-0-0000-0000-2900-00	06-15-2022 Payroll	$9,112.49	
684811	06-15-2022	1930-0000-0-0000-0000-2900-00	06-15-2022 Payroll	$4,116.75	
684853	06-15-2022	2043-0000-0-0000-0000-2900-00	06-15-2022 Payroll	$365.12	
684905	06-30-2022	1234-0000-0-0000-0000-2900-00	06-30-2022 Payroll	$4,060.27	
684958	06-30-2022	1752-0000-0-0000-0000-2900-00	06-30-2022 Payroll	$11,283.41	
685014	06-30-2022	1930-0000-0-0000-0000-2900-00	06-30-2022 Payroll	$6,745.48	
685055	06-30-2022	2043-0000-0-0000-0000-2900-00	06-30-2022 Payroll	$441.10	
723936	07-15-2022	1234-0000-0-0000-0000-2900-00	07-15-2022 Payroll	$3,705.46	
724004	07-15-2022	1752-0000-0-0000-0000-2900-00	07-15-2022 Payroll	$5,582.80	
724050	07-15-2022	1930-0000-0-0000-0000-2900-00	07-15-2022 Payroll	$2,826.27	

Vista Legacy Global Academy
Supporting Documentation

724088	07-15-2022	2043-0000-0-0000-0000-2900-00	07-15-2022 Payroll	$942.50	
724115	07-15-2022	1932-0000-0-0000-0000-2900-00	07-15-2022 Payroll	$2,374.47	
724151	07-29-2022	1234-0000-0-0000-0000-2900-00	07-29-2022 Payroll	$4,342.02	
724220	07-29-2022	1752-0000-0-0000-0000-2900-00	07-29-2022 Payroll	$5,380.17	
724266	07-29-2022	1930-0000-0-0000-0000-2900-00	07-29-2022 Payroll	$2,441.31	
724303	07-29-2022	2043-0000-0-0000-0000-2900-00	07-29-2022 Payroll	$814.13	
724329	07-29-2022	1932-0000-0-0000-0000-2900-00	07-29-2022 Payroll	$2,051.04	
742291	08-15-2022	1234-0000-0-0000-0000-2900-00	08-15-2022 Payroll	$3,138.20	
742360	08-15-2022	1752-0000-0-0000-0000-2900-00	08-15-2022 Payroll	$4,105.98	
742411	08-15-2022	1930-0000-0-0000-0000-2900-00	08-15-2022 Payroll	$1,890.83	
742453	08-15-2022	2043-0000-0-0000-0000-2900-00	08-15-2022 Payroll	$630.55	
742484	08-15-2022	1932-0000-0-0000-0000-2900-00	08-15-2022 Payroll	$1,588.56	
		Total Activity		**$93,086.91**	**$0.00**
		Ending Balance		**$93,086.91**	
3000 - Statutory Benefits					
		Total Activity			**$0.00**
		Ending Balance			**$0.00**
3101 - State Teachers' Retirement System, certificat					
683991	05-25-2022	1234-0000-0-0000-0000-3101-00	05-25-2022 Payroll	$9,329.12	
684019	05-25-2022	1234-6500-0-0000-0000-3101-00	05-25-2022 Payroll	$1,402.29	
684161	05-25-2022	1752-0000-0-0000-0000-3101-01	05-25-2022 Payroll	$1,926.44	
684041	05-25-2022	1752-0000-0-0000-0000-3101-00	05-25-2022 Payroll	$8,740.25	
684065	05-25-2022	1752-6500-0-0000-0000-3101-00	05-25-2022 Payroll	$1,720.42	
684074	05-25-2022	1752-3212-0-0000-0000-3101-00	05-25-2022 Payroll	$737.63	
684095	05-25-2022	1930-0000-0-0000-0000-3101-00	05-25-2022 Payroll	$6,721.37	
684113	05-25-2022	1930-3214-0-0000-0000-3101-00	05-25-2022 Payroll	$583.56	
684114	05-25-2022	1930-6500-0-0000-0000-3101-00	05-25-2022 Payroll	$896.37	
684138	05-25-2022	2043-0000-0-0000-0000-3101-00	05-25-2022 Payroll	$2,909.54	
684710	06-15-2022	1234-0000-0-0000-0000-3101-00	06-15-2022 Payroll	$10,488.18	
684738	06-15-2022	1234-6500-0-0000-0000-3101-00	06-15-2022 Payroll	$1,500.10	
684762	06-15-2022	1752-0000-0-0000-0000-3101-00	06-15-2022 Payroll	$10,814.25	
684786	06-15-2022	1752-6500-0-0000-0000-3101-00	06-15-2022 Payroll	$1,889.62	
684795	06-15-2022	1752-3212-0-0000-0000-3101-00	06-15-2022 Payroll	$637.95	
684816	06-15-2022	1930-0000-0-0000-0000-3101-00	06-15-2022 Payroll	$7,201.48	
684834	06-15-2022	1930-3214-0-0000-0000-3101-00	06-15-2022 Payroll	$583.56	
684835	06-15-2022	1930-6500-0-0000-0000-3101-00	06-15-2022 Payroll	$896.37	
684859	06-15-2022	2043-0000-0-0000-0000-3101-00	06-15-2022 Payroll	$2,903.92	
684882	06-15-2022	1752-0000-0-0000-0000-3101-01	06-15-2022 Payroll	$1,896.46	
684913	06-30-2022	1234-0000-0-0000-0000-3101-00	06-30-2022 Payroll	$10,142.59	
684941	06-30-2022	1234-6500-0-0000-0000-3101-00	06-30-2022 Payroll	$1,402.29	
684965	06-30-2022	1752-0000-0-0000-0000-3101-00	06-30-2022 Payroll	$9,910.18	
684989	06-30-2022	1752-6500-0-0000-0000-3101-00	06-30-2022 Payroll	$1,720.42	
684998	06-30-2022	1752-3212-0-0000-0000-3101-00	06-30-2022 Payroll	$637.95	
685019	06-30-2022	1930-0000-0-0000-0000-3101-00	06-30-2022 Payroll	$6,505.83	
685036	06-30-2022	1930-3214-0-0000-0000-3101-00	06-30-2022 Payroll	$794.72	
685037	06-30-2022	1930-6500-0-0000-0000-3101-00	06-30-2022 Payroll	$1,093.47	
685061	06-30-2022	2043-0000-0-0000-0000-3101-00	06-30-2022 Payroll	$2,692.24	
685085	06-30-2022	1752-0000-0-0000-0000-3101-01	06-30-2022 Payroll	$2,355.94	
720862	06-30-2022	1234-1400-0-0000-0000-3101-00	EPA Reclass	$87,465.89	
720868	06-30-2022	1234-0000-0-0000-0000-3101-00	EPA Reclass		$87,465.89
723944	07-15-2022	1234-0000-0-0000-0000-3101-00	07-15-2022 Payroll	$9,181.73	
723991	07-15-2022	1234-6500-0-0000-0000-3101-00	07-15-2022 Payroll	$1,704.34	
724011	07-15-2022	1752-0000-0-0000-0000-3101-00	07-15-2022 Payroll	$8,077.44	
724028	07-15-2022	1752-6500-0-0000-0000-3101-00	07-15-2022 Payroll	$2,095.38	
724036	07-15-2022	1752-3212-0-0000-0000-3101-00	07-15-2022 Payroll	$725.43	
724055	07-15-2022	1930-0000-0-0000-0000-3101-00	07-15-2022 Payroll	$7,792.44	
724073	07-15-2022	1930-3214-0-0000-0000-3101-00	07-15-2022 Payroll	$596.04	

Vista Legacy Global Academy
Supporting Documentation

724074	07-15-2022	1930-6500-0-0000-0000-3101-00	07-15-2022 Payroll	$936.01	
724094	07-15-2022	2043-0000-0-0000-0000-3101-00	07-15-2022 Payroll	$2,929.75	
724125	07-15-2022	1752-0000-0-0000-0000-3101-01	07-15-2022 Payroll	$4,515.00	
724126	07-15-2022	1932-0000-0-0000-0000-3101-00	07-15-2022 Payroll	$5,792.80	
724159	07-29-2022	1234-0000-0-0000-0000-3101-00	07-29-2022 Payroll	$10,927.05	
724207	07-29-2022	1234-6500-0-0000-0000-3101-00	07-29-2022 Payroll	$1,734.06	
724227	07-29-2022	1752-0000-0-0000-0000-3101-00	07-29-2022 Payroll	$7,668.75	
724244	07-29-2022	1752-6500-0-0000-0000-3101-00	07-29-2022 Payroll	$2,211.77	
724252	07-29-2022	1752-3212-0-0000-0000-3101-00	07-29-2022 Payroll	$977.42	
724271	07-29-2022	1930-0000-0-0000-0000-3101-00	07-29-2022 Payroll	$7,600.29	
724288	07-29-2022	1930-3214-0-0000-0000-3101-00	07-29-2022 Payroll	$596.04	
724289	07-29-2022	1930-6500-0-0000-0000-3101-00	07-29-2022 Payroll	$790.19	
724308	07-29-2022	2043-0000-0-0000-0000-3101-00	07-29-2022 Payroll	$3,290.38	
724339	07-29-2022	1932-0000-0-0000-0000-3101-00	07-29-2022 Payroll	$2,559.22	
724340	07-29-2022	1752-0000-0-0000-0000-3101-01	07-29-2022 Payroll	$5,833.22	
742299	08-15-2022	1234-0000-0-0000-0000-3101-00	08-15-2022 Payroll	$12,916.39	
742346	08-15-2022	1234-6500-0-0000-0000-3101-00	08-15-2022 Payroll	$1,767.61	
742367	08-15-2022	1752-0000-0-0000-0000-3101-00	08-15-2022 Payroll	$11,496.68	
742387	08-15-2022	1752-6500-0-0000-0000-3101-00	08-15-2022 Payroll	$2,095.38	
742397	08-15-2022	1752-3212-0-0000-0000-3101-00	08-15-2022 Payroll	$725.43	
742416	08-15-2022	1930-0000-0-0000-0000-3101-00	08-15-2022 Payroll	$11,840.96	
742436	08-15-2022	1930-6500-0-0000-0000-3101-00	08-15-2022 Payroll	$617.65	
742437	08-15-2022	1930-3214-0-0000-0000-3101-00	08-15-2022 Payroll	$765.43	
742458	08-15-2022	2043-0000-0-0000-0000-3101-00	08-15-2022 Payroll	$2,717.05	
742495	08-15-2022	1752-0000-0-0000-0000-3101-01	08-15-2022 Payroll	$7,907.26	
742496	08-15-2022	1932-0000-0-0000-0000-3101-00	08-15-2022 Payroll	$14,319.97	
		Total Activity		**$354,204.96**	**$87,465.89**
		Ending Balance		**$266,739.07**	
3102 - State Teachers' Retirement System, classifiec					
683992	05-25-2022	1234-0000-0-0000-0000-3102-00	05-25-2022 Payroll	$840.58	
684711	06-15-2022	1234-0000-0-0000-0000-3102-00	06-15-2022 Payroll	$700.48	
684914	06-30-2022	1234-0000-0-0000-0000-3102-00	06-30-2022 Payroll	$490.34	
724160	07-29-2022	1234-0000-0-0000-0000-3102-00	07-29-2022 Payroll	$39.54	
742300	08-15-2022	1234-0000-0-0000-0000-3102-00	08-15-2022 Payroll	$177.92	
		Total Activity		**$2,248.86**	**$0.00**
		Ending Balance		**$2,248.86**	
3201 - Public Employees' Retirement System, certifi					
		Total Activity			**$0.00**
		Ending Balance			**$0.00**
3202 - Public Employees' Retirement System, classi					
683994	05-25-2022	1234-0000-0-0000-0000-3202-00	05-25-2022 Payroll	$4,812.98	
684005	05-25-2022	1234-3010-0-0000-0000-3202-00	05-25-2022 Payroll	$567.25	
684012	05-25-2022	1234-4203-0-0000-0000-3202-00	05-25-2022 Payroll	$362.89	
684169	05-25-2022	1752-3010-0-0000-0000-3202-01	05-25-2022 Payroll	$251.38	
684043	05-25-2022	1752-0000-0-0000-0000-3202-00	05-25-2022 Payroll	$4,105.55	
684051	05-25-2022	1752-3010-0-0000-0000-3202-00	05-25-2022 Payroll	$913.66	
684058	05-25-2022	1752-4203-0-0000-0000-3202-00	05-25-2022 Payroll	$215.47	
684076	05-25-2022	1752-3213-0-0000-0000-3202-00	05-25-2022 Payroll	$645.67	
684713	06-15-2022	1234-0000-0-0000-0000-3202-00	06-15-2022 Payroll	$4,266.07	
684724	06-15-2022	1234-3010-0-0000-0000-3202-00	06-15-2022 Payroll	$456.89	
684731	06-15-2022	1234-4203-0-0000-0000-3202-00	06-15-2022 Payroll	$271.49	
684744	06-15-2022	1234-3214-0-0000-0000-3202-00	06-15-2022 Payroll	$451.76	
684764	06-15-2022	1752-0000-0-0000-0000-3202-00	06-15-2022 Payroll	$3,806.06	
684772	06-15-2022	1752-3010-0-0000-0000-3202-00	06-15-2022 Payroll	$646.86	
684779	06-15-2022	1752-4203-0-0000-0000-3202-00	06-15-2022 Payroll	$209.80	
684797	06-15-2022	1752-3213-0-0000-0000-3202-00	06-15-2022 Payroll	$645.67	
684890	06-15-2022	1752-3010-0-0000-0000-3202-01	06-15-2022 Payroll	$216.41	

Vista Legacy Global Academy
Supporting Documentation

713277	06-30-2022	1234-0000-0-0000-0000-3202-00	21-22 Title III Reclassification	$5,883.24	
713278	06-30-2022	1234-4203-0-0000-0000-3202-00	21-22 Title III Reclassification		$5,883.24
684916	06-30-2022	1234-0000-0-0000-0000-3202-00	06-30-2022 Payroll	$4,365.03	
684927	06-30-2022	1234-3010-0-0000-0000-3202-00	06-30-2022 Payroll	$466.40	
684934	06-30-2022	1234-4203-0-0000-0000-3202-00	06-30-2022 Payroll	$311.75	
684947	06-30-2022	1234-3214-0-0000-0000-3202-00	06-30-2022 Payroll	$400.90	
684967	06-30-2022	1752-0000-0-0000-0000-3202-00	06-30-2022 Payroll	$4,085.48	
684975	06-30-2022	1752-3010-0-0000-0000-3202-00	06-30-2022 Payroll	$608.26	
684982	06-30-2022	1752-4203-0-0000-0000-3202-00	06-30-2022 Payroll	$37.80	
685000	06-30-2022	1752-3213-0-0000-0000-3202-00	06-30-2022 Payroll	$819.74	
685093	06-30-2022	1752-3010-0-0000-0000-3202-01	06-30-2022 Payroll	$119.42	
723946	07-15-2022	1234-0000-0-0000-0000-3202-00	07-15-2022 Payroll	$3,157.29	
723978	07-15-2022	1234-3010-0-0000-0000-3202-00	07-15-2022 Payroll	$188.60	
723984	07-15-2022	1234-4203-0-0000-0000-3202-00	07-15-2022 Payroll	$110.57	
723996	07-15-2022	1234-3214-0-0000-0000-3202-00	07-15-2022 Payroll	$142.64	
724013	07-15-2022	1752-0000-0-0000-0000-3202-00	07-15-2022 Payroll	$5,297.36	
724021	07-15-2022	1752-3010-0-0000-0000-3202-00	07-15-2022 Payroll	$822.66	
724038	07-15-2022	1752-3213-0-0000-0000-3202-00	07-15-2022 Payroll	$1,117.79	
724137	07-15-2022	1752-3010-0-0000-0000-3202-01	07-15-2022 Payroll	$211.49	
724162	07-29-2022	1234-0000-0-0000-0000-3202-00	07-29-2022 Payroll	$4,608.22	
724194	07-29-2022	1234-3010-0-0000-0000-3202-00	07-29-2022 Payroll	$586.40	
724200	07-29-2022	1234-4203-0-0000-0000-3202-00	07-29-2022 Payroll	$284.07	
724212	07-29-2022	1234-3214-0-0000-0000-3202-00	07-29-2022 Payroll	$386.12	
724229	07-29-2022	1752-0000-0-0000-0000-3202-00	07-29-2022 Payroll	$4,777.52	
724237	07-29-2022	1752-3010-0-0000-0000-3202-00	07-29-2022 Payroll	$527.54	
724254	07-29-2022	1752-3213-0-0000-0000-3202-00	07-29-2022 Payroll	$663.21	
724352	07-29-2022	1752-3010-0-0000-0000-3202-01	07-29-2022 Payroll	$293.78	
742302	08-15-2022	1234-0000-0-0000-0000-3202-00	08-15-2022 Payroll	$4,508.51	
742333	08-15-2022	1234-3010-0-0000-0000-3202-00	08-15-2022 Payroll	$622.26	
742339	08-15-2022	1234-4203-0-0000-0000-3202-00	08-15-2022 Payroll	$169.44	
742351	08-15-2022	1234-3214-0-0000-0000-3202-00	08-15-2022 Payroll	$269.28	
742370	08-15-2022	1752-0000-0-0000-0000-3202-00	08-15-2022 Payroll	$4,203.63	
742378	08-15-2022	1752-3010-0-0000-0000-3202-00	08-15-2022 Payroll	$35.87	
742399	08-15-2022	1752-3213-0-0000-0000-3202-00	08-15-2022 Payroll	$663.21	
742500	08-15-2022	1752-0000-0-0000-0000-3202-01	08-15-2022 Payroll	$51.63	
		Total Activity		**$73,642.97**	**$5,883.24**
		Ending Balance		**$67,759.73**	
3301 - OASDI/Medicare/Alternative, certificated posi					
683996	05-25-2022	1234-0000-0-0000-0000-3301-00	05-25-2022 Payroll	$686.21	
684150	05-25-2022	2043-6500-0-0000-0000-3301-00	05-25-2022 Payroll	$14.89	
684163	05-25-2022	1752-0000-0-0000-0000-3301-01	05-25-2022 Payroll	$155.48	
684021	05-25-2022	1234-6500-0-0000-0000-3301-00	05-25-2022 Payroll	$106.26	
684045	05-25-2022	1752-0000-0-0000-0000-3301-00	05-25-2022 Payroll	$737.07	
684067	05-25-2022	1752-6500-0-0000-0000-3301-00	05-25-2022 Payroll	$115.95	
684078	05-25-2022	1752-3212-0-0000-0000-3301-00	05-25-2022 Payroll	$59.32	
684097	05-25-2022	1930-0000-0-0000-0000-3301-00	05-25-2022 Payroll	$955.18	
684117	05-25-2022	1930-3214-0-0000-0000-3301-00	05-25-2022 Payroll	$48.07	
684118	05-25-2022	1930-6500-0-0000-0000-3301-00	05-25-2022 Payroll	$103.40	
684140	05-25-2022	2043-0000-0-0000-0000-3301-00	05-25-2022 Payroll	$255.48	
684715	06-15-2022	1234-0000-0-0000-0000-3301-00	06-15-2022 Payroll	$969.15	
684740	06-15-2022	1234-6500-0-0000-0000-3301-00	06-15-2022 Payroll	$163.95	
684766	06-15-2022	1752-0000-0-0000-0000-3301-00	06-15-2022 Payroll	$1,264.19	
684788	06-15-2022	1752-6500-0-0000-0000-3301-00	06-15-2022 Payroll	$156.01	
684799	06-15-2022	1752-3212-0-0000-0000-3301-00	06-15-2022 Payroll	$50.79	
684818	06-15-2022	1930-0000-0-0000-0000-3301-00	06-15-2022 Payroll	$1,253.11	
684838	06-15-2022	1930-6500-0-0000-0000-3301-00	06-15-2022 Payroll	$114.11	
684839	06-15-2022	1930-3214-0-0000-0000-3301-00	06-15-2022 Payroll	$149.56	

Vista Legacy Global Academy
Supporting Documentation

684861	06-15-2022	2043-0000-0-0000-0000-3301-00	06-15-2022 Payroll	$372.68	
684871	06-15-2022	2043-6500-0-0000-0000-3301-00	06-15-2022 Payroll	$16.33	
684884	06-15-2022	1752-0000-0-0000-0000-3301-01	06-15-2022 Payroll	$196.42	
684918	06-30-2022	1234-0000-0-0000-0000-3301-00	06-30-2022 Payroll	$1,342.49	
684943	06-30-2022	1234-6500-0-0000-0000-3301-00	06-30-2022 Payroll	$167.67	
684969	06-30-2022	1752-0000-0-0000-0000-3301-00	06-30-2022 Payroll	$1,211.11	
684991	06-30-2022	1752-6500-0-0000-0000-3301-00	06-30-2022 Payroll	$155.74	
685002	06-30-2022	1752-3212-0-0000-0000-3301-00	06-30-2022 Payroll	$50.78	
685021	06-30-2022	1930-0000-0-0000-0000-3301-00	06-30-2022 Payroll	$1,151.42	
685040	06-30-2022	1930-3214-0-0000-0000-3301-00	06-30-2022 Payroll	$66.16	
685041	06-30-2022	1930-6500-0-0000-0000-3301-00	06-30-2022 Payroll	$194.21	
685063	06-30-2022	2043-0000-0-0000-0000-3301-00	06-30-2022 Payroll	$580.76	
685074	06-30-2022	2043-6500-0-0000-0000-3301-00	06-30-2022 Payroll	$24.68	
685087	06-30-2022	1752-0000-0-0000-0000-3301-01	06-30-2022 Payroll	$217.82	
720863	06-30-2022	1234-1400-0-0000-0000-3301-00	EPA Reclass	$7,495.60	
720869	06-30-2022	1234-0000-0-0000-0000-3301-00	EPA Reclass		$7,495.60
723948	07-15-2022	1234-0000-0-0000-0000-3301-00	07-15-2022 Payroll	$624.46	
723993	07-15-2022	1234-6500-0-0000-0000-3301-00	07-15-2022 Payroll	$65.13	
724015	07-15-2022	1752-0000-0-0000-0000-3301-00	07-15-2022 Payroll	$443.28	
724030	07-15-2022	1752-6500-0-0000-0000-3301-00	07-15-2022 Payroll	$151.92	
724040	07-15-2022	1752-3212-0-0000-0000-3301-00	07-15-2022 Payroll	$51.78	
724057	07-15-2022	1930-0000-0-0000-0000-3301-00	07-15-2022 Payroll	$707.24	
724077	07-15-2022	1930-3214-0-0000-0000-3301-00	07-15-2022 Payroll	$41.97	
724078	07-15-2022	1930-6500-0-0000-0000-3301-00	07-15-2022 Payroll	$114.52	
724096	07-15-2022	2043-0000-0-0000-0000-3301-00	07-15-2022 Payroll	$242.12	
724105	07-15-2022	2043-6500-0-0000-0000-3301-00	07-15-2022 Payroll	$6.05	
724129	07-15-2022	1752-0000-0-0000-0000-3301-01	07-15-2022 Payroll	$330.49	
724130	07-15-2022	1932-0000-0-0000-0000-3301-00	07-15-2022 Payroll	$506.42	
724142	07-15-2022	1932-6500-0-0000-0000-3301-00	07-15-2022 Payroll	$15.24	
724164	07-29-2022	1234-0000-0-0000-0000-3301-00	07-29-2022 Payroll	$734.77	
724209	07-29-2022	1234-6500-0-0000-0000-3301-00	07-29-2022 Payroll	$69.80	
724231	07-29-2022	1752-0000-0-0000-0000-3301-00	07-29-2022 Payroll	$485.55	
724246	07-29-2022	1752-6500-0-0000-0000-3301-00	07-29-2022 Payroll	$160.77	
724256	07-29-2022	1752-3212-0-0000-0000-3301-00	07-29-2022 Payroll	$70.92	
724273	07-29-2022	1930-0000-0-0000-0000-3301-00	07-29-2022 Payroll	$668.53	
724292	07-29-2022	1930-3214-0-0000-0000-3301-00	07-29-2022 Payroll	$41.96	
724293	07-29-2022	1930-6500-0-0000-0000-3301-00	07-29-2022 Payroll	$103.44	
724310	07-29-2022	2043-0000-0-0000-0000-3301-00	07-29-2022 Payroll	$266.38	
724319	07-29-2022	2043-6500-0-0000-0000-3301-00	07-29-2022 Payroll	$6.05	
724343	07-29-2022	1932-0000-0-0000-0000-3301-00	07-29-2022 Payroll	$244.08	
724344	07-29-2022	1752-0000-0-0000-0000-3301-01	07-29-2022 Payroll	$430.58	
724357	07-29-2022	1932-6500-0-0000-0000-3301-00	07-29-2022 Payroll	$15.24	
742304	08-15-2022	1234-0000-0-0000-0000-3301-00	08-15-2022 Payroll	$884.96	
742348	08-15-2022	1234-6500-0-0000-0000-3301-00	08-15-2022 Payroll	$69.18	
742372	08-15-2022	1752-0000-0-0000-0000-3301-00	08-15-2022 Payroll	$755.45	
742390	08-15-2022	1752-6500-0-0000-0000-3301-00	08-15-2022 Payroll	$153.11	
742401	08-15-2022	1752-3212-0-0000-0000-3301-00	08-15-2022 Payroll	$51.79	
742418	08-15-2022	1930-0000-0-0000-0000-3301-00	08-15-2022 Payroll	$1,045.10	
742440	08-15-2022	1930-3214-0-0000-0000-3301-00	08-15-2022 Payroll	$54.83	
742441	08-15-2022	1930-6500-0-0000-0000-3301-00	08-15-2022 Payroll	$91.27	
742460	08-15-2022	2043-0000-0-0000-0000-3301-00	08-15-2022 Payroll	$218.56	
742470	08-15-2022	2043-6500-0-0000-0000-3301-00	08-15-2022 Payroll	$6.36	
742502	08-15-2022	1752-0000-0-0000-0000-3301-01	08-15-2022 Payroll	$560.06	
742503	08-15-2022	1932-0000-0-0000-0000-3301-00	08-15-2022 Payroll	$1,113.39	
742513	08-15-2022	1932-6500-0-0000-0000-3301-00	08-15-2022 Payroll	$16.01	
		Total Activity		**$32,220.81**	**$7,495.60**
		Ending Balance		**$24,725.21**	

3302 - OASDI/Medicare/Alternative, classified positi

683997	05-25-2022	1234-0000-0-0000-0000-3302-00	05-25-2022 Payroll	$2,480.76		
684007	05-25-2022	1234-3010-0-0000-0000-3302-00	05-25-2022 Payroll	$183.58		
684014	05-25-2022	1234-4203-0-0000-0000-3302-00	05-25-2022 Payroll	$119.39		
684146	05-25-2022	2043-3010-0-0000-0000-3302-00	05-25-2022 Payroll	$125.79		
684164	05-25-2022	1752-0000-0-0000-0000-3302-01	05-25-2022 Payroll	$84.57		
684171	05-25-2022	1752-3010-0-0000-0000-3302-01	05-25-2022 Payroll	$83.94		
684025	05-25-2022	1234-3214-0-0000-0000-3302-00	05-25-2022 Payroll	$200.12		
684046	05-25-2022	1752-0000-0-0000-0000-3302-00	05-25-2022 Payroll	$1,970.12		
684053	05-25-2022	1752-3010-0-0000-0000-3302-00	05-25-2022 Payroll	$305.08		
684060	05-25-2022	1752-4203-0-0000-0000-3302-00	05-25-2022 Payroll	$71.95		
684079	05-25-2022	1752-3213-0-0000-0000-3302-00	05-25-2022 Payroll	$214.86		
684098	05-25-2022	1930-0000-0-0000-0000-3302-00	05-25-2022 Payroll	$2,899.54		
684104	05-25-2022	1930-3010-0-0000-0000-3302-00	05-25-2022 Payroll	$309.52		
684119	05-25-2022	1930-3213-0-0000-0000-3302-00	05-25-2022 Payroll	$79.79		
684141	05-25-2022	2043-0000-0-0000-0000-3302-00	05-25-2022 Payroll	$477.25		
688999	05-25-2022	1752-3213-0-0000-0000-3302-00	05-25-2022 Payroll Reclass		$102.40	
689004	05-25-2022	1930-3213-0-0000-0000-3302-00	05-25-2022 Payroll Reclass	$102.40		
684716	06-15-2022	1234-0000-0-0000-0000-3302-00	06-15-2022 Payroll	$2,001.79		
684726	06-15-2022	1234-3010-0-0000-0000-3302-00	06-15-2022 Payroll	$142.18		
684733	06-15-2022	1234-4203-0-0000-0000-3302-00	06-15-2022 Payroll	$88.73		
684746	06-15-2022	1234-3214-0-0000-0000-3302-00	06-15-2022 Payroll	$150.85		
684767	06-15-2022	1752-0000-0-0000-0000-3302-00	06-15-2022 Payroll	$2,016.25		
684774	06-15-2022	1752-3010-0-0000-0000-3302-00	06-15-2022 Payroll	$223.57		
684781	06-15-2022	1752-4203-0-0000-0000-3302-00	06-15-2022 Payroll	$70.06		
684800	06-15-2022	1752-3213-0-0000-0000-3302-00	06-15-2022 Payroll	$406.11		
684819	06-15-2022	1930-0000-0-0000-0000-3302-00	06-15-2022 Payroll	$2,618.50		
684825	06-15-2022	1930-3010-0-0000-0000-3302-00	06-15-2022 Payroll	$263.50		
684840	06-15-2022	1930-3213-0-0000-0000-3302-00	06-15-2022 Payroll	$65.29		
684862	06-15-2022	2043-0000-0-0000-0000-3302-00	06-15-2022 Payroll	$465.04		
684867	06-15-2022	2043-3010-0-0000-0000-3302-00	06-15-2022 Payroll	$107.50		
684885	06-15-2022	1752-0000-0-0000-0000-3302-01	06-15-2022 Payroll	$66.26		
684892	06-15-2022	1752-3010-0-0000-0000-3302-01	06-15-2022 Payroll	$73.21		
689013	06-15-2022	1752-3213-0-0000-0000-3302-00	06-15-2022 Payroll Reclass		$193.53	
689018	06-15-2022	1930-3213-0-0000-0000-3302-00	06-15-2022 Payroll Reclass	$193.53		
713279	06-30-2022	1234-0000-0-0000-0000-3302-00	21-22 Title III Reclassification	$1,928.67		
713280	06-30-2022	1234-4203-0-0000-0000-3302-00	21-22 Title III Reclassification		$1,928.67	
684919	06-30-2022	1234-0000-0-0000-0000-3302-00	06-30-2022 Payroll	$2,301.83		
684929	06-30-2022	1234-3010-0-0000-0000-3302-00	06-30-2022 Payroll	$145.61		
684936	06-30-2022	1234-4203-0-0000-0000-3302-00	06-30-2022 Payroll	$102.18		
684949	06-30-2022	1234-3214-0-0000-0000-3302-00	06-30-2022 Payroll	$201.18		
684970	06-30-2022	1752-0000-0-0000-0000-3302-00	06-30-2022 Payroll	$2,155.26		
684977	06-30-2022	1752-3010-0-0000-0000-3302-00	06-30-2022 Payroll	$220.15		
684984	06-30-2022	1752-4203-0-0000-0000-3302-00	06-30-2022 Payroll	$12.62		
685003	06-30-2022	1752-3213-0-0000-0000-3302-00	06-30-2022 Payroll	$397.95		
685022	06-30-2022	1930-0000-0-0000-0000-3302-00	06-30-2022 Payroll	$2,719.88		
685027	06-30-2022	1930-3010-0-0000-0000-3302-00	06-30-2022 Payroll	$221.01		
685042	06-30-2022	1930-3213-0-0000-0000-3302-00	06-30-2022 Payroll	$87.04		
685064	06-30-2022	2043-0000-0-0000-0000-3302-00	06-30-2022 Payroll	$895.28		
685070	06-30-2022	2043-3010-0-0000-0000-3302-00	06-30-2022 Payroll	$121.41		
685088	06-30-2022	1752-0000-0-0000-0000-3302-01	06-30-2022 Payroll	$17.04		
685095	06-30-2022	1752-3010-0-0000-0000-3302-01	06-30-2022 Payroll	$39.88		
689033	06-30-2022	1752-3213-0-0000-0000-3302-00	06-30-2022 Payroll Reclass		$189.65	
689038	06-30-2022	1930-3213-0-0000-0000-3302-00	06-30-2022 Payroll Reclass	$189.65		
723949	07-15-2022	1234-0000-0-0000-0000-3302-00	07-15-2022 Payroll	$1,094.19		
723980	07-15-2022	1234-3010-0-0000-0000-3302-00	07-15-2022 Payroll	$47.13		
723986	07-15-2022	1234-4203-0-0000-0000-3302-00	07-15-2022 Payroll	$31.40		

Vista Legacy Global Academy
Supporting Documentation

723998	07-15-2022	1234-3214-0-0000-0000-3302-00	07-15-2022 Payroll	$43.00	
724016	07-15-2022	1752-0000-0-0000-0000-3302-00	07-15-2022 Payroll	$1,599.79	
724023	07-15-2022	1752-3010-0-0000-0000-3302-00	07-15-2022 Payroll	$248.05	
724041	07-15-2022	1752-3213-0-0000-0000-3302-00	07-15-2022 Payroll	$187.77	
724058	07-15-2022	1930-0000-0-0000-0000-3302-00	07-15-2022 Payroll	$1,509.36	
724063	07-15-2022	1930-3010-0-0000-0000-3302-00	07-15-2022 Payroll	$243.73	
724079	07-15-2022	1930-3213-0-0000-0000-3302-00	07-15-2022 Payroll	$216.14	
724097	07-15-2022	2043-0000-0-0000-0000-3302-00	07-15-2022 Payroll	$305.35	
724102	07-15-2022	2043-3010-0-0000-0000-3302-00	07-15-2022 Payroll	$125.45	
724131	07-15-2022	1932-0000-0-0000-0000-3302-00	07-15-2022 Payroll	$1,403.48	
724139	07-15-2022	1752-3010-0-0000-0000-3302-01	07-15-2022 Payroll	$63.78	
724165	07-29-2022	1234-0000-0-0000-0000-3302-00	07-29-2022 Payroll	$1,795.22	
724196	07-29-2022	1234-3010-0-0000-0000-3302-00	07-29-2022 Payroll	$167.07	
724202	07-29-2022	1234-4203-0-0000-0000-3302-00	07-29-2022 Payroll	$83.73	
724214	07-29-2022	1234-3214-0-0000-0000-3302-00	07-29-2022 Payroll	$116.43	
724232	07-29-2022	1752-0000-0-0000-0000-3302-00	07-29-2022 Payroll	$1,482.43	
724239	07-29-2022	1752-3010-0-0000-0000-3302-00	07-29-2022 Payroll	$159.08	
724257	07-29-2022	1752-3213-0-0000-0000-3302-00	07-29-2022 Payroll	$111.18	
724274	07-29-2022	1930-0000-0-0000-0000-3302-00	07-29-2022 Payroll	$1,329.26	
724279	07-29-2022	1930-3010-0-0000-0000-3302-00	07-29-2022 Payroll	$108.85	
724294	07-29-2022	1930-3213-0-0000-0000-3302-00	07-29-2022 Payroll	$163.20	
724311	07-29-2022	2043-0000-0-0000-0000-3302-00	07-29-2022 Payroll	$500.11	
724316	07-29-2022	2043-3010-0-0000-0000-3302-00	07-29-2022 Payroll	$186.83	
724345	07-29-2022	1932-0000-0-0000-0000-3302-00	07-29-2022 Payroll	$948.24	
724354	07-29-2022	1752-3010-0-0000-0000-3302-01	07-29-2022 Payroll	$88.58	
742305	08-15-2022	1234-0000-0-0000-0000-3302-00	08-15-2022 Payroll	$1,826.73	
742335	08-15-2022	1234-3010-0-0000-0000-3302-00	08-15-2022 Payroll	$192.11	
742341	08-15-2022	1234-4203-0-0000-0000-3302-00	08-15-2022 Payroll	$49.17	
742353	08-15-2022	1234-3214-0-0000-0000-3302-00	08-15-2022 Payroll	$81.20	
742373	08-15-2022	1752-0000-0-0000-0000-3302-00	08-15-2022 Payroll	$1,376.88	
742380	08-15-2022	1752-3010-0-0000-0000-3302-00	08-15-2022 Payroll	$10.82	
742402	08-15-2022	1752-3213-0-0000-0000-3302-00	08-15-2022 Payroll	$111.18	
742419	08-15-2022	1930-0000-0-0000-0000-3302-00	08-15-2022 Payroll	$1,249.99	
742424	08-15-2022	1930-3010-0-0000-0000-3302-00	08-15-2022 Payroll	$146.65	
742443	08-15-2022	1930-3213-0-0000-0000-3302-00	08-15-2022 Payroll	$173.48	
742461	08-15-2022	2043-0000-0-0000-0000-3302-00	08-15-2022 Payroll	$510.53	
742467	08-15-2022	2043-3010-0-0000-0000-3302-00	08-15-2022 Payroll	$82.47	
742504	08-15-2022	1752-0000-0-0000-0000-3302-01	08-15-2022 Payroll	$39.93	
742505	08-15-2022	1932-0000-0-0000-0000-3302-00	08-15-2022 Payroll	$964.01	
		Total Activity		**$51,591.65**	**$2,414.25**
		Ending Balance		**$49,177.40**	
3401 - Health & Welfare Benefits, certificated positio					
683984	05-25-2022	1234-0000-0-0000-0000-3401-00	05-25-2022 Payroll		$1,096.00
684156	05-25-2022	1752-0000-0-0000-0000-3401-01	05-25-2022 Payroll		$545.33
684035	05-25-2022	1752-0000-0-0000-0000-3401-00	05-25-2022 Payroll		$715.58
684064	05-25-2022	1752-6500-0-0000-0000-3401-00	05-25-2022 Payroll		$183.27
684072	05-25-2022	1752-3212-0-0000-0000-3401-00	05-25-2022 Payroll		$226.54
684091	05-25-2022	1930-0000-0-0000-0000-3401-00	05-25-2022 Payroll		$885.09
684111	05-25-2022	1930-3214-0-0000-0000-3401-00	05-25-2022 Payroll		$133.76
684112	05-25-2022	1930-6500-0-0000-0000-3401-00	05-25-2022 Payroll		$104.26
684133	05-25-2022	2043-0000-0-0000-0000-3401-00	05-25-2022 Payroll		$459.38
711000	06-01-2022	1234-0000-0-0000-0000-3401-00	Expense Jun 2022 Health Insurance	$14,185.92	
711004	06-01-2022	1234-6500-0-0000-0000-3401-00	Expense Jun 2022 Health Insurance	$1,750.62	
711006	06-01-2022	1752-0000-0-0000-0000-3401-00	Expense Jun 2022 Health Insurance	$12,778.37	
711010	06-01-2022	1752-6500-0-0000-0000-3401-00	Expense Jun 2022 Health Insurance	$1,652.97	
711012	06-01-2022	1752-3212-0-0000-0000-3401-00	Expense Jun 2022 Health Insurance	$570.58	
711013	06-01-2022	1930-0000-0-0000-0000-3401-00	Expense Jun 2022 Health Insurance	$11,124.68	

Vista Legacy Global Academy
Supporting Documentation

711016	06-01-2022	1930-6500-0-0000-0000-3401-00	Expense Jun 2022 Health Insurance	$2,050.21	
711017	06-01-2022	1930-3214-0-0000-0000-3401-00	Expense Jun 2022 Health Insurance	$710.80	
711019	06-01-2022	2043-0000-0-0000-0000-3401-00	Expense Jun 2022 Health Insurance	$5,368.49	
711022	06-01-2022	2043-6500-0-0000-0000-3401-00	Expense Jun 2022 Health Insurance	$257.73	
711023	06-01-2022	1752-0000-0-0000-0000-3401-01	Expense Jun 2022 Health Insurance	$2,373.42	
711098	06-01-2022	1234-0000-0-0000-0000-3401-00	Expense Jun 2022 Life Insurance	$2,303.50	
711102	06-01-2022	1234-6500-0-0000-0000-3401-00	Expense Jun 2022 Life Insurance	$284.27	
711104	06-01-2022	1752-0000-0-0000-0000-3401-00	Expense Jun 2022 Life Insurance	$2,074.95	
711108	06-01-2022	1752-6500-0-0000-0000-3401-00	Expense Jun 2022 Life Insurance	$268.41	
711110	06-01-2022	1752-3212-0-0000-0000-3401-00	Expense Jun 2022 Life Insurance	$92.65	
711111	06-01-2022	1930-0000-0-0000-0000-3401-00	Expense Jun 2022 Life Insurance	$1,806.42	
711114	06-01-2022	1930-6500-0-0000-0000-3401-00	Expense Jun 2022 Life Insurance	$332.91	
711115	06-01-2022	1930-3214-0-0000-0000-3401-00	Expense Jun 2022 Life Insurance	$115.42	
711117	06-01-2022	2043-0000-0-0000-0000-3401-00	Expense Jun 2022 Life Insurance	$871.73	
711120	06-01-2022	2043-6500-0-0000-0000-3401-00	Expense Jun 2022 Life Insurance	$41.85	
711121	06-01-2022	1752-0000-0-0000-0000-3401-01	Expense Jun 2022 Life Insurance	$385.40	
711159	06-01-2022	1234-0000-0-0000-0000-3401-00	Expense Jun 2022 Health Insurance	$174.50	
711163	06-01-2022	1234-6500-0-0000-0000-3401-00	Expense Jun 2022 Health Insurance	$21.54	
711165	06-01-2022	1752-0000-0-0000-0000-3401-00	Expense Jun 2022 Health Insurance	$157.20	
711169	06-01-2022	1752-6500-0-0000-0000-3401-00	Expense Jun 2022 Health Insurance	$20.33	
711171	06-01-2022	1752-3212-0-0000-0000-3401-00	Expense Jun 2022 Health Insurance	$7.02	
711172	06-01-2022	1930-0000-0-0000-0000-3401-00	Expense Jun 2022 Health Insurance	$136.85	
711175	06-01-2022	1930-6500-0-0000-0000-3401-00	Expense Jun 2022 Health Insurance	$25.22	
711176	06-01-2022	1930-3214-0-0000-0000-3401-00	Expense Jun 2022 Health Insurance	$8.74	
711178	06-01-2022	2043-0000-0-0000-0000-3401-00	Expense Jun 2022 Health Insurance	$66.04	
711181	06-01-2022	2043-6500-0-0000-0000-3401-00	Expense Jun 2022 Health Insurance	$3.17	
711182	06-01-2022	1752-0000-0-0000-0000-3401-01	Expense Jun 2022 Health Insurance	$29.20	
684703	06-15-2022	1234-0000-0-0000-0000-3401-00	06-15-2022 Payroll		$1,096.00
684756	06-15-2022	1752-0000-0-0000-0000-3401-00	06-15-2022 Payroll		$715.58
684785	06-15-2022	1752-6500-0-0000-0000-3401-00	06-15-2022 Payroll		$183.27
684793	06-15-2022	1752-3212-0-0000-0000-3401-00	06-15-2022 Payroll		$226.54
684812	06-15-2022	1930-0000-0-0000-0000-3401-00	06-15-2022 Payroll		$885.09
684832	06-15-2022	1930-3214-0-0000-0000-3401-00	06-15-2022 Payroll		$133.76
684833	06-15-2022	1930-6500-0-0000-0000-3401-00	06-15-2022 Payroll		$104.26
684854	06-15-2022	2043-0000-0-0000-0000-3401-00	06-15-2022 Payroll		$459.38
684877	06-15-2022	1752-0000-0-0000-0000-3401-01	06-15-2022 Payroll		$545.33
684906	06-30-2022	1234-0000-0-0000-0000-3401-00	06-30-2022 Payroll		$1,096.00
684959	06-30-2022	1752-0000-0-0000-0000-3401-00	06-30-2022 Payroll		$715.58
684988	06-30-2022	1752-6500-0-0000-0000-3401-00	06-30-2022 Payroll		$183.27
684996	06-30-2022	1752-3212-0-0000-0000-3401-00	06-30-2022 Payroll		$226.54
685015	06-30-2022	1930-0000-0-0000-0000-3401-00	06-30-2022 Payroll		$885.09
685034	06-30-2022	1930-3214-0-0000-0000-3401-00	06-30-2022 Payroll		$133.76
685035	06-30-2022	1930-6500-0-0000-0000-3401-00	06-30-2022 Payroll		$104.26
685056	06-30-2022	2043-0000-0-0000-0000-3401-00	06-30-2022 Payroll		$459.38
685080	06-30-2022	1752-0000-0-0000-0000-3401-01	06-30-2022 Payroll		$545.33
743540	07-01-2022	1234-0000-0-0000-0000-3401-00	Expense Jul 2022 Health Insurance	$7,730.63	
743544	07-01-2022	1234-6500-0-0000-0000-3401-00	Expense Jul 2022 Health Insurance	$728.78	
743546	07-01-2022	1752-0000-0-0000-0000-3401-00	Expense Jul 2022 Health Insurance	$5,104.68	
743549	07-01-2022	1752-6500-0-0000-0000-3401-00	Expense Jul 2022 Health Insurance	$1,695.70	
743551	07-01-2022	1752-3212-0-0000-0000-3401-00	Expense Jul 2022 Health Insurance	$769.55	
743552	07-01-2022	1930-0000-0-0000-0000-3401-00	Expense Jul 2022 Health Insurance	$7,196.62	
743555	07-01-2022	1930-6500-0-0000-0000-3401-00	Expense Jul 2022 Health Insurance	$1,094.34	
743556	07-01-2022	1930-3214-0-0000-0000-3401-00	Expense Jul 2022 Health Insurance	$469.28	
743558	07-01-2022	2043-0000-0-0000-0000-3401-00	Expense Jul 2022 Health Insurance	$2,848.96	
743561	07-01-2022	2043-6500-0-0000-0000-3401-00	Expense Jul 2022 Health Insurance	$62.75	
743562	07-01-2022	1752-0000-0-0000-0000-3401-01	Expense Jul 2022 Health Insurance	$4,602.01	
743564	07-01-2022	1932-0000-0-0000-0000-3401-00	Expense Jul 2022 Health Insurance	$2,549.57	

Vista Legacy Global Academy
Supporting Documentation

743566	07-01-2022	1932-6500-0-0000-0000-3401-00	Expense Jul 2022 Health Insurance	$158.08	
767667	07-01-2022	1932-0000-0-0000-0000-3401-00	Expense Jul 2022 Health Insurance	$3,132.09	
767669	07-01-2022	1932-6500-0-0000-0000-3401-00	Expense Jul 2022 Health Insurance	$194.19	
724585	07-01-2022	1234-6500-0-0000-0000-3401-00	Expense Jul 2022 Health Insurance	$1,060.41	
724587	07-01-2022	1752-0000-0-0000-0000-3401-00	Expense Jul 2022 Health Insurance	$7,427.60	
724590	07-01-2022	1752-6500-0-0000-0000-3401-00	Expense Jul 2022 Health Insurance	$2,467.35	
724592	07-01-2022	1752-3212-0-0000-0000-3401-00	Expense Jul 2022 Health Insurance	$1,119.73	
724593	07-01-2022	1930-0000-0-0000-0000-3401-00	Expense Jul 2022 Health Insurance	$10,471.49	
724596	07-01-2022	1930-6500-0-0000-0000-3401-00	Expense Jul 2022 Health Insurance	$1,592.32	
724597	07-01-2022	1930-3214-0-0000-0000-3401-00	Expense Jul 2022 Health Insurance	$682.82	
724599	07-01-2022	2043-0000-0-0000-0000-3401-00	Expense Jul 2022 Health Insurance	$4,145.39	
724602	07-01-2022	2043-6500-0-0000-0000-3401-00	Expense Jul 2022 Health Insurance	$91.30	
724603	07-01-2022	1752-0000-0-0000-0000-3401-01	Expense Jul 2022 Health Insurance	$6,696.19	
724605	07-01-2022	1932-0000-0-0000-0000-3401-00	Expense Jul 2022 Health Insurance	$3,709.77	
724607	07-01-2022	1932-6500-0-0000-0000-3401-00	Expense Jul 2022 Health Insurance	$230.01	
724581	07-01-2022	1234-0000-0-0000-0000-3401-00	Expense Jul 2022 Health Insurance	$11,248.55	
724632	07-01-2022	1234-0000-0-0000-0000-3401-00	Expense Jul 2022 Life Insurance	$1,808.79	
724636	07-01-2022	1234-6500-0-0000-0000-3401-00	Expense Jul 2022 Life Insurance	$170.52	
724638	07-01-2022	1752-0000-0-0000-0000-3401-00	Expense Jul 2022 Life Insurance	$1,194.36	
724641	07-01-2022	1752-6500-0-0000-0000-3401-00	Expense Jul 2022 Life Insurance	$396.75	
724643	07-01-2022	1752-3212-0-0000-0000-3401-00	Expense Jul 2022 Life Insurance	$180.05	
724644	07-01-2022	1930-0000-0-0000-0000-3401-00	Expense Jul 2022 Life Insurance	$1,683.82	
724647	07-01-2022	1930-6500-0-0000-0000-3401-00	Expense Jul 2022 Life Insurance	$256.05	
724648	07-01-2022	1930-3214-0-0000-0000-3401-00	Expense Jul 2022 Life Insurance	$109.80	
724650	07-01-2022	2043-0000-0-0000-0000-3401-00	Expense Jul 2022 Life Insurance	$666.58	
724653	07-01-2022	2043-6500-0-0000-0000-3401-00	Expense Jul 2022 Life Insurance	$14.68	
724654	07-01-2022	1752-0000-0-0000-0000-3401-01	Expense Jul 2022 Life Insurance	$1,076.75	
724656	07-01-2022	1932-0000-0-0000-0000-3401-00	Expense Jul 2022 Life Insurance	$596.53	
724658	07-01-2022	1932-6500-0-0000-0000-3401-00	Expense Jul 2022 Life Insurance	$36.99	
724683	07-01-2022	1234-0000-0-0000-0000-3401-00	Expense Jul 2022 Health Insurance	$135.67	
724687	07-01-2022	1234-6500-0-0000-0000-3401-00	Expense Jul 2022 Health Insurance	$12.79	
724689	07-01-2022	1752-0000-0-0000-0000-3401-00	Expense Jul 2022 Health Insurance	$89.58	
724692	07-01-2022	1752-6500-0-0000-0000-3401-00	Expense Jul 2022 Health Insurance	$29.76	
724694	07-01-2022	1752-3212-0-0000-0000-3401-00	Expense Jul 2022 Health Insurance	$13.50	
724695	07-01-2022	1930-0000-0-0000-0000-3401-00	Expense Jul 2022 Health Insurance	$126.29	
724698	07-01-2022	1930-6500-0-0000-0000-3401-00	Expense Jul 2022 Health Insurance	$19.20	
724699	07-01-2022	1930-3214-0-0000-0000-3401-00	Expense Jul 2022 Health Insurance	$8.23	
724701	07-01-2022	2043-0000-0-0000-0000-3401-00	Expense Jul 2022 Health Insurance	$49.99	
724704	07-01-2022	2043-6500-0-0000-0000-3401-00	Expense Jul 2022 Health Insurance	$1.10	
724705	07-01-2022	1752-0000-0-0000-0000-3401-01	Expense Jul 2022 Health Insurance	$80.76	
724707	07-01-2022	1932-0000-0-0000-0000-3401-00	Expense Jul 2022 Health Insurance	$44.74	
724709	07-01-2022	1932-6500-0-0000-0000-3401-00	Expense Jul 2022 Health Insurance	$2.77	
723937	07-15-2022	1234-0000-0-0000-0000-3401-00	07-15-2022 Payroll		$441.17
723990	07-15-2022	1234-6500-0-0000-0000-3401-00	07-15-2022 Payroll		$25.22
724005	07-15-2022	1752-0000-0-0000-0000-3401-00	07-15-2022 Payroll		$356.87
724027	07-15-2022	1752-6500-0-0000-0000-3401-00	07-15-2022 Payroll		$189.42
724034	07-15-2022	1752-3212-0-0000-0000-3401-00	07-15-2022 Payroll		$226.54
724051	07-15-2022	1930-0000-0-0000-0000-3401-00	07-15-2022 Payroll		$1,013.98
724070	07-15-2022	1930-3214-0-0000-0000-3401-00	07-15-2022 Payroll		$230.29
724071	07-15-2022	1930-6500-0-0000-0000-3401-00	07-15-2022 Payroll		$100.64
724089	07-15-2022	2043-0000-0-0000-0000-3401-00	07-15-2022 Payroll		$570.78
724116	07-15-2022	1752-0000-0-0000-0000-3401-01	07-15-2022 Payroll		$610.12
724117	07-15-2022	1932-0000-0-0000-0000-3401-00	07-15-2022 Payroll		$17.72
724152	07-29-2022	1234-0000-0-0000-0000-3401-00	07-29-2022 Payroll		$441.17
724206	07-29-2022	1234-6500-0-0000-0000-3401-00	07-29-2022 Payroll		$25.22
724221	07-29-2022	1752-0000-0-0000-0000-3401-00	07-29-2022 Payroll		$356.87
724243	07-29-2022	1752-6500-0-0000-0000-3401-00	07-29-2022 Payroll		$189.42

Vista Legacy Global Academy
Supporting Documentation

724250	07-29-2022	1752-3212-0-0000-0000-3401-00	07-29-2022 Payroll		$226.54
724267	07-29-2022	1930-0000-0-0000-0000-3401-00	07-29-2022 Payroll		$1,013.98
724285	07-29-2022	1930-3214-0-0000-0000-3401-00	07-29-2022 Payroll		$230.29
724286	07-29-2022	1930-6500-0-0000-0000-3401-00	07-29-2022 Payroll		$100.64
724304	07-29-2022	2043-0000-0-0000-0000-3401-00	07-29-2022 Payroll		$570.78
724330	07-29-2022	1752-0000-0-0000-0000-3401-01	07-29-2022 Payroll		$610.12
724331	07-29-2022	1932-0000-0-0000-0000-3401-00	07-29-2022 Payroll		$17.72
743738	08-01-2022	1234-0000-0-0000-0000-3401-00	Expense Aug 2022 Health Insurance	$9,399.33	
743742	08-01-2022	1234-6500-0-0000-0000-3401-00	Expense Aug 2022 Health Insurance	$844.60	
743744	08-01-2022	1752-0000-0-0000-0000-3401-00	Expense Aug 2022 Health Insurance	$9,338.80	
743747	08-01-2022	1752-6500-0-0000-0000-3401-00	Expense Aug 2022 Health Insurance	$1,920.66	
743750	08-01-2022	1752-3212-0-0000-0000-3401-00	Expense Aug 2022 Health Insurance	$683.87	
743751	08-01-2022	1930-0000-0-0000-0000-3401-00	Expense Aug 2022 Health Insurance	$13,329.99	
743754	08-01-2022	1930-6500-0-0000-0000-3401-00	Expense Aug 2022 Health Insurance	$1,147.67	
743756	08-01-2022	1930-3214-0-0000-0000-3401-00	Expense Aug 2022 Health Insurance	$561.90	
743758	08-01-2022	2043-0000-0-0000-0000-3401-00	Expense Aug 2022 Health Insurance	$3,313.46	
743761	08-01-2022	2043-6500-0-0000-0000-3401-00	Expense Aug 2022 Health Insurance	$75.13	
743762	08-01-2022	1752-0000-0-0000-0000-3401-01	Expense Aug 2022 Health Insurance	$6,428.60	
743764	08-01-2022	1932-0000-0-0000-0000-3401-00	Expense Aug 2022 Health Insurance	$12,350.08	
743766	08-01-2022	1932-6500-0-0000-0000-3401-00	Expense Aug 2022 Health Insurance	$189.28	
743842	08-01-2022	1234-0000-0-0000-0000-3401-00	Expense Aug 2022 Life Insurance	$1,295.09	
743846	08-01-2022	1234-6500-0-0000-0000-3401-00	Expense Aug 2022 Life Insurance	$116.37	
743848	08-01-2022	1752-0000-0-0000-0000-3401-00	Expense Aug 2022 Life Insurance	$1,286.75	
743851	08-01-2022	1752-6500-0-0000-0000-3401-00	Expense Aug 2022 Life Insurance	$264.64	
743854	08-01-2022	1752-3212-0-0000-0000-3401-00	Expense Aug 2022 Life Insurance	$94.23	
743855	08-01-2022	1930-0000-0-0000-0000-3401-00	Expense Aug 2022 Life Insurance	$1,836.67	
743858	08-01-2022	1930-6500-0-0000-0000-3401-00	Expense Aug 2022 Life Insurance	$158.13	
743860	08-01-2022	1930-3214-0-0000-0000-3401-00	Expense Aug 2022 Life Insurance	$77.42	
743862	08-01-2022	2043-0000-0-0000-0000-3401-00	Expense Aug 2022 Life Insurance	$456.54	
743865	08-01-2022	2043-6500-0-0000-0000-3401-00	Expense Aug 2022 Life Insurance	$10.35	
743866	08-01-2022	1752-0000-0-0000-0000-3401-01	Expense Aug 2022 Life Insurance	$885.77	
743868	08-01-2022	1932-0000-0-0000-0000-3401-00	Expense Aug 2022 Life Insurance	$1,701.66	
743870	08-01-2022	1932-6500-0-0000-0000-3401-00	Expense Aug 2022 Life Insurance	$26.08	
743908	08-01-2022	1234-0000-0-0000-0000-3401-00	Expense Aug 2022 Health Insurance	$192.79	
743912	08-01-2022	1234-6500-0-0000-0000-3401-00	Expense Aug 2022 Health Insurance	$17.32	
743914	08-01-2022	1752-0000-0-0000-0000-3401-00	Expense Aug 2022 Health Insurance	$191.53	
743917	08-01-2022	1752-6500-0-0000-0000-3401-00	Expense Aug 2022 Health Insurance	$39.39	
743920	08-01-2022	1752-3212-0-0000-0000-3401-00	Expense Aug 2022 Health Insurance	$14.03	
743921	08-01-2022	1930-0000-0-0000-0000-3401-00	Expense Aug 2022 Health Insurance	$273.38	
743924	08-01-2022	1930-6500-0-0000-0000-3401-00	Expense Aug 2022 Health Insurance	$23.54	
743926	08-01-2022	1930-3214-0-0000-0000-3401-00	Expense Aug 2022 Health Insurance	$11.52	
743928	08-01-2022	2043-0000-0-0000-0000-3401-00	Expense Aug 2022 Health Insurance	$67.95	
743931	08-01-2022	2043-6500-0-0000-0000-3401-00	Expense Aug 2022 Health Insurance	$1.54	
743932	08-01-2022	1752-0000-0-0000-0000-3401-01	Expense Aug 2022 Health Insurance	$131.84	
743934	08-01-2022	1932-0000-0-0000-0000-3401-00	Expense Aug 2022 Health Insurance	$253.28	
743936	08-01-2022	1932-6500-0-0000-0000-3401-00	Expense Aug 2022 Health Insurance	$3.88	
742292	08-15-2022	1234-0000-0-0000-0000-3401-00	08-15-2022 Payroll		$499.38
742345	08-15-2022	1234-6500-0-0000-0000-3401-00	08-15-2022 Payroll		$25.22
742361	08-15-2022	1752-0000-0-0000-0000-3401-00	08-15-2022 Payroll		$503.33
742385	08-15-2022	1752-6500-0-0000-0000-3401-00	08-15-2022 Payroll		$189.42
742395	08-15-2022	1752-3212-0-0000-0000-3401-00	08-15-2022 Payroll		$226.54
742412	08-15-2022	1930-0000-0-0000-0000-3401-00	08-15-2022 Payroll		$1,143.16
742432	08-15-2022	1930-3214-0-0000-0000-3401-00	08-15-2022 Payroll		$230.29
742433	08-15-2022	1930-6500-0-0000-0000-3401-00	08-15-2022 Payroll		$100.64
742454	08-15-2022	2043-0000-0-0000-0000-3401-00	08-15-2022 Payroll		$570.78
742485	08-15-2022	1932-0000-0-0000-0000-3401-00	08-15-2022 Payroll		$1,694.91
742486	08-15-2022	1752-0000-0-0000-0000-3401-01	08-15-2022 Payroll		$846.15

Vista Legacy Global Academy
Supporting Documentation

	Total Activity			**$229,152.38**	**$26,642.95**
	Ending Balance			**$202,509.43**	
3402 - Health & Welfare Benefits, classified position					
683985	05-25-2022	1234-0000-0-0000-0000-3402-00	05-25-2022 Payroll		$466.00
684004	05-25-2022	1234-3010-0-0000-0000-3402-00	05-25-2022 Payroll		$106.09
684011	05-25-2022	1234-4203-0-0000-0000-3402-00	05-25-2022 Payroll		$25.22
684036	05-25-2022	1752-0000-0-0000-0000-3402-00	05-25-2022 Payroll		$150.58
684073	05-25-2022	1752-3213-0-0000-0000-3402-00	05-25-2022 Payroll		$11.21
684092	05-25-2022	1930-0000-0-0000-0000-3402-00	05-25-2022 Payroll		$232.19
684134	05-25-2022	2043-0000-0-0000-0000-3402-00	05-25-2022 Payroll		$129.47
688998	05-25-2022	1752-3213-0-0000-0000-3402-00	05-25-2022 Payroll Reclass	$5.33	
689003	05-25-2022	1930-3213-0-0000-0000-3402-00	05-25-2022 Payroll Reclass		$5.33
711001	06-01-2022	1234-0000-0-0000-0000-3402-00	Expense Jun 2022 Health Insurance	$5,234.87	
711002	06-01-2022	1234-3010-0-0000-0000-3402-00	Expense Jun 2022 Health Insurance	$308.55	
711003	06-01-2022	1234-4203-0-0000-0000-3402-00	Expense Jun 2022 Health Insurance	$205.93	
711005	06-01-2022	1234-3214-0-0000-0000-3402-00	Expense Jun 2022 Health Insurance	$397.97	
711007	06-01-2022	1752-0000-0-0000-0000-3402-00	Expense Jun 2022 Health Insurance	$4,287.72	
711008	06-01-2022	1752-3010-0-0000-0000-3402-00	Expense Jun 2022 Health Insurance	$435.49	
711009	06-01-2022	1752-4203-0-0000-0000-3402-00	Expense Jun 2022 Health Insurance	$24.97	
711011	06-01-2022	1752-3213-0-0000-0000-3402-00	Expense Jun 2022 Health Insurance	$788.69	
711014	06-01-2022	1930-0000-0-0000-0000-3402-00	Expense Jun 2022 Health Insurance	$5,416.01	
711015	06-01-2022	1930-3010-0-0000-0000-3402-00	Expense Jun 2022 Health Insurance	$437.14	
711018	06-01-2022	1930-3213-0-0000-0000-3402-00	Expense Jun 2022 Health Insurance	$172.19	
711020	06-01-2022	2043-0000-0-0000-0000-3402-00	Expense Jun 2022 Health Insurance	$1,796.21	
711021	06-01-2022	2043-3010-0-0000-0000-3402-00	Expense Jun 2022 Health Insurance	$240.18	
711024	06-01-2022	1752-0000-0-0000-0000-3402-01	Expense Jun 2022 Health Insurance	$33.71	
711025	06-01-2022	1752-3010-0-0000-0000-3402-01	Expense Jun 2022 Health Insurance	$78.88	
711099	06-01-2022	1234-0000-0-0000-0000-3402-00	Expense Jun 2022 Life Insurance	$850.04	
711100	06-01-2022	1234-3010-0-0000-0000-3402-00	Expense Jun 2022 Life Insurance	$50.10	
711101	06-01-2022	1234-4203-0-0000-0000-3402-00	Expense Jun 2022 Life Insurance	$33.44	
711103	06-01-2022	1234-3214-0-0000-0000-3402-00	Expense Jun 2022 Life Insurance	$64.62	
711105	06-01-2022	1752-0000-0-0000-0000-3402-00	Expense Jun 2022 Life Insurance	$696.24	
711106	06-01-2022	1752-3010-0-0000-0000-3402-00	Expense Jun 2022 Life Insurance	$70.72	
711107	06-01-2022	1752-4203-0-0000-0000-3402-00	Expense Jun 2022 Life Insurance	$4.05	
711109	06-01-2022	1752-3213-0-0000-0000-3402-00	Expense Jun 2022 Life Insurance	$128.07	
711112	06-01-2022	1930-0000-0-0000-0000-3402-00	Expense Jun 2022 Life Insurance	$879.45	
711113	06-01-2022	1930-3010-0-0000-0000-3402-00	Expense Jun 2022 Life Insurance	$70.98	
711116	06-01-2022	1930-3213-0-0000-0000-3402-00	Expense Jun 2022 Life Insurance	$27.96	
711118	06-01-2022	2043-0000-0-0000-0000-3402-00	Expense Jun 2022 Life Insurance	$291.67	
711119	06-01-2022	2043-3010-0-0000-0000-3402-00	Expense Jun 2022 Life Insurance	$39.00	
711122	06-01-2022	1752-0000-0-0000-0000-3402-01	Expense Jun 2022 Life Insurance	$5.47	
711123	06-01-2022	1752-3010-0-0000-0000-3402-01	Expense Jun 2022 Life Insurance	$12.81	
711160	06-01-2022	1234-0000-0-0000-0000-3402-00	Expense Jun 2022 Health Insurance	$64.40	
711161	06-01-2022	1234-3010-0-0000-0000-3402-00	Expense Jun 2022 Health Insurance	$3.80	
711162	06-01-2022	1234-4203-0-0000-0000-3402-00	Expense Jun 2022 Health Insurance	$2.53	
711164	06-01-2022	1234-3214-0-0000-0000-3402-00	Expense Jun 2022 Health Insurance	$4.90	
711166	06-01-2022	1752-0000-0-0000-0000-3402-00	Expense Jun 2022 Health Insurance	$52.75	
711167	06-01-2022	1752-3010-0-0000-0000-3402-00	Expense Jun 2022 Health Insurance	$5.36	
711168	06-01-2022	1752-4203-0-0000-0000-3402-00	Expense Jun 2022 Health Insurance	$0.31	
711170	06-01-2022	1752-3213-0-0000-0000-3402-00	Expense Jun 2022 Health Insurance	$9.70	
711173	06-01-2022	1930-0000-0-0000-0000-3402-00	Expense Jun 2022 Health Insurance	$66.63	
711174	06-01-2022	1930-3010-0-0000-0000-3402-00	Expense Jun 2022 Health Insurance	$5.38	
711177	06-01-2022	1930-3213-0-0000-0000-3402-00	Expense Jun 2022 Health Insurance	$2.12	
711179	06-01-2022	2043-0000-0-0000-0000-3402-00	Expense Jun 2022 Health Insurance	$22.10	
711180	06-01-2022	2043-3010-0-0000-0000-3402-00	Expense Jun 2022 Health Insurance	$2.95	
711183	06-01-2022	1752-0000-0-0000-0000-3402-01	Expense Jun 2022 Health Insurance	$0.41	
711184	06-01-2022	1752-3010-0-0000-0000-3402-01	Expense Jun 2022 Health Insurance	$0.97	

Vista Legacy Global Academy
Supporting Documentation

684704	06-15-2022	1234-0000-0-0000-0000-3402-00	06-15-2022 Payroll		$466.00
684723	06-15-2022	1234-3010-0-0000-0000-3402-00	06-15-2022 Payroll		$106.09
684730	06-15-2022	1234-4203-0-0000-0000-3402-00	06-15-2022 Payroll		$25.22
684757	06-15-2022	1752-0000-0-0000-0000-3402-00	06-15-2022 Payroll		$150.58
684794	06-15-2022	1752-3213-0-0000-0000-3402-00	06-15-2022 Payroll		$11.21
684813	06-15-2022	1930-0000-0-0000-0000-3402-00	06-15-2022 Payroll		$232.19
684855	06-15-2022	2043-0000-0-0000-0000-3402-00	06-15-2022 Payroll		$129.47
689012	06-15-2022	1752-3213-0-0000-0000-3402-00	06-15-2022 Payroll Reclass	$5.33	
689017	06-15-2022	1930-3213-0-0000-0000-3402-00	06-15-2022 Payroll Reclass		$5.33
712291	06-30-2022	1752-0000-0-0000-0000-3402-00	21-22 Title I Reclassifications	$1,804.67	
712292	06-30-2022	1752-3010-0-0000-0000-3402-00	21-22 Title I Reclassifications		$1,804.67
712784	06-30-2022	1752-0000-0-0000-0000-3402-00	21-22 Title III Reclassifications	$2,322.03	
712785	06-30-2022	1752-4203-0-0000-0000-3402-00	21-22 Title III Reclassifications		$2,322.03
712905	06-30-2022	2043-0000-0-0000-0000-3402-00	21-22 Title I Reclassifications	$706.67	
712906	06-30-2022	2043-3010-0-0000-0000-3402-00	21-22 Title I Reclassifications		$706.67
713177	06-30-2022	1234-0000-0-0000-0000-3402-00	21-22 Title I Reclassifications	$961.00	
713178	06-30-2022	1234-3010-0-0000-0000-3402-00	21-22 Title I Reclassifications		$961.00
713281	06-30-2022	1234-0000-0-0000-0000-3402-00	21-22 Title III Reclassification	$3,031.30	
713282	06-30-2022	1234-4203-0-0000-0000-3402-00	21-22 Title III Reclassification		$3,031.30
684907	06-30-2022	1234-0000-0-0000-0000-3402-00	06-30-2022 Payroll		$466.00
684926	06-30-2022	1234-3010-0-0000-0000-3402-00	06-30-2022 Payroll		$106.09
684933	06-30-2022	1234-4203-0-0000-0000-3402-00	06-30-2022 Payroll		$25.22
684960	06-30-2022	1752-0000-0-0000-0000-3402-00	06-30-2022 Payroll		$150.58
684997	06-30-2022	1752-3213-0-0000-0000-3402-00	06-30-2022 Payroll		$11.21
685016	06-30-2022	1930-0000-0-0000-0000-3402-00	06-30-2022 Payroll		$232.19
685057	06-30-2022	2043-0000-0-0000-0000-3402-00	06-30-2022 Payroll		$129.47
689032	06-30-2022	1752-3213-0-0000-0000-3402-00	06-30-2022 Payroll Reclass	$5.33	
689037	06-30-2022	1930-3213-0-0000-0000-3402-00	06-30-2022 Payroll Reclass		$5.33
743541	07-01-2022	1234-0000-0-0000-0000-3402-00	Expense Jul 2022 Health Insurance	$3,632.96	
743542	07-01-2022	1234-3010-0-0000-0000-3402-00	Expense Jul 2022 Health Insurance	$347.58	
743543	07-01-2022	1234-4203-0-0000-0000-3402-00	Expense Jul 2022 Health Insurance	$168.38	
743545	07-01-2022	1234-3214-0-0000-0000-3402-00	Expense Jul 2022 Health Insurance	$228.87	
743547	07-01-2022	1752-0000-0-0000-0000-3402-00	Expense Jul 2022 Health Insurance	$2,955.86	
743548	07-01-2022	1752-3010-0-0000-0000-3402-00	Expense Jul 2022 Health Insurance	$312.69	
743550	07-01-2022	1752-3213-0-0000-0000-3402-00	Expense Jul 2022 Health Insurance	$219.67	
743553	07-01-2022	1930-0000-0-0000-0000-3402-00	Expense Jul 2022 Health Insurance	$2,666.12	
743554	07-01-2022	1930-3010-0-0000-0000-3402-00	Expense Jul 2022 Health Insurance	$213.97	
743557	07-01-2022	1930-3213-0-0000-0000-3402-00	Expense Jul 2022 Health Insurance	$321.74	
743559	07-01-2022	2043-0000-0-0000-0000-3402-00	Expense Jul 2022 Health Insurance	$1,015.52	
743560	07-01-2022	2043-3010-0-0000-0000-3402-00	Expense Jul 2022 Health Insurance	$371.06	
743563	07-01-2022	1752-3010-0-0000-0000-3402-01	Expense Jul 2022 Health Insurance	$174.14	
743565	07-01-2022	1932-0000-0-0000-0000-3402-00	Expense Jul 2022 Health Insurance	$1,920.65	
767668	07-01-2022	1932-0000-0-0000-0000-3402-00	Expense Jul 2022 Health Insurance	$2,359.48	
724582	07-01-2022	1234-0000-0-0000-0000-3402-00	Expense Jul 2022 Health Insurance	$5,286.16	
724583	07-01-2022	1234-3010-0-0000-0000-3402-00	Expense Jul 2022 Health Insurance	$505.75	
724584	07-01-2022	1234-4203-0-0000-0000-3402-00	Expense Jul 2022 Health Insurance	$245.00	
724586	07-01-2022	1234-3214-0-0000-0000-3402-00	Expense Jul 2022 Health Insurance	$333.01	
724588	07-01-2022	1752-0000-0-0000-0000-3402-00	Expense Jul 2022 Health Insurance	$4,300.94	
724589	07-01-2022	1752-3010-0-0000-0000-3402-00	Expense Jul 2022 Health Insurance	$454.99	
724591	07-01-2022	1752-3213-0-0000-0000-3402-00	Expense Jul 2022 Health Insurance	$319.64	
724594	07-01-2022	1930-0000-0-0000-0000-3402-00	Expense Jul 2022 Health Insurance	$3,879.35	
724595	07-01-2022	1930-3010-0-0000-0000-3402-00	Expense Jul 2022 Health Insurance	$311.34	
724598	07-01-2022	1930-3213-0-0000-0000-3402-00	Expense Jul 2022 Health Insurance	$468.15	
724600	07-01-2022	2043-0000-0-0000-0000-3402-00	Expense Jul 2022 Health Insurance	$1,477.63	
724601	07-01-2022	2043-3010-0-0000-0000-3402-00	Expense Jul 2022 Health Insurance	$539.91	
724604	07-01-2022	1752-3010-0-0000-0000-3402-01	Expense Jul 2022 Health Insurance	$253.38	
724606	07-01-2022	1932-0000-0-0000-0000-3402-00	Expense Jul 2022 Health Insurance	$2,794.66	

Vista Legacy Global Academy
Supporting Documentation

724633	07-01-2022	1234-0000-0-0000-0000-3402-00	Expense Jul 2022 Life Insurance	$850.02	
724634	07-01-2022	1234-3010-0-0000-0000-3402-00	Expense Jul 2022 Life Insurance	$81.33	
724635	07-01-2022	1234-4203-0-0000-0000-3402-00	Expense Jul 2022 Life Insurance	$39.40	
724637	07-01-2022	1234-3214-0-0000-0000-3402-00	Expense Jul 2022 Life Insurance	$53.55	
724639	07-01-2022	1752-0000-0-0000-0000-3402-00	Expense Jul 2022 Life Insurance	$691.59	
724640	07-01-2022	1752-3010-0-0000-0000-3402-00	Expense Jul 2022 Life Insurance	$73.16	
724642	07-01-2022	1752-3213-0-0000-0000-3402-00	Expense Jul 2022 Life Insurance	$51.40	
724645	07-01-2022	1930-0000-0-0000-0000-3402-00	Expense Jul 2022 Life Insurance	$623.80	
724646	07-01-2022	1930-3010-0-0000-0000-3402-00	Expense Jul 2022 Life Insurance	$50.06	
724649	07-01-2022	1930-3213-0-0000-0000-3402-00	Expense Jul 2022 Life Insurance	$75.28	
724651	07-01-2022	2043-0000-0-0000-0000-3402-00	Expense Jul 2022 Life Insurance	$237.60	
724652	07-01-2022	2043-3010-0-0000-0000-3402-00	Expense Jul 2022 Life Insurance	$86.82	
724655	07-01-2022	1752-3010-0-0000-0000-3402-01	Expense Jul 2022 Life Insurance	$40.74	
724657	07-01-2022	1932-0000-0-0000-0000-3402-00	Expense Jul 2022 Life Insurance	$449.38	
724684	07-01-2022	1234-0000-0-0000-0000-3402-00	Expense Jul 2022 Health Insurance	$63.75	
724685	07-01-2022	1234-3010-0-0000-0000-3402-00	Expense Jul 2022 Health Insurance	$6.10	
724686	07-01-2022	1234-4203-0-0000-0000-3402-00	Expense Jul 2022 Health Insurance	$2.95	
724688	07-01-2022	1234-3214-0-0000-0000-3402-00	Expense Jul 2022 Health Insurance	$4.02	
724690	07-01-2022	1752-0000-0-0000-0000-3402-00	Expense Jul 2022 Health Insurance	$51.87	
724691	07-01-2022	1752-3010-0-0000-0000-3402-00	Expense Jul 2022 Health Insurance	$5.49	
724693	07-01-2022	1752-3213-0-0000-0000-3402-00	Expense Jul 2022 Health Insurance	$3.85	
724696	07-01-2022	1930-0000-0-0000-0000-3402-00	Expense Jul 2022 Health Insurance	$46.79	
724697	07-01-2022	1930-3010-0-0000-0000-3402-00	Expense Jul 2022 Health Insurance	$3.75	
724700	07-01-2022	1930-3213-0-0000-0000-3402-00	Expense Jul 2022 Health Insurance	$5.65	
724702	07-01-2022	2043-0000-0-0000-0000-3402-00	Expense Jul 2022 Health Insurance	$17.82	
724703	07-01-2022	2043-3010-0-0000-0000-3402-00	Expense Jul 2022 Health Insurance	$6.51	
724706	07-01-2022	1752-3010-0-0000-0000-3402-01	Expense Jul 2022 Health Insurance	$3.06	
724708	07-01-2022	1932-0000-0-0000-0000-3402-00	Expense Jul 2022 Health Insurance	$33.70	
723938	07-15-2022	1234-0000-0-0000-0000-3402-00	07-15-2022 Payroll		$489.84
723977	07-15-2022	1234-3010-0-0000-0000-3402-00	07-15-2022 Payroll		$102.34
723983	07-15-2022	1234-4203-0-0000-0000-3402-00	07-15-2022 Payroll		$26.72
724006	07-15-2022	1752-0000-0-0000-0000-3402-00	07-15-2022 Payroll		$256.80
724035	07-15-2022	1752-3213-0-0000-0000-3402-00	07-15-2022 Payroll		$7.32
724052	07-15-2022	1930-0000-0-0000-0000-3402-00	07-15-2022 Payroll		$343.79
724072	07-15-2022	1930-3213-0-0000-0000-3402-00	07-15-2022 Payroll		$5.77
724090	07-15-2022	2043-0000-0-0000-0000-3402-00	07-15-2022 Payroll		$153.57
724101	07-15-2022	2043-3010-0-0000-0000-3402-00	07-15-2022 Payroll		$25.22
724118	07-15-2022	1932-0000-0-0000-0000-3402-00	07-15-2022 Payroll		$328.06
724153	07-29-2022	1234-0000-0-0000-0000-3402-00	07-29-2022 Payroll		$494.34
724193	07-29-2022	1234-3010-0-0000-0000-3402-00	07-29-2022 Payroll		$102.34
724199	07-29-2022	1234-4203-0-0000-0000-3402-00	07-29-2022 Payroll		$26.72
724222	07-29-2022	1752-0000-0-0000-0000-3402-00	07-29-2022 Payroll		$256.81
724251	07-29-2022	1752-3213-0-0000-0000-3402-00	07-29-2022 Payroll		$7.32
724268	07-29-2022	1930-0000-0-0000-0000-3402-00	07-29-2022 Payroll		$343.78
724287	07-29-2022	1930-3213-0-0000-0000-3402-00	07-29-2022 Payroll		$5.77
724305	07-29-2022	2043-0000-0-0000-0000-3402-00	07-29-2022 Payroll		$153.57
724315	07-29-2022	2043-3010-0-0000-0000-3402-00	07-29-2022 Payroll		$25.22
724332	07-29-2022	1932-0000-0-0000-0000-3402-00	07-29-2022 Payroll		$328.06
743739	08-01-2022	1234-0000-0-0000-0000-3402-00	Expense Aug 2022 Health Insurance	$8,501.35	
743740	08-01-2022	1234-3010-0-0000-0000-3402-00	Expense Aug 2022 Health Insurance	$538.12	
743741	08-01-2022	1234-4203-0-0000-0000-3402-00	Expense Aug 2022 Health Insurance	$396.49	
743743	08-01-2022	1234-3214-0-0000-0000-3402-00	Expense Aug 2022 Health Insurance	$503.47	
743745	08-01-2022	1752-0000-0-0000-0000-3402-00	Expense Aug 2022 Health Insurance	$6,146.31	
743746	08-01-2022	1752-3010-0-0000-0000-3402-00	Expense Aug 2022 Health Insurance	$371.30	
743749	08-01-2022	1752-3213-0-0000-0000-3402-00	Expense Aug 2022 Health Insurance	$263.03	
743752	08-01-2022	1930-0000-0-0000-0000-3402-00	Expense Aug 2022 Health Insurance	$7,802.30	
743753	08-01-2022	1930-3010-0-0000-0000-3402-00	Expense Aug 2022 Health Insurance	$1,038.53	

Vista Legacy Global Academy
Supporting Documentation

743757	08-01-2022	1930-3213-0-0000-0000-3402-00	Expense Aug 2022 Health Insurance	$419.95	
743759	08-01-2022	2043-0000-0-0000-0000-3402-00	Expense Aug 2022 Health Insurance	$2,019.78	
743760	08-01-2022	2043-3010-0-0000-0000-3402-00	Expense Aug 2022 Health Insurance	$447.27	
743763	08-01-2022	1752-0000-0-0000-0000-3402-01	Expense Aug 2022 Health Insurance	$1,062.88	
743765	08-01-2022	1932-0000-0-0000-0000-3402-00	Expense Aug 2022 Health Insurance	$4,392.20	
743843	08-01-2022	1234-0000-0-0000-0000-3402-00	Expense Aug 2022 Life Insurance	$1,171.36	
743844	08-01-2022	1234-3010-0-0000-0000-3402-00	Expense Aug 2022 Life Insurance	$74.14	
743845	08-01-2022	1234-4203-0-0000-0000-3402-00	Expense Aug 2022 Life Insurance	$54.63	
743847	08-01-2022	1234-3214-0-0000-0000-3402-00	Expense Aug 2022 Life Insurance	$69.37	
743849	08-01-2022	1752-0000-0-0000-0000-3402-00	Expense Aug 2022 Life Insurance	$846.87	
743850	08-01-2022	1752-3010-0-0000-0000-3402-00	Expense Aug 2022 Life Insurance	$51.16	
743853	08-01-2022	1752-3213-0-0000-0000-3402-00	Expense Aug 2022 Life Insurance	$36.24	
743856	08-01-2022	1930-0000-0-0000-0000-3402-00	Expense Aug 2022 Life Insurance	$1,075.04	
743857	08-01-2022	1930-3010-0-0000-0000-3402-00	Expense Aug 2022 Life Insurance	$143.09	
743861	08-01-2022	1930-3213-0-0000-0000-3402-00	Expense Aug 2022 Life Insurance	$57.86	
743863	08-01-2022	2043-0000-0-0000-0000-3402-00	Expense Aug 2022 Life Insurance	$278.30	
743864	08-01-2022	2043-3010-0-0000-0000-3402-00	Expense Aug 2022 Life Insurance	$61.63	
743867	08-01-2022	1752-0000-0-0000-0000-3402-01	Expense Aug 2022 Life Insurance	$146.45	
743869	08-01-2022	1932-0000-0-0000-0000-3402-00	Expense Aug 2022 Life Insurance	$605.18	
743909	08-01-2022	1234-0000-0-0000-0000-3402-00	Expense Aug 2022 Health Insurance	$174.35	
743910	08-01-2022	1234-3010-0-0000-0000-3402-00	Expense Aug 2022 Health Insurance	$11.04	
743911	08-01-2022	1234-4203-0-0000-0000-3402-00	Expense Aug 2022 Health Insurance	$8.13	
743913	08-01-2022	1234-3214-0-0000-0000-3402-00	Expense Aug 2022 Health Insurance	$10.33	
743915	08-01-2022	1752-0000-0-0000-0000-3402-00	Expense Aug 2022 Health Insurance	$126.05	
743916	08-01-2022	1752-3010-0-0000-0000-3402-00	Expense Aug 2022 Health Insurance	$7.61	
743919	08-01-2022	1752-3213-0-0000-0000-3402-00	Expense Aug 2022 Health Insurance	$5.39	
743922	08-01-2022	1930-0000-0-0000-0000-3402-00	Expense Aug 2022 Health Insurance	$160.02	
743923	08-01-2022	1930-3010-0-0000-0000-3402-00	Expense Aug 2022 Health Insurance	$21.30	
743927	08-01-2022	1930-3213-0-0000-0000-3402-00	Expense Aug 2022 Health Insurance	$8.61	
743929	08-01-2022	2043-0000-0-0000-0000-3402-00	Expense Aug 2022 Health Insurance	$41.42	
743930	08-01-2022	2043-3010-0-0000-0000-3402-00	Expense Aug 2022 Health Insurance	$9.17	
743933	08-01-2022	1752-0000-0-0000-0000-3402-01	Expense Aug 2022 Health Insurance	$21.80	
743935	08-01-2022	1932-0000-0-0000-0000-3402-00	Expense Aug 2022 Health Insurance	$90.08	
742293	08-15-2022	1234-0000-0-0000-0000-3402-00	08-15-2022 Payroll		$653.05
742332	08-15-2022	1234-3010-0-0000-0000-3402-00	08-15-2022 Payroll		$102.34
742338	08-15-2022	1234-4203-0-0000-0000-3402-00	08-15-2022 Payroll		$26.72
742362	08-15-2022	1752-0000-0-0000-0000-3402-00	08-15-2022 Payroll		$256.81
742396	08-15-2022	1752-3213-0-0000-0000-3402-00	08-15-2022 Payroll		$7.32
742413	08-15-2022	1930-0000-0-0000-0000-3402-00	08-15-2022 Payroll		$343.78
742435	08-15-2022	1930-3213-0-0000-0000-3402-00	08-15-2022 Payroll		$5.77
742455	08-15-2022	2043-0000-0-0000-0000-3402-00	08-15-2022 Payroll		$153.57
742466	08-15-2022	2043-3010-0-0000-0000-3402-00	08-15-2022 Payroll		$25.22
742487	08-15-2022	1932-0000-0-0000-0000-3402-00	08-15-2022 Payroll		$514.06
		Total Activity		**$113,176.74**	**$17,775.94**
		Ending Balance		**$95,400.80**	
3501 - State Unemployment Insurance, certificated p					
683998	05-25-2022	1234-0000-0-0000-0000-3501-00	05-25-2022 Payroll	$51.75	
684099	05-25-2022	1930-0000-0-0000-0000-3501-00	05-25-2022 Payroll	$79.60	
684717	06-15-2022	1234-0000-0-0000-0000-3501-00	06-15-2022 Payroll	$49.16	
684820	06-15-2022	1930-0000-0-0000-0000-3501-00	06-15-2022 Payroll	$23.83	
684920	06-30-2022	1234-0000-0-0000-0000-3501-00	06-30-2022 Payroll	$11.99	
685065	06-30-2022	2043-0000-0-0000-0000-3501-00	06-30-2022 Payroll	$29.39	
723950	07-15-2022	1234-0000-0-0000-0000-3501-00	07-15-2022 Payroll	$23.29	
724017	07-15-2022	1752-0000-0-0000-0000-3501-00	07-15-2022 Payroll	$86.55	
724059	07-15-2022	1930-0000-0-0000-0000-3501-00	07-15-2022 Payroll	$68.32	
724132	07-15-2022	1932-0000-0-0000-0000-3501-00	07-15-2022 Payroll	$756.20	
724166	07-29-2022	1234-0000-0-0000-0000-3501-00	07-29-2022 Payroll	$67.40	

Vista Legacy Global Academy
Supporting Documentation

724233	07-29-2022	1752-0000-0-0000-0000-3501-00	07-29-2022 Payroll	$133.43	
724275	07-29-2022	1930-0000-0-0000-0000-3501-00	07-29-2022 Payroll	$8.87	
724346	07-29-2022	1752-0000-0-0000-0000-3501-01	07-29-2022 Payroll	$38.02	
724347	07-29-2022	1932-0000-0-0000-0000-3501-00	07-29-2022 Payroll	$214.39	
742306	08-15-2022	1234-0000-0-0000-0000-3501-00	08-15-2022 Payroll	$480.08	
742374	08-15-2022	1752-0000-0-0000-0000-3501-00	08-15-2022 Payroll	$488.90	
742420	08-15-2022	1930-0000-0-0000-0000-3501-00	08-15-2022 Payroll	$654.50	
742462	08-15-2022	2043-0000-0-0000-0000-3501-00	08-15-2022 Payroll	$5.18	
742506	08-15-2022	1752-0000-0-0000-0000-3501-01	08-15-2022 Payroll	$455.79	
742507	08-15-2022	1932-0000-0-0000-0000-3501-00	08-15-2022 Payroll	$1,509.23	
		Total Activity		**$5,235.87**	**$0.00**
		Ending Balance		**$5,235.87**	
3502 - State Unemployment Insurance, classified po					
683999	05-25-2022	1234-0000-0-0000-0000-3502-00	05-25-2022 Payroll	$266.45	
684165	05-25-2022	1752-0000-0-0000-0000-3502-01	05-25-2022 Payroll	$27.65	
684047	05-25-2022	1752-0000-0-0000-0000-3502-00	05-25-2022 Payroll	$227.78	
684054	05-25-2022	1752-3010-0-0000-0000-3502-00	05-25-2022 Payroll	$22.12	
684100	05-25-2022	1930-0000-0-0000-0000-3502-00	05-25-2022 Payroll	$468.37	
684105	05-25-2022	1930-3010-0-0000-0000-3502-00	05-25-2022 Payroll	$62.65	
684120	05-25-2022	1930-3213-0-0000-0000-3502-00	05-25-2022 Payroll	$26.07	
684142	05-25-2022	2043-0000-0-0000-0000-3502-00	05-25-2022 Payroll	$48.29	
684718	06-15-2022	1234-0000-0-0000-0000-3502-00	06-15-2022 Payroll	$46.70	
684768	06-15-2022	1752-0000-0-0000-0000-3502-00	06-15-2022 Payroll	$144.41	
684775	06-15-2022	1752-3010-0-0000-0000-3502-00	06-15-2022 Payroll	$15.83	
684821	06-15-2022	1930-0000-0-0000-0000-3502-00	06-15-2022 Payroll	$213.61	
684826	06-15-2022	1930-3010-0-0000-0000-3502-00	06-15-2022 Payroll	$17.50	
684841	06-15-2022	1930-3213-0-0000-0000-3502-00	06-15-2022 Payroll	$5.51	
684863	06-15-2022	2043-0000-0-0000-0000-3502-00	06-15-2022 Payroll	$49.90	
684886	06-15-2022	1752-0000-0-0000-0000-3502-01	06-15-2022 Payroll	$21.66	
713283	06-30-2022	1234-0000-0-0000-0000-3502-00	21-22 Title III Reclassification	$175.00	
713284	06-30-2022	1234-4203-0-0000-0000-3502-00	21-22 Title III Reclassification		$175.00
684921	06-30-2022	1234-0000-0-0000-0000-3502-00	06-30-2022 Payroll	$44.97	
684971	06-30-2022	1752-0000-0-0000-0000-3502-00	06-30-2022 Payroll	$68.38	
684978	06-30-2022	1752-3010-0-0000-0000-3502-00	06-30-2022 Payroll	$1.16	
685023	06-30-2022	1930-0000-0-0000-0000-3502-00	06-30-2022 Payroll	$110.22	
685028	06-30-2022	1930-3010-0-0000-0000-3502-00	06-30-2022 Payroll	$11.87	
685066	06-30-2022	2043-0000-0-0000-0000-3502-00	06-30-2022 Payroll	$77.77	
685089	06-30-2022	1752-0000-0-0000-0000-3502-01	06-30-2022 Payroll	$5.56	
723951	07-15-2022	1234-0000-0-0000-0000-3502-00	07-15-2022 Payroll	$27.27	
724018	07-15-2022	1752-0000-0-0000-0000-3502-00	07-15-2022 Payroll	$28.70	
724060	07-15-2022	1930-0000-0-0000-0000-3502-00	07-15-2022 Payroll	$63.79	
724064	07-15-2022	1930-3010-0-0000-0000-3502-00	07-15-2022 Payroll	$18.65	
724098	07-15-2022	2043-0000-0-0000-0000-3502-00	07-15-2022 Payroll	$3.90	
724133	07-15-2022	1932-0000-0-0000-0000-3502-00	07-15-2022 Payroll	$400.26	
724167	07-29-2022	1234-0000-0-0000-0000-3502-00	07-29-2022 Payroll	$57.68	
724234	07-29-2022	1752-0000-0-0000-0000-3502-00	07-29-2022 Payroll	$12.19	
724276	07-29-2022	1930-0000-0-0000-0000-3502-00	07-29-2022 Payroll	$48.11	
724312	07-29-2022	2043-0000-0-0000-0000-3502-00	07-29-2022 Payroll	$33.24	
724348	07-29-2022	1932-0000-0-0000-0000-3502-00	07-29-2022 Payroll	$259.57	
742508	08-15-2022	1752-0000-0-0000-0000-3502-01	08-15-2022 Payroll	$7.96	
742509	08-15-2022	1932-0000-0-0000-0000-3502-00	08-15-2022 Payroll	$292.54	
742307	08-15-2022	1234-0000-0-0000-0000-3502-00	08-15-2022 Payroll	$69.55	
742375	08-15-2022	1752-0000-0-0000-0000-3502-00	08-15-2022 Payroll	$5.34	
742421	08-15-2022	1930-0000-0-0000-0000-3502-00	08-15-2022 Payroll	$46.33	
742463	08-15-2022	2043-0000-0-0000-0000-3502-00	08-15-2022 Payroll	$48.47	
		Total Activity		**$3,582.98**	**$175.00**
		Ending Balance		**$3,407.98**	

3511 - State Employment Training Tax, certificated p					
	Total Activity				**$0.00**
	Ending Balance				**$0.00**
3512 - State Employment Training Tax, classified po					
	Total Activity				**$0.00**
	Ending Balance				**$0.00**
3601 - Workers' Compensation Insurance, certificate					
711049	06-01-2022	1234-0000-0-0000-0000-3601-00	Expense Jun 2022 Workers' Comp	$1,726.41	
711053	06-01-2022	1234-6500-0-0000-0000-3601-00	Expense Jun 2022 Workers' Comp	$213.05	
711055	06-01-2022	1752-0000-0-0000-0000-3601-00	Expense Jun 2022 Workers' Comp	$1,555.11	
711059	06-01-2022	1752-6500-0-0000-0000-3601-00	Expense Jun 2022 Workers' Comp	$201.16	
711061	06-01-2022	1752-3212-0-0000-0000-3601-00	Expense Jun 2022 Workers' Comp	$69.44	
711062	06-01-2022	1930-0000-0-0000-0000-3601-00	Expense Jun 2022 Workers' Comp	$1,353.86	
711065	06-01-2022	1930-6500-0-0000-0000-3601-00	Expense Jun 2022 Workers' Comp	$249.51	
711066	06-01-2022	1930-3214-0-0000-0000-3601-00	Expense Jun 2022 Workers' Comp	$86.50	
711068	06-01-2022	2043-0000-0-0000-0000-3601-00	Expense Jun 2022 Workers' Comp	$653.34	
711071	06-01-2022	2043-6500-0-0000-0000-3601-00	Expense Jun 2022 Workers' Comp	$31.36	
711072	06-01-2022	1752-0000-0-0000-0000-3601-01	Expense Jun 2022 Workers' Comp	$288.84	
720864	06-30-2022	1234-1400-0-0000-0000-3601-00	EPA Reclass	$10,683.63	
720870	06-30-2022	1234-0000-0-0000-0000-3601-00	EPA Reclass		$10,683.63
743621	07-01-2022	1234-0000-0-0000-0000-3601-00	Expense Jul 2022 Workers' Comp	$1,808.45	
743625	07-01-2022	1234-6500-0-0000-0000-3601-00	Expense Jul 2022 Workers' Comp	$170.48	
743627	07-01-2022	1752-0000-0-0000-0000-3601-00	Expense Jul 2022 Workers' Comp	$1,194.14	
743630	07-01-2022	1752-6500-0-0000-0000-3601-00	Expense Jul 2022 Workers' Comp	$396.68	
743632	07-01-2022	1752-3212-0-0000-0000-3601-00	Expense Jul 2022 Workers' Comp	$180.02	
743633	07-01-2022	1930-0000-0-0000-0000-3601-00	Expense Jul 2022 Workers' Comp	$1,683.51	
743636	07-01-2022	1930-6500-0-0000-0000-3601-00	Expense Jul 2022 Workers' Comp	$256.00	
743637	07-01-2022	1930-3214-0-0000-0000-3601-00	Expense Jul 2022 Workers' Comp	$109.78	
743639	07-01-2022	2043-0000-0-0000-0000-3601-00	Expense Jul 2022 Workers' Comp	$666.46	
743642	07-01-2022	2043-6500-0-0000-0000-3601-00	Expense Jul 2022 Workers' Comp	$14.68	
743643	07-01-2022	1752-0000-0-0000-0000-3601-01	Expense Jul 2022 Workers' Comp	$1,076.56	
743645	07-01-2022	1932-0000-0-0000-0000-3601-00	Expense Jul 2022 Workers' Comp	$596.42	
743647	07-01-2022	1932-6500-0-0000-0000-3601-00	Expense Jul 2022 Workers' Comp	$36.98	
743790	08-01-2022	1234-0000-0-0000-0000-3601-00	Expense Aug 2022 Workers' Comp	$1,165.66	
743794	08-01-2022	1234-6500-0-0000-0000-3601-00	Expense Aug 2022 Workers' Comp	$104.74	
743796	08-01-2022	1752-0000-0-0000-0000-3601-00	Expense Aug 2022 Workers' Comp	$1,158.15	
743799	08-01-2022	1752-6500-0-0000-0000-3601-00	Expense Aug 2022 Workers' Comp	$238.19	
743802	08-01-2022	1752-3212-0-0000-0000-3601-00	Expense Aug 2022 Workers' Comp	$84.81	
743803	08-01-2022	1930-0000-0-0000-0000-3601-00	Expense Aug 2022 Workers' Comp	$1,653.11	
743806	08-01-2022	1930-6500-0-0000-0000-3601-00	Expense Aug 2022 Workers' Comp	$142.33	
743808	08-01-2022	1930-3214-0-0000-0000-3601-00	Expense Aug 2022 Workers' Comp	$69.68	
743810	08-01-2022	2043-0000-0-0000-0000-3601-00	Expense Aug 2022 Workers' Comp	$410.92	
743813	08-01-2022	2043-6500-0-0000-0000-3601-00	Expense Aug 2022 Workers' Comp	$9.32	
743814	08-01-2022	1752-0000-0-0000-0000-3601-01	Expense Aug 2022 Workers' Comp	$797.24	
743816	08-01-2022	1932-0000-0-0000-0000-3601-00	Expense Aug 2022 Workers' Comp	$1,531.59	
743818	08-01-2022	1932-6500-0-0000-0000-3601-00	Expense Aug 2022 Workers' Comp	$23.47	
	Total Activity			**$32,691.58**	**$10,683.63**
	Ending Balance			**$22,007.95**	
3602 - Workers' Compensation Insurance, classified					
711050	06-01-2022	1234-0000-0-0000-0000-3602-00	Expense Jun 2022 Workers' Comp	$637.08	
711051	06-01-2022	1234-3010-0-0000-0000-3602-00	Expense Jun 2022 Workers' Comp	$37.55	
711052	06-01-2022	1234-4203-0-0000-0000-3602-00	Expense Jun 2022 Workers' Comp	$25.06	
711054	06-01-2022	1234-3214-0-0000-0000-3602-00	Expense Jun 2022 Workers' Comp	$48.43	
711056	06-01-2022	1752-0000-0-0000-0000-3602-00	Expense Jun 2022 Workers' Comp	$521.81	
711057	06-01-2022	1752-3010-0-0000-0000-3602-00	Expense Jun 2022 Workers' Comp	$53.00	
711058	06-01-2022	1752-4203-0-0000-0000-3602-00	Expense Jun 2022 Workers' Comp	$3.04	
711060	06-01-2022	1752-3213-0-0000-0000-3602-00	Expense Jun 2022 Workers' Comp	$95.98	

Vista Legacy Global Academy
Supporting Documentation

711063	06-01-2022	1930-0000-0-0000-0000-3602-00	Expense Jun 2022 Workers' Comp	$659.12	
711064	06-01-2022	1930-3010-0-0000-0000-3602-00	Expense Jun 2022 Workers' Comp	$53.20	
711067	06-01-2022	1930-3213-0-0000-0000-3602-00	Expense Jun 2022 Workers' Comp	$20.96	
711069	06-01-2022	2043-0000-0-0000-0000-3602-00	Expense Jun 2022 Workers' Comp	$218.60	
711070	06-01-2022	2043-3010-0-0000-0000-3602-00	Expense Jun 2022 Workers' Comp	$29.23	
711073	06-01-2022	1752-0000-0-0000-0000-3602-01	Expense Jun 2022 Workers' Comp	$4.10	
711074	06-01-2022	1752-3010-0-0000-0000-3602-01	Expense Jun 2022 Workers' Comp	$9.60	
712293	06-30-2022	1752-0000-0-0000-0000-3602-00	21-22 Title I Reclassifications	$193.98	
712294	06-30-2022	1752-3010-0-0000-0000-3602-00	21-22 Title I Reclassifications		$193.98
712786	06-30-2022	1752-0000-0-0000-0000-3602-00	21-22 Title III Reclassifications	$27.34	
712787	06-30-2022	1752-4203-0-0000-0000-3602-00	21-22 Title III Reclassifications		$27.34
712907	06-30-2022	2043-0000-0-0000-0000-3602-00	21-22 Title I Reclassifications	$75.60	
712908	06-30-2022	2043-3010-0-0000-0000-3602-00	21-22 Title I Reclassifications		$75.60
713179	06-30-2022	1234-0000-0-0000-0000-3602-00	21-22 Title I Reclassifications	$103.06	
713180	06-30-2022	1234-3010-0-0000-0000-3602-00	21-22 Title I Reclassifications		$103.06
713285	06-30-2022	1234-0000-0-0000-0000-3602-00	21-22 Title III Reclassification	$380.29	
713286	06-30-2022	1234-4203-0-0000-0000-3602-00	21-22 Title III Reclassification		$380.29
743622	07-01-2022	1234-0000-0-0000-0000-3602-00	Expense Jul 2022 Workers' Comp	$849.86	
743623	07-01-2022	1234-3010-0-0000-0000-3602-00	Expense Jul 2022 Workers' Comp	$81.31	
743624	07-01-2022	1234-4203-0-0000-0000-3602-00	Expense Jul 2022 Workers' Comp	$39.39	
743626	07-01-2022	1234-3214-0-0000-0000-3602-00	Expense Jul 2022 Workers' Comp	$53.54	
743628	07-01-2022	1752-0000-0-0000-0000-3602-00	Expense Jul 2022 Workers' Comp	$691.47	
743629	07-01-2022	1752-3010-0-0000-0000-3602-00	Expense Jul 2022 Workers' Comp	$73.15	
743631	07-01-2022	1752-3213-0-0000-0000-3602-00	Expense Jul 2022 Workers' Comp	$51.39	
743634	07-01-2022	1930-0000-0-0000-0000-3602-00	Expense Jul 2022 Workers' Comp	$623.69	
743635	07-01-2022	1930-3010-0-0000-0000-3602-00	Expense Jul 2022 Workers' Comp	$50.05	
743638	07-01-2022	1930-3213-0-0000-0000-3602-00	Expense Jul 2022 Workers' Comp	$75.26	
743640	07-01-2022	2043-0000-0-0000-0000-3602-00	Expense Jul 2022 Workers' Comp	$237.56	
743641	07-01-2022	2043-3010-0-0000-0000-3602-00	Expense Jul 2022 Workers' Comp	$86.80	
743644	07-01-2022	1752-3010-0-0000-0000-3602-01	Expense Jul 2022 Workers' Comp	$40.74	
743646	07-01-2022	1932-0000-0-0000-0000-3602-00	Expense Jul 2022 Workers' Comp	$449.30	
743791	08-01-2022	1234-0000-0-0000-0000-3602-00	Expense Aug 2022 Workers' Comp	$1,054.29	
743792	08-01-2022	1234-3010-0-0000-0000-3602-00	Expense Aug 2022 Workers' Comp	$66.73	
743793	08-01-2022	1234-4203-0-0000-0000-3602-00	Expense Aug 2022 Workers' Comp	$49.17	
743795	08-01-2022	1234-3214-0-0000-0000-3602-00	Expense Aug 2022 Workers' Comp	$62.44	
743797	08-01-2022	1752-0000-0-0000-0000-3602-00	Expense Aug 2022 Workers' Comp	$762.23	
743798	08-01-2022	1752-3010-0-0000-0000-3602-00	Expense Aug 2022 Workers' Comp	$46.05	
743801	08-01-2022	1752-3213-0-0000-0000-3602-00	Expense Aug 2022 Workers' Comp	$32.62	
743804	08-01-2022	1930-0000-0-0000-0000-3602-00	Expense Aug 2022 Workers' Comp	$967.60	
743805	08-01-2022	1930-3010-0-0000-0000-3602-00	Expense Aug 2022 Workers' Comp	$128.79	
743809	08-01-2022	1930-3213-0-0000-0000-3602-00	Expense Aug 2022 Workers' Comp	$52.08	
743811	08-01-2022	2043-0000-0-0000-0000-3602-00	Expense Aug 2022 Workers' Comp	$250.48	
743812	08-01-2022	2043-3010-0-0000-0000-3602-00	Expense Aug 2022 Workers' Comp	$55.47	
743815	08-01-2022	1752-0000-0-0000-0000-3602-01	Expense Aug 2022 Workers' Comp	$131.81	
743817	08-01-2022	1932-0000-0-0000-0000-3602-00	Expense Aug 2022 Workers' Comp	$544.70	
		Total Activity		**$10,805.00**	**$780.27**
		Ending Balance		**$10,024.73**	
3701 - OPEB, Allocated, certificated positions					
		Total Activity			**$0.00**
		Ending Balance			**$0.00**
3702 - OPEB, Allocated, classified positions					
		Total Activity			**$0.00**
		Ending Balance			**$0.00**
3751 - OPEB, Active Employees, certificated positio					
		Total Activity			**$0.00**
		Ending Balance			**$0.00**
3752 - OPEB, Active Employees, classified positions					

	Total Activity			**$0.00**
	Ending Balance			**$0.00**
3801 - PERS Reduction, certificated positions				
	Total Activity			**$0.00**
	Ending Balance			**$0.00**
3802 - PERS Reduction, classified positions				
	Total Activity			**$0.00**
	Ending Balance			**$0.00**
3901 - Other Benefits, certificated positions				
707957	05-18-2022	1234-0000-0-0000-0000-3901-00	Med-i-Bank	$30.00
707961	05-19-2022	1234-0000-0-0000-0000-3901-00	Med-i-Bank	$171.00
707963	05-23-2022	1234-0000-0-0000-0000-3901-00	Med-i-Bank	$375.00
707965	05-25-2022	1234-0000-0-0000-0000-3901-00	Med-i-Bank	$39.08
707967	05-27-2022	1234-0000-0-0000-0000-3901-00	Med-i-Bank	$65.00
707969	05-31-2022	1234-0000-0-0000-0000-3901-00	Med-i-Bank	$63.10
709620	06-01-2022	1234-0000-0-0000-0000-3901-00	Igoe Administrative Services	$208.33
709636	06-02-2022	1234-0000-0-0000-0000-3901-00	Med-i-Bank	$5.08
709622	06-03-2022	1234-0000-0-0000-0000-3901-00	Igoe Administrative Services	$337.00
709638	06-13-2022	1234-0000-0-0000-0000-3901-00	Med-i-Bank	$158.04
709624	06-14-2022	1234-0000-0-0000-0000-3901-00	Igoe Administrative Services	$476.38
709640	06-15-2022	1234-0000-0-0000-0000-3901-00	Med-i-Bank	$77.86
709626	06-16-2022	1234-0000-0-0000-0000-3901-00	Igoe Administrative Services	$231.95
709642	06-17-2022	1234-0000-0-0000-0000-3901-00	Med-i-Bank	$55.00
709644	06-21-2022	1234-0000-0-0000-0000-3901-00	Med-i-Bank	$20.00
709632	06-23-2022	1234-0000-0-0000-0000-3901-00	Igoe Administrative Services	$9.38
709646	06-23-2022	1234-0000-0-0000-0000-3901-00	Med-i-Bank	$125.00
709648	06-24-2022	1234-0000-0-0000-0000-3901-00	Med-i-Bank	$10.00
709650	06-27-2022	1234-0000-0-0000-0000-3901-00	Med-i-Bank	$60.00
709652	06-28-2022	1234-0000-0-0000-0000-3901-00	Med-i-Bank	$76.05
709634	06-30-2022	1234-0000-0-0000-0000-3901-00	Igoe Administrative Services	$30.50
782077	07-01-2022	1234-0000-0-0000-0000-3901-00	Igoe Administrative Services	$208.41
782079	07-05-2022	1234-0000-0-0000-0000-3901-00	Med-i-Bank	$13.07
782081	07-07-2022	1234-0000-0-0000-0000-3901-00	Igoe Administrative Services	$71.40
782083	07-08-2022	1234-0000-0-0000-0000-3901-00	Med-i-Bank	$47.27
782085	07-11-2022	1234-0000-0-0000-0000-3901-00	Med-i-Bank	$9.39
782087	07-11-2022	1234-0000-0-0000-0000-3901-00	Med-i-Bank	$91.81
782089	07-13-2022	1234-0000-0-0000-0000-3901-00	Med-i-Bank	$50.00
782091	07-14-2022	1234-0000-0-0000-0000-3901-00	Med-i-Bank	$65.49
782093	07-15-2022	1234-0000-0-0000-0000-3901-00	Med-i-Bank	$45.09
782095	07-18-2022	1234-0000-0-0000-0000-3901-00	Med-i-Bank	$25.00
782097	07-18-2022	1234-0000-0-0000-0000-3901-00	Med-i-Bank	$12.11
782099	07-18-2022	1234-0000-0-0000-0000-3901-00	Med-i-Bank	$79.87
782101	07-20-2022	1234-0000-0-0000-0000-3901-00	Med-i-Bank	$41.99
782103	07-21-2022	1234-0000-0-0000-0000-3901-00	Med-i-Bank	$32.58
782105	07-22-2022	1234-0000-0-0000-0000-3901-00	Med-i-Bank	$3,999.83
782107	07-25-2022	1234-0000-0-0000-0000-3901-00	Med-i-Bank	$32.62
782109	07-26-2022	1234-0000-0-0000-0000-3901-00	Med-i-Bank	$82.00
782111	07-26-2022	1234-0000-0-0000-0000-3901-00	Med-i-Bank	$197.70
782115	07-26-2022	1234-0000-0-0000-0000-3901-00	Med-i-Bank	$301.84
782117	07-27-2022	1234-0000-0-0000-0000-3901-00	Med-i-Bank	$27.84
782119	07-28-2022	1234-0000-0-0000-0000-3901-00	Med-i-Bank	$253.45
782121	07-29-2022	1234-0000-0-0000-0000-3901-00	Med-i-Bank	$33.00
782123	08-01-2022	1234-0000-0-0000-0000-3901-00	Med-i-Bank	$255.84
782125	08-02-2022	1234-0000-0-0000-0000-3901-00	Med-i-Bank	$124.84
782127	08-03-2022	1234-0000-0-0000-0000-3901-00	Med-i-Bank	$49.50
782129	08-04-2022	1234-0000-0-0000-0000-3901-00	Med-i-Bank	$95.60
782131	08-05-2022	1234-0000-0-0000-0000-3901-00	Med-i-Bank	$1,500.00

Vista Legacy Global Academy
Supporting Documentation

782133	08-08-2022	1234-0000-0-0000-0000-3901-00	Med-i-Bank		$11.09	
782135	08-08-2022	1234-0000-0-0000-0000-3901-00	Med-i-Bank		$85.67	
782137	08-08-2022	1234-0000-0-0000-0000-3901-00	Med-i-Bank		$125.00	
782353	08-09-2022	1234-0000-0-0000-0000-3901-00	Med-i-Bank		$103.00	
783355	08-10-2022	1234-0000-0-0000-0000-3901-00	Med-i-Bank		$25.00	
783357	08-10-2022	1234-0000-0-0000-0000-3901-00	Igoe Administrative Services		$184.64	
783359	08-11-2022	1234-0000-0-0000-0000-3901-00	Med-i-Bank		$35.00	
783361	08-12-2022	1234-0000-0-0000-0000-3901-00	Med-i-Bank		$733.71	
783365	08-15-2022	1234-0000-0-0000-0000-3901-00	Med-i-Bank		$10.00	
783367	08-15-2022	1234-0000-0-0000-0000-3901-00	Med-i-Bank		$20.00	
783369	08-17-2022	1234-0000-0-0000-0000-3901-00	Med-i-Bank		$25.00	
783399	08-17-2022	1234-0000-0-0000-0000-3901-00	Igoe Administrative Services		$416.66	
		Total Activity			**$12,146.06**	**$0.00**
		Ending Balance			**$12,146.06**	
3902 - Other Benefits, classified positions						
		Total Activity				**$0.00**
		Ending Balance				**$0.00**
3998 - Employee benefits						
		Total Activity				**$0.00**
		Ending Balance				**$0.00**
3999 - Employer Paid Taxes						
		Total Activity				**$0.00**
		Ending Balance				**$0.00**
4000 - Books and Supplies						
		Total Activity				**$0.00**
		Ending Balance				**$0.00**
4100 - Approved Textbooks and Core Curricula Mate						
668019	05-17-2022	2043-0000-0-0000-1000-4100-00	Health Connected	Puberty Talk Curriculum	$224.47	
711769	05-31-2022	1234-0000-0-0000-2700-4100-00		Credit Card (K. Amaya) - TeachersPayTeachers	$6.00	
711770	05-31-2022	1234-0000-0-0000-2700-4100-00		Credit Card (K. Amaya) - TeachersPayTeachers	$40.49	
711771	05-31-2022	1234-0000-0-0000-2700-4100-00		Credit Card (K. Amaya) - TeachersPayTeachers	$3.75	
711772	05-31-2022	1234-0000-0-0000-2700-4100-00		Credit Card (K. Amaya) - TeachersPayTeachers	$7.99	
711773	05-31-2022	1234-0000-0-0000-2700-4100-00		Credit Card (K. Amaya) - TeachersPayTeachers	$3.25	
711701	06-17-2022	1234-0000-0-0000-2700-4100-00		Credit Card (K. Amaya) - TeachersPayTeachers	$5.25	
712334	06-30-2022	1234-0000-0-0000-2700-4100-00		Credit Card (K. Amaya) - Teachers Pay Teachers	$2.50	
712335	06-30-2022	1234-0000-0-0000-2700-4100-00		Credit Card (K. Amaya) - Teachers Pay Teachers	$3.00	
737995	06-30-2022	1752-0000-0-0000-0000-4100-00		21-22 GEER Reclassification	$68.64	
737998	06-30-2022	1752-3215-0-0000-0000-4100-00		21-22 GEER Reclassification		$68.64
738035	06-30-2022	1752-6300-0-0000-0000-4100-00		21-22 Prop 20 Lottery Reclassification	$23,681.53	
738038	06-30-2022	1752-0000-0-0000-0000-4100-00		21-22 Prop 20 Lottery Reclassification		$23,681.53
738039	06-30-2022	1752-1100-0-0000-0000-4100-00		21-22 Non-Prop 20 Lottery Reclassification	$9,249.10	
738043	06-30-2022	1752-0000-0-0000-0000-4100-00		21-22 Non-Prop 20 Lottery Reclassification		$9,249.10
738105	06-30-2022	1930-6300-0-0000-0000-4100-00		21-22 Prop 20 Lottery Reclassification	$19,128.05	
738111	06-30-2022	1930-0000-0-0000-0000-4100-00		21-22 Prop 20 Lottery Reclassification		$19,128.05
720813	06-30-2022	1234-6300-0-0000-0000-4100-00		Prop20 Lottery Reclass	$16,756.54	
720817	06-30-2022	1234-0000-0-0000-0000-4100-00		Prop20 Lottery Reclass		$16,756.54
720893	06-30-2022	2043-4610-0-0000-0000-4100-00		Title V reclass (no longer used)		$13,959.89
720901	06-30-2022	2043-0000-0-0000-0000-4100-00		Title V reclass (no longer used)	$13,959.89	
720881	06-30-2022	2043-6300-0-0000-0000-4100-00		Prop20 Lottery Reclass	$11,087.33	
720885	06-30-2022	2043-0000-0-0000-0000-4100-00		Prop20 Lottery Reclass		$11,087.33
721228	06-30-2022	2043-1100-0-0000-0000-4100-00		NonProp 20 Lottery Reclass	$4,662.03	
721233	06-30-2022	2043-0000-0-0000-0000-4100-00		NonProp 20 Lottery Reclass		$4,662.03
756576	07-01-2022	1932-3212-0-0000-1000-4100-00	Heinemann	Reclass Invoice #5927781		$30,626.59
756578	07-01-2022	1932-3213-0-0000-1000-4100-00	Heinemann	Reclass Invoice #5927781	$30,626.59	
757186	07-01-2022	1932-3212-0-0000-1000-4100-00	Heinemann	Reclass Invoice #5927800		$135,941.38
757188	07-01-2022	1932-3212-0-0000-1000-4100-00	Heinemann	Reclass Invoice #5927800	$67,970.69	

Vista Legacy Global Academy
Supporting Documentation

757189	07-01-2022	1932-3213-0-0000-1000-4100-00	Heinemann	Reclass Invoice #5927800	$67,970.69	
724738	07-01-2022	1752-0000-0-0000-0000-4100-00		Expense 22-23 Curriculum	$2,250.00	
724742	07-01-2022	1752-0000-0-0000-0000-4100-00		Expense 22-23 Curriculum	$14,580.00	
724744	07-01-2022	1752-0000-0-0000-0000-4100-00		Expense 22-23 Curriculum	$5,266.80	
693904	07-01-2022	1932-3212-0-0000-1000-4100-00	Heinemann	Curriculum Materials	$135,941.38	
693902	07-01-2022	1932-3212-0-0000-1000-4100-00	Heinemann	Curriculum Materials	$30,626.59	
704427	07-14-2022	1930-3213-0-0000-1000-4100-00	Heinemann	Books - Units of studies	$2,245.89	
756552	07-14-2022	1930-3213-0-0000-1000-4100-00	Heinemann	Reclass invoice # 7455306		$2,245.89
756553	07-14-2022	1930-3212-0-0000-1000-4100-00	Heinemann	Reclass invoice # 7455306	$2,245.89	
704433	07-20-2022	1930-0000-0-0000-2700-4100-00	Scholastic Inc	Scholastic News - Lets find out (50), 1-5/6 (60) - SY 22-23	$2,290.75	
725704	07-21-2022	1932-0000-0-0000-1000-4100-00	Maestro Music Education Services	Music Program	$17,875.00	
703424	07-21-2022	1234-0000-0-0000-1000-4100-00	Hapara	Two-year Subscription - Instructional Management (08/15/2022 - 08/14/2024)	$3,257.30	
703426	07-21-2022	1752-0000-0-0000-1000-4100-00	Hapara	Two-year Subscription - Instructional Management (08/15/2022 - 08/14/2024)	$4,126.58	
703428	07-21-2022	1930-0000-0-0000-1000-4100-00	Hapara	Two-year Subscription - Instructional Management (08/15/2022 - 08/14/2024)	$3,257.30	
703430	07-21-2022	2043-0000-0-0000-1000-4100-00	Hapara	Two-year Subscription - Instructional Management (08/15/2022 - 08/14/2024)	$1,086.24	
703432	07-21-2022	1932-0000-0-0000-1000-4100-00	Hapara	Two-year Subscription - Instructional Management (08/15/2022 - 08/14/2024)	$2,736.58	
783081	07-31-2022	1234-0000-0-0000-1000-4100-00		Credit Card (K. Amaya) - Teachers Pay Teachers	$24.00	
783084	07-31-2022	1234-2600-0-0000-1000-4100-00		Credit Card (K. Amaya) - Teachers Pay Teachers	$5.00	
783087	07-31-2022	1234-2600-0-0000-1000-4100-00		Credit Card (K. Amaya) - Teachers Pay Teachers	$9.50	
772980	07-31-2022	1752-0000-0-0000-2700-4100-01	Agile Mind Educational Holdings, Inc.	Meridian Integrated Math III & Agile Assessment	$2,242.00	
743978	08-01-2022	1930-0000-0-0000-0000-4100-00		Expense Aug 2022 Curriculum	$3,420.00	
726010	08-09-2022	1932-0000-0-0000-1000-4100-00	Kids Immersion, LLC	1-Year Stories Subscription	$898.00	
726033	08-09-2022	1752-0000-0-0000-2700-4100-00	Curriculum Associates, LLC	Instructional Materials	$13,908.97	
726035	08-09-2022	1930-0000-0-0000-2700-4100-00	Curriculum Associates, LLC	Instructional Materials	$10,981.81	
722491	08-09-2022	1234-3212-0-0000-2700-4100-00	Curriculum Associates, LLC	Math Curriculum	$27,140.87	
756766	08-09-2022	1932-0000-0-0000-1000-4100-00	Kids Immersion, LLC	Reclass Invoice #3769		$898.00
756768	08-09-2022	1932-3212-0-0000-1000-4100-00	Kids Immersion, LLC	Reclass Invoice #3769	$898.00	
747659	08-10-2022	2043-0000-0-0000-1000-4100-00	Curriculum Associates LLC	iReady Math Books and Licenses	$10,425.44	
746350	08-13-2022	1752-0000-0-0000-1000-4100-00	Houghton Mifflin Harcourt Publishing Co.	Curriculum	$1,698.20	
746352	08-13-2022	1930-0000-0-0000-1000-4100-00	Houghton Mifflin Harcourt Publishing Co.	Curriculum	$1,340.80	
742587	08-16-2022	1930-0000-0-0000-1000-4100-00	Curriculum Associates, LLC	Curriculum Materials	$21,500.51	
762245	08-16-2022	1932-0000-0-0000-1000-4100-00	Curriculum Associates, LLC	Curriculum Materials	$21,529.44	
728895	08-17-2022	1752-0000-0-0000-2700-4100-00	Agile Mind Educational Holdings, Inc.	High School Math Teacher Licenses(1), Integrated Math II student license (50)	$1,445.00	
		Total Activity			**$610,711.62**	**$268,304.97**
		Ending Balance			**$342,406.65**	
4105 - X - Textbooks - E-Licenses						
		Total Activity				**$0.00**
		Ending Balance				**$0.00**
4200 - Books and Other Reference Material						
670108	06-05-2022	1234-0000-0-0000-2700-4200-00	Amazon Capital Services	Books	$46.26	
675179	06-17-2022	1752-0000-0-0000-2700-4200-00	Amazon Capital Services	Books	$57.07	
675181	06-17-2022	1930-0000-0-0000-2700-4200-00	Amazon Capital Services	Books	$51.96	
675617	06-22-2022	1234-0000-0-0000-2700-4200-00	Amazon Capital Services	Books	$6.37	
675618	06-22-2022	1752-0000-0-0000-2700-4200-00	Amazon Capital Services	Books	$6.66	
675619	06-22-2022	1930-0000-0-0000-2700-4200-00	Amazon Capital Services	Books	$6.07	
675620	06-22-2022	2043-0000-0-0000-2700-4200-00	Amazon Capital Services	Books	$1.60	
737973	06-30-2022	1752-3212-0-0000-0000-4200-00		21-22 ESSER II Reclassification	$1,571.44	
737976	06-30-2022	1752-3210-0-0000-0000-4200-00		21-22 ESSER II Reclassification		$1,571.44
738059	06-30-2022	1930-3210-0-0000-0000-4200-00		21-22 CARES Reclassification	$4,047.21	
738062	06-30-2022	1930-3212-0-0000-0000-4200-00		21-22 CARES Reclassification		$4,047.21
738106	06-30-2022	1930-6300-0-0000-0000-4200-00		21-22 Prop 20 Lottery Reclassification	$180.33	
738112	06-30-2022	1930-0000-0-0000-0000-4200-00		21-22 Prop 20 Lottery Reclassification		$180.33
720814	06-30-2022	1234-6300-0-0000-0000-4200-00		Prop20 Lottery Reclass	$3,357.59	
720818	06-30-2022	1234-0000-0-0000-0000-4200-00		Prop20 Lottery Reclass		$3,357.59
720882	06-30-2022	2043-6300-0-0000-0000-4200-00		Prop20 Lottery Reclass	$1,239.76	
720886	06-30-2022	2043-0000-0-0000-0000-4200-00		Prop20 Lottery Reclass		$1,239.76
756695	07-01-2022	1930-0000-0-0000-7100-4200-00	Just Right Reader	Reclass invoice # 10361		$8,910.00

756696	07-01-2022	1930-3212-0-0000-7100-4200-00	Just Right Reader	Reclass invoice # 10361	$8,910.00	
756687	07-01-2022	1930-0000-0-0000-7100-4200-00	Junior Learning, Inc.	Reclass invoice # 16284		$7,056.85
756688	07-01-2022	1930-3212-0-0000-7100-4200-00	Junior Learning, Inc.	Reclass invoice # 16284	$7,056.85	
695622	07-01-2022	1930-0000-0-0000-7100-4200-00	Junior Learning, Inc.	Classroom complete kit, Spelligator, The Benies Hi-Lo Diversity Decodable Boxed	$7,056.85	
695624	07-01-2022	1930-0000-0-0000-7100-4200-00	Just Right Reader	Full Just Right Classroom Library (250 titles) Pack (6 Bundles)	$8,910.00	
694540	07-05-2022	1930-0000-0-0000-7100-4200-00	First Book	Compassionate Kids Collection (40 paperbacks)	$187.71	
756839	07-05-2022	1930-0000-0-0000-7100-4200-00	First Book	Reclass invoice # 700541697		$187.71
756840	07-05-2022	1930-3212-0-0000-7100-4200-00	First Book	Reclass invoice # 700541697	$187.71	
695640	07-12-2022	1930-0000-0-0000-1000-4200-00	Literacy Resources, LLC	Intervention Lessons, Curriculum 21-22 Kindergarden through Primary & Decodable Books	$1,305.72	
756743	07-12-2022	1930-0000-0-0000-1000-4200-00	Literacy Resources, LLC	Reclass invoice # 210236		$1,305.72
756744	07-12-2022	1930-3212-0-0000-1000-4200-00	Literacy Resources, LLC	Reclass invoice # 210236	$1,305.72	
695632	07-19-2022	1930-0000-0-0000-1000-4200-00	Learning Without Tears	Kindergarten 2022 - Student & Teachers Editions and Curriculum	$3,172.32	
730524	08-08-2022	2043-0000-0-0000-1000-4200-00	Amazon Capital Services	Student books	$39.40	
757686	08-08-2022	2043-0000-0-0000-1000-4200-00	Amazon Capital Services	Reclass Invoice #1RRJ-HVJP-17W3		$39.40
757688	08-08-2022	2043-3212-0-0000-1000-4200-00	Amazon Capital Services	Reclass Invoice #1RRJ-HVJP-17W3	$39.40	
730532	08-10-2022	2043-0000-0-0000-1000-4200-00	Amazon Capital Services	Student books	$5.46	
722272	08-10-2022	1930-0000-0-0000-7100-4200-00	Junior Learning, Inc.	Instructional Materials	$2,541.05	
757694	08-10-2022	2043-3212-0-0000-1000-4200-00	Amazon Capital Services	Reclass Invoice #1QY9-YXXY-3CGF	$5.46	
757692	08-10-2022	2043-0000-0-0000-1000-4200-00	Amazon Capital Services	Reclass Invoice #1QY9-YXXY-3CGF		$5.46
		Total Activity			**$51,295.97**	**$27,901.47**
		Ending Balance			**$23,394.50**	
4300 - Materials and Supplies						
698255	05-17-2022	1234-0000-0-0000-2700-4300-00	Amazon Capital Services	Reclass Invoice #1QV4-7WHR-6F6W		$22.83
698257	05-17-2022	1234-4127-0-0000-2700-4300-00	Amazon Capital Services	Reclass Invoice #1QV4-7WHR-6F6W	$22.83	
657173	05-17-2022	1752-0000-0-0000-1000-4300-00	Amazon Capital Services	Teacher Supplies	$31.02	
657177	05-17-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Technology Supplies	$19.94	
657178	05-17-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Technology Supplies	$21.90	
657181	05-17-2022	1752-0000-0-0000-1000-4300-00	Amazon Capital Services	Teacher Supplies	$93.12	
657183	05-17-2022	1752-0000-0-0000-1000-4300-00	Amazon Capital Services	Teacher Supplies	$100.36	
657175	05-17-2022	1752-7426-0-0000-1000-4300-00	Amazon Capital Services	Supplies - Saturday School	$40.57	
659723	05-17-2022	1234-0000-0-0000-2700-4300-00	Amazon Capital Services	SEL Student Supplies	$22.83	
660138	05-17-2022	1930-0000-0-0000-1000-4300-00	Amazon Capital Services	Teacher Supplies	$16.38	
712002	05-17-2022	1752-0000-0-0000-1000-4300-00		Credit Card (C. Felch) - Teachers Pay Teachers	$29.13	
712003	05-17-2022	1752-0000-0-0000-1000-4300-00		Credit Card (C. Felch) - Teachers Pay Teachers	$32.98	
712004	05-17-2022	1752-0000-0-0000-2700-4300-00		Credit Card (C. Felch) - Walmart	$381.28	
712005	05-17-2022	1752-0000-0-0000-2700-4300-00		Credit Card (C. Felch) - Mil Jugos	$16.59	
712006	05-17-2022	1752-0000-0-0000-2700-4300-00		Credit Card (C. Felch) - Northgate Market	$104.56	
712007	05-17-2022	1752-0000-0-0000-2700-4300-00		Credit Card (C. Felch) - Northgate Market	$11.44	
712008	05-17-2022	1752-0000-0-0000-2700-4300-00		Credit Card (C. Felch) - Doordash Birrieria	$11.81	
712021	05-17-2022	1930-0000-0-0000-1000-4300-00		Credit Card (C. Felch) - Teachers Pay Teachers	$4.90	
712022	05-17-2022	1930-0000-0-0000-1000-4300-00		Credit Card (C. Felch) - Teachers Pay Teachers	$26.52	
712023	05-17-2022	1930-0000-0-0000-1000-4300-00		Credit Card (C. Felch) - Teachers Pay Teachers	$2.62	
712024	05-17-2022	1930-0000-0-0000-1000-4300-00		Credit Card (C. Felch) - Teachers Pay Teachers	$30.02	
712025	05-17-2022	1930-0000-0-0000-1000-4300-00		Credit Card (C. Felch) - Teachers Pay Teachers	$14.00	
712026	05-17-2022	1930-0000-0-0000-1000-4300-00		Credit Card (C. Felch) - Teachers Pay Teachers	$16.80	
712027	05-17-2022	1930-0000-0-0000-1000-4300-00		Credit Card (C. Felch) - Teachers Pay Teachers	$12.60	
712028	05-17-2022	1930-0000-0-0000-1000-4300-00		Credit Card (C. Felch) - Teachers Pay Teachers	$24.43	
712029	05-17-2022	1930-0000-0-0000-1000-4300-00		Credit Card (C. Felch) - Teachers Pay Teachers	$9.10	
712030	05-17-2022	1930-0000-0-0000-2700-4300-00		Credit Card (L. Drake) - Starbucks	$75.00	
712031	05-17-2022	1930-0000-0-0000-2700-4300-00		Credit Card (L. Drake) - Five Below	$76.02	
712032	05-17-2022	1930-0000-0-0000-2700-4300-00		Credit Card (L. Drake) - Ralphs	$17.50	
712033	05-17-2022	1930-0000-0-0000-2700-4300-00		Credit Card (L. Drake) - Trader Joe's	$46.89	
712034	05-17-2022	1930-0000-0-0000-2700-4300-00		Credit Card (L. Drake) - Staterbros	$26.93	
712035	05-17-2022	1930-0000-0-0000-2700-4300-00		Credit Card (L. Drake) - Domino's	$44.73	
712036	05-17-2022	1930-0000-0-0000-2700-4300-00		Credit Card (L. Drake) - Justom Imprints	$1,048.41	
712037	05-17-2022	1930-0000-0-0000-2700-4300-00		Credit Card (C. Felch) - Mil Jugos	$15.09	
712038	05-17-2022	1930-0000-0-0000-2700-4300-00		Credit Card (C. Felch) - Northgate Market	$95.20	

712039	05-17-2022	1930-0000-0-0000-2700-4300-00		Credit Card (C. Felch) - Northgate Market	$10.40	
712040	05-17-2022	1930-0000-0-0000-2700-4300-00		Credit Card (C. Felch) - Doordash Birrieria	$10.75	
713060	05-17-2022	1234-0000-0-0000-2700-4300-00		Credit Card (K. Amaya) - Entourage Yearbooks	$1,063.52	
713061	05-17-2022	1234-0000-0-0000-2700-4300-00		Credit Card (K. Amaya) - Smart and Final	$19.73	
713062	05-17-2022	1234-0000-0-0000-2700-4300-00		Credit Card (K. Amaya) - Instacart	$50.19	
713063	05-17-2022	1234-0000-0-0000-2700-4300-00		Credit Card (K. Amaya) - G and J Flowers	$96.36	
713065	05-17-2022	1234-0000-0-0000-2700-4300-00		Credit Card (K. Amaya) - Events Supplies District	$7.67	
713067	05-17-2022	1234-0000-0-0000-2700-4300-00		Credit Card (K. Amaya) - Walmart	$41.56	
713068	05-17-2022	1234-0000-0-0000-2700-4300-00		Credit Card (K. Amaya) - Instacart	$75.00	
713069	05-17-2022	1234-0000-0-0000-2700-4300-00		Credit Card (K. Amaya) - Instacart	$10.56	
713072	05-17-2022	2043-0000-0-0000-2700-4300-00		Credit Card (M. Rosner) - Surfas Culinary District	$226.14	
713074	05-17-2022	2043-0000-0-0000-2700-4300-00		Credit Card (M. Rosner) - Costco by Instacart	$261.35	
713075	05-17-2022	2043-0000-0-0000-1000-4300-00		Credit Card (M. Rosner) - Blick Art	$107.97	
713076	05-17-2022	2043-0000-0-0000-2700-4300-00		Credit Card (M. Rosner) - Postmates	$206.96	
713077	05-17-2022	2043-0000-0-0000-2700-4300-00		Credit Card (M. Rosner) - Amandine Patisserie	$7.67	
713078	05-17-2022	2043-0000-0-0000-2700-4300-00		Credit Card (M. Rosner) - Postmates	$55.68	
660140	05-18-2022	1930-0000-0-0000-1000-4300-00	Amazon Capital Services	Teacher Supplies	$53.76	
661199	05-18-2022	1752-0000-0-0000-1000-4300-00	Amazon Capital Services	Teacher Supplies	$923.89	
714573	05-18-2022	1752-0000-0-0000-1000-4300-00	Amazon Capital Services	Reclass Invoice #1C6P-K4X4-LX7G		$720.93
714575	05-18-2022	1752-3212-0-0000-1000-4300-00	Amazon Capital Services	Reclass Invoice #1C6P-K4X4-LX7G	$720.93	
659725	05-19-2022	1234-0000-0-0000-2700-4300-00	Amazon Capital Services	Spirit Pride Week Supplies	$299.58	
660142	05-19-2022	1930-0000-0-0000-1000-4300-00	Amazon Capital Services	Teacher Supplies	$43.48	
689683	05-19-2022	1234-0000-0-0000-2700-4300-00	Amazon Capital Services	Reclass Invoice #1TDK-FMXM-DWY1		$299.58
689685	05-19-2022	1234-0000-0-0000-2700-4300-00	Amazon Capital Services	Reclass Invoice #1TDK-FMXM-DWY1	$148.80	
689686	05-19-2022	1234-3212-0-0000-2700-4300-00	Amazon Capital Services	Reclass Invoice #1TDK-FMXM-DWY1	$150.78	
661211	05-20-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Nurse Supplies	$41.35	
661213	05-20-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Nurse Supplies	$45.41	
715284	05-20-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Reclass Invoice #19YH-6NQL-X9RX		$45.41
715286	05-20-2022	1752-3213-0-0000-2700-4300-00	Amazon Capital Services	Reclass Invoice #19YH-6NQL-X9RX	$45.41	
717455	05-20-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Reclass Invoice #19YH-6NQL-X9RX		$41.35
717457	05-20-2022	1930-3213-0-0000-2700-4300-00	Amazon Capital Services	Reclass Invoice #19YH-6NQL-X9RX	$41.35	
661223	05-22-2022	1752-0000-0-0000-1000-4300-00	Amazon Capital Services	Teacher Supplies	$294.87	
661483	05-23-2022	1234-0000-0-0000-2700-4300-00	eduPARTS	Supplies - LCD Panels (30 ct)	$1,149.42	
689621	05-23-2022	1234-0000-0-0000-2700-4300-00	eduPARTS	Reclass Invoice #EDU-000012845		$1,149.42
689623	05-23-2022	1234-3212-0-0000-2700-4300-00	eduPARTS	Reclass Invoice #EDU-000012845	$1,149.42	
700588	05-24-2022	1930-0000-0-0000-2700-4300-00	Ruth Valdin	Reclass Invoice # 05-24-22		$75.00
700591	05-24-2022	1930-4127-0-0000-2700-4300-00	Ruth Valdin	Reclass Invoice # 05-24-22	$75.00	
660069	05-24-2022	1752-0000-0-0000-2700-4300-00	Ruth Valdin	Expense reimbursement: Churros & Chocolate with the Principal	$75.00	
660070	05-24-2022	1930-0000-0-0000-2700-4300-00	Ruth Valdin	Expense reimbursement: Churros & Chocolate with the Principal	$75.00	
660066	05-24-2022	1752-0000-0-0000-2700-4300-00	Richard Jimenez	Expense Reimbursement: Conference & meeting meals	$318.37	
660063	05-24-2022	1752-0000-0-0000-2700-4300-00	Luis Hernandez	Expense Reimbursement: Supplies - Decor	$85.00	
661225	05-24-2022	1752-0000-0-0000-1000-4300-00	Amazon Capital Services	Teacher Supplies	$10.91	
661227	05-24-2022	1752-0000-0-0000-1000-4300-00	Amazon Capital Services	Teacher Supplies	$29.47	
661229	05-24-2022	1752-0000-0-0000-1000-4300-00	Amazon Capital Services	Teacher Supplies	$82.60	
661233	05-24-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Nurse Supplies	$62.12	
661235	05-24-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Nurse Supplies	$68.22	
661237	05-24-2022	1752-0000-0-0000-1000-4300-00	Amazon Capital Services	Testing Supplies	$716.69	
661481	05-24-2022	1234-0000-0-0000-2700-4300-00	Amazon Capital Services	SEL - Student Supplies	$87.40	
668009	05-24-2022	2043-0000-0-0000-1000-4300-00	Amazon Capital Services	Student Supplies	$159.67	
715482	05-24-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Reclass Invoice #1GGQ-N674-K6WG		$68.22
715484	05-24-2022	1752-3213-0-0000-2700-4300-00	Amazon Capital Services	Reclass Invoice #1GGQ-N674-K6WG	$68.22	
688859	05-24-2022	1752-0000-0-0000-2700-4300-00	Ruth Valdin	Reclass Invoice #05-24-22		$75.00
688860	05-24-2022	1930-0000-0-0000-2700-4300-00	Ruth Valdin	Reclass Invoice #05-24-22		$75.00
688863	05-24-2022	1752-3010-0-9011-2700-4300-00	Ruth Valdin	Reclass Invoice #05-24-22	$75.00	
688864	05-24-2022	1930-3010-0-9011-2700-4300-00	Ruth Valdin	Reclass Invoice #05-24-22	$75.00	
689637	05-24-2022	1234-0000-0-0000-2700-4300-00	Amazon Capital Services	Reclass Invoice #1HTV-QPQV-CRDW		$87.40
689639	05-24-2022	1234-3212-0-0000-2700-4300-00	Amazon Capital Services	Reclass Invoice #1HTV-QPQV-CRDW	$87.40	

Vista Legacy Global Academy
Supporting Documentation

717469	05-24-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Reclass Invoice #1GGQ-N674-K6WG		$62.12
717471	05-24-2022	1930-3213-0-0000-2700-4300-00	Amazon Capital Services	Reclass Invoice #1GGQ-N674-K6WG	$62.12	
661241	05-25-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Technology Supplies	$31.01	
661243	05-25-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Technology Supplies	$34.05	
700597	05-26-2022	1930-0000-0-0000-1000-4300-00	Amazon Capital Services	Reclass Invoice # 1QJ7-6KMT-L1HK		$100.88
700599	05-26-2022	1930-4127-0-0000-1000-4300-00	Amazon Capital Services	Reclass Invoice # 1QJ7-6KMT-L1HK	$100.88	
661251	05-26-2022	1752-0000-0-0000-1000-4300-00	Amazon Capital Services	Teacher Supplies	$6.49	
662795	05-26-2022	1930-0000-0-0000-1000-4300-00	Amazon Capital Services	Teacher Supplies	$18.06	
662803	05-26-2022	1930-0000-0-0000-1000-4300-00	Amazon Capital Services	Celebration Supplies	$100.88	
662807	05-26-2022	1930-0000-0-0000-1000-4300-00	Amazon Capital Services	Teacher Supplies	$199.55	
662801	05-26-2022	1930-0000-0-0000-1000-4300-00	Amazon Capital Services	Teacher Supplies	$22.30	
665190	05-26-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Teacher Supplies	$19.01	
716285	05-26-2022	1930-0000-0-0000-1000-4300-00	Amazon Capital Services	Reclass Invoice #1MT9-133C-W3YH		$199.55
716287	05-26-2022	1930-3212-0-0000-1000-4300-00	Amazon Capital Services	Reclass Invoice #1MT9-133C-W3YH	$199.55	
665194	05-28-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Teacher Supplies	$146.72	
668163	05-29-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Teacher supplies	$518.29	
665198	05-30-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Teacher Supplies	$32.73	
665150	05-30-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Technology Supplies	$23.42	
665152	05-30-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Technology Supplies	$21.33	
665142	05-30-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Technology Supplies	$58.30	
665144	05-30-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Technology Supplies	$53.09	
668165	05-30-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Teacher supplies	$34.91	
668167	05-30-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Graduation supplies	$102.09	
668169	05-31-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Teacher supplies	$26.47	
668171	05-31-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Graduation supplies	$87.20	
711830	05-31-2022	1930-0000-0-0000-2700-4300-00		Credit Card (C. Felch) - Doordash Omoisushi	$25.07	
711831	05-31-2022	1930-0000-0-0000-2700-4300-00		Credit Card (C. Felch) - Domino's Pizza	$88.41	
711833	05-31-2022	1930-0000-0-0000-2700-4300-00		Credit Card (C. Felch) - Walmart	$43.61	
711834	05-31-2022	1930-0000-0-0000-2700-4300-00		Credit Card (C. Felch) - Smart & Final	$179.07	
711835	05-31-2022	1930-0000-0-0000-2700-4300-00		Credit Card (C. Felch) - Domino's Pizza	$66.57	
711836	05-31-2022	1930-0000-0-0000-2700-4300-00		Credit Card (C. Felch) - King Donuts	$12.62	
711839	05-31-2022	1930-0000-0-0000-2700-4300-00		Credit Card (D. Wilson) - Uber Postmates	$12.59	
711832	05-31-2022	1930-0000-0-9071-2700-4300-00		Credit Card (C. Felch) - Domino's Pizza	$17.68	
711837	05-31-2022	1930-0000-0-9071-2700-4300-00		Credit Card (C. Felch) - Target	$5.81	
711838	05-31-2022	1930-0000-0-9071-2700-4300-00		Credit Card (C. Felch) - Smart & Final	$14.77	
711774	05-31-2022	1234-0000-0-0000-2700-4300-00		Credit Card (D. Wilson) - Uber Postmates	$13.23	
711775	05-31-2022	1234-0000-0-0000-2700-4300-00		Credit Card (D. Wilson) - Uber Postmates	$2.07	
711776	05-31-2022	1234-0000-0-0000-2700-4300-00		Credit Card (K. Amaya) - Jones Awards	$857.70	
711777	05-31-2022	1234-0000-0-0000-2700-4300-00		Credit Card (K. Amaya) - Domino's Pizza	$99.95	
711778	05-31-2022	1234-0000-0-0000-2700-4300-00		Credit Card (K. Amaya) - Little Caesars	$188.25	
711779	05-31-2022	1234-0000-0-0000-2700-4300-00		Credit Card (K. Amaya) - Instacart	$49.94	
711780	05-31-2022	1234-0000-0-0000-2700-4300-00		Credit Card (K. Amaya) - Sams Club	$351.24	
711781	05-31-2022	1234-0000-0-0000-2700-4300-00		Credit Card (K. Amaya) - It's Boba Time	$641.25	
711782	05-31-2022	1234-0000-0-0000-2700-4300-00		Credit Card (K. Amaya) - Instacart	$38.16	
711783	05-31-2022	1234-0000-0-0000-2700-4300-00		Credit Card (K. Amaya) - Instacart	$34.54	
711784	05-31-2022	1234-0000-0-0000-2700-4300-00		Credit Card (K. Amaya) - Instacart	$306.34	
711785	05-31-2022	1234-0000-0-0000-2700-4300-00		Credit Card (K. Amaya) - National Pen Co	$693.08	
711799	05-31-2022	1752-0000-0-0000-1000-4300-00		Credit Card (C. Felch) - Teachers Pay Teachers	$4.90	
711800	05-31-2022	1752-0000-0-0000-2700-4300-00		Credit Card (C. Felch) - Doordash Omoisushi	$27.54	
711801	05-31-2022	1752-0000-0-9071-2700-4300-00		Credit Card (C. Felch) - Domino's Pizza	$19.43	
711802	05-31-2022	1752-0000-0-9071-2700-4300-00		Credit Card (C. Felch) - King Donuts	$13.88	
711803	05-31-2022	1752-0000-0-9071-2700-4300-00		Credit Card (C. Felch) - Target	$6.40	
711804	05-31-2022	1752-0000-0-0000-2700-4300-00		Credit Card (C. Felch) - Smart & Final	$16.23	
711805	05-31-2022	1752-0000-0-0000-2700-4300-00		Credit Card (D. Wilson) - Uber Postmates	$13.83	
711806	05-31-2022	1752-0000-0-0000-2700-4300-00		Credit Card (D. Wilson) - Uber Postmates	$2.15	
711807	05-31-2022	1752-0000-0-0000-2700-4300-00		Credit Card (L. Anne) - Angelos Burgers	$206.61	
711820	05-31-2022	1930-0000-0-0000-1000-4300-00		Credit Card (C. Felch) - Teachers Pay Teachers	$11.20	

Vista Legacy Global Academy
Supporting Documentation

711821	05-31-2022	1930-0000-0-0000-1000-4300-00		Credit Card (C. Felch) - Teachers Pay Teachers	$8.40	
711822	05-31-2022	1930-0000-0-0000-1000-4300-00		Credit Card (C. Felch) - Teachers Pay Teachers	$4.90	
711823	05-31-2022	1930-0000-0-0000-1000-4300-00		Credit Card (C. Felch) - Teachers Pay Teachers	$11.20	
711824	05-31-2022	1930-0000-0-0000-1000-4300-00		Credit Card (C. Felch) - Teachers Pay Teachers	$48.26	
711825	05-31-2022	1930-0000-0-0000-1000-4300-00		Credit Card (C. Felch) - Teachers Pay Teachers	$16.77	
711826	05-31-2022	1930-0000-0-0000-1000-4300-00		Credit Card (C. Felch) - Teachers Pay Teachers	$4.90	
711827	05-31-2022	1930-0000-0-0000-1000-4300-00		Credit Card (C. Felch) - Teachers Pay Teachers	$30.00	
711828	05-31-2022	1930-0000-0-0000-1000-4300-00		Credit Card (C. Felch) - Teachers Pay Teachers	$7.70	
711829	05-31-2022	1930-0000-0-0000-1000-4300-00		Credit Card (C. Felch) - Teachers Pay Teachers	$4.90	
711840	05-31-2022	1930-0000-0-0000-2700-4300-00		Credit Card (D. Wilson) - Uber Postmates	$1.97	
711841	05-31-2022	1930-0000-0-0000-2700-4300-00		Credit Card (L. Anne) - Panera Bread	$29.27	
711842	05-31-2022	1930-0000-0-0000-2700-4300-00		Credit Card (L. Anne) - Angelos Burgers	$188.13	
711843	05-31-2022	1930-0000-0-0000-2700-4300-00		Credit Card (L. Anne) - Lakeshore Learning	$108.73	
711844	05-31-2022	1930-0000-0-0000-2700-4300-00		Credit Card (L. Anne) - Vons	$147.71	
711852	05-31-2022	2043-0000-0-0000-1000-4300-00		Credit Card (M. Rosner) - Amazon	$43.79	
711853	05-31-2022	2043-0000-0-0000-2700-4300-00		Credit Card (D. Wilson) - Uber Postmates	$3.31	
711854	05-31-2022	2043-0000-0-0000-2700-4300-00		Credit Card (D. Wilson) - Uber Postmates	$0.52	
711855	05-31-2022	2043-0000-0-0000-2700-4300-00		Credit Card (M. Rosner) - Amazon	$27.36	
665516	06-01-2022	1234-0000-0-0000-2700-4300-00	Amazon Capital Services	Student Supplies	$253.10	
698594	06-01-2022	1752-9300-0-0000-2700-4300-00	Isabel Meza	Reclass Invoice #06-01-22		$386.00
698596	06-01-2022	1752-4127-0-0000-2700-4300-00	Isabel Meza	Reclass Invoice #06-01-22	$386.00	
664259	06-01-2022	1752-0000-0-0000-2700-4300-00	Nicole Douglas	Expense Reimbursement: Materials for Testing	$27.56	
664269	06-01-2022	1752-9300-0-0000-2700-4300-00	Isabel Meza	Expense reimbursement: Materials for Club Activities	$386.00	
664356	06-01-2022	1930-0000-0-0000-2700-4300-00	Majela Galardy	Expense reimbursement: Music Class Materials	$53.88	
665206	06-01-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Culmination Supplies	$259.30	
665200	06-01-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Teacher Supplies	$21.00	
665204	06-01-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Teacher Supplies	$32.76	
665154	06-02-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Technology Supplies	$38.29	
665156	06-02-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Technology Supplies	$34.87	
668027	06-02-2022	2043-0000-0-0000-2700-4300-00	Phillip Silva	Printed Decals	$145.00	
668175	06-02-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Teacher supplies	$36.16	
668183	06-02-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Teacher supplies	$74.02	
668185	06-02-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Teacher supplies	$186.37	
668177	06-02-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Teacher supplies	$41.53	
668181	06-02-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Teacher supplies	$73.73	
668187	06-02-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Teacher supplies	$188.74	
668173	06-02-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Teacher supplies	$21.62	
668179	06-02-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Intervention Supplies	$42.98	
668358	06-02-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Teacher Supplies	$67.62	
677158	06-02-2022	1930-0000-0-0000-2700-4300-00	Christina Sequeira	Expense reimbursement: Student Field Trip - Snacks	$70.02	
668191	06-05-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Teacher supplies	$33.99	
668197	06-05-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Teacher supplies	$47.83	
668195	06-05-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Teacher supplies	$47.35	
668189	06-05-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Teacher supplies	$32.89	
668193	06-05-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Teacher supplies	$38.74	
668199	06-05-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Teacher supplies	$107.66	
668372	06-05-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Culmination supplies	$136.36	
668360	06-05-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Teacher supplies	$22.91	
668368	06-05-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Nurse supplies	$15.33	
668370	06-05-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Nurse supplies	$13.95	
670106	06-05-2022	1234-0000-0-0000-2700-4300-00	Amazon Capital Services	Student Supplies	$290.88	
715502	06-05-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Reclass Invoice #1WL1-MPFT-74DP		$15.33
715504	06-05-2022	1752-3213-0-0000-2700-4300-00	Amazon Capital Services	Reclass Invoice #1WL1-MPFT-74DP	$15.33	
689703	06-05-2022	1234-0000-0-0000-2700-4300-00	Amazon Capital Services	Reclass Invoice #1MFT-DLR3-67G4		$290.88
689705	06-05-2022	1234-0000-0-0000-2700-4300-00	Amazon Capital Services	Reclass Invoice #1MFT-DLR3-67G4	$179.26	
689706	06-05-2022	1234-3212-0-0000-2700-4300-00	Amazon Capital Services	Reclass Invoice #1MFT-DLR3-67G4	$111.62	
717482	06-05-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Reclass Invoice #1WL1-MPFT-74DP		$13.95

Vista Legacy Global Academy
Supporting Documentation

717484	06-05-2022	1930-3213-0-0000-2700-4300-00	Amazon Capital Services	Reclass Invoice #1WL1-MPFT-74DP	$13.95		
668201	06-06-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Teacher supplies	$43.06		
668374	06-06-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Teacher supplies	$125.61		
668378	06-06-2022	1752-3213-0-0000-2700-4300-00	Amazon Capital Services	Kids Face Masks	$135.83		
668380	06-06-2022	1930-3213-0-0000-2700-4300-00	Amazon Capital Services	Kids Face Masks	$123.69		
670110	06-06-2022	1234-0000-0-0000-2700-4300-00	Amazon Capital Services	Supplies	$188.51		
714875	06-06-2022	1752-3213-0-0000-2700-4300-00	Amazon Capital Services	Reclass Invoice #1M39-PLQ6-1CGN		$135.83	
714877	06-06-2022	1752-3212-0-0000-2700-4300-00	Amazon Capital Services	Reclass Invoice #1M39-PLQ6-1CGN	$135.83		
717271	06-06-2022	1930-3213-0-0000-2700-4300-00	Amazon Capital Services	Reclass Invoice #1M39-PLQ6-1CGN		$123.69	
717273	06-06-2022	1930-3212-0-0000-2700-4300-00	Amazon Capital Services	Reclass Invoice #1M39-PLQ6-1CGN	$123.69		
668203	06-07-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Teacher supplies	$17.49		
670116	06-07-2022	1234-0000-0-0000-2700-4300-00	Amazon Capital Services	Culmination Supplies	$261.96		
672550	06-07-2022	1930-0000-0-0000-1000-4300-00	Amazon Capital Services	Teacher supplies	$16.38		
673282	06-07-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Testing supplies	$6.86		
673284	06-07-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Testing supplies	$6.24		
673286	06-07-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Teacher Supplies	$19.10		
673288	06-07-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Teacher Supplies	$17.40		
673278	06-07-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Teacher Supplies - NET CM # 1DCN-9WQR-KY9P	$127.96		
673280	06-07-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Teacher Supplies - NET CM # 1DCN-9WQR-KY9P	$116.51		
673290	06-07-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Nurse Supplies	$34.13		
673292	06-07-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Nurse Supplies	$31.08		
674527	06-07-2022	1234-6504-0-0000-2700-4300-00	NCS Pearson, Inc	BASC-3 Q-Global Administration/Report	$1,320.00		
715562	06-07-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Reclass Invoice #1YXK-4YC1-3JP6		$34.13	
715564	06-07-2022	1752-3213-0-0000-2700-4300-00	Amazon Capital Services	Reclass Invoice #1YXK-4YC1-3JP6	$34.13		
717498	06-07-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Reclass Invoice #1YXK-4YC1-3JP6		$31.08	
717500	06-07-2022	1930-3213-0-0000-2700-4300-00	Amazon Capital Services	Reclass Invoice #1YXK-4YC1-3JP6	$31.08		
673302	06-09-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Teacher Supplies	$177.23		
673304	06-09-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Teacher Supplies	$161.39		
675861	06-10-2022	2043-0000-0-0000-2700-4300-00	Amazon Capital Services	Graduation Supplies	$41.21		
676991	06-10-2022	1234-6504-0-0000-2700-4300-00	NCS Pearson, Inc	Record Forms	$649.20		
672554	06-12-2022	1930-0000-0-0000-1000-4300-00	Amazon Capital Services	Teacher supplies	$90.34		
672552	06-12-2022	1930-0000-0-0000-1000-4300-00	Amazon Capital Services	Teacher supplies	$45.68		
673306	06-12-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Nurse Supplies	$31.69		
673308	06-12-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Nurse Supplies	$28.86		
715570	06-12-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Reclass Invoice #1DCJ-LJHY-7WPT		$31.69	
715572	06-12-2022	1752-3213-0-0000-2700-4300-00	Amazon Capital Services	Reclass Invoice #1DCJ-LJHY-7WPT	$31.69		
717512	06-12-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Reclass Invoice #1DCJ-LJHY-7WPT		$28.86	
717514	06-12-2022	1930-3213-0-0000-2700-4300-00	Amazon Capital Services	Reclass Invoice #1DCJ-LJHY-7WPT	$28.86		
698267	06-14-2022	1234-0000-0-0000-2700-4300-00	Amazon Capital Services	Reclass Invoice #1HFY-7X4X-4JY3		$241.75	
698269	06-14-2022	1234-4127-0-0000-2700-4300-00	Amazon Capital Services	Reclass Invoice #1HFY-7X4X-4JY3	$241.75		
673314	06-14-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Athletic supplies	$543.18		
673316	06-14-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Athletic supplies	$494.62		
674460	06-14-2022	1234-0000-0-0000-2700-4300-00	Amazon Capital Services	Student Award Supplies	$241.75		
700617	06-15-2022	1930-0000-0-0000-2700-4300-00	Julie Vasquez	Reclass Invoice # 06-15-22		$35.89	
700619	06-15-2022	1930-4127-0-0000-2700-4300-00	Julie Vasquez	Reclass Invoice # 06-15-22	$35.89		
700621	06-15-2022	1930-0000-0-0000-2700-4300-00	Meredith Branch	Reclass Invoice # 06-15-22		$28.34	
700623	06-15-2022	1930-4127-0-0000-2700-4300-00	Meredith Branch	Reclass Invoice # 06-15-22	$28.34		
700625	06-15-2022	1930-0000-0-0000-2700-4300-00	Nicole De Vera	Reclass Invoice # 06-15-22		$28.98	
700627	06-15-2022	1930-4127-0-0000-2700-4300-00	Nicole De Vera	Reclass Invoice # 06-15-22	$28.98		
700629	06-15-2022	1930-0000-0-0000-2700-4300-00	Tiffani Grubbs	Reclass Invoice # 06-15-22		$72.84	
700631	06-15-2022	1930-4127-0-0000-2700-4300-00	Tiffani Grubbs	Reclass Invoice # 06-15-22	$72.84		
700613	06-15-2022	1930-0000-0-0000-2700-4300-00	Christina Sequeira	Reclass Invoice # 06-15-22		$49.60	
700615	06-15-2022	1930-4127-0-0000-2700-4300-00	Christina Sequeira	Reclass Invoice # 06-15-22	$49.60		
672000	06-15-2022	1930-0000-0-0000-2700-4300-00	Julie Vasquez	Expense Reimbursement: Vista Olympics Materials	$35.89		
672002	06-15-2022	1930-0000-0-0000-2700-4300-00	Christina Sequeira	Expense Reimbursement: Vista Olympics Materials	$49.60		
672008	06-15-2022	1930-0000-0-0000-2700-4300-00	Meredith Branch	Expense Reimbursement: Vista Olympics Materials	$28.34		
672038	06-15-2022	1930-0000-0-0000-2700-4300-00	Nicole De Vera	Expense Reimbursement: Career Day Supplies	$28.98		

Vista Legacy Global Academy
Supporting Documentation

672068	06-15-2022	1752-0000-0-0000-2700-4300-00	Amy McKahan	Expense Reimbursement: Vista Olympics Materials	$44.84	
672070	06-15-2022	1752-0000-0-0000-2700-4300-00	Brooke Podgorski	Expense Reimbursement: Vista Olympics Materials	$46.14	
672082	06-15-2022	1752-0000-0-0000-2700-4300-00	Michael Allaway	Expense Reimbursement: Vista Olympics Materials	$45.82	
672109	06-15-2022	1752-0000-0-0000-2700-4300-00	Richard Jimenez	Expense Reimbursement: Items for Athletics Meeting	$54.11	
672143	06-15-2022	1752-0000-0-0000-2700-4300-00	Amanda Gomez	Expense Reimbursement: Vista Olympics Materials	$51.97	
672145	06-15-2022	1752-0000-0-0000-2700-4300-00	Hannah Wilson	Expense Reimbursement: Vista Olympics Materials	$56.16	
672147	06-15-2022	1752-0000-0-0000-2700-4300-00	Ruth Valdin	Expense Reimbursement: Graduation Decoration	$400.00	
672148	06-15-2022	1930-0000-0-0000-2700-4300-00	Ruth Valdin	Expense Reimbursement: Graduation Decoration	$400.00	
672152	06-15-2022	1752-0000-0-0000-2700-4300-00	Trevor Sailors	Expense Reimbursement: Vista Olympics Supplies	$29.85	
671994	06-15-2022	1930-0000-0-0000-2700-4300-00	Tiffani Grubbs	Expense Reimbursement: Vista Olympics Materials	$72.84	
672106	06-15-2022	1752-0000-0-0000-2700-4300-00	Nicole Douglas	Expense Reimbursement: Vista Olympics Materials	$37.60	
673318	06-15-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Technology Supplies	$550.83	
673320	06-15-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Technology Supplies	$501.57	
711702	06-17-2022	1234-0000-0-0000-2700-4300-00		Credit Card (K. Amaya) - Entourage Yearbooks	$259.00	
711703	06-17-2022	1234-0000-0-0000-2700-4300-00		Credit Card (K. Amaya) - Postmates	$93.31	
711704	06-17-2022	1234-0000-0-0000-2700-4300-00		Credit Card (K. Amaya) - Postmates	$26.53	
711705	06-17-2022	1234-0000-0-0000-2700-4300-00		Credit Card (K. Amaya) - Postmates	$3.91	
711706	06-17-2022	1234-0000-0-0000-2700-4300-00		Credit Card (K. Amaya) - Postmates	$9.28	
711707	06-17-2022	1234-0000-0-0000-2700-4300-00		Credit Card (K. Amaya) - Postmates	$104.24	
711708	06-17-2022	1234-0000-0-0000-2700-4300-00		Credit Card (K. Amaya) - Postmates	$97.86	
711709	06-17-2022	1234-0000-0-0000-2700-4300-00		Credit Card (K. Amaya) - Postmates	$9.74	
711710	06-17-2022	1234-0000-0-0000-2700-4300-00		Credit Card (K. Amaya) - Postmates	$10.37	
711711	06-17-2022	1234-0000-0-0000-2700-4300-00		Credit Card (K. Amaya) - Instacart	$73.05	
711719	06-17-2022	1234-6504-0-0000-2700-4300-00		Credit Card (K. Amaya) - Little Caesars	$85.27	
711720	06-17-2022	1234-6504-0-0000-2700-4300-00		Credit Card (K. Amaya) - Bobe Time	$142.60	
711721	06-17-2022	1234-6504-0-0000-3120-4300-00		Credit Card (K. Amaya) - MHS Multi-Health	$1,445.00	
711723	06-17-2022	1752-0000-0-0000-2700-4300-00		Credit Card (L. Anne) - Staples	$110.20	
711724	06-17-2022	1752-0000-0-0000-2700-4300-00		Credit Card (L. Anne) - Staples	$42.54	
711725	06-17-2022	1752-0000-0-0000-2700-4300-00		Credit Card (C. Felch) - Starbucks	$42.77	
711726	06-17-2022	1752-0000-0-0000-2700-4300-00		Credit Card (C. Felch) - Starbucks	$40.57	
711727	06-17-2022	1752-0000-0-0000-2700-4300-00		Credit Card (C. Felch) - Starbucks	$9.19	
711728	06-17-2022	1752-0000-0-0000-2700-4300-00		Credit Card (C. Felch) - Starbucks	$12.91	
711738	06-17-2022	1930-0000-0-0000-1000-4300-00		Credit Card (C. Felch) - Teachers Pay Teachers	$8.40	
711739	06-17-2022	1930-0000-0-0000-1000-4300-00		Credit Card (C. Felch) - Teachers Pay Teachers	$8.50	
711740	06-17-2022	1930-0000-0-0000-2700-4300-00		Credit Card (L. Anne) - Staples	$100.33	
711741	06-17-2022	1930-0000-0-0000-2700-4300-00		Credit Card (L. Anne) - Pizza Hut		$0.76
711742	06-17-2022	1930-0000-0-0000-2700-4300-00		Credit Card (L. Anne) - Pizza Hut		$6.00
711743	06-17-2022	1930-0000-0-0000-2700-4300-00		Credit Card (C. Felch) - Starbucks	$38.93	
711744	06-17-2022	1930-0000-0-0000-2700-4300-00		Credit Card (C. Felch) - Starbucks	$36.93	
711745	06-17-2022	1930-0000-0-0000-2700-4300-00		Credit Card (C. Felch) - Starbucks	$8.36	
711746	06-17-2022	1930-0000-0-0000-2700-4300-00		Credit Card (C. Felch) - Starbucks	$11.74	
711761	06-17-2022	2043-0000-0-0000-2700-4300-00		Credit Card (M. Rosner) - Smart and Final	$368.92	
711762	06-17-2022	2043-0000-0-0000-2700-4300-00		Credit Card (M. Rosner) - EZ Catering Amandine	$27.39	
711766	06-17-2022	2043-0000-0-0000-7000-4300-00		Credit Card (M. Rosner) - Domino's	$100.75	
676893	06-17-2022	1234-2600-0-0000-2700-4300-00	Amazon Capital Services	Classroom Supplies	$1,122.41	
674513	06-20-2022	1234-0000-0-0000-2700-4300-00	Daniel Sommer	Expense Reimbursement : Culmination Supplies	$344.93	
674515	06-20-2022	1234-0000-0-0000-2700-4300-00	Daniel Sommer	Expense Reimbursement : Class Supplies	$482.70	
700653	06-21-2022	1930-0000-0-0000-2700-4300-00	Alexandra Udd	Reclass Invoice # 06-21-22		$28.68
700655	06-21-2022	1930-4127-0-0000-2700-4300-00	Alexandra Udd	Reclass Invoice # 06-21-22	$28.68	
674200	06-21-2022	1752-0000-0-0000-2700-4300-00	Liza Hernandez	Expense Reimbursement : Food for Meeting	$123.56	
674188	06-21-2022	1930-0000-0-0000-2700-4300-00	Alexandra Udd	Expense Reimbursement : Vista Olympics Materials	$28.68	
675163	06-21-2022	1930-0000-0-0000-1000-4300-00	Amazon Capital Services	Supplies	$171.70	
688927	06-21-2022	1752-0000-0-0000-2700-4300-00	Liza Hernandez	Reclass Invoice #06-21-22		$123.56
688929	06-21-2022	1752-3010-0-9011-2700-4300-00	Liza Hernandez	Reclass Invoice #06-21-22	$123.56	
675169	06-22-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Technology Supplies	$7.14	
675171	06-22-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Technology Supplies	$6.51	
676710	06-23-2022	2043-0000-0-0000-2700-4300-00	Jaime Ickes	Expense Reimbursement: Class Supplies	$97.99	

Vista Legacy Global Academy
Supporting Documentation

677898	06-23-2022	1930-0000-0-0000-2700-4300-00	Hertz Furniture	Classroom Supplies - Classroom Chairs	$4,877.80	
676712	06-24-2022	2043-0000-0-0000-2700-4300-00	Deborah Serrano	Expense Reimbursement: Recruitment Breakfast	$44.80	
678162	06-26-2022	1234-0000-0-0000-2700-4300-00	Amazon Capital Services	Supplies	$81.36	
678158	06-26-2022	1234-2600-0-0000-2700-4300-00	Amazon Capital Services	Supplies	$166.36	
678160	06-26-2022	1234-2600-0-0000-2700-4300-00	Amazon Capital Services	Supplies	$132.43	
678164	06-27-2022	1234-0000-0-0000-2700-4300-00	Amazon Capital Services	Supplies	$7.65	
678166	06-29-2022	1234-2600-0-0000-2700-4300-00	Amazon Capital Services	Supplies	$51.96	
719777	06-30-2022	1234-7420-0-0000-2700-4300-00		Reclass Adjustment		$153.23
719778	06-30-2022	1234-0000-0-0000-2700-4300-00		Reclass Adjustment	$153.23	
712247	06-30-2022	1930-0000-0-0000-0000-4300-00		21-22 Title IV Reclassifications	$525.01	
712250	06-30-2022	1930-4127-0-0000-0000-4300-00		21-22 Title IV Reclassifications		$525.01
712320	06-30-2022	2043-0000-0-0000-7000-4300-00		Credit Card (M. Rosner) - Domino's	$85.45	
712321	06-30-2022	2043-0000-0-0000-2700-4300-00		Credit Card (M. Rosner) - Instacart	$94.43	
712322	06-30-2022	2043-0000-0-0000-2700-4300-00		Credit Card (M. Rosner) - Instacart	$95.59	
712324	06-30-2022	2043-0000-0-0000-2700-4300-00		Credit Card (M. Rosner) - Ralph's	$149.95	
712326	06-30-2022	2043-0000-0-0000-2700-4300-00		Credit Card (M. Rosner) - TST Hotcakes Bakes	$121.50	
712329	06-30-2022	1234-0000-0-0000-2700-4300-00		Credit Card (K. Amaya) - IHOP		$957.85
712330	06-30-2022	1234-0000-0-0000-2700-4300-00		Credit Card (K. Amaya) - Amazon		$21.42
712331	06-30-2022	1234-0000-0-0000-2700-4300-00		Credit Card (K. Amaya) - Amazon	$21.42	
712332	06-30-2022	1234-0000-0-0000-2700-4300-00		Credit Card (K. Amaya) - Amazon	$29.55	
712336	06-30-2022	1234-0000-0-0000-2700-4300-00		Credit Card (K. Amaya) - IHOP	$957.85	
712337	06-30-2022	1234-0000-0-0000-2700-4300-00		Credit Card (K. Amaya) - Postmates	$692.70	
712338	06-30-2022	1234-0000-0-0000-2700-4300-00		Credit Card (K. Amaya) - Uber Eats	$117.73	
712339	06-30-2022	1234-0000-0-0000-2700-4300-00		Credit Card (K. Amaya) - Uber Eats - Postmates	$25.00	
712340	06-30-2022	1234-0000-0-0000-2700-4300-00		Credit Card (K. Amaya) - Smart & Final	$52.35	
712342	06-30-2022	1234-0000-0-0000-2700-4300-00		Credit Card (K. Amaya) - Domino's Pizza	$181.50	
712344	06-30-2022	1752-0000-0-0000-2700-4300-00		Credit Card (C. Felch) - Crave Restaurant	$39.95	
712345	06-30-2022	1930-0000-0-0000-2700-4300-00		Credit Card (C. Felch) - Crave Restaurant	$36.38	
712349	06-30-2022	1752-0000-0-9071-2700-4300-00		Credit Card (C. Felch) - Juan Pollo	$82.04	
712350	06-30-2022	1930-0000-0-9071-2700-4300-00		Credit Card (C. Felch) - Juan Pollo	$74.70	
712352	06-30-2022	1930-0000-0-0000-1000-4300-00		Credit Card (C. Felch) - Teachers Pay Teachers	$3.50	
712383	06-30-2022	1234-0000-0-0000-2700-4300-00		Credit Card (D. Wilson) - YardBird	$10.91	
712384	06-30-2022	1752-0000-0-0000-2700-4300-00		Credit Card (D. Wilson) - YardBird	$11.41	
712385	06-30-2022	1930-0000-0-0000-2700-4300-00		Credit Card (D. Wilson) - YardBird	$10.39	
712386	06-30-2022	2043-0000-0-0000-2700-4300-00		Credit Card (D. Wilson) - YardBird	$2.73	
712399	06-30-2022	1234-0000-0-0000-2700-4300-00		Credit Card (D. Wilson) - Cranes Spanish Kaiseki	$98.07	
712400	06-30-2022	1752-0000-0-0000-2700-4300-00		Credit Card (D. Wilson) - Cranes Spanish Kaiseki	$102.53	
712401	06-30-2022	1930-0000-0-0000-2700-4300-00		Credit Card (D. Wilson) - Cranes Spanish Kaiseki	$93.35	
712402	06-30-2022	2043-0000-0-0000-2700-4300-00		Credit Card (D. Wilson) - Cranes Spanish Kaiseki	$24.55	
712403	06-30-2022	1234-0000-0-0000-2700-4300-00		Credit Card (D. Wilson) - Starbucks	$1.17	
712404	06-30-2022	1752-0000-0-0000-2700-4300-00		Credit Card (D. Wilson) - Starbucks	$1.22	
712405	06-30-2022	1930-0000-0-0000-2700-4300-00		Credit Card (D. Wilson) - Starbucks	$1.11	
712406	06-30-2022	2043-0000-0-0000-2700-4300-00		Credit Card (D. Wilson) - Starbucks	$0.30	
712407	06-30-2022	1234-0000-0-0000-2700-4300-00		Credit Card (D. Wilson) - Mason's Famous Lobster Rolls	$20.01	
712408	06-30-2022	1752-0000-0-0000-2700-4300-00		Credit Card (D. Wilson) - Mason's Famous Lobster Rolls	$20.92	
712409	06-30-2022	1930-0000-0-0000-2700-4300-00		Credit Card (D. Wilson) - Mason's Famous Lobster Rolls	$19.05	
712410	06-30-2022	2043-0000-0-0000-2700-4300-00		Credit Card (D. Wilson) - Mason's Famous Lobster Rolls	$5.02	
712429	06-30-2022	1752-0000-0-0000-2700-4300-00		Credit Card (L. Drake) - Vista Print	$37.45	
712430	06-30-2022	1930-0000-0-0000-2700-4300-00		Credit Card (L. Drake) - Vista Print	$78.90	
677587	06-30-2022	2043-0000-0-0000-2700-4300-00	Michael Rosner	Expense Reimbursement: Recruitment Breakfast	$130.49	
677872	06-30-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Supervision Supplies	$5.20	
677874	06-30-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Supervision Supplies	$5.71	
689079	06-30-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Technology Supplies	$7.25	
689080	06-30-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Technology Supplies	$7.96	
692216	06-30-2022	1234-2600-0-0000-2700-4300-00	Amazon Capital Services	Supplies	$7.65	
692213	06-30-2022	1234-2600-0-0000-2700-4300-00	Amazon Capital Services	Supplies	$71.11	
720894	06-30-2022	2043-4610-0-0000-0000-4300-00		Title V reclass (no longer used)		$2,741.14

Vista Legacy Global Academy
Supporting Documentation

720902	06-30-2022	2043-0000-0-0000-0000-4300-00		Title V reclass (no longer used)	$2,741.14	
721229	06-30-2022	2043-1100-0-0000-0000-4300-00		NonProp 20 Lottery Reclass	$2,315.23	
721234	06-30-2022	2043-0000-0-0000-0000-4300-00		NonProp 20 Lottery Reclass		$2,315.23
743356	07-01-2022	1234-0000-0-0000-0000-4300-00		Expense 22-23 Art in Action Supplies	$1,624.38	
756160	07-01-2022	1932-0000-0-0000-2700-4300-00	ODP Business Solutions LLC	Reclass Invoice #240292036001		$895.24
756162	07-01-2022	1932-3213-0-0000-2700-4300-00	ODP Business Solutions LLC	Reclass Invoice #240292036001	$895.24	
756238	07-01-2022	1932-0000-0-0000-2700-4300-00	ODP Business Solutions LLC	Reclass Invoice #248533670001		$80.76
756240	07-01-2022	1932-3213-0-0000-2700-4300-00	ODP Business Solutions LLC	Reclass Invoice #248533670001	$80.76	
756246	07-01-2022	1932-0000-0-0000-2700-4300-00	ODP Business Solutions LLC	Reclass Invoice #244533068001		$94.60
756248	07-01-2022	1932-3213-0-0000-2700-4300-00	ODP Business Solutions LLC	Reclass Invoice #244533068001	$94.60	
756298	07-01-2022	1932-0000-0-0000-2700-4300-00	ODP Business Solutions LLC	Reclass Invoice #241754345001		$107.64
756300	07-01-2022	1932-3213-0-0000-2700-4300-00	ODP Business Solutions LLC	Reclass Invoice #241754345001	$107.64	
756318	07-01-2022	1932-0000-0-0000-2700-4300-00	ODP Business Solutions LLC	Reclass Invoice #249256520001		$1,207.02
756320	07-01-2022	1932-3213-0-0000-2700-4300-00	ODP Business Solutions LLC	Reclass Invoice #249256520001	$1,207.02	
686276	07-01-2022	1932-0000-0-0000-2700-4300-00	ODP Business Solutions LLC	Supplies	$1,207.02	
686274	07-01-2022	1932-0000-0-0000-2700-4300-00	ODP Business Solutions LLC	Supplies	$909.51	
686268	07-01-2022	1932-0000-0-0000-2700-4300-00	ODP Business Solutions LLC	Supplies	$883.68	
686266	07-01-2022	1932-0000-0-0000-2700-4300-00	ODP Business Solutions LLC	Supplies	$570.35	
686264	07-01-2022	1932-0000-0-0000-2700-4300-00	ODP Business Solutions LLC	Supplies	$461.36	
686262	07-01-2022	1932-0000-0-0000-2700-4300-00	ODP Business Solutions LLC	Supplies	$389.51	
686260	07-01-2022	1932-0000-0-0000-2700-4300-00	ODP Business Solutions LLC	Supplies	$371.23	
686258	07-01-2022	1932-0000-0-0000-2700-4300-00	ODP Business Solutions LLC	Supplies	$245.92	
686256	07-01-2022	1932-0000-0-0000-2700-4300-00	ODP Business Solutions LLC	Supplies	$214.68	
686254	07-01-2022	1932-0000-0-0000-2700-4300-00	ODP Business Solutions LLC	Supplies	$137.83	
686248	07-01-2022	1932-0000-0-0000-2700-4300-00	ODP Business Solutions LLC	Supplies	$107.64	
686246	07-01-2022	1932-0000-0-0000-2700-4300-00	ODP Business Solutions LLC	Supplies	$104.59	
686244	07-01-2022	1932-0000-0-0000-2700-4300-00	ODP Business Solutions LLC	Supplies	$101.77	
686242	07-01-2022	1932-0000-0-0000-2700-4300-00	ODP Business Solutions LLC	Supplies	$101.14	
686197	07-01-2022	1932-0000-0-0000-2700-4300-00	ODP Business Solutions LLC	Supplies	$94.60	
686195	07-01-2022	1932-0000-0-0000-2700-4300-00	ODP Business Solutions LLC	Supplies	$93.73	
686189	07-01-2022	1932-0000-0-0000-2700-4300-00	ODP Business Solutions LLC	Supplies	$79.08	
686185	07-01-2022	1932-0000-0-0000-2700-4300-00	ODP Business Solutions LLC	Supplies	$70.40	
686183	07-01-2022	1932-0000-0-0000-2700-4300-00	ODP Business Solutions LLC	Supplies	$68.94	
686181	07-01-2022	1932-0000-0-0000-2700-4300-00	ODP Business Solutions LLC	Supplies	$68.19	
686179	07-01-2022	1932-0000-0-0000-2700-4300-00	ODP Business Solutions LLC	Supplies	$67.85	
686177	07-01-2022	1932-0000-0-0000-2700-4300-00	ODP Business Solutions LLC	Supplies	$67.70	
686175	07-01-2022	1932-0000-0-0000-2700-4300-00	ODP Business Solutions LLC	Supplies	$62.69	
686171	07-01-2022	1932-0000-0-0000-2700-4300-00	ODP Business Solutions LLC	Supplies	$48.46	
686165	07-01-2022	1932-0000-0-0000-2700-4300-00	ODP Business Solutions LLC	Supplies	$45.26	
686153	07-01-2022	1932-0000-0-0000-2700-4300-00	ODP Business Solutions LLC	Supplies	$30.70	
686137	07-01-2022	1932-0000-0-0000-2700-4300-00	ODP Business Solutions LLC	Supplies	$10.76	
686187	07-01-2022	1932-0000-0-0000-2700-4300-00	ODP Business Solutions LLC	Supplies	$76.70	
686163	07-01-2022	1932-0000-0-0000-2700-4300-00	ODP Business Solutions LLC	Supplies	$41.98	
686151	07-01-2022	1932-0000-0-0000-2700-4300-00	ODP Business Solutions LLC	Supplies	$29.74	
686139	07-01-2022	1932-0000-0-0000-2700-4300-00	ODP Business Solutions LLC	Supplies	$13.55	
686135	07-01-2022	1932-0000-0-0000-2700-4300-00	ODP Business Solutions LLC	Supplies	$4.73	
686250	07-01-2022	1932-0000-0-0000-2700-4300-00	ODP Business Solutions LLC	Supplies	$137.06	
686193	07-01-2022	1932-0000-0-0000-2700-4300-00	ODP Business Solutions LLC	Supplies	$83.70	
686155	07-01-2022	1932-0000-0-0000-2700-4300-00	ODP Business Solutions LLC	Supplies	$41.58	
686149	07-01-2022	1932-0000-0-0000-2700-4300-00	ODP Business Solutions LLC	Supplies	$23.69	
686145	07-01-2022	1932-0000-0-0000-2700-4300-00	ODP Business Solutions LLC	Supplies	$19.38	
686143	07-01-2022	1932-0000-0-0000-2700-4300-00	ODP Business Solutions LLC	Supplies	$16.15	
686141	07-01-2022	1932-0000-0-0000-2700-4300-00	ODP Business Solutions LLC	Supplies	$15.07	
686129	07-01-2022	1932-0000-0-0000-2700-4300-00	ODP Business Solutions LLC	Supplies	$3.65	
686173	07-01-2022	1932-0000-0-0000-2700-4300-00	ODP Business Solutions LLC	Supplies	$51.70	
686270	07-01-2022	1932-0000-0-0000-2700-4300-00	ODP Business Solutions LLC	Supplies	$895.24	
686167	07-01-2022	1932-0000-0-0000-2700-4300-00	ODP Business Solutions LLC	Supplies	$47.30	

Vista Legacy Global Academy
Supporting Documentation

686147	07-01-2022	1932-0000-0-0000-2700-4300-00	ODP Business Solutions LLC	Supplies	$21.54	
686191	07-01-2022	1932-0000-0-0000-2700-4300-00	ODP Business Solutions LLC	Supplies	$80.76	
688140	07-01-2022	1932-0000-0-0000-2700-4300-00	Sparkletts	Bottled Water	$226.12	
724760	07-01-2022	1930-0000-0-0000-1000-4300-00		Expense July 2022 Classroom Supplies	$6,555.00	
693841	07-01-2022	1932-0000-0-0000-2700-4300-00	Amazon Capital Services	Supplies	$354.66	
693968	07-01-2022	1932-0000-0-0000-2700-4300-00	S.C. Signs & Supplies, LLC	Signs - 44 count	$800.04	
694877	07-01-2022	1932-0000-0-0000-2700-4300-00	Amazon Capital Services	Supplies	$1,081.44	
693838	07-03-2022	1932-0000-0-0000-2700-4300-00	Amazon Capital Services	Supplies	$1,754.39	
694528	07-03-2022	1930-0000-0-0000-1000-4300-00	Amazon Capital Services	Teacher Supplies	$787.30	
756251	07-03-2022	1930-0000-0-0000-1000-4300-00	Amazon Capital Services	Reclass invoice # 1DGN-FWMC-1F9M		$787.30
756252	07-03-2022	1930-3212-0-0000-1000-4300-00	Amazon Capital Services	Reclass invoice # 1DGN-FWMC-1F9M	$787.30	
688096	07-04-2022	1932-0000-0-0000-2700-4300-00	Amazon Capital Services	Supplies	$758.33	
689070	07-05-2022	1752-0000-0-0000-1000-4300-00	Amazon Capital Services	Teacher Supplies	$18.02	
689075	07-07-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Technology Supplies	$17.16	
689076	07-07-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Technology Supplies	$18.84	
689057	07-08-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Nurse Supplies	$22.43	
689058	07-08-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Nurse Supplies	$24.64	
692744	07-08-2022	1932-0000-0-0000-2700-4300-00	Amazon Capital Services	Supplies	$1,013.57	
756260	07-08-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Reclass invoice # 1DJC-6HK9-P79P		$24.64
756261	07-08-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Reclass invoice # 1DJC-6HK9-P79P		$22.43
756262	07-08-2022	1752-3213-0-0000-2700-4300-00	Amazon Capital Services	Reclass invoice # 1DJC-6HK9-P79P	$24.64	
756263	07-08-2022	1930-3213-0-0000-2700-4300-00	Amazon Capital Services	Reclass invoice # 1DJC-6HK9-P79P	$22.43	
689041	07-09-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Nurse Supplies	$212.86	
689042	07-09-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Nurse Supplies	$233.77	
756276	07-09-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Reclass invoice # 1614-7C7Y-FWFQ		$233.77
756277	07-09-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Reclass invoice # 1614-7C7Y-FWFQ		$212.86
756278	07-09-2022	1752-3213-0-0000-2700-4300-00	Amazon Capital Services	Reclass invoice # 1614-7C7Y-FWFQ	$233.77	
756279	07-09-2022	1930-3213-0-0000-2700-4300-00	Amazon Capital Services	Reclass invoice # 1614-7C7Y-FWFQ	$212.86	
692747	07-10-2022	1932-0000-0-0000-2700-4300-00	Amazon Capital Services	Supplies	$217.36	
688110	07-12-2022	1752-0000-0-0000-2700-4300-00	Julie Vasquez	Expense reimbursement: Class Materials	$4.25	
704455	07-14-2022	1932-0000-0-0000-2700-4300-00	Amazon Capital Services	Supplies	$42.01	
701139	07-17-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Supplies	$307.63	
694524	07-17-2022	1234-0000-0-0000-2700-4300-00	Amazon Capital Services	Supplies	$28.21	
694004	07-19-2022	1234-0000-0-0000-2700-4300-00	Anabelle Medina	Expense Reimbursement: Lunch for Office Manager's Meeting	$82.65	
699178	07-20-2022	1234-0000-0-0000-2700-4300-00	Amazon Capital Services	Supplies	$142.91	
699170	07-21-2022	1234-2600-0-0000-2700-4300-00	Amazon Capital Services	Supplies	$197.16	
704451	07-21-2022	1932-0000-0-0000-2700-4300-00	Amazon Capital Services	Supplies	$204.09	
701102	07-22-2022	1234-0000-0-0000-2700-4300-00	Amazon Capital Services	Technology Supplies	$46.73	
701103	07-22-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Technology Supplies	$59.20	
701104	07-22-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Technology Supplies	$46.73	
701105	07-22-2022	2043-0000-0-0000-2700-4300-00	Amazon Capital Services	Technology Supplies	$15.58	
701106	07-22-2022	1932-0000-0-0000-2700-4300-00	Amazon Capital Services	Technology Supplies	$39.26	
701402	07-22-2022	1930-0000-0-0000-1000-4300-00	Amazon Capital Services	Teacher Supplies	$442.76	
701112	07-23-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Supplies	$37.23	
701113	07-23-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Supplies	$47.17	
701404	07-23-2022	1930-0000-0-0000-1000-4300-00	Amazon Capital Services	Teacher Supplies	$288.64	
705279	07-23-2022	1930-0000-0-0000-1000-4300-00	Amazon Capital Services	400 Gaming Headsets	$6,112.00	
756327	07-23-2022	1930-0000-0-0000-1000-4300-00	Amazon Capital Services	Reclass invoice # 1YKP-K67H-PH7D		$6,112.00
756328	07-23-2022	1930-3212-0-0000-1000-4300-00	Amazon Capital Services	Reclass invoice # 1YKP-K67H-PH7D	$6,112.00	
699182	07-24-2022	1234-2600-0-0000-2700-4300-00	Amazon Capital Services	Supplies	$115.95	
701157	07-24-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Technology Supplies	$5.47	
701158	07-24-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Technology Supplies	$6.95	
701145	07-24-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Supplies	$343.98	
701090	07-24-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Supplies	$187.10	
701091	07-24-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Supplies	$236.99	
701406	07-24-2022	1930-0000-0-0000-1000-4300-00	Amazon Capital Services	Teacher Supplies	$3,140.46	
704462	07-24-2022	1932-0000-0-0000-2700-4300-00	Amazon Capital Services	Supplies	$287.64	

Vista Legacy Global Academy
Supporting Documentation

701130	07-25-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Supplies	$86.36
701410	07-25-2022	1930-0000-0-0000-1000-4300-00	Amazon Capital Services	Teacher Supplies	$570.43
701408	07-25-2022	1930-0000-0-0000-1000-4300-00	Amazon Capital Services	Teacher Supplies	$52.93
699164	07-26-2022	1234-0000-0-0000-2700-4300-00	Amazon Capital Services	Supplies	$20.36
701126	07-26-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Technology Supplies	$5.47
701127	07-26-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Technology Supplies	$6.95
701072	07-27-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Technology Supplies	$86.69
701073	07-27-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Technology Supplies	$109.81
709798	07-29-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Technology Supplies	$2,794.40
709802	07-29-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Technology Supplies	$2,445.10
709800	07-29-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Technology Supplies	$74.17
704405	07-30-2022	1930-0000-0-0000-1000-4300-00	Amazon Capital Services	Teacher Supplies	$97.32
704403	07-31-2022	1930-0000-0-0000-1000-4300-00	Amazon Capital Services	Teacher Supplies	$609.05
704407	07-31-2022	1930-0000-0-0000-1000-4300-00	Amazon Capital Services	Teacher Supplies	$184.59
704425	07-31-2022	1930-0000-0-0000-1000-4300-00	Amazon Capital Services	Teacher Supplies	$118.25
704423	07-31-2022	1930-0000-0-0000-1000-4300-00	Amazon Capital Services	Teacher Supplies	$209.57
704421	07-31-2022	1930-0000-0-0000-1000-4300-00	Amazon Capital Services	Teacher Supplies	$39.32
709765	07-31-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Art Supplies	$65.00
709767	07-31-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Art Supplies	$51.32
709769	07-31-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Art Supplies	$98.97
709771	07-31-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Art Supplies	$78.15
709781	07-31-2022	1752-0000-0-0000-1000-4300-00	Amazon Capital Services	Teacher Supplies	$134.33
709773	07-31-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Culture Supplies	$123.96
709775	07-31-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Culture Supplies	$97.87
783049	07-31-2022	1234-0000-0-0000-7200-4300-00		Credit Card (D. Wilson) - Maggios Pizza Inc	$17.94
783050	07-31-2022	1752-0000-0-0000-7200-4300-00		Credit Card (D. Wilson) - Maggios Pizza Inc	$22.73
783051	07-31-2022	1930-0000-0-0000-7200-4300-00		Credit Card (D. Wilson) - Maggios Pizza Inc	$17.94
783052	07-31-2022	2043-0000-0-0000-7200-4300-00		Credit Card (D. Wilson) - Maggios Pizza Inc	$5.98
783053	07-31-2022	1932-0000-0-0000-7200-4300-00		Credit Card (D. Wilson) - Maggios Pizza Inc	$15.07
783054	07-31-2022	1234-0000-0-0000-7200-4300-00		Credit Card (D. Wilson) - Sonora Cantina	$51.64
783055	07-31-2022	1752-0000-0-0000-7200-4300-00		Credit Card (D. Wilson) - Sonora Cantina	$65.42
783056	07-31-2022	1930-0000-0-0000-7200-4300-00		Credit Card (D. Wilson) - Sonora Cantina	$51.64
783057	07-31-2022	2043-0000-0-0000-7200-4300-00		Credit Card (D. Wilson) - Sonora Cantina	$17.22
783058	07-31-2022	1932-0000-0-0000-7200-4300-00		Credit Card (D. Wilson) - Sonora Cantina	$43.39
783059	07-31-2022	1234-0000-0-0000-7200-4300-00		Credit Card (D. Wilson) - Flaming Flynn's	$165.86
783060	07-31-2022	1752-0000-0-0000-7200-4300-00		Credit Card (D. Wilson) - Flaming Flynn's	$210.12
783061	07-31-2022	1930-0000-0-0000-7200-4300-00		Credit Card (D. Wilson) - Flaming Flynn's	$165.86
783062	07-31-2022	2043-0000-0-0000-7200-4300-00		Credit Card (D. Wilson) - Flaming Flynn's	$55.31
783063	07-31-2022	1932-0000-0-0000-7200-4300-00		Credit Card (D. Wilson) - Flaming Flynn's	$139.35
783064	07-31-2022	1234-0000-0-0000-7200-4300-00		Credit Card (D. Wilson) - 572 Social Kitchen & Lounge	$72.25
783065	07-31-2022	1752-0000-0-0000-7200-4300-00		Credit Card (D. Wilson) - 572 Social Kitchen & Lounge	$91.54
783066	07-31-2022	1930-0000-0-0000-7200-4300-00		Credit Card (D. Wilson) - 572 Social Kitchen & Lounge	$72.25
783067	07-31-2022	2043-0000-0-0000-7200-4300-00		Credit Card (D. Wilson) - 572 Social Kitchen & Lounge	$24.10
783068	07-31-2022	1932-0000-0-0000-7200-4300-00		Credit Card (D. Wilson) - 572 Social Kitchen & Lounge	$60.70
783069	07-31-2022	1234-0000-0-0000-7200-4300-00		Credit Card (D. Wilson) - 572 Social Kitchen & Lounge	$6.98
783070	07-31-2022	1752-0000-0-0000-7200-4300-00		Credit Card (D. Wilson) - 572 Social Kitchen & Lounge	$8.84
783071	07-31-2022	1930-0000-0-0000-7200-4300-00		Credit Card (D. Wilson) - 572 Social Kitchen & Lounge	$6.98
783072	07-31-2022	2043-0000-0-0000-7200-4300-00		Credit Card (D. Wilson) - 572 Social Kitchen & Lounge	$2.33
783073	07-31-2022	1932-0000-0-0000-7200-4300-00		Credit Card (D. Wilson) - 572 Social Kitchen & Lounge	$5.85
783079	07-31-2022	1234-0000-0-0000-2700-4300-00		Credit Card (K. Amaya) - Instacart	$73.12
783085	07-31-2022	1234-0000-0-0000-2700-4300-00		Credit Card (K. Amaya) - Smart & Final	$12.04
783086	07-31-2022	1234-0000-0-0000-2700-4300-00		Credit Card (K. Amaya) - LaudryWood	$24.99
783088	07-31-2022	1234-2600-0-0000-2700-4300-00		Credit Card (K. Amaya) - Noah's Bagels	$64.47
783089	07-31-2022	1234-2600-0-0000-2700-4300-00		Credit Card (K. Amaya) - Spitz	$277.86
783090	07-31-2022	1234-2600-0-0000-2700-4300-00		Credit Card (K. Amaya) - Ubereats	$133.43
783091	07-31-2022	1234-2600-0-0000-2700-4300-00		Credit Card (K. Amaya) - Ubereats Postmates	$13.29
783094	07-31-2022	1234-2600-0-0000-2700-4300-00		Credit Card (K. Amaya) - Instacart	$282.15

Vista Legacy Global Academy
Supporting Documentation

783095	07-31-2022	1234-2600-0-0000-2700-4300-00		Credit Card (K. Amaya) - La Monarca	$233.49
783105	07-31-2022	2043-0000-0-0000-2700-4300-00		Credit Card (M. Rosner) - Target	$272.11
704439	08-01-2022	1932-0000-0-0000-1000-4300-00	Amazon Capital Services	Classroom Supplies	$58.09
704399	08-01-2022	1930-0000-0-0000-1000-4300-00	Amazon Capital Services	Teacher Supplies	$12.20
704393	08-01-2022	1930-0000-0-0000-1000-4300-00	Amazon Capital Services	Teacher Supplies	$55.84
709777	08-01-2022	1752-0000-0-0000-1000-4300-00	Amazon Capital Services	Teacher Supplies	$73.50
709838	08-01-2022	1752-0000-0-0000-2700-4300-00	Resource 4 Signs	Digitally printed window graphics	$1,152.84
709840	08-01-2022	1930-0000-0-0000-2700-4300-00	Resource 4 Signs	Digitally printed window graphics	$910.23
702313	08-02-2022	1752-0000-0-0000-2700-4300-00	Liza Hernandez	Expense Reimbursement: Recruitment Supplies	$120.56
702315	08-02-2022	1930-0000-0-0000-2700-4300-00	Liza Hernandez	Expense Reimbursement: Recruitment Supplies	$120.56
704397	08-02-2022	1930-0000-0-0000-1000-4300-00	Amazon Capital Services	Teacher Supplies	$71.34
704391	08-02-2022	1930-0000-0-0000-1000-4300-00	Amazon Capital Services	Teacher Supplies	$90.36
713137	08-02-2022	1234-0000-0-0000-1000-4300-00	Amazon Capital Services	Athletic Supplies	$902.47
737983	08-02-2022	1752-0000-0-0000-2700-4300-00	Luis Hernandez	Expense Reimbursement: PD Lunch	$19.35
737985	08-02-2022	1930-0000-0-0000-2700-4300-00	Luis Hernandez	Expense Reimbursement: PD Lunch	$19.35
737987	08-02-2022	1234-0000-0-0000-2700-4300-00	Luis Hernandez	Expense Reimbursement: PD Lunch	$19.35
737989	08-02-2022	2043-0000-0-0000-2700-4300-00	Luis Hernandez	Expense Reimbursement: PD Lunch	$19.35
737991	08-02-2022	1932-0000-0-0000-2700-4300-00	Luis Hernandez	Expense Reimbursement: PD Lunch	$19.35
704395	08-03-2022	1930-0000-0-0000-1000-4300-00	Amazon Capital Services	Teacher Supplies	$49.86
705157	08-03-2022	1930-0000-0-0000-2700-4300-00	Taylor Brothers Door Lock, LLC	Lockdown Safety Shades (22)	$503.01
713141	08-03-2022	1234-6500-0-0000-1000-4300-00	Amazon Capital Services	Materials for Social Emotional Learning	$787.19
704617	08-04-2022	1932-0000-0-0000-1000-4300-00	Auburn Johnson	Expense reimbursement: Summer School Supplies	$47.24
709702	08-04-2022	1234-0000-0-0000-2700-4300-00	Amazon Capital Services	Supplies	$64.29
709704	08-04-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Supplies	$81.46
709706	08-04-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Supplies	$64.29
709708	08-04-2022	2043-0000-0-0000-2700-4300-00	Amazon Capital Services	Supplies	$21.44
709710	08-04-2022	1932-0000-0-0000-2700-4300-00	Amazon Capital Services	Supplies	$54.02
728177	08-04-2022	1930-0000-0-0000-1000-4300-00	Amazon Capital Services	Teacher supplies	$20.75
728183	08-04-2022	1930-0000-0-0000-1000-4300-00	Amazon Capital Services	Teacher supplies	$153.41
725716	08-05-2022	1932-0000-0-0000-2700-4300-00	ODP Business Solutions LLC	Classroom Supplies	$77.04
725714	08-05-2022	1932-0000-0-0000-2700-4300-00	ODP Business Solutions LLC	Classroom Supplies	$2,365.71
725720	08-05-2022	1932-0000-0-0000-2700-4300-00	ODP Business Solutions LLC	Classroom Supplies	$334.77
712861	08-05-2022	1234-0000-0-0000-1000-4300-00	Amazon Capital Services	Classroom Supplies	$2,353.95
730540	08-06-2022	2043-0000-0-0000-1000-4300-00	Staples	Student Supplies	$152.14
728181	08-07-2022	1930-0000-0-0000-1000-4300-00	Amazon Capital Services	Teacher supplies	$421.96
728206	08-07-2022	1930-0000-0-0000-1000-4300-00	Amazon Capital Services	Recess Supplies	$330.60
730522	08-07-2022	2043-0000-0-0000-1000-4300-00	Amazon Capital Services	Student Supplies	$1,872.85
725655	08-08-2022	1932-0000-0-0000-2700-4300-00	Amazon Capital Services	Classroom Supplies	$5,252.01
720379	08-08-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Athletics Supplies	$434.05
712863	08-08-2022	1234-0000-0-0000-1000-4300-00	Amazon Capital Services	Classroom Supplies	$345.22
712883	08-08-2022	1234-0000-0-0000-2700-4300-00	Nicolas Sage Photography, Inc.	8th Grade panoramic prints	$227.76
728171	08-08-2022	1930-0000-0-0000-1000-4300-00	Amazon Capital Services	Teacher supplies	$218.20
728195	08-08-2022	1930-0000-0-0000-1000-4300-00	Amazon Capital Services	Teacher supplies	$66.06
728185	08-08-2022	1930-0000-0-0000-1000-4300-00	Amazon Capital Services	Teacher supplies	$361.31
728189	08-08-2022	1930-0000-0-0000-1000-4300-00	Amazon Capital Services	Teacher supplies	$2,675.24
728907	08-08-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Teacher Supplies	$756.40
725718	08-09-2022	1932-0000-0-0000-2700-4300-00	ODP Business Solutions LLC	Classroom Supplies	$256.79
730530	08-09-2022	2043-0000-0-0000-1000-4300-00	Amazon Capital Services	Teacher supplies	$235.95
720384	08-09-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	PE class supplies	$87.39
720420	08-09-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Technology Supplies	$73.23
720422	08-09-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Technology Supplies	$57.81
721268	08-09-2022	1932-0000-0-0000-2700-4300-00	Amazon Capital Services	Technology Supplies	$3,116.31
730526	08-09-2022	2043-0000-0-0000-1000-4300-00	Amazon Capital Services	Teacher supplies	$30.66
712857	08-09-2022	1234-0000-0-0000-1000-4300-00	The Cool School Folder Co.	Student Folders	$660.00
722230	08-09-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Teacher Supplies	$20.57
722244	08-09-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Teacher Supplies	$17.47
712885	08-09-2022	1234-0000-0-0000-2700-4300-00	Phillip Silva	VCPS Staff Shirts	$225.20

Vista Legacy Global Academy
Supporting Documentation

712886	08-09-2022	1752-0000-0-0000-2700-4300-00	Phillip Silva	VCPS Staff Shirts	$285.30	
712887	08-09-2022	1930-0000-0-0000-2700-4300-00	Phillip Silva	VCPS Staff Shirts	$225.20	
712888	08-09-2022	2043-0000-0-0000-2700-4300-00	Phillip Silva	VCPS Staff Shirts	$75.10	
712889	08-09-2022	1932-0000-0-0000-2700-4300-00	Phillip Silva	VCPS Staff Shirts	$189.20	
722254	08-09-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Supplies	$30.62	
756776	08-09-2022	1932-0000-0-0000-2700-4300-00	Amazon Capital Services	Reclass Invoice #13RN-7F6V-1YJ7		$3,116.31
756778	08-09-2022	1932-3212-0-0000-2700-4300-00	Amazon Capital Services	Reclass Invoice #13RN-7F6V-1YJ7	$3,116.31	
720486	08-10-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Teacher Supplies Net CM # 1HWT-YLNW-G3VV	$156.11	
720478	08-10-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Teachers Supplies	$97.07	
720480	08-10-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Teachers Supplies	$76.64	
712166	08-10-2022	1234-0000-0-0000-2700-4300-00	Daniel Sommer	Expense Reimbursement: Materials for Staff PDs	$43.02	
722228	08-10-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Technology Supplies	$21.40	
722242	08-10-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Teacher Supplies	$9.82	
712871	08-10-2022	1234-0000-0-0000-2700-4300-00	Amazon Capital Services	Technology Supplies	$20.81	
722256	08-10-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Teacher Supplies	$241.33	
720464	08-10-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Teachers Supplies	$170.36	
720466	08-10-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Teachers Supplies	$134.50	
722238	08-10-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Supplies	$280.58	
728713	08-10-2022	2043-0000-0-0000-2700-4300-00	SYNCB/AMAZON	Kindergarten & Graduation Supplies	$49.65	
720490	08-11-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Athletics Supplies	$134.28	
720492	08-11-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Athletics Supplies	$106.02	
722248	08-11-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Admin Supplies	$21.84	
712869	08-11-2022	1234-0000-0-0000-1000-4300-00	Amazon Capital Services	Classroom Supplies	$108.40	
720500	08-12-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Teacher Supplies - Ms. Reyes	$17.78	
723578	08-14-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Supplies	$13.65	
721266	08-14-2022	1932-0000-0-0000-2700-4300-00	Amazon Capital Services	Classroom Supplies	$124.67	
718800	08-15-2022	1234-0000-0-0000-2700-4300-00	Phillip Silva	Totes	$480.00	
720504	08-15-2022	1752-0000-0-0000-2700-4300-00	Amazon Capital Services	Teacher Supplies	$89.17	
720506	08-15-2022	1930-0000-0-0000-2700-4300-00	Amazon Capital Services	Teacher Supplies	$70.39	
721274	08-17-2022	1932-0000-0-0000-2700-4300-00	Amazon Capital Services	Classroom Supplies	$236.94	
721290	08-17-2022	1932-0000-0-0000-2700-4300-00	Amazon Capital Services	Supplies	$193.86	
721276	08-17-2022	1932-0000-0-0000-2700-4300-00	Amazon Capital Services	Technology Supplies	$626.80	
756824	08-17-2022	1932-0000-0-0000-2700-4300-00	Amazon Capital Services	Reclass Invoice #1L4C-97Q6-6XQC		$626.80
756826	08-17-2022	1932-3212-0-0000-2700-4300-00	Amazon Capital Services	Reclass Invoice #1L4C-97Q6-6XQC	$626.80	
		Total Activity			**$144,969.18**	**$24,965.78**
		Ending Balance			**$120,003.40**	
4310 - X - Uniforms						
		Total Activity				**$0.00**
		Ending Balance				**$0.00**
4320 - X - Test Administration						
		Total Activity				**$0.00**
		Ending Balance				**$0.00**
4330 - Office Supplies						
668005	05-18-2022	2043-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$45.43	
661201	05-19-2022	1930-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$22.44	
661203	05-19-2022	1752-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$24.64	
661207	05-19-2022	1930-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$108.73	
661209	05-19-2022	1752-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$119.40	
668007	05-20-2022	2043-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$97.23	
665120	05-21-2022	1752-0000-0-0000-2700-4330-00	Staples	Office Supplies	$322.19	
665122	05-21-2022	1930-0000-0-0000-2700-4330-00	Staples	Office Supplies	$293.39	
670146	05-21-2022	1234-0000-0-0000-2700-4330-00	Staples	Office Supplies	$4,605.35	
661215	05-22-2022	1930-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$19.01	
661217	05-22-2022	1752-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$20.88	
661219	05-22-2022	1930-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$20.41	
661221	05-22-2022	1752-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$22.41	
661479	05-23-2022	1234-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$52.53	

Vista Legacy Global Academy
Supporting Documentation

675871	05-25-2022	2043-0000-0-0000-2700-4330-00	KYOCERA DOCUMENT SOLUTIONS WEST, LLC	Freight for Toner	$12.00
668011	05-26-2022	2043-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$42.26
665304	05-28-2022	1752-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$194.07
665306	05-28-2022	1930-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$176.71
670148	05-28-2022	1234-0000-0-0000-2700-4330-00	Staples	Office Supplies	$583.44
665178	05-30-2022	1752-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$14.69
665180	05-30-2022	1930-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$13.38
711808	05-31-2022	1752-0000-0-0000-2700-4330-00		Credit Card (L. Anne) - Staples	$25.14
711845	05-31-2022	1930-0000-0-0000-2700-4330-00		Credit Card (L. Anne) - Staples	$22.88
670104	06-02-2022	1234-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$72.94
673344	06-04-2022	1752-0000-0-0000-2700-4330-00	Staples	Office supplies	$156.33
673346	06-04-2022	1930-0000-0-0000-2700-4330-00	Staples	Office supplies	$142.36
668382	06-06-2022	1752-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$61.76
668384	06-06-2022	1930-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$56.24
668386	06-07-2022	1752-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$39.89
668388	06-07-2022	1930-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$36.33
673298	06-09-2022	1752-0000-0-0000-2700-4330-00	Amazon Capital Services	Office supplies	$72.48
673300	06-09-2022	1930-0000-0-0000-2700-4330-00	Amazon Capital Services	Office supplies	$66.00
676917	06-11-2022	1234-0000-0-0000-2700-4330-00	Staples	Office Supplies	$1,352.56
673310	06-12-2022	1752-0000-0-0000-2700-4330-00	Amazon Capital Services	Office supplies	$83.90
673312	06-12-2022	1930-0000-0-0000-2700-4330-00	Amazon Capital Services	Office supplies	$76.40
675863	06-14-2022	2043-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$73.68
673322	06-15-2022	1752-0000-0-0000-2700-4330-00	Amazon Capital Services	Office supplies	$63.53
673324	06-15-2022	1930-0000-0-0000-2700-4330-00	Amazon Capital Services	Office supplies	$57.85
675175	06-16-2022	1752-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$252.19
675177	06-16-2022	1930-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$229.64
675613	06-16-2022	1930-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$207.59
675615	06-16-2022	1752-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$227.97
711729	06-17-2022	1752-0000-0-0000-2700-4330-00		Credit Card (C. Felch) - The Home Depot	$264.11
711747	06-17-2022	1930-0000-0-0000-2700-4330-00		Credit Card (C. Felch) - The Home Depot	$240.49
677912	06-18-2022	1930-0000-0-0000-2700-4330-00	Staples	Office Supplies	$174.92
677914	06-18-2022	1752-0000-0-0000-2700-4330-00	Staples	Office Supplies	$192.09
675165	06-20-2022	1752-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$224.28
675167	06-20-2022	1930-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$204.22
692278	06-25-2022	1234-0000-0-0000-2700-4330-00	Staples	Office Supplies	$639.51
677876	06-27-2022	1930-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$64.26
677878	06-27-2022	1752-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$70.57
677866	06-29-2022	1930-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$18.72
677868	06-29-2022	1752-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$20.56
689051	06-30-2022	1930-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$118.23
689052	06-30-2022	1752-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$129.83
689047	07-03-2022	1930-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$38.36
689048	07-03-2022	1752-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$42.13
689065	07-05-2022	1930-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$46.84
689066	07-05-2022	1752-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$51.44
704456	07-15-2022	1932-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$75.88
699148	07-16-2022	1234-0000-0-0000-2700-4330-00	Staples	Office Supplies	$71.16
704458	07-16-2022	1932-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$35.01
701153	07-18-2022	1930-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$259.61
701154	07-18-2022	1752-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$328.83
704437	07-18-2022	1932-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$26.93
695197	07-18-2022	1930-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$100.19
695198	07-18-2022	1752-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$126.89
695193	07-19-2022	1930-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$70.98
695167	07-19-2022	1930-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$27.31
695168	07-19-2022	1752-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$34.58
701141	07-23-2022	1930-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$183.57

Vista Legacy Global Academy
Supporting Documentation

701142	07-23-2022	1752-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$232.51	
701147	07-24-2022	1930-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies - Net CM # 1W4P-97GN-79YV	$4.46	
701148	07-24-2022	1752-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies - Net CM # 1W4P-97GN-79YV	$5.64	
709718	07-28-2022	1752-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$219.55	
709720	07-28-2022	1930-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$173.35	
709724	07-29-2022	1752-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$224.45	
709726	07-29-2022	1930-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$177.21	
709746	07-29-2022	1752-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$146.50	
709747	07-29-2022	1930-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$115.66	
718744	07-30-2022	1234-0000-0-0000-2700-4330-00	Staples	Office Supplies	$448.69	
709796	07-30-2022	1752-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$70.98	
709740	07-31-2022	1752-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$33.57	
709742	07-31-2022	1930-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$26.51	
709728	08-02-2022	1752-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$135.26	
709730	08-02-2022	1930-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$106.79	
709732	08-02-2022	1752-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$134.49	
709734	08-02-2022	1930-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$106.19	
713143	08-04-2022	1234-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$215.64	
718746	08-06-2022	1234-0000-0-0000-2700-4330-00	Staples	Office Supplies	$2,716.43	
725743	08-06-2022	1752-0000-0-0000-2700-4330-00	Staples	Office Supplies	$629.37	
725745	08-06-2022	1930-0000-0-0000-2700-4330-00	Staples	Office Supplies	$496.91	
728903	08-07-2022	1752-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$40.29	
728905	08-07-2022	1930-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$31.80	
720494	08-11-2022	1752-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$206.19	
720496	08-11-2022	1930-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$162.79	
723432	08-13-2022	1234-0000-0-0000-2700-4330-00	Staples	Office Supplies	$164.14	
741567	08-13-2022	2043-0000-0-0000-2700-4330-00	Staples	Office Supplies	$899.46	
720508	08-15-2022	1752-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$89.98	
720510	08-15-2022	1930-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$71.03	
720512	08-16-2022	1752-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies Net CM # 1RRF-WL9M-DDWG	$200.51	
720514	08-16-2022	1930-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies Net CM # 1RRF-WL9M-DDWG	$158.30	
720516	08-17-2022	1752-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$7.63	
720518	08-17-2022	1930-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$6.02	
720520	08-17-2022	1752-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$138.54	
720522	08-17-2022	1930-0000-0-0000-2700-4330-00	Amazon Capital Services	Office Supplies	$109.38	
		Total Activity			**$22,775.97**	**$0.00**
		Ending Balance			**$22,775.97**	
4350 - Student Activities & Supplies (Include Field T						
712009	05-17-2022	1752-0000-0-0000-2700-4350-00		Credit Card (C. Felch) - OCC Tickets	$510.00	
711809	05-31-2022	1752-0000-0-0000-2700-4350-00		Credit Card (C. Felch) - Six Flags Magic Mountains	$1,740.99	
712251	06-30-2022	1930-0000-0-0000-0000-4350-00		21-22 Title IV Reclassifications	$44.99	
712252	06-30-2022	1930-4127-0-0000-0000-4350-00		21-22 Title IV Reclassifications		$44.99
712327	06-30-2022	2043-0000-0-0000-2700-4350-00		Credit Card (M. Rosner) - WM Supercenter	$54.92	
730534	08-11-2022	2043-0000-0-0000-3600-4350-00	Amazon Capital Services	Booster seats for student transportation	$501.34	
		Total Activity			**$2,852.24**	**$44.99**
		Ending Balance			**$2,807.25**	
4360 - Student Store Merchandise						
712010	05-17-2022	1752-0000-0-0000-2700-4360-00		Credit Card (C. Felch) - Academic Cap & Gown	$1,020.35	
672998	05-22-2022	1752-3010-0-9010-2700-4360-00	jtsmithdesigns	Uniforms	$1,180.00	
686366	05-22-2022	1752-3010-0-9010-2700-4360-00	jtsmithdesigns	Reclass Invoice #VHGA05222022		$1,180.00
686368	05-22-2022	1752-0000-0-0000-2700-4360-00	jtsmithdesigns	Reclass Invoice #VHGA05222022	$1,180.00	
711815	05-31-2022	1752-0000-0-0000-7100-4360-00		Credit Card (C. Felch) - Academic Church	$676.34	
670138	06-07-2022	1234-0000-0-0000-2700-4360-00	Kustom Imprints	Student Uniforms	$2,918.01	
697349	07-08-2022	1752-0000-0-0000-2700-4360-00	jtsmithdesigns	Uniforms	$7,470.50	
695620	07-08-2022	1930-0000-0-0000-2700-4360-00	jtsmithdesigns	Uniforms	$10,700.50	
697351	07-10-2022	1752-0000-0-0000-2700-4360-00	jtsmithdesigns	Uniforms	$6,264.00	
689151	07-11-2022	1930-3010-0-9010-2700-4360-00	jtsmithdesigns	Uniforms	$1,564.20	

Vista Legacy Global Academy
Supporting Documentation

689153	07-11-2022	1752-3010-0-9010-2700-4360-00	jtsmithdesigns	Uniforms	$1,717.80	
689900	07-11-2022	1752-3010-0-9010-2700-4360-00	jtsmithdesigns	Reclass Invoice #VGA07112022		$1,717.80
689901	07-11-2022	1930-3010-0-9010-2700-4360-00	jtsmithdesigns	Reclass Invoice #VGA07112022		$1,564.20
689904	07-11-2022	1752-0000-0-0000-2700-4360-00	jtsmithdesigns	Reclass Invoice #VGA07112022	$1,717.80	
689905	07-11-2022	1930-0000-0-0000-2700-4360-00	jtsmithdesigns	Reclass Invoice #VGA07112022	$1,564.20	
700920	07-13-2022	1752-0000-0-0000-2700-4360-00	jtsmithdesigns	Uniforms	$300.00	
701384	07-20-2022	1930-0000-0-0000-2700-4360-00	jtsmithdesigns	Uniforms	$1,340.00	
720317	07-21-2022	1752-0000-0-0000-2700-4360-00	jtsmithdesigns	Student Uniforms	$2,190.00	
699150	07-26-2022	1234-0000-0-0000-2700-4360-00	Phillip Silva	Uniforms	$2,530.00	
709779	07-31-2022	1752-0000-0-0000-2700-4360-00	Amazon Capital Services	Uniforms	$138.75	
709784	08-03-2022	1752-0000-0-0000-2700-4360-00	Amazon Capital Services	Uniforms	$36.06	
721164	08-09-2022	1932-0000-0-0000-2700-4360-00	Phillip Silva	T-Shirts	$480.00	
718802	08-12-2022	1234-0000-0-0000-2700-4360-00	jtsmithdesigns	Uniforms	$1,590.50	
720319	08-12-2022	1752-0000-0-0000-2700-4360-00	jtsmithdesigns	Athletics Polos, hats, Jerseys	$1,772.00	
		Total Activity			**$48,351.01**	**$4,462.00**
		Ending Balance			**$43,889.01**	
4370 - Custodial Supplies						
657185	05-17-2022	1930-0000-0-0000-8100-4370-00	Cintas Corp	Custodial Supplies	$282.46	
657187	05-17-2022	1752-0000-0-0000-8100-4370-00	Cintas Corp	Custodial Supplies	$310.19	
661477	05-17-2022	1234-0000-0-0000-8100-4370-00	Cintas Corp	Custodial Supplies - Terry Towels and Uniforms	$45.44	
661171	05-24-2022	1930-0000-0-0000-8100-4370-00	Cintas Corp	Custodial Supplies	$183.96	
661173	05-24-2022	1752-0000-0-0000-8100-4370-00	Cintas Corp	Custodial Supplies	$202.02	
661473	05-24-2022	1234-0000-0-0000-8100-4370-00	Cintas Corp	Custodial Supplies - Terry Towels and Uniforms	$45.44	
665112	05-27-2022	1752-0000-0-0000-8100-4370-00	Maintex, Inc	Custodial Supplies	$155.86	
665114	05-27-2022	1930-0000-0-0000-8100-4370-00	Maintex, Inc	Custodial Supplies	$141.92	
665520	06-01-2022	1234-0000-0-0000-8100-4370-00	Cintas Corp	Custodial Supplies - Terry Towels and Uniforms	$45.44	
665102	06-01-2022	1752-0000-0-0000-8100-4370-00	Cintas Corp	Custodial Supplies	$338.23	
665104	06-01-2022	1930-0000-0-0000-8100-4370-00	Cintas Corp	Custodial Supplies	$307.98	
668015	06-02-2022	2043-3212-0-0000-2700-4370-00	Amazon Capital Services	PPE - Supplies	$211.80	
668402	06-03-2022	1752-0000-0-0000-8100-4370-00	Roberto Mosqueda Diaz	Locks for Back Buildings	$91.60	
668404	06-03-2022	1930-0000-0-0000-8100-4370-00	Roberto Mosqueda Diaz	Locks for Back Buildings	$83.40	
670112	06-06-2022	1234-0000-0-0000-8100-4370-00	Amazon Capital Services	Custodial Supplies	$391.88	
670124	06-07-2022	1234-0000-0-0000-8100-4370-00	Cintas Corp	Custodial Supplies - Terry Towels and Uniforms	$45.44	
673326	06-07-2022	1752-0000-0-0000-8100-4370-00	Cintas Corp	Custodial Supplies	$636.85	
673328	06-07-2022	1930-0000-0-0000-8100-4370-00	Cintas Corp	Custodial Supplies	$579.90	
673336	06-07-2022	1752-0000-0-0000-8100-4370-00	Maintex, Inc	Custodial Supplies	$158.98	
673338	06-07-2022	1930-0000-0-0000-8100-4370-00	Maintex, Inc	Custodial Supplies	$144.77	
673294	06-09-2022	1752-0000-0-0000-8100-4370-00	Amazon Capital Services	Custodial supplies	$62.67	
673296	06-09-2022	1930-0000-0-0000-8100-4370-00	Amazon Capital Services	Custodial supplies	$57.06	
673330	06-13-2022	1752-0000-0-0000-8100-4370-00	Cintas Corp	Custodial Supplies	$291.23	
673332	06-13-2022	1930-0000-0-0000-8100-4370-00	Cintas Corp	Custodial Supplies	$265.19	
674523	06-13-2022	1234-0000-0-0000-8100-4370-00	Maintex, Inc	Custodial Supplies	$812.92	
674525	06-13-2022	1234-0000-0-0000-8100-4370-00	Maintex, Inc	Custodial Supplies	$993.94	
674489	06-14-2022	1234-0000-0-0000-8100-4370-00	Cintas Corp	Custodial Supplies - Terry Towels and Uniforms	$45.44	
711716	06-17-2022	1234-0000-0-0000-8100-4370-00		Credit Card (K. Amaya) - Home Depot	$1,907.62	
711717	06-17-2022	1234-0000-0-0000-8100-4370-00		Credit Card (K. Amaya) - Home Depot	$1,934.32	
711736	06-17-2022	1752-0000-0-0000-8100-4370-00		Credit Card (C. Felch) - The Home Depot	$45.56	
711759	06-17-2022	1930-0000-0-0000-8100-4370-00		Credit Card (C. Felch) - The Home Depot	$41.48	
675217	06-17-2022	1752-0000-0-0000-8100-4370-00	Maintex, Inc	Custodian Supplies	$58.42	
675219	06-17-2022	1930-0000-0-0000-8100-4370-00	Maintex, Inc	Custodian Supplies	$53.19	
675779	06-20-2022	1930-0000-0-0000-8100-4370-00	Cintas Corp	Custodial Supplies	$320.87	
675781	06-20-2022	1752-0000-0-0000-8100-4370-00	Cintas Corp	Custodial Supplies	$352.38	
678168	06-21-2022	1234-0000-0-0000-8100-4370-00	Cintas Corp	Custodial Supplies - Terry Towels and Uniforms	$45.44	
676911	06-22-2022	1234-0000-0-0000-8100-4370-00	Maintex, Inc	Custodian Supplies	$1,446.72	
677890	06-27-2022	1930-0000-0-0000-8100-4370-00	Cintas Corp	Custodial supplies	$200.61	
677892	06-27-2022	1752-0000-0-0000-8100-4370-00	Cintas Corp	Custodial supplies	$220.31	
677882	06-28-2022	1930-0000-0-0000-8100-4370-00	Amazon Capital Services	Custodial Supplies	$70.75	

Vista Legacy Global Academy
Supporting Documentation

677884	06-28-2022	1752-0000-0-0000-8100-4370-00	Amazon Capital Services	Custodial Supplies	$77.69	
678170	06-28-2022	1234-0000-0-0000-8100-4370-00	Cintas Corp	Custodial Supplies - Terry Towels and Uniforms	$45.44	
712323	06-30-2022	2043-0000-0-0000-8100-4370-00		Credit Card (M. Rosner) - Oaxaca Hardware	$27.34	
712431	06-30-2022	1752-0000-0-0000-8100-4370-00		Credit Card (L. Drake) - The Home Depot	$249.35	
712432	06-30-2022	1930-0000-0-0000-8100-4370-00		Credit Card (L. Drake) - The Home Depot	$525.26	
712433	06-30-2022	1752-0000-0-0000-8100-4370-00		Credit Card (L. Drake) - The Home Depot	$8.30	
712434	06-30-2022	1930-0000-0-0000-8100-4370-00		Credit Card (L. Drake) - The Home Depot	$17.47	
688104	07-05-2022	1932-0000-0-0000-2700-4370-00	Cintas Corp	Custodial Supplies	$143.29	
689119	07-05-2022	1930-0000-0-0000-8100-4370-00	Cintas Corp	Custodial Supplies	$408.65	
689120	07-05-2022	1752-0000-0-0000-8100-4370-00	Cintas Corp	Custodial Supplies	$448.77	
692222	07-06-2022	1234-0000-0-0000-8100-4370-00	Cintas Corp	Custodial Supplies - Terry Towels and Uniforms	$45.44	
689123	07-11-2022	1930-0000-0-0000-8100-4370-00	Cintas Corp	Custodial Supplies	$135.56	
689124	07-11-2022	1752-0000-0-0000-8100-4370-00	Cintas Corp	Custodial Supplies	$148.88	
692240	07-12-2022	1234-0000-0-0000-2700-4370-00	Maintex, Inc	Custodial Supplies	$3,784.32	
695692	07-15-2022	1930-0000-0-0000-8100-4370-00	Roberto Mosqueda Diaz	Rekey spaces	$165.45	
695693	07-15-2022	1752-0000-0-0000-8100-4370-00	Roberto Mosqueda Diaz	Rekey spaces	$209.55	
695516	07-18-2022	1930-0000-0-0000-8100-4370-00	Cintas Corp	Custodial Supplies	$311.89	
695517	07-18-2022	1752-0000-0-0000-8100-4370-00	Cintas Corp	Custodial Supplies	$395.02	
713147	07-19-2022	1234-0000-0-0000-8100-4370-00	Cintas Corp	Custodial Supplies - Terry Towels and Uniforms	$45.44	
695648	07-19-2022	1930-0000-0-0000-8100-4370-00	Maintex, Inc	Custodial Supplies	$31.00	
695649	07-19-2022	1752-0000-0-0000-8100-4370-00	Maintex, Inc	Custodial Supplies	$39.26	
695660	07-19-2022	1930-0000-0-0000-8100-4370-00	Maintex, Inc	Custodial Supplies	$47.60	
695661	07-19-2022	1752-0000-0-0000-8100-4370-00	Maintex, Inc	Custodial Supplies	$60.29	
695522	07-22-2022	1752-0000-0-0000-2700-4370-00	Collin Felch	Expense Reimbursement: Custodial Supplies	$1,027.72	
695523	07-22-2022	1930-0000-0-0000-2700-4370-00	Collin Felch	Expense Reimbursement: Custodial Supplies	$1,027.72	
700908	07-25-2022	1752-0000-0-0000-8100-4370-00	Cintas Corp	Custodial Supplies	$334.01	
700909	07-25-2022	1930-0000-0-0000-8100-4370-00	Cintas Corp	Custodial Supplies	$263.71	
701082	07-25-2022	1930-0000-0-0000-8100-4370-00	Amazon Capital Services	Custodial Supplies	$8.91	
701083	07-25-2022	1752-0000-0-0000-8100-4370-00	Amazon Capital Services	Custodial Supplies	$11.29	
713151	07-26-2022	1234-0000-0-0000-8100-4370-00	Cintas Corp	Custodial Supplies - Terry Towels and Uniforms	$45.44	
704485	07-29-2022	1932-0000-0-0000-2700-4370-00	Cintas Corp	Custodial Supplies	$216.89	
709712	07-31-2022	1752-0000-0-0000-8100-4370-00	Amazon Capital Services	Custodial Supplies	$10.37	
709714	07-31-2022	1930-0000-0-0000-8100-4370-00	Amazon Capital Services	Custodial Supplies	$8.19	
710243	08-01-2022	1752-0000-0-0000-8100-4370-00	Cintas Corp	Custodial Supplies	$452.00	
710245	08-01-2022	1930-0000-0-0000-8100-4370-00	Cintas Corp	Custodial Supplies	$356.87	
713203	08-01-2022	1234-0000-0-0000-8100-4370-00	Maintex, Inc	Custodial supplies	$820.08	
702319	08-02-2022	1752-0000-0-0000-8100-4370-00	Uriel Montiel	Expense Reimbursement: Custodial Supplies	$3.80	
702321	08-02-2022	1930-0000-0-0000-8100-4370-00	Uriel Montiel	Expense Reimbursement: Custodial Supplies	$3.80	
713181	08-02-2022	1234-0000-0-0000-8100-4370-00	Cintas Corp	Custodial Supplies - Terry Towels and Uniforms	$45.44	
713139	08-03-2022	1234-0000-0-0000-8100-4370-00	Amazon Capital Services	Custodial supplies	$265.00	
709904	08-05-2022	1752-0000-0-0000-8100-4370-00	Roberto Mosqueda Diaz	VGA- 80 SC4 Keys	$95.00	
709906	08-05-2022	1930-0000-0-0000-8100-4370-00	Roberto Mosqueda Diaz	VGA- 80 SC4 Keys	$75.00	
720375	08-08-2022	1752-0000-0-0000-8100-4370-00	Cintas Corp	Custodial Supplies	$390.86	
720377	08-08-2022	1930-0000-0-0000-8100-4370-00	Cintas Corp	Custodial Supplies	$308.59	
718784	08-09-2022	1234-0000-0-0000-8100-4370-00	Cintas Corp	Custodial Supplies - Terry Towels and Uniforms	$45.44	
720436	08-09-2022	1752-0000-0-0000-8100-4370-00	Amazon Capital Services	Custodial Supplies	$96.40	
720438	08-09-2022	1930-0000-0-0000-8100-4370-00	Amazon Capital Services	Custodial Supplies	$76.10	
712873	08-11-2022	1234-0000-0-0000-8100-4370-00	Amazon Capital Services	Bloodborne Pathogen & Bodily Fluid Spill Kit	$56.68	
720371	08-15-2022	1752-0000-0-0000-8100-4370-00	Cintas Corp	Custodial Supplies	$230.22	
720373	08-15-2022	1930-0000-0-0000-8100-4370-00	Cintas Corp	Custodial Supplies	$181.76	
718742	08-16-2022	1234-0000-0-0000-8100-4370-00	Amazon Capital Services	Custodial Supplies	$26.00	
718792	08-16-2022	1234-0000-0-0000-8100-4370-00	Cintas Corp	Custodial Supplies - Terry Towels and Uniforms	$45.44	
718806	08-16-2022	1234-0000-0-0000-8100-4370-00	Maintex, Inc	Custodial Supplies	$117.54	
		Total Activity			**$27,647.21**	**$0.00**
		Ending Balance			**$27,647.21**	
4390 - Other Supplies						
		Total Activity				**$0.00**

Vista Legacy Global Academy
Supporting Documentation

Ending Balance **$0.00**

4400 - Noncapitalized Equipment

670294	06-02-2022	1234-0000-0-0000-2700-4400-00	Amazon Capital Services	Walkie Talkies	$529.76	
689669	06-02-2022	1234-0000-0-0000-2700-4400-00	Amazon Capital Services	Reclass Invoice #1YGW-CRCL-1JYQ		$529.76
689671	06-02-2022	1234-3212-0-0000-2700-4400-00	Amazon Capital Services	Reclass Invoice #1YGW-CRCL-1JYQ	$529.76	
710190	06-03-2022	1234-6504-0-0000-0000-4400-00		Refund - Kirsch Audiology		$50.00
669050	06-10-2022	1234-0000-0-0000-2700-4400-00	Donald Wilson	Expense Reimbursement: Printer for Superintendent	$66.97	
669052	06-10-2022	1752-0000-0-0000-2700-4400-00	Donald Wilson	Expense Reimbursement: Printer for Superintendent	$69.98	
669054	06-10-2022	1930-0000-0-0000-2700-4400-00	Donald Wilson	Expense Reimbursement: Printer for Superintendent	$63.75	
669056	06-10-2022	2043-0000-0-0000-2700-4400-00	Donald Wilson	Expense Reimbursement: Printer for Superintendent	$16.79	
676992	06-10-2022	1234-6504-0-0000-2700-4400-00	NCS Pearson, Inc	WISC-V, NEPSY-II, BEERY VMI and WRAML2 Kits	$3,895.85	
676891	06-16-2022	1234-2600-0-0000-2700-4400-00	Amazon Capital Services	Bulletin Board	$246.99	
675213	06-17-2022	1752-0000-0-0000-8100-4400-00	Maintex, Inc	Vacuum Backpack & Tools	$517.29	
675215	06-17-2022	1930-0000-0-0000-8100-4400-00	Maintex, Inc	Vacuum Backpack & Tools	$471.04	
713947	06-17-2022	1752-0000-0-0000-8100-4400-00	Maintex, Inc	Reclass Invoice #905254-00		$517.29
713949	06-17-2022	1752-3212-0-0000-8100-4400-00	Maintex, Inc	Reclass Invoice #905254-00	$517.29	
716452	06-17-2022	1930-0000-0-0000-8100-4400-00	Maintex, Inc	Reclass Invoice #905254-00		$471.04
716454	06-17-2022	1930-3212-0-0000-8100-4400-00	Maintex, Inc	Reclass Invoice #905254-00	$471.04	
675625	06-22-2022	1930-0000-0-0000-8100-4400-00	Amazon Capital Services	Cart Paint Sprayer	$348.65	
675627	06-22-2022	1752-0000-0-0000-8100-4400-00	Amazon Capital Services	Cart Paint Sprayer	$382.89	
712253	06-30-2022	1930-0000-0-0000-0000-4400-00		21-22 Title IV Reclassifications	$184.84	
712254	06-30-2022	1930-4127-0-0000-0000-4400-00		21-22 Title IV Reclassifications		$184.84
692217	06-30-2022	1234-2600-0-0000-2700-4400-00	Amazon Capital Services	Bulletin Board	$266.60	
738040	06-30-2022	1752-1100-0-0000-0000-4400-00		21-22 Non-Prop 20 Lottery Reclassification	$41,871.33	
738044	06-30-2022	1752-0000-0-0000-0000-4400-00		21-22 Non-Prop 20 Lottery Reclassification		$41,871.33
738108	06-30-2022	1930-6300-0-0000-0000-4400-00		21-22 Prop 20 Lottery Reclassification	$2,067.97	
738110	06-30-2022	1930-0000-0-0000-0000-4400-00		21-22 Prop 20 Lottery Reclassification		$2,067.97
720895	06-30-2022	2043-4610-0-0000-0000-4400-00		Title V reclass (no longer used)		$17,810.08
720903	06-30-2022	2043-0000-0-0000-0000-4400-00		Title V reclass (no longer used)	$17,810.08	
756900	07-01-2022	1932-0000-0-0000-2700-4400-00	Amazon Capital Services	Reclass Invoice #1T13-4M3W-CP39		$7,372.13
756902	07-01-2022	1932-3212-0-0000-2700-4400-00	Amazon Capital Services	Reclass Invoice #1T13-4M3W-CP39	$7,372.13	
756892	07-01-2022	1932-0000-0-0000-2700-4400-00	Amazon Capital Services	Reclass Invoice #1X3H-XKJH-X6G6		$2,682.08
756894	07-01-2022	1932-3212-0-0000-2700-4400-00	Amazon Capital Services	Reclass Invoice #1X3H-XKJH-X6G6	$2,682.08	
693840	07-01-2022	1932-0000-0-0000-2700-4400-00	Amazon Capital Services	Pelican Case, Tripod, Cameras, Video Transmitter, LED Ring Light	$2,682.08	
694876	07-01-2022	1932-0000-0-0000-2700-4400-00	Amazon Capital Services	Cameras, Loudspeakers, Gaming Laptop, Live Stream Switcher	$7,372.13	
693837	07-03-2022	1932-0000-0-0000-2700-4400-00	Amazon Capital Services	Gaming PCs, Chairs, LED Monitors, activity tables and a 3d printer	$10,416.62	
756998	07-03-2022	1932-0000-0-0000-2700-4400-00	Amazon Capital Services	Reclass Invoice #1CMG-CWXT-YJ7G		$10,416.62
757000	07-03-2022	1932-3212-0-0000-2700-4400-00	Amazon Capital Services	Reclass Invoice #1CMG-CWXT-YJ7G	$10,416.62	
688095	07-04-2022	1932-0000-0-0000-2700-4400-00	Amazon Capital Services	DJI Tello EDU drones	$481.64	
757006	07-04-2022	1932-0000-0-0000-2700-4400-00	Amazon Capital Services	Reclass Invoice #1RHR-MRRM-937T		$481.64
757008	07-04-2022	1932-3212-0-0000-2700-4400-00	Amazon Capital Services	Reclass Invoice #1RHR-MRRM-937T	$481.64	
688100	07-06-2022	1932-0000-0-0000-2700-4400-00	Amazon Capital Services	Makey Makey STEM Pack Classroom Invention Literacy Kit	$781.87	
757014	07-06-2022	1932-0000-0-0000-2700-4400-00	Amazon Capital Services	Reclass Invoice #1GFP-KJG6-RH1Y		$781.87
757016	07-06-2022	1932-3212-0-0000-2700-4400-00	Amazon Capital Services	Reclass Invoice #1GFP-KJG6-RH1Y	$781.87	
692745	07-08-2022	1932-0000-0-0000-2700-4400-00	Amazon Capital Services	3d Printers	$796.26	
757022	07-08-2022	1932-0000-0-0000-2700-4400-00	Amazon Capital Services	Reclass Invoice #1F3G-NKNM-Y7RW		$796.26
757024	07-08-2022	1932-3212-0-0000-2700-4400-00	Amazon Capital Services	Reclass Invoice #1F3G-NKNM-Y7RW	$796.26	
692748	07-10-2022	1932-0000-0-0000-2700-4400-00	Amazon Capital Services	Printer	$364.63	
701134	07-17-2022	1930-0000-0-0000-2700-4400-00	Amazon Capital Services	UMEKEN Key Box Wall Mount	$67.00	
701135	07-17-2022	1752-0000-0-0000-2700-4400-00	Amazon Capital Services	UMEKEN Key Box Wall Mount	$84.86	
701138	07-17-2022	1752-0000-0-0000-2700-4400-00	Amazon Capital Services	Metal Square Picnic Table	$2,454.41	
699176	07-20-2022	1234-0000-0-0000-2700-4400-00	Amazon Capital Services	Commercial Coffee Maker	$322.97	
704461	07-24-2022	1932-0000-0-0000-2700-4400-00	Amazon Capital Services	Stuffed Animal	$118.51	
709744	07-29-2022	1752-0000-0-0000-2700-4400-00	Amazon Capital Services	Beverage Refrigerator Net CM # 1JFT-QJ64-XQFM	$84.98	
709745	07-29-2022	1930-0000-0-0000-2700-4400-00	Amazon Capital Services	Beverage Refrigerator Net CM # 1JFT-QJ64-XQFM	$47.86	
713145	07-30-2022	1234-0000-0-0000-2700-4400-00	Apple Inc.	Macbooks & iPads for 7th & 8th Science teachers	$644.20	
709787	07-31-2022	1752-0000-0-0000-2700-4400-00	Amazon Capital Services	PA Systems	$436.95	

Vista Legacy Global Academy
Supporting Documentation

712865	08-07-2022	1234-0000-0-0000-2700-4400-00	Amazon Capital Services	Kiosk Floor Stands for Tablets & LCD Screen Assembly	$579.20	
728205	08-07-2022	1930-0000-0-0000-1000-4400-00	Amazon Capital Services	Jumbo Games	$331.74	
720380	08-08-2022	1752-0000-0-0000-2700-4400-00	Amazon Capital Services	Battle Rope	$239.00	
712855	08-08-2022	1234-0000-0-0000-2700-4400-00	Apple Inc.	iPad Pros (2)	$2,195.81	
721134	08-09-2022	1932-0000-0-0000-2700-4400-00	Apple Inc.	iPads - Count of 5	$1,630.86	
712853	08-09-2022	1234-0000-0-0000-2700-4400-00	Apple Inc.	MacBook Pros (2)	$2,371.23	
764041	08-09-2022	1932-3212-0-0000-2700-4400-00	Apple Inc.	Reclass Invoice#AJ23392584	$1,630.86	
764043	08-09-2022	1932-0000-0-0000-2700-4400-00	Apple Inc.	Reclass Invoice#AJ23392584		$1,630.86
721729	08-10-2022	1752-0000-0-0000-0000-4400-00	Amazon Capital Services	Mobile Whiteboard	$156.20	
720488	08-10-2022	1752-0000-0-0000-2700-4400-00	Amazon Capital Services	325 lb Set of Olympic Plates	$1,033.51	
721272	08-10-2022	1932-0000-0-0000-2700-4400-00	Amazon Capital Services	3d Printer	$1,615.17	
757030	08-10-2022	1932-0000-0-0000-2700-4400-00	Amazon Capital Services	Reclass Invoice #164H-G3W1-4DYD		$1,615.17
757032	08-10-2022	1932-3212-0-0000-2700-4400-00	Amazon Capital Services	Reclass Invoice #164H-G3W1-4DYD	$1,615.17	
720498	08-12-2022	1752-0000-0-0000-2700-4400-00	Amazon Capital Services	Lacrosse Backstop Net CM # 1CQ3-VWG4-V7RH	$167.09	
718738	08-14-2022	1234-0000-0-0000-2700-4400-00	Amazon Capital Services	Compact Refrigerator	$220.08	
718740	08-17-2022	1234-0000-0-0000-2700-4400-00	Amazon Capital Services	Soccer Goal Posts	$429.21	
		Total Activity			**$134,231.57**	**$89,278.94**
		Ending Balance			**$44,952.63**	
4410 - Classroom Furniture and Equipment						
738115	06-30-2022	1930-1100-0-0000-0000-4410-00		21-22 Non-Prop 20 Lottery Reclassification	$46,333.63	
738118	06-30-2022	1930-0000-0-0000-0000-4410-00		21-22 Non-Prop 20 Lottery Reclassification		$46,333.63
695628	07-11-2022	1930-0000-0-0000-1000-4410-00	Lakeshore Learning	30x78 Kids Table - set of 10	$4,336.33	
722290	07-12-2022	1930-0000-0-0000-2700-4410-00	SensoryEdge	Rug	$305.85	
704453	07-14-2022	1932-0000-0-0000-2700-4410-00	Amazon Capital Services	Accent Chairs	$398.68	
705277	07-14-2022	1930-0000-0-0000-2700-4410-00	Amazon Capital Services	Bookcases, cabinets & rugs	$8,214.02	
701400	07-17-2022	1930-0000-0-0000-2700-4410-00	Amazon Capital Services	Drawer	$190.08	
695185	07-19-2022	1752-0000-0-0000-2700-4410-00	Amazon Capital Services	Cabinets & Bookcases	$2,584.35	
722280	07-23-2022	1930-0000-0-0000-2700-4410-00	Staples	Storage Cabinet	$1,823.10	
713215	07-27-2022	1234-0000-0-0000-2700-4410-00	National Business Furniture, LLC	Office furniture	$1,529.62	
709795	07-30-2022	1752-0000-0-0000-2700-4410-00	Amazon Capital Services	Furniture - Drawer & Office Desk	$332.09	
704401	07-31-2022	1930-0000-0-0000-1000-4410-00	Amazon Capital Services	Large Rug	$529.11	
709782	07-31-2022	1752-0000-0-0000-1000-4410-00	Amazon Capital Services	Rug	$183.05	
709786	07-31-2022	1752-0000-0-0000-2700-4410-00	Amazon Capital Services	Storage Cabinets	$1,306.64	
718772	08-01-2022	1234-0000-0-0000-2700-4410-00	National Business Furniture, LLC	Lobby Furniture	$1,250.82	
704389	08-02-2022	1930-0000-0-0000-2700-4410-00	Amazon Capital Services	Dry Erase Boards	$1,948.77	
709789	08-02-2022	1752-0000-0-0000-2700-4410-00	Amazon Capital Services	Furniture - Kids' Tables	$29,788.50	
709791	08-03-2022	1752-0000-0-0000-2700-4410-00	Amazon Capital Services	Furniture - Loveseat	$447.78	
709793	08-03-2022	1752-0000-0-0000-2700-4410-00	Amazon Capital Services	Furniture - 5-Shelf Units	$2,432.78	
725726	08-04-2022	1930-0000-0-0000-2700-4410-00	SCHOOLSin	Mail box storage unit (17)	$10,304.28	
720329	08-04-2022	1752-0000-0-0000-2700-4410-00	Worthington Direct	Chrome Frame Stack Chair (52)	$4,314.59	
725742	08-06-2022	1752-0000-0-0000-2700-4410-00	Staples	Board Oak Frame, Chair & Desk	$3,022.86	
725744	08-06-2022	1930-0000-0-0000-2700-4410-00	Staples	Board Oak Frame, Chair & Desk	$2,386.70	
728901	08-07-2022	1752-0000-0-0000-2700-4410-00	Amazon Capital Services	File Cabinet Net CM # 1KWY-RXX7-14QQ	$363.06	
728897	08-07-2022	1752-0000-0-0000-2700-4410-00	Amazon Capital Services	Computer Desk	$90.28	
728899	08-07-2022	1930-0000-0-0000-2700-4410-00	Amazon Capital Services	Computer Desk	$71.28	
725657	08-08-2022	1932-0000-0-0000-2700-4410-00	Amazon Capital Services	Sofa & Cabinet	$449.86	
720382	08-08-2022	1752-0000-0-0000-2700-4410-00	Amazon Capital Services	Rug	$128.22	
720386	08-09-2022	1752-0000-0-0000-2700-4410-00	Amazon Capital Services	Area Rug	$155.34	
720482	08-10-2022	1752-0000-0-0000-2700-4410-00	Amazon Capital Services	Standing desk Net CM # 19NJ-RHDJ-PHDP	$161.30	
720484	08-10-2022	1930-0000-0-0000-2700-4410-00	Amazon Capital Services	Standing desk Net CM # 19NJ-RHDJ-PHDP	$116.95	
712859	08-10-2022	1234-0000-0-0000-2700-4410-00	Amazon Capital Services	Bookshelf	$413.92	
712875	08-11-2022	1234-0000-0-0000-2700-4410-00	Amazon Capital Services	Desk	$370.10	
722250	08-12-2022	1930-0000-0-0000-2700-4410-00	Amazon Capital Services	Area Rug	$103.10	
729359	08-13-2022	1752-0000-0-0000-2700-4410-00	Staples	Conference Table	$1,339.39	
720502	08-14-2022	1752-0000-0-0000-2700-4410-00	Amazon Capital Services	Bookshelf	$109.24	
		Total Activity			**$127,835.67**	**$46,333.63**
		Ending Balance			**$81,502.04**	

Vista Legacy Global Academy
Supporting Documentation

4420 - Computers and Computer Equipment

660146	05-17-2022	1930-0000-0-0000-2700-4420-00	Insight Direct USA, Inc.	Charging Carts	$3,943.88		
716554	05-17-2022	1930-0000-0-0000-2700-4420-00	Insight Direct USA, Inc.	Reclass Invoice #922234512		$3,943.88	
716556	05-17-2022	1930-3212-0-0000-2700-4420-00	Insight Direct USA, Inc.	Reclass Invoice #922234512	$3,943.88		
661245	05-25-2022	1930-0000-0-0000-2700-4420-00	Amazon Capital Services	Technology Supplies	$135.36		
661247	05-25-2022	1752-0000-0-0000-2700-4420-00	Amazon Capital Services	Technology Supplies	$148.66		
714516	05-25-2022	1752-0000-0-0000-2700-4420-00	Amazon Capital Services	Reclass Invoice #1P9Q-9WXD-VV9T		$148.66	
714518	05-25-2022	1752-3212-0-0000-2700-4420-00	Amazon Capital Services	Reclass Invoice #1P9Q-9WXD-VV9T	$148.66		
668394	06-02-2022	1752-0000-0-0000-2700-4420-00	Insight Direct USA, Inc.	Speaker Ceiling 2 - way surface	$2,113.38		
668396	06-02-2022	1930-0000-0-0000-2700-4420-00	Insight Direct USA, Inc.	Speaker Ceiling 2 - way surface	$1,924.41		
714526	06-02-2022	1752-0000-0-0000-2700-4420-00	Insight Direct USA, Inc.	Reclass Invoice #922371615		$2,113.38	
714528	06-02-2022	1752-3212-0-0000-2700-4420-00	Insight Direct USA, Inc.	Reclass Invoice #922371615	$2,113.38		
716564	06-02-2022	1930-0000-0-0000-2700-4420-00	Insight Direct USA, Inc.	Reclass Invoice #922371615		$1,924.41	
716566	06-02-2022	1930-3212-0-0000-2700-4420-00	Insight Direct USA, Inc.	Reclass Invoice #922371615	$1,924.41		
668364	06-05-2022	1752-0000-0-0000-2700-4420-00	Amazon Capital Services	DVD CD Duplicator	$176.69		
668366	06-05-2022	1930-0000-0-0000-2700-4420-00	Amazon Capital Services	DVD CD Duplicator	$160.89		
675207	06-15-2022	1752-0000-0-0000-2700-4420-00	Insight Direct USA, Inc.	4 transceiver modules	$1,303.09		
675209	06-15-2022	1930-0000-0-0000-2700-4420-00	Insight Direct USA, Inc.	4 transceiver modules	$1,186.58		
714538	06-15-2022	1752-0000-0-0000-2700-4420-00	Insight Direct USA, Inc.	Reclass Invoice #922480101		$1,303.09	
714540	06-15-2022	1752-3212-0-0000-2700-4420-00	Insight Direct USA, Inc.	Reclass Invoice #922480101	$1,303.09		
716584	06-15-2022	1930-0000-0-0000-2700-4420-00	Insight Direct USA, Inc.	Reclass Invoice #922480101		$1,186.58	
716586	06-15-2022	1930-3212-0-0000-2700-4420-00	Insight Direct USA, Inc.	Reclass Invoice #922480101	$1,186.58		
712346	06-30-2022	1752-0000-0-0000-2700-4420-00		Credit Card (C. Felch) - Darkboard	$3,344.16		
712347	06-30-2022	1930-0000-0-0000-2700-4420-00		Credit Card (C. Felch) - Darkboard	$3,045.14		
677888	06-30-2022	1930-0000-0-0000-2700-4420-00	Apple Inc.	MBA Devices	$3,507.63		
716592	06-30-2022	1930-0000-0-0000-2700-4420-00	Apple Inc.	Reclass Invoice #AJ11913744		$3,507.63	
716594	06-30-2022	1930-3212-0-0000-2700-4420-00	Apple Inc.	Reclass Invoice #AJ11913744	$3,507.63		
720896	06-30-2022	2043-4610-0-0000-0000-4420-00		Title V reclass (no longer used)		$23,172.00	
720904	06-30-2022	2043-0000-0-0000-0000-4420-00		Title V reclass (no longer used)	$23,172.00		
721230	06-30-2022	2043-1100-0-0000-0000-4420-00		NonProp 20 Lottery Reclass	$23,172.00		
721235	06-30-2022	2043-0000-0-0000-0000-4420-00		NonProp 20 Lottery Reclass		$23,172.00	
749322	07-01-2022	1930-3212-0-0000-2700-4420-00	Apple Inc.	Student devices - Macbook Air (6)	$5,261.45		
689143	07-05-2022	1752-0000-0-0000-2700-4420-00	Insight Direct USA, Inc.	750Q 4K LED Multi-Touch Display, Freight & Tax	$3,599.81		
756627	07-05-2022	1752-0000-0-0000-2700-4420-00	Insight Direct USA, Inc.	Reclass invoice # 922637687		$3,599.81	
756628	07-05-2022	1752-3212-0-0000-2700-4420-00	Insight Direct USA, Inc.	Reclass invoice # 922637687	$3,599.81		
689147	07-06-2022	1752-0000-0-0000-2700-4420-00	Insight Direct USA, Inc.	Newline Standard 4K On-board Computer	$1,014.97		
756631	07-06-2022	1752-0000-0-0000-2700-4420-00	Insight Direct USA, Inc.	Reclass invoice # 922645062		$1,014.97	
756632	07-06-2022	1752-3212-0-0000-2700-4420-00	Insight Direct USA, Inc.	Reclass invoice # 922645062	$1,014.97		
689061	07-08-2022	1930-0000-0-0000-2700-4420-00	Amazon Capital Services	Wireless Headsets	$339.64		
689062	07-08-2022	1752-0000-0-0000-2700-4420-00	Amazon Capital Services	Wireless Headsets	$373.00		
756268	07-08-2022	1752-0000-0-0000-2700-4420-00	Amazon Capital Services	Reclass invoice # 1F3G-NKNM-XVG4		$373.00	
756269	07-08-2022	1930-0000-0-0000-2700-4420-00	Amazon Capital Services	Reclass invoice # 1F3G-NKNM-XVG4		$339.64	
756270	07-08-2022	1752-3212-0-0000-2700-4420-00	Amazon Capital Services	Reclass invoice # 1F3G-NKNM-XVG4	$373.00		
756271	07-08-2022	1930-3212-0-0000-2700-4420-00	Amazon Capital Services	Reclass invoice # 1F3G-NKNM-XVG4	$339.64		
704481	07-22-2022	1932-0000-0-0000-2700-4420-00	Apple Inc.	Apple Pencil - 2nd gen (20)	$2,308.01		
757141	07-22-2022	1932-0000-0-0000-2700-4420-00	Apple Inc.	Reclass Invoice #AJ18336761		$2,308.01	
757143	07-22-2022	1932-3212-0-0000-2700-4420-00	Apple Inc.	Reclass Invoice #AJ18336761	$2,308.01		
725710	07-25-2022	1752-6387-0-0000-2700-4420-00	Microsoft Corporation	Meridian Students devices	$342,670.46		
703422	07-26-2022	1234-3213-0-0000-1000-4420-00	Dell Marketing LP	Intel Celeron N4020 - 150 units	$38,202.87		
701412	07-27-2022	1930-0000-0-0000-2700-4420-00	Amazon Capital Services	HD Lightweight Document Cameras	$546.26		
756331	07-27-2022	1930-0000-0-0000-2700-4420-00	Amazon Capital Services	Reclass invoice # 11DN-QG9T-FQM7		$546.26	
756332	07-27-2022	1930-3212-0-0000-2700-4420-00	Amazon Capital Services	Reclass invoice # 11DN-QG9T-FQM7	$546.26		
704939	07-28-2022	1932-0000-0-0000-2700-4420-00	Apple Inc.	iPads (120 units)	$38,494.20		
704943	08-02-2022	1932-0000-0-0000-2700-4420-00	Apple Inc.	iPad Pros (20 units)	$16,005.45		
757204	08-02-2022	1932-0000-0-0000-2700-4420-00	Apple Inc.	Reclass Invoice #AJ21193804		$16,005.45	
757206	08-02-2022	1932-0000-0-0000-2700-4420-00	Apple Inc.	Reclass Invoice #AJ21193804	$8,000.00		
757207	08-02-2022	1932-3212-0-0000-2700-4420-00	Apple Inc.	Reclass Invoice #AJ21193804	$8,005.45		

Vista Legacy Global Academy
Supporting Documentation

722548	08-06-2022	1930-3212-0-0000-2700-4420-00	Apple Inc.	Apple Laptops (5)	$4,930.79	
729229	08-06-2022	1752-0000-0-0000-2700-4420-00	Insight Direct USA, Inc.	Newline standard 4K On-board computer	$522.03	
729231	08-06-2022	1930-0000-0-0000-2700-4420-00	Insight Direct USA, Inc.	Newline standard 4K On-board computer	$412.16	
756644	08-06-2022	1752-0000-0-0000-2700-4420-00	Insight Direct USA, Inc.	Reclass invoice # 922915850		$522.03
756645	08-06-2022	1930-0000-0-0000-2700-4420-00	Insight Direct USA, Inc.	Reclass invoice # 922915850		$412.16
756646	08-06-2022	1752-3212-0-0000-2700-4420-00	Insight Direct USA, Inc.	Reclass invoice # 922915850	$522.03	
756647	08-06-2022	1930-3212-0-0000-2700-4420-00	Insight Direct USA, Inc.	Reclass invoice # 922915850	$412.16	
720353	08-09-2022	1752-0000-0-0000-2700-4420-00	Insight Direct USA, Inc.	4K LED Multi-Touch display / Newline True Touch	$3,529.62	
756651	08-09-2022	1752-0000-0-0000-2700-4420-00	Insight Direct USA, Inc.	Reclass invoice # 922937779		$3,529.62
756652	08-09-2022	1752-3212-0-0000-2700-4420-00	Insight Direct USA, Inc.	Reclass invoice # 922937779	$3,529.62	
725694	08-10-2022	1930-0000-0-0000-2700-4420-00	Insight Direct USA, Inc.	Active Panel (3) / Promethean ActivCare Plus (3)	$16,696.31	
756655	08-10-2022	1930-0000-0-0000-2700-4420-00	Insight Direct USA, Inc.	Reclass invoice # 922946460		$16,696.31
756656	08-10-2022	1930-3212-0-0000-2700-4420-00	Insight Direct USA, Inc.	Reclass invoice # 922946460	$16,696.31	
725660	08-17-2022	1932-0000-0-0000-2700-4420-00	Apple Inc.	MacBook Air laptops (30) for teachers	$28,533.68	
757221	08-17-2022	1932-0000-0-0000-2700-4420-00	Apple Inc.	Reclass Invoice #AJ25367008		$28,533.68
757223	08-17-2022	1932-0000-0-0000-2700-4420-00	Apple Inc.	Reclass Invoice #AJ25367008	$12,000.00	
757224	08-17-2022	1932-3212-0-0000-2700-4420-00	Apple Inc.	Reclass Invoice #AJ25367008	$16,533.68	
		Total Activity			**$658,783.15**	**$134,352.57**
		Ending Balance			**$524,430.58**	
4700 - Food						
661465	05-20-2022	1234-5310-0-0000-3700-4700-00	California Department of Education	S&H for May 2022 Meals (Cust ID:C123400)	$7.02	
661467	05-20-2022	1752-5310-0-0000-3700-4700-00	California Department of Education	S&H for May 2022 Meals (Cust ID:C123400)	$7.34	
661469	05-20-2022	1930-5310-0-0000-3700-4700-00	California Department of Education	S&H for May 2022 Meals (Cust ID:C123400)	$6.68	
661471	05-20-2022	2043-5310-0-0000-3700-4700-00	California Department of Education	S&H for May 2022 Meals (Cust ID:C123400)	$1.76	
664875	06-01-2022	1930-5310-0-0000-3700-4700-00	School Nutrition Plus	May 2022 Meal Services - Condor net CM #5068	$25,291.45	
664873	06-01-2022	1752-5310-0-0000-3700-4700-00	School Nutrition Plus	May 2022 Meal Services - Heritage Net CM #5070	$17,714.34	
664877	06-01-2022	1234-5310-0-0000-3700-4700-00	School Nutrition Plus	May 2022 Meal Services - VCMS net CM #5071	$39,619.44	
664871	06-01-2022	2043-5310-0-0000-3700-4700-00	School Nutrition Plus	May 2022 Meal Services - Horizon Net CM #5069	$8,240.19	
675885	06-17-2022	2043-5310-0-0000-3700-4700-00	School Nutrition Plus	June 2022 Meal Services - Horizon	$5,034.80	
800888	07-01-2022	1234-5310-0-0000-3700-4700-00	California Department of Education	S&H for June 2022 Meals (Cust ID:C123400)	$792.30	
684178	07-01-2022	1930-5310-0-0000-3700-4700-00	School Nutrition Plus	June 2022 Meal Services - Condor	$17,658.95	
684176	07-01-2022	1752-5310-0-0000-3700-4700-00	School Nutrition Plus	June 2022 Meal Services - Heritage	$8,932.52	
684180	07-01-2022	1234-5310-0-0000-3700-4700-00	School Nutrition Plus	June 2022 Meal Services - VCMS	$27,281.80	
693844	07-01-2022	1932-5310-0-0000-3700-4700-00	Revolution Foods, PBC	June 2022 Meal Services - Palm Lane	$7,570.94	
725724	07-31-2022	1930-5310-0-0000-3700-4700-00	Revolution Foods, PBC	July 2022 Meal Services - Condor	$9,450.00	
703408	07-31-2022	1234-5310-0-0000-3700-4700-00	Revolution Foods, PBC	July 2022 Meal Services - VCMS	$6,445.40	
704559	07-31-2022	1932-5310-0-0000-3700-4700-00	Revolution Foods, PBC	July 2022 Meal Services - Palm Lane	$7,078.00	
720327	07-31-2022	1752-5310-0-0000-3700-4700-00	Revolution Foods, PBC	July 2022 Meal Services - Heritage	$4,785.00	
		Total Activity			**$185,917.93**	**$0.00**
		Ending Balance			**$185,917.93**	
4720 - Other Food Supplies						
		Total Activity				**$0.00**
		Ending Balance				**$0.00**
4790 - Other Food Supplies						
		Total Activity				**$0.00**
		Ending Balance				**$0.00**
5000 - Services and Other Operating Expenditure						
		Total Activity				**$0.00**
		Ending Balance				**$0.00**
5100 - Subagreements for Services						
		Total Activity				**$0.00**
		Ending Balance				**$0.00**
5110 - District Oversight Fee						
707901	05-31-2022	1234-0000-0-0000-0000-5110-00		21-22 Oversight Fees	$2,561.00	
709892	05-31-2022	2043-0000-0-0000-0000-5110-00		21-22 Oversight Fees	$595.00	
678134	06-22-2022	1930-0000-0-0000-2700-5110-00	Orange County Dept. of Education	21-22 1% Oversight Fee	$17,932.08	

Vista Legacy Global Academy
Supporting Documentation

678136	06-22-2022	1752-0000-0-0000-2700-5110-00	Orange County Dept. of Education	21-22 1% Oversight Fee	$19,604.42	
709555	06-23-2022	1234-0000-0-0000-0000-5110-00		21-22 Oversight Fees	$2,562.00	
711265	06-30-2022	2043-0000-0-0000-0000-5110-00		21-22 Oversight Fees	$593.00	
711307	06-30-2022	2043-0000-0-0000-0000-5110-00		21-22 Oversight Fees	$59.00	
711285	06-30-2022	1234-0000-0-0000-0000-5110-00		21-22 Oversight Fee	$588.00	
744258	07-28-2022	1234-0000-0-0000-0000-5110-00		22-23 Oversight Fees	$2,231.00	
744624	07-31-2022	2043-0000-0-0000-0000-5110-00		22-23 Oversight	$513.00	
		Total Activity			**$47,238.50**	**$0.00**
		Ending Balance			**$47,238.50**	
5120 - Special Ed SELPA Fee						
707907	05-31-2022	1234-0000-0-0000-0000-5120-00		May 2022 SpEd Charter Operated Program	$2,337.00	
707909	05-31-2022	1234-0000-0-0000-0000-5120-00		Oct 2021 SpEd Fair Share Contribution	$2,337.00	
709898	05-31-2022	2043-0000-0-0000-0000-5120-00		May 2022 Special Ed Fair Share Contrib.	$563.00	
709900	05-31-2022	2043-0000-0-0000-0000-5120-00		May 2022 SpEd Charter Operated Program	$563.00	
709561	06-23-2022	1234-0000-0-0000-0000-5120-00		Jun 2022 Special Ed Fair Share Contrib.	$2,337.50	
709563	06-23-2022	1234-0000-0-0000-0000-5120-00		Jun 2022 SpEd Charter Operated Program	$2,337.50	
711271	06-30-2022	2043-0000-0-0000-0000-5120-00		Jun 2022 Special Ed Fair Share Contrib.	$564.40	
711273	06-30-2022	2043-0000-0-0000-0000-5120-00		Jun 2022 SpEd Charter Operated Program	$564.40	
711313	06-30-2022	2043-0000-0-0000-0000-5120-00		21-22 Special Ed Fair Share Contrib.	$719.60	
711315	06-30-2022	2043-0000-0-0000-0000-5120-00		21-22 SpEd Charter Operated Program	$719.60	
711291	06-30-2022	1234-0000-0-0000-0000-5120-00		21-22 SpEd Fair Share Contribution	$3,350.50	
711293	06-30-2022	1234-0000-0-0000-0000-5120-00		21-22 SpEd Charter Operated Program	$3,350.50	
744264	07-28-2022	1234-0000-0-0000-0000-5120-00		Jul 2022 SpEd Fair Share Contribution	$2,342.00	
744266	07-28-2022	1234-0000-0-0000-0000-5120-00		Jul 2022 SpEd Charter Operated Program	$2,342.00	
744630	07-31-2022	2043-0000-0-0000-0000-5120-00		22-23 SPED Fair Share Contrib	$559.00	
744632	07-31-2022	2043-0000-0-0000-0000-5120-00		22-23 SPED Rev Retained for Charter Op Programs	$559.00	
		Total Activity			**$25,546.00**	**$0.00**
		Ending Balance			**$25,546.00**	
5130 - SFA Fees						
		Total Activity				**$0.00**
		Ending Balance				**$0.00**
5140 - X - Health Screening Services						
		Total Activity				**$0.00**
		Ending Balance				**$0.00**
5150 - Student Transportation To and From School						
665116	05-31-2022	1752-0000-0-0000-3600-5150-00	WEX Bank	Fuel Purchase	$3,255.04	
665118	05-31-2022	1930-0000-0-0000-3600-5150-00	WEX Bank	Fuel Purchase	$2,963.98	
689181	06-30-2022	1930-0000-0-0000-3600-5150-00	WEX Bank	Gas for buses and vans	$2,116.51	
689183	06-30-2022	1752-0000-0-0000-3600-5150-00	WEX Bank	Gas for buses and vans	$2,324.35	
709850	07-31-2022	1752-0000-0-0000-3600-5150-00	WEX Bank	Gas for buses and vans	$1,815.02	
709852	07-31-2022	1930-0000-0-0000-3600-5150-00	WEX Bank	Gas for buses and vans	$1,433.04	
716899	08-16-2022	1234-0000-0-0000-3600-5150-00	Marvin Lazo	Expense Reimbursement - Gas for Van	$125.00	
		Total Activity			**$14,032.94**	**$0.00**
		Ending Balance			**$14,032.94**	
5190 - BEN Management Fee						
		Total Activity				**$0.00**
		Ending Balance				**$0.00**
5200 - Travel and Conferences						
712011	05-17-2022	1752-0000-0-0000-2700-5200-00		Credit Card (C. Felch) - Expedia	$291.63	
712041	05-17-2022	1930-0000-0-0000-2700-5200-00		Credit Card (C. Felch) - Expedia	$265.55	
660065	05-24-2022	1752-0000-0-0000-2700-5200-00	Richard Jimenez	Expense Reimbursement: Athletic Director Conference	$635.76	
711786	05-31-2022	1234-0000-0-0000-2700-5200-00		Credit Card (C. Felch) - UNITED	$424.04	
711793	05-31-2022	1234-0000-0-0000-7100-5200-00		Credit Card (D. Wilson) - Hyatt	$91.18	
711810	05-31-2022	1752-0000-0-0000-2700-5200-00		Credit Card (C. Felch) - UNITED	$221.67	
711816	05-31-2022	1752-0000-0-0000-7100-5200-00		Credit Card (D. Wilson) - Hyatt	$95.32	
711818	05-31-2022	1752-0000-0-9071-2700-5200-00		Credit Card (C. Felch) - UNITED	$221.66	

Vista Legacy Global Academy
Supporting Documentation

711846	05-31-2022	1930-0000-0-0000-2700-5200-00		Credit Card (C. Felch) - UNITED	$201.83		
711848	05-31-2022	1930-0000-0-0000-7100-5200-00		Credit Card (D. Wilson) - Hyatt	$86.79		
711850	05-31-2022	1930-0000-0-9071-2700-5200-00		Credit Card (C. Felch) - UNITED	$201.82		
711856	05-31-2022	2043-0000-0-0000-2700-5200-00		Credit Card (C. Felch) - UNITED	$106.18		
711860	05-31-2022	2043-0000-0-0000-7100-5200-00		Credit Card (D. Wilson) - Hyatt	$22.83		
688124	07-11-2022	1752-0000-0-0000-2700-5200-00	Luis Hernandez	Expense reimbursement: Lodging, transportation and trip meals	$667.42		
688125	07-11-2022	1930-0000-0-0000-2700-5200-00	Luis Hernandez	Expense reimbursement: Lodging, transportation and trip meals	$667.42		
701398	07-28-2022	1930-0000-0-0000-2700-5200-00	Theresa Kao	Expense Reimbursement - Flight & Hotel for ITSE Conference	$1,623.27		
		Total Activity			**$5,824.37**	**$0.00**	
		Ending Balance			**$5,824.37**		
5210 - Travel							
657241	05-17-2022	1752-0000-0-0000-2700-5210-00	Zareh Adjemian	Expense Reimbursement: Mileage	$151.20		
657242	05-17-2022	2043-0000-0-0000-2700-5210-00	Zareh Adjemian	Expense Reimbursement: Mileage	$151.20		
660073	05-24-2022	1234-0000-0-0000-2700-5210-00	Anabelle Medina	Expense reimbursement: Mileage	$31.86		
660067	05-24-2022	1752-0000-0-0000-2700-5210-00	Richard Jimenez	Expense Reimbursement: Mileage	$88.74		
660738	05-26-2022	1234-0000-0-0000-0000-5210-00	Jesus Bojorquez	Expense Reimbursement: Lyft Fare	$15.25		
676883	05-26-2022	1234-0000-0-0000-0000-5210-00	Jesus Bojorquez	Reclass invoice # 05-26-22			$15.25
676884	05-26-2022	1234-0000-0-0000-2700-5210-00	Jesus Bojorquez	Reclass invoice # 05-26-22	$15.25		
709612	06-01-2022	2043-0000-0-0000-2700-5210-00		Expense June 2022 Airfare	$110.32		
711206	06-01-2022	1234-0000-0-0000-0000-5210-00		Expense Jun 2022 Airfare	$440.00		
711212	06-01-2022	1752-0000-0-0000-0000-5210-00		Expense Jun 2022 Airfare	$459.85		
711218	06-01-2022	1930-0000-0-0000-0000-5210-00		Expense Jun 2022 Airfare	$418.85		
664885	06-02-2022	1234-0000-0-0000-2700-5210-00	Karen Amaya	Expense Reimbursement: Mileage	$53.03		
664883	06-02-2022	1234-0000-0-0000-2700-5210-00	Fellicia Santana	Expense Reimbursement: Mileage	$14.39		
711748	06-17-2022	1930-0000-0-9071-2700-5210-00		Credit Card (C. Felch) - Hotelscom	$1,665.46		
711749	06-17-2022	1930-0000-0-9071-2700-5210-00		Credit Card (C. Felch) - Southwest	$613.36		
711750	06-17-2022	1930-0000-0-9071-2700-5210-00		Credit Card (C. Felch) - Southwest	$613.36		
711730	06-17-2022	1752-0000-0-9071-2700-5210-00		Credit Card (C. Felch) - Hotelscom	$1,829.02		
711731	06-17-2022	1752-0000-0-9071-2700-5210-00		Credit Card (C. Felch) - Southwest	$673.60		
711732	06-17-2022	1752-0000-0-9071-2700-5210-00		Credit Card (C. Felch) - Southwest	$673.60		
676909	06-27-2022	1234-0000-0-0000-2700-5210-00	Jesus Bojorquez	Expense Reimbursement: Flyer Drop-Offs	$11.14		
712353	06-30-2022	1234-0000-0-0000-2700-5210-00		Credit Card (C. Felch) - UBER	$24.22		
712354	06-30-2022	1752-0000-0-9071-2700-5210-00		Credit Card (C. Felch) - UBER	$12.66		
712355	06-30-2022	1930-0000-0-9071-2700-5210-00		Credit Card (C. Felch) - UBER	$11.53		
712356	06-30-2022	1752-0000-0-0000-2700-5210-00		Credit Card (C. Felch) - UBER	$12.66		
712357	06-30-2022	1930-0000-0-0000-2700-5210-00		Credit Card (C. Felch) - UBER	$11.53		
712358	06-30-2022	2043-0000-0-0000-2700-5210-00		Credit Card (C. Felch) - UBER	$6.05		
712359	06-30-2022	1234-0000-0-0000-2700-5210-00		Credit Card (C. Felch) - UBER	$30.06		
712360	06-30-2022	1752-0000-0-9071-2700-5210-00		Credit Card (C. Felch) - UBER	$15.72		
712361	06-30-2022	1930-0000-0-9071-2700-5210-00		Credit Card (C. Felch) - UBER	$14.31		
712362	06-30-2022	1752-0000-0-0000-2700-5210-00		Credit Card (C. Felch) - UBER	$15.72		
712363	06-30-2022	1930-0000-0-0000-2700-5210-00		Credit Card (C. Felch) - UBER	$14.31		
712364	06-30-2022	2043-0000-0-0000-2700-5210-00		Credit Card (C. Felch) - UBER	$7.52		
712365	06-30-2022	1234-0000-0-0000-2700-5210-00		Credit Card (C. Felch) - UBER	$20.31		
712366	06-30-2022	1752-0000-0-9071-2700-5210-00		Credit Card (C. Felch) - UBER	$10.62		
712367	06-30-2022	1930-0000-0-9071-2700-5210-00		Credit Card (C. Felch) - UBER	$9.67		
712368	06-30-2022	1752-0000-0-0000-2700-5210-00		Credit Card (C. Felch) - UBER	$10.62		
712369	06-30-2022	1930-0000-0-0000-2700-5210-00		Credit Card (C. Felch) - UBER	$9.67		
712370	06-30-2022	2043-0000-0-0000-2700-5210-00		Credit Card (C. Felch) - UBER	$5.08		
712371	06-30-2022	1234-0000-0-0000-2700-5210-00		Credit Card (C. Felch) - UBER	$21.53		
712372	06-30-2022	1752-0000-0-9071-2700-5210-00		Credit Card (C. Felch) - UBER	$11.26		
712373	06-30-2022	1930-0000-0-9071-2700-5210-00		Credit Card (C. Felch) - UBER	$10.25		
712374	06-30-2022	1752-0000-0-0000-2700-5210-00		Credit Card (C. Felch) - UBER	$11.26		
712375	06-30-2022	1930-0000-0-0000-2700-5210-00		Credit Card (C. Felch) - UBER	$10.25		
712376	06-30-2022	2043-0000-0-0000-2700-5210-00		Credit Card (C. Felch) - UBER	$5.39		
712387	06-30-2022	1234-0000-0-0000-2700-5210-00		Credit Card (D. Wilson) - Viasat Inc.	$8.93		
712388	06-30-2022	1752-0000-0-0000-2700-5210-00		Credit Card (D. Wilson) - Viasat Inc.	$9.34		

Vista Legacy Global Academy
Supporting Documentation

712389	06-30-2022	1930-0000-0-0000-2700-5210-00		Credit Card (D. Wilson) - Viasat Inc.	$8.50	
712390	06-30-2022	2043-0000-0-0000-2700-5210-00		Credit Card (D. Wilson) - Viasat Inc.	$2.23	
712391	06-30-2022	1234-0000-0-0000-2700-5210-00		Credit Card (D. Wilson) - UVC Inc.	$6.26	
712392	06-30-2022	1752-0000-0-0000-2700-5210-00		Credit Card (D. Wilson) - UVC Inc.	$6.55	
712393	06-30-2022	1930-0000-0-0000-2700-5210-00		Credit Card (D. Wilson) - UVC Inc.	$5.96	
712394	06-30-2022	2043-0000-0-0000-2700-5210-00		Credit Card (D. Wilson) - UVC Inc.	$1.57	
712395	06-30-2022	1234-0000-0-0000-2700-5210-00		Credit Card (D. Wilson) - UVC Inc.	$3.19	
712396	06-30-2022	1752-0000-0-0000-2700-5210-00		Credit Card (D. Wilson) - UVC Inc.	$3.33	
712397	06-30-2022	1930-0000-0-0000-2700-5210-00		Credit Card (D. Wilson) - UVC Inc.	$3.04	
712398	06-30-2022	2043-0000-0-0000-2700-5210-00		Credit Card (D. Wilson) - UVC Inc.	$0.80	
691808	07-14-2022	1234-0000-0-0000-2700-5210-00	Jesus Bojorquez	Expense Reimbursement: Flyer Drop-Off Recruitment	$11.76	
692783	07-18-2022	1752-0000-0-0000-2700-5210-00	Susana Betancourt	Expense Reimbursement: Mileage	$25.69	
692784	07-18-2022	1930-0000-0-0000-2700-5210-00	Susana Betancourt	Expense Reimbursement: Mileage	$25.69	
693874	07-20-2022	1234-0000-0-0000-2700-5210-00	Donald Wilson	Expense Reimbursement: Taxi Fair & Lodging	$392.61	
693875	07-20-2022	1752-0000-0-0000-2700-5210-00	Donald Wilson	Expense Reimbursement: Taxi Fair & Lodging	$410.33	
693876	07-20-2022	1930-0000-0-0000-2700-5210-00	Donald Wilson	Expense Reimbursement: Taxi Fair & Lodging	$373.73	
693877	07-20-2022	2043-0000-0-0000-2700-5210-00	Donald Wilson	Expense Reimbursement: Taxi Fair & Lodging	$98.44	
695520	07-22-2022	1752-0000-0-0000-2700-5210-00	Collin Felch	Expense Reimbursement: Travel Meals & Hotel	$544.26	
695521	07-22-2022	1930-0000-0-0000-2700-5210-00	Collin Felch	Expense Reimbursement: Travel Meals & Hotel	$544.26	
695538	07-22-2022	1234-0000-0-0000-2700-5210-00	Donald Wilson	Expense reimbursement: Conference meals & Travel Internet Use	$14.14	
695539	07-22-2022	1752-0000-0-0000-2700-5210-00	Donald Wilson	Expense reimbursement: Conference meals & Travel Internet Use	$17.92	
695540	07-22-2022	1930-0000-0-0000-2700-5210-00	Donald Wilson	Expense reimbursement: Conference meals & Travel Internet Use	$14.14	
695541	07-22-2022	2043-0000-0-0000-2700-5210-00	Donald Wilson	Expense reimbursement: Conference meals & Travel Internet Use	$4.72	
695542	07-22-2022	1932-0000-0-0000-2700-5210-00	Donald Wilson	Expense reimbursement: Conference meals & Travel Internet Use	$11.88	
702309	08-02-2022	1752-0000-0-0000-2700-5210-00	Karen Gough Eschrich	Expense Reimbursement: Parking	$60.00	
702537	08-02-2022	1234-0000-0-0000-2700-5210-00	Jesus Bojorquez	Expense Reimbursement: Flyer Drop-Off Recruitment	$18.88	
702533	08-02-2022	1234-0000-0-0000-2700-5210-00	Emilio Barajas	Expense Reimbursement: Mileage for IT Team PD	$45.13	
704619	08-04-2022	1932-0000-0-0000-2700-5210-00	Humberto Huerta	Expense reimbursement: Travel Meals & Cab Fare	$273.07	
704627	08-04-2022	1932-0000-0-0000-2700-5210-00	Nicole Hutson	Expense reimbursement: Travel Meals & Airport Shuttle	$369.77	
708609	08-08-2022	1234-0000-0-0000-2700-5210-00	Collin Felch	Expense Reimbursement: Meals & Mileage	$69.73	
708611	08-08-2022	1752-0000-0-0000-2700-5210-00	Collin Felch	Expense Reimbursement: Meals & Mileage	$69.73	
708613	08-08-2022	1930-0000-0-0000-2700-5210-00	Collin Felch	Expense Reimbursement: Meals & Mileage	$69.73	
708615	08-08-2022	1932-0000-0-0000-2700-5210-00	Collin Felch	Expense Reimbursement: Meals & Mileage	$69.73	
708617	08-08-2022	2043-0000-0-0000-2700-5210-00	Collin Felch	Expense Reimbursement: Meals & Mileage	$69.72	
716935	08-16-2022	1234-0000-0-0000-2700-5210-00	Erika Martinez	Expense Reimbursement - Mileage	$49.19	
716905	08-16-2022	1234-0000-0-0000-2700-5210-00	Jesus Bojorquez	Expense Reimbursement - Mileage	$60.38	
716901	08-16-2022	1234-0000-0-0000-2700-5210-00	Fellicia Santana	Expense Reimbursement - Mileage	$38.88	
		Total Activity			**$12,154.89**	**$15.25**
		Ending Balance			**$12,139.64**	
5220 - Conference, convention, meeting						
711998	05-17-2022	1234-0000-0-0000-2700-5220-00		Credit Card (D. Wilson) - ISTE	$441.84	
711999	05-17-2022	1234-0000-0-0000-2700-5220-00		Credit Card (D. Wilson) - ISTE	$23.09	
712012	05-17-2022	1752-0000-0-0000-2700-5220-00		Credit Card (C. Felch) - SA Chamber of Commerce	$16.75	
712013	05-17-2022	1752-0000-0-0000-2700-5220-00		Credit Card (D. Wilson) - ISTE	$461.93	
712014	05-17-2022	1752-0000-0-0000-2700-5220-00		Credit Card (D. Wilson) - ISTE	$24.15	
712042	05-17-2022	1930-0000-0-0000-2700-5220-00		Credit Card (C. Felch) - SA Chamber of Commerce	$15.25	
712043	05-17-2022	1930-0000-0-0000-2700-5220-00		Credit Card (D. Wilson) - ISTE	$420.60	
712044	05-17-2022	1930-0000-0-0000-2700-5220-00		Credit Card (D. Wilson) - ISTE	$21.98	
712051	05-17-2022	2043-0000-0-0000-2700-5220-00		Credit Card (D. Wilson) - ISTE	$110.63	
712052	05-17-2022	2043-0000-0-0000-2700-5220-00		Credit Card (D. Wilson) - ISTE	$5.78	
		Total Activity			**$1,542.00**	**$0.00**
		Ending Balance			**$1,542.00**	
5230 - Other travel expenses						
712255	06-30-2022	1930-0000-0-0000-0000-5230-00		21-22 Title IV Reclassifications	$300.00	
712256	06-30-2022	1930-4127-0-0000-0000-5230-00		21-22 Title IV Reclassifications		$300.00
		Total Activity			**$300.00**	**$300.00**
		Ending Balance				**$0.00**

Vista Legacy Global Academy
Supporting Documentation

5240 - X - Field Trips						
	Total Activity					**$0.00**
	Ending Balance					**$0.00**
5260 - Meetings - Staff/Parent						
	Total Activity					**$0.00**
	Ending Balance					**$0.00**
5300 - Dues and Memberships						
675191	06-01-2022	1752-0000-0-0000-2700-5300-00	Civic Center Business Park OA	May & June 2022 Assessments	$548.21	
675193	06-01-2022	1930-0000-0-0000-2700-5300-00	Civic Center Business Park OA	May & June 2022 Assessments	$499.19	
712804	06-30-2022	1752-0000-0-0000-0000-5300-00		21-22 Title IV Reclassifications	$4,740.12	
712807	06-30-2022	1752-4127-0-0000-0000-5300-00		21-22 Title IV Reclassifications		$4,740.12
743350	07-01-2022	1234-0000-0-0000-0000-5300-00		Expense 22-23 Membership	$4,140.00	
688134	07-01-2022	1932-0000-0-0000-2700-5300-00	National Benefit Services, LLC	403(b) Annual Document Maintenance Fee for 2022	$150.00	
724752	07-01-2022	1752-0000-0-0000-0000-5300-00		Expense 22-23 Membership	$7,360.00	
729095	07-19-2022	1752-0000-0-0000-2700-5300-00	FamilyID, Inc.	Implementation set-up arbiter pay unlimited pricing 400 schedule license (HS)	$3,290.00	
695478	07-20-2022	1234-0000-0-0000-0000-5300-00	California Charter Schools Association	C-Charter School Membership Dues (Through 06/30/23)	$4,187.50	
695479	07-20-2022	1930-0000-0-0000-0000-5300-00	California Charter Schools Association	C-Charter School Membership Dues (Through 06/30/23)	$4,025.00	
695480	07-20-2022	1752-0000-0-0000-0000-5300-00	California Charter Schools Association	C-Charter School Membership Dues (Through 06/30/23)	$4,462.50	
695481	07-20-2022	1932-0000-0-0000-0000-5300-00	California Charter Schools Association	C-Charter School Membership Dues (Through 06/30/23)	$3,787.50	
695482	07-20-2022	2043-0000-0-0000-0000-5300-00	California Charter Schools Association	C-Charter School Membership Dues (Through 06/30/23)	$1,087.50	
718804	07-29-2022	1234-0000-0-0000-2700-5300-00	Accrediting Commission for Schools	22-23 Annual Accreditation Membership	$830.00	
720303	07-29-2022	1752-0000-0-0000-7200-5300-00	Accrediting Commission for Schools	Member - Secondary - Annual Accreditation Membership Fee 22-23	$1,130.00	
709681	07-31-2022	1752-0000-0-0000-2700-5300-00	Civic Center Business Park OA	July 2022 Assessments	$306.58	
709683	07-31-2022	1930-0000-0-0000-2700-5300-00	Civic Center Business Park OA	July 2022 Assessments	$242.06	
709822	08-03-2022	1234-0000-0-0000-2700-5300-00	Edmentum	Unlimited enrollment subscription - 8/6/22 - 8/5/23	$447.02	
709823	08-03-2022	1752-0000-0-0000-2700-5300-00	Edmentum	Unlimited enrollment subscription - 8/6/22 - 8/5/23	$566.33	
709824	08-03-2022	1930-0000-0-0000-2700-5300-00	Edmentum	Unlimited enrollment subscription - 8/6/22 - 8/5/23	$447.02	
709825	08-03-2022	2043-0000-0-0000-2700-5300-00	Edmentum	Unlimited enrollment subscription - 8/6/22 - 8/5/23	$149.07	
709826	08-03-2022	1932-0000-0-0000-2700-5300-00	Edmentum	Unlimited enrollment subscription - 8/6/22 - 8/5/23	$375.56	
	Total Activity				**$42,771.16**	**$4,740.12**
	Ending Balance				**$38,031.04**	
5330 - X - Membership dues						
	Total Activity					**$0.00**
	Ending Balance					**$0.00**
5340 - Filing fees						
	Total Activity					**$0.00**
	Ending Balance					**$0.00**
5400 - Insurance						
711147	06-01-2022	1234-0000-0-0000-0000-5400-00		Expense Jun 2022 Gen Liab Insurance	$2,144.77	
711149	06-01-2022	1752-0000-0-0000-0000-5400-00		Expense Jun 2022 Gen Liab Insurance	$1,994.72	
711151	06-01-2022	1930-0000-0-0000-0000-5400-00		Expense Jun 2022 Gen Liab Insurance	$1,933.75	
711153	06-01-2022	2043-0000-0-0000-0000-5400-00		Expense Jun 2022 Gen Liab Insurance	$744.20	
711155	06-01-2022	1752-0000-0-0000-0000-5400-01		Expense Jun 2022 Gen Liab Insurance	$241.44	
688148	07-01-2022	1932-0000-0-0000-0000-5400-00	Sun Life	July 2022 Insurance	$1,564.25	
724776	07-01-2022	1234-0000-0-0000-0000-5400-00		Expense Jul 2022 Gen Liab Insurance	$2,196.48	
724778	07-01-2022	1752-0000-0-0000-0000-5400-00		Expense Jul 2022 Gen Liab Insurance	$1,892.09	
724780	07-01-2022	1930-0000-0-0000-0000-5400-00		Expense Jul 2022 Gen Liab Insurance	$2,046.75	
724782	07-01-2022	2043-0000-0-0000-0000-5400-00		Expense Jul 2022 Gen Liab Insurance	$735.46	
724784	07-01-2022	1752-0000-0-0000-0000-5400-01		Expense Jul 2022 Gen Liab Insurance	$817.22	
724786	07-01-2022	1932-0000-0-0000-0000-5400-00		Expense Jul 2022 Gen Liab Insurance	$791.92	
693930	07-01-2022	1932-0000-0-0000-0000-5400-00	Mutual of Omaha	July 2022 - Life Insurance	$817.52	
704531	07-18-2022	1932-0000-0-0000-0000-5400-00	Sun Life	Aug 2022 Insurance	$1,564.25	
724365	07-19-2022	1932-0000-0-0000-7200-5400-00	Arthur J. Gallagher & Co. Insurance Brokers of CA., Inc.	Fire, Casualty & Specialty Insurance - Palm Lane 07/01/22 - 07/01/23	$34,517.40	
743894	08-01-2022	1234-0000-0-0000-0000-5400-00		Expense Aug 2022 Gen Liab Insurance	$1,830.78	
743896	08-01-2022	1752-0000-0-0000-0000-5400-00		Expense Aug 2022 Gen Liab Insurance	$1,698.41	
743898	08-01-2022	1930-0000-0-0000-0000-5400-00		Expense Aug 2022 Gen Liab Insurance	$2,204.22	

Vista Legacy Global Academy
Supporting Documentation

743900	08-01-2022	2043-0000-0-0000-0000-5400-00		Expense Aug 2022 Gen Liab Insurance	$531.15		
743902	08-01-2022	1752-0000-0-0000-0000-5400-01		Expense Aug 2022 Gen Liab Insurance	$679.53		
743904	08-01-2022	1932-0000-0-0000-0000-5400-00		Expense Aug 2022 Gen Liab Insurance	$1,535.83		
726163	08-08-2022	1932-0000-0-0000-2700-5400-00	The Hartford	Worker's Comp Insurance 2022-2023	$26,392.00		
		Total Activity			**$88,874.14**	**$0.00**	
		Ending Balance			**$88,874.14**		
5440 - Pupil Insurance							
		Total Activity				**$0.00**	
		Ending Balance				**$0.00**	
5450 - Other Insurance							
		Total Activity				**$0.00**	
		Ending Balance				**$0.00**	
5500 - Operations and Housekeeping Services							
661485	05-17-2022	1234-0000-0-0000-8200-5500-00	Glendale Fire Systems, Inc.	Fire Alarm System Testing	$800.00		
661181	05-19-2022	1930-0000-0-0000-8100-5500-00	Orkin	Pest Control Services	$57.19		
661183	05-19-2022	1752-0000-0-0000-8100-5500-00	Orkin	Pest Control Services	$62.81		
661197	05-23-2022	1752-0000-0-0000-8100-5500-00	Templo Calvario, Inc.	Cleaning Fees / services for the event on 5/17/22 (Heritage Spring Concert)	$750.00		
665130	05-26-2022	1752-0000-0-0000-2700-5500-00	Pacific Mechanical Contractors	Work Order 10589 Not Heating	$252.02		
665132	05-26-2022	1930-0000-0-0000-2700-5500-00	Pacific Mechanical Contractors	Work Order 10589 Not Heating	$229.48		
677068	05-26-2022	1752-0000-0-0000-2700-5500-00	Pacific Mechanical Contractors	Reclass Invoice #16691		$252.02	
677069	05-26-2022	1930-0000-0-0000-2700-5500-00	Pacific Mechanical Contractors	Reclass Invoice #16691		$229.48	
677070	05-26-2022	1752-3213-0-0000-2700-5500-00	Pacific Mechanical Contractors	Reclass Invoice #16691	$252.02		
677071	05-26-2022	1930-3213-0-0000-2700-5500-00	Pacific Mechanical Contractors	Reclass Invoice #16691	$229.48		
665524	05-27-2022	1234-0000-0-0000-8100-5500-00	Raider Fire Protection	Dry Chemical Extinguishers	$210.00		
668398	05-31-2022	1752-0000-0-0000-8100-5500-00	Miguel Angel Reyes Salgado	Landscaping Services (June 2022)	$143.93		
668400	05-31-2022	1930-0000-0-0000-8100-5500-00	Miguel Angel Reyes Salgado	Landscaping Services (June 2022)	$131.07		
665518	06-01-2022	1234-0000-0-0000-8100-5500-00	Hoist Elevator Company	Routine Monthly Service	$150.00		
670136	06-01-2022	1234-0000-0-0000-8200-5500-00	Glendale Fire Systems, Inc.	Fire Alarm Monitoring	$147.00		
673340	06-07-2022	1752-0000-0-0000-8100-5500-00	Orkin	Pest Control Services	$62.81		
673342	06-07-2022	1930-0000-0-0000-8100-5500-00	Orkin	Pest Control Services	$57.19		
674541	06-08-2022	1234-0000-0-0000-8100-5500-00	Western Exterminator Company	Rodent Control Only Maintenance - June 2022	$158.05		
672149	06-15-2022	1752-0000-0-0000-2700-5500-00	Ruth Valdin	Expense Reimbursement: 8th Grade Gown Cleaning	$800.00		
673070	06-15-2022	1752-0000-0-0000-8100-5500-00	Templo Calvario, Inc.	Cleaning Fees / services for 06/17-08/22 Event	$680.42		
673072	06-15-2022	1930-0000-0-0000-8100-5500-00	Templo Calvario, Inc.	Cleaning Fees / services for 06/17-08/22 Event	$619.58		
675223	06-20-2022	1752-0000-0-0000-8100-5500-00	Orkin	Pest Control Services	$62.81		
675225	06-20-2022	1930-0000-0-0000-8100-5500-00	Orkin	Pest Control Services	$57.19		
677904	06-29-2022	1930-3213-0-0000-2700-5500-00	Pacific Mechanical Contractors	Work Order 10655 - Not Cooling	$203.98		
677906	06-29-2022	1752-3213-0-0000-2700-5500-00	Pacific Mechanical Contractors	Work Order 10655 - Not Cooling	$224.02		
715107	06-29-2022	1752-3213-0-0000-2700-5500-00	Pacific Mechanical Contractors	Reclass Invoice #16725		$224.02	
715109	06-29-2022	1752-3212-0-0000-2700-5500-00	Pacific Mechanical Contractors	Reclass Invoice #16725	$224.02		
717387	06-29-2022	1930-3213-0-0000-2700-5500-00	Pacific Mechanical Contractors	Reclass Invoice #16725		$203.98	
717389	06-29-2022	1930-3212-0-0000-2700-5500-00	Pacific Mechanical Contractors	Reclass Invoice #16725	$203.98		
689159	06-30-2022	1930-0000-0-0000-8100-5500-00	Miguel Angel Reyes Salgado	Landscaping Services (July 2022)	$131.07		
689161	06-30-2022	1752-0000-0-0000-8100-5500-00	Miguel Angel Reyes Salgado	Landscaping Services (July 2022)	$143.93		
695466	06-30-2022	1930-0000-0-0000-8100-5500-00	C Below, Inc.	Vista Mechanical Shop Utility - Service 6/27 -6/30/22	$2,199.38		
695467	06-30-2022	1752-0000-0-0000-8100-5500-00	C Below, Inc.	Vista Mechanical Shop Utility - Service 6/27 -6/30/22	$2,785.62		
729317	07-01-2022	1752-0000-0-0000-0000-5500-00	Schindler Elevator Corporation	Yearly Billing 07/02/22 - 06/30/2023	$3,093.05		
729319	07-01-2022	1930-0000-0-0000-0000-5500-00	Schindler Elevator Corporation	Yearly Billing 07/02/22 - 06/30/2023	$2,442.10		
721148	07-01-2022	1932-0000-0-0000-8100-5500-00	Miguel Angel Reyes Salgado	Landscaping Services (June 2022) - Palm Lane	$425.00		
688154	07-01-2022	1932-0000-0-0000-2700-5500-00	Terminix Processing Center	Pest Control	$210.00		
688150	07-01-2022	1932-0000-0-0000-2700-5500-00	Terminix Processing Center	Pest Control	$12.00		
689167	07-01-2022	1930-0000-0-0000-8100-5500-00	Orkin	Pest Control Services	$57.19		
689169	07-01-2022	1752-0000-0-0000-8100-5500-00	Orkin	Pest Control Services	$62.81		
692228	07-01-2022	1234-0000-0-0000-8100-5500-00	Hoist Elevator Company	Routine Monthly Service	$150.00		
692771	07-01-2022	1932-0000-0-0000-8200-5500-00	ICS Service Company	May 2022 - Burglary & Fire Monitoring	$38.00		
693832	07-01-2022	1932-0000-0-0000-8100-5500-00	Absolute Facility Solutions Inc.	June 2022 - Janitorial Service	$2,720.03		
693834	07-01-2022	1932-0000-0-0000-8100-5500-00	Absolute Facility Solutions Inc.	July 2022 - Janitorial Services	$2,490.00		

Vista Legacy Global Academy
Supporting Documentation

693914	07-01-2022	1932-0000-0-0000-8100-5500-00	Miguel Angel Reyes Salgado	Landscaping Services (May 2022)	$425.00	
689179	07-05-2022	1752-0000-0-0000-2700-5500-00	Templo Calvario, Inc.	Cleaning Fees / services for 6/24- 6/30/22 event	$351.00	
704515	07-14-2022	1932-0000-0-0000-8200-5500-00	ICS Service Company	June 2022 - Burglary & Fire Monitoring	$38.00	
692276	07-15-2022	1234-0000-0-0000-0000-5500-00	Pro Systems Inc	Commercial Monitoring 08/01/22 - 10/31/2022	$83.01	
695670	07-15-2022	1930-0000-0-0000-8100-5500-00	Orkin	Pest Control Services	$52.94	
695671	07-15-2022	1752-0000-0-0000-8100-5500-00	Orkin	Pest Control Services	$67.06	
695684	07-19-2022	1930-3213-0-0000-2700-5500-00	Pacific Mechanical Contractors	Troubleshooting of AC Unit - WO # 10683	$271.45	
695685	07-19-2022	1752-3213-0-0000-2700-5500-00	Pacific Mechanical Contractors	Troubleshooting of AC Unit - WO # 10683	$343.80	
756759	07-19-2022	1752-3213-0-0000-2700-5500-00	Pacific Mechanical Contractors	Reclass invoice # 16735		$343.80
756760	07-19-2022	1752-3212-0-0000-2700-5500-00	Pacific Mechanical Contractors	Reclass invoice # 16735	$343.80	
700926	07-26-2022	1752-0000-0-0000-8100-5500-00	Orkin	Pest Control Services	$67.06	
700927	07-26-2022	1930-0000-0-0000-8100-5500-00	Orkin	Pest Control Services	$52.94	
721192	07-26-2022	1932-0000-0-0000-2700-5500-00	Terminix Processing Center	Pest Control	$210.00	
720323	07-29-2022	1930-0000-0-0000-8100-5500-00	Miguel Angel Reyes Salgado	Landscaping July, 2022 + Extra trees	$253.69	
720325	07-29-2022	1752-0000-0-0000-8100-5500-00	Miguel Angel Reyes Salgado	Landscaping July, 2022 + Extra trees	$321.31	
721150	07-29-2022	1932-0000-0-0000-8100-5500-00	Miguel Angel Reyes Salgado	Landscaping Services (July 2022) - Palm Lane	$425.00	
704435	08-01-2022	1932-0000-0-0000-8100-5500-00	Absolute Facility Solutions Inc.	Aug 2022 - Janitorial Services	$2,490.00	
713187	08-01-2022	1234-0000-0-0000-8100-5500-00	Hoist Elevator Company	Routine Monthly Service	$150.00	
756334	08-01-2022	1932-0000-0-0000-8100-5500-00	Absolute Facility Solutions Inc.	Reclass Invoice #4237		$2,490.00
756336	08-01-2022	1932-3213-0-0000-8100-5500-00	Absolute Facility Solutions Inc.	Reclass Invoice #4237	$2,490.00	
709846	08-04-2022	1752-0000-0-0000-2700-5500-00	Templo Calvario, Inc.	VGA - 7/18/22- 7/22/22 Event - Cleaning Fees / Services	$290.58	
709848	08-04-2022	1930-0000-0-0000-2700-5500-00	Templo Calvario, Inc.	VGA - 7/18/22- 7/22/22 Event - Cleaning Fees / Services	$229.42	
725692	08-10-2022	1932-0000-0-0000-8100-5500-00	Harbor Building Maintenance, Inc.	Carpet Cleaning Services	$5,130.00	
720335	08-12-2022	1752-0000-0-0000-8100-5500-00	Orkin	Pest Control Services	$67.06	
720337	08-12-2022	1930-0000-0-0000-8100-5500-00	Orkin	Pest Control Services	$52.94	
720367	08-15-2022	1752-0000-0-0000-8100-5500-00	EXTREME CLEANING INC.	Strip and Wax Service on New building	$1,913.89	
720369	08-15-2022	1930-0000-0-0000-8100-5500-00	EXTREME CLEANING INC.	Strip and Wax Service on New building	$1,511.11	
		Total Activity			**$41,360.29**	**$3,743.30**
		Ending Balance			**$37,616.99**	
5510 - Utilities						
670142	05-25-2022	1234-0000-0-0000-8100-5510-00	SoCalGas	Utilities 04/22/22 - 05/23/22	$14.73	
665079	05-27-2022	1752-0000-0-0000-8100-5510-00	City of Santa Ana	Water Utility 03/30/2022 - 05/25/2022	$746.26	
665081	05-27-2022	1930-0000-0-0000-8100-5510-00	City of Santa Ana	Water Utility 03/30/2022 - 05/25/2022	$679.54	
665087	05-27-2022	1752-0000-0-0000-8100-5510-00	City of Santa Ana	Water Utility 03/30/2022 - 05/25/2022	$191.56	
665089	05-27-2022	1930-0000-0-0000-8100-5510-00	City of Santa Ana	Water Utility 03/30/2022 - 05/25/2022	$174.43	
665095	05-27-2022	1752-0000-0-0000-8100-5510-00	City of Santa Ana	Water Utility 03/30/2022 - 05/25/2022	$377.36	
665097	05-27-2022	1930-0000-0-0000-8100-5510-00	City of Santa Ana	Water Utility 03/30/2022 - 05/25/2022	$343.62	
674517	06-08-2022	1234-0000-0-0000-8100-5510-00	LADWP	Water & Sewer Charges 05/07/22 - 06/08/22	$264.32	
672330	06-10-2022	1234-0000-0-0000-8100-5510-00	LADWP	Electric Charges 04/12/22 - 06/07/22	$8,475.73	
678174	06-24-2022	1234-0000-0-0000-8100-5510-00	SoCalGas	Utilities 05/23/22 - 06/22/22	$2.40	
693860	07-01-2022	1932-0000-0-0000-2700-5510-00	City of Anaheim	Electricity / Water Utilities : 05/26/22 - 06/28/22	$7,794.00	
692236	07-08-2022	1234-0000-0-0000-8100-5510-00	LADWP	Water & Sewer Charges 06/08/22 - 07/08/22	$152.68	
692779	07-11-2022	1932-0000-0-0000-8100-5510-00	SoCalGas	Utilities 06/07/22 - 07/07/22	$110.82	
713231	07-26-2022	1234-0000-0-0000-8100-5510-00	SoCalGas	Utilities 06/22/22 - 07/22/22	$2.25	
725672	07-29-2022	1932-0000-0-0000-2700-5510-00	City of Anaheim	Electricity / Water Utilities : 06/28/22 - 07/26/22	$6,395.48	
709812	07-29-2022	1752-0000-0-0000-8100-5510-00	City of Santa Ana	Water Utility 05/25/2022 - 07/27/2022	$389.45	
709814	07-29-2022	1930-0000-0-0000-8100-5510-00	City of Santa Ana	Water Utility 05/25/2022 - 07/27/2022	$307.49	
709816	07-29-2022	1752-0000-0-0000-8100-5510-00	City of Santa Ana	Water Utility 05/25/2022 - 07/27/2022	$212.20	
709818	07-29-2022	1930-0000-0-0000-8100-5510-00	City of Santa Ana	Water Utility 05/25/2022 - 07/27/2022	$167.55	
709808	07-29-2022	1752-0000-0-0000-8100-5510-00	City of Santa Ana	Water Utility 05/25/2022 - 07/27/2022	$791.28	
709810	07-29-2022	1930-0000-0-0000-8100-5510-00	City of Santa Ana	Water Utility 05/25/2022 - 07/27/2022	$624.76	
718768	08-09-2022	1234-0000-0-0000-8100-5510-00	LADWP	Water & Sewer Charges 07/08/22 - 08/09/22	$144.00	
719465	08-12-2022	1234-0000-0-0000-8100-5510-00	LADWP	Electric Charges 06/07/22 - 08/05/22	$10,801.66	
		Total Activity			**$39,163.57**	**$0.00**
		Ending Balance			**$39,163.57**	
5540 - Waste Disposal						
670118	06-01-2022	1234-0000-0-0000-8100-5540-00	Athens Services	June 2022 Waste Disposal Services	$1,870.06	

Vista Legacy Global Academy
Supporting Documentation

664977	06-01-2022	1752-0000-0-0000-8100-5540-00	WM Corporate Services, Inc.	May 2022 Trash Services	$677.00	
664979	06-01-2022	1930-0000-0-0000-8100-5540-00	WM Corporate Services, Inc.	May 2022 Trash Services	$616.46	
692218	06-30-2022	1234-0000-0-0000-8100-5540-00	Athens Services	June 2022 Bin Overflow Charges	$120.13	
689189	07-01-2022	1930-0000-0-0000-8100-5540-00	WM Corporate Services, Inc.	June 2022 Trash Services	$616.46	
689190	07-01-2022	1752-0000-0-0000-8100-5540-00	WM Corporate Services, Inc.	June 2022 Trash Services	$677.00	
692220	07-01-2022	1234-0000-0-0000-8100-5540-00	Athens Services	July 2022 Waste Disposal Services	$1,684.73	
718770	08-01-2022	1234-0000-0-0000-8100-5540-00	Athens Services	Aug 2022 Waste Disposal Services	$1,472.68	
		Total Activity			**$7,734.52**	**$0.00**
		Ending Balance			**$7,734.52**	
5600 - Rentals Leases, Repairs and Noncapitalized I						
712015	05-17-2022	1752-0000-0-0000-2700-5600-00		Credit Card (C. Felch) - Gold Start Party Rentals	$281.07	
712045	05-17-2022	1930-0000-0-0000-2700-5600-00		Credit Card (C. Felch) - Gold Start Party Rentals	$255.93	
709902	05-31-2022	2043-0000-0-0000-0000-5600-00		Prop 39 Pro-Rata	$6,037.06	
665522	06-01-2022	1234-0000-0-0000-2700-5600-00	KYOCERA DOCUMENT SOLUTIONS WEST, LLC	Copier Lease: 06/01/2022 - 08/31/2022	$886.53	
670156	06-02-2022	1234-0000-0-0000-8100-5600-00	Waterlogic Americas	Water (06/01/22 - 06/30/22)	$49.27	
675637	06-02-2022	1930-0000-0-0000-8100-5600-00	Waterlogic Americas	Water (6/1/22 - 6/30/22)	$52.08	
675639	06-02-2022	1752-0000-0-0000-8100-5600-00	Waterlogic Americas	Water (6/1/22 - 6/30/22)	$57.19	
674535	06-04-2022	1234-0000-0-0000-2700-5600-00	Wells Fargo Vendor Financial Services, LLC	June 2022 KYOCERA Copier Lease - Contract #450-9683424-001	$894.53	
674537	06-04-2022	1752-0000-0-0000-2700-5600-00	Wells Fargo Vendor Financial Services, LLC	June 2022 KYOCERA Copier Lease - Contract #450-9683424-001	$1,504.25	
674539	06-07-2022	1234-0000-0-0000-2700-5600-00	Wells Fargo Vendor Financial Services, LLC	June 2022 KYOCERA Copier Lease - Contract #450-9683424-003	$761.03	
675883	06-10-2022	2043-0000-0-0000-2700-5600-00	Wells Fargo Vendor Financial Services, LLC	June 2022 KYOCERA Copier Lease - Contract #450-9683424-002	$434.67	
677894	06-24-2022	1930-0000-0-0000-2700-5600-00	Cover Your Brass LLC	Material and installation of the FDC line cage	$840.72	
677896	06-24-2022	1752-0000-0-0000-2700-5600-00	Cover Your Brass LLC	Material and installation of the FDC line cage	$923.28	
711275	06-30-2022	2043-0000-0-0000-0000-5600-00		Prop 39 Pro-Rata	$6,037.06	
704487	07-01-2022	1932-0000-0-0000-2700-5600-00	Cintas Corp	Automated External Defibrillator	$117.45	
729375	07-01-2022	1752-0000-0-0000-8100-5600-00	Waterlogic Americas	Water (07/01/22 - 07/31/22)	$61.07	
729377	07-01-2022	1930-0000-0-0000-8100-5600-00	Waterlogic Americas	Water (07/01/22 - 07/31/22)	$48.20	
688102	07-01-2022	1932-0000-0-0000-2700-5600-00	Cintas Corp	Equipment Rental	$117.45	
688156	07-01-2022	1932-0000-0-0000-2700-5600-00	U.S. Bank Equipment Finance	May & June 2022 Coper Leases - Contract # 500-0550234-000	$1,432.80	
692286	07-01-2022	1234-0000-0-0000-8100-5600-00	Waterlogic Americas	Water (07/01/22 - 07/31/22)	$49.27	
693892	07-01-2022	1932-0000-0-0000-2700-5600-00	Encore	Equipment Rental	$12,986.80	
694014	07-01-2022	1932-0000-0-0000-2700-5600-00	Cintas Corp	Automated External Defibrillator	$117.45	
694320	07-01-2022	1932-0000-0-0000-2700-5600-00	Quadient Leasing USA, Inc.	Lease Payment - 06/25/22 - 09/24/22	$244.10	
692230	07-06-2022	1234-0000-0-0000-2700-5600-00	KYOCERA DOCUMENT SOLUTIONS WEST, LLC	Copier Lease: 04/01/22 - 06/30/22	$664.67	
692231	07-06-2022	1752-0000-0-0000-2700-5600-00	KYOCERA DOCUMENT SOLUTIONS WEST, LLC	Copier Lease: 04/01/22 - 06/30/22	$2,893.20	
692232	07-06-2022	2043-0000-0-0000-2700-5600-00	KYOCERA DOCUMENT SOLUTIONS WEST, LLC	Copier Lease: 04/01/22 - 06/30/22	$427.14	
694556	07-07-2022	1234-0000-0-0000-2700-5600-00	Wells Fargo Vendor Financial Services, LLC	July 2022 KYOCERA Copier Lease - Contract #450-9683424-001	$931.93	
694557	07-07-2022	1752-0000-0-0000-2700-5600-00	Wells Fargo Vendor Financial Services, LLC	July 2022 KYOCERA Copier Lease - Contract #450-9683424-001	$1,586.79	
694560	07-08-2022	1234-0000-0-0000-2700-5600-00	Wells Fargo Vendor Financial Services, LLC	July 2022 KYOCERA Copier Lease - Contract #450-9683424-003	$761.03	
698956	07-09-2022	2043-0000-0-0000-2700-5600-00	Wells Fargo Vendor Financial Services, LLC	July 2022 KYOCERA Copier Lease - Contract #450-9683424-002	$399.67	
699134	07-09-2022	1234-0000-0-0000-2700-5600-00	Toshiba Financial Services	July 2022 Toshiba Copier Lease - Contract #450-0076617-000	$1,834.66	
699135	07-09-2022	1752-0000-0-0000-2700-5600-00	Toshiba Financial Services	July 2022 Toshiba Copier Lease - Contract #450-0076617-000	$1,025.21	
699136	07-09-2022	1930-0000-0-0000-2700-5600-00	Toshiba Financial Services	July 2022 Toshiba Copier Lease - Contract #450-0076617-000	$809.45	
699137	07-09-2022	2043-0000-0-0000-2700-5600-00	Toshiba Financial Services	July 2022 Toshiba Copier Lease - Contract #450-0076617-000	$917.33	
724372	07-27-2022	1752-0000-0-0000-0000-5600-00		Loan Intercept Payment	$86,778.61	
724396	07-27-2022	1930-0000-0-0000-0000-5600-00		Loan Intercept Payment	$65,464.56	
721162	07-30-2022	1932-0000-0-0000-2700-5600-00	Century Business Services	Copier Lease Contract # 500-0550234-000-01 (07/20/2018 - 07/19/2023)	$2,087.21	
744634	07-31-2022	2043-0000-0-0000-0000-5600-00		Prop 39 Pro Rata	$18,435.00	
704483	08-01-2022	1932-0000-0-0000-2700-5600-00	Cintas Corp	Automated External Defibrillator	$117.45	
729379	08-02-2022	1752-0000-0-0000-8100-5600-00	Waterlogic Americas	Water (08/01/22 - 08/31/22)	$61.07	
729381	08-02-2022	1930-0000-0-0000-8100-5600-00	Waterlogic Americas	Water (08/01/22 - 08/31/22)	$48.20	
713233	08-02-2022	1234-0000-0-0000-8100-5600-00	Waterlogic Americas	Water (08/01/22 - 08/31/22)	$49.27	
718758	08-06-2022	1234-0000-0-0000-2700-5600-00	Wells Fargo Vendor Financial Services, LLC	August 2022 KYOCERA Copier Lease - Contract #450-9683424-001	$931.93	
718759	08-06-2022	1752-0000-0-0000-2700-5600-00	Wells Fargo Vendor Financial Services, LLC	August 2022 KYOCERA Copier Lease - Contract #450-9683424-001	$1,586.79	
718748	08-06-2022	1234-0000-0-0000-2700-5600-00	Toshiba Financial Services	Aug 2022 Toshiba Copier Lease - Contract #450-0076617-000	$1,795.06	
718749	08-06-2022	2043-0000-0-0000-2700-5600-00	Toshiba Financial Services	Aug 2022 Toshiba Copier Lease - Contract #450-0076617-000	$897.53	
718750	08-06-2022	1752-0000-0-0000-2700-5600-00	Toshiba Financial Services	Aug 2022 Toshiba Copier Lease - Contract #450-0076617-000	$1,003.08	

Vista Legacy Global Academy
Supporting Documentation

718751	08-06-2022	1930-0000-0-0000-2700-5600-00	Toshiba Financial Services	Aug 2022 Toshiba Copier Lease - Contract #450-0076617-000	$791.98		
718756	08-06-2022	1234-0000-0-0000-2700-5600-00	Wells Fargo Vendor Financial Services, LLC	August 2022 KYOCERA Copier Lease - Contract #450-9683424-003	$761.03		
730538	08-11-2022	2043-0000-0-0000-2700-5600-00	Wells Fargo Vendor Financial Services, LLC	Aug 2022 KYOCERA Copier Lease - Contract #450-9683424-002	$399.67		
		Total Activity			**$227,648.78**	**$0.00**	
		Ending Balance			**$227,648.78**		
5610 - Rent, parking, other occupancy							
657207	05-18-2022	1930-0000-0-0000-2700-5610-00	Extra Space Storage	Rent Unit # A15	$203.03		
657209	05-18-2022	1752-0000-0-0000-2700-5610-00	Extra Space Storage	Rent Unit # A15	$222.97		
657195	05-18-2022	1752-0000-0-0000-2700-5610-00	Extra Space Storage	R201- Parking Spot - School Bus	$343.00		
660144	05-18-2022	1930-0000-0-0000-2700-5610-00	Extra Space Storage	Rent Unit # R202 - Condor Bus parking spot	$338.00		
709670	06-01-2022	1234-0000-0-0000-0000-5610-00	U.S. Bank		$41,728.64		
711214	06-01-2022	1752-0000-0-0000-0000-5610-00		Expense Jun 2022 Parking Space Rental	$150.00		
711216	06-01-2022	1930-0000-0-0000-0000-5610-00		Expense Jun 2022 Parking Space Rental	$150.00		
673086	06-15-2022	1752-0000-0-0000-2700-5610-00	Extra Space Storage	Rent Unit # A15	$222.97		
673088	06-15-2022	1930-0000-0-0000-2700-5610-00	Extra Space Storage	Rent Unit # A15	$203.03		
673098	06-15-2022	1752-0000-0-0000-2700-5610-00	Extra Space Storage	R201- Parking Spot - School Bus	$343.00		
675237	06-15-2022	1930-0000-0-0000-2700-5610-00	Templo Calvario, Inc.	Rental Lease - 04/01/22 - 06/17/22	$4,000.00		
675205	06-15-2022	1930-0000-0-0000-2700-5610-00	Extra Space Storage	Rent Unit # R202 - Condor Bus parking spot	$338.00		
712348	06-30-2022	1930-0000-0-0000-2700-5610-00		Credit Card (C. Felch) - Extra Storage Space	$259.00		
738027	06-30-2022	1752-6030-0-0000-0000-5610-00		21-22 SB740 Reclassification	$106,239.40		
738030	06-30-2022	1752-0000-0-0000-0000-5610-00		21-22 SB740 Reclassification		$106,239.40	
738089	06-30-2022	1930-6030-0-0000-0000-5610-00		21-22 SB740 Reclassification	$54,666.83		
738092	06-30-2022	1930-0000-0-0000-0000-5610-00		21-22 SB740 Reclassification		$54,666.83	
720823	06-30-2022	1234-6030-0-0000-0000-5610-00			$314,699.85		
720826	06-30-2022	1234-0000-0-0000-0000-5610-00				$314,699.85	
724732	07-01-2022	1752-0000-0-0000-0000-5610-00		Expense Jul 2022 Parking Space Rental	$150.00		
724754	07-01-2022	1930-0000-0-0000-0000-5610-00		Expense Jul 2022 Parking Space Rental	$150.00		
694538	07-15-2022	1930-0000-0-0000-2700-5610-00	Extra Space Storage	Rent Unit #R110 - 07/15/22-08/14/22	$234.00		
767456	07-31-2022	1234-0000-0-0000-0000-5610-00	U.S. Bank	Jul 2022 Rent	$41,534.56		
739964	07-31-2022	2043-0000-0-0000-0000-5610-00	Los Angeles Unified School District	Vista Horizon Global Academy, Prop. 39 Pro Rata Share, July 2022-23	$6,153.68		
743964	08-01-2022	1930-0000-0-0000-0000-5610-00		Expense Aug 2022 Rental	$150.00		
743966	08-01-2022	1930-0000-0-0000-0000-5610-00		Expense Aug 2022 Rental	$187.95		
743968	08-01-2022	1930-0000-0-0000-0000-5610-00		Expense Aug 2022 Rental	$338.00		
743980	08-01-2022	1752-0000-0-0000-0000-5610-00		Expense Aug 2022 Rental	$150.00		
743982	08-01-2022	1752-0000-0-0000-0000-5610-00		Expense Aug 2022 Rental	$343.00		
743984	08-01-2022	1752-0000-0-0000-0000-5610-00		Expense Aug 2022 Rental	$238.05		
710291	08-10-2022	2043-0000-0-0000-0000-5610-00	Los Angeles Unified School District	Vista Horizon Global Academy, Prop. 39 Pro Rata Share, August 2022-23	$6,153.68		
		Total Activity			**$579,890.64**	**$475,606.08**	
		Ending Balance			**$104,284.56**		
5630 - Real Estate Taxes							
		Total Activity					**$0.00**
		Ending Balance					**$0.00**
5640 - Repairs							
712019	05-17-2022	1752-0000-0-0000-3600-5640-00		Credit Card (C. Felch) - Pete's Road Service	$606.91		
660060	05-24-2022	1752-0000-0-0000-2700-5640-00	Brooke Podgorski	Expense Reimbursement - Windshield repair	$1,312.23		
661175	05-24-2022	1930-0000-0-0000-3600-5640-00	Godofredo Valencia	Bus # 2 Service - Coolant (AF2 Fleet) + Labor 5/24/22	$221.74		
662809	05-24-2022	1930-0000-0-0000-3600-5640-00	Godofredo Valencia	45 Day Inspection for Bus 2	$214.62		
711796	05-31-2022	1234-6504-0-0000-2700-5640-00		Credit Card (K. Amaya) - Downtown HiTech	$220.00		
711797	05-31-2022	1234-6504-0-0000-2700-5640-00		Credit Card (K. Amaya) - Downtown Hi-Tech	$69.00		
711814	05-31-2022	1752-0000-0-0000-3600-5640-00		Credit Card (C. Felch) - Pete's road service	$1,596.65		
700912	06-12-2022	1752-0000-0-0000-2700-5640-00	D&S Construction Services Inc.	Repaint one red wall in class room to different color	$377.19		
700913	06-12-2022	1930-0000-0-0000-2700-5640-00	D&S Construction Services Inc.	Repaint one red wall in class room to different color	$297.81		
672074	06-15-2022	1752-0000-0-0000-2700-5640-00	Joel Reyes	Expense Reimbursement: Bus Repair	$15.28		
689137	06-25-2022	1752-0000-0-0000-3600-5640-00	Godofredo Valencia	45 Day Inspection for Bus 2	$1,120.41		
694546	06-25-2022	1930-0000-0-0000-3600-5640-00	Godofredo Valencia	45 Day Bus Inspection for Bus 1	$728.23		
688282	06-27-2022	1752-0000-0-0000-2700-5640-00	Juan's Auto Upholstery	Re - Upholstery of Bus	$220.00		
712351	06-30-2022	1752-0000-0-0000-3600-5640-00		Credit Card (C. Felch) - PETER'S	$517.43		

Vista Legacy Global Academy
Supporting Documentation

712435	06-30-2022	1752-0000-0-0000-2700-5640-00		Credit Card (L. Drake) - AutoZone	$8.73		
702393	08-01-2022	1752-0000-0-0000-2700-5640-00	Dave's Iron Works	Repair and paint - Labor materials and installation (fence)	$3,352.80		
702395	08-01-2022	1930-0000-0-0000-2700-5640-00	Dave's Iron Works	Repair and paint - Labor materials and installation (fence)	$2,647.20		
713185	08-03-2022	1234-0000-0-0000-8100-5640-00	Dick's Lock & Key	Service Call & Locks Adjusted	$223.74		
729075	08-03-2022	1752-0000-0-0000-2700-5640-00	D&S Construction Services Inc.	Credit $525. Plumbing (Restrooms in bay 3 2nd floor)	$8,088.63		
729077	08-03-2022	1930-0000-0-0000-2700-5640-00	D&S Construction Services Inc.	Credit $525. Plumbing (Restrooms in bay 3 2nd floor)	$6,386.37		
720331	08-06-2022	1752-0000-0-0000-3600-5640-00	Godofredo Valencia	Heritage Bus - 45 Day Bus Inspection - 8/6/22	$606.92		
722282	08-06-2022	1930-0000-0-0000-3600-5640-00	Godofredo Valencia	Bus # 1 45 Day Inspection and Labor	$579.54		
729081	08-06-2022	1752-0000-0-0000-2700-5640-00	D&S Construction Services Inc.	Bay 3 Downstairs restrooms tile	$2,905.76		
729083	08-06-2022	1930-0000-0-0000-2700-5640-00	D&S Construction Services Inc.	Bay 3 Downstairs restrooms tile	$2,294.24		
746348	08-16-2022	1752-0000-0-0000-3600-5640-00	Godofredo Valencia	Bus 2 - Repairs	$315.00		
		Total Activity			**$34,926.43**	**$0.00**	
		Ending Balance			**$34,926.43**		
5650 - Leasehold Improvements							
		Total Activity				**$0.00**	
		Ending Balance				**$0.00**	
5710 - Transfers of Direct Costs							
		Total Activity				**$0.00**	
		Ending Balance				**$0.00**	
5750 - Transfers of Direct Costs							
		Total Activity				**$0.00**	
		Ending Balance				**$0.00**	
5800 - Professional/Consulting Services and Operat							
712016	05-17-2022	1752-0000-0-0000-2700-5800-00		Credit Card (C. Felch) - Frank's Catering	$1,297.92		
712046	05-17-2022	1930-0000-0-0000-2700-5800-00		Credit Card (C. Felch) - Frank's Catering	$1,181.86		
711787	05-31-2022	1234-0000-0-0000-2700-5800-00		Credit Card (K. Amaya) - LADBS Online Service Fee	$1.75		
711788	05-31-2022	1234-0000-0-0000-2700-5800-00		Credit Card (K. Amaya) - LADBS Online Service Fee	$1.75		
711789	05-31-2022	1234-0000-0-0000-2700-5800-00		Credit Card (K. Amaya) - Los Angeles Department of Building	$64.66		
711790	05-31-2022	1234-0000-0-0000-2700-5800-00		Credit Card (K. Amaya) - Los Angeles Department of BulldInQ	$64.66		
668390	06-01-2022	1752-0000-0-0000-8200-5800-00	Boyd & Associates	Burglar/Fire Alarm & Com System 06/01/2022 - 08/31/2022	$306.19		
668392	06-01-2022	1930-0000-0-0000-8200-5800-00	Boyd & Associates	Burglar/Fire Alarm & Com System 06/01/2022 - 08/31/2022	$278.81		
670120	06-02-2022	1234-0000-0-0000-2700-5800-00	Cecilia Ley	Balloons for Pride Month Student Event	$370.00		
708921	06-06-2022	1930-0000-0-0000-0000-5800-00		May 2022 Admin Fee	$7.74		
709135	06-06-2022	1752-0000-0-0000-0000-5800-00		May 2022 Admin Fee	$6.87		
672556	06-14-2022	1930-6500-0-0000-2700-5800-00	Braille Abilities, LLC	VI/O&M Service	$1,067.06		
675185	06-15-2022	1752-6500-0-0000-2700-5800-00	AP fbo EdLogical Group Corp	May 2022 - OT Services (Heritage)	$964.00		
675764	06-15-2022	1752-0000-0-0000-2700-5800-00	Trans Continental Enterprise	Stage Setup & Rehearsal	$272.17		
675766	06-15-2022	1930-0000-0-0000-2700-5800-00	Trans Continental Enterprise	Stage Setup & Rehearsal	$247.83		
675768	06-15-2022	1752-0000-0-0000-2700-5800-00	Trans Continental Enterprise	Setup program & Stage Prep	$837.44		
675770	06-15-2022	1930-0000-0-0000-2700-5800-00	Trans Continental Enterprise	Setup program & Stage Prep	$762.56		
675865	06-15-2022	2043-6500-0-0000-2700-5800-00	AP fbo EdLogical Group Corp	May 2022 - SLPA Supervision & Speech Services (Horizon)	$3,430.38		
676901	06-15-2022	1234-6500-0-0000-2700-5800-00	AP fbo EdLogical Group Corp	May 2022 - SLPA Supervision & Speech Services (VCMS)	$2,722.03		
676903	06-16-2022	1234-0000-0-0000-2700-5800-00	Cecilia Ley	8th Grade Culmination Balloons	$907.00		
678142	06-26-2022	1930-4127-0-0000-3110-5800-00	Turning Point Center for Families	Final balance for counseling services 9/1/21- 6/30/22	$2,521.69		
678144	06-26-2022	1752-4127-0-0000-3110-5800-00	Turning Point Center for Families	Final balance for counseling services 9/1/21- 6/30/22	$2,769.31		
712257	06-30-2022	1930-0000-0-0000-0000-5800-00		21-22 Title IV Reclassifications	$1,921.99		
712258	06-30-2022	1930-4127-0-0000-0000-5800-00		21-22 Title IV Reclassifications		$1,921.99	
713321	06-30-2022	1234-0000-0-0000-0000-5800-00		21-22 Title IV Reclassification	$14,000.00		
713324	06-30-2022	1234-4127-0-0000-0000-5800-00		21-22 Title IV Reclassification		$14,000.00	
737968	06-30-2022	1752-0000-0-0000-0000-5800-00		21-22 Year End Adjustment		$707.71	
743346	07-01-2022	2043-0000-0-0000-0000-5800-00		Expense FY 22-23 Category 2 E-Rate Mgmt Services	$738.03		
743361	07-01-2022	1234-0000-0-0000-0000-5800-00		Expense 22-23 E-Rate Mgmt Services	$2,943.52		
771645	07-01-2022	1930-6500-0-0000-2700-5800-00	Braille Abilities, LLC	VI/O&M Service	$446.02		
754252	07-01-2022	1930-0000-0-0000-2700-5800-00	Rosenthal Inspections	Inspection of rebar and D.I.A	$291.19		
754254	07-01-2022	1752-0000-0-0000-2700-5800-00	Rosenthal Inspections	Inspection of rebar and D.I.A	$368.81		
767684	07-01-2022	1932-0000-0-0000-2700-5800-00		Expense FY 22-23 Category 1 E-Rate Mgmt Services	$4,430.00		
723434	07-01-2022	1234-0000-0-0000-7200-5800-00	Choice Advisors LLC	Semi-Annual Investor Call 11/12/2021 & 02/14/2022	$1,500.00		

Vista Legacy Global Academy
Supporting Documentation

693846	07-01-2022	1932-0000-0-0000-2700-5800-00	Boys & Girls Clubs of Greater Anaheim-Cypress	B&G Club Services July 4 - July 29, 2022	$12,000.00	
692769	07-01-2022	1932-6500-0-0000-2700-5800-00	Comprehensive Therapy Associates, Inc.	Behavior Intervention	$686.25	
693934	07-01-2022	1932-0000-0-0000-2700-5800-00	EdTec Inc.	Separation Agreement	$40,000.00	
693956	07-01-2022	1932-5310-0-0000-3700-5800-00	School Food Solutions L3C	May 2022 - Food Service Management	$917.45	
694889	07-01-2022	1932-6500-0-0000-2700-5800-00	AP fbo EdLogical Group Corp	May 2022 - SLPA Supervision & Speech Services (Palm Lane)	$9,422.35	
694895	07-01-2022	1932-6500-0-0000-2700-5800-00	Comprehensive Therapy Associates, Inc.	Behavior Intervention / Speech Language Pathology Assistance	$11,596.25	
694897	07-01-2022	1932-0000-0-0000-2700-5800-00	EdTec Inc.	June 2022 - Monthly Back Office & Data Service	$10,801.66	
724369	07-07-2022	1752-0000-0-0000-0000-5800-00		Jun 2022 Admin Fee	$7.99	
724391	07-07-2022	1930-0000-0-0000-0000-5800-00		Jun 2022 Admin Fee	$10.83	
744366	07-07-2022	1234-0000-0-0000-0000-5800-00		21-22 Q4 SFS Charter School Expense Reimbursement	$2,140.50	
744525	07-07-2022	2043-0000-0-0000-0000-5800-00		21-22 Q4 SFS Charter reimbursement	$1,406.00	
793097	07-07-2022	1932-0000-0-0000-0000-5800-00		Jun 2022 Admin Fee	$4.25	
715189	07-08-2022	2043-6500-0-0000-2700-5800-00	AP fbo EdLogical Group Corp	June 2022 - SLPA Supervision & Speech Services (Horizon)	$1,949.50	
692751	07-08-2022	1932-6500-0-0000-2700-5800-00	AP fbo EdLogical Group Corp	June 2022 - SLPA Supervision & Speech Services (Palm Lane)	$2,233.34	
694530	07-08-2022	1234-6500-0-0000-2700-5800-00	AP fbo EdLogical Group Corp	June 2022 - SLPA Supervision & Speech Services (VCMS)	$1,833.75	
700930	07-13-2022	1752-0000-0-0000-2700-5800-00	RingCentral Inc.	Professional Services	$2,006.11	
700931	07-13-2022	1930-0000-0-0000-2700-5800-00	RingCentral Inc.	Professional Services	$1,583.92	
754262	07-13-2022	1930-0000-0-0000-2700-5800-00	Rosenthal Inspections	Inspection of DIA	$88.24	
754264	07-13-2022	1752-0000-0-0000-2700-5800-00	Rosenthal Inspections	Inspection of DIA	$111.76	
744812	07-20-2022	1234-0000-0-0000-0000-5800-00	ADERSA Group LLC	Reclass Invoice #773	$3,208.80	
754256	07-27-2022	1930-0000-0-0000-2700-5800-00	Rosenthal Inspections	Inspection of DIA epoxy, and concrete	$499.43	
754258	07-27-2022	1752-0000-0-0000-2700-5800-00	Rosenthal Inspections	Inspection of DIA epoxy, and concrete	$632.57	
704519	08-02-2022	1932-5310-0-0000-3700-5800-00	School Food Solutions L3C	June 2022 - Food Service Management	$460.20	
741255	08-04-2022	1930-0000-0-0000-0000-5800-00		Jul 2022 Admin Fee	$13.78	
741196	08-04-2022	1752-0000-0-0000-0000-5800-00		Jul 2022 Admin Fee	$11.71	
793100	08-04-2022	1932-0000-0-0000-0000-5800-00		Jul 2022 Admin Fee	$8.47	
723424	08-06-2022	1234-0000-0-0000-2700-5800-00	Cecilia Ley	Decorative Balloons for Student Event	$355.00	
725666	08-10-2022	1932-6010-0-0000-2700-5800-00	Boys & Girls Clubs of Greater Anaheim-Cypress	B&G Club Services August 2022	$9,100.00	
721136	08-10-2022	1932-6500-0-0000-2700-5800-00	AP fbo EdLogical Group Corp	July 2022 - SLPA Supervision & Speech Services (Palm Lane)	$862.50	
723428	08-15-2022	1234-0000-0-0000-2700-5800-00	Cecilia Ley	Decorative Balloons for Student Event	$261.00	
717552	08-15-2022	1752-0000-0-0000-2700-5800-00	KDC Technologies	E-Rate Applications & Installation for 2022-2023	$2,098.30	
717554	08-15-2022	1930-0000-0-0000-2700-5800-00	KDC Technologies	E-Rate Applications & Installation for 2022-2023	$1,414.06	
717556	08-15-2022	1234-0000-0-0000-2700-5800-00	KDC Technologies	E-Rate Applications & Installation for 2022-2023	$878.08	
		Total Activity			**$165,327.29**	**$16,629.70**
		Ending Balance			**$148,697.59**	
5801 - Bank Charges						
		Total Activity				**$0.00**
		Ending Balance				**$0.00**
5810 - X - Accounting						
		Total Activity				**$0.00**
		Ending Balance				**$0.00**
5811 - Instructional Consultants						
676766	05-31-2022	1752-6500-0-0000-2700-5811-00		Reclass Invoice # DE80586	$3,395.38	
676764	05-31-2022	1930-6500-0-0000-2700-5811-00		Reclass invoice # DE80585	$2,817.51	
694532	06-30-2022	1930-6500-0-0000-2700-5811-00	Cross Country Education	BID / School RN	$818.26	
695536	06-30-2022	1752-6500-0-0000-2700-5811-00	Cross Country Education	APE, School RN	$960.76	
741055	06-30-2022	1930-6500-0-0000-0000-5811-00				$2,059.00
741052	06-30-2022	1930-6546-0-0000-0000-5811-00			$2,059.00	
720309	07-31-2022	1752-6500-0-0000-2700-5811-00	Cross Country Education	School RN	$394.00	
722262	07-31-2022	1930-6500-0-0000-2700-5811-00	Cross Country Education	Teacher Role Description - RN	$738.75	
		Total Activity			**$11,183.66**	**$2,059.00**
		Ending Balance			**$9,124.66**	
5812 - Accreditation/Third Party Review						
		Total Activity				**$0.00**
		Ending Balance				**$0.00**
5813 - Business Services						

Vista Legacy Global Academy
Supporting Documentation

663504	06-01-2022	1234-0000-0-0000-0000-5813-00	ICON School Management	June 2022 Monthly Contract Fee	$4,864.82	
663506	06-01-2022	1752-0000-0-0000-0000-5813-00	ICON School Management	June 2022 Monthly Contract Fee	$5,084.44	
663508	06-01-2022	1930-0000-0-0000-0000-5813-00	ICON School Management	June 2022 Monthly Contract Fee	$4,630.98	
663510	06-01-2022	2043-0000-0-0000-0000-5813-00	ICON School Management	June 2022 Monthly Contract Fee	$1,219.76	
677807	07-01-2022	1234-0000-0-0000-0000-5813-00	ICON School Management	July 2022 Monthly Contract Fee	$4,504.00	
695332	07-01-2022	1932-0000-0-0000-0000-5813-00	ICON School Management	July 2022 Monthly Contract Fee	$3,784.00	
677809	07-01-2022	1752-0000-0-0000-0000-5813-00	ICON School Management	July 2022 Monthly Contract Fee	$5,706.00	
677811	07-01-2022	1930-0000-0-0000-0000-5813-00	ICON School Management	July 2022 Monthly Contract Fee	$4,504.00	
677813	07-01-2022	2043-0000-0-0000-0000-5813-00	ICON School Management	July 2022 Monthly Contract Fee	$1,502.00	
700768	08-01-2022	1234-0000-0-0000-0000-5813-00	ICON School Management	August 2022 Monthly Contract Fee	$4,504.00	
700769	08-01-2022	1752-0000-0-0000-0000-5813-00	ICON School Management	August 2022 Monthly Contract Fee	$5,706.00	
700770	08-01-2022	1930-0000-0-0000-0000-5813-00	ICON School Management	August 2022 Monthly Contract Fee	$4,504.00	
700771	08-01-2022	1932-0000-0-0000-0000-5813-00	ICON School Management	August 2022 Monthly Contract Fee	$3,784.00	
700772	08-01-2022	2043-0000-0-0000-0000-5813-00	ICON School Management	August 2022 Monthly Contract Fee	$1,502.00	
		Total Activity			**$55,800.00**	**$0.00**
		Ending Balance			**$55,800.00**	
5815 - Bank Charges						
708007	05-20-2022	1234-0000-0-0000-0000-5815-00			$91.22	
708375	05-20-2022	1234-0000-0-0000-0000-5815-00			$270.59	
709676	06-16-2022	1234-0000-0-0000-0000-5815-00		Analysis Activity Refund		$542.40
709628	06-22-2022	1234-0000-0-0000-0000-5815-00			$88.31	
709677	06-22-2022	1234-0000-0-0000-0000-5815-00			$272.24	
744310	07-25-2022	1234-0000-0-0000-0000-5815-00		Analysis Activity	$75.46	
784037	07-25-2022	1234-0000-0-0000-0000-5815-00		Analysis Service Fee	$272.25	
		Total Activity			**$1,070.07**	**$542.40**
		Ending Balance			**$527.67**	
5816 - Payroll Fees						
684001	05-25-2022	1234-0000-0-0000-0000-5816-00		05-25-2022 Payroll	$1,110.83	
684720	06-15-2022	1234-0000-0-0000-0000-5816-00		06-15-2022 Payroll	$1,368.05	
704431	06-30-2022	1930-0000-0-0000-2700-5816-00	Orange County Dept. of Education	Q4 Payroll / Retirement Services - April, May and June 2022	$472.77	
684923	06-30-2022	1234-0000-0-0000-0000-5816-00		06-30-2022 Payroll	$1,570.75	
709836	06-30-2022	1752-0000-0-0000-2700-5816-00	Orange County Dept. of Education	Q4 Payroll/Retirement Services - April, May, June 2022	$1,158.75	
704517	07-01-2022	1932-0000-0-0000-2700-5816-00	Orange County Dept. of Education	Q4 Payroll/ Retirement Services for for April, May, June 2022	$500.58	
723953	07-15-2022	1234-0000-0-0000-0000-5816-00		07-15-2022 Payroll	$773.72	
724169	07-29-2022	1234-0000-0-0000-0000-5816-00		07-29-2022 Payroll	$854.90	
742309	08-15-2022	1234-0000-0-0000-0000-5816-00		08-15-2022 Payroll	$1,116.47	
		Total Activity			**$8,926.82**	**$0.00**
		Ending Balance			**$8,926.82**	
5817 - X - Education Consultants						
		Total Activity				**$0.00**
		Ending Balance				**$0.00**
5820 - Computer services						
		Total Activity				**$0.00**
		Ending Balance				**$0.00**
5821 - Fingerprinting Fees						
		Total Activity				**$0.00**
		Ending Balance				**$0.00**
5825 - Non Instructional Consultants						
669301	06-03-2022	1234-0000-0-0000-7200-5825-00	Learningtech.org	Management & Consultation for E-Rate	$301.74	
669303	06-03-2022	1752-0000-0-0000-7200-5825-00	Learningtech.org	Management & Consultation for E-Rate	$315.36	
669305	06-03-2022	1930-0000-0-0000-7200-5825-00	Learningtech.org	Management & Consultation for E-Rate	$287.24	
669307	06-03-2022	2043-0000-0-0000-7200-5825-00	Learningtech.org	Management & Consultation for E-Rate	$75.66	
721146	07-01-2022	1932-0000-0-0000-7200-5825-00	Learningtech.org	Consultation & Labor hours	$970.00	
688168	07-01-2022	1932-0000-0-0000-7200-5825-00	Learningtech.org	Consultation & Labor hours	$560.00	
724736	07-01-2022	1752-0000-0-0000-0000-5825-00		Expense FY 22-23 Category 2 E-Rate Mgmt Services	$3,076.41	
724770	07-01-2022	1930-0000-0-0000-0000-5825-00		Expense FY 22-23 Category 2 E-Rate Mgmt Services	$2,802.04	

Vista Legacy Global Academy
Supporting Documentation

	Total Activity				**$8,388.45**	**$0.00**
	Ending Balance				**$8,388.45**	
5826 - Printing and Reproduction						
712259	06-30-2022	1930-0000-0-0000-0000-5826-00		21-22 Title IV Reclassifications	$2,874.26	
712260	06-30-2022	1930-4127-0-0000-0000-5826-00		21-22 Title IV Reclassifications		$2,874.26
	Total Activity				**$2,874.26**	**$2,874.26**
	Ending Balance					**$0.00**
5829 - Advertising and Recruitment						
675187	05-27-2022	2043-0000-0-0000-2700-5829-00	Awareness Analytics Partners, LLC	Lead generation of Prospective Students	$7,500.00	
674110	06-21-2022	1234-0000-0-0000-0000-5829-00	LA Lotus Festival, Inc.	Flyers & Promotional Items	$100.00	
693842	07-08-2022	2043-0000-0-0000-2700-5829-00	Awareness Analytics Partners, LLC	Lead generation of Prospective Students	$7,500.00	
	Total Activity				**$15,100.00**	**$0.00**
	Ending Balance				**$15,100.00**	
5830 - Legal & Auditing						
663977	06-01-2022	1234-0000-0-0000-7200-5830-00	Hansberger & Klein, a Professional Law Corporation	May 2022 Legal Services	$3,134.88	
663979	06-01-2022	1752-0000-0-0000-7200-5830-00	Hansberger & Klein, a Professional Law Corporation	May 2022 Legal Services	$3,276.41	
663981	06-01-2022	1930-0000-0-0000-7200-5830-00	Hansberger & Klein, a Professional Law Corporation	May 2022 Legal Services	$2,984.20	
663983	06-01-2022	2043-0000-0-0000-7200-5830-00	Hansberger & Klein, a Professional Law Corporation	May 2022 Legal Services	$786.01	
720897	06-30-2022	2043-4610-0-0000-0000-5830-00		Title V reclass (no longer used)		$3,343.50
720905	06-30-2022	2043-0000-0-0000-0000-5830-00		Title V reclass (no longer used)	$3,343.50	
693894	07-01-2022	1234-0000-0-0000-7200-5830-00	Hansberger & Klein, a Professional Law Corporation	June 2022 Legal Services	$6,486.68	
693895	07-01-2022	1752-0000-0-0000-7200-5830-00	Hansberger & Klein, a Professional Law Corporation	June 2022 Legal Services	$6,779.52	
693896	07-01-2022	1930-0000-0-0000-7200-5830-00	Hansberger & Klein, a Professional Law Corporation	June 2022 Legal Services	$6,174.88	
693897	07-01-2022	2043-0000-0-0000-7200-5830-00	Hansberger & Klein, a Professional Law Corporation	June 2022 Legal Services	$1,626.42	
705281	07-31-2022	1234-0000-0-0000-7200-5830-00	Silva & Silva CPAs	SFSAC planning & testing on Federal Audit for year June 30, 2022	$800.00	
705283	07-31-2022	1752-0000-0-0000-7200-5830-00	Silva & Silva CPAs	SFSAC planning & testing on Federal Audit for year June 30, 2022	$800.00	
705285	07-31-2022	1930-0000-0-0000-7200-5830-00	Silva & Silva CPAs	SFSAC planning & testing on Federal Audit for year June 30, 2022	$800.00	
705287	07-31-2022	2043-0000-0-0000-7200-5830-00	Silva & Silva CPAs	SFSAC planning & testing on Federal Audit for year June 30, 2022	$800.00	
725682	08-01-2022	1234-0000-0-0000-7200-5830-00	Hansberger & Klein, a Professional Law Corporation	July 2022 Legal Services	$1,690.12	
725684	08-01-2022	1752-0000-0-0000-7200-5830-00	Hansberger & Klein, a Professional Law Corporation	July 2022 Legal Services	$2,141.18	
725686	08-01-2022	1930-0000-0-0000-7200-5830-00	Hansberger & Klein, a Professional Law Corporation	July 2022 Legal Services	$1,690.12	
725688	08-01-2022	2043-0000-0-0000-7200-5830-00	Hansberger & Klein, a Professional Law Corporation	July 2022 Legal Services	$563.63	
725690	08-01-2022	1932-0000-0-0000-7200-5830-00	Hansberger & Klein, a Professional Law Corporation	July 2022 Legal Services	$1,419.95	
	Total Activity				**$45,297.50**	**$3,343.50**
	Ending Balance				**$41,954.00**	
5831 - Licenses and Fees						
655755	05-17-2022	2043-0000-0-0000-2700-5831-00	Chelsea Hong	Expense Reimbursement: Live Scan	$79.00	
664192	05-17-2022	2043-0000-0-0000-2700-5831-00	Chelsea Hong	Reclass invoice # 05-17-22		$79.00
712000	05-17-2022	1234-0000-0-0000-2700-5831-00		Credit Card (D. Wilson) - ISTE Hotel Cancel Fee	$46.19	
712017	05-17-2022	1752-0000-0-0000-2700-5831-00		Credit Card (C. Felch) - Apexchat	$52.00	
712018	05-17-2022	1752-0000-0-0000-2700-5831-00		Credit Card (D. Wilson) - ISTE Hotel Cancel Fee	$48.29	
712047	05-17-2022	1930-0000-0-0000-2700-5831-00		Credit Card (C. Felch) - Apexchat	$26.00	
712048	05-17-2022	1930-0000-0-0000-2700-5831-00		Credit Card (D. Wilson) - ISTE Hotel Cancel Fee	$43.96	
712053	05-17-2022	2043-0000-0-0000-2700-5831-00		Credit Card (D. Wilson) - ISTE Hotel Cancel Fee	$11.56	
713064	05-17-2022	1234-0000-0-0000-2700-5831-00		Credit Card (K. Amaya) - Unified Valet Parking	$15.00	
713066	05-17-2022	1234-0000-0-0000-2700-5831-00		Credit Card (K. Amaya) - Apexchat	$26.00	
713070	05-17-2022	1234-0000-0-0000-2700-5831-00		Credit Card (K. Amaya) - Dropbox	$19.99	
713073	05-17-2022	2043-0000-0-0000-2700-5831-00		Credit Card (M. Rosner) - Dropbox	$19.99	
713080	05-17-2022	2043-0000-0-0000-2700-5831-00		Credit Card (M. Rosner) - Apple.com	$2.99	
708408	05-19-2022	1234-0000-0-0000-0000-5831-00		County of LA - Property Tax Refund		$4,718.23
665506	05-24-2022	1234-0000-0-0000-2700-5831-00	AMG Time	AMG Web Subscription (May 2022)	$98.17	
665508	05-24-2022	1752-0000-0-0000-2700-5831-00	AMG Time	AMG Web Subscription (May 2022)	$102.60	
665510	05-24-2022	1930-0000-0-0000-2700-5831-00	AMG Time	AMG Web Subscription (May 2022)	$93.45	
665512	05-24-2022	2043-0000-0-0000-2700-5831-00	AMG Time	AMG Web Subscription (May 2022)	$24.61	
707931	05-25-2022	1234-0000-0-0000-0000-5831-00	Igoe Administrative Services		$175.50	
661152	05-26-2022	1752-0000-0-0000-8100-5831-00	B & B Associates, Inc	Structural Engineering Fees	$949.30	
661151	05-26-2022	1234-0000-0-0000-8100-5831-00	B & B Associates, Inc	Structural Engineering Fees	$908.31	

Vista Legacy Global Academy
Supporting Documentation

661153	05-26-2022	1930-0000-0-0000-8100-5831-00	B & B Associates, Inc	Structural Engineering Fees	$864.65	
661154	05-26-2022	2043-0000-0-0000-8100-5831-00	B & B Associates, Inc	Structural Engineering Fees	$227.74	
673218	05-26-2022	1752-0000-0-0000-3600-5831-00	DMV Renewal	DMV Renewal - VIN:1FMNE11W39DA85952	$211.00	
669657	05-29-2022	1234-0000-0-0000-2700-5831-00	Morweb CMS Inc.	New web hosting service for all sites	$5,666.71	
669659	05-29-2022	1752-0000-0-0000-2700-5831-00	Morweb CMS Inc.	New web hosting service for all sites	$5,922.54	
669661	05-29-2022	1930-0000-0-0000-2700-5831-00	Morweb CMS Inc.	New web hosting service for all sites	$5,394.33	
669663	05-29-2022	2043-0000-0-0000-2700-5831-00	Morweb CMS Inc.	New web hosting service for all sites	$1,420.82	
711791	05-31-2022	1234-0000-0-0000-2700-5831-00		Credit Card (D. Wilson) - Apexchat	$20.01	
711811	05-31-2022	1752-0000-0-0000-2700-5831-00		Credit Card (D. Wilson) - Apexchat	$20.93	
711847	05-31-2022	1930-0000-0-0000-2700-5831-00		Credit Card (D. Wilson) - Apexchat	$19.05	
711857	05-31-2022	2043-0000-0-0000-2700-5831-00		Credit Card (D. Wilson) - Apexchat	$5.01	
711858	05-31-2022	2043-0000-0-0000-2700-5831-00		Credit Card (M. Rosner) - ApexChat	$39.00	
665490	06-01-2022	1234-0000-0-0000-2700-5831-00	VendorMax, Inc	Lead Fees	$4.00	
665492	06-01-2022	1752-0000-0-0000-2700-5831-00	VendorMax, Inc	Lead Fees	$4.19	
665494	06-01-2022	1930-0000-0-0000-2700-5831-00	VendorMax, Inc	Lead Fees	$3.81	
665496	06-01-2022	2043-0000-0-0000-2700-5831-00	VendorMax, Inc	Lead Fees	$1.00	
670150	06-01-2022	1234-0000-0-0000-2700-5831-00	VendorMax, Inc	Lead Fees	$39.00	
711210	06-01-2022	1234-0000-0-0000-0000-5831-00		Expense Jun 2022 Powerschool License	$969.04	
665984	06-03-2022	1234-0000-0-0000-2700-5831-00	Zareh Adjemian	Expense Reimbursement: MS Office License upgrade for Data Admin	$15.39	
665985	06-03-2022	1930-0000-0-0000-2700-5831-00	Zareh Adjemian	Expense Reimbursement: MS Office License upgrade for Data Admin	$14.65	
665986	06-03-2022	1752-0000-0-0000-2700-5831-00	Zareh Adjemian	Expense Reimbursement: MS Office License upgrade for Data Admin	$16.09	
665987	06-03-2022	2043-0000-0-0000-2700-5831-00	Zareh Adjemian	Expense Reimbursement: MS Office License upgrade for Data Admin	$3.86	
674531	06-08-2022	1234-0000-0-0000-2700-5831-00	PARS	ARS- PARS fees (period ending 04/30/22)	$150.00	
711714	06-17-2022	1234-0000-0-0000-2700-5831-00		Credit Card (D. Wilson) - CBI Sophos	$23.09	
711712	06-17-2022	1234-0000-0-0000-2700-5831-00		Credit Card (K. Amaya) - Dropbox	$19.99	
711713	06-17-2022	1234-0000-0-0000-2700-5831-00		Credit Card (K. Amaya) - ApexChat	$39.00	
711733	06-17-2022	1752-0000-0-0000-2700-5831-00		Credit Card (C. Felch) - Apexchat	$52.00	
711734	06-17-2022	1752-0000-0-0000-2700-5831-00		Credit Card (D. Wilson) - CBI Sophos	$24.14	
711751	06-17-2022	1930-0000-0-0000-2700-5831-00		Credit Card (C. Felch) - Apexchat	$26.00	
711752	06-17-2022	1930-0000-0-0000-2700-5831-00		Credit Card (D. Wilson) - CBI Sophos	$21.98	
711763	06-17-2022	2043-0000-0-0000-2700-5831-00		Credit Card (M. Rosner) - Dropbox	$19.99	
711764	06-17-2022	2043-0000-0-0000-2700-5831-00		Credit Card (D. Wilson) - CBI Sophos	$5.78	
711765	06-17-2022	2043-0000-0-0000-2700-5831-00		Credit Card (M. Rosner) - Apple.com	$2.99	
709630	06-22-2022	1234-0000-0-0000-0000-5831-00	Igoe Administrative Services		$175.50	
677360	06-29-2022	1752-0000-0-0000-2700-5831-00	Liberty Christian School	Students Volleyball Tournament	$375.00	
712261	06-30-2022	1930-0000-0-0000-0000-5831-00		21-22 Title IV Reclassifications	$649.80	
712262	06-30-2022	1930-4127-0-0000-0000-5831-00		21-22 Title IV Reclassifications		$649.80
712319	06-30-2022	2043-0000-0-0000-2700-5831-00		Credit Card (M. Rosner) - Apple.com	$69.99	
712333	06-30-2022	1234-0000-0-0000-2700-5831-00		Credit Card (K. Amaya) - Canva	$119.40	
677908	06-30-2022	1752-0000-0-0000-2700-5831-00	Santa Ana Parks Recreation	Soccer Fields at Centennial Park	$25.00	
720835	06-30-2022	1234-3215-0-0000-0000-5831-00		GEER Overage	$0.23	
720838	06-30-2022	1234-0000-0-0000-0000-5831-00		GEER Overage		$0.23
720898	06-30-2022	2043-4610-0-0000-0000-5831-00		Title V reclass (no longer used)		$1,636.00
720906	06-30-2022	2043-0000-0-0000-0000-5831-00		Title V reclass (no longer used)	$1,636.00	
743344	07-01-2022	2043-0000-0-0000-0000-5831-00		Expense SY 2022-2023 Fee	$950.00	
743348	07-01-2022	2043-0000-0-0000-0000-5831-00		Expense Jul 2022 License	$159.02	
743352	07-01-2022	1234-0000-0-0000-0000-5831-00		Expense Jul 2022 Powerschool License	$969.07	
743354	07-01-2022	1234-0000-0-0000-0000-5831-00		Expense Jul 2022 Amplify License	$7,875.00	
743357	07-01-2022	1234-0000-0-0000-0000-5831-00		Expense 22-23 Art in Action Subscription	$630.00	
743359	07-01-2022	1234-0000-0-0000-0000-5831-00		Expense 22-23 PLTW Fee	$950.00	
743363	07-01-2022	1234-0000-0-0000-0000-5831-00		Expense Jul 2022 License	$635.04	
724734	07-01-2022	1752-0000-0-0000-0000-5831-00		Expense 22-23 License	$1,763.42	
724740	07-01-2022	1752-0000-0-0000-7200-5831-00		Expense Jul 2022 Website Subscription	$663.92	
724746	07-01-2022	1752-4127-0-0000-2700-5831-00		Expense July 2022 License	$6,300.00	
724748	07-01-2022	1752-0000-0-0000-2700-5831-00		Expense July 2022 License	$7,500.00	
724750	07-01-2022	1752-0000-0-0000-2700-5831-00		Expense 22-23 Participation Fee	$1,648.71	
724756	07-01-2022	1930-0000-0-0000-2700-5831-00		Expense 22-23 License	$500.00	

Vista Legacy Global Academy
Supporting Documentation

724758	07-01-2022	1930-0000-0-0000-2700-5831-00		Expense July 2022 License	$1,325.00	
724762	07-01-2022	1930-0000-0-0000-2700-5831-00		Expense July 2022 License	$525.00	
724764	07-01-2022	1930-0000-0-0000-0000-5831-00		Expense 22-23 Participation Fee	$950.00	
724766	07-01-2022	1930-0000-0-0000-2700-5831-00		Expense 22-23 Participation Fee	$1,501.29	
724768	07-01-2022	1930-0000-0-0000-0000-5831-00		Expense 22-23 License	$1,936.58	
724772	07-01-2022	1930-0000-0-0000-7200-5831-00		Expense Jul 2022 Website Subscription	$604.52	
694548	07-11-2022	1234-0000-0-0000-2700-5831-00	PARS	ARS- PARS fees (period ending 05/31/22)	$150.00	
692224	07-18-2022	1234-0000-0-0000-2700-5831-00	County of Los Angeles	School Cafeteria Food Safety Inspections - 03/25/22 & 04/01/22	$197.00	
692225	07-18-2022	2043-0000-0-0000-2700-5831-00	County of Los Angeles	School Cafeteria Food Safety Inspections - 03/25/22 & 04/01/22	$197.00	
700918	07-22-2022	1752-0000-0-0000-3600-5831-00	DMV Renewal	DMV Renewal - VIN:1FMNE1BW0ADA02495	$223.00	
703420	07-22-2022	1234-3213-0-0000-2700-5831-00	Dell Marketing LP	Google Chrome EDU Perpetual License - 150 Units	$5,700.00	
694777	07-22-2022	2043-0000-0-0000-0000-5831-00	California Commission on Teaching Credentialing	Application fee for emergency CLAD - Horizon	$100.00	
699152	07-24-2022	1234-0000-0-0000-2700-5831-00	AMG Time	AMG Web Subscription (July 2022)	$98.17	
699153	07-24-2022	1752-0000-0-0000-2700-5831-00	AMG Time	AMG Web Subscription (July 2022)	$102.60	
699154	07-24-2022	1930-0000-0-0000-2700-5831-00	AMG Time	AMG Web Subscription (July 2022)	$93.45	
699155	07-24-2022	2043-0000-0-0000-2700-5831-00	AMG Time	AMG Web Subscription (July 2022)	$24.61	
700924	07-25-2022	1752-0000-0-0000-2700-5831-00	Liminex, Inc.	GoGuardian Edulastic Enterpise	$4,171.50	
704429	07-25-2022	1930-0000-0-0000-1000-5831-00	Gimkit, Inc	Gimkit Department License	$650.00	
709832	07-25-2022	1752-0000-0-0000-2700-5831-00	Insight Direct USA, Inc.	Malwarebytes Endpoint Protection & Response - 7/12/22-7/12/23	$9,396.79	
709834	07-25-2022	1930-0000-0-0000-2700-5831-00	Insight Direct USA, Inc.	Malwarebytes Endpoint Protection & Response - 7/12/22-7/12/23	$7,419.22	
771862	07-25-2022	1752-0000-0-0000-2700-5831-00	Insight Direct USA, Inc.	Reclass Invoice # 922808023		$9,396.79
771863	07-25-2022	1930-0000-0-0000-2700-5831-00	Insight Direct USA, Inc.	Reclass Invoice # 922808023		$7,419.22
771866	07-25-2022	1234-0000-0-0000-2700-5831-00	Insight Direct USA, Inc.	Reclass Invoice # 922808023	$3,786.96	
771868	07-25-2022	1752-0000-0-0000-2700-5831-00	Insight Direct USA, Inc.	Reclass Invoice # 922808023	$4,797.61	
771870	07-25-2022	1930-0000-0-0000-2700-5831-00	Insight Direct USA, Inc.	Reclass Invoice # 922808023	$3,786.96	
771872	07-25-2022	2043-0000-0-0000-2700-5831-00	Insight Direct USA, Inc.	Reclass Invoice # 922808023	$1,262.88	
771874	07-25-2022	1932-0000-0-0000-2700-5831-00	Insight Direct USA, Inc.	Reclass Invoice # 922808023	$3,181.60	
782113	07-26-2022	1234-0000-0-0000-0000-5831-00	Igoe Administrative Services		$264.50	
748188	07-29-2022	1752-0000-0-0000-2700-5831-00	SchoolPass, Inc.	HH-RFID & Scanner Subscriptions	$9,832.09	
748190	07-29-2022	1930-0000-0-0000-2700-5831-00	SchoolPass, Inc.	HH-RFID & Scanner Subscriptions	$7,762.91	
783024	07-31-2022	1234-0000-0-0000-7200-5831-00		Credit Card (D. Wilson) - ApexChat	$2.93	
783025	07-31-2022	1752-0000-0-0000-7200-5831-00		Credit Card (D. Wilson) - ApexChat	$3.71	
783026	07-31-2022	1930-0000-0-0000-7200-5831-00		Credit Card (D. Wilson) - ApexChat	$2.93	
783027	07-31-2022	2043-0000-0-0000-7200-5831-00		Credit Card (D. Wilson) - ApexChat	$0.98	
783028	07-31-2022	1932-0000-0-0000-7200-5831-00		Credit Card (D. Wilson) - ApexChat	$2.45	
783082	07-31-2022	1234-0000-0-0000-2700-5831-00		Credit Card (K. Amaya) - Dropbox	$19.99	
783100	07-31-2022	2043-0000-0-0000-2700-5831-00		Credit Card (M. Rosner) - Dropbox	$19.99	
783101	07-31-2022	2043-0000-0-0000-2700-5831-00		Credit Card (M. Rosner) - Apple	$2.99	
783102	07-31-2022	2043-0000-0-0000-2700-5831-00		Credit Card (M. Rosner) - Apex Chat	$39.00	
783104	07-31-2022	2043-0000-0-0000-2700-5831-00		Credit Card (M. Rosner) - Microsoft	$99.99	
718766	08-01-2022	1234-0000-0-0000-2700-5831-00	PlanConnect	May 2022 - July 2022 406(b) Administration Fee	$187.50	
767686	08-01-2022	1932-0000-0-0000-2700-5831-00		Expense Aug 2022 License	$1,324.40	
743960	08-01-2022	2043-0000-0-0000-0000-5831-00		Expense Aug 2022 License	$240.60	
743962	08-01-2022	2043-0000-0-0000-0000-5831-00		Expense Aug 2022 License	$525.70	
743958	08-01-2022	2043-0000-0-0000-0000-5831-00		Expense Aug 2022 License	$1,141.54	
743970	08-01-2022	1930-0000-0-0000-0000-5831-00		Expense Aug 2022 License	$4,334.00	
743972	08-01-2022	1930-0000-0-0000-0000-5831-00		Expense Aug 2022 License	$3,375.00	
743974	08-01-2022	1930-0000-0-0000-0000-5831-00		Expense Aug 2022 License	$996.79	
743976	08-01-2022	1930-0000-0-0000-0000-5831-00		Expense Aug 2022 License	$1,576.40	
743986	08-01-2022	1752-0000-0-0000-0000-5831-00		Expense Aug 2022 License	$4,758.37	
743988	08-01-2022	1752-0000-0-0000-0000-5831-00		Expense Aug 2022 License	$1,134.28	
743990	08-01-2022	1752-0000-0-0000-0000-5831-00		Expense Aug 2022 License	$1,997.10	
743992	08-01-2022	1234-0000-0-0000-0000-5831-00		Expense Aug 2022 License	$4,552.84	
743994	08-01-2022	1234-0000-0-0000-0000-5831-00		Expense Aug 2022 License	$1,065.53	
743996	08-01-2022	1234-0000-0-0000-0000-5831-00		Expense Aug 2022 License	$1,576.40	
722742	08-03-2022	1752-0000-0-0000-0000-5831-00	City of Santa Ana	Code Enforcement Administrative Citation	$100.00	
718762	08-08-2022	1234-0000-0-0000-2700-5831-00	PARS	ARS- PARS fees (period ending 06/30/2022)	$150.00	

Vista Legacy Global Academy
Supporting Documentation

738207	08-10-2022	1234-0000-0-0000-2700-5831-00	Clever Inc.	IDM Services 08/10/22 - 08/09/23	$345.11	
738209	08-10-2022	2043-0000-0-0000-2700-5831-00	Clever Inc.	IDM Services 08/10/22 - 08/09/23	$125.50	
738211	08-10-2022	1752-0000-0-0000-2700-5831-00	Clever Inc.	IDM Services 08/10/22 - 08/09/23	$439.24	
738213	08-10-2022	1930-0000-0-0000-2700-5831-00	Clever Inc.	IDM Services 08/10/22 - 08/09/23	$360.80	
738215	08-10-2022	1932-0000-0-0000-2700-5831-00	Clever Inc.	IDM Services 08/10/22 - 08/09/23	$298.05	
		Total Activity			**$158,447.14**	**$23,899.27**
		Ending Balance			**$134,547.87**	
5835 - X - Software Licensing/Hosting Fees - Non Ins						
		Total Activity				**$0.00**
		Ending Balance				**$0.00**
5836 - Fingerprinting Fees						
664193	05-17-2022	2043-0000-0-0000-2700-5836-00	Chelsea Hong	Reclass invoice # 05-17-22	$79.00	
664867	06-02-2022	1752-0000-0-0000-2700-5836-00	Collin Felch	Expense Reimbursement: Fingerprinting - Custodian of Records	$12.50	
664869	06-02-2022	1930-0000-0-0000-2700-5836-00	Collin Felch	Expense Reimbursement: Fingerprinting - Custodian of Records	$12.50	
672076	06-15-2022	1752-0000-0-0000-2700-5836-00	Linda Miguel	Expense Reimbursement: Fingerprinting & Cert. of Clearance	$91.75	
672077	06-15-2022	1930-0000-0-0000-2700-5836-00	Linda Miguel	Expense Reimbursement: Fingerprinting & Cert. of Clearance	$91.75	
693964	07-01-2022	1932-0000-0-0000-2700-5836-00	State of California Department of Justice	Fingerprints	$79.00	
704611	08-04-2022	1932-0000-0-0000-2700-5836-00	Amber Carson	Expense reimbursement: Live Scan	$59.00	
704615	08-04-2022	1932-0000-0-0000-2700-5836-00	Auburn Johnson	Expense reimbursement: Live Scan	$65.49	
704621	08-04-2022	1932-0000-0-0000-2700-5836-00	Jose Villagomez	Expense reimbursement: Live Scan	$65.49	
704623	08-04-2022	1932-0000-0-0000-2700-5836-00	Kathreena Cajucom	Expense reimbursement: Live Scan	$65.49	
704625	08-04-2022	1932-0000-0-0000-2700-5836-00	Marissa Vargas	Expense reimbursement: Live Scan	$65.49	
704629	08-04-2022	1932-0000-0-0000-2700-5836-00	Reyna Ferman	Expense reimbursement: Live Scan	$67.00	
704635	08-04-2022	1932-0000-0-0000-2700-5836-00	Viviana Tellez	Expense reimbursement: Live Scan	$65.49	
704631	08-04-2022	1932-0000-0-0000-2700-5836-00	Roger Garcia	Expense reimbursement: Live Scan	$101.00	
704633	08-04-2022	1932-0000-0-0000-2700-5836-00	Tamara Harvey	Expense reimbursement: Live Scan	$52.00	
704637	08-04-2022	1932-0000-0-0000-2700-5836-00	Yesenia Ortiz	Expense reimbursement: Live Scan	$65.49	
		Total Activity			**$1,038.44**	**$0.00**
		Ending Balance			**$1,038.44**	
5840 - Professional Development						
700684	05-25-2022	1752-4035-0-0000-7410-5840-00	Leah Raphael	Reclass Invoice #98		$1,800.00
700686	05-25-2022	1752-3212-0-0000-7410-5840-00	Leah Raphael	Reclass Invoice #98	$1,800.00	
700724	05-25-2022	1930-4035-0-0000-7410-5840-00	Jane Raphael	Reclass Invoice #102		$2,100.00
700726	05-25-2022	1930-3212-0-0000-7410-5840-00	Jane Raphael	Reclass Invoice #102	$2,100.00	
700732	05-25-2022	1930-4035-0-0000-7410-5840-00	Leah Raphael	Reclass Invoice #101		$1,200.00
700734	05-25-2022	1930-3212-0-0000-7410-5840-00	Leah Raphael	Reclass Invoice #101	$1,200.00	
661177	05-25-2022	1752-4035-0-0000-7410-5840-00	Leah Raphael	Final unit meeting & planning - Coaching & Meeting	$1,800.00	
661487	05-25-2022	1234-4035-0-0000-7410-5840-00	Leah Raphael	Staff PD Planning & Coaching	$2,100.00	
662811	05-25-2022	1930-4035-0-0000-7410-5840-00	Jane Raphael	Coaching & Network Sessions	$2,100.00	
662881	05-25-2022	1930-4035-0-0000-7410-5840-00	Leah Raphael	Coaching & Network Sessions	$1,200.00	
668025	05-25-2022	2043-4035-0-0000-7410-5840-00	Leah Raphael	PD Planning & Coaching	$1,650.00	
668023	05-25-2022	2043-4035-0-0000-7410-5840-00	Jane Raphael	PD Planning & WTLN Meeting	$1,200.00	
689731	05-25-2022	1234-4035-0-0000-7410-5840-00	Leah Raphael	Reclass Invoice #97		$2,100.00
689733	05-25-2022	1234-3212-0-0000-7410-5840-00	Leah Raphael	Reclass Invoice #97	$2,100.00	
689970	05-25-2022	2043-4035-0-0000-7410-5840-00	Jane Raphael	Reclass Invoice #100		$1,200.00
689972	05-25-2022	2043-3212-0-0000-7410-5840-00	Jane Raphael	Reclass Invoice #100	$1,200.00	
689978	05-25-2022	2043-4035-0-0000-7410-5840-00	Leah Raphael	Reclass Invoice #99		$1,650.00
689980	05-25-2022	2043-3212-0-0000-7410-5840-00	Leah Raphael	Reclass Invoice #99	$1,650.00	
711812	05-31-2022	1752-0000-0-0000-2700-5840-00		Credit Card (C. Felch) - Chamber of Commerce	$64.00	
674491	06-06-2022	2043-4035-0-0000-7410-5840-00	Circle Ways	PD 10/8/21	$375.00	
674493	06-06-2022	2043-4035-0-0000-7410-5840-00	Circle Ways	PD 12/17/21	$375.00	
674495	06-06-2022	2043-4035-0-0000-7410-5840-00	Circle Ways	PD 1/14/22	$375.00	
674497	06-06-2022	2043-4035-0-0000-7410-5840-00	Circle Ways	PD 2/25/22	$375.00	
674499	06-06-2022	2043-4035-0-0000-7410-5840-00	Circle Ways	PD 4/22/22	$375.00	
674501	06-06-2022	2043-4035-0-0000-7410-5840-00	Circle Ways	PD/Coaching 5/17/22	$375.00	
674503	06-06-2022	2043-4035-0-0000-7410-5840-00	Circle Ways	PD 5/27/22	$375.00	
674507	06-06-2022	2043-4035-0-0000-7410-5840-00	Circle Ways	PD/Consultation/Planning/Meeting 5/6/22	$625.00	

Vista Legacy Global Academy
Supporting Documentation

674509	06-06-2022	2043-4035-0-0000-7410-5840-00	Circle Ways	PD/Consultation/Planning/Meeting 5/19/22	$625.00	
674511	06-06-2022	2043-4035-0-0000-7410-5840-00	Circle Ways	PD 8/12/21	$750.00	
690044	06-06-2022	2043-4035-0-0000-7410-5840-00	Circle Ways	Reclass Invoice #1186		$375.00
690046	06-06-2022	2043-3212-0-0000-7410-5840-00	Circle Ways	Reclass Invoice #1186	$375.00	
690052	06-06-2022	2043-4035-0-0000-7410-5840-00	Circle Ways	Reclass Invoice #1184		$375.00
690054	06-06-2022	2043-3212-0-0000-7410-5840-00	Circle Ways	Reclass Invoice #1184	$375.00	
690060	06-06-2022	2043-4035-0-0000-7410-5840-00	Circle Ways	Reclass Invoice #1182		$375.00
690062	06-06-2022	2043-3212-0-0000-7410-5840-00	Circle Ways	Reclass Invoice #1182	$375.00	
690098	06-06-2022	2043-4035-0-0000-7410-5840-00	Circle Ways	Reclass Invoice #1181		$375.00
690100	06-06-2022	2043-3212-0-0000-7410-5840-00	Circle Ways	Reclass Invoice #1181	$375.00	
690106	06-06-2022	2043-4035-0-0000-7410-5840-00	Circle Ways	Reclass Invoice #1177		$750.00
690108	06-06-2022	2043-3212-0-0000-7410-5840-00	Circle Ways	Reclass Invoice #1177	$750.00	
690114	06-06-2022	2043-4035-0-0000-7410-5840-00	Circle Ways	Reclass Invoice #1180		$375.00
690116	06-06-2022	2043-3212-0-0000-7410-5840-00	Circle Ways	Reclass Invoice #1180	$375.00	
690122	06-06-2022	2043-4035-0-0000-7410-5840-00	Circle Ways	Reclass Invoice #1179		$375.00
690124	06-06-2022	2043-3212-0-0000-7410-5840-00	Circle Ways	Reclass Invoice #1179	$375.00	
690130	06-06-2022	2043-4035-0-0000-7410-5840-00	Circle Ways	Reclass Invoice #1178		$375.00
690132	06-06-2022	2043-3212-0-0000-7410-5840-00	Circle Ways	Reclass Invoice #1178	$375.00	
690138	06-06-2022	2043-4035-0-0000-7410-5840-00	Circle Ways	Reclass Invoice #1183		$625.00
690140	06-06-2022	2043-3212-0-0000-7410-5840-00	Circle Ways	Reclass Invoice #1183	$625.00	
690146	06-06-2022	2043-4035-0-0000-7410-5840-00	Circle Ways	Reclass Invoice #1185		$625.00
690148	06-06-2022	2043-3212-0-0000-7410-5840-00	Circle Ways	Reclass Invoice #1185	$625.00	
677902	06-13-2022	1930-0000-0-0000-2700-5840-00	Orange County Dept. of Education	Coaching For Excellence - Ms. Drake	$150.00	
700700	06-14-2022	1752-4035-0-0000-7410-5840-00	Leah Raphael	Reclass Invoice #104		$975.00
700702	06-14-2022	1752-3212-0-0000-7410-5840-00	Leah Raphael	Reclass Invoice #104	$975.00	
700740	06-14-2022	1930-4035-0-0000-7410-5840-00	Leah Raphael	Reclass Invoice #107		$375.00
700742	06-14-2022	1930-3212-0-0000-7410-5840-00	Leah Raphael	Reclass Invoice #107	$375.00	
672560	06-14-2022	1930-4035-0-0000-7410-5840-00	Leah Raphael	Semester 2 - Additional Consultations	$375.00	
673048	06-14-2022	1752-4035-0-0000-7410-5840-00	Leah Raphael	Leadership Coaching / Semester 2 Consultations	$975.00	
674519	06-14-2022	1234-4035-0-0000-7410-5840-00	Leah Raphael	Workshop PD & Additional Consultations	$1,200.00	
675873	06-14-2022	2043-4035-0-0000-7410-5840-00	Leah Raphael	Workshop PD	$600.00	
675867	06-14-2022	2043-4035-0-0000-7410-5840-00	Jane Raphael	Workshop PD	$600.00	
689741	06-14-2022	1234-4035-0-0000-7410-5840-00	Leah Raphael	Reclass Invoice #103		$1,200.00
689743	06-14-2022	1234-3212-0-0000-7410-5840-00	Leah Raphael	Reclass Invoice #103	$1,200.00	
689986	06-14-2022	2043-4035-0-0000-7410-5840-00	Leah Raphael	Reclass Invoice #105		$600.00
689988	06-14-2022	2043-3212-0-0000-7410-5840-00	Leah Raphael	Reclass Invoice #105	$600.00	
689998	06-14-2022	2043-4035-0-0000-7410-5840-00	Jane Raphael	Reclass Invoice #106		$600.00
690000	06-14-2022	2043-3212-0-0000-7410-5840-00	Jane Raphael	Reclass Invoice #106	$600.00	
672078	06-15-2022	1752-0000-0-0000-2700-5840-00	Linda Miguel	Expense Reimbursement: CBEST Certifications	$45.00	
672079	06-15-2022	1930-0000-0-0000-2700-5840-00	Linda Miguel	Expense Reimbursement: CBEST Certifications	$45.00	
672107	06-15-2022	1752-0000-0-0000-2700-5840-00	Nicole Douglas	Expense Reimbursement: Coaching Course	$724.00	
711753	06-17-2022	1930-0000-0-0000-2700-5840-00		Credit Card (L. Anne) - Wilson Language Training	$520.88	
711754	06-17-2022	1930-0000-0-0000-2700-5840-00		Credit Card (L. Anne) - The World Peace	$1,375.00	
700708	06-21-2022	1752-4035-0-0000-2700-5840-00	Teachers College Reading & Writing Project	Reclass Invoice #TCRWP-181115		$850.00
700710	06-21-2022	1752-3212-0-0000-2700-5840-00	Teachers College Reading & Writing Project	Reclass Invoice #TCRWP-181115	$850.00	
711418	06-21-2022	1930-0000-0-0000-0000-5840-00		OCDE Refund - Inv# 94RI4215		$8,061.54
711420	06-21-2022	1752-0000-0-0000-0000-5840-00		OCDE Refund - Inv# 94RI4215		$18,138.46
675877	06-21-2022	2043-4035-0-0000-2700-5840-00	Teachers College Reading & Writing Project	June Writing Institute 2022 - Chelsea Hong	$850.00	
675879	06-21-2022	2043-4035-0-0000-2700-5840-00	Teachers College Reading & Writing Project	June Writing Institute 2022 - Samantha Scheirman	$850.00	
675881	06-21-2022	2043-4035-0-0000-2700-5840-00	Teachers College Reading & Writing Project	June Writing Institute 2022 - Amanda Yenkelun	$850.00	
677916	06-21-2022	1752-4035-0-0000-2700-5840-00	Teachers College Reading & Writing Project	June Writing Institute 2022 - Daryan Mello	$850.00	
690016	06-21-2022	2043-4035-0-0000-2700-5840-00	Teachers College Reading & Writing Project	Reclass Invoice #TCRWP-181173		$850.00
690018	06-21-2022	2043-3212-0-0000-2700-5840-00	Teachers College Reading & Writing Project	Reclass Invoice #TCRWP-181173	$850.00	
690028	06-21-2022	2043-4035-0-0000-2700-5840-00	Teachers College Reading & Writing Project	Reclass Invoice #TCRWP-181086		$850.00
690030	06-21-2022	2043-3212-0-0000-2700-5840-00	Teachers College Reading & Writing Project	Reclass Invoice #TCRWP-181086	$850.00	
690036	06-21-2022	2043-4035-0-0000-2700-5840-00	Teachers College Reading & Writing Project	Reclass Invoice #TCRWP-181098		$850.00
690038	06-21-2022	2043-3212-0-0000-2700-5840-00	Teachers College Reading & Writing Project	Reclass Invoice #TCRWP-181098	$850.00	

Vista Legacy Global Academy
Supporting Documentation

700716	06-27-2022	1752-4035-0-0000-2700-5840-00	Teachers College Reading & Writing Project	Reclass Invoice #TCRWP-181427		$850.00
700718	06-27-2022	1752-3212-0-0000-2700-5840-00	Teachers College Reading & Writing Project	Reclass Invoice #TCRWP-181427	$850.00	
677918	06-27-2022	1752-4035-0-0000-2700-5840-00	Teachers College Reading & Writing Project	June Reading Institute 2022 - Daryan Mello	$850.00	
691802	06-27-2022	2043-3212-0-0000-2700-5840-00	Teachers College Reading & Writing Project	June Reading Institute 2022 - Amanda Yenkelun	$850.00	
691804	06-27-2022	2043-3212-0-0000-2700-5840-00	Teachers College Reading & Writing Project	June Reading Institute 2022 - Chelsea Hong	$850.00	
691806	06-27-2022	2043-3212-0-0000-2700-5840-00	Teachers College Reading & Writing Project	June Reading Institute 2022 - Samantha Scheirman	$850.00	
712174	06-30-2022	1930-0000-0-0000-0000-5840-00		21-22 Title II Reclassifications	$14,377.22	
712177	06-30-2022	1930-4035-0-0000-0000-5840-00		21-22 Title II Reclassifications		$14,377.22
712325	06-30-2022	2043-0000-0-0000-2700-5840-00		Credit Card (M. Rosner) - Teachers College Web	$850.00	
712690	06-30-2022	1752-0000-0-0000-0000-5840-00		21-22 Title II Reclassifications	$3,748.33	
712693	06-30-2022	1752-4035-0-0000-0000-5840-00		21-22 Title II Reclassifications		$3,748.33
712931	06-30-2022	2043-0000-0-0000-0000-5840-00		21-22 Title II Reclassifications	$10,870.83	
712934	06-30-2022	2043-4035-0-0000-0000-5840-00		21-22 Title II Reclassifications		$10,870.83
713243	06-30-2022	1234-0000-0-0000-0000-5840-00		21-22 Title II Reclassification	$5,741.43	
713246	06-30-2022	1234-4035-0-0000-0000-5840-00		21-22 Title II Reclassification		$5,741.43
721216	06-30-2022	2043-3212-0-0000-0000-5840-00		Final 21-22 Accruals		$2,837.38
721220	06-30-2022	2043-3210-0-0000-0000-5840-00		Final 21-22 Accruals	$2,837.38	
757235	07-01-2022	1932-3212-0-0000-7410-5840-00	Jane Raphael	Reclass Invoice #110		$600.00
757237	07-01-2022	1932-4035-0-0000-7410-5840-00	Jane Raphael	Reclass Invoice #110	$600.00	
757245	07-01-2022	1932-3212-0-0000-7410-5840-00	Leah Raphael	Reclass Invoice #109		$600.00
757247	07-01-2022	1932-4035-0-0000-7410-5840-00	Leah Raphael	Reclass Invoice #109	$600.00	
799780	07-01-2022	1752-4035-0-0000-2700-5840-00	Teachers College Reading & Writing Project	June Reading Institute 2022 - Ms. Ali Deovlet	$850.00	
688138	07-01-2022	1932-0000-0-0000-2700-5840-00	Orange County Dept. of Education	Educational Services / Learning Supports	$2,250.00	
693908	07-01-2022	1932-3212-0-0000-7410-5840-00	Jane Raphael	Workshop PD	$600.00	
693912	07-01-2022	1932-3212-0-0000-7410-5840-00	Leah Raphael	Workshop PD	$600.00	
695526	07-11-2022	1234-3213-0-0000-2700-5840-00	Community Catalyst Partners. INC.	Technical Assistance, Professional Development Services & ISSN Membership	$10,944.72	
695527	07-11-2022	1752-3213-0-0000-2700-5840-00	Community Catalyst Partners. INC.	Technical Assistance, Professional Development Services & ISSN Membership	$13,865.58	
695528	07-11-2022	1930-3213-0-0000-2700-5840-00	Community Catalyst Partners. INC.	Technical Assistance, Professional Development Services & ISSN Membership	$10,944.72	
695529	07-11-2022	2043-3213-0-0000-2700-5840-00	Community Catalyst Partners. INC.	Technical Assistance, Professional Development Services & ISSN Membership	$3,649.86	
695530	07-11-2022	1932-3213-0-0000-2700-5840-00	Community Catalyst Partners. INC.	Technical Assistance, Professional Development Services & ISSN Membership	$9,195.12	
756530	07-11-2022	1752-3213-0-0000-2700-5840-00	Community Catalyst Partners. INC.	Reclass invoice # 1051		$13,865.58
756531	07-11-2022	1930-4035-0-0000-2700-5840-00	Community Catalyst Partners. INC.	Reclass invoice # 1051	$10,944.72	
756532	07-11-2022	1752-4035-0-0000-2700-5840-00	Community Catalyst Partners. INC.	Reclass invoice # 1051	$6,300.00	
756527	07-11-2022	1752-3216-0-0000-2700-5840-00	Community Catalyst Partners. INC.	Reclass invoice # 1051	$7,565.58	
713195	07-25-2022	1234-3213-0-0000-7410-5840-00	Kagan Professional Development	Kagan Cooperative Learning Day - Workbooks	$240.80	
713196	07-25-2022	1752-3213-0-0000-7410-5840-00	Kagan Professional Development	Kagan Cooperative Learning Day - Workbooks	$48.23	
713197	07-25-2022	2043-3213-0-0000-7410-5840-00	Kagan Professional Development	Kagan Cooperative Learning Day - Workbooks	$48.23	
713189	07-25-2022	1234-3213-0-0000-7410-5840-00	Kagan Professional Development	Kagan Cooperative Learning Day 1 for New Teachers	$3,033.80	
713190	07-25-2022	1752-3213-0-0000-7410-5840-00	Kagan Professional Development	Kagan Cooperative Learning Day 1 for New Teachers	$607.60	
713191	07-25-2022	2043-3213-0-0000-7410-5840-00	Kagan Professional Development	Kagan Cooperative Learning Day 1 for New Teachers	$607.60	
756707	07-25-2022	1752-3213-0-0000-7410-5840-00	Kagan Professional Development	Reclass invoice # K125178		$607.60
756708	07-25-2022	1752-4035-0-0000-7410-5840-00	Kagan Professional Development	Reclass invoice # K125178	$607.60	
756703	07-25-2022	1752-3213-0-0000-7410-5840-00	Kagan Professional Development	Reclass invoice # 659600		$48.23
756704	07-25-2022	1752-4035-0-0000-7410-5840-00	Kagan Professional Development	Reclass invoice # 659600	$48.23	
783092	07-31-2022	1234-4035-0-0000-1000-5840-00		Credit Card (K. Amaya) - Health Connected	$450.00	
783093	07-31-2022	1234-4035-0-0000-1000-5840-00		Credit Card (K. Amaya) - Health Connected	$450.00	
721140	08-01-2022	1932-4035-0-0000-7410-5840-00	ISTE	Nicole Hutson - CREG & STD Yr 22	$710.00	
721142	08-01-2022	1932-4035-0-0000-7410-5840-00	ISTE	Humberto Huerta - CREG & STD Yr 22	$710.00	
725696	08-15-2022	1932-3213-0-0000-7410-5840-00	Kagan Professional Development	Kagan Training: Cooperative Learning Event #34524	$6,748.00	
720321	08-17-2022	1752-3212-0-0000-7410-5840-00	Leah Raphael	Workshop PD & Additional Consultations	$4,950.00	
721158	08-17-2022	1932-3212-0-0000-7410-5840-00	Jane Raphael	Writing Workshop PD	$3,600.00	
721156	08-17-2022	1932-3212-0-0000-7410-5840-00	Leah Raphael	Writing Workshop PD	$3,600.00	
722274	08-17-2022	1930-4035-0-0000-7410-5840-00	Jane Raphael	New Teacher Training Workshop PD	$3,000.00	
722888	08-17-2022	1930-3212-0-0000-7410-5840-00	Marca Whitten	New Teacher Training Workshop	$1,500.00	
739221	08-17-2022	1234-4035-0-0000-7410-5840-00	Leah Raphael	Workshop PD	$4,800.00	
756618	08-17-2022	1932-3212-0-0000-7410-5840-00	Jane Raphael	Reclass Invoice #114		$3,600.00
756620	08-17-2022	1932-3213-0-0000-7410-5840-00	Jane Raphael	Reclass Invoice #114	$3,600.00	

Vista Legacy Global Academy
Supporting Documentation

756751	08-17-2022	1930-3212-0-0000-7410-5840-00	Marca Whitten	Reclass invoice # 08-17-22			$1,500.00
756752	08-17-2022	1930-4035-0-0000-7410-5840-00	Marca Whitten	Reclass invoice # 08-17-22		$1,500.00	
756719	08-17-2022	1752-3212-0-0000-7410-5840-00	Leah Raphael	Reclass invoice # 112			$4,950.00
756720	08-17-2022	1752-4035-0-0000-7410-5840-00	Leah Raphael	Reclass invoice # 112		$4,950.00	
757255	08-17-2022	1932-3212-0-0000-7410-5840-00	Leah Raphael	Reclass Invoice #114			$3,600.00
757257	08-17-2022	1932-4035-0-0000-7410-5840-00	Leah Raphael	Reclass Invoice #114		$3,600.00	
		Total Activity				**$217,569.46**	**$115,821.60**
		Ending Balance				**$101,747.86**	
5841 - Workshops for Students: LinkCrew HS							
		Total Activity					**$0.00**
		Ending Balance					**$0.00**
5842 - Workshops for Students: LinkCrew MS							
		Total Activity					**$0.00**
		Ending Balance					**$0.00**
5843 - Student Field Trips							
711792	05-31-2022	1234-0000-0-0000-2700-5843-00		Credit Card (K. Amaya) - Six Flags		$6,192.09	
711813	05-31-2022	1752-0000-0-0000-2700-5843-00		Credit Card (C. Felch) - Six Flags Magic Mountains		$1,668.99	
708638	06-01-2022	1930-2600-0-0000-7000-5843-00	THINK Together	Reclass Invoice # 3811-22-E01			$20,832.00
711208	06-01-2022	1234-0000-0-0000-0000-5843-00		Expense Jun 2022 Fieldtrip		$2,000.00	
695696	06-01-2022	1930-2600-0-0000-7000-5843-00	THINK Together	Summer learning program for 80 students for 29 days		$20,832.00	
664881	06-02-2022	1234-0000-0-0000-2700-5843-00	Daniel Sommer	Expense Reimbursement: Magic Mountain Toll		$40.00	
673334	06-07-2022	1752-9003-0-0000-2700-5843-00	Knott's Berry Farm	8th Grade Field Trip		$2,520.00	
676895	06-21-2022	1234-2600-0-0000-2700-5843-00	American Nation Tour Inc.	Los Angeles Field Trip - 06/24/22		$700.00	
676907	06-27-2022	1234-7426-0-0000-2700-5843-00	Jay Proano	Expense Reimbursement: Field Trip Parking		$15.00	
719768	06-30-2022	1234-7426-0-0000-2700-5843-00		Remove funds from ELO-PP			$30.00
719770	06-30-2022	1234-0000-0-0000-2700-5843-00		Remove funds from ELO-PP		$30.00	
678854	06-30-2022	1234-7426-0-0000-2700-5843-00	Enock Benavides	Expense Reimbursement: Parking Fees for Vans - Summer School Field Trip		$15.00	
743365	07-01-2022	1234-2600-0-0000-0000-5843-00		Expense Jul 2022 Field trip		$700.00	
743367	07-01-2022	1234-2600-0-0000-0000-5843-00		Expense Jul 2022 Field trip		$700.00	
685708	07-02-2022	1234-0000-0-0000-2700-5843-00	Daniel Sommer	Expense Reimbursement: Field Trip to Skyzone & Knotts Berry Farm		$3,367.00	
685712	07-02-2022	1234-0000-0-0000-2700-5843-00	Jay Proano	Expense Reimbursement: Field Trip to Skyzone		$1,271.00	
694893	07-21-2022	1234-7426-0-0000-2700-5843-00	Brooke Gorin	Expense reimbursement: Parking Fees for Summer School Field Trip		$30.00	
		Total Activity				**$40,081.08**	**$20,862.00**
		Ending Balance				**$19,219.08**	
5844 - X - Athletic Fees/Use Contract							
		Total Activity					**$0.00**
		Ending Balance					**$0.00**
5845 - After School Program							
708637	06-01-2022	1930-2600-0-0000-7000-5845-00	THINK Together	Reclass Invoice # 3811-22-E01		$20,832.00	
708635	06-01-2022	1752-2600-0-0000-7000-5845-00	THINK Together	Summer learning program for 50 students - 29 days		$17,320.00	
664891	06-01-2022	1752-4124-0-0000-0000-5845-00	THINK Together	Management of 21st CCLC Grant programs for Heritage (SY 2021-2022)		$37,605.59	
664973	06-01-2022	1234-4124-0-0000-0000-5845-00	THINK Together	Management of 21st CCLC Grant programs for VCMS (SY 2021-2022)		$42,722.70	
725756	08-01-2022	1752-4124-0-0000-0000-5845-00	THINK Together	Management of 21st CCLC Grant programs for Heritage (SY 2022-2023)		$94,013.98	
722493	08-01-2022	1234-6010-0-0000-0000-5845-00	THINK Together	Installment No. 1 of 10 : ASES Program Management		$19,330.87	
722495	08-01-2022	1752-6010-0-0000-0000-5845-00	THINK Together	Installment No. 1 of 10 : ASES Program Management		$19,330.87	
722497	08-01-2022	1930-6010-0-0000-0000-5845-00	THINK Together	Installment No. 1 of 10 : ASES Program Management		$14,498.15	
722503	08-01-2022	1234-4124-0-0000-0000-5845-00	THINK Together	Management of 21st CCLC Grant programs for VCMS (SY 2022-2023)		$106,806.76	
		Total Activity				**$372,460.92**	**$0.00**
		Ending Balance				**$372,460.92**	
5846 - Student Incentives							
712049	05-17-2022	1930-0000-0-0000-2700-5846-00		Credit Card (L. Drake) - Five Below		$103.98	
665514	05-26-2022	1234-4127-0-0000-2700-5846-00	Amazon Capital Services	Student Awards		$127.53	
664358	06-01-2022	1930-4127-0-0000-2700-5846-00	Majela Galardy	Expense reimbursement: Music Celebration		$25.09	
664360	06-01-2022	1752-4127-0-0000-2700-5846-00	Majela Galardy	Expense reimbursement: Music Celebration		$25.09	
700605	06-08-2022	1930-0000-0-0000-2700-5846-00	Luis Hernandez	Reclass Invoice # 06-08-22			$178.24
700607	06-08-2022	1930-4127-0-0000-2700-5846-00	Luis Hernandez	Reclass Invoice # 06-08-22		$178.24	

Vista Legacy Global Academy
Supporting Documentation

668211	06-08-2022	1930-0000-0-0000-2700-5846-00	Luis Hernandez	Expense Reimbursement: K-5 Grade Graduation Photos	$178.24	
668213	06-08-2022	1752-0000-0-0000-2700-5846-00	Luis Hernandez	Expense Reimbursement: 8th Grade Graduation Photos	$192.78	
711755	06-17-2022	1930-0000-0-0000-2700-5846-00		Credit Card (L. Anne) - Pizza Hut	$18.95	
711756	06-17-2022	1930-0000-0-0000-2700-5846-00		Credit Card (L. Anne) - Pizza Hut	$150.00	
711757	06-17-2022	1930-0000-0-0000-2700-5846-00		Credit Card (L. Anne) - Domino's Pizza	$69.00	
712263	06-30-2022	1930-0000-0-0000-0000-5846-00		21-22 Title IV Reclassifications	$223.09	
712264	06-30-2022	1930-4127-0-0000-0000-5846-00		21-22 Title IV Reclassifications		$223.09
692757	07-18-2022	1930-0000-0-0000-2700-5846-00	Christina Sequeira	Expense Reimbursement: Student incentives	$30.47	
		Total Activity			**$1,322.46**	**$401.33**
		Ending Balance			**$921.13**	
5850 - Temporary help						
		Total Activity				**$0.00**
		Ending Balance				**$0.00**
5851 - Substitute Teachers						
656547	05-18-2022	1930-0000-0-0000-2700-5851-00	Scoot Education Inc.	Substitute Teachers	$275.00	
657233	05-18-2022	1752-0000-0-0000-2700-5851-00	Scoot Education Inc.	Substitute Teacher	$825.00	
659735	05-18-2022	1234-0000-0-0000-2700-5851-00	Scoot Education Inc.	Substitute Teachers	$2,095.00	
660150	05-24-2022	1930-0000-0-0000-2700-5851-00	Scoot Education Inc.	Substitute Teachers	$825.00	
661191	05-24-2022	1752-0000-0-0000-2700-5851-00	Scoot Education Inc.	Substitute Teachers	$1,650.00	
661493	05-24-2022	1234-0000-0-0000-2700-5851-00	Scoot Education Inc.	Substitute Teachers	$1,820.00	
672558	05-31-2022	1930-6500-0-0000-2700-5851-00	Cross Country Education	BID / School RN	$2,817.51	
672980	05-31-2022	1752-6500-0-0000-2700-5851-00	Cross Country Education	APE / School RN	$3,395.38	
676767	05-31-2022	1752-6500-0-0000-2700-5851-00		Reclass Invoice # DE80586		$3,395.38
676765	05-31-2022	1930-6500-0-0000-2700-5851-00		Reclass invoice # DE80585		$2,817.51
665526	06-01-2022	1234-0000-0-0000-2700-5851-00	Scoot Education Inc.	Substitute Teachers	$1,545.00	
668029	06-01-2022	2043-0000-0-0000-2700-5851-00	Scoot Education Inc.	Substitute Teachers	$275.00	
668205	06-01-2022	1930-0000-0-0000-2700-5851-00	Scoot Education Inc.	Substitute Teachers	$1,375.00	
665124	06-01-2022	1752-0000-0-0000-2700-5851-00	Scoot Education Inc.	Substitute Teachers	$275.00	
668207	06-08-2022	1930-0000-0-0000-2700-5851-00	Scoot Education Inc.	Substitute Teachers	$275.00	
668406	06-08-2022	1752-0000-0-0000-2700-5851-00	Scoot Education Inc.	Substitute Teachers	$1,925.00	
670140	06-08-2022	1234-0000-0-0000-2700-5851-00	Scoot Education Inc.	Substitute Teachers	$1,236.00	
672562	06-14-2022	1930-0000-0-0000-2700-5851-00	Scoot Education Inc.	Substitute Teachers	$275.00	
673062	06-14-2022	1752-0000-0-0000-2700-5851-00	Scoot Education Inc.	Substitute Teachers	$1,650.00	
674533	06-14-2022	1234-0000-0-0000-2700-5851-00	Scoot Education Inc.	Substitute Teachers	$1,545.00	
704529	07-01-2022	1932-0000-0-0000-2700-5851-00	Scoot Education Inc.	Substitute Teachers	$843.00	
693960	07-01-2022	1932-0000-0-0000-2700-5851-00	Scoot Education Inc.	Substitute Teachers	$1,674.00	
		Total Activity			**$26,595.89**	**$6,212.89**
		Ending Balance			**$20,383.00**	
5852 - Contract Labor						
		Total Activity				**$0.00**
		Ending Balance				**$0.00**
5853 - Special Ed Contractors						
		Total Activity				**$0.00**
		Ending Balance				**$0.00**
5860 - Translation & interpretation						
		Total Activity				**$0.00**
		Ending Balance				**$0.00**
5870 - Technology Services and Expenses						
665498	06-01-2022	1234-0000-0-0000-0000-5870-00	Measure Education Inc.	Monthly Data Management Services	$273.69	
665500	06-01-2022	1752-0000-0-0000-0000-5870-00	Measure Education Inc.	Monthly Data Management Services	$286.04	
665502	06-01-2022	1930-0000-0-0000-0000-5870-00	Measure Education Inc.	Monthly Data Management Services	$260.53	
665504	06-01-2022	2043-0000-0-0000-0000-5870-00	Measure Education Inc.	Monthly Data Management Services	$68.62	
688130	07-01-2022	1932-0000-0-0000-0000-5870-00	Measure Education Inc.	Monthly Data Management Services	$832.88	
692268	07-01-2022	1234-0000-0-0000-0000-5870-00	Measure Education Inc.	Monthly Data Management Services	$273.68	
692269	07-01-2022	1752-0000-0-0000-0000-5870-00	Measure Education Inc.	Monthly Data Management Services	$286.05	
692270	07-01-2022	1930-0000-0-0000-0000-5870-00	Measure Education Inc.	Monthly Data Management Services	$260.53	

Vista Legacy Global Academy
Supporting Documentation

692271	07-01-2022	2043-0000-0-0000-0000-5870-00	Measure Education Inc.	Monthly Data Management Services	$68.62		
692282	07-11-2022	1234-0000-0-0000-2700-5870-00	V-Tech Services	Computer Maintenance and IT Services - July 2022	$1,000.00		
692284	07-11-2022	2043-0000-0-0000-2700-5870-00	V-Tech Services	Computer Maintenance and IT Services - July 2022	$800.00		
713205	08-01-2022	1234-0000-0-0000-0000-5870-00	Measure Education Inc.	Data Management Services	$217.07		
713206	08-01-2022	1752-0000-0-0000-0000-5870-00	Measure Education Inc.	Data Management Services	$274.99		
713207	08-01-2022	1930-0000-0-0000-0000-5870-00	Measure Education Inc.	Data Management Services	$217.07		
713208	08-01-2022	2043-0000-0-0000-0000-5870-00	Measure Education Inc.	Data Management Services	$72.39		
713209	08-01-2022	1932-0000-0-0000-0000-5870-00	Measure Education Inc.	Data Management Services	$182.36		
		Total Activity			**$5,374.52**	**$0.00**	
		Ending Balance			**$5,374.52**		
5890 - Misc Operating Expenses							
		Total Activity				**$0.00**	
		Ending Balance				**$0.00**	
5900 - Communications							
694891	07-01-2022	1932-0000-0-0000-2700-5900-00	Boys & Girls Clubs of Greater Anaheim-Cypress	B&G Club Services June 13 - July 1, 2022	$9,000.00		
		Total Activity			**$9,000.00**	**$0.00**	
		Ending Balance			**$9,000.00**		
5910 - Outreach & Communications							
660062	05-24-2022	1752-0000-0-0000-2700-5910-00	Luis Hernandez	Expense Reimbursement: Heritage Recruitment	$714.92		
		Total Activity			**$714.92**	**$0.00**	
		Ending Balance			**$714.92**		
5912 - Enrollment Outreach							
		Total Activity				**$0.00**	
		Ending Balance				**$0.00**	
5913 - X - Staff Recruitment							
783080	07-31-2022	1234-0000-0-0000-2700-5913-00		Credit Card (K. Amaya) - Indeed	$102.00		
		Total Activity			**$102.00**	**$0.00**	
		Ending Balance			**$102.00**		
5914 - External Communications							
		Total Activity				**$0.00**	
		Ending Balance				**$0.00**	
5915 - Collateral Materials							
		Total Activity				**$0.00**	
		Ending Balance				**$0.00**	
5916 - X - Website Development, Maintenance							
		Total Activity				**$0.00**	
		Ending Balance				**$0.00**	
5917 - X - Software							
		Total Activity				**$0.00**	
		Ending Balance				**$0.00**	
5920 - Postage, shipping, delivery							
670126	06-03-2022	1234-0000-0-0000-2700-5920-00	FedEx	Shipping Services	$23.44		
670128	06-03-2022	1752-0000-0-0000-2700-5920-00	FedEx	Shipping Services	$24.49		
670130	06-03-2022	1930-0000-0-0000-2700-5920-00	FedEx	Shipping Services	$22.31		
670132	06-03-2022	2043-0000-0-0000-2700-5920-00	FedEx	Shipping Services	$5.88		
676915	06-14-2022	1234-0000-0-0000-2700-5920-00	Purchase Power	Postage Meter Refill & Rental (June 2022)	$38.31		
712341	06-30-2022	1234-0000-0-0000-2700-5920-00		Credit Card (K. Amaya) - USPS	$1.30		
693884	07-01-2022	1932-0000-0-0000-2700-5920-00	EdTec Inc.	Postage	$33.75		
692777	07-10-2022	1932-0000-0-0000-2700-5920-00	Quadient Finance USA, Inc.	Postage	$546.72		
699160	07-14-2022	1234-0000-0-0000-2700-5920-00	Purchase Power	Postage Meter Refill & Rental (June 2022 - three additional units)	$665.28		
721138	07-15-2022	1932-0000-0-0000-2700-5920-00	EdTec Inc.	Postage	$103.08		
783044	07-31-2022	1234-0000-0-0000-7200-5920-00		Credit Card (D. Wilson) - The UPS Store	$4.95		
783045	07-31-2022	1752-0000-0-0000-7200-5920-00		Credit Card (D. Wilson) - The UPS Store	$6.28		
783046	07-31-2022	1930-0000-0-0000-7200-5920-00		Credit Card (D. Wilson) - The UPS Store	$4.95		
783047	07-31-2022	2043-0000-0-0000-7200-5920-00		Credit Card (D. Wilson) - The UPS Store	$1.65		
783048	07-31-2022	1932-0000-0-0000-7200-5920-00		Credit Card (D. Wilson) - The UPS Store	$4.17		

Vista Legacy Global Academy
Supporting Documentation

721152	08-10-2022	1932-0000-0-0000-2700-5920-00	Quadient Finance USA, Inc.	Postage	$12.00		
723430	08-14-2022	1234-0000-0-0000-2700-5920-00	Purchase Power	Postage Meter Refill & Rental (July/Aug 2022)	$570.97		
740670	08-15-2022	1932-0000-0-0000-2700-5920-00	EdTec Inc.	Postage	$112.14		
		Total Activity			**$2,181.67**	**$0.00**	
		Ending Balance			**$2,181.67**		
5940 - Telephone & Telecommunications							
703436	05-23-2022	1930-0000-0-0000-2700-5940-00	RingCentral Inc.	Subscription - Digital Line Unlimited Standard - Net CM # CM585855788	$4,401.98		
703438	05-23-2022	1752-0000-0-0000-2700-5940-00	RingCentral Inc.	Subscription - Digital Line Unlimited Standard - Net CM # CM585855788	$5,575.31		
711794	05-31-2022	1234-0000-0-0000-7200-5940-00		Credit Card (D. Wilson) - OOMA	$30.79		
711817	05-31-2022	1752-0000-0-0000-7200-5940-00		Credit Card (D. Wilson) - OOMA	$32.19		
711849	05-31-2022	1930-0000-0-0000-7200-5940-00		Credit Card (D. Wilson) - OOMA	$29.31		
711859	05-31-2022	2043-0000-0-0000-2700-5940-00		Credit Card (M. Rosner) - Broadvoice	$145.68		
711861	05-31-2022	2043-0000-0-0000-7200-5940-00		Credit Card (D. Wilson) - OOMA	$7.71		
673050	06-01-2022	1930-0000-0-0000-2700-5940-00	Mitel Cloud Services, Inc.	July 2022 Phone Services	$645.41		
673052	06-01-2022	1752-0000-0-0000-2700-5940-00	Mitel Cloud Services, Inc.	July 2022 Phone Services	$1,073.92		
674521	06-01-2022	1234-0000-0-0000-2700-5940-00	Lingo	May 2022 Telephone Services	$430.56		
676905	06-09-2022	1234-0000-0-0000-2700-5940-00	Fusion Cloud Services, LLC	Phone Service 06/10/22 - 07/09/22	$1,121.23		
672946	06-10-2022	1752-0000-0-0000-2700-5940-00	Charter Communications	Phone Service from 06/10/22 - 07/09/22	$62.79		
672947	06-10-2022	1930-0000-0-0000-2700-5940-00	Charter Communications	Phone Service from 06/10/22 - 07/09/22	$57.18		
672956	06-10-2022	1752-0000-0-0000-2700-5940-00	Charter Communications	Internet Service from 06/10/22 - 07/09/22	$1,143.63		
672957	06-10-2022	1930-0000-0-0000-2700-5940-00	Charter Communications	Internet Service from 06/10/22 - 07/09/22	$1,041.37		
678138	06-24-2022	1930-0000-0-0000-2700-5940-00	RingCentral Inc.	Subscription - Digital Line Basic	$2,459.51		
678140	06-24-2022	1752-0000-0-0000-2700-5940-00	RingCentral Inc.	Subscription - Digital Line Basic	$2,701.02		
712411	06-30-2022	1234-0000-0-0000-7200-5940-00		Credit Card (D. Wilson) - OOMA	$30.79		
712412	06-30-2022	1752-0000-0-0000-7200-5940-00		Credit Card (D. Wilson) - OOMA	$32.19		
712413	06-30-2022	1930-0000-0-0000-7200-5940-00		Credit Card (D. Wilson) - OOMA	$29.31		
712414	06-30-2022	2043-0000-0-0000-7200-5940-00		Credit Card (D. Wilson) - OOMA	$7.71		
721208	06-30-2022	2043-3215-0-0000-0000-5940-00		Final 21-22 Accruals			$0.62
721211	06-30-2022	2043-0000-0-0000-0000-5940-00		Final 21-22 Accruals	$0.62		
688108	07-01-2022	1932-0000-0-0000-2700-5940-00	GoTo Communications, Inc.	Telecommunication services - June & July 2022	$408.59		
689163	07-01-2022	1930-0000-0-0000-2700-5940-00	Mitel Cloud Services, Inc.	August 2022 Phone Services	$645.71		
689165	07-01-2022	1752-0000-0-0000-2700-5940-00	Mitel Cloud Services, Inc.	August 2022 Phone Services	$1,082.50		
692238	07-01-2022	1234-0000-0-0000-2700-5940-00	Lingo	June 2022 Telephone Services	$435.91		
692753	07-01-2022	1932-0000-0-0000-2700-5940-00	Charter Communications	Phone Service from 06/29/22 - 07/28/22	$80.08		
694542	07-09-2022	1234-0000-0-0000-2700-5940-00	Fusion Cloud Services, LLC	Phone Service 07/10/22 - 08/09/22	$1,143.76		
695494	07-10-2022	1930-0000-0-0000-2700-5940-00	Charter Communications	Internet Service from 07/10/22 - 08/09/22	$964.02		
695495	07-10-2022	1752-0000-0-0000-2700-5940-00	Charter Communications	Internet Service from 07/10/22 - 08/09/22	$1,220.98		
695512	07-10-2022	1930-0000-0-0000-2700-5940-00	Charter Communications	Phone Service from 07/10/22 - 08/09/22	$52.93		
695513	07-10-2022	1752-0000-0-0000-2700-5940-00	Charter Communications	Phone Service from 07/10/22 - 08/09/22	$67.04		
721160	07-29-2022	1932-0000-0-0000-2700-5940-00	Charter Communications	Phone Service from 07/29/22 - 08/28/22	$79.98		
783034	07-31-2022	1234-0000-0-0000-2700-5940-00		Credit Card (D. Wilson) - OOMA	$22.52		
783035	07-31-2022	1752-0000-0-0000-2700-5940-00		Credit Card (D. Wilson) - OOMA	$28.53		
783036	07-31-2022	1930-0000-0-0000-2700-5940-00		Credit Card (D. Wilson) - OOMA	$22.52		
783037	07-31-2022	2043-0000-0-0000-2700-5940-00		Credit Card (D. Wilson) - OOMA	$7.51		
783038	07-31-2022	1932-0000-0-0000-2700-5940-00		Credit Card (D. Wilson) - OOMA	$18.92		
783039	07-31-2022	1234-0000-0-0000-7200-5940-00		Credit Card (D. Wilson) - Viasat Inc	$6.53		
783040	07-31-2022	1752-0000-0-0000-7200-5940-00		Credit Card (D. Wilson) - Viasat Inc	$8.27		
783041	07-31-2022	1930-0000-0-0000-7200-5940-00		Credit Card (D. Wilson) - Viasat Inc	$6.53		
783042	07-31-2022	2043-0000-0-0000-7200-5940-00		Credit Card (D. Wilson) - Viasat Inc	$2.18		
783043	07-31-2022	1932-0000-0-0000-7200-5940-00		Credit Card (D. Wilson) - Viasat Inc	$5.49		
783099	07-31-2022	2043-0000-0-0000-2700-5940-00		Credit Card (M. Rosner) - Broadvoice	$145.68		
783107	07-31-2022	2043-0000-0-0000-2700-5940-00		Credit Card (M. Rosner) - Broadvoice	$155.15		
718764	08-01-2022	1234-0000-0-0000-2700-5940-00	Lingo	July 2022 Telephone Services	$435.91		
704491	08-01-2022	1932-0000-0-0000-2700-5940-00	GoTo Communications, Inc.	Telecommunication services - Aug 2022	$431.49		
738159	08-09-2022	1234-0000-0-0000-2700-5940-00	Fusion Cloud Services, LLC	Phone Service 08/10/22 - 09/09/22	$1,142.73		
720305	08-10-2022	1752-0000-0-0000-2700-5940-00	Charter Communications	Phone Service from 08/10/22 - 09/09/22	$67.04		
720307	08-10-2022	1930-0000-0-0000-2700-5940-00	Charter Communications	Phone Service from 08/10/22 - 09/09/22	$52.93		

Vista Legacy Global Academy
Supporting Documentation

	Total Activity				**$29,801.64**	**$0.62**
	Ending Balance				**$29,801.02**	
5941 - X - Internet Services						
	Total Activity					**$0.00**
	Ending Balance					**$0.00**
5950 - X - Fundraising						
	Total Activity					**$0.00**
	Ending Balance					**$0.00**
5951 - Donor Relations						
	Total Activity					**$0.00**
	Ending Balance					**$0.00**
5952 - Grant Administration						
	Total Activity					**$0.00**
	Ending Balance					**$0.00**
6000 - Capital Outlay						
	Total Activity					**$0.00**
	Ending Balance					**$0.00**
6100 - Land						
	Total Activity					**$0.00**
	Ending Balance					**$0.00**
6170 - Land Improvements						
700882	07-20-2022	1234-0000-0-0000-0000-6170-00	ADERSA Group LLC	Synthetic Grass Installation	$3,208.80	
744811	07-20-2022	1234-0000-0-0000-0000-6170-00	ADERSA Group LLC	Reclass Invoice #773		$3,208.80
	Total Activity				**$3,208.80**	**$3,208.80**
	Ending Balance					**$0.00**
6200 - Buildings and Improvements of Buildings						
	Total Activity					**$0.00**
	Ending Balance					**$0.00**
6300 - Books and Media for New School Libraries or						
	Total Activity					**$0.00**
	Ending Balance					**$0.00**
6400 - Equipment						
	Total Activity					**$0.00**
	Ending Balance					**$0.00**
6500 - Equipment Replacement						
	Total Activity					**$0.00**
	Ending Balance					**$0.00**
6900 - Depreciation Expense						
711391	05-31-2022	1752-0000-0-0000-0000-6900-00		May 2022 Depreciation Expense	$749.20	
711387	05-31-2022	1234-0000-0-0000-0000-6900-00		May 2022 Depreciation Expense	$2,513.82	
711390	05-31-2022	1752-0000-0-0000-0000-6900-00		May 2022 Depreciation Expense	$135.05	
711393	05-31-2022	1930-0000-0-0000-0000-6900-00		May 2022 Depreciation	$1,446.51	
711399	05-31-2022	2043-0000-0-0000-0000-6900-00		May 2022 Depreciation	$108.34	
718056	05-31-2022	1930-0000-0-0000-0000-6900-00		May 2022 Depreciation Expense	$698.25	
718063	06-30-2022	1930-0000-0-0000-0000-6900-00		Jun 2022 Depreciation Expense	$698.25	
711407	06-30-2022	1234-0000-0-0000-0000-6900-00		Jun 2022 Depreciation Expense	$2,513.82	
711413	06-30-2022	1752-0000-0-0000-0000-6900-00		Jun 2022 Depreciation Expense	$749.20	
711449	06-30-2022	1752-0000-0-0000-0000-6900-00		Jun 2022 Depreciation Expense	$135.05	
711456	06-30-2022	1930-0000-0-0000-0000-6900-00		Jun 2022 Depreciation	$1,446.51	
711464	06-30-2022	2043-0000-0-0000-0000-6900-00		Jun 2022 Depreciation	$108.34	
725033	07-31-2022	1752-0000-0-0000-0000-6900-00		Jul 2022 Depreciation Expense	$749.20	
725036	07-31-2022	1752-0000-0-0000-0000-6900-00		Jul 2022 Depreciation Expense	$135.05	
725037	07-31-2022	1930-0000-0-0000-0000-6900-00		Jul 2022 Depreciation	$1,446.51	
725045	07-31-2022	1930-0000-0-0000-0000-6900-00		Jul 2022 Depreciation Expense	$698.25	
744652	07-31-2022	2043-0000-0-0000-0000-6900-00		Jul 2022 Depreciation	$108.34	
744662	07-31-2022	1234-0000-0-0000-0000-6900-00		Jul 2022 Depreciation Expense	$2,513.82	

Total Activity	$16,953.51	$0.00
Ending Balance	$16,953.51	
6910 - Amortization Expense		
Total Activity		$0.00
Ending Balance		$0.00
7000 - Other Outgo		
Total Activity		$0.00
Ending Balance		$0.00
7110 - Tuition for Instruction Under Interdistrict Atte		
Total Activity		$0.00
Ending Balance		$0.00
7130 - State Special Schools		
Total Activity		$0.00
Ending Balance		$0.00
7141 - Other Tuition, Excess Costs, and/or Deficit Pr		
Total Activity		$0.00
Ending Balance		$0.00
7142 - Other Tuition, Excess Costs and/or Deficit Pa		
Total Activity		$0.00
Ending Balance		$0.00
7143 - Other Tuition, Excess Costs and/or Deficit Pa		
Total Activity		$0.00
Ending Balance		$0.00
7200 - Special Ed Fair Share Costs - LAUSD		
Total Activity		$0.00
Ending Balance		$0.00
7211 - Transfers of Pass-Through Revenues to Distr		
Total Activity		$0.00
Ending Balance		$0.00
7212 - Transfers of Pass-Through Revenues to Cour		
Total Activity		$0.00
Ending Balance		$0.00
7213 - Transfers of Pass-Through Revenues to JPAs		
Total Activity		$0.00
Ending Balance		$0.00
7221 - Transfers of Apportionments to Districts or C		
Total Activity		$0.00
Ending Balance		$0.00
7222 - Transfers of Apportionments to County Offic		
Total Activity		$0.00
Ending Balance		$0.00
7223 - Transfers of Apportionments to JPAs		
Total Activity		$0.00
Ending Balance		$0.00
7281 - All Other Transfers to Districts or Charter Sch		
Total Activity		$0.00
Ending Balance		$0.00
7282 - All Other Transfers to County Offices		
Total Activity		$0.00
Ending Balance		$0.00
7283 - All Other Transfers to JPAs		
Total Activity		$0.00
Ending Balance		$0.00
7299 - All Other Transfers Out to All Others		
Total Activity		$0.00

	Ending Balance				**$0.00**
7310 - Transfers of Indirect Costs					
	Total Activity				**$0.00**
	Ending Balance				**$0.00**
7350 - Transfers of Indirect Costs					
	Total Activity				**$0.00**
	Ending Balance				**$0.00**
7370 - Transfers of Direct Support Costs					
	Total Activity				**$0.00**
	Ending Balance				**$0.00**
7380 - Transfers of Direct Support Costs					
	Total Activity				**$0.00**
	Ending Balance				**$0.00**
7432 - State School Building Repayments					
	Total Activity				**$0.00**
	Ending Balance				**$0.00**
7433 - Bond Redemptions					
	Total Activity				**$0.00**
	Ending Balance				**$0.00**
7434 - Bond Interest and Other Services Charges					
	Total Activity				**$0.00**
	Ending Balance				**$0.00**
7435 - Repayment of State School Building Fund Aic					
	Total Activity				**$0.00**
	Ending Balance				**$0.00**
7436 - Payments to Original District for Acquisition					
	Total Activity				**$0.00**
	Ending Balance				**$0.00**
7438 - Debt Service					
708984	05-26-2022	1930-0000-0-0000-0000-7438-00	Loan Intercept Payment	$13,927.25	
709188	05-26-2022	1752-0000-0-0000-0000-7438-00	Loan Intercept Payment	$15,705.20	
708987	06-30-2022	1930-0000-0-0000-0000-7438-00	Loan Intercept Payment	$50,609.56	
709242	06-30-2022	1752-0000-0-0000-0000-7438-00	Loan Intercept Payment	$70,834.61	
	Total Activity			**$151,076.62**	**$0.00**
	Ending Balance			**$151,076.62**	
7439 - Other Debt Service					
	Total Activity				**$0.00**
	Ending Balance				**$0.00**
7611 - From General Fund and Child Development F					
	Total Activity				**$0.00**
	Ending Balance				**$0.00**
7612 - Between General Fund and Special Reserve F					
	Total Activity				**$0.00**
	Ending Balance				**$0.00**
7613 - To State School Building Fund/County Schoo					
	Total Activity				**$0.00**
	Ending Balance				**$0.00**
7614 - From Bond Interest and Redemption Fund to					
	Total Activity				**$0.00**
	Ending Balance				**$0.00**
7615 - From General, Special Reserve and Building					
	Total Activity				**$0.00**
	Ending Balance				**$0.00**
7616 - From General Fund to Cafeteria Fund					
	Total Activity				**$0.00**

Vista Legacy Global Academy
Supporting Documentation

Ending Balance	**$0.00**
7619 - Other Authorized Interfund Transfers Out	
Total Activity	**$0.00**
Ending Balance	**$0.00**
7651 - Transfers of Funds from Lapsed/Reorganized	
Total Activity	**$0.00**
Ending Balance	**$0.00**
7699 - All Other Financing Sources	
Total Activity	**$0.00**
Ending Balance	**$0.00**

Rental Date: 7/6/2022
Document Number:24447
Revised

Attn: Donald Wilson
Phone: (213)-201-4000
Fax:
Email: dwilson@vistacharterpublicschools.org

2900 W Temple, LLC
2900 W Temple St.
Los Angeles, California 90026

Pursuant to the governing documents for the above referenced financing, you are required to make payments to U.S. Bank N.A.
We have calculated the amounts due as follows:

Account Number: 212261000 CAMFACSLRS14

Amount Type	Debt Service Date	Total Due	Cash on Hand	Invoice Frequency Cycle	Installment Payment Cycle	Amount Due
Interest Due	1/1/2023	$174,246.88	$6.59	Semi-Annually	Monthly	$29,034.56

Amount Type	Debt Service Date	Total Due	Cash on Hand	Invoice Frequency Cycle	Installment Payment Cycle	Amount Due
Principal Due	7/1/2023	$150,000.00	$0.00	Semi-Annually	Monthly	$12,500.00

Payment Installment Schedule

Due Date	Amount Due	Applied Cash on Hand	Net Amount Due
7/15/2022	$41,541.15	$6.59	$41,534.56
8/15/2022	$41,541.15	$0.00	$41,541.15
9/15/2022	$41,541.15	$0.00	$41,541.15
10/15/2022	$41,541.15	$0.00	$41,541.15
11/15/2022	$41,541.15	$0.00	$41,541.15
12/15/2022	$41,541.13	$0.00	$41,541.13

Notes:

U.S. BANK CONTACTS
Prod Ops Analyst Christopher Rau Email : christopher.rau@usbank.com Phone: (651)-466-6170

Rental Date: 7/6/2022
Document Number:24447
Revised

WIRING INSTRUCTIONS	
U.S. Bank must receive funds prior to 10:30 A.M. CST to ensure DTCC receives funds prior to their same day settlement deadline of 2:00 P.M. CST. Any payments received by DTCC after the 2:00 P.M. deadline will be allocated the next day.	
ABA:	091000022
BBK:	U.S. Bank N.A.
A/C:	180121196976
BNF:	U.S. Bank Trust N.A.
OBI:	Vista Charter Middle CAMFACSLR

CHECK INSTRUCTIONS
If paying by check, please include a copy of this invoice and remit payment 5 business days prior to payment date.
U.S. BANK St. Paul CM-9705 P.O. BOX 70870 St Paul, MN 55170

U.S. BANK CONTACTS
Prod Ops Analyst Christopher Rau Email : christopher.rau@usbank.com Phone: (651)-466-6170

Vista Legacy Global Academy
Supporting Documentation

All of us serving you®

Debt Service Schedule

Date: 12/8/2022

Account Name: Vista Charter Middle School Project
Account Number: 212261000
Customer Name: 2900 W Temple, LLC

Debt Service Date	Principal Due	Interest Due	Call Premium/ Discount	Paydown	Total Payment	Ending Balance
1/1/2023	$0.00	$174,246.88	$0.00	$0.00	$174,246.88	$6,120,000.00
7/1/2023	$150,000.00	$174,246.88	$0.00	$0.00	$324,246.88	$5,970,000.00
1/1/2024	$0.00	$170,496.88	$0.00	$0.00	$170,496.88	$5,970,000.00
7/1/2024	$160,000.00	$170,496.88	$0.00	$0.00	$330,496.88	$5,810,000.00
1/1/2025	$0.00	$166,496.88	$0.00	$0.00	$166,496.88	$5,810,000.00
7/1/2025	$170,000.00	$166,496.88	$0.00	$0.00	$336,496.88	$5,640,000.00
1/1/2026	$0.00	$162,140.63	$0.00	$0.00	$162,140.63	$5,640,000.00
7/1/2026	$175,000.00	$162,140.63	$0.00	$0.00	$337,140.63	$5,465,000.00
1/1/2027	$0.00	$157,656.26	$0.00	$0.00	$157,656.26	$5,465,000.00
7/1/2027	$185,000.00	$157,656.26	$0.00	$0.00	$342,656.26	$5,280,000.00
1/1/2028	$0.00	$152,915.63	$0.00	$0.00	$152,915.63	$5,280,000.00
7/1/2028	$195,000.00	$152,915.63	$0.00	$0.00	$347,915.63	$5,085,000.00
1/1/2029	$0.00	$147,918.76	$0.00	$0.00	$147,918.76	$5,085,000.00
7/1/2029	$205,000.00	$147,918.76	$0.00	$0.00	$352,918.76	$4,880,000.00
1/1/2030	$0.00	$142,665.63	$0.00	$0.00	$142,665.63	$4,880,000.00
7/1/2030	$215,000.00	$142,665.63	$0.00	$0.00	$357,665.63	$4,665,000.00
1/1/2031	$0.00	$136,887.50	$0.00	$0.00	$136,887.50	$4,665,000.00
7/1/2031	$225,000.00	$136,887.50	$0.00	$0.00	$361,887.50	$4,440,000.00
1/1/2032	$0.00	$130,840.63	$0.00	$0.00	$130,840.63	$4,440,000.00
7/1/2032	$240,000.00	$130,840.63	$0.00	$0.00	$370,840.63	$4,200,000.00
1/1/2033	$0.00	$124,390.63	$0.00	$0.00	$124,390.63	$4,200,000.00
7/1/2033	$250,000.00	$124,390.63	$0.00	$0.00	$374,390.63	$3,950,000.00
1/1/2034	$0.00	$117,671.88	$0.00	$0.00	$117,671.88	$3,950,000.00

All of us serving you®

7/1/2034	$265,000.00	$117,671.88	$0.00	$0.00	$382,671.88	$3,685,000.00
1/1/2035	$0.00	$110,550.00	$0.00	$0.00	$110,550.00	$3,685,000.00
7/1/2035	$280,000.00	$110,550.00	$0.00	$0.00	$390,550.00	$3,405,000.00
1/1/2036	$0.00	$102,150.00	$0.00	$0.00	$102,150.00	$3,405,000.00
7/1/2036	$295,000.00	$102,150.00	$0.00	$0.00	$397,150.00	$3,110,000.00
1/1/2037	$0.00	$93,300.00	$0.00	$0.00	$93,300.00	$3,110,000.00
7/1/2037	$315,000.00	$93,300.00	$0.00	$0.00	$408,300.00	$2,795,000.00
1/1/2038	$0.00	$83,850.00	$0.00	$0.00	$83,850.00	$2,795,000.00
7/1/2038	$335,000.00	$83,850.00	$0.00	$0.00	$418,850.00	$2,460,000.00
1/1/2039	$0.00	$73,800.00	$0.00	$0.00	$73,800.00	$2,460,000.00
7/1/2039	$355,000.00	$73,800.00	$0.00	$0.00	$428,800.00	$2,105,000.00
1/1/2040	$0.00	$63,150.00	$0.00	$0.00	$63,150.00	$2,105,000.00
7/1/2040	$375,000.00	$63,150.00	$0.00	$0.00	$438,150.00	$1,730,000.00
1/1/2041	$0.00	$51,900.00	$0.00	$0.00	$51,900.00	$1,730,000.00
7/1/2041	$395,000.00	$51,900.00	$0.00	$0.00	$446,900.00	$1,335,000.00
1/1/2042	$0.00	$40,050.00	$0.00	$0.00	$40,050.00	$1,335,000.00
7/1/2042	$420,000.00	$40,050.00	$0.00	$0.00	$460,050.00	$915,000.00
1/1/2043	$0.00	$27,450.00	$0.00	$0.00	$27,450.00	$915,000.00
7/1/2043	$445,000.00	$27,450.00	$0.00	$0.00	$472,450.00	$470,000.00
1/1/2044	$0.00	$14,100.00	$0.00	$0.00	$14,100.00	$470,000.00
7/1/2044	$470,000.00	$14,100.00	$0.00	$0.00	$484,100.00	$0.00
Totals:	$6,120,000.00	$4,889,256.38	$0.00	$0.00	$11,009,256.38	

U.S. Bank Contacts

Prod Ops Analyst	Christopher Rau	christopher.rau@usbank.com	(651)-466-6170

1620DDAMUNICORP, , CAMFACSLRS14

CITIZENS BUSINESS BANK
A Financial Services Company
PO Box 3938, Ontario, CA 91761

Statement Ending 05/31/2022

Vista Charter Public Schools **Page 1 of 32**
Account Number:231178252

Managing Your Accounts

Phone Number	888.222.5432
Website	cbbank.com
Email	customersupport@cbbank.com

VISTA CHARTER PUBLIC SCHOOLS
2900 W TEMPLE ST
LOS ANGELES CA 90026-4516

Summary of Accounts

Account Type	Account Number	Ending Balance
ANALYZED BUSINESS PLAN GOVERNMENT SRVCS	231178252	$4,765,554.36

ANALYZED BUSINESS PLAN GOVERNMENT SRVCS-231178252

Account Summary

Date	Description	Amount
04/30/2022	**Beginning Balance**	**$5,122,228.89**
	17 Credit(s) This Period	$958,178.46
	167 Debit(s) This Period	$1,314,852.99
05/31/2022	**Ending Balance**	**$4,765,554.36**

Deposits

Date	Description	Amount
05/11/2022	RDC Deposit	$18,932.94
05/19/2022	RDC Deposit	$4,718.23
		2 item(s) totaling $23,651.17

Other Credits

Date	Description	Amount
05/02/2022	TRANSFER FROM PUBLIC ACCOUNT 231178279	$11,416.05
05/03/2022	TRANSFER FROM PUBLIC ACCOUNT 231178279	$162.75
05/04/2022	TRANSFER FROM PUBLIC ACCOUNT 231178287	$56,660.00
05/04/2022	TRANSFER FROM PUBLIC ACCOUNT 231178279	$142,690.50
05/05/2022	TRANSFER FROM PUBLIC ACCOUNT 231178279	$6,744.36
05/06/2022	TRANSFER FROM PUBLIC ACCOUNT 231178279	$2,970.00
05/12/2022	TRANSFER FROM PUBLIC ACCOUNT 231178279	$110.00
05/13/2022	TRANSFER FROM PUBLIC ACCOUNT 231178279	$320.00
05/13/2022	TRANSFER FROM PUBLIC ACCOUNT 231178260	$325,000.00
05/13/2022	TRANSFER FROM PUBLIC ACCOUNT 231178295	$350,000.00
05/17/2022	TRANSFER FROM PUBLIC ACCOUNT 231178279	$3,916.00
05/20/2022	TRANSFER FROM PUBLIC ACCOUNT 231178279	$175.00
05/23/2022	TRANSFER FROM PUBLIC ACCOUNT 231178260	$24,895.00
05/25/2022	TRANSFER FROM PUBLIC ACCOUNT 231178279	$4,759.00
05/27/2022	TRANSFER FROM PUBLIC ACCOUNT 231178279	$4,708.63
		15 item(s) totaling $934,527.29

Member FDIC

OUTSTANDING CHECKS

No.	Amount	
TOTAL		

INSTRUCTIONS

PLEASE EXAMINE THIS STATEMENT AT ONCE AND IMMEDIATELY NOTIFY THE BANK OF ANY ERRORS.

ALL ITEMS CREDITED ARE SUBJECT TO FINAL PAYMENT.

1. Compare each paid check with your check stub or register and mark as paid.
2. Bank balance shown on front of your statement..... _____
3. Compare any deposits shown on statement, including bank originated credits, with those entered in your check register. Add any not shown on statement..... _____
4. Subtotal..... _____
5. Subtract total of outstanding checks..... _____
6. Account Balance..... _____
7. Your check book balance..... _____
8. Subtract any bank charges including monthly service charge or transfers you have authorized and have been deducted on this statement..... _____
9. Adjusted check book balance..... _____

**Denotes a point at which one or more check serial numbers are unaccounted for this statement period. It may indicate outstanding checks or checks shown on previous statements.*

STATEMENTS AND IMAGES

Your account statement will include the following information with respect to each check paid against your account during the statement cycle: (1) the check number (2) the amount of the check; and (3) the date of the payment.
Copies of checks can be requested by calling customer service at (888) 222-5432. Please refer to our Bank Product and Service Information for applicable fees under Research Requests.

THE FOLLOWING NOTICE CONCERNING ELECTRONIC TRANSFER APPLIES IF YOUR ACCOUNT IS MAINTAINED FOR PERSONAL, FAMILY OR HOUSEHOLD PURPOSES.

IN CASE OF ERRORS OR QUESTIONS ABOUT YOUR ELECTRONIC TRANSFERS CONTACT US AT:

Telephone: (888) 222-5432
or write us at:
Citizens Business Bank P O Box 51000, Ontario, CA 91761

Contact us as soon as you can if you think your statement or receipt is wrong or if you need more information about a transfer on the statement or a receipt. We must hear from you no later than 60 days after we sent you the FIRST statement on which the error or problem appeared. If you have a question concerning your statement, please be prepared to:

1. Provide your name and account number (if any).
2. Provide the dollar amount of the suspected error.
3. Describe the error or the transfer you are unsure about and clearly explain why you believe it is an error or why you need more information.

We will investigate your complaint and will correct any error promptly. If we take more than 10 business days to do this, we will credit your account for the amount you think is in error, so that you will have the use of the money during the time it takes us to complete our investigation

ANALYZED BUSINESS PLAN GOVERNMENT SRVCS-231178252 (continued)

Electronic Debits

Date	Description	Amount
05/02/2022	PAYCOM PAYCOM PAY LJ23	$22,841.86
05/04/2022	PAYCOM PAYCOM PAY LJ23	$1,503.61
05/05/2022	PAYCOM PAYCOM PAY LJ23	$2,087.71
05/13/2022	PAYCOM PAYCOM PAY LJ23	$300,122.14
05/16/2022	PAYCOM PAYCOM PAY LJ23	$224.55
05/25/2022	PAYCOM PAYCOM PAY LJ23	$847.48
05/26/2022	CARDMEMBER SERV ELECT PYMT * * * * * * * * * * * 8669	$17,912.18
05/26/2022	PAYCOM PAYCOM PAY LJ23	$1,403.55
05/31/2022	PAYCOM PAYCOM PAY LJ23	$321,190.68

9 item(s) totaling $668,133.76

Checks Cleared

Check Nbr	Date	Amount	Check Nbr	Date	Amount	Check Nbr	Date	Amount
25386	05/09/2022	$250.00	25607	05/11/2022	$367.35	25656*	05/16/2022	$24.19
25458*	05/09/2022	$105.00	25608	05/06/2022	$12.00	25657	05/16/2022	$3,420.00
25542*	05/18/2022	$200.00	25609	05/06/2022	$1,925.00	25658	05/16/2022	$888.88
25543	05/06/2022	$300.00	25610	05/10/2022	$52.23	25659	05/16/2022	$788.25
25545*	05/02/2022	$17,952.88	25611	05/10/2022	$515.09	25660	05/18/2022	$275.00
25558*	05/09/2022	$70.00	25612	05/06/2022	$114,473.30	25661	05/17/2022	$2,116.11
25563*	05/02/2022	$19,812.11	25613	05/11/2022	$4,880.89	25663*	05/26/2022	$9,900.00
25565*	05/02/2022	$926.17	25614	05/06/2022	$8,000.00	25664	05/17/2022	$356.40
25567*	05/02/2022	$275.10	25615	05/09/2022	$5,641.25	25665	05/17/2022	$79.41
25569*	05/02/2022	$525.00	25616	05/10/2022	$325.95	25666	05/16/2022	$16,245.63
25570	05/02/2022	$228.44	25617	05/10/2022	$281.99	25667	05/17/2022	$1,876.33
25571	05/02/2022	$3,300.00	25618	05/06/2022	$1,446.00	25668	05/18/2022	$1,719.33
25572	05/03/2022	$54.06	25619	05/10/2022	$816.00	25669	05/17/2022	$120.00
25573	05/04/2022	$1,121.23	25620	05/10/2022	$13,669.81	25670	05/16/2022	$6,675.31
25575*	05/02/2022	$665.28	25621	05/09/2022	$173.96	25671	05/17/2022	$46.09
25576	05/03/2022	$116.84	25622	05/09/2022	$107.32	25672	05/23/2022	$24,456.78
25577	05/03/2022	$1,106.04	25623	05/09/2022	$600.00	25673	05/19/2022	$6,400.00
25578	05/02/2022	$305.60	25625*	05/09/2022	$341.96	25675*	05/23/2022	$235.06
25579	05/04/2022	$9,852.15	25626	05/25/2022	$63.66	25676	05/23/2022	$5,290.00
25580	05/03/2022	$7,804.71	25627	05/09/2022	$275.00	25677	05/23/2022	$159.58
25582*	05/02/2022	$900.00	25628	05/12/2022	$977.79	25678	05/31/2022	$678.00
25583	05/02/2022	$770.00	25630*	05/27/2022	$1,100.00	25680*	05/24/2022	$1,136.14
25584	05/03/2022	$1,987.41	25631	05/10/2022	$325.91	25681	05/27/2022	$75.00
25585	05/03/2022	$369.74	25632	05/12/2022	$4,420.47	25683*	05/27/2022	$1,375.00
25586	05/03/2022	$77.53	25633	05/09/2022	$1,293.46	25685*	05/23/2022	$16,333.72
25587	05/05/2022	$592.65	25634	05/10/2022	$100.60	25686	05/23/2022	$15,785.69
25588	05/03/2022	$689.00	25635	05/11/2022	$592.65	25687	05/23/2022	$19,757.34
25589	05/03/2022	$24.99	25636	05/10/2022	$451.64	25688	05/23/2022	$17,868.66
25590	05/03/2022	$446.33	25637	05/10/2022	$104.80	25689	05/24/2022	$476.85
25591	05/03/2022	$120.00	25638	05/11/2022	$1,616.53	25690	05/24/2022	$53.54
25592	05/03/2022	$2,750.00	25639	05/18/2022	$1,200.00	25691	05/24/2022	$1,707.61
25593	05/05/2022	$250.00	25640	05/11/2022	$65.60	25692	05/25/2022	$342.00
25594	05/03/2022	$288.33	25641	05/16/2022	$14,750.99	25693	05/24/2022	$45.44
25595	05/03/2022	$774.12	25642	05/12/2022	$4,577.54	25694	05/25/2022	$1,271.24
25596	05/03/2022	$420.26	25643	05/18/2022	$1,100.00	25695	05/23/2022	$12.00
25597	05/03/2022	$483.39	25644	05/11/2022	$62,571.60	25696	05/24/2022	$201.37
25598	05/05/2022	$4,298.55	25645	05/23/2022	$46,800.00	25697	05/25/2022	$421.50
25599	05/09/2022	$1,160.28	25646	05/17/2022	$1,009.19	25700*	05/27/2022	$187.50
25600	05/04/2022	$258.00	25647	05/17/2022	$1,910.69	25702*	05/27/2022	$744.63
25601	05/03/2022	$12.00	25648	05/13/2022	$2,000.00	25703	05/27/2022	$3,013.50
25602	05/03/2022	$9,000.00	25649	05/12/2022	$4,200.13	25704	05/25/2022	$3,685.00
25603	05/04/2022	$15,800.00	25650	05/16/2022	$44.85	25705	05/24/2022	$227.17
25604	05/10/2022	$429.99	25651	05/17/2022	$45.44	25706	05/24/2022	$1,046.18
25605	05/09/2022	$340.00	25652	05/16/2022	$1,916.02	25707	05/24/2022	$389.00
25606	05/10/2022	$45.44	25653	05/18/2022	$411.85	25708	05/24/2022	$40.57

ANALYZED BUSINESS PLAN GOVERNMENT SRVCS-231178252 (continued)

Checks Cleared (continued)

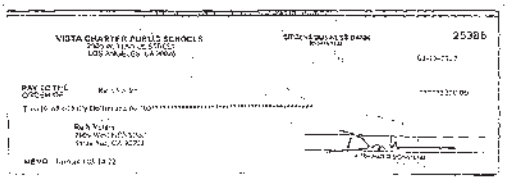
Check Nbr	Date	Amount	Check Nbr	Date	Amount	Check Nbr	Date	Amount
25709	05/25/2022	$119.97	25717	05/27/2022	$825.00	25727*	05/31/2022	$5,083.72
25710	05/25/2022	$592.65	25718	05/24/2022	$70.77	25729*	05/27/2022	$20,563.96
25711	05/26/2022	$769.00	25719	05/31/2022	$302.40	25731*	05/31/2022	$894.12
25712	05/24/2022	$366.90	25721*	05/31/2022	$17,912.18	25734*	05/27/2022	$3,159.81
25713	05/27/2022	$834.00	25722	05/25/2022	$1,139.41	25735	05/31/2022	$425.43
25714	05/25/2022	$1,263.03	25723	05/31/2022	$119.83	25736	05/31/2022	$1,312.23
25715	05/27/2022	$382.48	25724	05/31/2022	$372.45	25742*	05/31/2022	$3,943.88
25716	05/23/2022	$900.01	25725	05/27/2022	$2,603.87			

* Indicates skipped check number

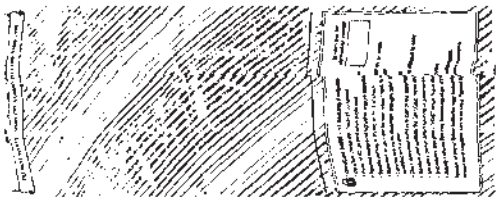
158 item(s) totaling $646,719.23

Daily Balances

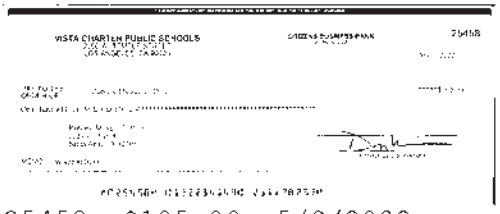
Date	Amount	Date	Amount	Date	Amount
05/02/2022	$5,065,142.50	05/11/2022	$5,007,285.80	05/20/2022	$5,311,382.45
05/03/2022	$5,038,780.50	05/12/2022	$4,993,219.87	05/23/2022	$5,188,678.61
05/04/2022	$5,209,596.01	05/13/2022	$5,366,417.73	05/24/2022	$5,182,917.07
05/05/2022	$5,209,111.46	05/16/2022	$5,321,439.06	05/25/2022	$5,177,930.13
05/06/2022	$5,085,925.16	05/17/2022	$5,317,795.40	05/26/2022	$5,147,945.40
05/09/2022	$5,075,566.93	05/18/2022	$5,312,889.22	05/27/2022	$5,117,789.28
05/10/2022	$5,058,447.48	05/19/2022	$5,311,207.45	05/31/2022	$4,765,554.36



25386 $250.00 5/9/2022

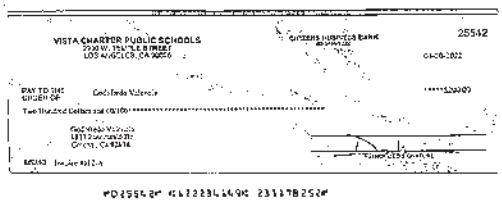


25386 $250.00 5/9/2022

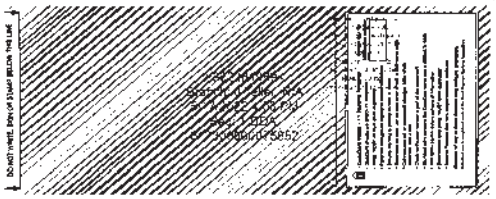


25458 $105.00 5/9/2022

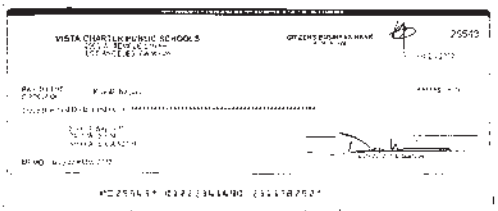
25458 $105.00 5/9/2022



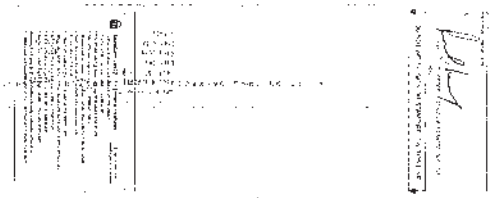
25542 $200.00 5/18/2022



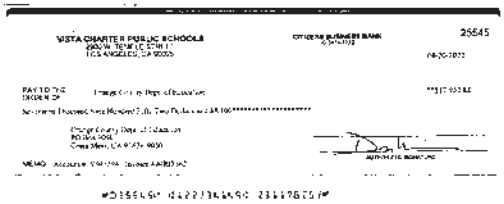
25542 $200.00 5/18/2022



25543 $300.00 5/6/2022

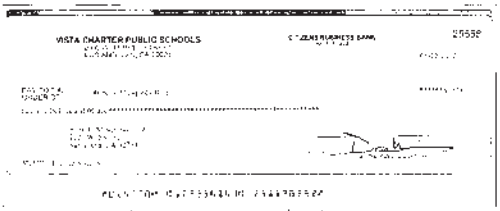


25543 $300.00 5/6/2022



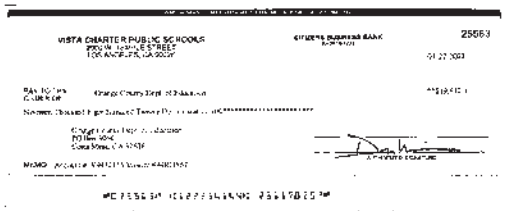
25545 $17,952.88 5/2/2022

25545 $17,952.88 5/2/2022



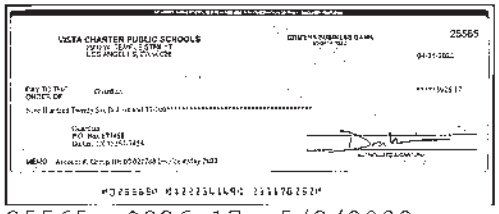
25558 $70.00 5/9/2022

25558 $70.00 5/9/2022

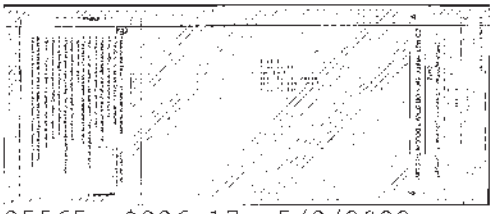


25563 $19,812.11 5/2/2022

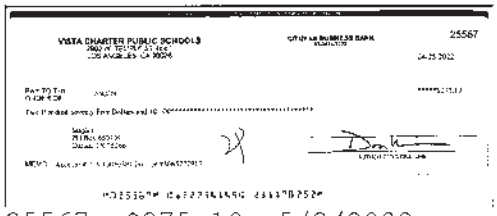
25563 $19,812.11 5/2/2022



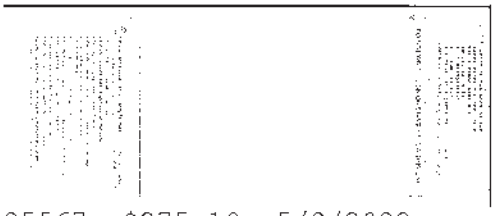
25565 $926.17 5/2/2022



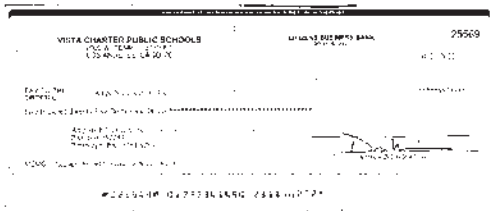
25565 $926.17 5/2/2022



25567 $275.10 5/2/2022

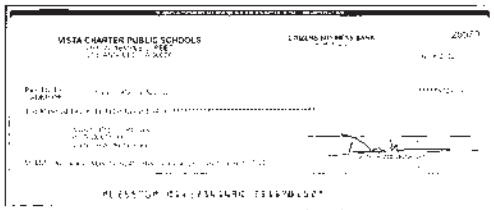


25567 $275.10 5/2/2022

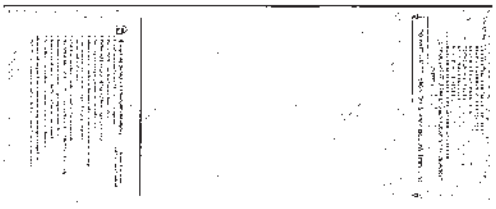


25569 $525.00 5/2/2022

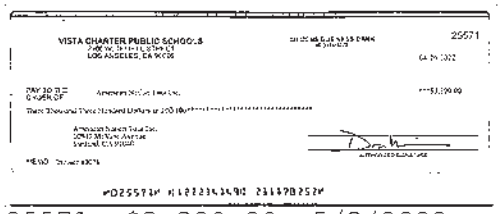
25569 $525.00 5/2/2022



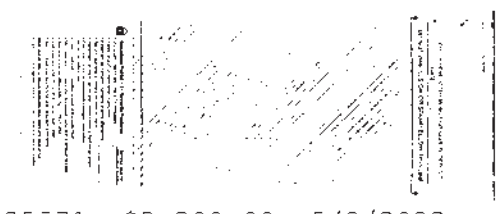
25570 $228.44 5/2/2022



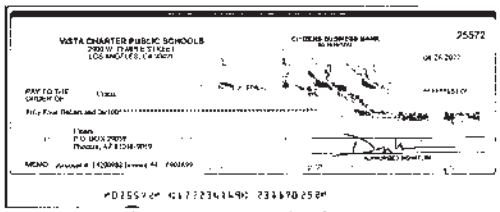
25570 $228.44 5/2/2022



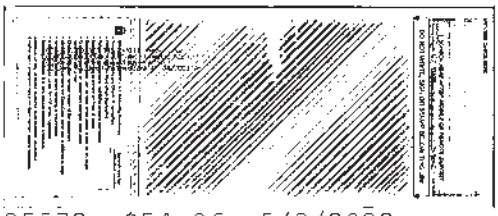
25571 $3,300.00 5/2/2022



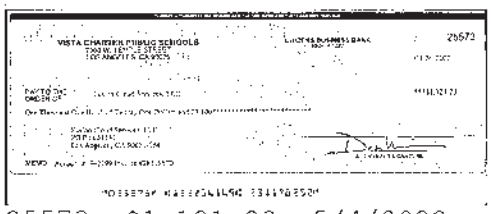
25571 $3,300.00 5/2/2022



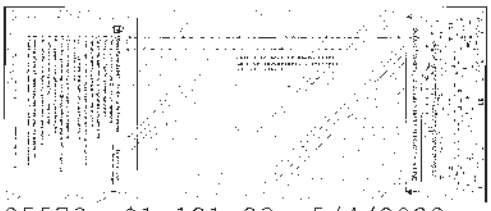
25572 $54.06 5/3/2022



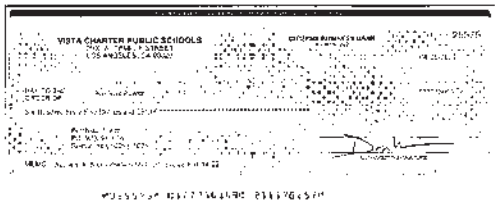
25572 $54.06 5/3/2022



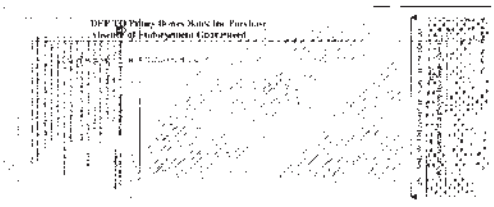
25573 $1,121.23 5/4/2022



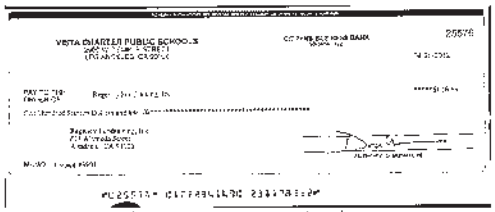
25573 $1,121.23 5/4/2022



25575 $665.28 5/2/2022

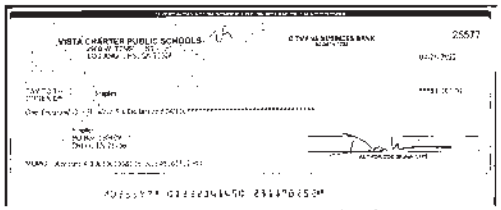


25575 $665.28 5/2/2022

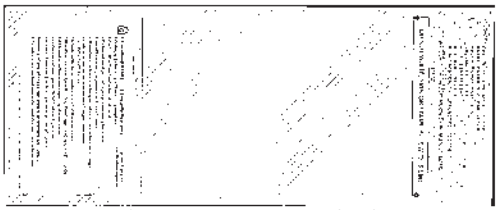


25576 $116.84 5/3/2022

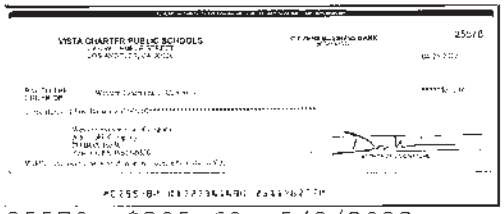
25576 $116.84 5/3/2022



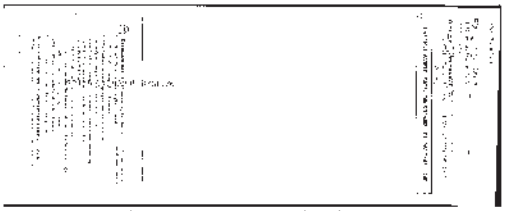
25577 $1,106.04 5/3/2022



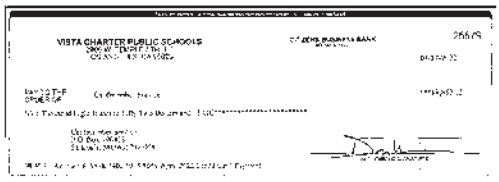
25577 $1,106.04 5/3/2022

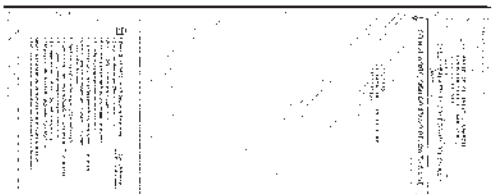


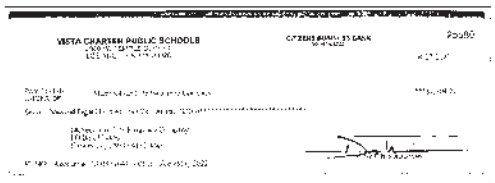
25578 $305.60 5/2/2022

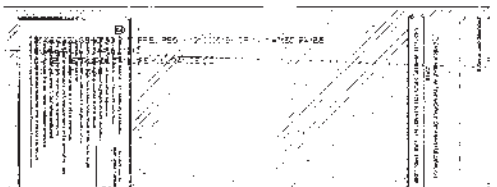


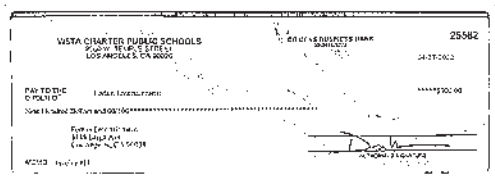
25578 $305.60 5/2/2022

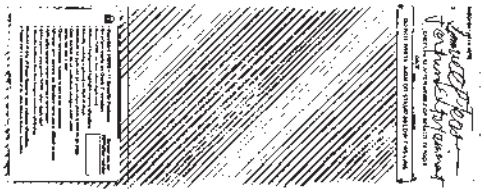

25579 $9,852.15 5/4/2022

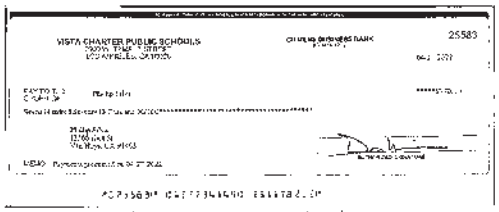

25579 $9,852.15 5/4/2022


25580 $7,804.71 5/3/2022

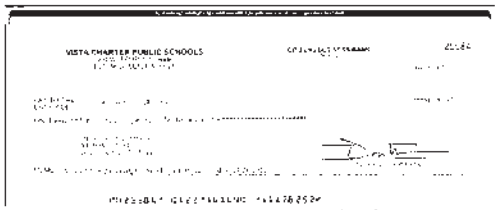

25580 $7,804.71 5/3/2022

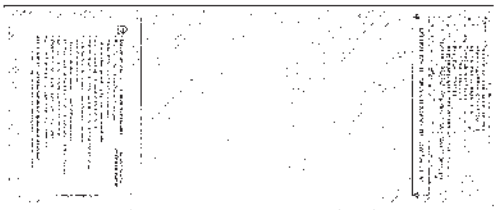

25582 $900.00 5/2/2022

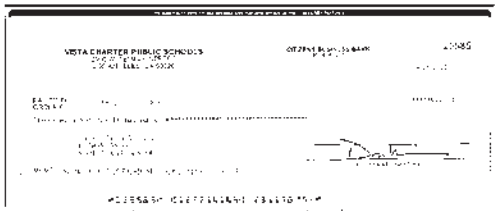

25582 $900.00 5/2/2022

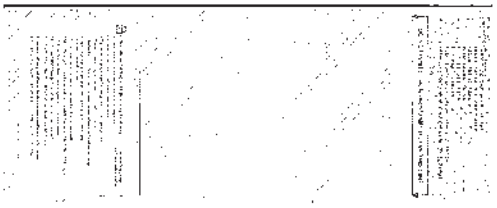

25583 $770.00 5/2/2022

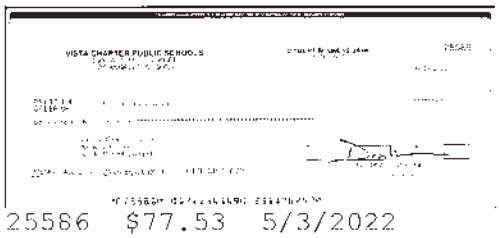
25583 $770.00 5/2/2022

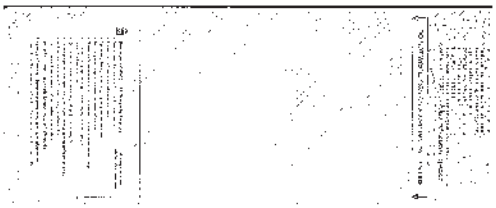

25584 $1,987.41 5/3/2022

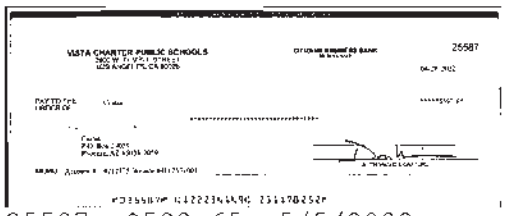

25584 $1,987.41 5/3/2022

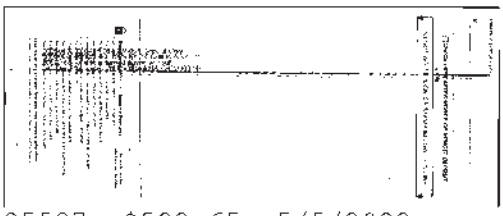

25585 $369.74 5/3/2022

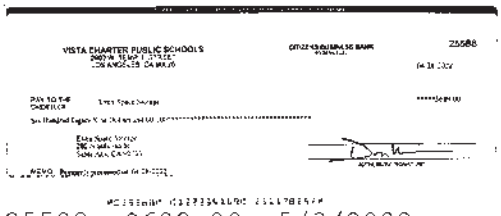

25585 $369.74 5/3/2022

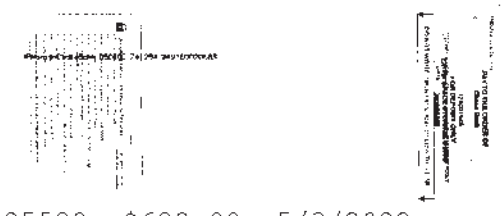

25586 $77.53 5/3/2022


25586 $77.53 5/3/2022

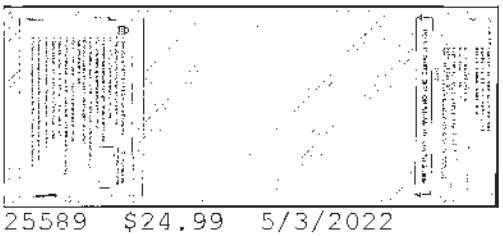

25587 $592.65 5/5/2022

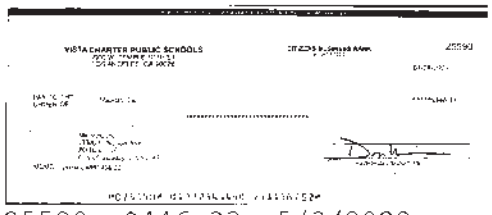

25587 $592.65 5/5/2022

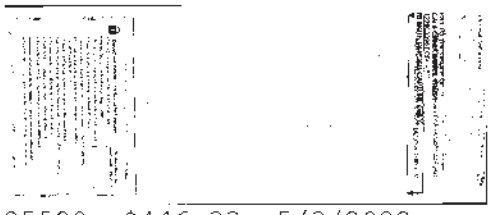

25588 $689.00 5/3/2022

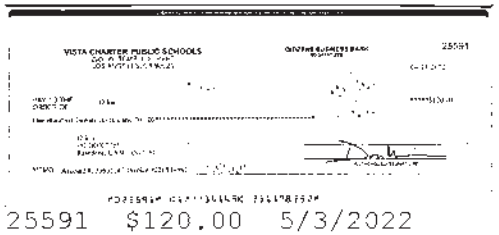

25588 $689.00 5/3/2022

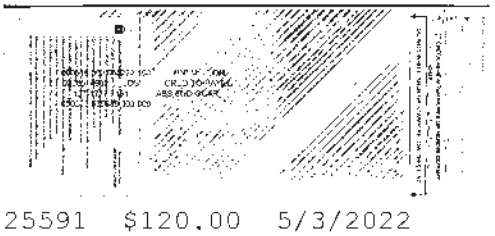
25589 $24.99 5/3/2022

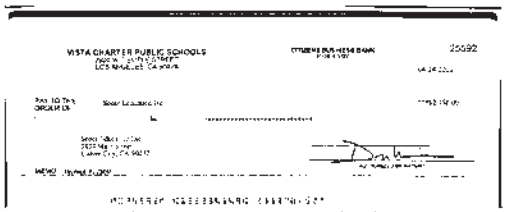

25589 $24.99 5/3/2022

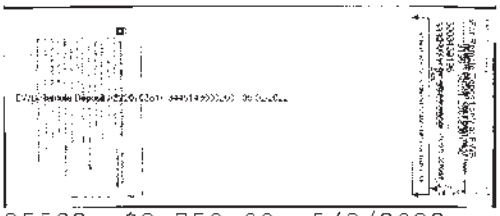

25590 $446.33 5/3/2022

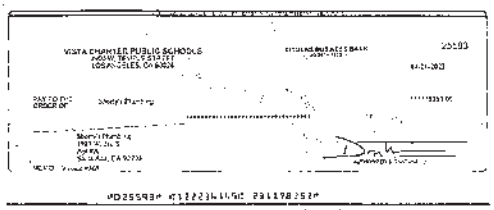

25590 $446.33 5/3/2022

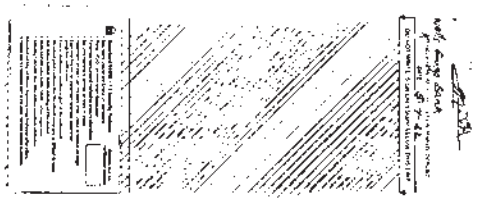

25591 $120.00 5/3/2022

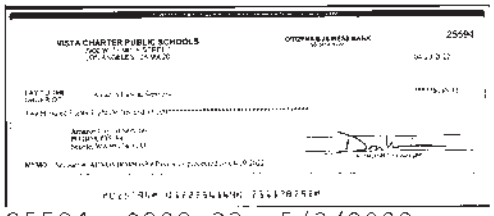

25591 $120.00 5/3/2022

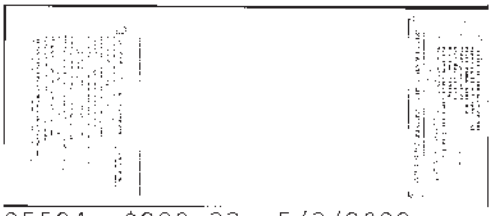

25592 $2,750.00 5/3/2022

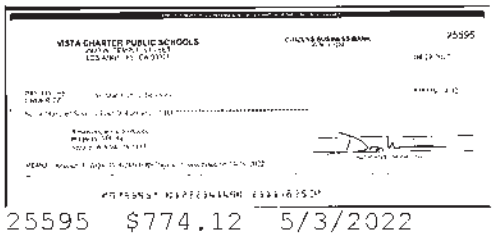

25592 $2,750.00 5/3/2022

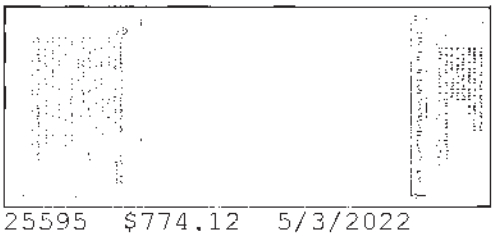

25593 $250.00 5/5/2022

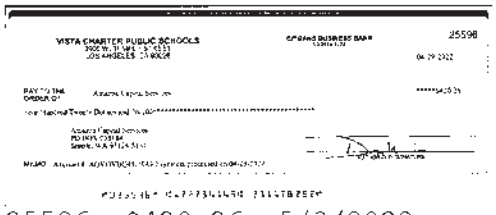

25593 $250.00 5/5/2022


25594 $288.33 5/3/2022

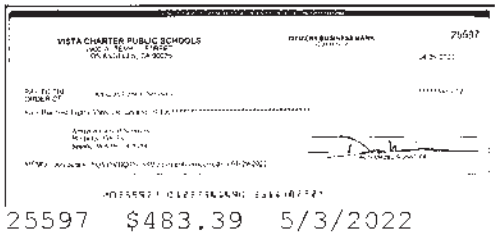

25594 $288.33 5/3/2022

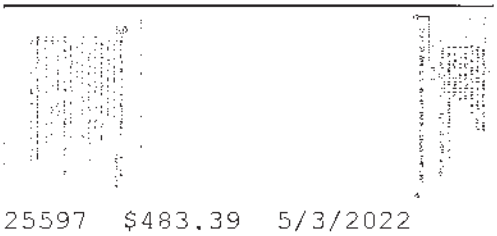

25595 $774.12 5/3/2022

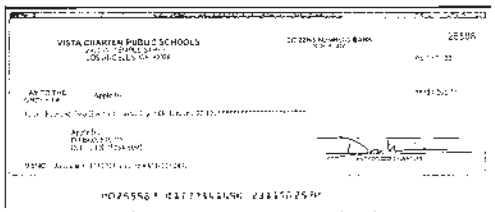

25595 $774.12 5/3/2022


25596 $420.26 5/3/2022

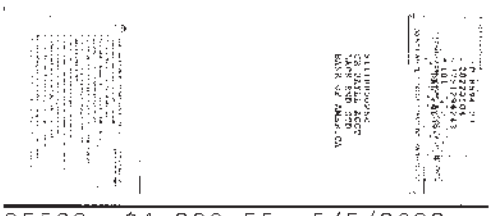
25596 $420.26 5/3/2022


25597 $483.39 5/3/2022

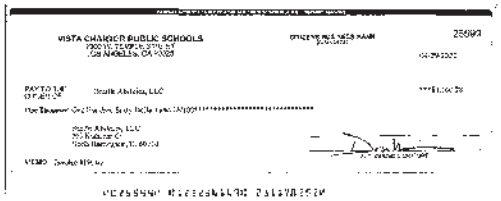

25597 $483.39 5/3/2022



25598 $4,298.55 5/5/2022

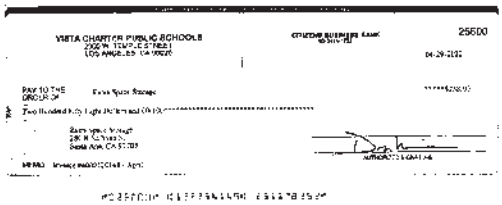


25598 $4,298.55 5/5/2022

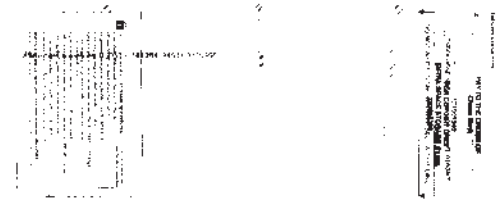


25599 $1,160.28 5/9/2022

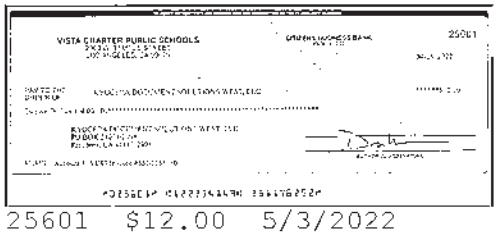
25599 $1,160.28 5/9/2022



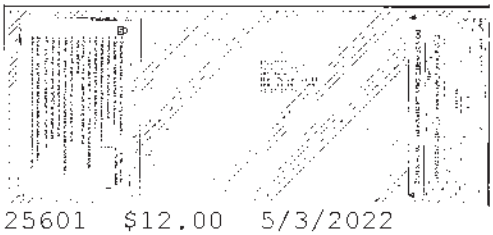
25600 $258.00 5/4/2022



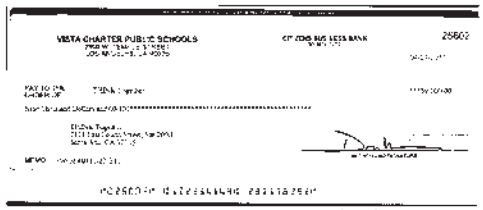
25600 $258.00 5/4/2022



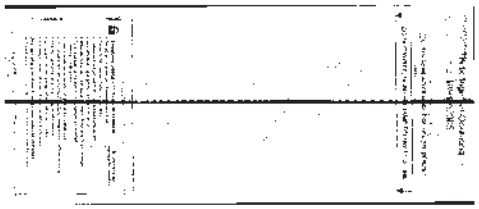
25601 $12.00 5/3/2022



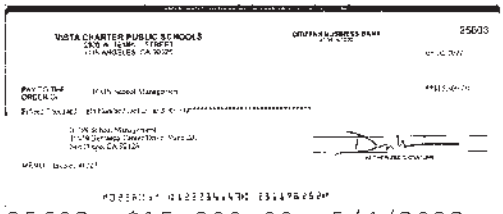
25601 $12.00 5/3/2022



25602 $9,000.00 5/3/2022

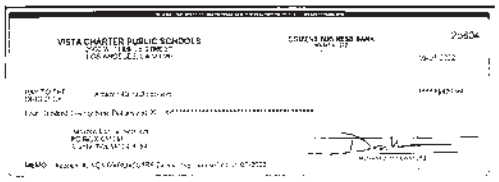


25602 $9,000.00 5/3/2022

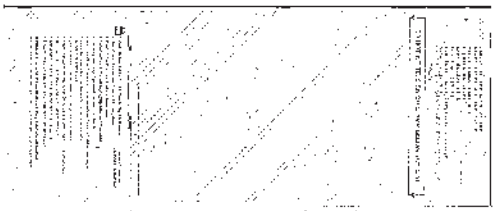


25603 $15,800.00 5/4/2022

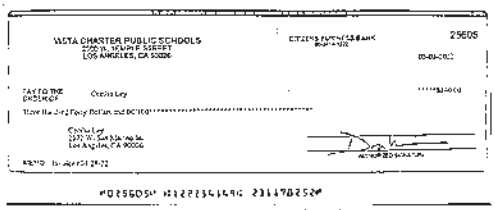
25603 $15,800.00 5/4/2022



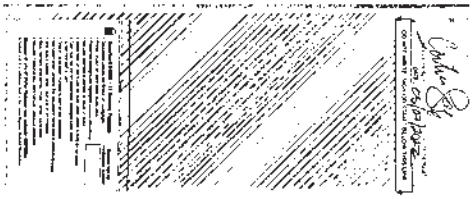
25604 $429.99 5/10/2022



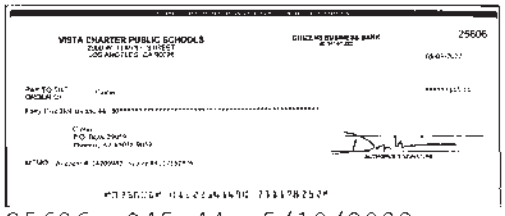
25604 $429.99 5/10/2022



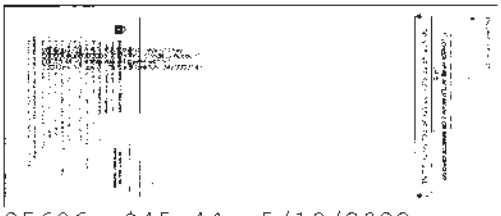
25605 $340.00 5/9/2022



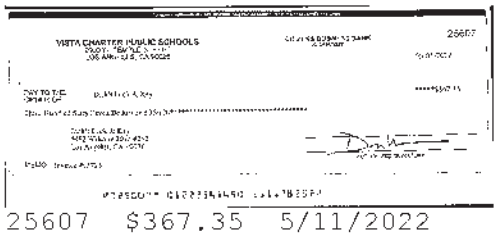
25605 $340.00 5/9/2022



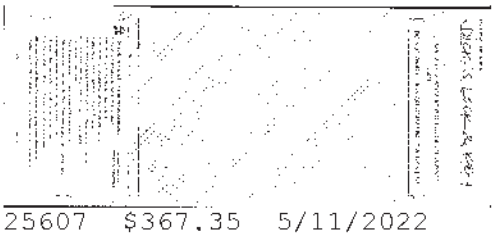
25606 $45.44 5/10/2022



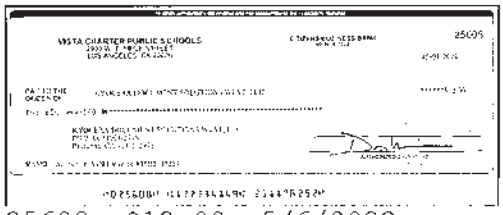
25606 $45.44 5/10/2022



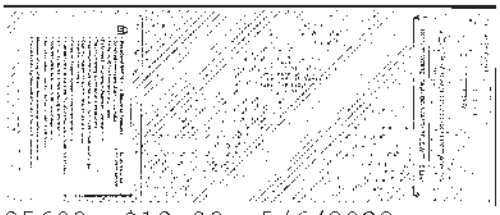
25607 $367.35 5/11/2022



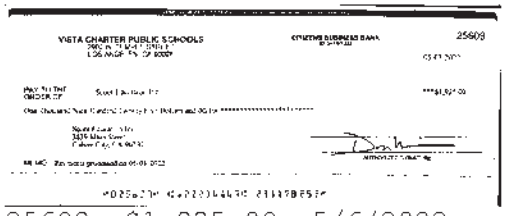
25607 $367.35 5/11/2022



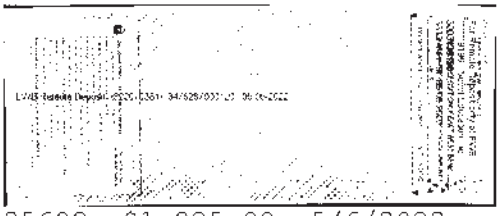
25608 $12.00 5/6/2022



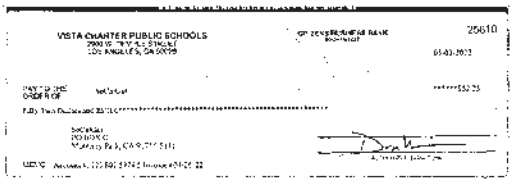
25608 $12.00 5/6/2022



25609 $1,925.00 5/6/2022

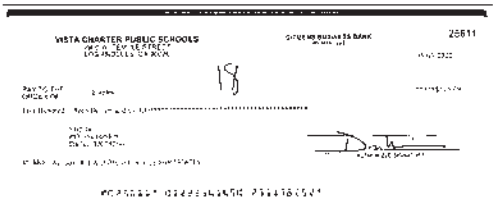


25609 $1,925.00 5/6/2022

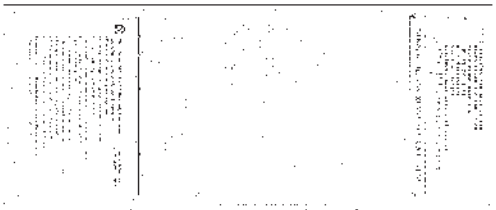


25610 $52.23 5/10/2022

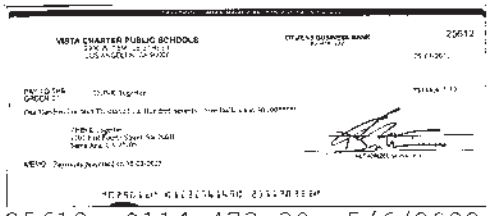
25610 $52.23 5/10/2022



25611 $515.09 5/10/2022

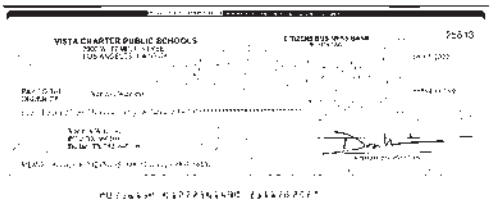


25611 $515.09 5/10/2022

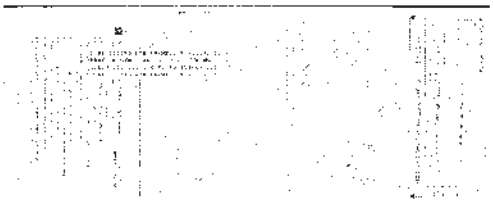


25612 $114,473.30 5/6/2022

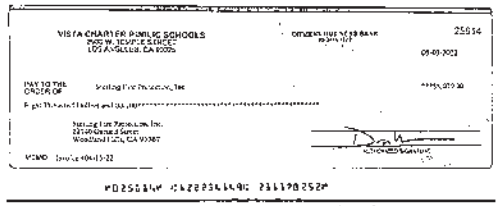
25612 $114,473.30 5/6/2022



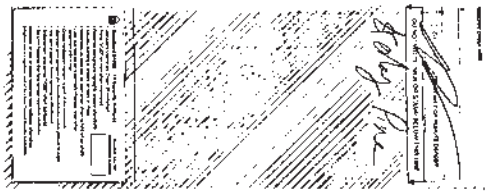
25613 $4,880.89 5/11/2022



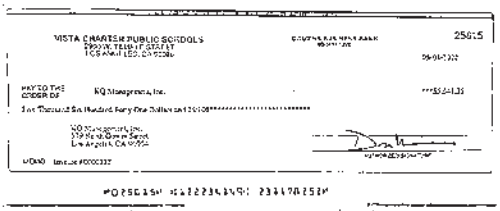
25613 $4,880.89 5/11/2022



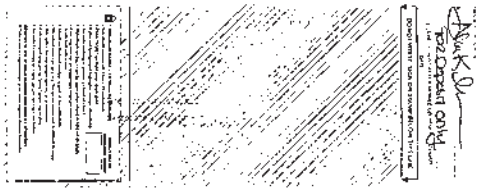
25614 $8,000.00 5/6/2022



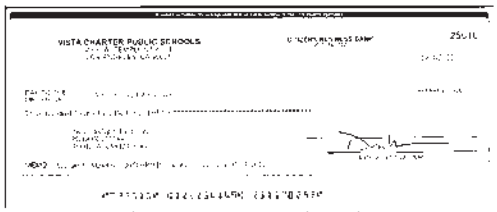
25614 $8,000.00 5/6/2022



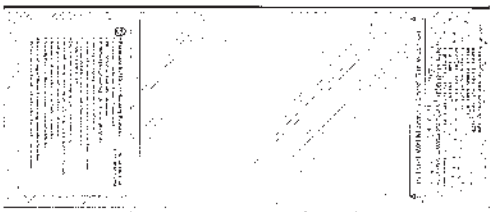
25615 $5,641.25 5/9/2022



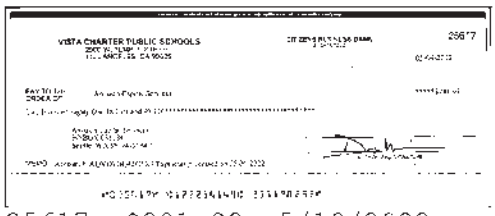
25615 $5,641.25 5/9/2022



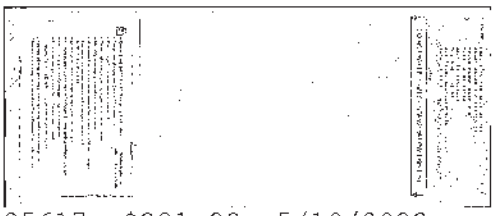
25616 $325.95 5/10/2022



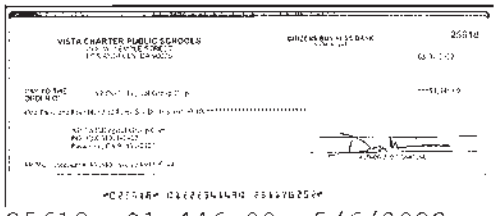
25616 $325.95 5/10/2022



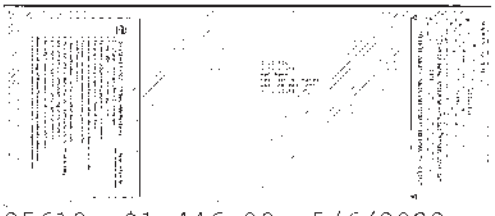
25617 $281.99 5/10/2022



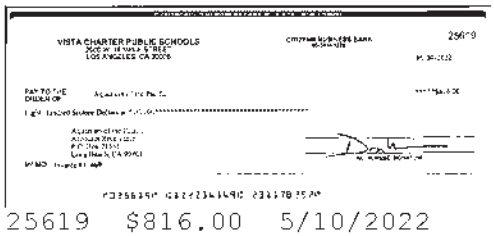
25617 $281.99 5/10/2022



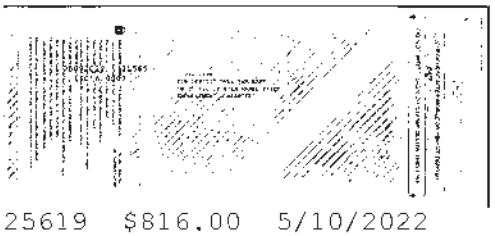
25618 $1,446.00 5/6/2022



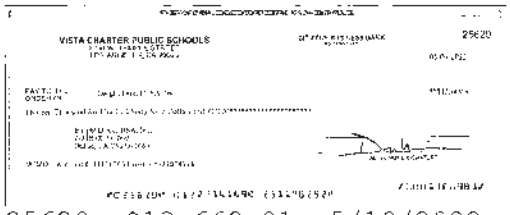
25618 $1,446.00 5/6/2022



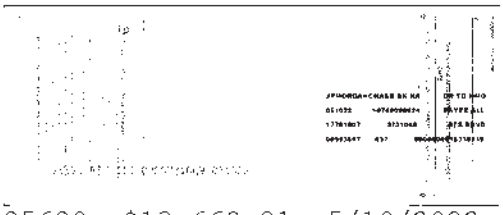
25619 $816.00 5/10/2022



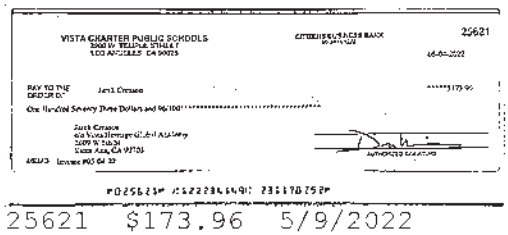
25619 $816.00 5/10/2022



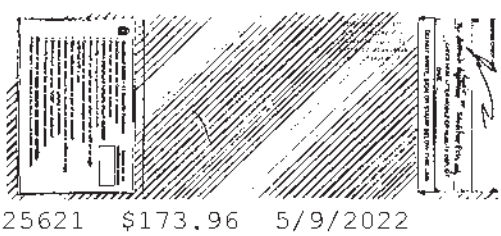
25620 $13,669.81 5/10/2022



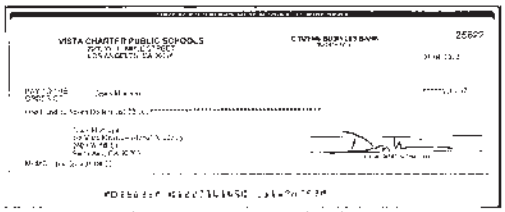
25620 $13,669.81 5/10/2022



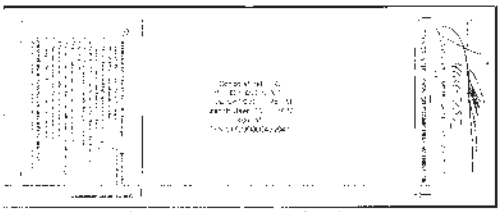
25621 $173.96 5/9/2022



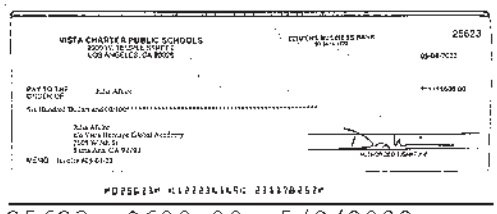
25621 $173.96 5/9/2022



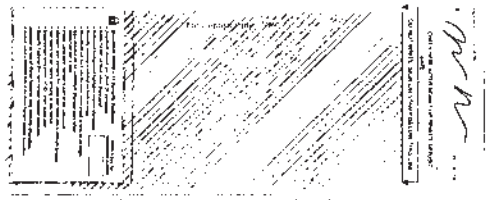
25622 $107.32 5/9/2022



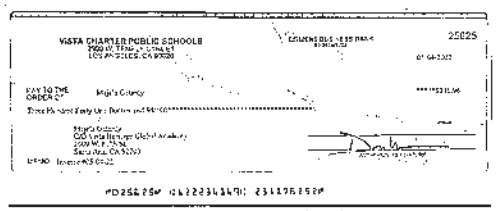
25622 $107.32 5/9/2022



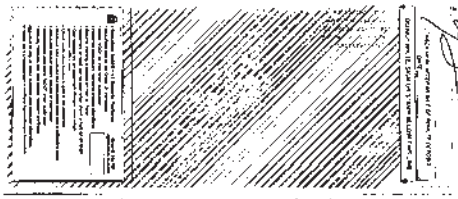
25623 $600.00 5/9/2022



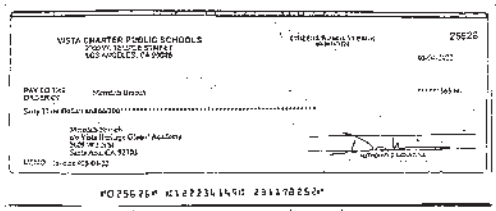
25623 $600.00 5/9/2022



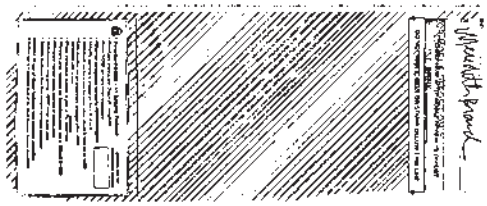
25625 $341.96 5/9/2022



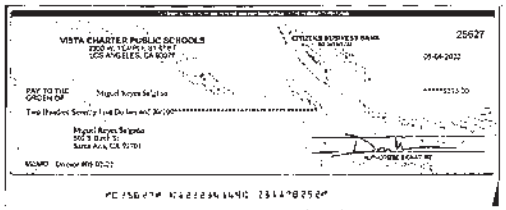
25625 $341.96 5/9/2022



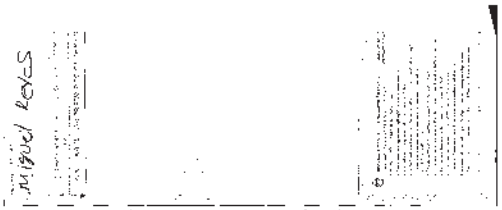
25626 $63.66 5/25/2022



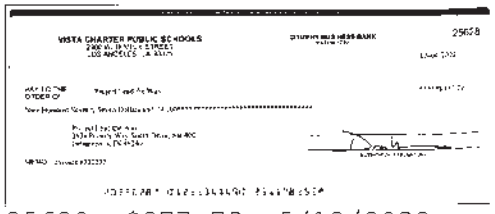
25626 $63.66 5/25/2022



25627 $275.00 5/9/2022

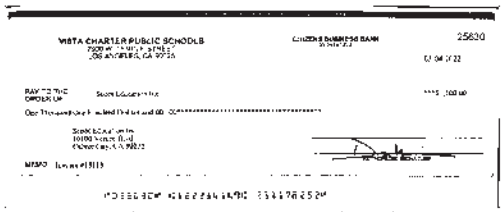


25627 $275.00 5/9/2022

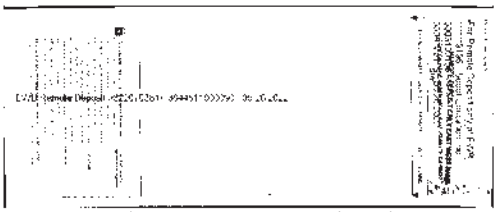


25628 $977.79 5/12/2022

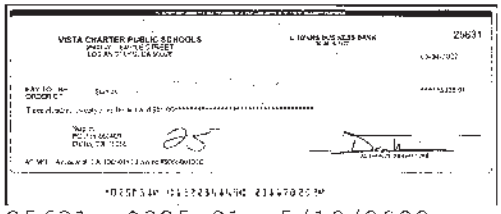
25628 $977.79 5/12/2022



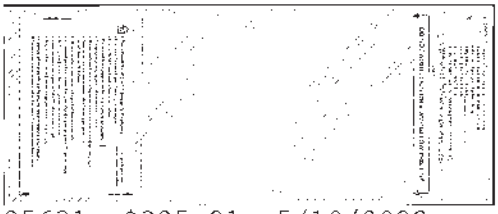
25630 $1,100.00 5/27/2022



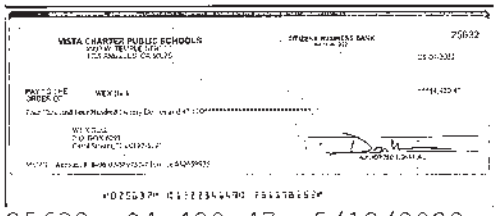
25630 $1,100.00 5/27/2022



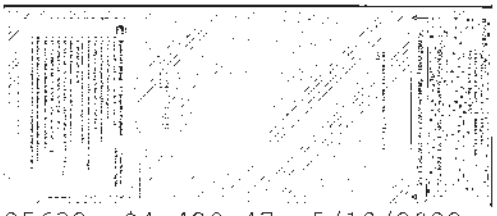
25631 $325.91 5/10/2022



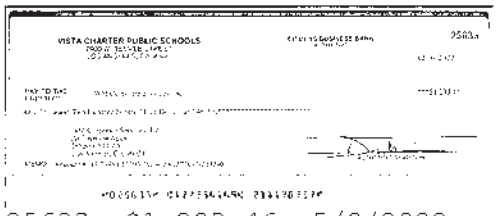
25631 $325.91 5/10/2022



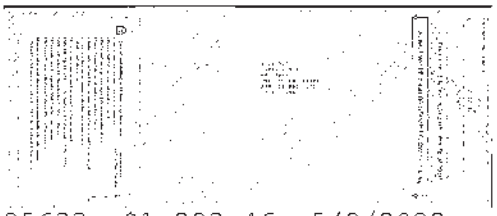
25632 $4,420.47 5/12/2022



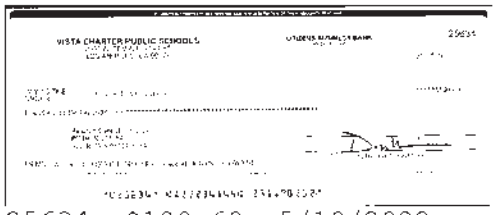
25632 $4,420.47 5/12/2022



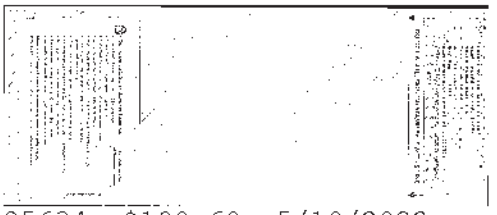
25633 $1,293.46 5/9/2022



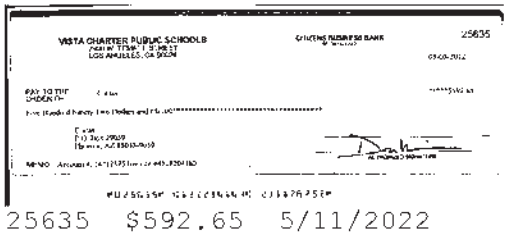
25633 $1,293.46 5/9/2022



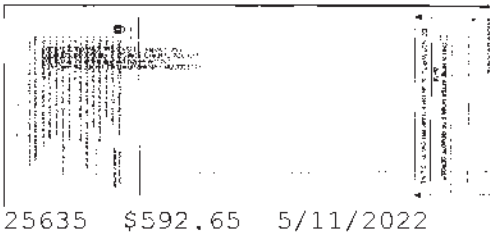
25634 $100.60 5/10/2022



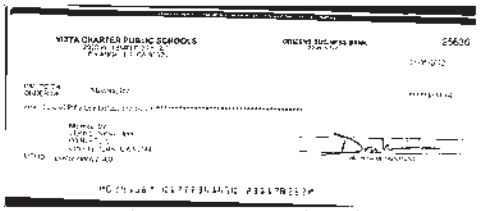
25634 $100.60 5/10/2022



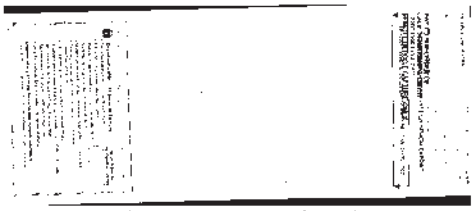
25635 $592.65 5/11/2022



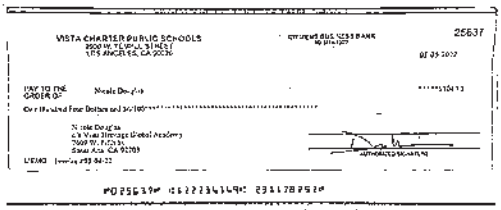
25635 $592.65 5/11/2022



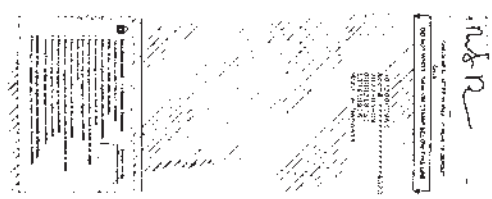
25636 $451.64 5/10/2022



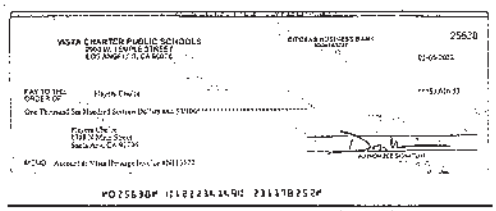
25636 $451.64 5/10/2022



25637 $104.80 5/10/2022

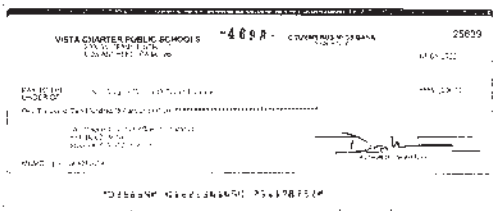


25637 $104.80 5/10/2022



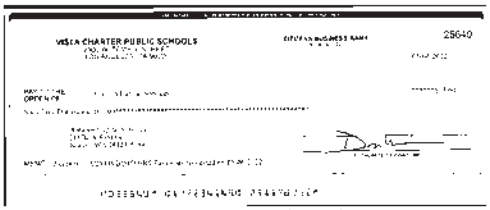
25638 $1,616.53 5/11/2022

25638 $1,616.53 5/11/2022



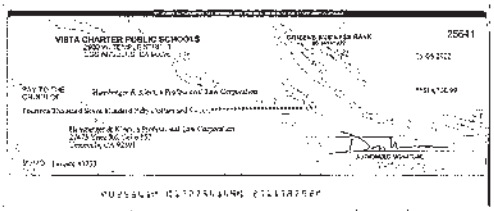
25639 $1,200.00 5/18/2022

25639 $1,200.00 5/18/2022

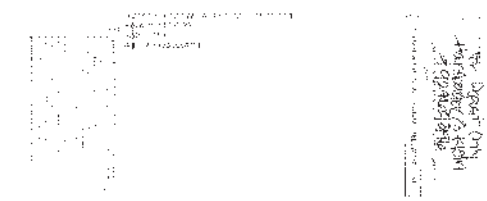


25640 $65.60 5/11/2022

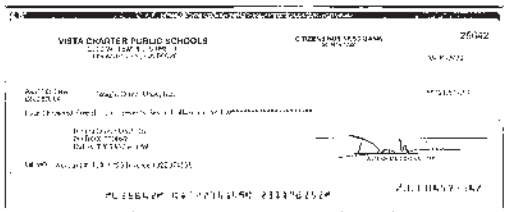
25640 $65.60 5/11/2022



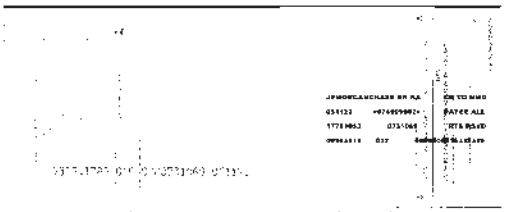
25641 $14,750.99 5/16/2022



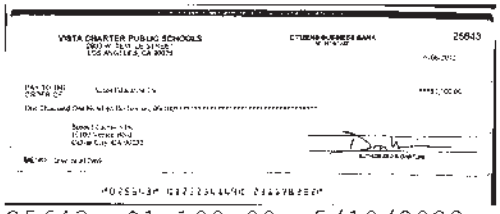
25641 $14,750.99 5/16/2022



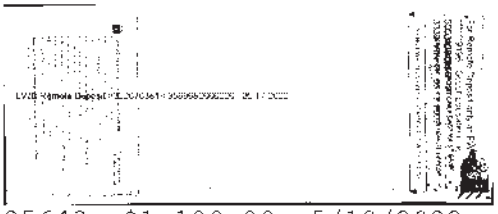
25642 $4,577.54 5/12/2022



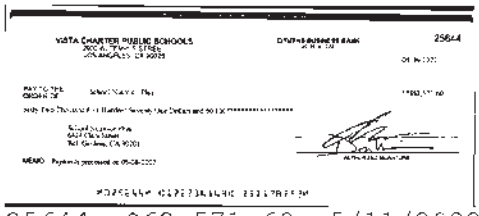
25642 $4,577.54 5/12/2022



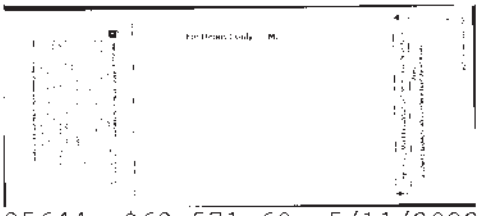
25643 $1,100.00 5/18/2022



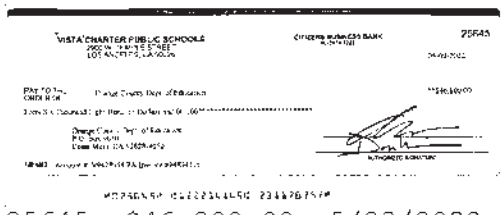
25643 $1,100.00 5/18/2022



25644 $62,571.60 5/11/2022

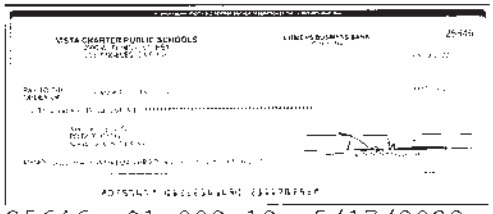


25644 $62,571.60 5/11/2022

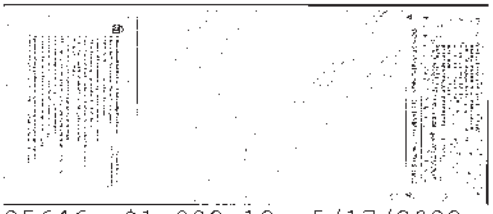


25645 $46,800.00 5/23/2022

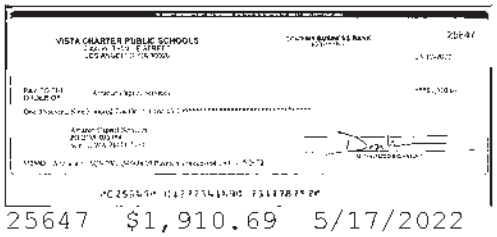
25645 $46,800.00 5/23/2022



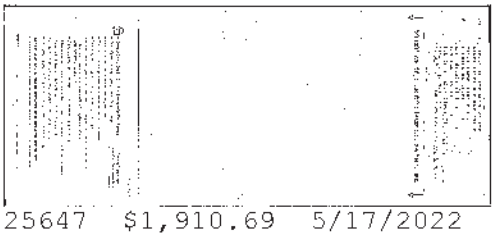
25646 $1,009.19 5/17/2022



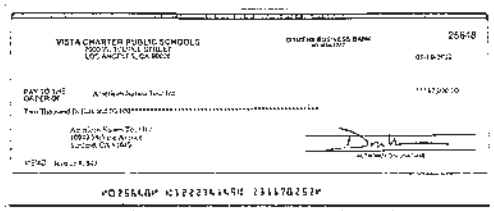
25646 $1,009.19 5/17/2022



25647 $1,910.69 5/17/2022

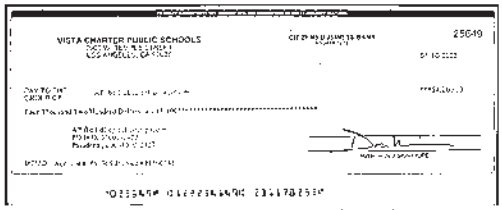


25647 $1,910.69 5/17/2022

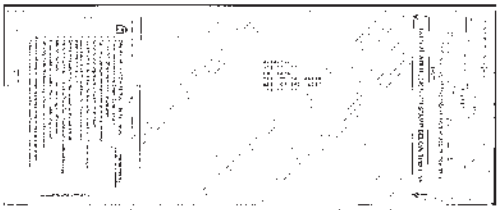


25648 $2,000.00 5/13/2022

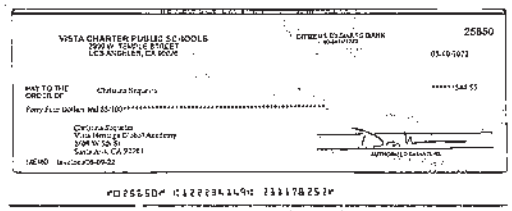
25648 $2,000.00 5/13/2022



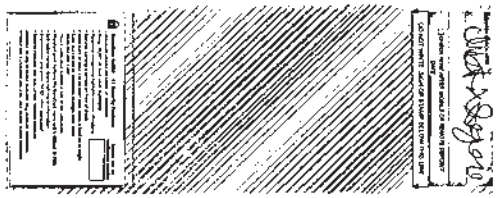
25649 $4,200.13 5/12/2022



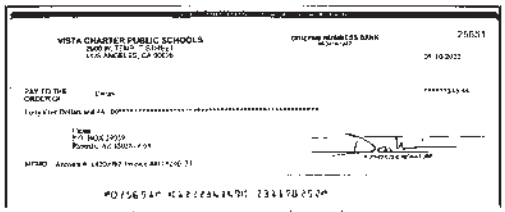
25649 $4,200.13 5/12/2022



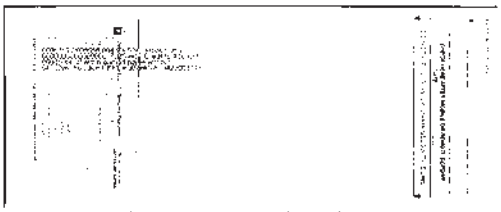
25650 $44.85 5/16/2022



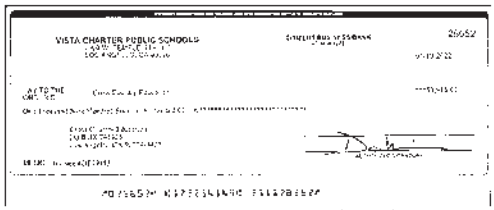
25650 $44.85 5/16/2022



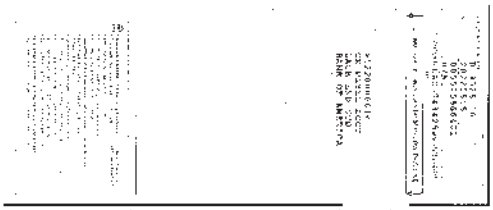
25651 $45.44 5/17/2022



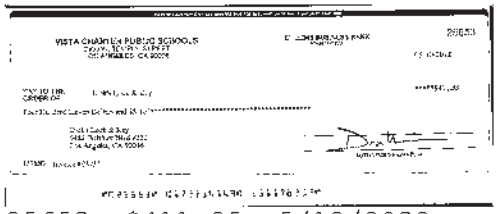
25651 $45.44 5/17/2022



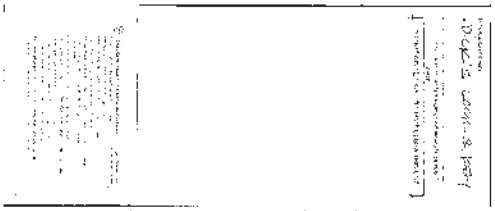
25652 $1,916.02 5/16/2022



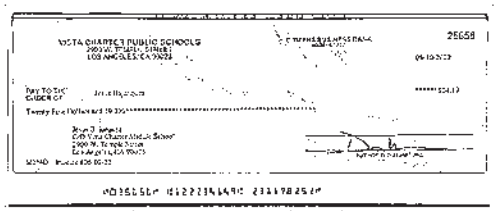
25652 $1,916.02 5/16/2022



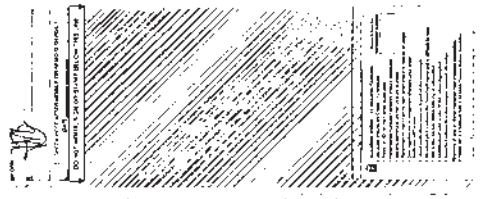
25653 $411.85 5/18/2022



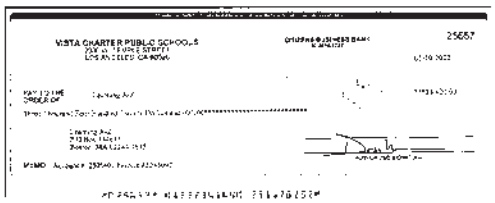
25653 $411.85 5/18/2022



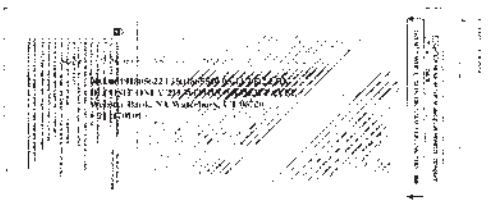
25656 $24.19 5/16/2022



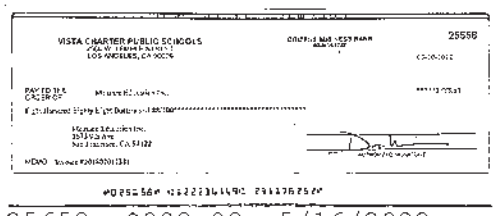
25656 $24.19 5/16/2022



25657 $3,420.00 5/16/2022

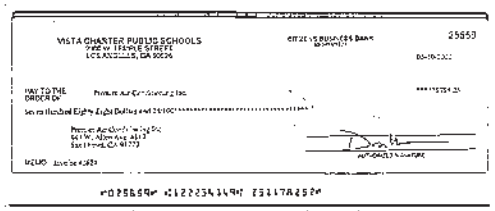


25657 $3,420.00 5/16/2022

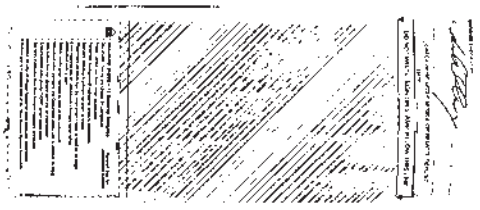


25658 $888.88 5/16/2022

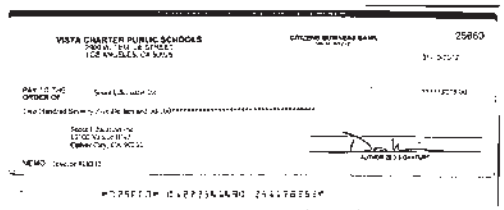
25658 $888.88 5/16/2022



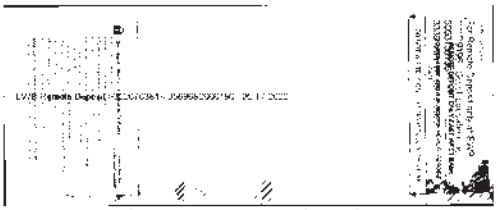
25659 $788.25 5/16/2022



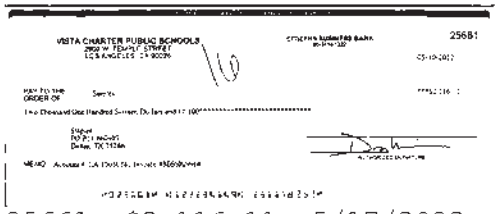
25659 $788.25 5/16/2022



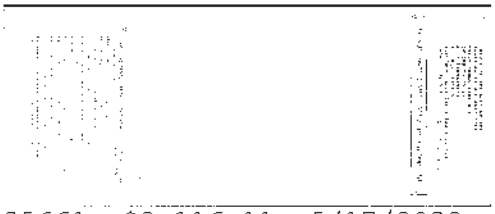
25660 $275.00 5/18/2022



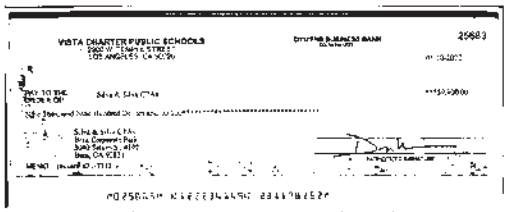
25660 $275.00 5/18/2022



25661 $2,116.11 5/17/2022

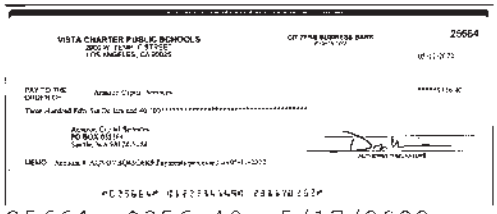


25661 $2,116.11 5/17/2022

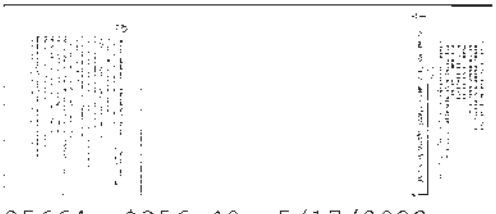


25663 $9,900.00 5/26/2022

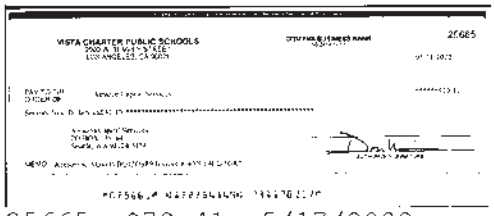
25663 $9,900.00 5/26/2022



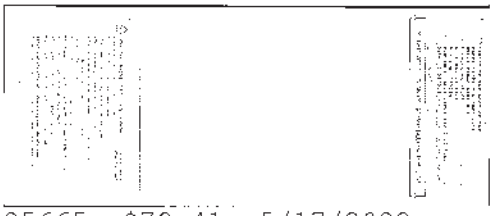
25664 $356.40 5/17/2022



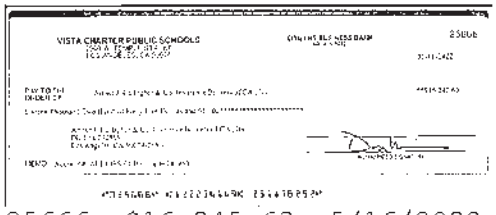
25664 $356.40 5/17/2022



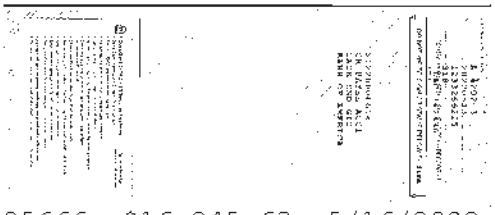
25665 $79.41 5/17/2022



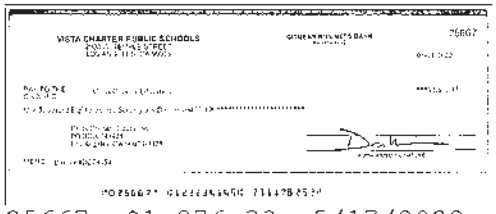
25665 $79.41 5/17/2022



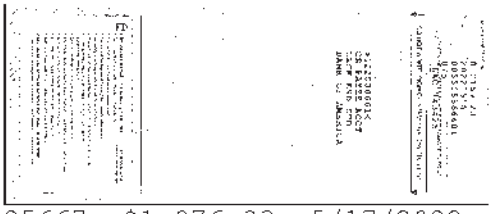
25666 $16,245.63 5/16/2022



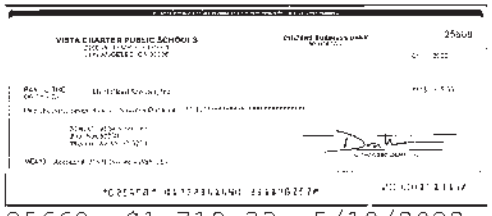
25666 $16,245.63 5/16/2022



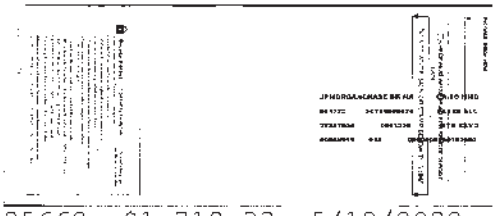
25667 $1,876.33 5/17/2022



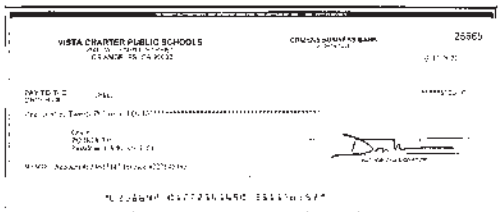
25667 $1,876.33 5/17/2022



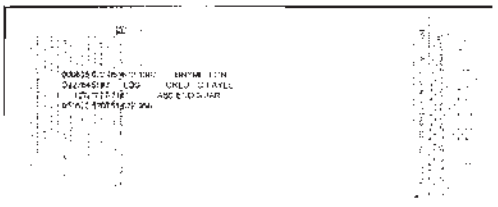
25668 $1,719.33 5/18/2022



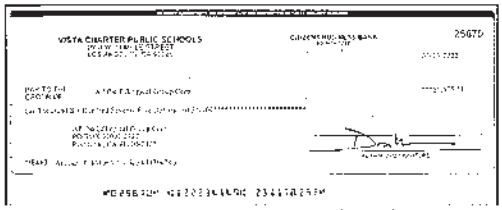
25668 $1,719.33 5/18/2022



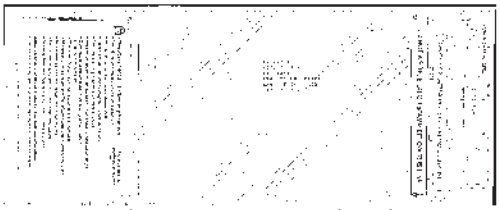
25669 $120.00 5/17/2022



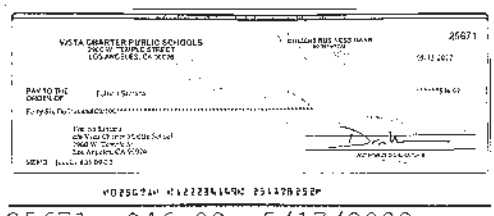
25669 $120.00 5/17/2022



25670 $6,675.31 5/16/2022

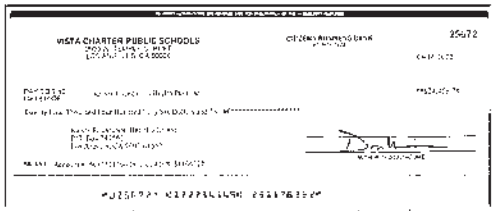


25670 $6,675.31 5/16/2022

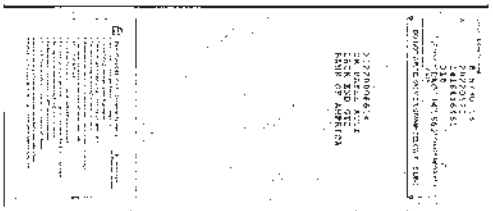


25671 $46.09 5/17/2022

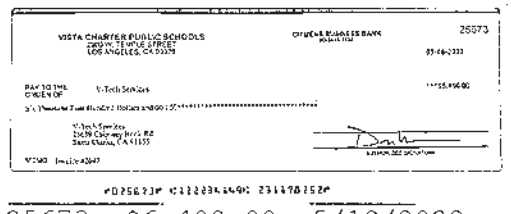
25671 $46.09 5/17/2022



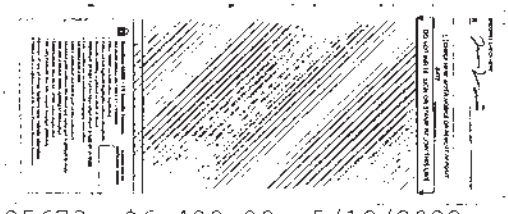
25672 $24,456.78 5/23/2022



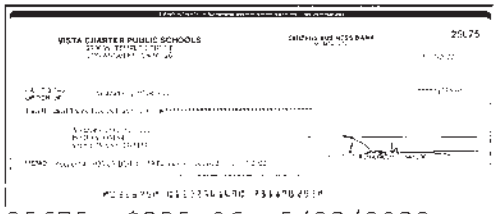
25672 $24,456.78 5/23/2022



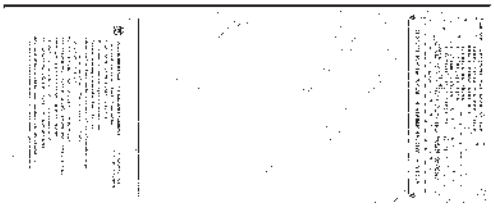
25673 $6,400.00 5/19/2022



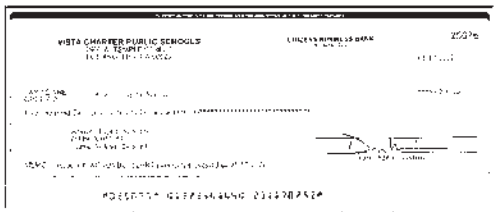
25673 $6,400.00 5/19/2022

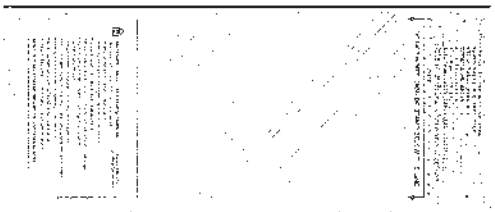


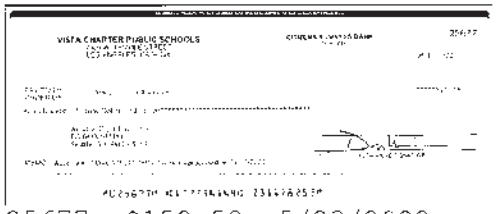
25675 $235.06 5/23/2022



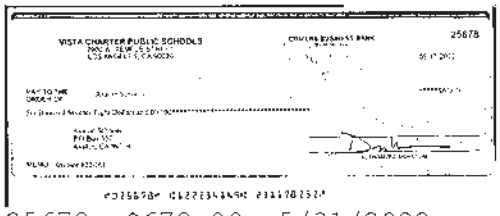
25675 $235.06 5/23/2022

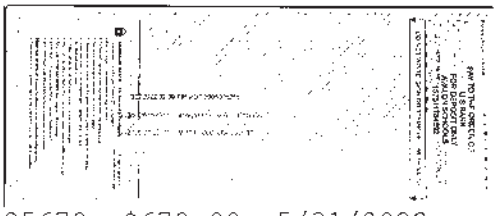

25676 $5,290.00 5/23/2022

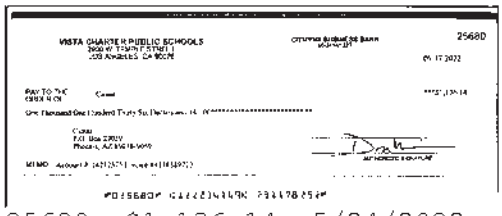

25676 $5,290.00 5/23/2022

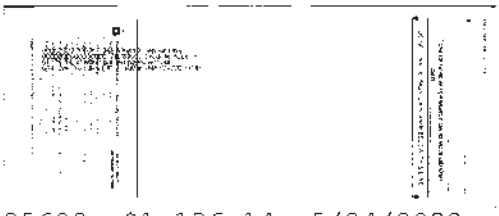

25677 $159.58 5/23/2022

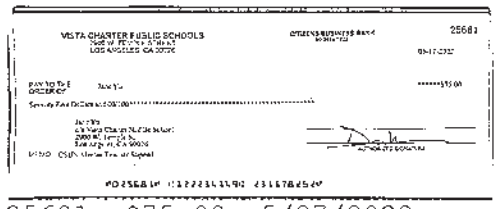
25677 $159.58 5/23/2022

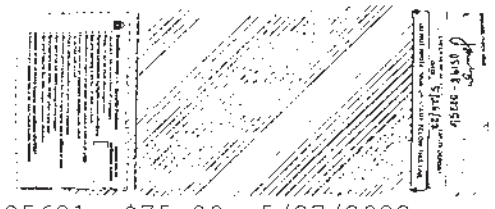

25678 $678.00 5/31/2022

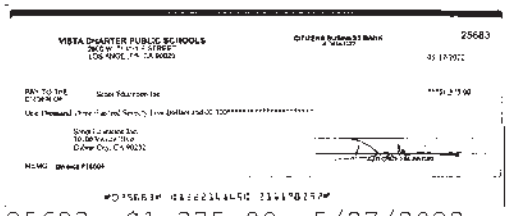

25678 $678.00 5/31/2022

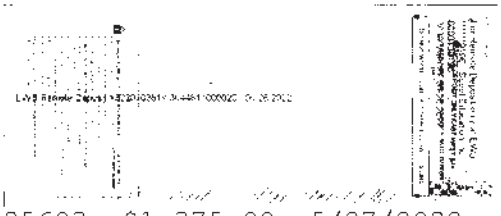

25680 $1,136.14 5/24/2022

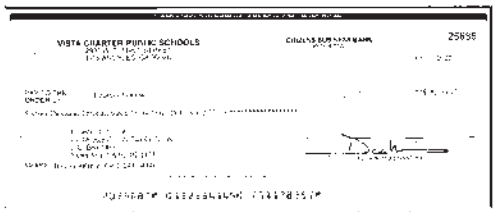

25680 $1,136.14 5/24/2022

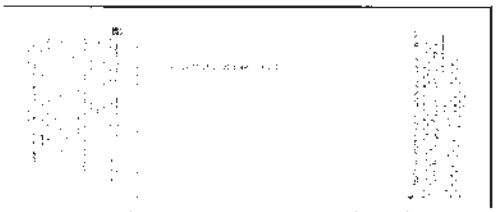

25681 $75.00 5/27/2022

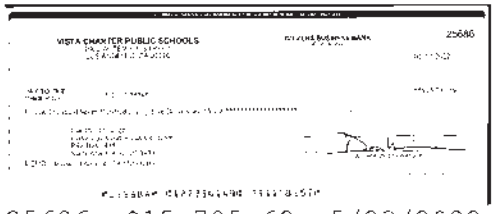

25681 $75.00 5/27/2022

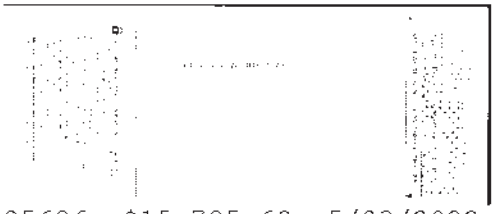

25683 $1,375.00 5/27/2022

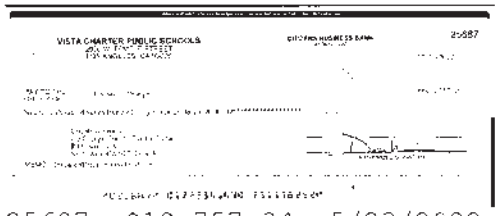

25683 $1,375.00 5/27/2022

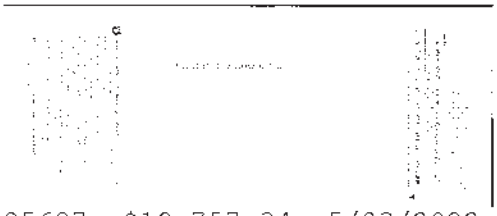

25685 $16,333.72 5/23/2022

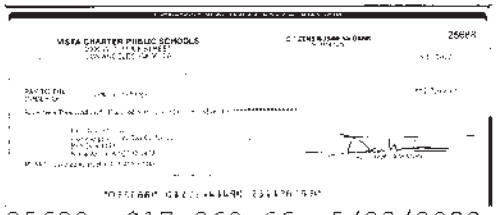

25685 $16,333.72 5/23/2022

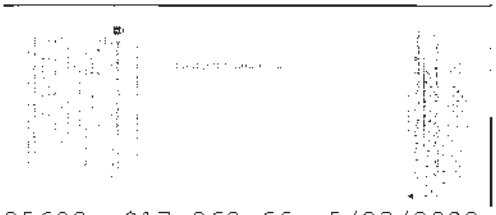

25686 $15,785.69 5/23/2022

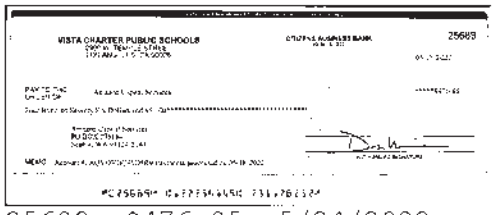

25686 $15,785.69 5/23/2022


25687 $19,757.34 5/23/2022

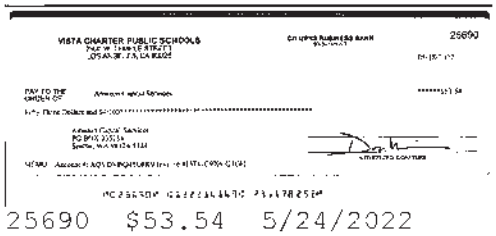

25687 $19,757.34 5/23/2022

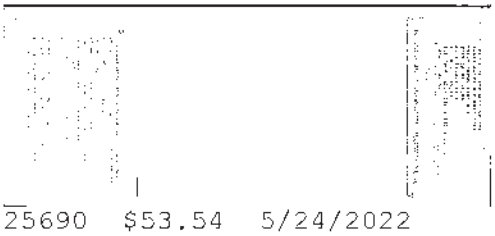

25688 $17,868.66 5/23/2022

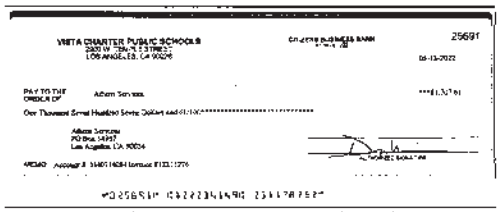

25688 $17,868.66 5/23/2022


25689 $476.85 5/24/2022

25689 $476.85 5/24/2022

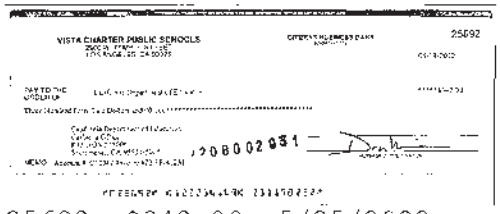

25690 $53.54 5/24/2022


25690 $53.54 5/24/2022



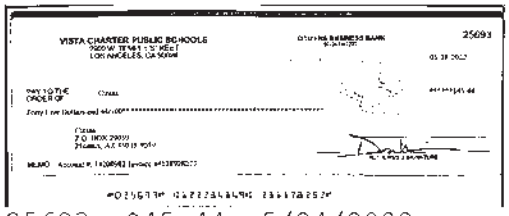
25691 $1,707.61 5/24/2022

25691 $1,707.61 5/24/2022

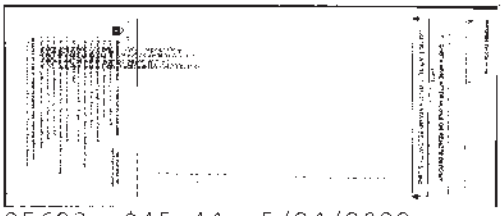


25692 $342.00 5/25/2022

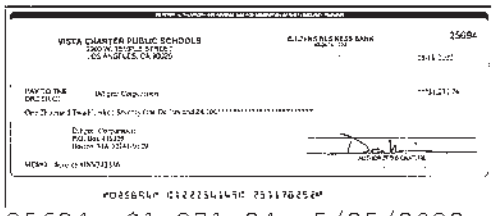
25692 $342.00 5/25/2022



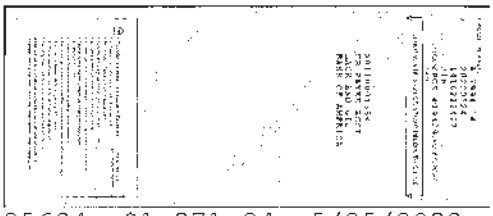
25693 $45.44 5/24/2022



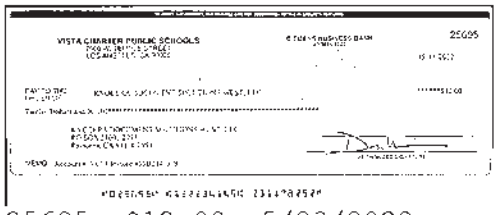
25693 $45.44 5/24/2022



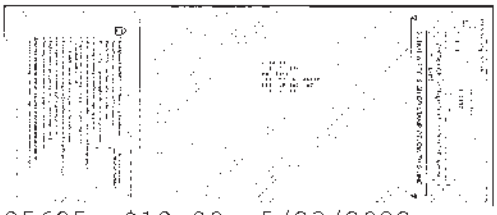
25694 $1,271.24 5/25/2022



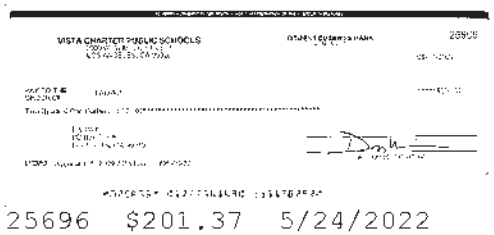
25694 $1,271.24 5/25/2022



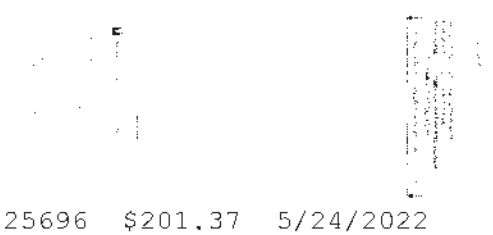
25695 $12.00 5/23/2022



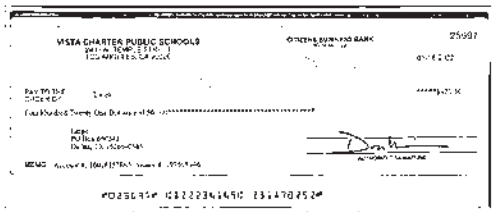
25695 $12.00 5/23/2022

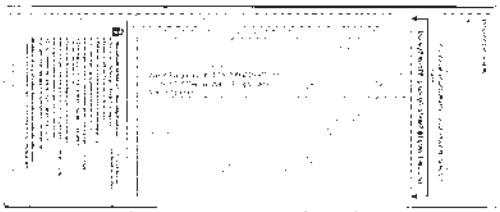


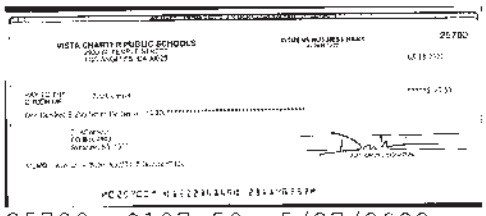
25696 $201.37 5/24/2022

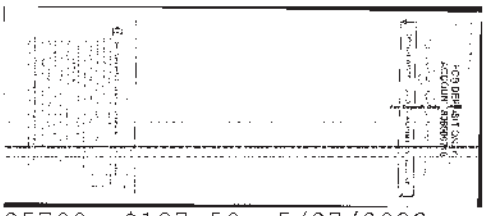


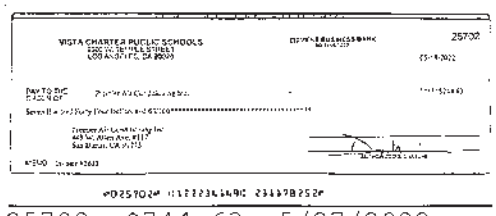
25696 $201.37 5/24/2022


25697 $421.50 5/25/2022

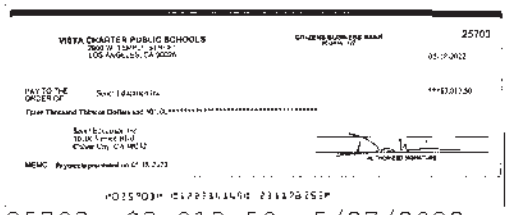

25697 $421.50 5/25/2022

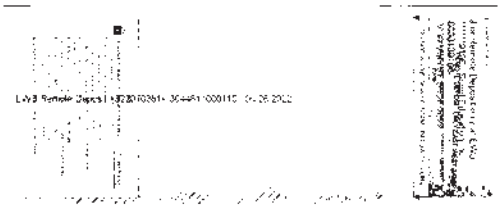

25700 $187.50 5/27/2022

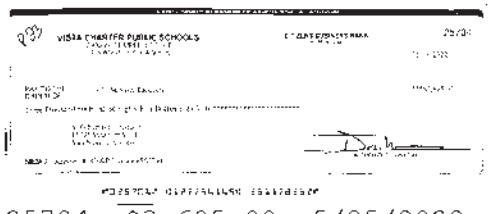

25700 $187.50 5/27/2022


25702 $744.63 5/27/2022

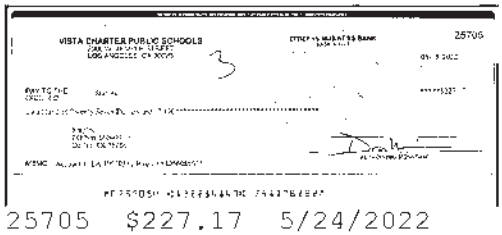
25702 $744.63 5/27/2022

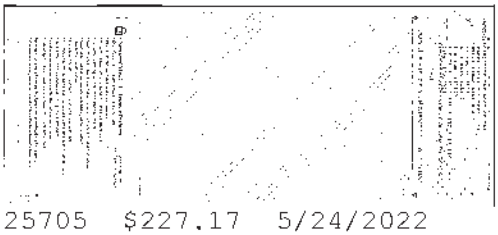

25703 $3,013.50 5/27/2022

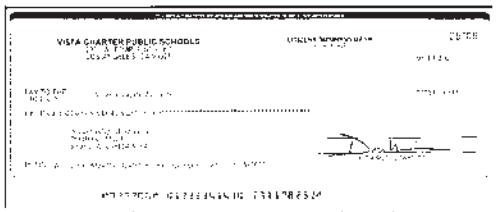

25703 $3,013.50 5/27/2022


25704 $3,685.00 5/25/2022

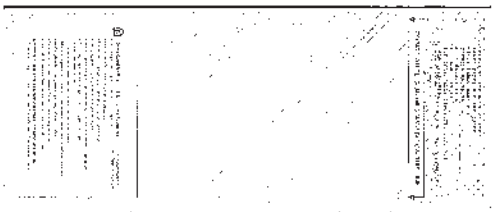
25704 $3,685.00 5/25/2022


25705 $227.17 5/24/2022

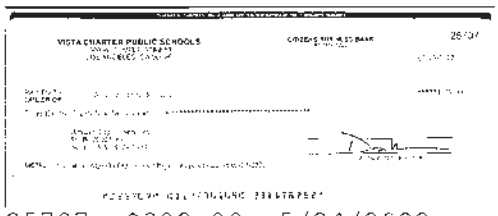

25705 $227.17 5/24/2022



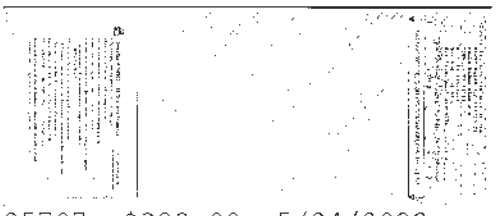
25706 $1,046.18 5/24/2022



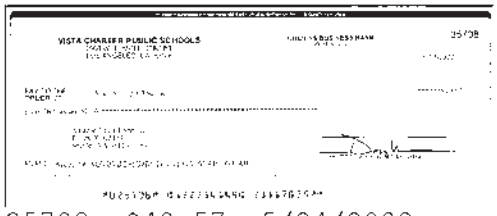
25706 $1,046.18 5/24/2022



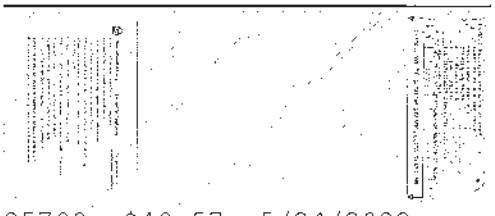
25707 $389.00 5/24/2022



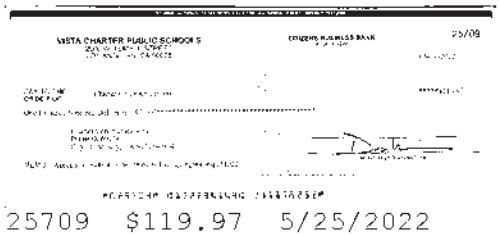
25707 $389.00 5/24/2022



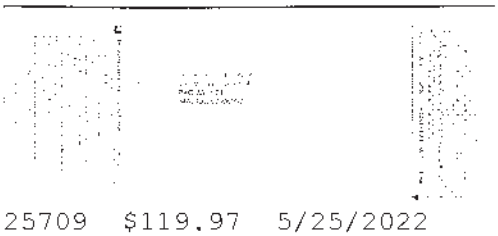
25708 $40.57 5/24/2022



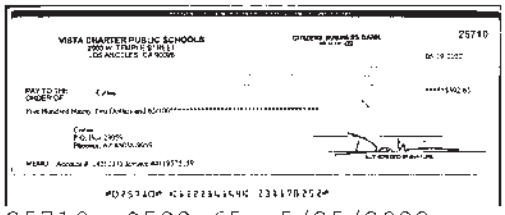
25708 $40.57 5/24/2022



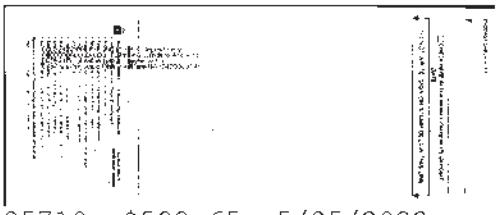
25709 $119.97 5/25/2022



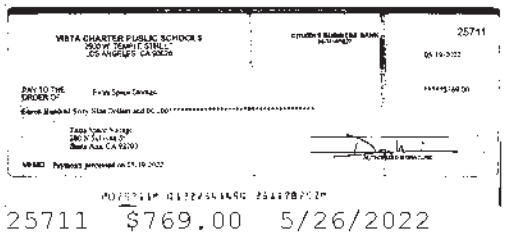
25709 $119.97 5/25/2022



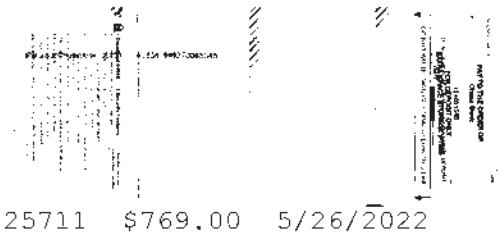
25710 $592.65 5/25/2022



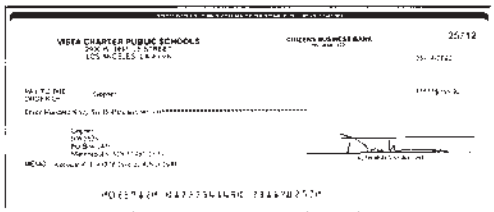
25710 $592.65 5/25/2022



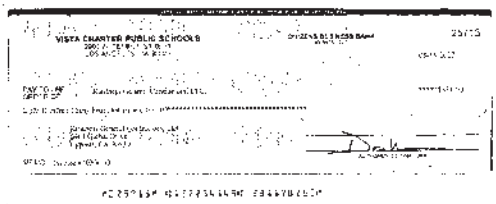
25711 $769.00 5/26/2022

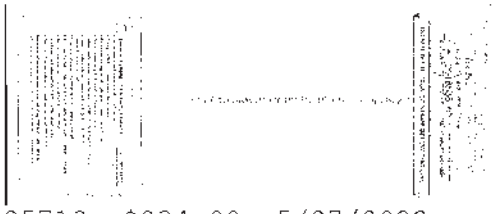


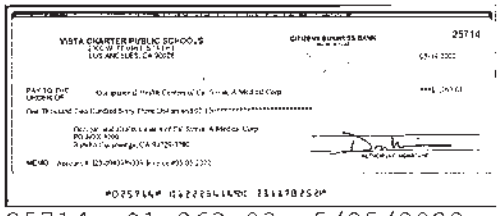
25711 $769.00 5/26/2022

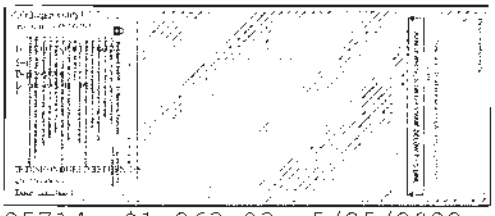

25712 $366.90 5/24/2022

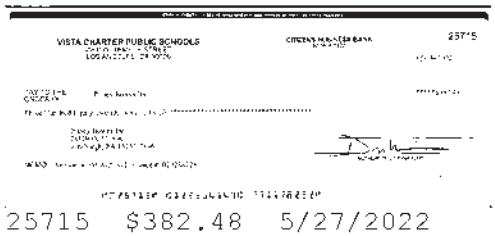
25712 $366.90 5/24/2022

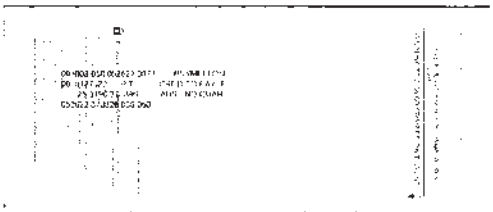

25713 $834.00 5/27/2022

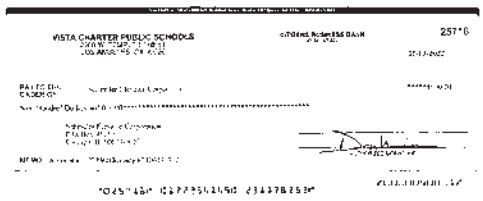

25713 $834.00 5/27/2022

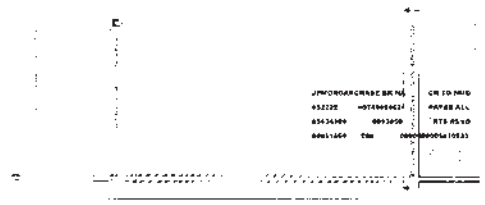

25714 $1,263.03 5/25/2022

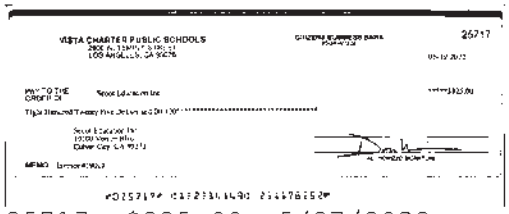

25714 $1,263.03 5/25/2022

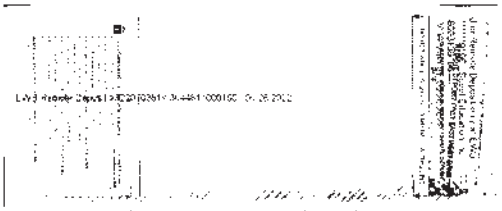

25715 $382.48 5/27/2022

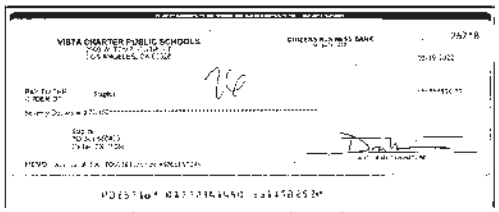

25715 $382.48 5/27/2022

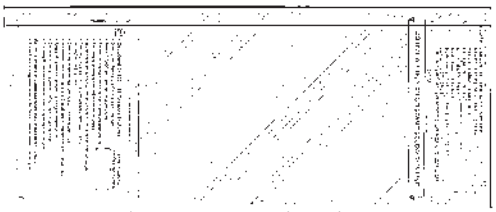

25716 $900.01 5/23/2022

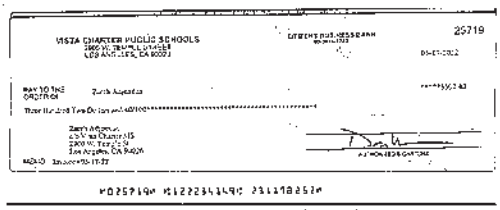

25716 $900.01 5/23/2022

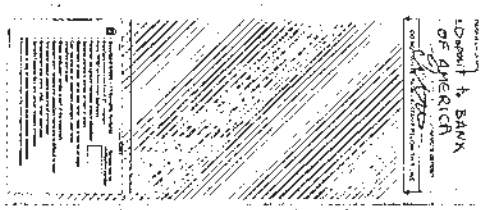

25717 $825.00 5/27/2022

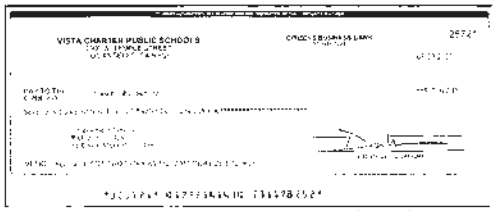

25717 $825.00 5/27/2022

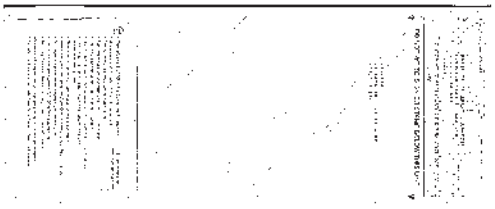

25718 $70.77 5/24/2022

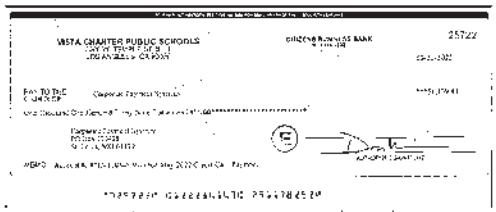

25718 $70.77 5/24/2022

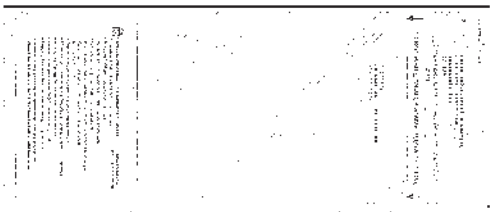

25719 $302.40 5/31/2022

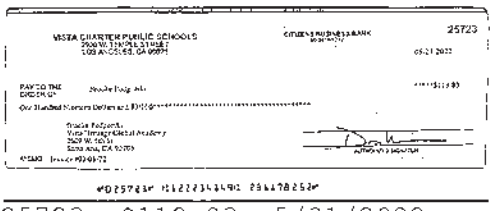

25719 $302.40 5/31/2022

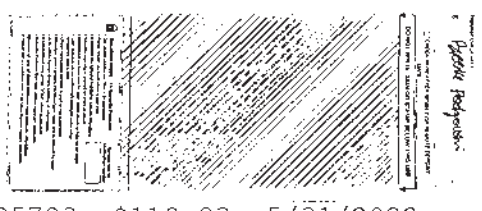

25721 $17,912.18 5/31/2022

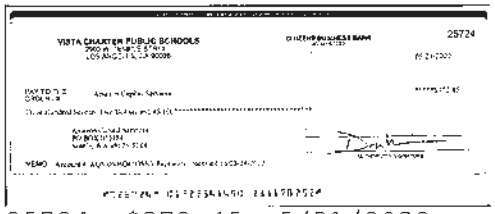

25721 $17,912.18 5/31/2022


25722 $1,139.41 5/25/2022

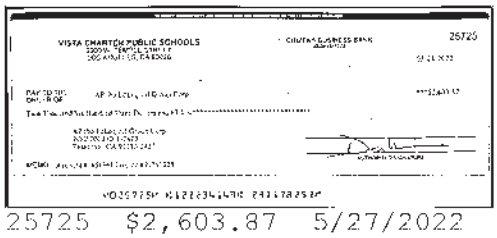

25722 $1,139.41 5/25/2022


25723 $119.83 5/31/2022

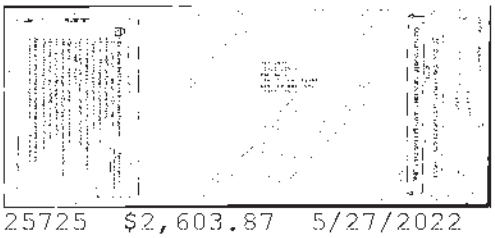

25723 $119.83 5/31/2022


25724 $372.45 5/31/2022

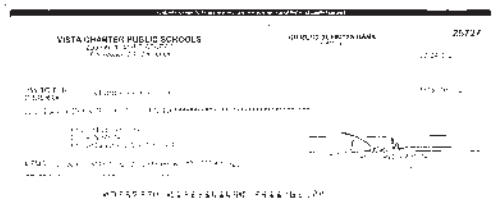
25724 $372.45 5/31/2022



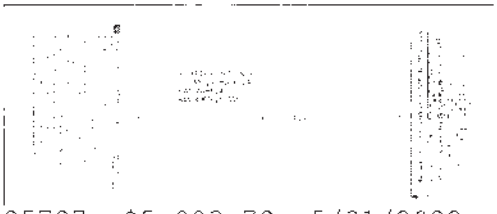
25725 $2,603.87 5/27/2022



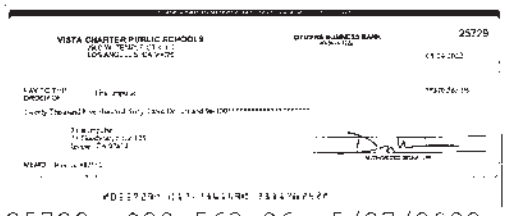
25725 $2,603.87 5/27/2022



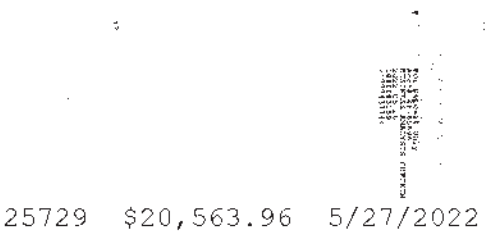
25727 $5,083.72 5/31/2022



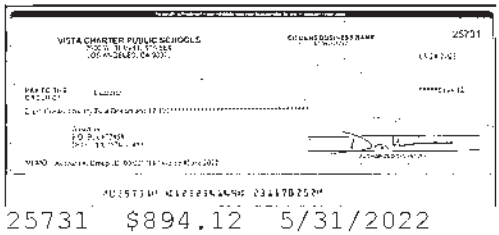
25727 $5,083.72 5/31/2022



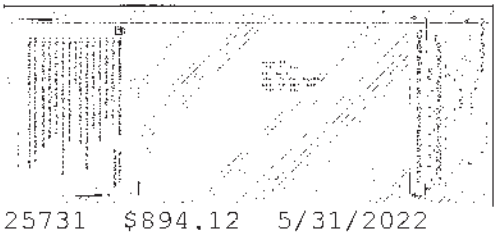
25729 $20,563.96 5/27/2022



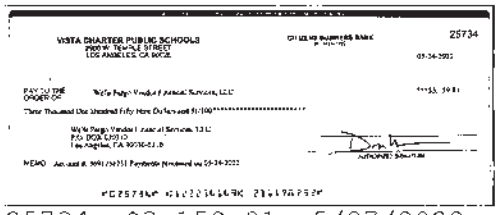
25729 $20,563.96 5/27/2022



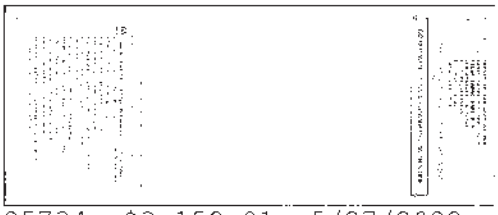
25731 $894.12 5/31/2022



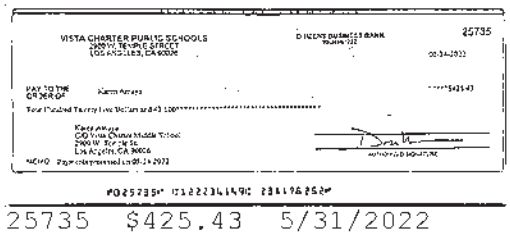
25731 $894.12 5/31/2022



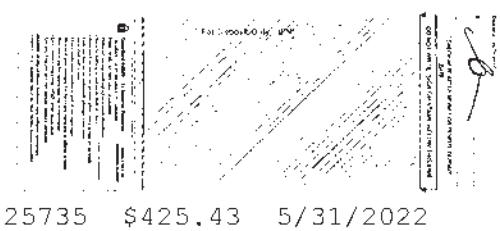
25734 $3,159.81 5/27/2022



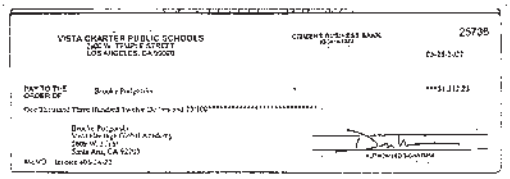
25734 $3,159.81 5/27/2022



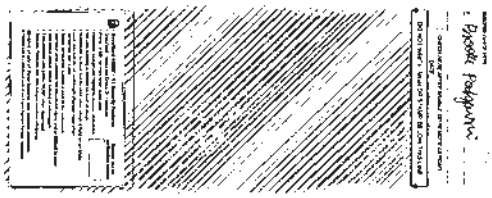
25735 $425.43 5/31/2022



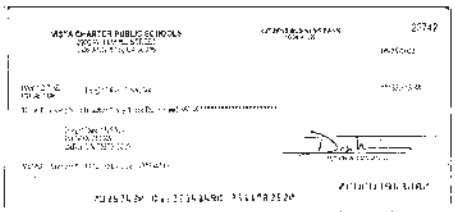
25735 $425.43 5/31/2022



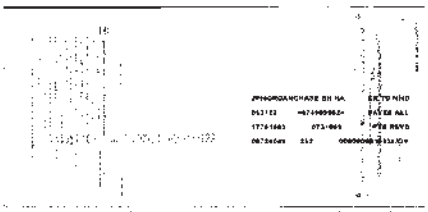
25736 $1,312.23 5/31/2022



25736 $1,312.23 5/31/2022



25742 $3,943.88 5/31/2022



25742 $3,943.88 5/31/2022

THIS PAGE LEFT INTENTIONALLY BLANK

CITIZENS BUSINESS BANK
A Financial Services Company
PO Box 3938, Ontario, CA 91761

Statement Ending 06/30/2022

Vista Charter Public Schools **Page 1 of 38**

Account Number:231178252

VISTA CHARTER PUBLIC SCHOOLS
2900 W TEMPLE ST
LOS ANGELES CA 90026-4516

Managing Your Accounts

Phone Number	888.222.5432
Website	cbbank.com
Email	customersupport@cbbank.com

Summary of Accounts

Account Type	Account Number	Ending Balance
ANALYZED BUSINESS PLAN GOVERNMENT SRVCS	231178252	$6,057,098.87

ANALYZED BUSINESS PLAN GOVERNMENT SRVCS-231178252

Account Summary

Date	Description	Amount
06/01/2022	**Beginning Balance**	**$4,765,554.36**
	26 Credit(s) This Period	$2,721,939.04
	206 Debit(s) This Period	$1,430,394.53
06/30/2022	**Ending Balance**	**$6,057,098.87**

Deposits

Date	Description	Amount
06/03/2022	RDC Deposit	$600.00
06/03/2022	RDC Deposit	$5,495.52
06/03/2022	RDC Deposit	$14,272.94
06/03/2022	RDC Deposit	$75,773.14
06/03/2022	RDC Deposit	$88,341.95
		5 item(s) totaling $184,483.55

Electronic Credits

Date	Description	Amount
06/17/2022	WIRE/IN-202216801459;ORG VISTA CHARTER PUBLIC SCHOOLS;OBI VISTA CHARTER PUBLIC S	$769,671.06
		1 item(s) totaling $769,671.06

Other Credits

Date	Description	Amount
06/02/2022	TRANSFER FROM PUBLIC ACCOUNT 231178287	$60,735.00
06/02/2022	TRANSFER FROM PUBLIC ACCOUNT 231178279	$149,449.00
06/06/2022	TRANSFER FROM PUBLIC ACCOUNT 231178279	$250.00
06/08/2022	TRANSFER FROM PUBLIC ACCOUNT 231178287	$3,203.00
06/08/2022	TRANSFER FROM PUBLIC ACCOUNT 231178279	$17,898.00
06/10/2022	TRANSFER FROM PUBLIC ACCOUNT 231178279	$177,938.82
06/15/2022	TRANSFER FROM PUBLIC ACCOUNT 231178279	$13,904.00
06/15/2022	TRANSFER FROM PUBLIC ACCOUNT 231178287	$54,136.00
06/21/2022	TRANSFER FROM PUBLIC ACCOUNT 231178260	$2,753.00
06/21/2022	TRANSFER FROM PUBLIC ACCOUNT 231178295	$10,504.00

Member FDIC

OUTSTANDING CHECKS

No.	Amount	
TOTAL		

INSTRUCTIONS

PLEASE EXAMINE THIS STATEMENT AT ONCE AND IMMEDIATELY NOTIFY THE BANK OF ANY ERRORS.

ALL ITEMS CREDITED ARE SUBJECT TO FINAL PAYMENT.

1. Compare each paid check with your check stub or register and mark as paid.
2. Bank balance shown on front of your statement..... _____
3. Compare any deposits shown on statement, including bank originated credits, with those entered in your check register. Add any not shown on statement..... _____
4. Subtotal..... _____
5. Subtract total of outstanding checks..... _____
6. Account Balance..... _____
7. Your check book balance..... _____
8. Subtract any bank charges including monthly service charge or transfers you have authorized and have been deducted on this statement..... _____
9. Adjusted check book balance..... _____

**Denotes a point at which one or more check serial numbers are unaccounted for this statement period. It may indicate outstanding checks or checks shown on previous statements.*

STATEMENTS AND IMAGES

Your account statement will include the following information with respect to each check paid against your account during the statement cycle: (1) the check number (2) the amount of the check; and (3) the date of the payment.
Copies of checks can be requested by calling customer service at (888) 222-5432. Please refer to our Bank Product and Service Information for applicable fees under Research Requests.

THE FOLLOWING NOTICE CONCERNING ELECTRONIC TRANSFER APPLIES IF YOUR ACCOUNT IS MAINTAINED FOR PERSONAL, FAMILY OR HOUSEHOLD PURPOSES.

IN CASE OF ERRORS OR QUESTIONS ABOUT YOUR ELECTRONIC TRANSFERS CONTACT US AT:

Telephone: (888) 222-5432
or write us at:
Citizens Business Bank P O Box 51000, Ontario, CA 91761

Contact us as soon as you can if you think your statement or receipt is wrong or if you need more information about a transfer on the statement or a receipt. We must hear from you no later than 60 days after we sent you the FIRST statement on which the error or problem appeared. If you have a question concerning your statement, please be prepared to:

1. Provide your name and account number (if any).
2. Provide the dollar amount of the suspected error.
3. Describe the error or the transfer you are unsure about and clearly explain why you believe it is an error or why you need more information.

We will investigate your complaint and will correct any error promptly. If we take more than 10 business days to do this, we will credit your account for the amount you think is in error, so that you will have the use of the money during the time it takes us to complete our investigation

ANALYZED BUSINESS PLAN GOVERNMENT SRVCS-231178252 (continued)

Other Credits (continued)

Date	Description	Amount
06/22/2022	TRANSFER FROM PUBLIC ACCOUNT 231178260	$51,095.00
06/23/2022	TRANSFER FROM PUBLIC ACCOUNT 231178287	$5,357.00
06/23/2022	TRANSFER FROM PUBLIC ACCOUNT 231178279	$58,495.00
06/23/2022	TRANSFER FROM PUBLIC ACCOUNT 231178295	$452,570.00
06/23/2022	TRANSFER FROM PUBLIC ACCOUNT 231178260	$700,000.00
06/24/2022	TRANSFER FROM PUBLIC ACCOUNT 231178279	$573.73
06/27/2022	TRANSFER FROM PUBLIC ACCOUNT 231178279	$7,150.28
06/29/2022	TRANSFER FROM PUBLIC ACCOUNT 231178287	$420.00
06/29/2022	TRANSFER FROM PUBLIC ACCOUNT 231178279	$818.00
06/30/2022	TRANSFER FROM PUBLIC ACCOUNT 231178295	$534.60

20 item(s) totaling $1,767,784.43

Electronic Debits

Date	Description	Amount
06/03/2022	PAYCOM PAYCOM PAY LJ23	$664.90
06/15/2022	PAYCOM PAYCOM PAY LJ23	$300,782.37
06/15/2022	PAYCOM PAYCOM PAY LJ23	$108,876.60
06/16/2022	CARDMEMBER SERV ELECT PYMT * * * * * * * * * * * 8669	$19,389.49
06/17/2022	PAYCOM PAYCOM PAY LJ23	$1,518.23
06/17/2022	PAYCOM PAYCOM PAY LJ23	$1,367.84
06/30/2022	PAYCOM PAYCOM PAY LJ23	$291,726.10
06/30/2022	PAYCOM PAYCOM PAY LJ23	$167,065.58

8 item(s) totaling $891,391.11

Checks Cleared

Check Nbr	Date	Amount	Check Nbr	Date	Amount	Check Nbr	Date	Amount
25553	06/07/2022	$240.00	25755	06/03/2022	$120.00	25788	06/10/2022	$469.20
25624*	06/22/2022	$135.00	25756	06/06/2022	$3,150.00	25789	06/10/2022	$73.16
25629*	06/16/2022	$180.00	25757	06/07/2022	$1,650.00	25790	06/13/2022	$646.21
25655*	06/06/2022	$150.00	25758	06/02/2022	$334.78	25791	06/09/2022	$365.99
25674*	06/03/2022	$60.00	25759	06/02/2022	$750.00	25792	06/10/2022	$720.98
25682*	06/09/2022	$1,130.94	25760	06/06/2022	$458.42	25793	06/09/2022	$1,425.80
25684*	06/22/2022	$100.00	25761	06/06/2022	$22.30	25794	06/09/2022	$25.00
25698*	06/09/2022	$472.77	25762	06/03/2022	$48,225.52	25795	06/10/2022	$40.00
25699	06/07/2022	$150.00	25763	06/07/2022	$22.80	25796	06/10/2022	$14.39
25701*	06/01/2022	$170.00	25764	06/07/2022	$90.88	25797	06/10/2022	$5,824.96
25720*	06/08/2022	$300.00	25765	06/10/2022	$1,149.42	25798	06/28/2022	$53.03
25726*	06/02/2022	$31.86	25766	06/06/2022	$800.00	25799	06/13/2022	$615.58
25728*	06/17/2022	$1,429.02	25767	06/07/2022	$214.62	25800	06/10/2022	$380.63
25730*	06/01/2022	$1,121.23	25768	06/03/2022	$2,100.00	25801	06/09/2022	$318.83
25732*	06/07/2022	$2,095.00	25769	06/07/2022	$3,300.00	25802	06/13/2022	$45.44
25733	06/01/2022	$97.65	25770	06/07/2022	$11,802.13	25803	06/27/2022	$150.00
25737*	06/02/2022	$799.92	25771	06/10/2022	$950.00	25804	06/09/2022	$886.53
25738	06/03/2022	$1,042.87	25772	06/09/2022	$779.96	25805	06/13/2022	$888.88
25739	06/16/2022	$150.00	25773	06/07/2022	$1,820.00	25807*	06/23/2022	$1,545.00
25740	06/01/2022	$113.62	25774	06/07/2022	$522.56	25808	06/09/2022	$80,328.29
25741	06/01/2022	$338.00	25775	06/03/2022	$15,800.00	25809	06/16/2022	$13.00
25743*	06/02/2022	$950.00	25776	06/08/2022	$10,181.50	25810	06/21/2022	$49.99
25744	06/07/2022	$825.00	25777	06/17/2022	$386.00	25811	06/10/2022	$9,000.00
25745	06/21/2022	$15.25	25778	06/08/2022	$104.06	25812	06/14/2022	$568.18
25746	06/01/2022	$1,580.73	25779	06/07/2022	$27.56	25813	06/14/2022	$413.73
25747	06/01/2022	$1,012.34	25780	06/21/2022	$3,700.00	25814	06/13/2022	$2,369.38
25748	06/01/2022	$395.95	25781	06/07/2022	$297.78	25815	06/24/2022	$224.47
25749	06/01/2022	$723.00	25782	06/27/2022	$481.50	25816	06/13/2022	$1,200.00
25750	06/06/2022	$2,950.00	25783	06/08/2022	$90,865.42	25817	06/15/2022	$1,650.00
25751	06/01/2022	$385.98	25784	06/10/2022	$275.00	25818	06/13/2022	$145.00
25752	06/07/2022	$221.74	25785	06/08/2022	$6,219.02	25819	06/23/2022	$275.00
25753	06/07/2022	$1,800.00	25786	06/13/2022	$1,293.46	25820	06/23/2022	$162.45
25754	06/02/2022	$720.00	25787	06/10/2022	$597.31	25821	06/13/2022	$399.67

ANALYZED BUSINESS PLAN GOVERNMENT SRVCS-231178252 (continued)

Checks Cleared (continued)

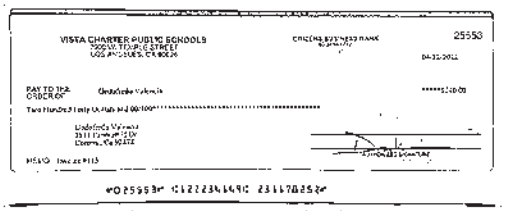
Check Nbr	Date	Amount	Check Nbr	Date	Amount	Check Nbr	Date	Amount
25822	06/14/2022	$371.02	25861*	06/29/2022	$15.28	25904*	06/29/2022	$28.68
25823	06/14/2022	$768.96	25862	06/22/2022	$35.89	25906*	06/28/2022	$241.75
25824	06/14/2022	$216.02	25865*	06/29/2022	$45.82	25907	06/30/2022	$45.44
25825	06/14/2022	$516.01	25868*	06/27/2022	$54.11	25911*	06/27/2022	$264.32
25826	06/14/2022	$284.64	25869	06/22/2022	$1,600.00	25912	06/28/2022	$1,200.00
25827	06/14/2022	$17.49	25871*	06/23/2022	$29.85	25913	06/30/2022	$430.56
25828	06/23/2022	$1,650.00	25872	06/21/2022	$8,475.73	25914	06/27/2022	$1,806.86
25829	06/15/2022	$593.75	25873	06/30/2022	$29,000.00	25915	06/27/2022	$1,320.00
25830	06/15/2022	$579.35	25874	06/22/2022	$152.40	25916	06/28/2022	$150.00
25831	06/15/2022	$585.00	25875	06/23/2022	$1,067.06	25917	06/30/2022	$1,545.00
25832	06/16/2022	$4,037.79	25876	06/21/2022	$2,817.51	25918	06/27/2022	$3,159.81
25833	06/16/2022	$275.00	25877	06/28/2022	$375.00	25919	06/29/2022	$158.05
25834	06/23/2022	$1,925.00	25878	06/30/2022	$275.00	25920	06/28/2022	$416.80
25835	06/27/2022	$217.49	25880*	06/28/2022	$119.97	25921	06/29/2022	$1,204.71
25836	06/15/2022	$980.00	25881	06/28/2022	$2,185.00	25922	06/28/2022	$964.00
25837	06/15/2022	$175.00	25882	06/27/2022	$271.44	25924*	06/28/2022	$715.00
25838	06/14/2022	$24,694.00	25883	06/27/2022	$271.44	25925	06/30/2022	$1,047.40
25840*	06/16/2022	$24,564.86	25884	06/27/2022	$825.18	25926	06/28/2022	$482.88
25841	06/22/2022	$9,560.00	25885	06/27/2022	$825.19	25927	06/28/2022	$1,467.96
25842	06/16/2022	$6,400.00	25886	06/23/2022	$4,520.38	25928	06/30/2022	$338.00
25843	06/22/2022	$1,520.23	25888*	06/28/2022	$769.00	25929	06/28/2022	$2,489.67
25844	06/22/2022	$261.96	25889	06/28/2022	$1,180.00	25930	06/28/2022	$1,099.94
25845	06/21/2022	$1,870.06	25890	06/28/2022	$975.00	25931	06/29/2022	$120.00
25846	06/21/2022	$370.00	25891	06/27/2022	$1,719.33	25933*	06/30/2022	$4,000.00
25847	06/21/2022	$45.44	25893*	06/30/2022	$1,650.00	25934	06/29/2022	$1,187.80
25848	06/22/2022	$76.12	25894	06/30/2022	$1,300.00	25935	06/30/2022	$673.25
25849	06/22/2022	$147.00	25895	06/27/2022	$479.01	25937*	06/30/2022	$368.54
25850	06/17/2022	$2,918.01	25896	06/27/2022	$1,735.75	25938	06/27/2022	$3,430.38
25851	06/23/2022	$1,236.00	25897	06/27/2022	$1,173.78	25939	06/29/2022	$114.89
25852	06/22/2022	$14.73	25898	06/28/2022	$1,773.17	25941*	06/29/2022	$24.00
25853	06/24/2022	$5,188.79	25900*	06/24/2022	$303.75	25944*	06/28/2022	$5,034.80
25855*	06/23/2022	$98.54	25901	06/29/2022	$120.00	25946*	06/28/2022	$434.67
25859*	06/22/2022	$49.60	25902	06/28/2022	$298.69	25951*	06/30/2022	$2,722.03

* Indicates skipped check number

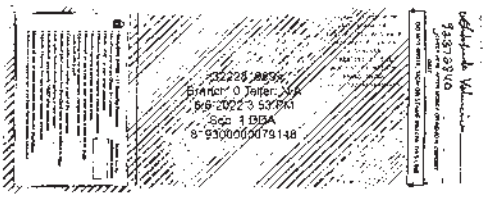
198 item(s) totaling $539,003.42

Daily Balances

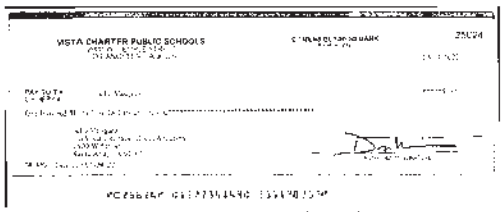
Date	Amount	Date	Amount	Date	Amount
06/01/2022	$4,759,615.86	06/10/2022	$5,036,463.43	06/22/2022	$5,395,224.60
06/02/2022	$4,966,213.30	06/13/2022	$5,028,859.81	06/23/2022	$6,599,137.32
06/03/2022	$5,082,683.56	06/14/2022	$5,001,009.76	06/24/2022	$6,593,994.04
06/06/2022	$5,075,402.84	06/15/2022	$4,654,827.69	06/27/2022	$6,582,958.73
06/07/2022	$5,050,322.77	06/16/2022	$4,599,817.55	06/28/2022	$6,560,532.40
06/08/2022	$4,963,753.77	06/17/2022	$5,361,869.51	06/29/2022	$6,558,751.17
06/09/2022	$4,878,019.66	06/21/2022	$5,357,782.53	06/30/2022	$6,057,098.87



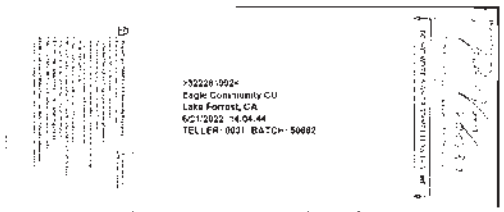
25553 $240.00 6/7/2022



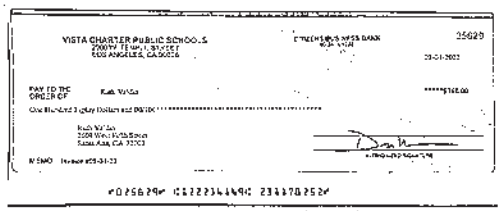
25553 $240.00 6/7/2022



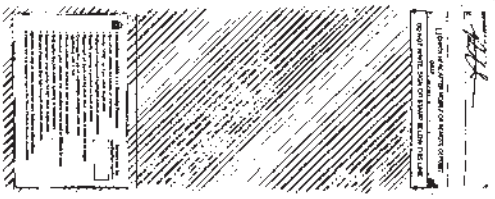
25624 $135.00 6/22/2022



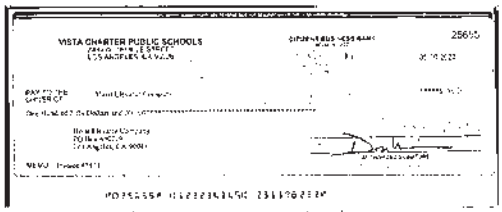
25624 $135.00 6/22/2022



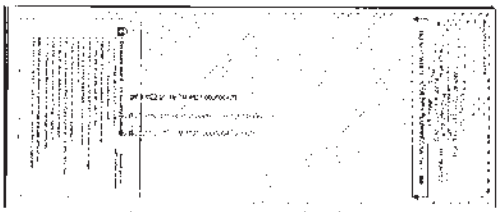
25629 $180.00 6/16/2022



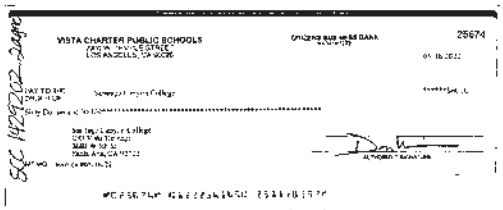
25629 $180.00 6/16/2022



25655 $150.00 6/6/2022

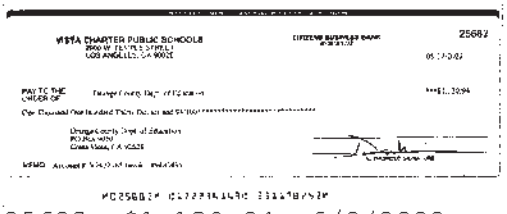


25655 $150.00 6/6/2022

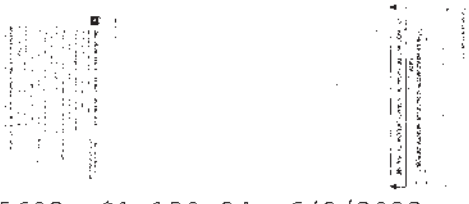


25674 $60.00 6/3/2022

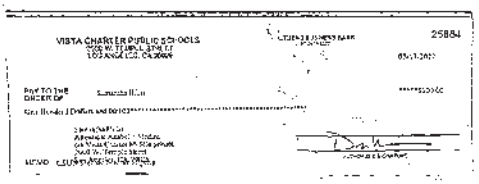
25674 $60.00 6/3/2022



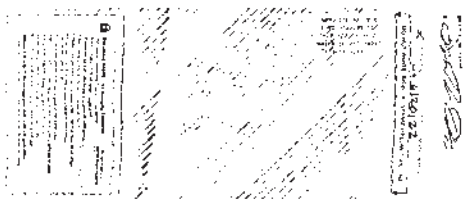
25682 $1,130.94 6/9/2022



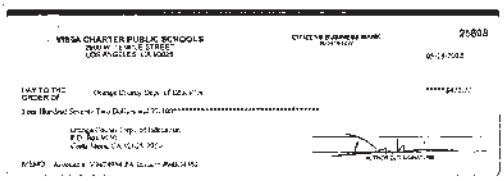
25682 $1,130.94 6/9/2022



25684 $100.00 6/22/2022

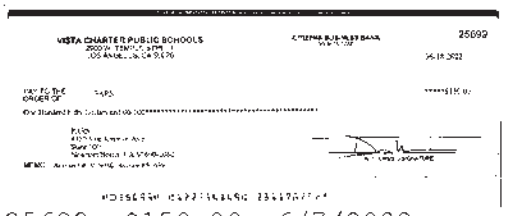


25684 $100.00 6/22/2022



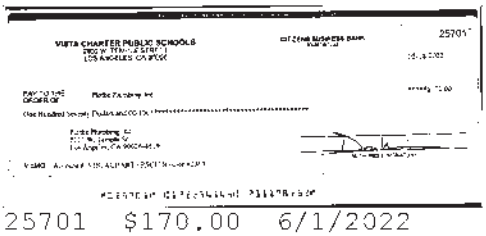
25698 $472.77 6/9/2022

25698 $472.77 6/9/2022

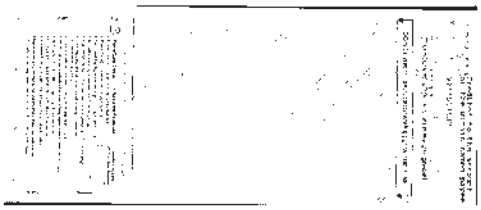


25699 $150.00 6/7/2022

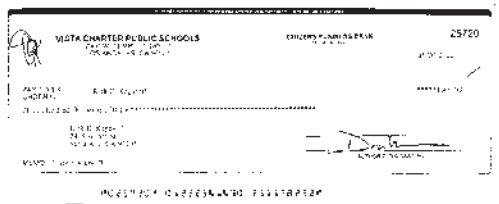
25699 $150.00 6/7/2022



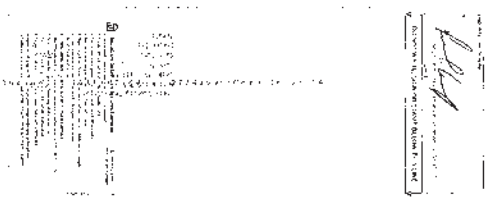
25701 $170.00 6/1/2022



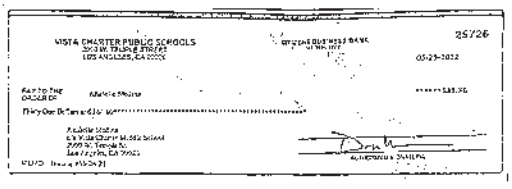
25701 $170.00 6/1/2022



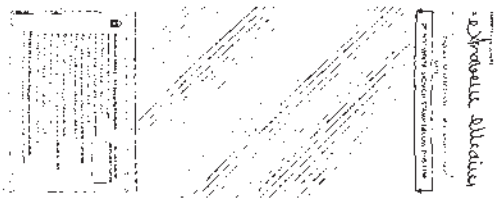
25720 $300.00 6/8/2022



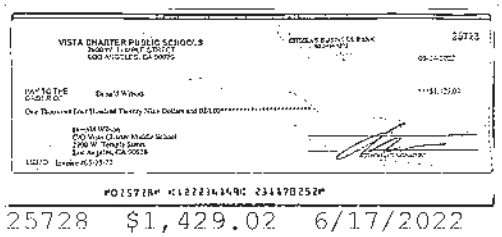
25720 $300.00 6/8/2022



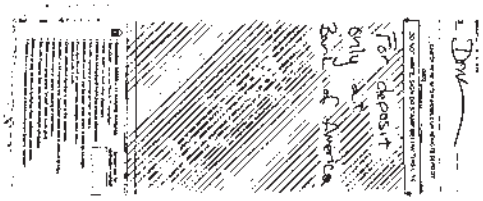
25726 $31.86 6/2/2022



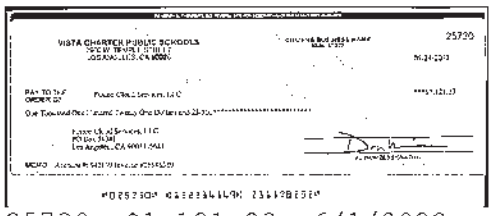
25726 $31.86 6/2/2022



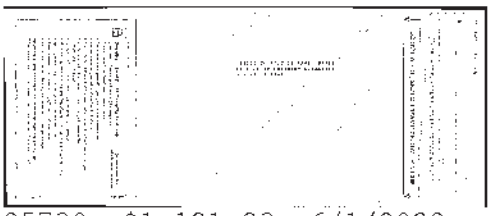
25728 $1,429.02 6/17/2022



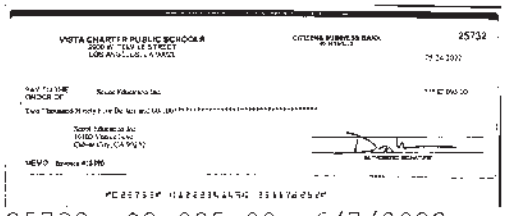
25728 $1,429.02 6/17/2022



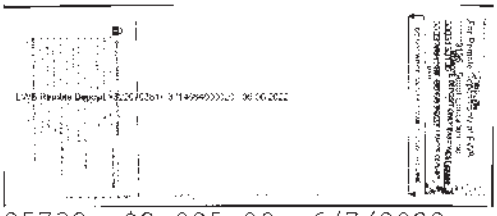
25730 $1,121.23 6/1/2022



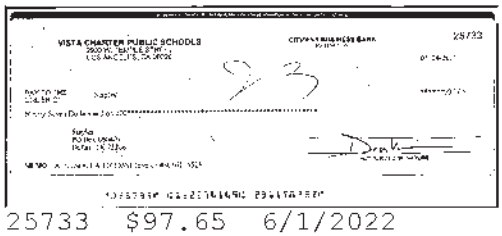
25730 $1,121.23 6/1/2022



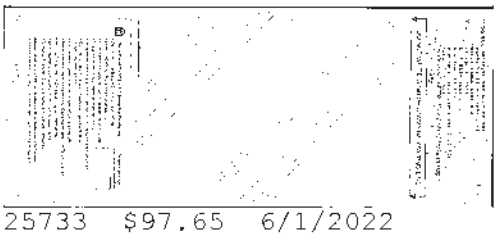
25732 $2,095.00 6/7/2022



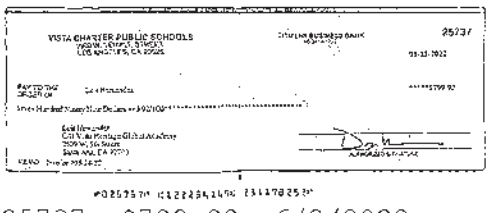
25732 $2,095.00 6/7/2022



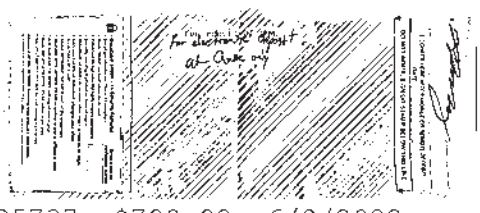
25733 $97.65 6/1/2022



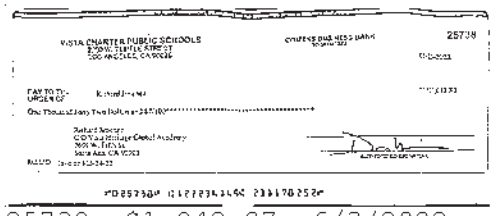
25733 $97.65 6/1/2022



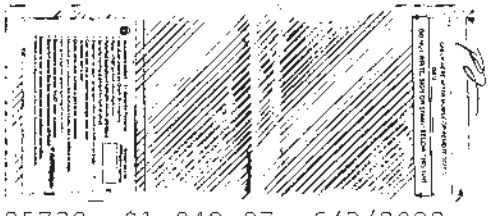
25737 $799.92 6/2/2022



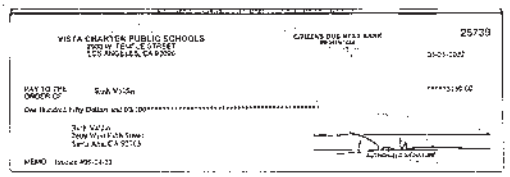
25737 $799.92 6/2/2022



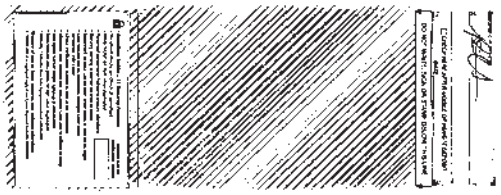
25738 $1,042.87 6/3/2022



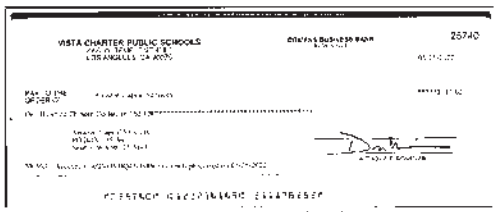
25738 $1,042.87 6/3/2022



25739 $150.00 6/16/2022

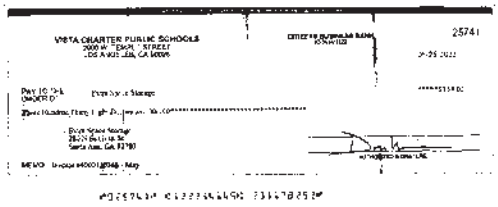


25739 $150.00 6/16/2022

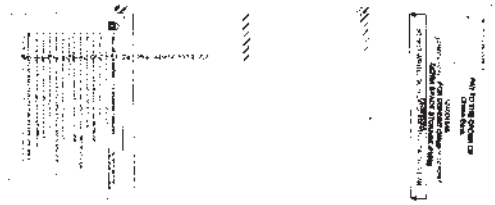


25740 $113.62 6/1/2022

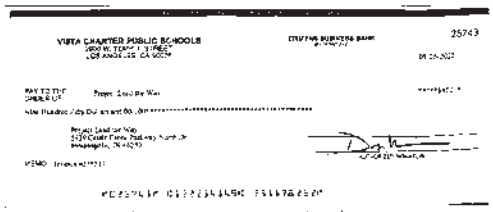
25740 $113.62 6/1/2022



25741 $338.00 6/1/2022

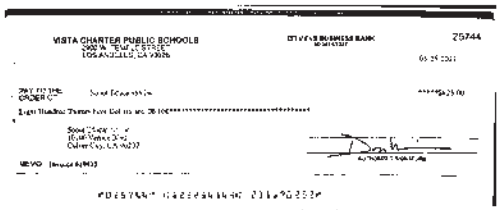


25741 $338.00 6/1/2022

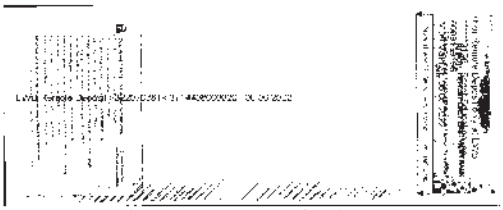


25743 $950.00 6/2/2022

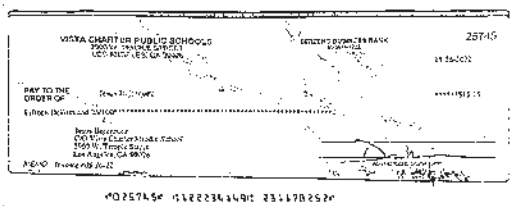
25743 $950.00 6/2/2022



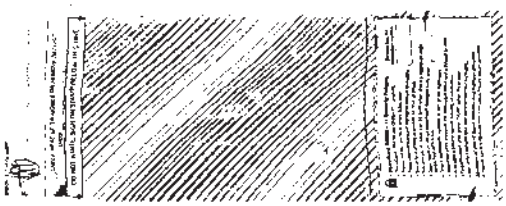
25744 $825.00 6/7/2022



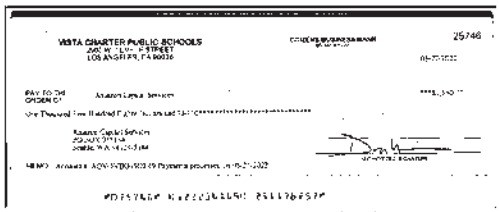
25744 $825.00 6/7/2022



25745 $15.25 6/21/2022

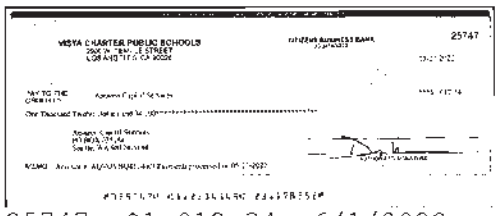


25745 $15.25 6/21/2022

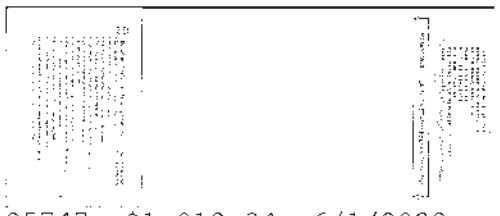


25746 $1,580.73 6/1/2022

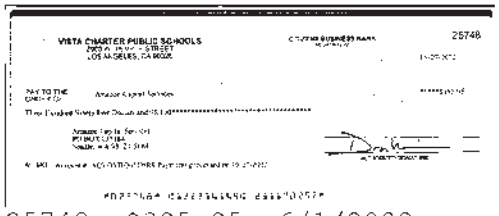
25746 $1,580.73 6/1/2022



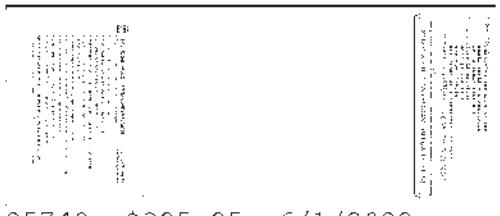
25747 $1,012.34 6/1/2022



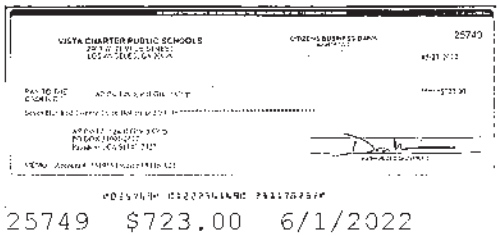
25747 $1,012.34 6/1/2022



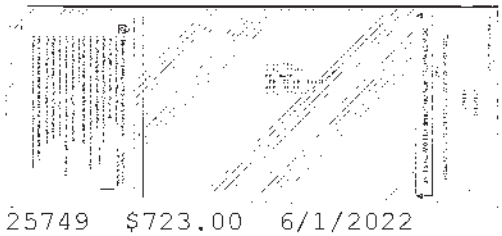
25748 $395.95 6/1/2022



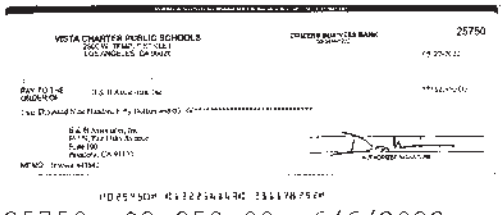
25748 $395.95 6/1/2022



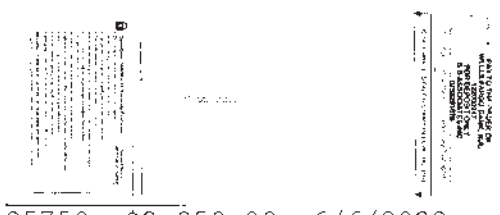
25749 $723.00 6/1/2022



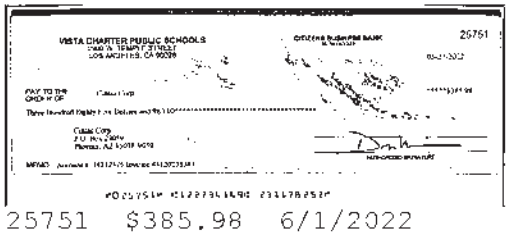
25749 $723.00 6/1/2022



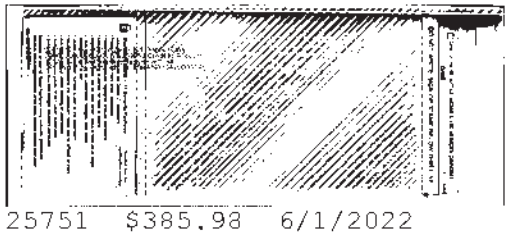
25750 $2,950.00 6/6/2022



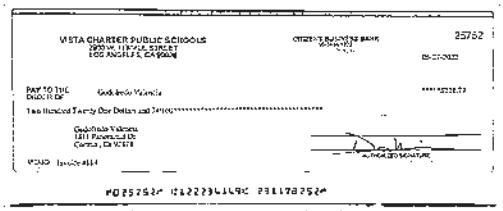
25750 $2,950.00 6/6/2022



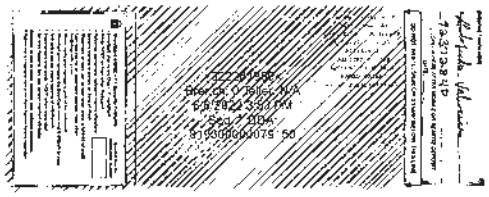
25751 $385.98 6/1/2022



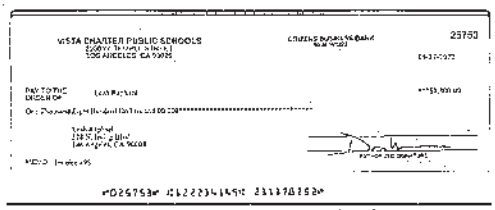
25751 $385.98 6/1/2022



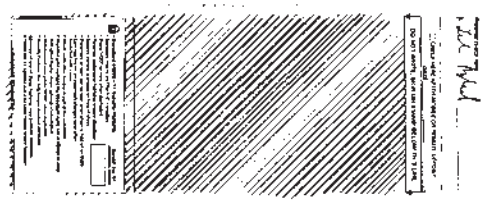
25752 $221.74 6/7/2022



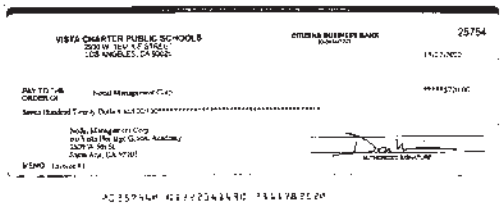
25752 $221.74 6/7/2022



25753 $1,800.00 6/7/2022

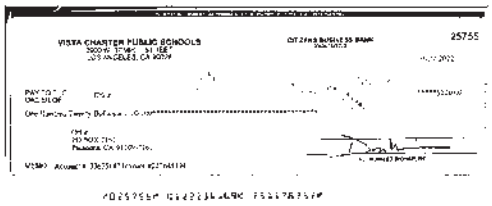


25753 $1,800.00 6/7/2022

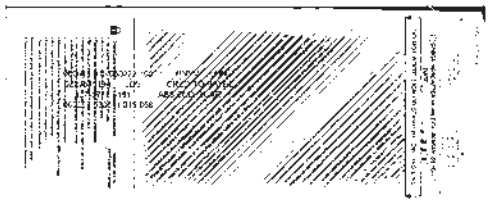


25754 $720.00 6/2/2022

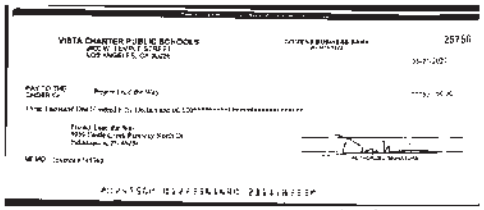
25754 $720.00 6/2/2022



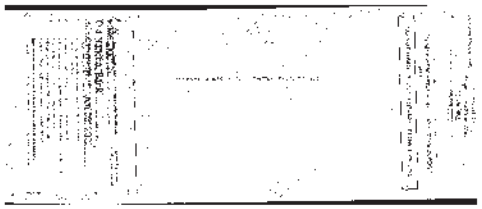
25755 $120.00 6/3/2022



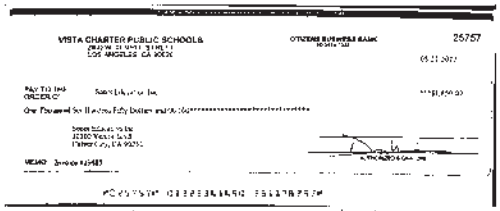
25755 $120.00 6/3/2022



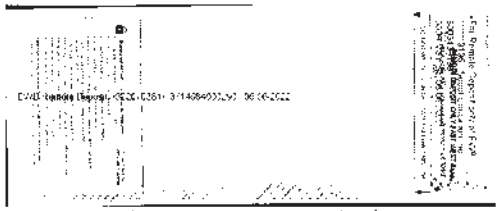
25756 $3,150.00 6/6/2022



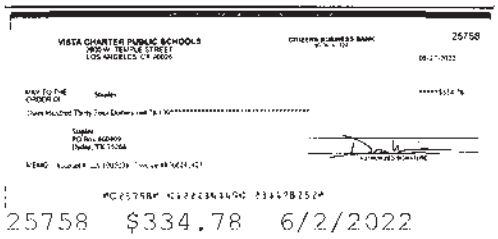
25756 $3,150.00 6/6/2022



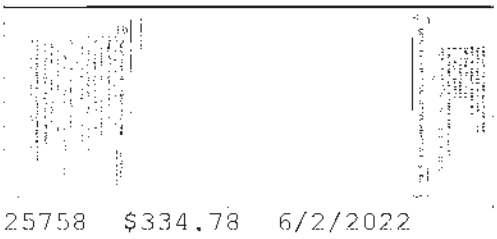
25757 $1,650.00 6/7/2022



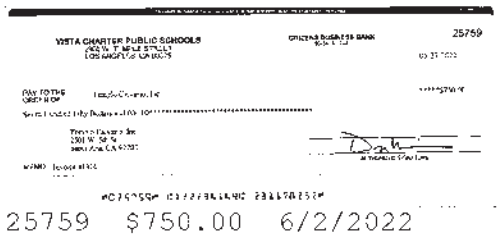
25757 $1,650.00 6/7/2022



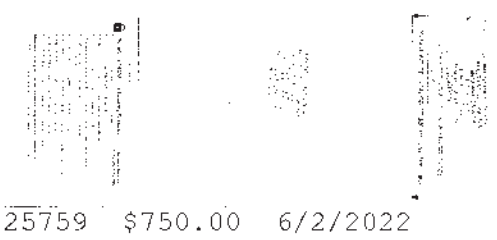
25758 $334.78 6/2/2022



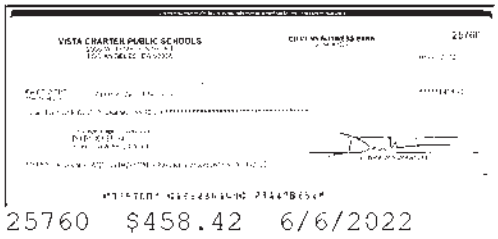
25758 $334.78 6/2/2022



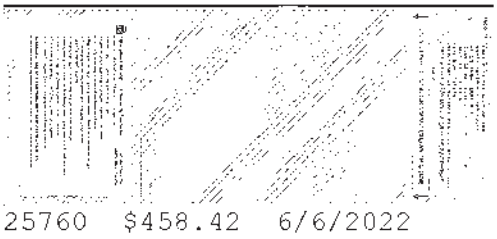
25759 $750.00 6/2/2022



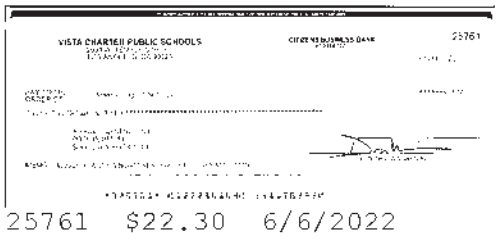
25759 $750.00 6/2/2022



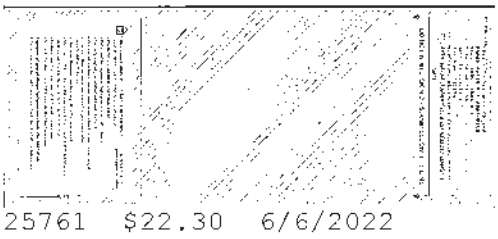
25760 $458.42 6/6/2022



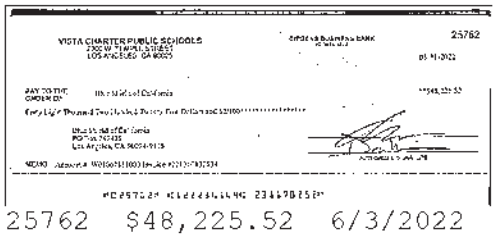
25760 $458.42 6/6/2022



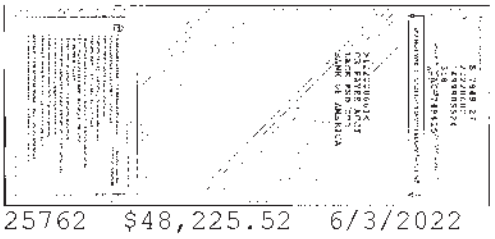
25761 $22.30 6/6/2022



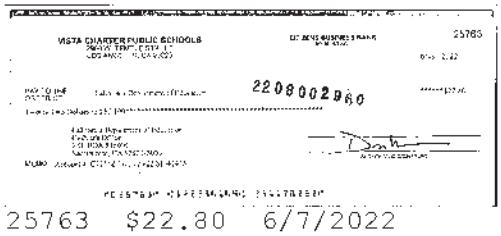
25761 $22.30 6/6/2022



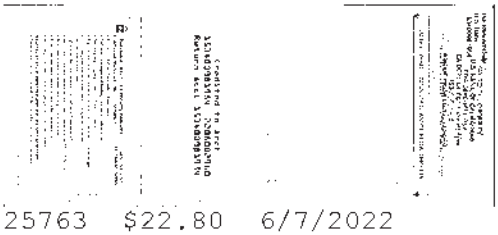
25762 $48,225.52 6/3/2022



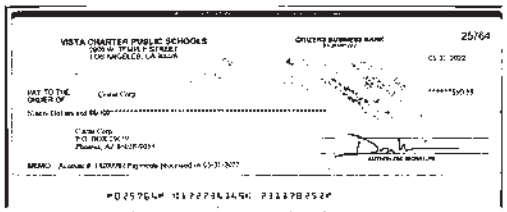
25762 $48,225.52 6/3/2022



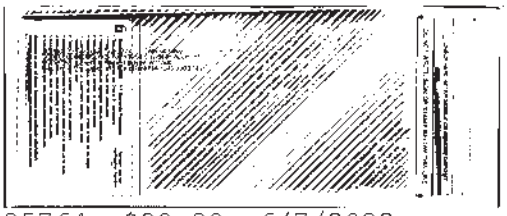
25763 $22.80 6/7/2022



25763 $22.80 6/7/2022

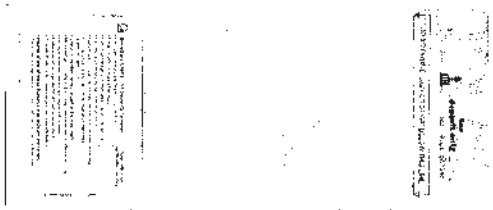


25764 $90.88 6/7/2022

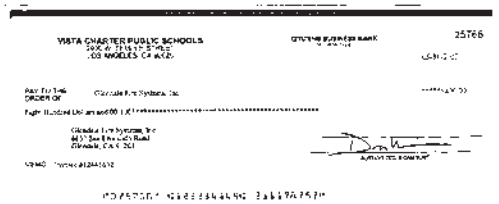


25764 $90.88 6/7/2022

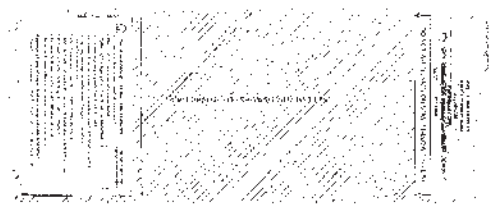
25765 $1,149.42 6/10/2022



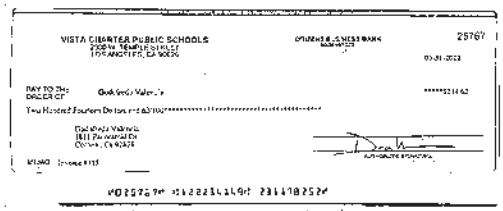
25765 $1,149.42 6/10/2022



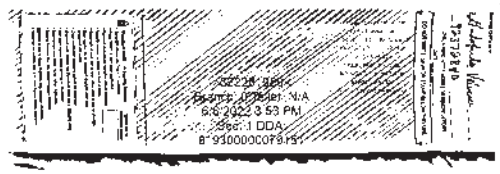
25766 $800.00 6/6/2022



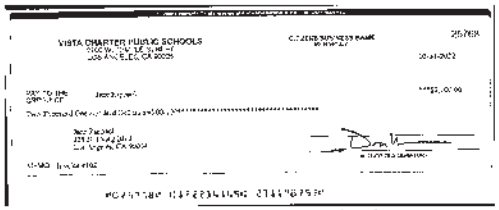
25766 $800.00 6/6/2022



25767 $214.62 6/7/2022

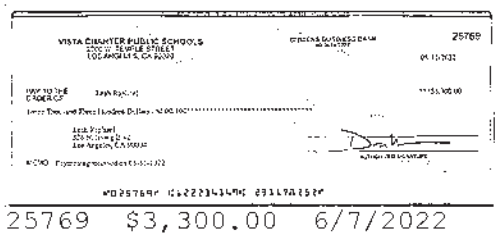


25767 $214.62 6/7/2022



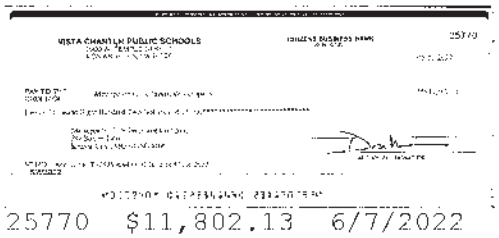
25768 $2,100.00 6/3/2022

25768 $2,100.00 6/3/2022

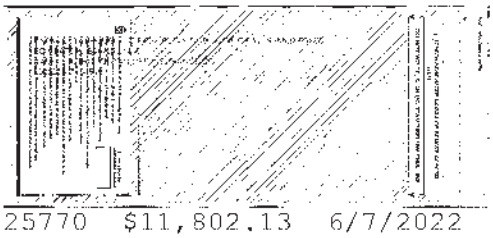


25769 $3,300.00 6/7/2022

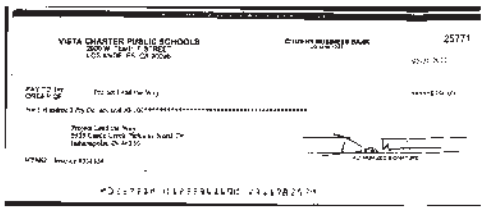
25769 $3,300.00 6/7/2022



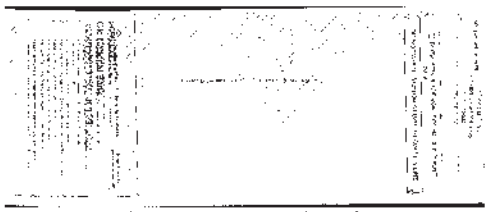
25770 $11,802.13 6/7/2022



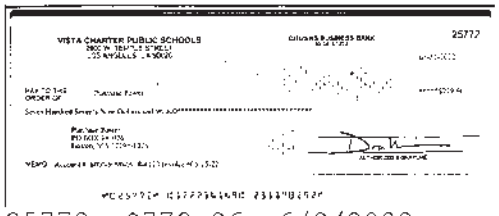
25770 $11,802.13 6/7/2022



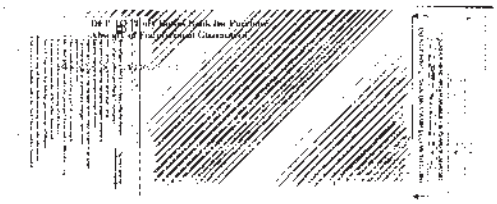
25771 $950.00 6/10/2022



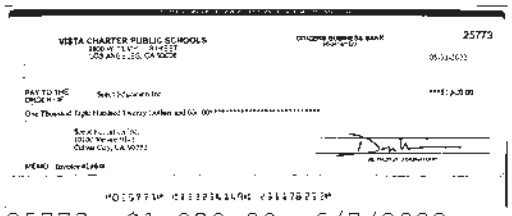
25771 $950.00 6/10/2022



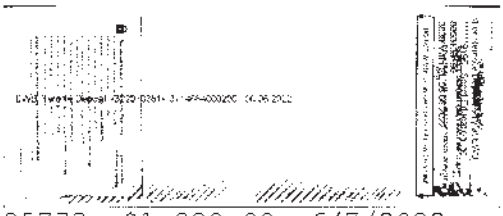
25772 $779.96 6/9/2022



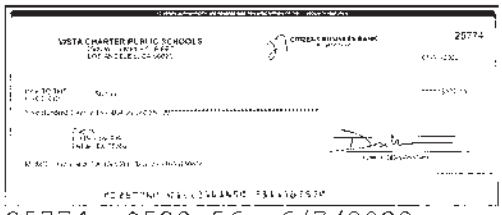
25772 $779.96 6/9/2022



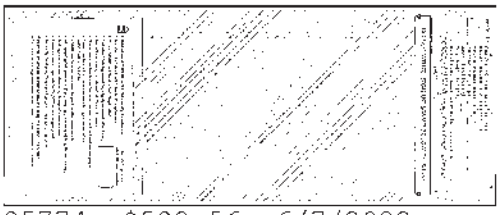
25773 $1,820.00 6/7/2022



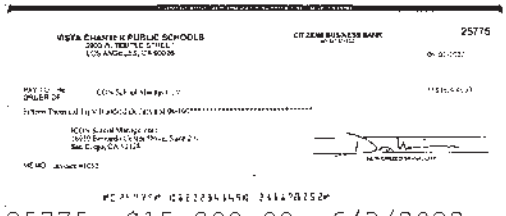
25773 $1,820.00 6/7/2022



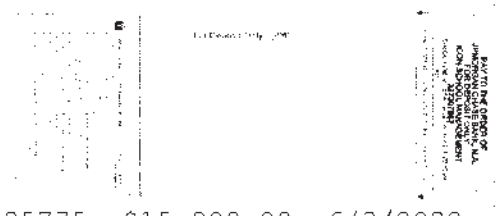
25774 $522.56 6/7/2022



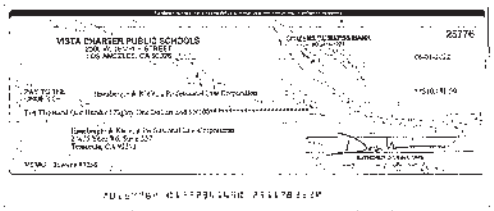
25774 $522.56 6/7/2022



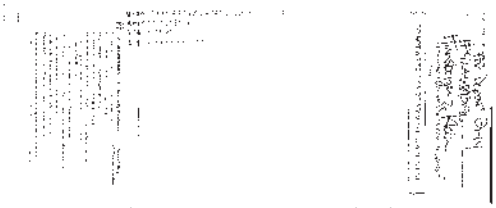
25775 $15,800.00 6/3/2022



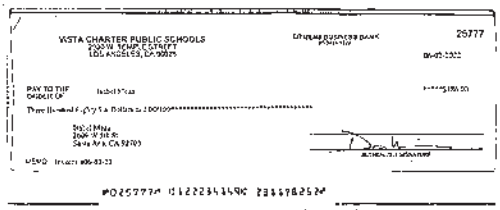
25775 $15,800.00 6/3/2022



25776 $10,181.50 6/8/2022

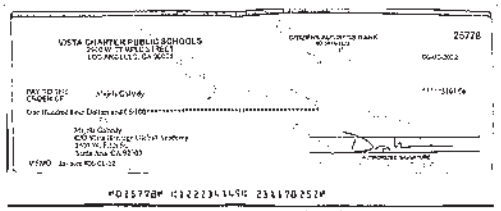


25776 $10,181.50 6/8/2022

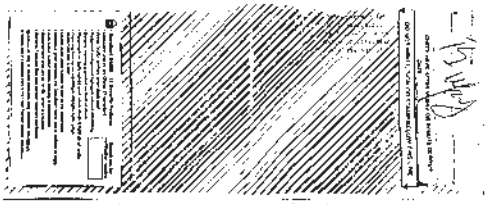


25777 $386.00 6/17/2022

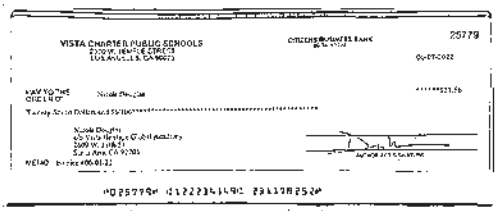
25777 $386.00 6/17/2022



25778 $104.06 6/8/2022

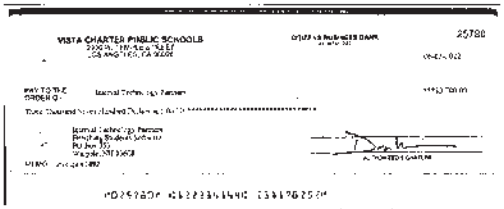


25778 $104.06 6/8/2022

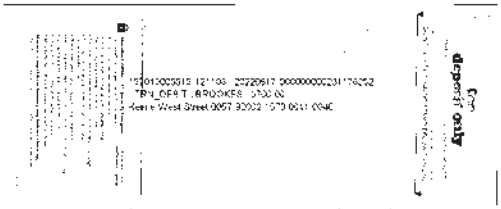


25779 $27.56 6/7/2022

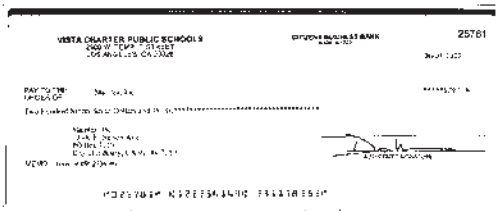
25779 $27.56 6/7/2022



25780 $3,700.00 6/21/2022

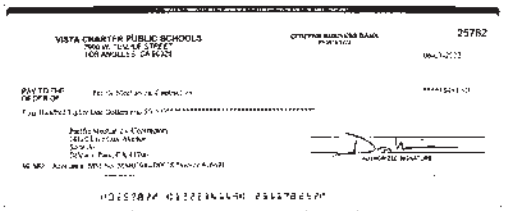


25780 $3,700.00 6/21/2022



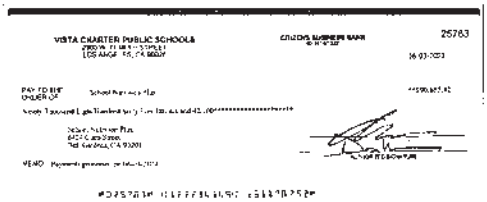
25781 $297.78 6/7/2022

25781 $297.78 6/7/2022



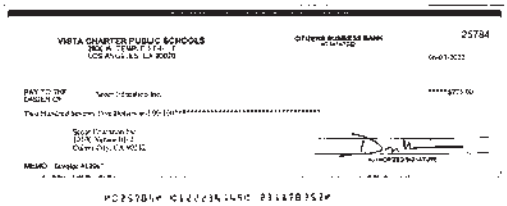
25782 $481.50 6/27/2022

25782 $481.50 6/27/2022

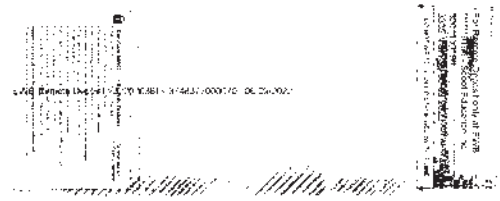


25783 $90,865.42 6/8/2022

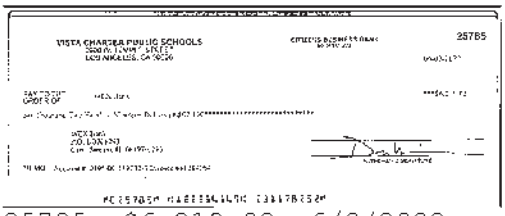
25783 $90,865.42 6/8/2022



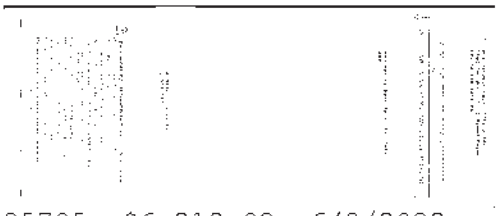
25784 $275.00 6/10/2022



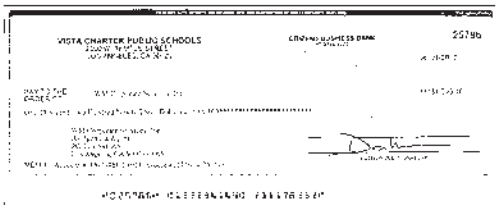
25784 $275.00 6/10/2022



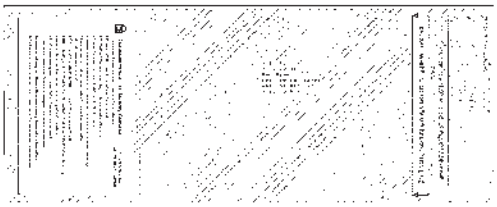
25785 $6,219.02 6/8/2022



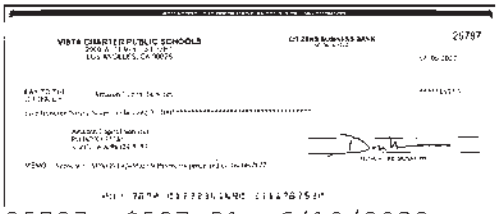
25785 $6,219.02 6/8/2022



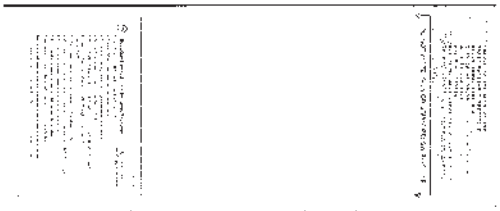
25786 $1,293.46 6/13/2022



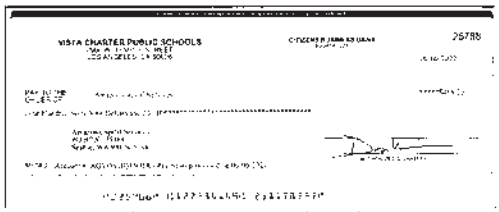
25786 $1,293.46 6/13/2022



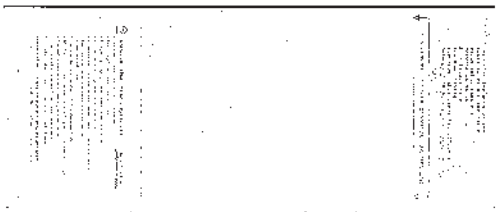
25787 $597.31 6/10/2022



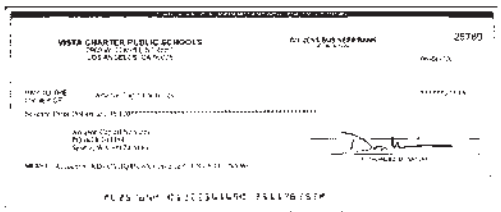
25787 $597.31 6/10/2022



25788 $469.20 6/10/2022

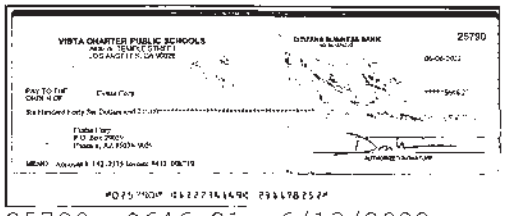


25788 $469.20 6/10/2022

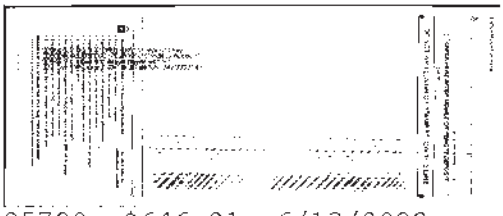


25789 $73.16 6/10/2022

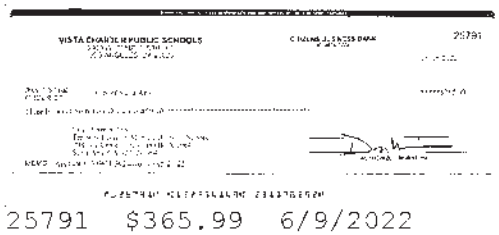
25789 $73.16 6/10/2022



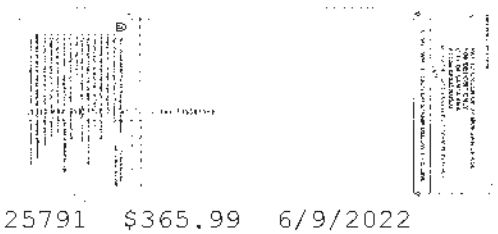
25790 $646.21 6/13/2022



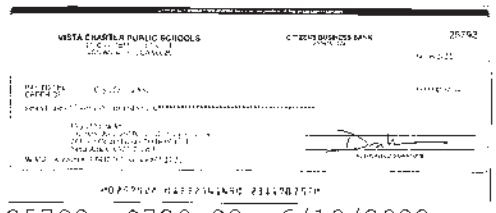
25790 $646.21 6/13/2022



25791 $365.99 6/9/2022

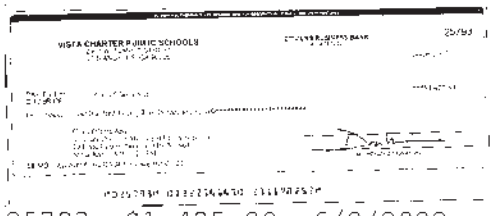


25791 $365.99 6/9/2022

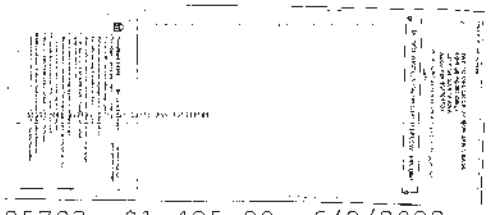


25792 $720.98 6/10/2022

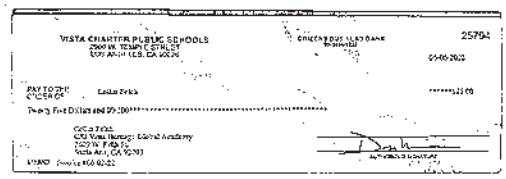
25792 $720.98 6/10/2022



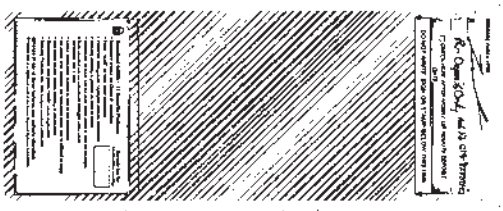
25793 $1,425.80 6/9/2022



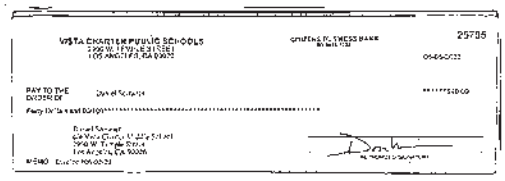
25793 $1,425.80 6/9/2022



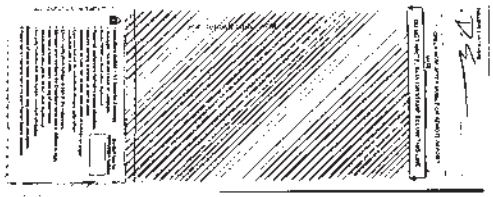
25794 $25.00 6/9/2022



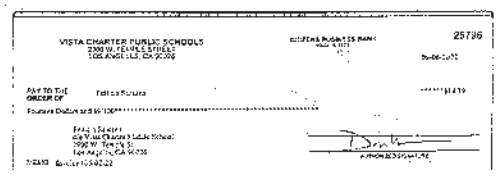
25794 $25.00 6/9/2022



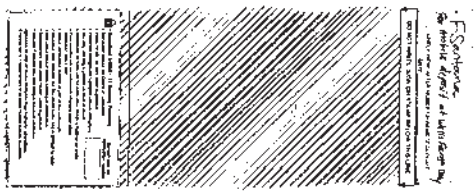
25795 $40.00 6/10/2022



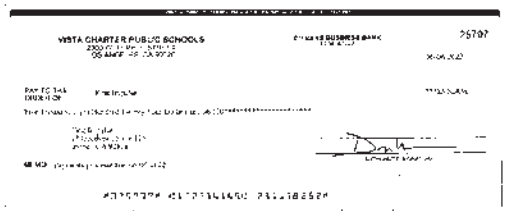
25795 $40.00 6/10/2022



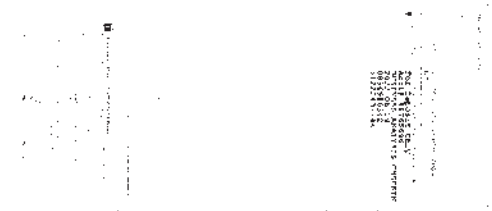
25796 $14.39 6/10/2022



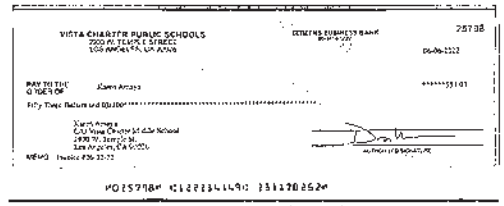
25796 $14.39 6/10/2022



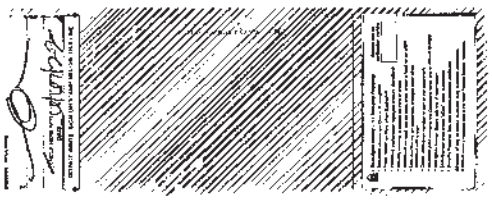
25797 $5,824.96 6/10/2022



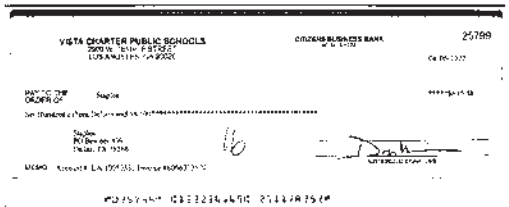
25797 $5,824.96 6/10/2022



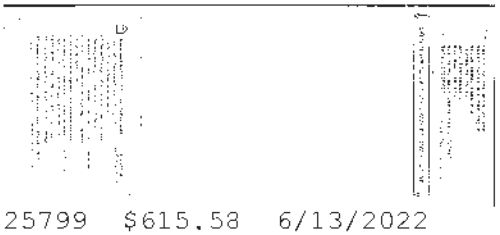
25798 $53.03 6/28/2022



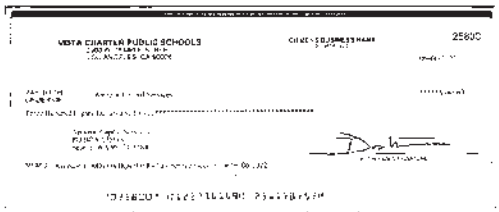
25798 $53.03 6/28/2022



25799 $615.58 6/13/2022

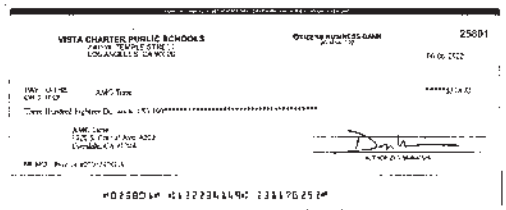


25799 $615.58 6/13/2022



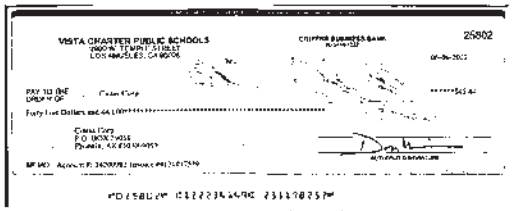
25800 $380.63 6/10/2022

25800 $380.63 6/10/2022

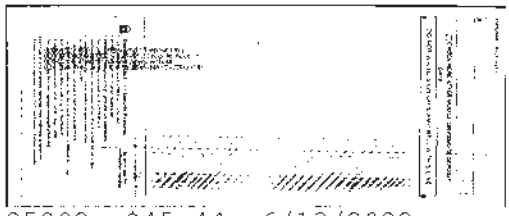


25801 $318.83 6/9/2022

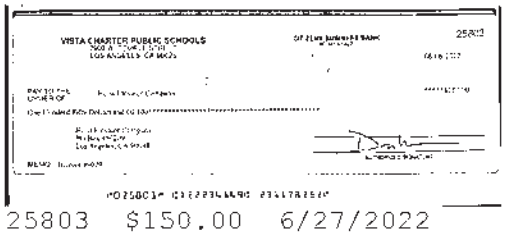
25801 $318.83 6/9/2022



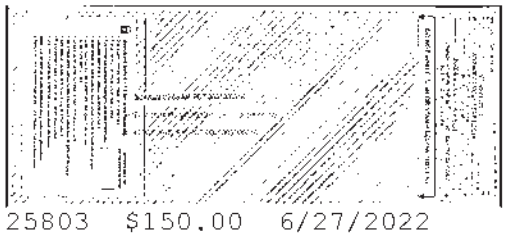
25802 $45.44 6/13/2022



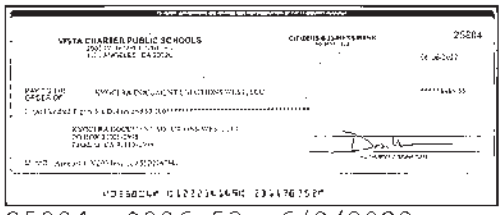
25802 $45.44 6/13/2022



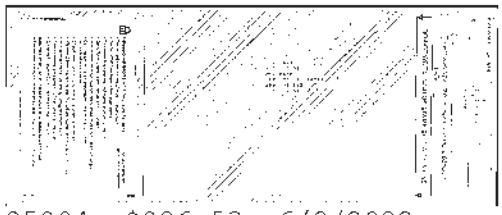
25803 $150.00 6/27/2022



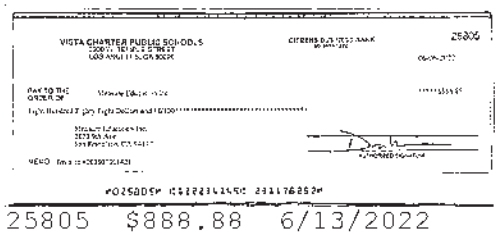
25803 $150.00 6/27/2022



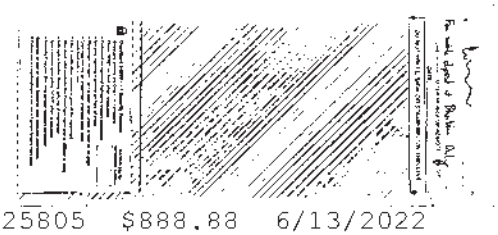
25804 $886.53 6/9/2022



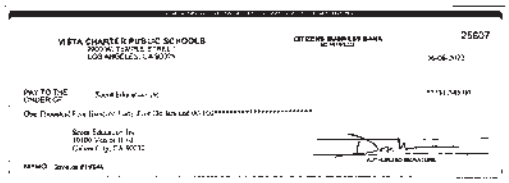
25804 $886.53 6/9/2022



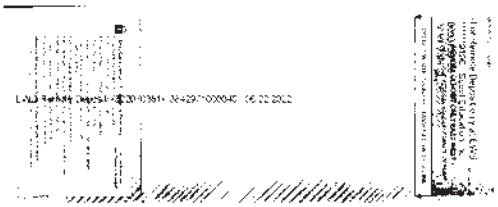
25805 $888.88 6/13/2022



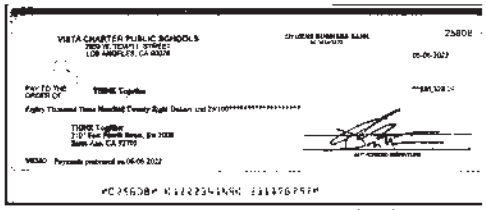
25805 $888.88 6/13/2022



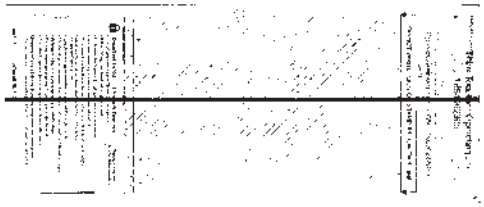
25807 $1,545.00 6/23/2022



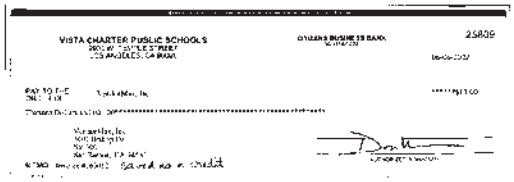
25807 $1,545.00 6/23/2022



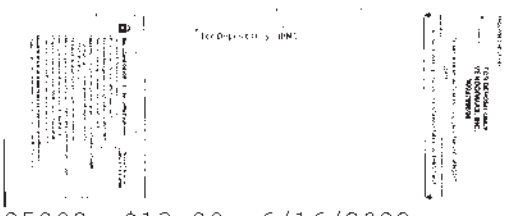
25808 $80,328.29 6/9/2022



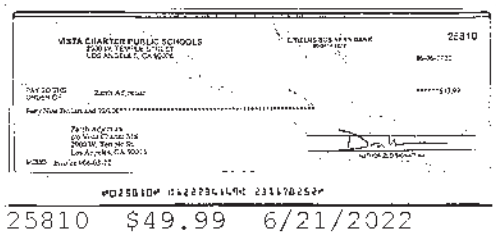
25808 $80,328.29 6/9/2022



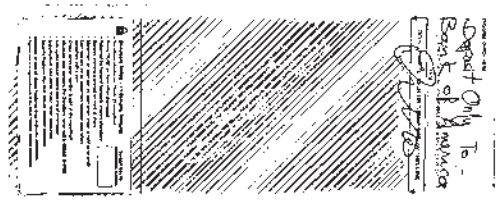
25809 $13.00 6/16/2022



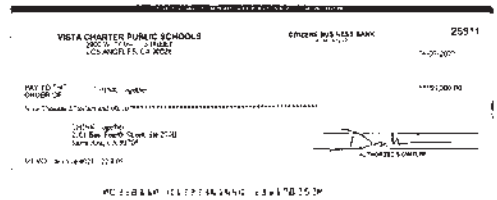
25809 $13.00 6/16/2022



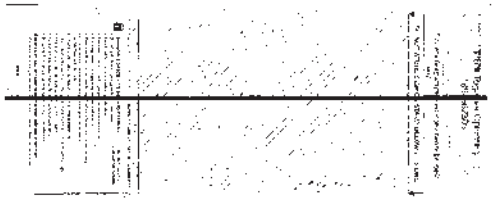
25810 $49.99 6/21/2022



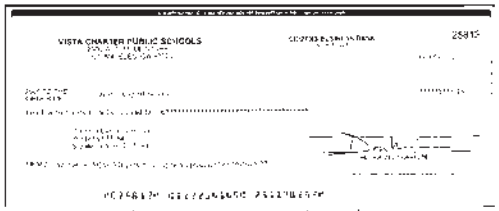
25810 $49.99 6/21/2022



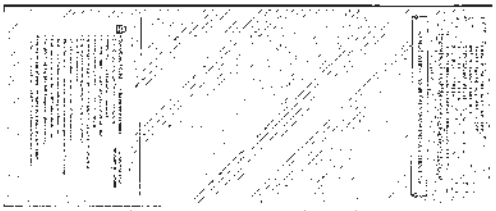
25811 $9,000.00 6/10/2022



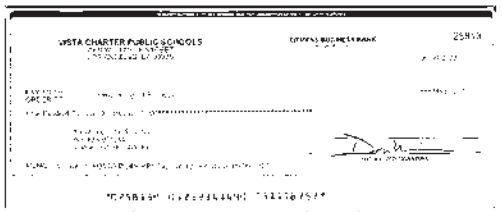
25811 $9,000.00 6/10/2022

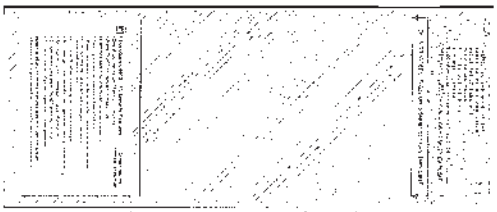


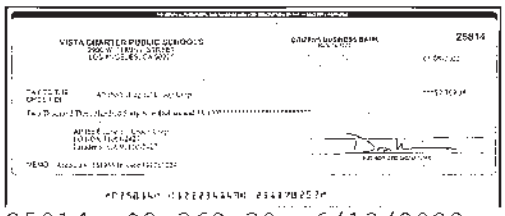
25812 $568.18 6/14/2022

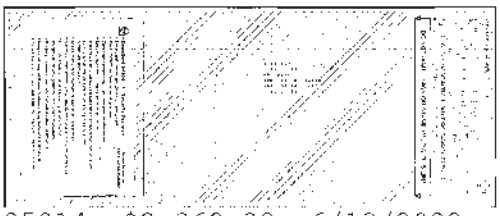


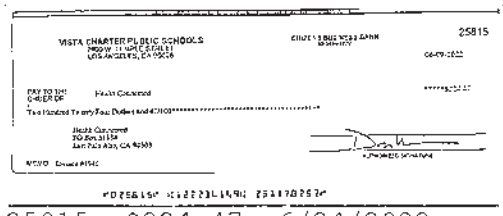
25812 $568.18 6/14/2022

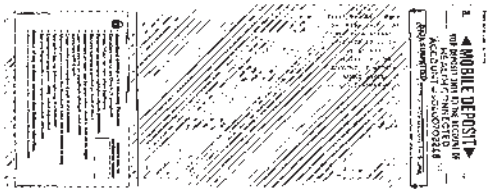

25813 $413.73 6/14/2022


25813 $413.73 6/14/2022


25814 $2,369.38 6/13/2022

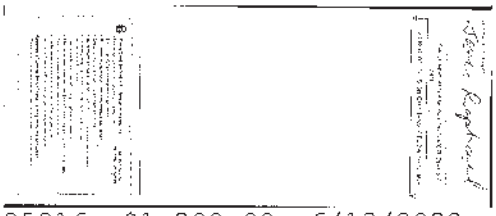

25814 $2,369.38 6/13/2022

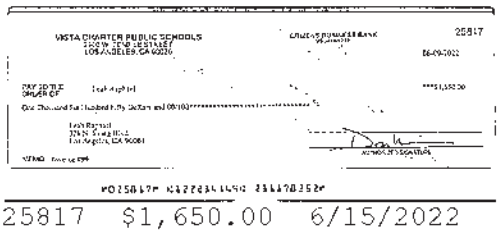

25815 $224.47 6/24/2022

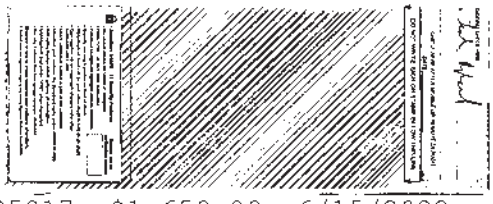


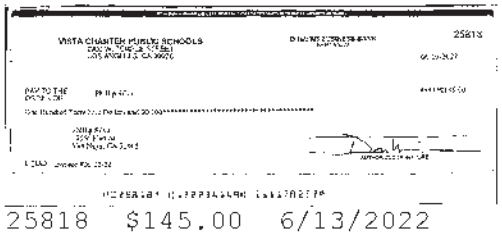
25815 $224.47 6/24/2022

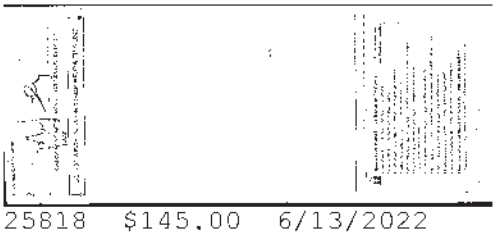
25816 $1,200.00 6/13/2022

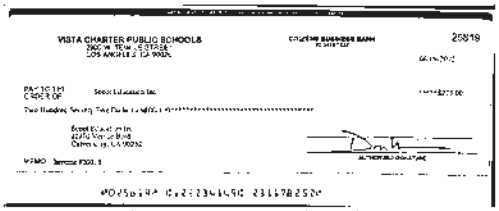

25816 $1,200.00 6/13/2022


25817 $1,650.00 6/15/2022

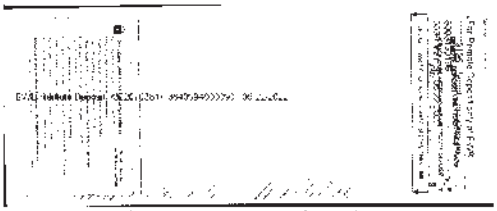

25817 $1,650.00 6/15/2022


25818 $145.00 6/13/2022

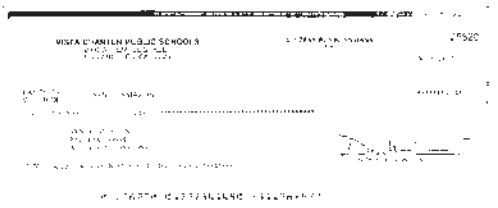

25818 $145.00 6/13/2022



25819 $275.00 6/23/2022

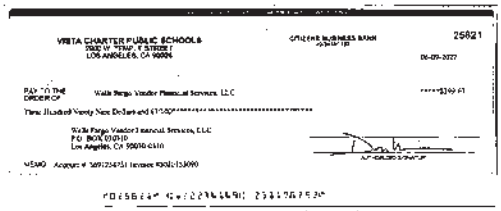


25819 $275.00 6/23/2022

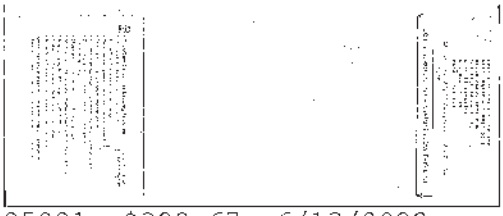


25820 $162.45 6/23/2022

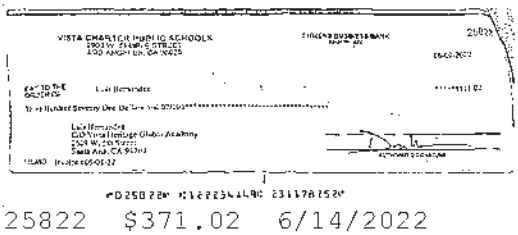
25820 $162.45 6/23/2022



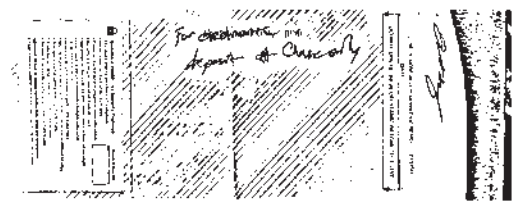
25821 $399.67 6/13/2022



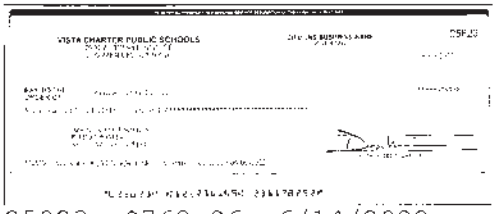
25821 $399.67 6/13/2022



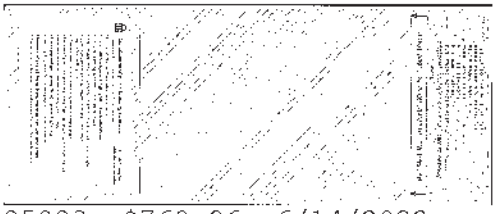
25822 $371.02 6/14/2022



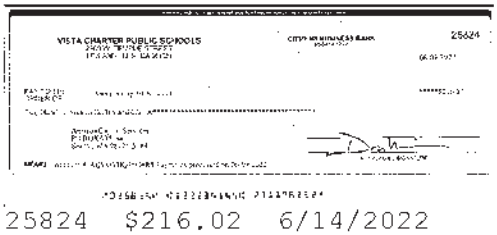
25822 $371.02 6/14/2022



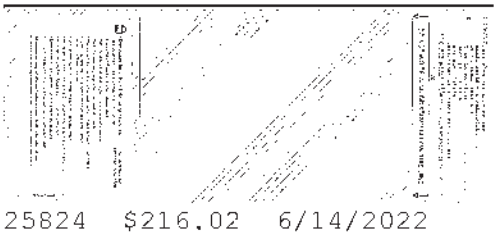
25823 $768.96 6/14/2022



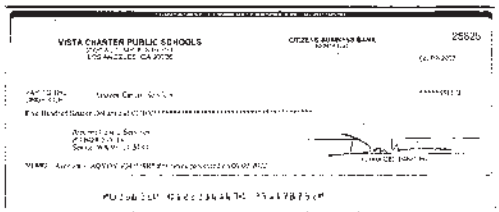
25823 $768.96 6/14/2022

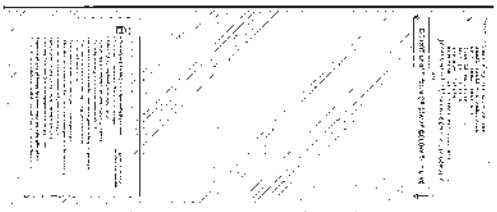


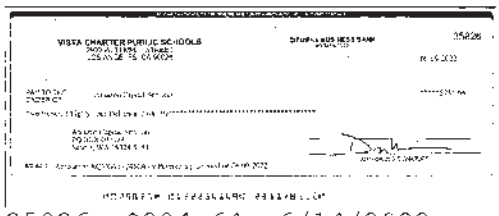
25824 $216.02 6/14/2022

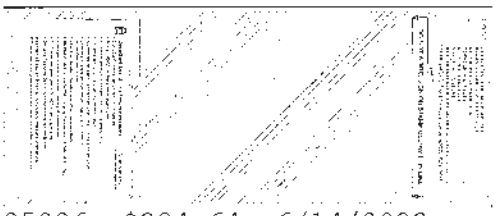


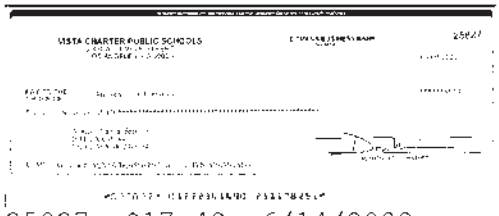
25824 $216.02 6/14/2022

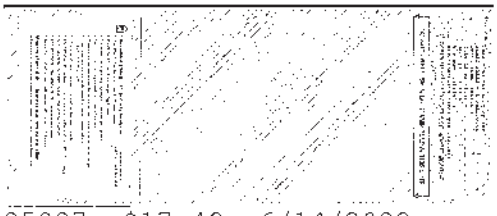

25825 $516.01 6/14/2022

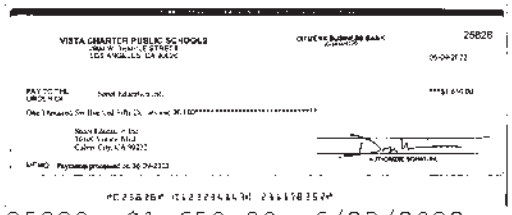

25825 $516.01 6/14/2022

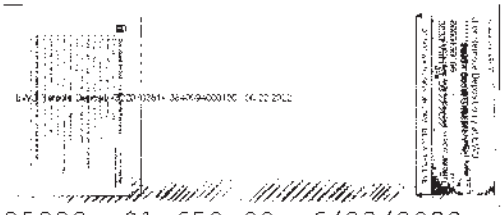

25826 $284.64 6/14/2022

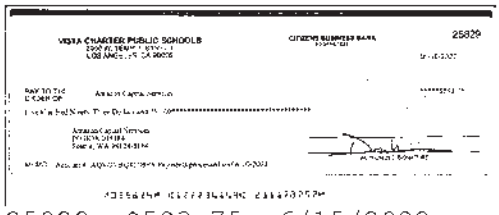

25826 $284.64 6/14/2022


25827 $17.49 6/14/2022

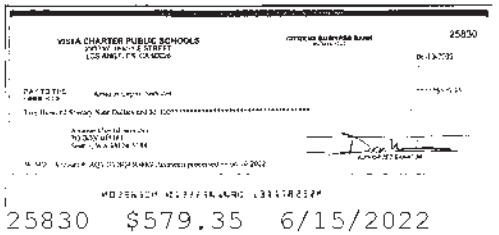

25827 $17.49 6/14/2022

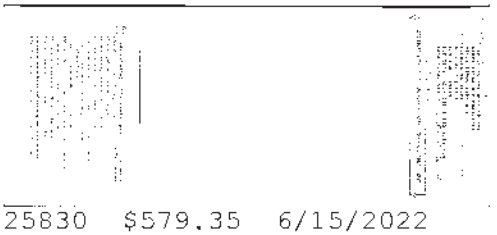

25828 $1,650.00 6/23/2022

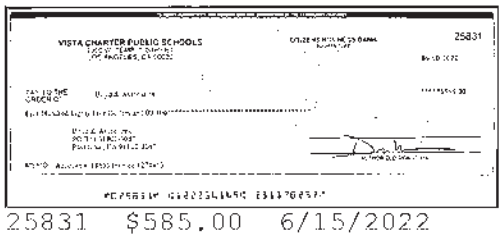

25828 $1,650.00 6/23/2022

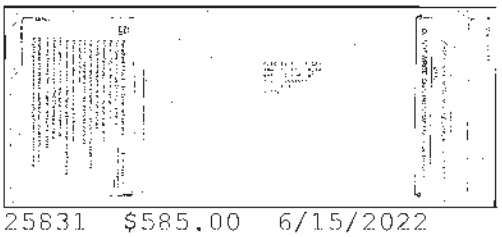

25829 $593.75 6/15/2022

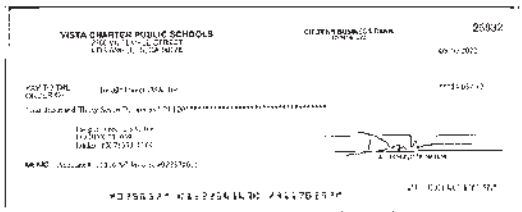
25829 $593.75 6/15/2022

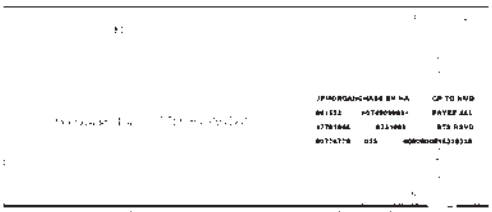

25830 $579.35 6/15/2022

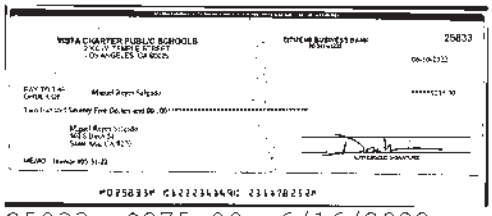

25830 $579.35 6/15/2022

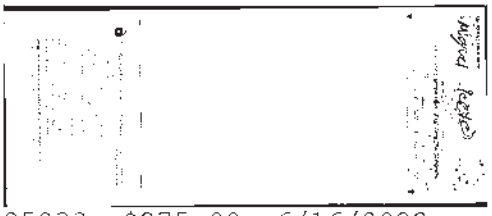

25831 $585.00 6/15/2022

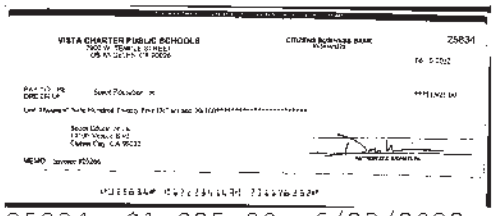

25831 $585.00 6/15/2022

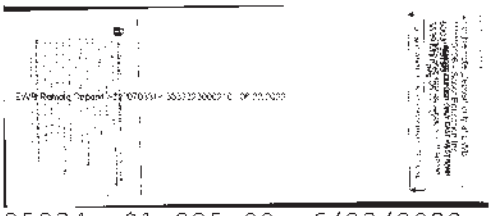

25832 $4,037.79 6/16/2022

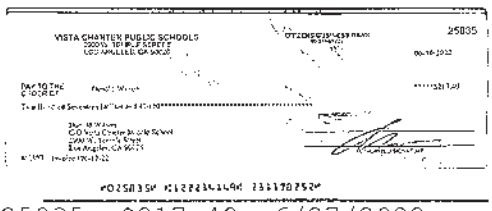

25832 $4,037.79 6/16/2022

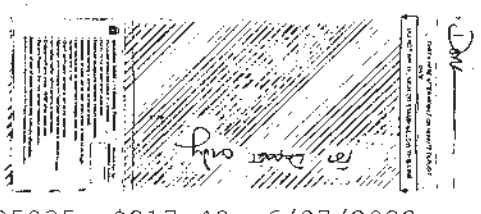

25833 $275.00 6/16/2022

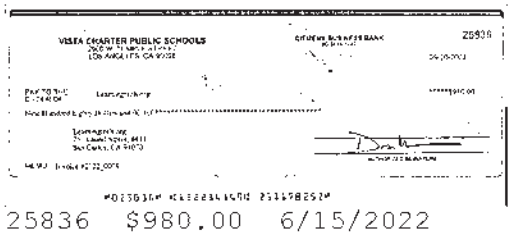

25833 $275.00 6/16/2022

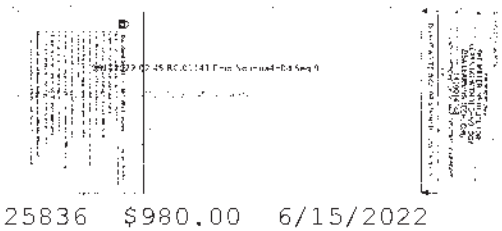

25834 $1,925.00 6/23/2022

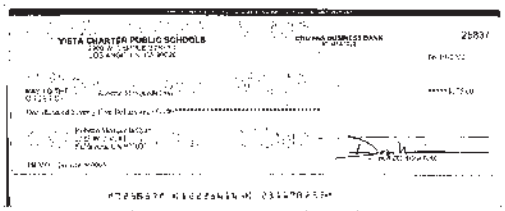

25834 $1,925.00 6/23/2022


25835 $217.49 6/27/2022

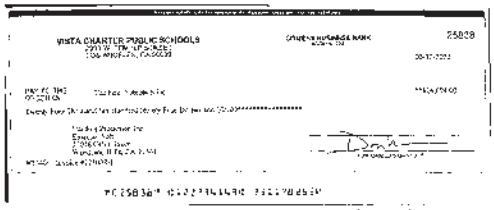

25835 $217.49 6/27/2022


25836 $980.00 6/15/2022

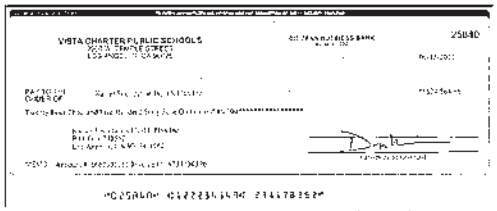

25836 $980.00 6/15/2022

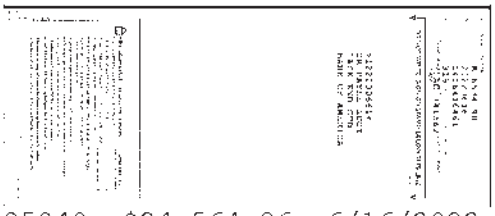

25837 $175.00 6/15/2022

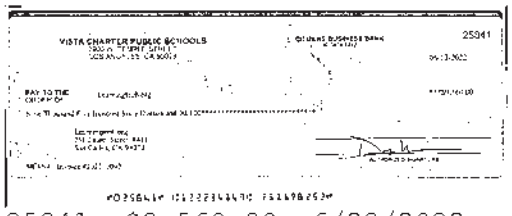
25837 $175.00 6/15/2022

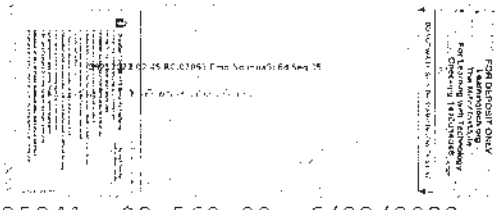

25838 $24,694.00 6/14/2022

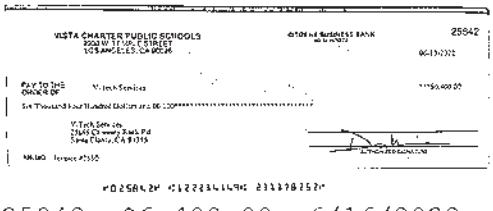
25838 $24,694.00 6/14/2022

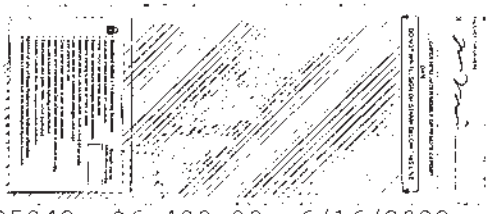

25840 $24,564.86 6/16/2022

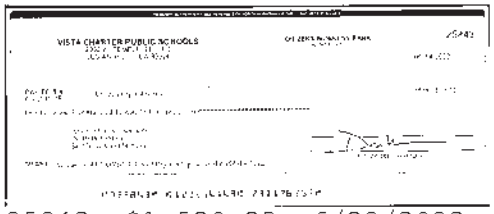

25840 $24,564.86 6/16/2022

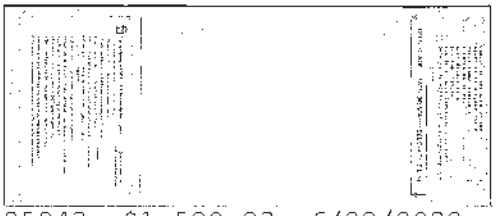

25841 $9,560.00 6/22/2022

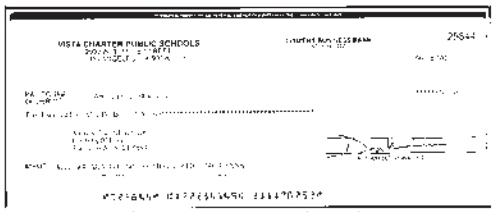

25841 $9,560.00 6/22/2022


25842 $6,400.00 6/16/2022

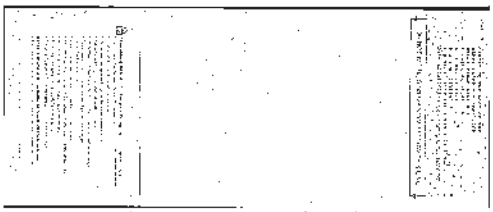

25842 $6,400.00 6/16/2022


25843 $1,520.23 6/22/2022

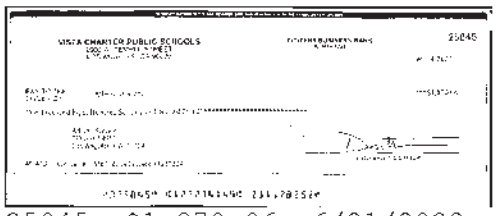

25843 $1,520.23 6/22/2022



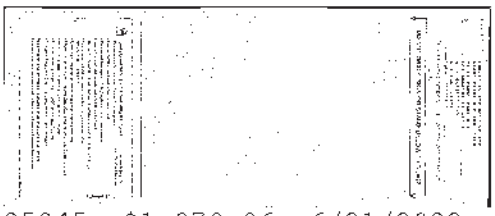
25844 $261.96 6/22/2022



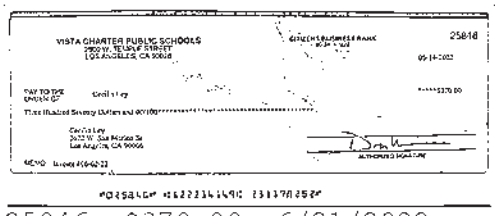
25844 $261.96 6/22/2022



25845 $1,870.06 6/21/2022

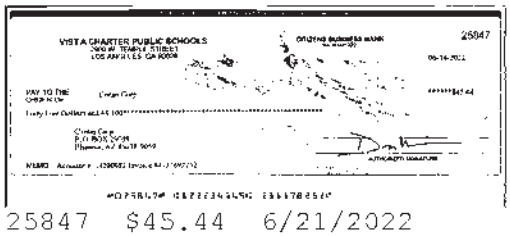


25845 $1,870.06 6/21/2022

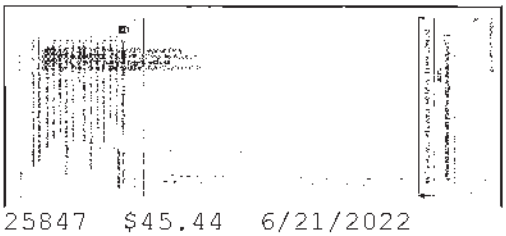


25846 $370.00 6/21/2022

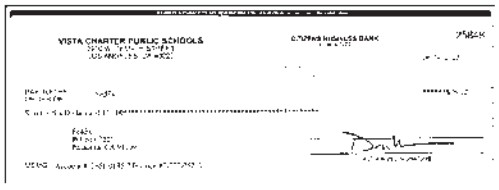
25846 $370.00 6/21/2022



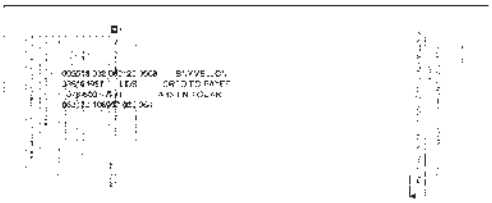
25847 $45.44 6/21/2022



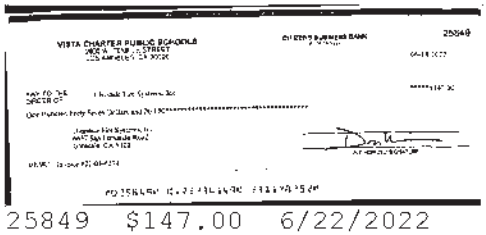
25847 $45.44 6/21/2022



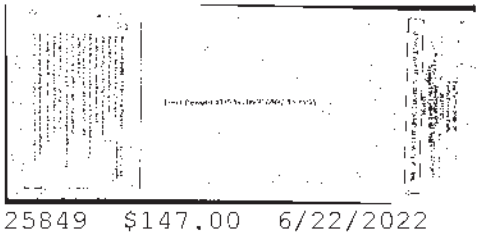
25848 $76.12 6/22/2022



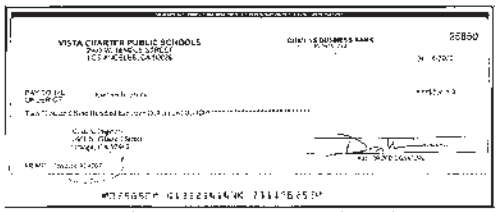
25848 $76.12 6/22/2022



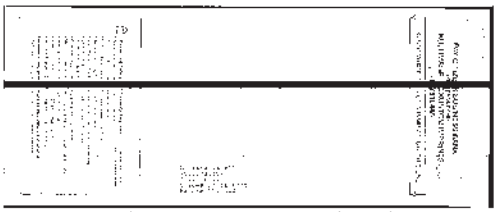
25849 $147.00 6/22/2022



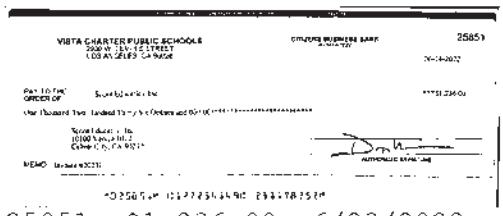
25849 $147.00 6/22/2022



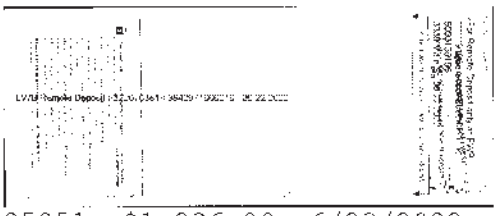
25850 $2,918.01 6/17/2022



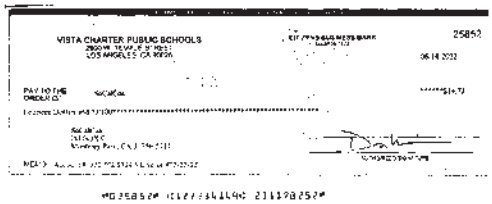
25850 $2,918.01 6/17/2022



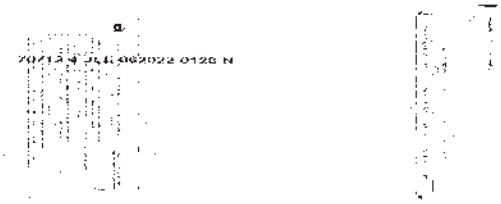
25851 $1,236.00 6/23/2022



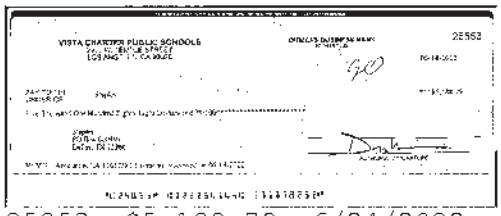
25851 $1,236.00 6/23/2022



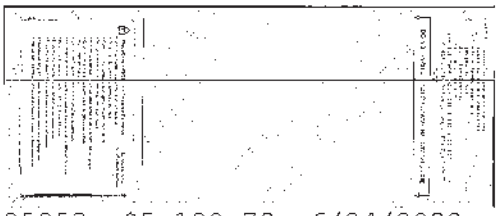
25852 $14.73 6/22/2022



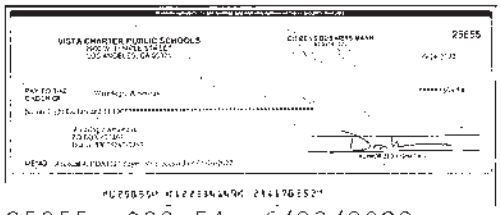
25852 $14.73 6/22/2022



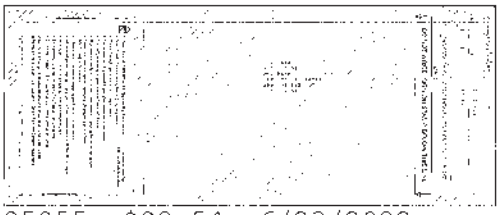
25853 $5,188.79 6/24/2022



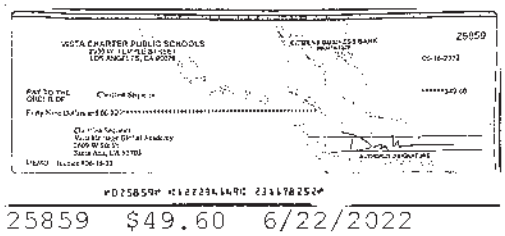
25853 $5,188.79 6/24/2022



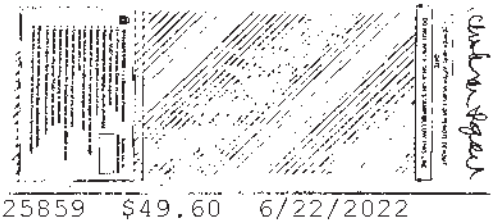
25855 $98.54 6/23/2022



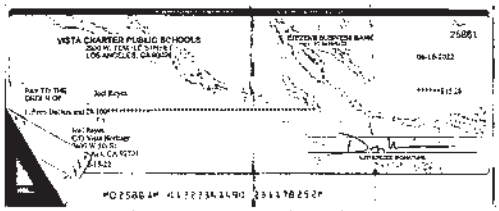
25855 $98.54 6/23/2022



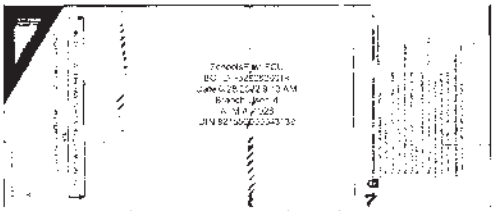
25859 $49.60 6/22/2022



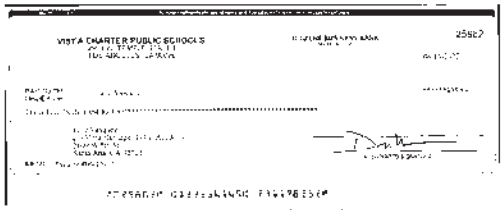
25859 $49.60 6/22/2022



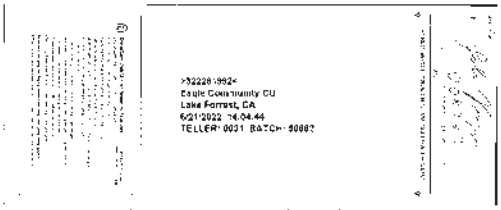
25861 $15.28 6/29/2022



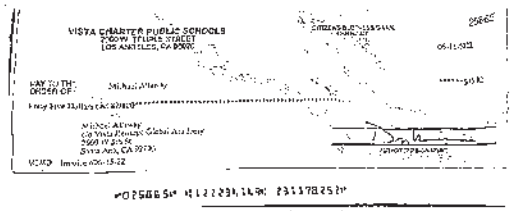
25861 $15.28 6/29/2022



25862 $35.89 6/22/2022

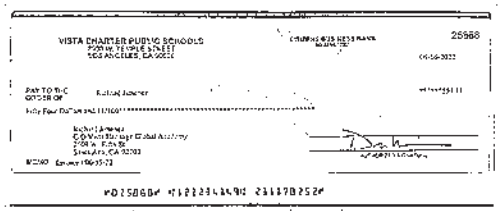


25862 $35.89 6/22/2022

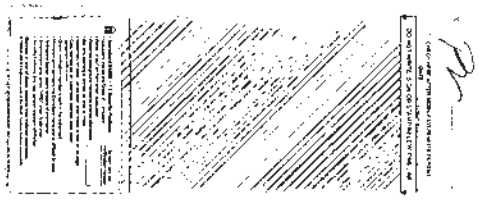


25865 $45.82 6/29/2022

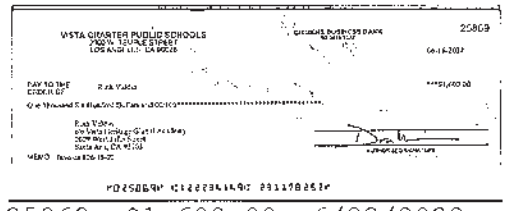
25865 $45.82 6/29/2022



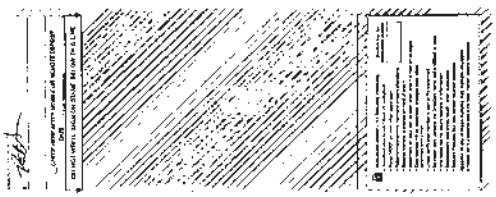
25868 $54.11 6/27/2022



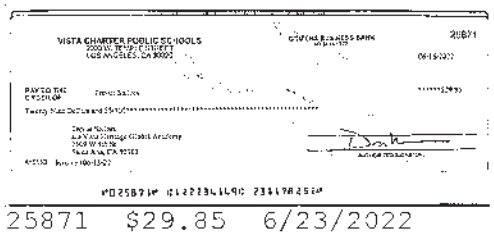
25868 $54.11 6/27/2022



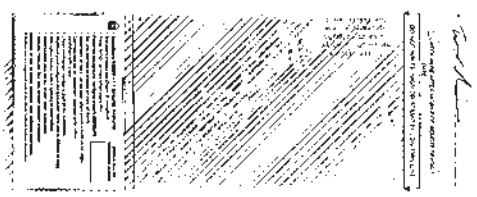
25869 $1,600.00 6/22/2022



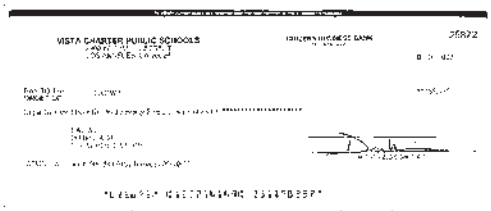
25869 $1,600.00 6/22/2022



25871 $29.85 6/23/2022

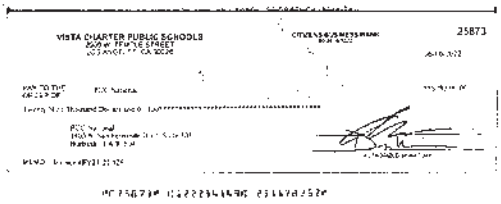


25871 $29.85 6/23/2022



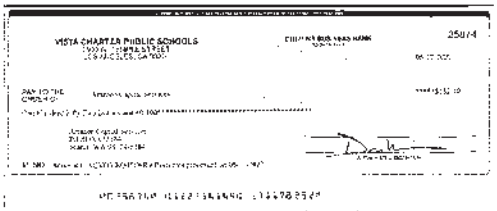
25872 $8,475.73 6/21/2022

25872 $8,475.73 6/21/2022



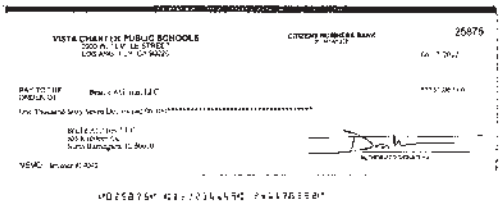
25873 $29,000.00 6/30/2022

25873 $29,000.00 6/30/2022



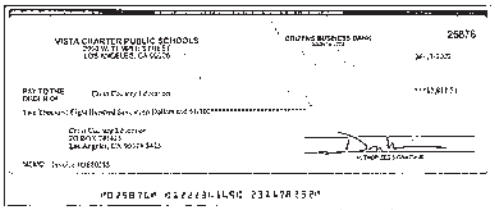
25874 $152.40 6/22/2022

25874 $152.40 6/22/2022

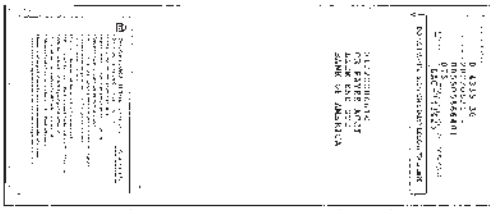


25875 $1,067.06 6/23/2022

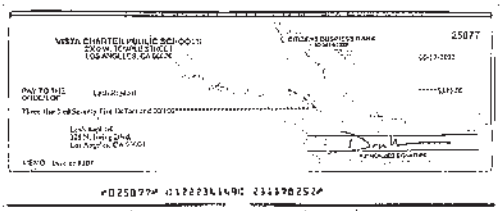
25875 $1,067.06 6/23/2022



25876 $2,817.51 6/21/2022

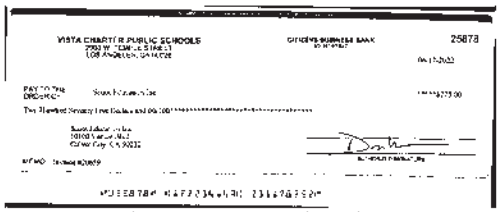


25876 $2,817.51 6/21/2022

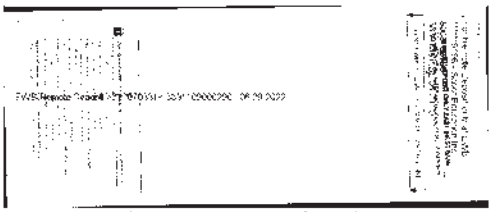


25877 $375.00 6/28/2022

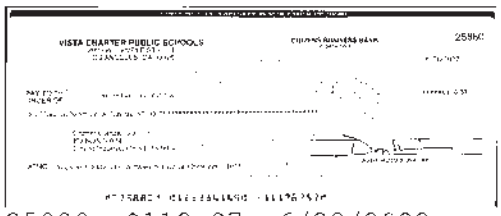
25877 $375.00 6/28/2022



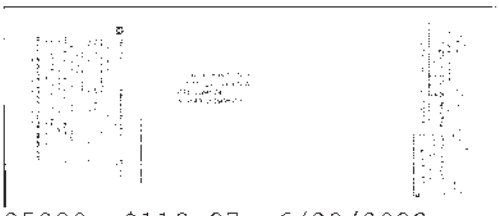
25878 $275.00 6/30/2022



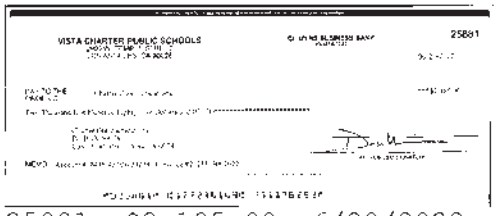
25878 $275.00 6/30/2022



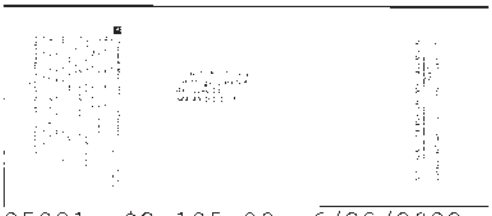
25880 $119.97 6/28/2022



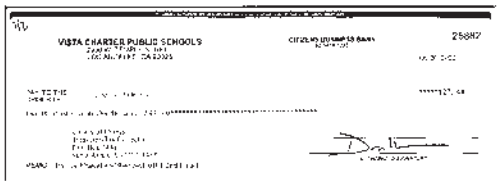
25880 $119.97 6/28/2022



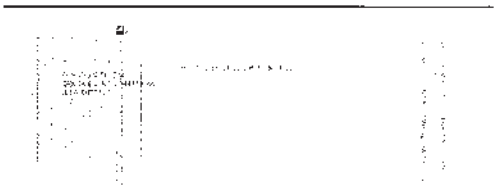
25881 $2,185.00 6/28/2022



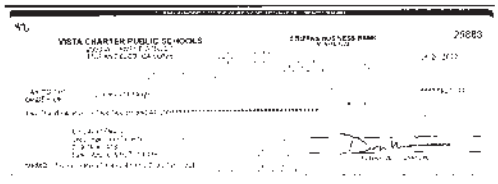
25881 $2,185.00 6/28/2022



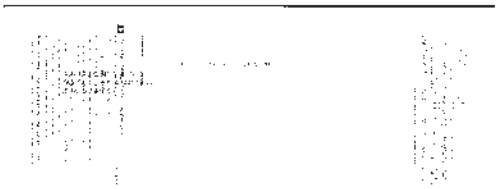
25882 $271.44 6/27/2022



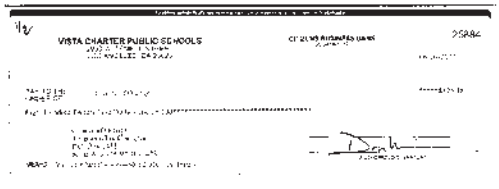
25882 $271.44 6/27/2022



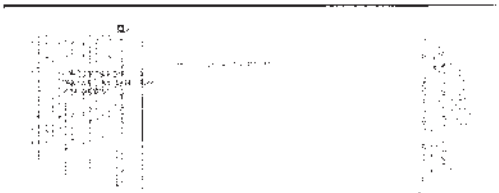
25883 $271.44 6/27/2022



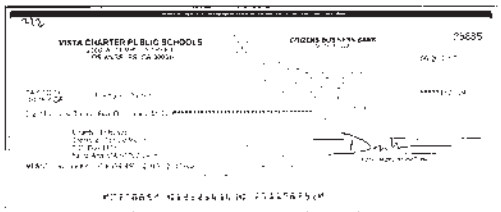
25883 $271.44 6/27/2022



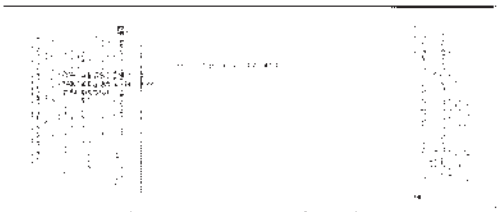
25884 $825.18 6/27/2022



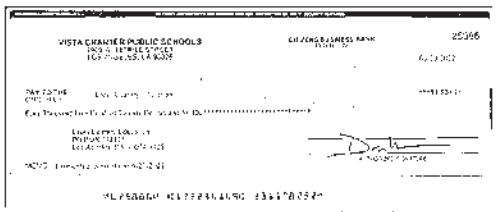
25884 $825.18 6/27/2022



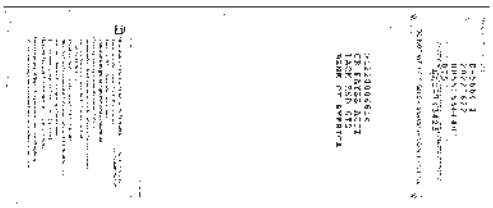
25885 $825.19 6/27/2022



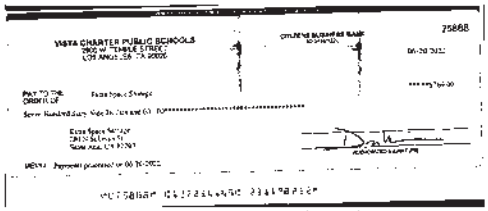
25885 $825.19 6/27/2022



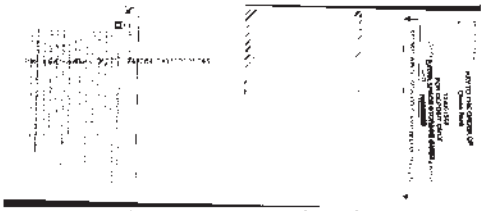
25886 $4,520.38 6/23/2022



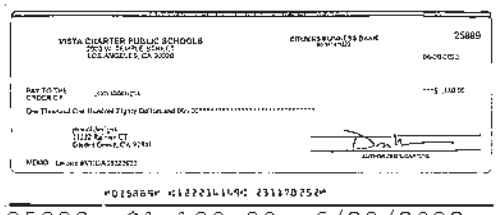
25886 $4,520.38 6/23/2022



25888 $769.00 6/28/2022

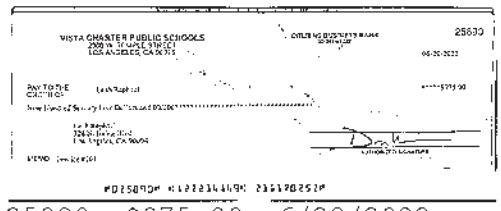


25888 $769.00 6/28/2022



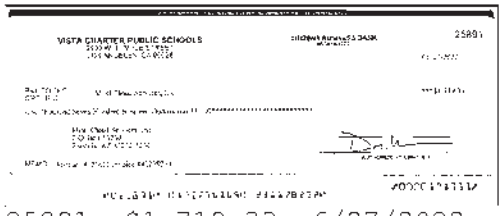
25889 $1,180.00 6/28/2022

25889 $1,180.00 6/28/2022

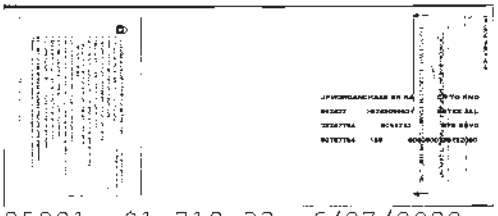


25890 $975.00 6/28/2022

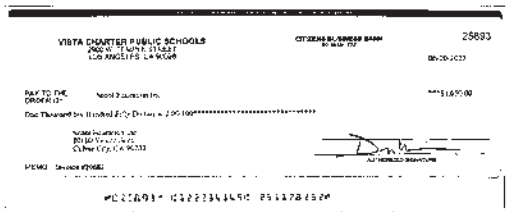
25890 $975.00 6/28/2022



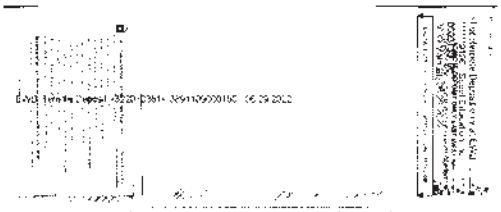
25891 $1,719.33 6/27/2022



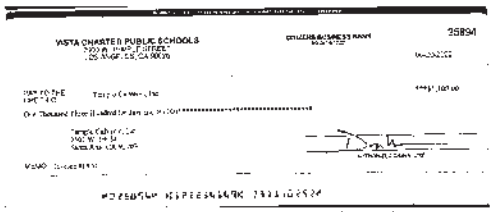
25891 $1,719.33 6/27/2022



25893 $1,650.00 6/30/2022

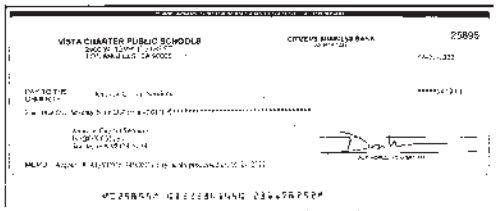


25893 $1,650.00 6/30/2022

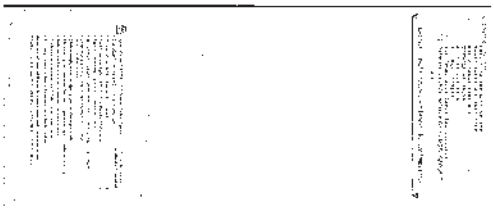


25894 $1,300.00 6/30/2022

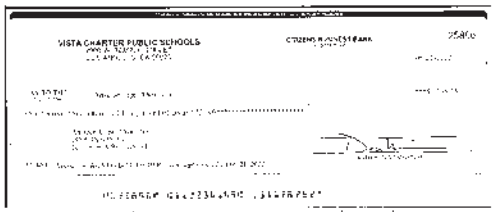
25894 $1,300.00 6/30/2022



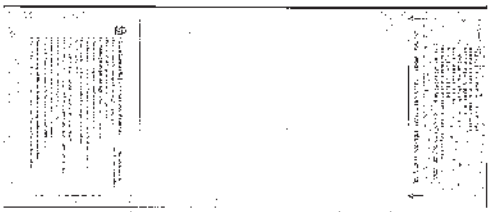
25895 $479.01 6/27/2022



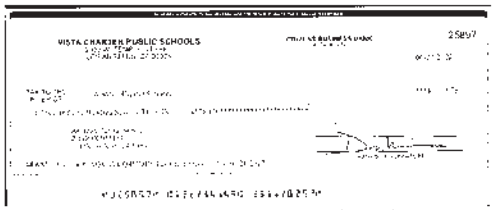
25895 $479.01 6/27/2022



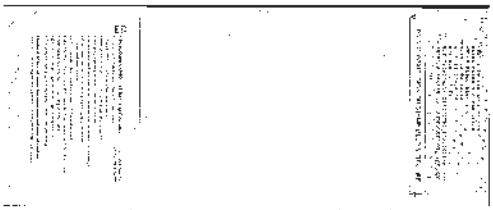
25896 $1,735.75 6/27/2022



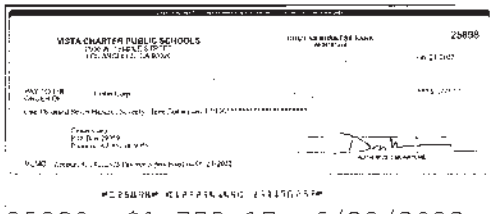
25896 $1,735.75 6/27/2022



25897 $1,173.78 6/27/2022

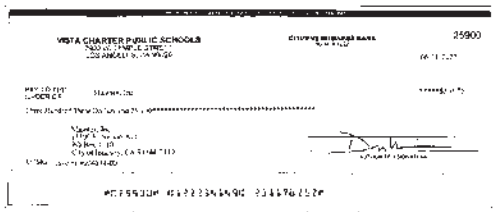


25897 $1,173.78 6/27/2022



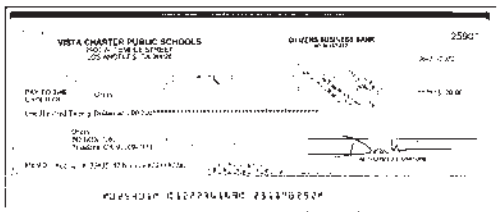
25898 $1,773.17 6/28/2022

25898 $1,773.17 6/28/2022

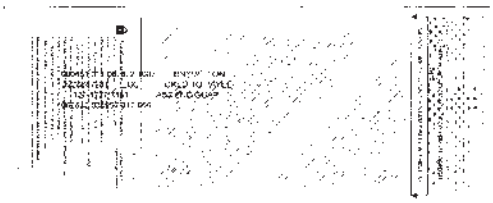


25900 $303.75 6/24/2022

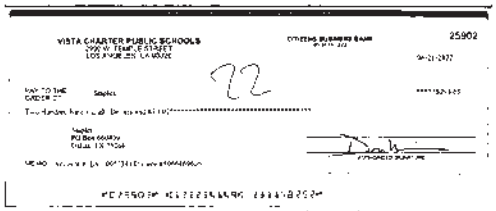
25900 $303.75 6/24/2022



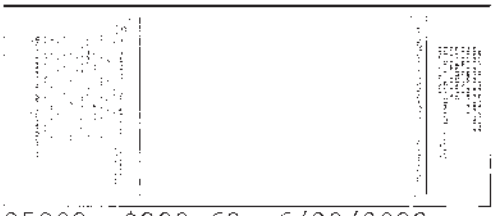
25901 $120.00 6/29/2022



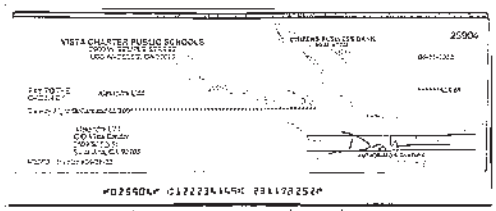
25901 $120.00 6/29/2022



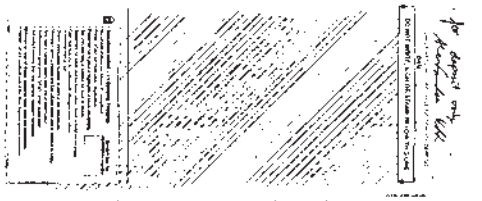
25902 $298.69 6/28/2022



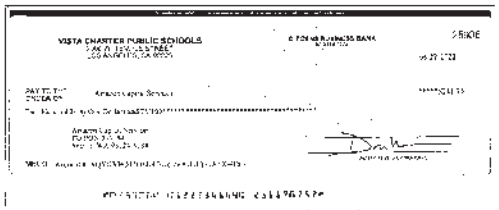
25902 $298.69 6/28/2022



25904 $28.68 6/29/2022

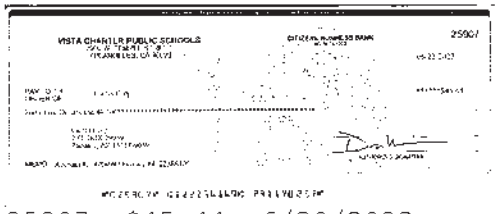


25904 $28.68 6/29/2022

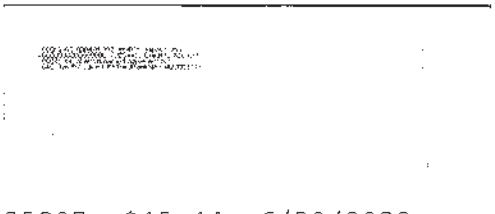


25906 $241.75 6/28/2022

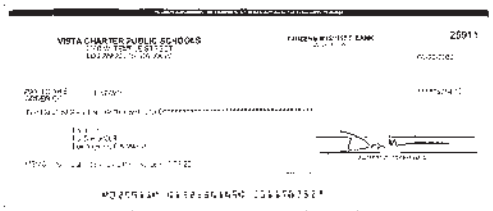
25906 $241.75 6/28/2022



25907 $45.44 6/30/2022

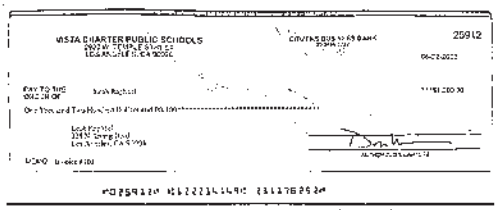


25907 $45.44 6/30/2022



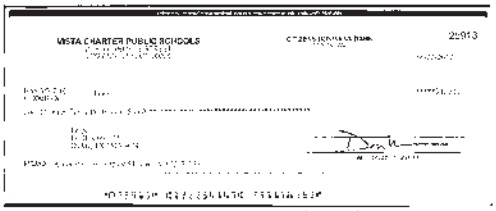
25911 $264.32 6/27/2022

25911 $264.32 6/27/2022

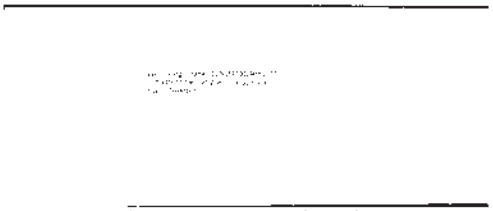


25912 $1,200.00 6/28/2022

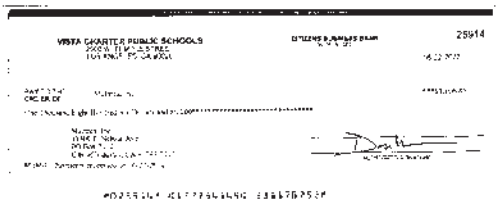
25912 $1,200.00 6/28/2022



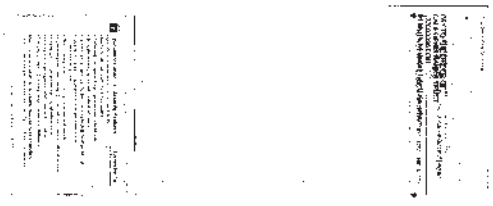
25913 $430.56 6/30/2022



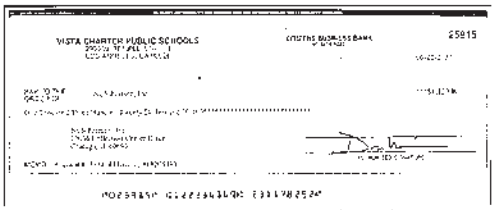
25913 $430.56 6/30/2022



25914 $1,806.86 6/27/2022

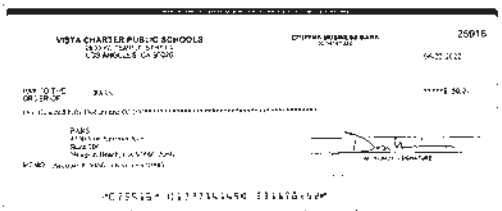


25914 $1,806.86 6/27/2022



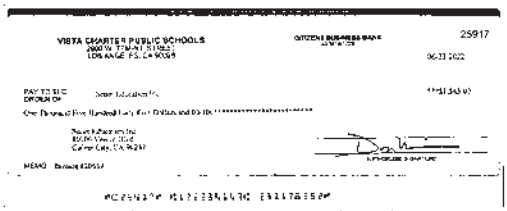
25915 $1,320.00 6/27/2022

25915 $1,320.00 6/27/2022

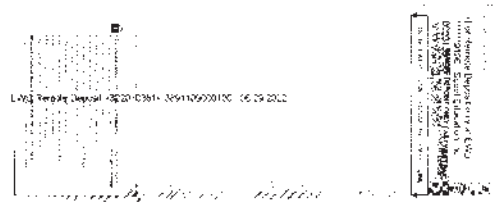


25916 $150.00 6/28/2022

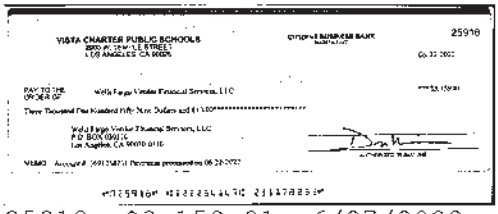
25916 $150.00 6/28/2022



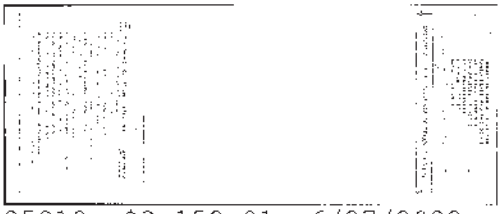
25917 $1,545.00 6/30/2022



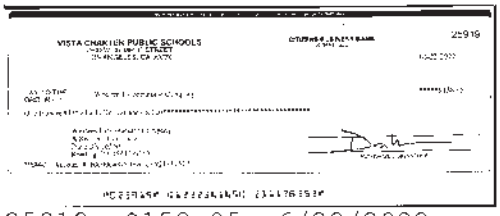
25917 $1,545.00 6/30/2022



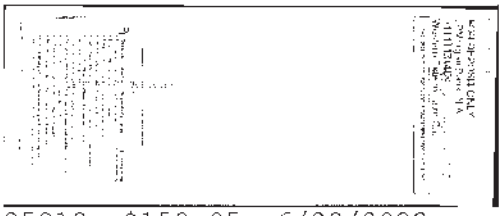
25918 $3,159.81 6/27/2022



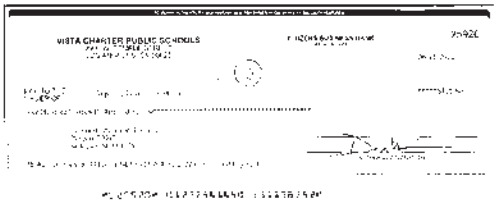
25918 $3,159.81 6/27/2022



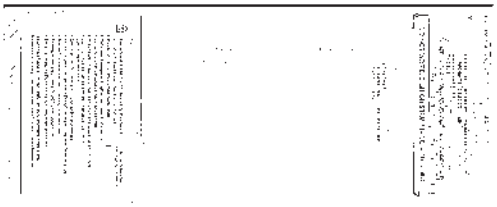
25919 $158.05 6/29/2022



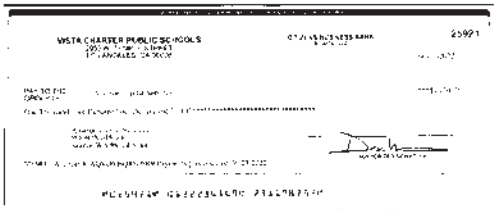
25919 $158.05 6/29/2022



25920 $416.80 6/28/2022



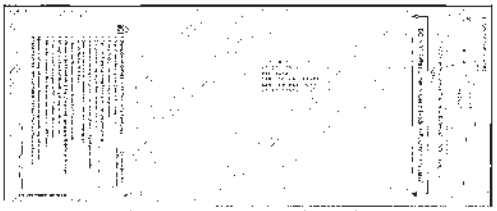
25920 $416.80 6/28/2022



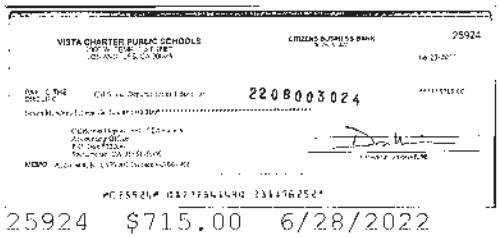
25921 $1,204.71 6/29/2022

25921 $1,204.71 6/29/2022

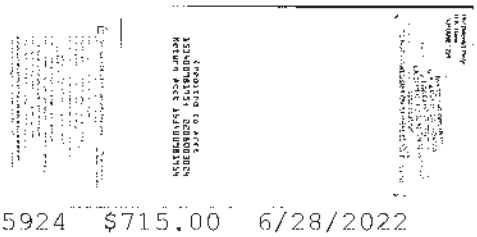
25922 $964.00 6/28/2022



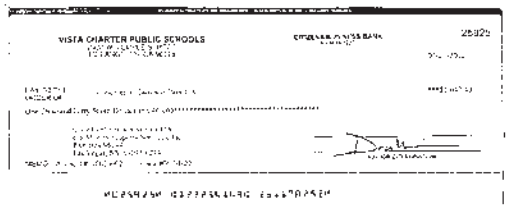
25922 $964.00 6/28/2022



25924 $715.00 6/28/2022

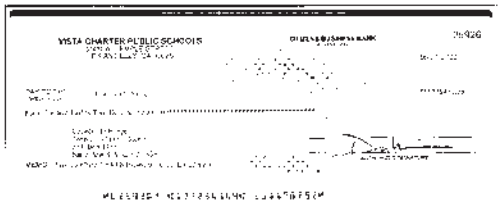


25924 $715.00 6/28/2022

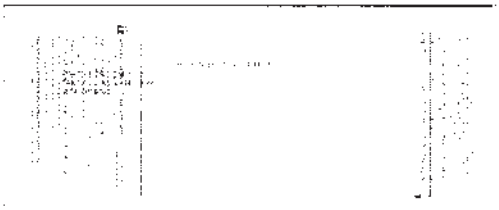


25925 $1,047.40 6/30/2022

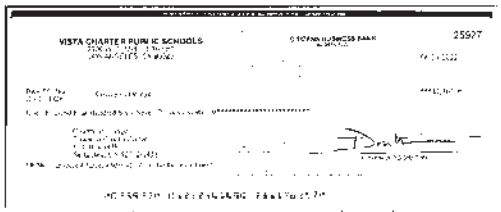
25925 $1,047.40 6/30/2022



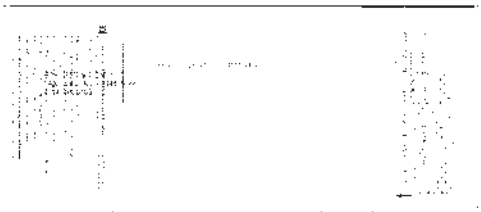
25926 $482.88 6/28/2022



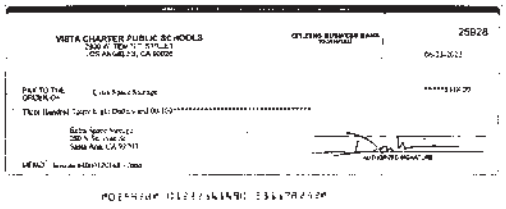
25926 $482.88 6/28/2022



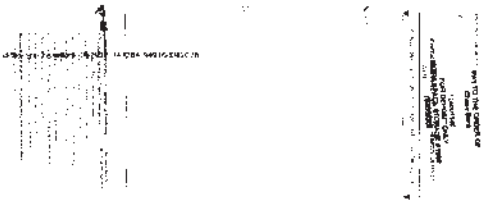
25927 $1,467.96 6/28/2022



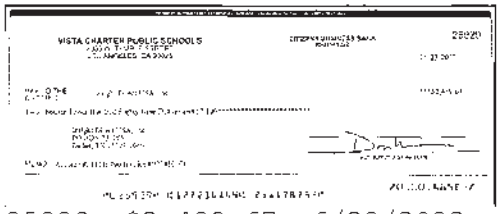
25927 $1,467.96 6/28/2022



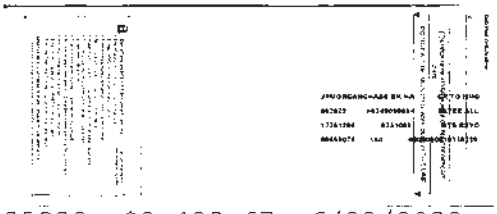
25928 $338.00 6/30/2022



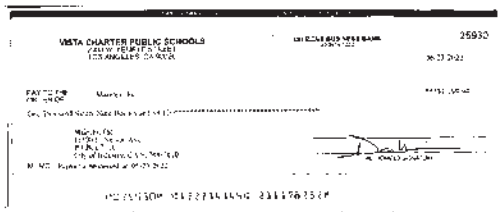
25928 $338.00 6/30/2022



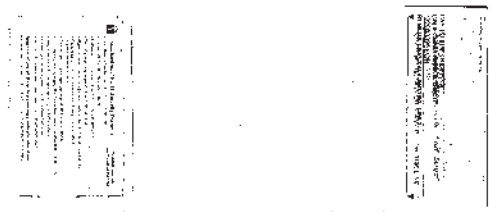
25929 $2,489.67 6/28/2022



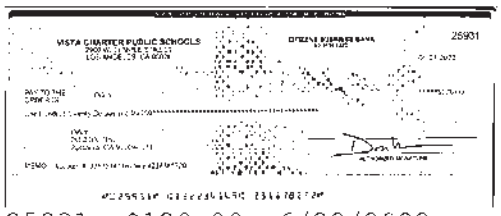
25929 $2,489.67 6/28/2022



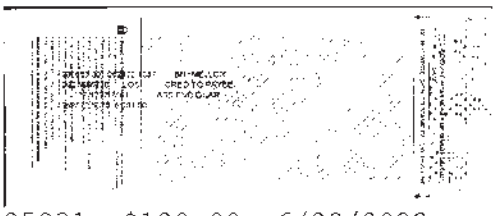
25930 $1,099.94 6/28/2022



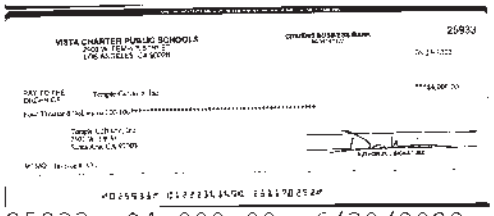
25930 $1,099.94 6/28/2022



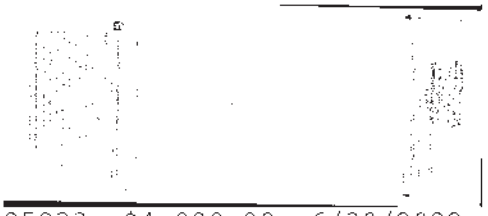
25931 $120.00 6/29/2022



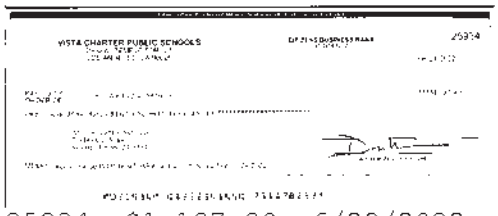
25931 $120.00 6/29/2022



25933 $4,000.00 6/30/2022

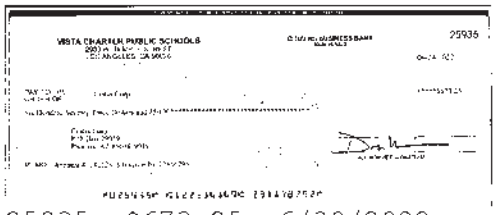


25933 $4,000.00 6/30/2022

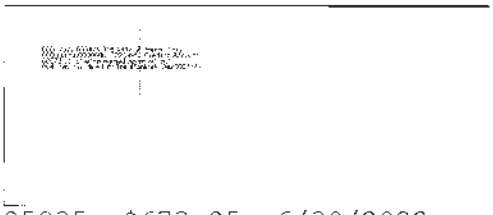


25934 $1,187.80 6/29/2022

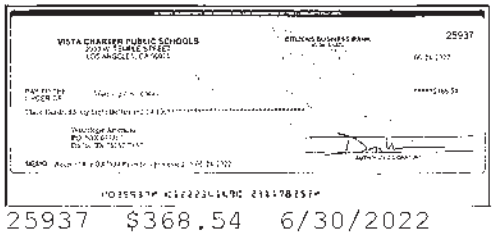
25934 $1,187.80 6/29/2022



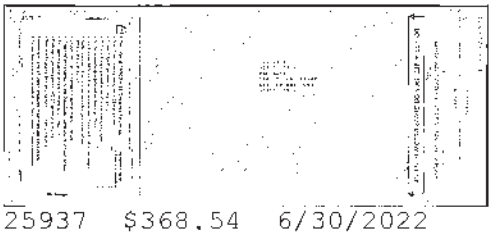
25935 $673.25 6/30/2022



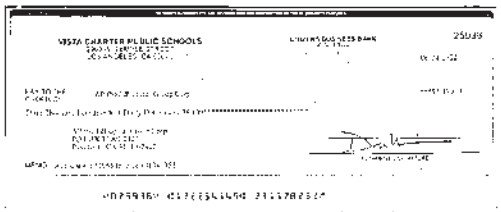
25935 $673.25 6/30/2022



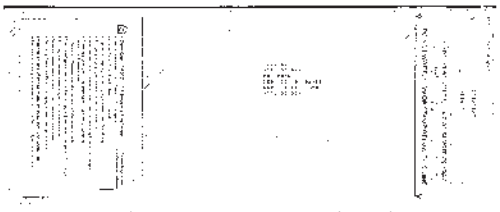
25937 $368.54 6/30/2022



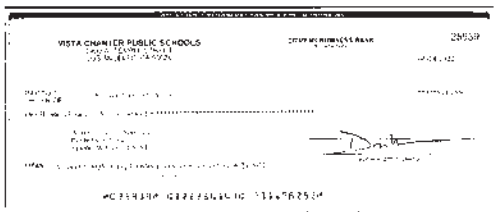
25937 $368.54 6/30/2022



25938 $3,430.38 6/27/2022

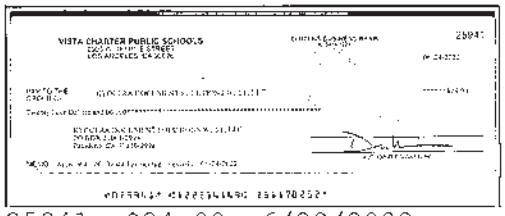


25938 $3,430.38 6/27/2022

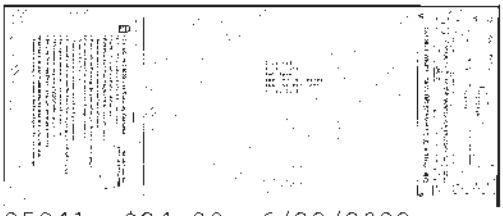


25939 $114.89 6/29/2022

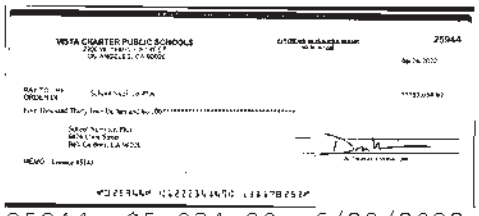
25939 $114.89 6/29/2022



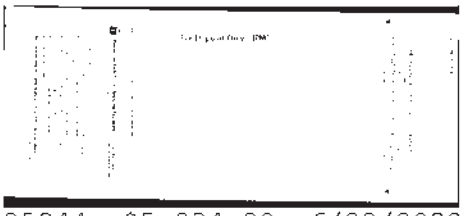
25941 $24.00 6/29/2022



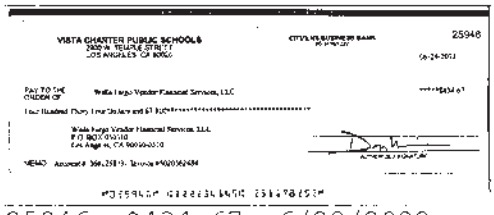
25941 $24.00 6/29/2022



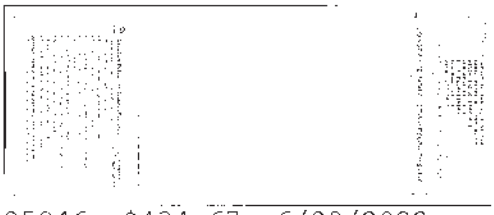
25944 $5,034.80 6/28/2022



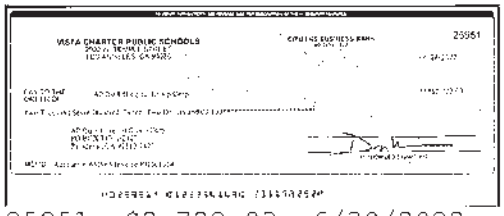
25944 $5,034.80 6/28/2022



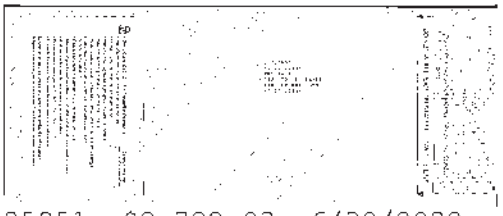
25946 $434.67 6/28/2022



25946 $434.67 6/28/2022



25951 $2,722.03 6/30/2022



25951 $2,722.03 6/30/2022

THIS PAGE LEFT INTENTIONALLY BLANK

CITIZENS BUSINESS BANK
A Financial Services Company
PO Box 3938, Ontario, CA 91761

Statement Ending 07/29/2022

Vista Charter Public Schools **Page 1 of 32**
Account Number:231178252

VISTA CHARTER PUBLIC SCHOOLS
2900 W TEMPLE ST
LOS ANGELES CA 90026-4516

Managing Your Accounts

Phone Number	888.222.5432
Website	cbbank.com
Email	customersupport@cbbank.com

IMPORTANT INFORMATION ABOUT YOUR CITIZENS BUSINESS BANK AGREEMENTS
The Citizens Business Bank Disclosure Information and Agreement, along with the Business Banking Products, Services, and Fees governing your account(s), will be updated effective October 1, 2022. Please review the Addendum Information at the end of your statement carefully and note that you may not be impacted by these changes.

Summary of Accounts

Account Type	Account Number	Ending Balance
ANALYZED BUSINESS PLAN GOVERNMENT SRVCS	231178252	$6,447,277.93

ANALYZED BUSINESS PLAN GOVERNMENT SRVCS-231178252

Account Summary

Date	Description	Amount
07/01/2022	**Beginning Balance**	**$6,057,098.87**
	14 Credit(s) This Period	$1,852,056.15
	164 Debit(s) This Period	$1,461,877.09
07/29/2022	**Ending Balance**	**$6,447,277.93**

Deposits

Date	Description	Amount
07/27/2022	RDC Deposit	$4,071.70
		1 item(s) totaling $4,071.70

Other Credits

Date	Description	Amount
07/01/2022	TRANSFER FROM PUBLIC ACCOUNT 231178260	$48,166.00
07/05/2022	TRANSFER FROM PUBLIC ACCOUNT 231178287	$14,275.14
07/05/2022	TRANSFER FROM PUBLIC ACCOUNT 231178260	$66,579.38
07/05/2022	TRANSFER FROM PUBLIC ACCOUNT 231178279	$401,641.32
07/07/2022	TRANSFER FROM PUBLIC ACCOUNT 231178287	$67,047.06
07/07/2022	TRANSFER FROM PUBLIC ACCOUNT 231178279	$499,613.55
07/21/2022	TRANSFER FROM PUBLIC ACCOUNT 231178295	$300,000.00
07/21/2022	TRANSFER FROM PUBLIC ACCOUNT 231178260	$435,000.00
07/27/2022	TRANSFER FROM PUBLIC ACCOUNT 231178279	$170.00
07/27/2022	TRANSFER FROM PUBLIC ACCOUNT 231178287	$692.00
07/28/2022	TRANSFER FROM PUBLIC ACCOUNT 231178260	$3,700.00
07/28/2022	TRANSFER FROM PUBLIC ACCOUNT 231178295	$10,000.00
07/29/2022	TRANSFER FROM PUBLIC ACCOUNT 231178295	$1,100.00
		13 item(s) totaling $1,847,984.45

Member FDIC

OUTSTANDING CHECKS

No.	Amount	
TOTAL		

INSTRUCTIONS

PLEASE EXAMINE THIS STATEMENT AT ONCE AND IMMEDIATELY NOTIFY THE BANK OF ANY ERRORS.

ALL ITEMS CREDITED ARE SUBJECT TO FINAL PAYMENT.

1. Compare each paid check with your check stub or register and mark as paid.
2. Bank balance shown on front of your statement..... _____
3. Compare any deposits shown on statement, including bank originated credits, with those entered in your check register. Add any not shown on statement..... _____
4. Subtotal..... _____
5. Subtract total of outstanding checks..... _____
6. Account Balance..... _____
7. Your check book balance..... _____
8. Subtract any bank charges including monthly service charge or transfers you have authorized and have been deducted on this statement..... _____
9. Adjusted check book balance..... _____

**Denotes a point at which one or more check serial numbers are unaccounted for this statement period. It may indicate outstanding checks or checks shown on previous statements.*

STATEMENTS AND IMAGES

Your account statement will include the following information with respect to each check paid against your account during the statement cycle: (1) the check number (2) the amount of the check; and (3) the date of the payment.
Copies of checks can be requested by calling customer service at (888) 222-5432. Please refer to our Bank Product and Service Information for applicable fees under Research Requests.

THE FOLLOWING NOTICE CONCERNING ELECTRONIC TRANSFER APPLIES IF YOUR ACCOUNT IS MAINTAINED FOR PERSONAL, FAMILY OR HOUSEHOLD PURPOSES.

IN CASE OF ERRORS OR QUESTIONS ABOUT YOUR ELECTRONIC TRANSFERS CONTACT US AT:

Telephone: (888) 222-5432
or write us at:
Citizens Business Bank P O Box 51000, Ontario, CA 91761

Contact us as soon as you can if you think your statement or receipt is wrong or if you need more information about a transfer on the statement or a receipt. We must hear from you no later than 60 days after we sent you the FIRST statement on which the error or problem appeared. If you have a question concerning your statement, please be prepared to:

1. Provide your name and account number (if any).
2. Provide the dollar amount of the suspected error.
3. Describe the error or the transfer you are unsure about and clearly explain why you believe it is an error or why you need more information.

We will investigate your complaint and will correct any error promptly. If we take more than 10 business days to do this, we will credit your account for the amount you think is in error, so that you will have the use of the money during the time it takes us to complete our investigation

ANALYZED BUSINESS PLAN GOVERNMENT SRVCS-231178252 (continued)

Electronic Debits

Date	Description	Amount
07/07/2022	AchPayment Vista Charter Pu Vista Middle (#920) - Jun 2022	$54,985.99
07/15/2022	PAYCOM PAYCOM PAY LJ23	$304,009.79
07/20/2022	PAYCOM PAYCOM PAY LJ23	$1,149.89
07/29/2022	PAYCOM PAYCOM PAY LJ23	$303,707.11

4 item(s) totaling $663,852.78

Checks Cleared

Check Nbr	Date	Amount	Check Nbr	Date	Amount	Check Nbr	Date	Amount
25679	07/12/2022	$79.00	25976	07/11/2022	$90.88	26027	07/29/2022	$2,550.00
25806*	07/07/2022	$210.00	25977	07/14/2022	$15.00	26028	07/26/2022	$2,737.18
25839*	07/13/2022	$18,404.40	25978	07/12/2022	$11,595.80	26029	07/21/2022	$2,233.34
25856*	07/14/2022	$51.97	25979	07/18/2022	$17,932.08	26030	07/25/2022	$1,804.86
25857	07/14/2022	$44.84	25980	07/18/2022	$19,604.42	26031	07/26/2022	$80.08
25863*	07/05/2022	$273.50	25981	07/11/2022	$5,160.53	26033*	07/26/2022	$45.44
25864	07/19/2022	$28.34	25982	07/13/2022	$2.40	26034	07/22/2022	$686.25
25867*	07/07/2022	$761.60	25983	07/21/2022	$5,291.00	26035	07/27/2022	$394.00
25870*	07/13/2022	$72.84	25984	07/14/2022	$869.69	26037*	07/29/2022	$38.00
25887*	07/12/2022	$211.00	25985	07/12/2022	$53,873.27	26038	07/22/2022	$3,985.01
25892*	07/07/2022	$300.00	25986	07/19/2022	$3,367.00	26039	07/22/2022	$152.68
25899*	07/06/2022	$2,520.00	25987	07/13/2022	$1,271.00	26040	07/28/2022	$435.91
25903*	07/01/2022	$100.00	25988	07/15/2022	$47.76	26041	07/22/2022	$3,784.32
25905*	07/05/2022	$123.56	25989	07/15/2022	$110.50	26042	07/26/2022	$888.88
25908*	07/06/2022	$2,250.00	25990	07/15/2022	$206.82	26043	07/25/2022	$83.01
25909	07/06/2022	$2,375.00	25991	07/15/2022	$298.40	26044	07/27/2022	$546.72
25910	07/19/2022	$827.63	25992	07/15/2022	$363.31	26045	07/27/2022	$110.82
25923*	07/20/2022	$7,500.00	25993	07/15/2022	$453.93	26046	07/26/2022	$639.51
25932*	07/06/2022	$2,425.00	25994	07/15/2022	$588.89	26048*	07/22/2022	$1,800.00
25936*	07/12/2022	$2,120.00	25995	07/15/2022	$1,682.70	26049	07/25/2022	$49.27
25940*	07/01/2022	$600.00	25996	07/15/2022	$4,465.80	26050	07/25/2022	$5,210.03
25942*	07/05/2022	$600.00	25997	07/19/2022	$395.00	26051	07/26/2022	$15,207.75
25943	07/01/2022	$950.00	25998	07/19/2022	$2,021.84	26052	07/25/2022	$82.65
25945*	07/01/2022	$2,550.00	25999	07/20/2022	$260.74	26053	07/28/2022	$7,500.00
25947*	07/21/2022	$44.80	26000	07/18/2022	$408.59	26054	07/25/2022	$7,570.94
25949*	07/05/2022	$1,369.40	26001	07/25/2022	$220.00	26055	07/27/2022	$12,000.00
25950	07/01/2022	$2,100.00	26003*	07/19/2022	$560.00	26056	07/27/2022	$117.45
25952*	07/01/2022	$907.00	26004	07/18/2022	$1,334.84	26057	07/26/2022	$7,794.00
25953	07/05/2022	$1,121.23	26005	07/19/2022	$832.88	26060*	07/25/2022	$12,986.80
25954	07/01/2022	$15.00	26006	07/21/2022	$150.00	26062*	07/25/2022	$166,567.97
25955	07/05/2022	$11.14	26007	07/27/2022	$2,250.00	26064*	07/28/2022	$600.00
25956	07/01/2022	$1,446.72	26008	07/21/2022	$226.12	26065	07/27/2022	$425.00
25957	07/05/2022	$4,545.05	26009	07/20/2022	$1,564.25	26066	07/25/2022	$817.52
25958	07/06/2022	$38.31	26010	07/21/2022	$222.00	26067	07/25/2022	$14,786.75
25959	07/06/2022	$1,352.56	26011	07/19/2022	$1,432.80	26068	07/28/2022	$244.10
25960	07/05/2022	$70.02	26012	07/19/2022	$460.06	26072*	07/27/2022	$79.00
25961	07/21/2022	$375.00	26013	07/19/2022	$1,242.34	26074*	07/26/2022	$815.51
25963*	07/06/2022	$333.46	26014	07/19/2022	$2,214.00	26075	07/26/2022	$1,833.75
25964	07/07/2022	$3,507.63	26015	07/20/2022	$1,141.86	26076	07/26/2022	$818.26
25965	07/08/2022	$420.92	26016	07/21/2022	$1,120.41	26077	07/26/2022	$572.00
25966	07/07/2022	$1,764.00	26017	07/20/2022	$4,614.78	26079*	07/26/2022	$1,143.76
25967	07/06/2022	$4,877.80	26018	07/18/2022	$3,282.00	26080	07/26/2022	$728.23
25968	07/18/2022	$150.00	26019	07/19/2022	$12.00	26081	07/26/2022	$150.00
25969	07/25/2022	$428.00	26020	07/20/2022	$275.00	26082	07/26/2022	$3,375.00
25970	07/19/2022	$25.00	26021	07/21/2022	$1,728.21	26083	07/25/2022	$3,279.75
25971	07/07/2022	$367.01	26022	07/20/2022	$120.00	26086*	07/29/2022	$11,397.87
25972	07/08/2022	$1,700.00	26023	07/20/2022	$351.00	26087	07/27/2022	$9,422.35
25973	07/12/2022	$439.76	26024	07/21/2022	$4,440.86	26090*	07/28/2022	$4,985.00
25974	07/08/2022	$46,781.89	26025	07/21/2022	$1,293.46	26092*	07/29/2022	$2,185.00
25975	07/11/2022	$19,389.49	26026	07/21/2022	$11.76	26093	07/29/2022	$119.97

ANALYZED BUSINESS PLAN GOVERNMENT SRVCS-231178252 (continued)

Checks Cleared (continued)

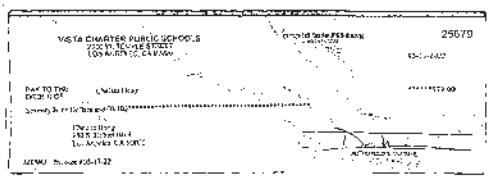
Check Nbr	Date	Amount	Check Nbr	Date	Amount	Check Nbr	Date	Amount
26096*	07/29/2022	$48,600.00	26105	07/29/2022	$36,376.12	26113	07/28/2022	$20,832.00
26097	07/29/2022	$11,596.25	26106	07/29/2022	$4,336.33	26114	07/29/2022	$49,560.16
26098	07/29/2022	$960.76	26109*	07/28/2022	$178.15			
26104*	07/28/2022	$8,910.00	26112*	07/29/2022	$375.00			

* Indicates skipped check number

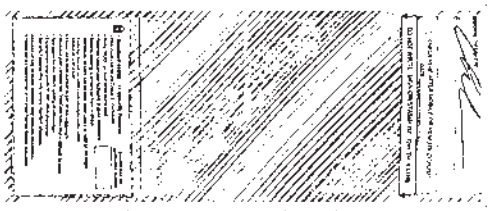
160 item(s) totaling $798,024.31

Daily Balances

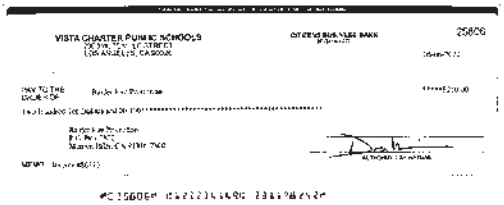
Date	Amount	Date	Amount	Date	Amount
07/01/2022	$6,096,596.15	07/13/2022	$6,897,957.16	07/22/2022	$7,219,094.20
07/05/2022	$6,570,978.09	07/14/2022	$6,896,975.66	07/25/2022	$7,005,206.65
07/06/2022	$6,554,805.96	07/15/2022	$6,584,747.76	07/26/2022	$6,968,377.30
07/07/2022	$7,059,570.34	07/18/2022	$6,542,035.83	07/27/2022	$6,947,965.66
07/08/2022	$7,010,667.53	07/19/2022	$6,528,616.94	07/28/2022	$6,917,980.50
07/11/2022	$6,986,026.63	07/20/2022	$6,511,639.42	07/29/2022	$6,447,277.93
07/12/2022	$6,917,707.80	07/21/2022	$7,229,502.46		



25679 $79.00 7/12/2022

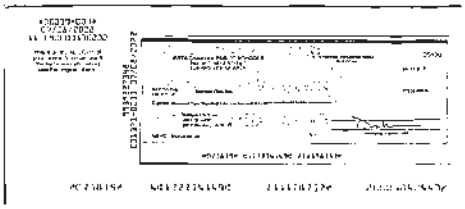


25679 $79.00 7/12/2022

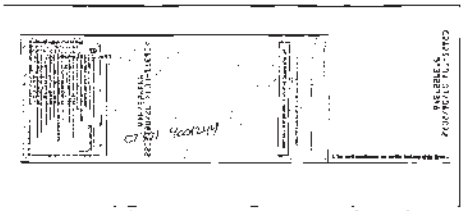


25806 $210.00 7/7/2022

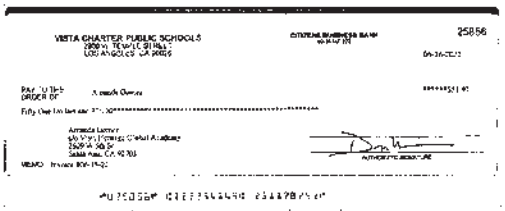
25806 $210.00 7/7/2022



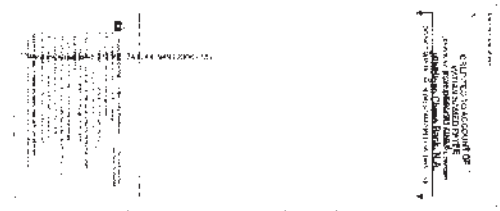
25839 $18,404.40 7/13/2022



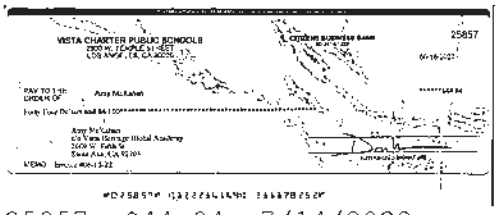
25839 $18,404.40 7/13/2022



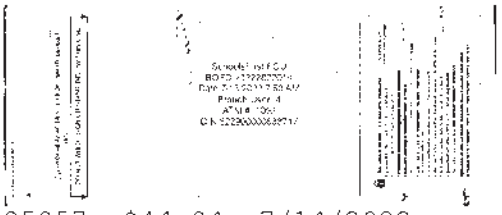
25856 $51.97 7/14/2022



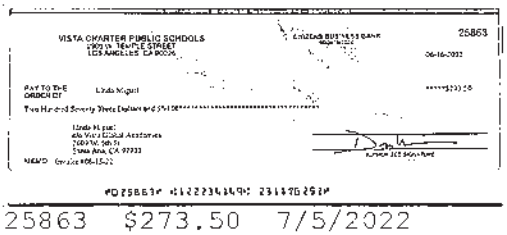
25856 $51.97 7/14/2022



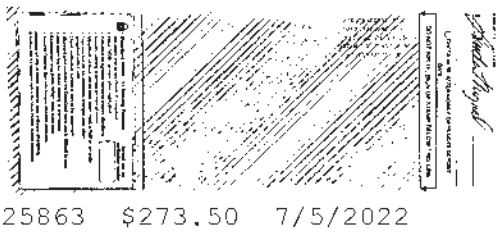
25857 $44.84 7/14/2022



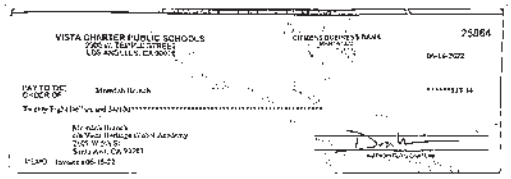
25857 $44.84 7/14/2022



25863 $273.50 7/5/2022

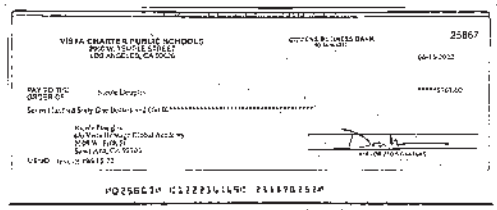


25863 $273.50 7/5/2022



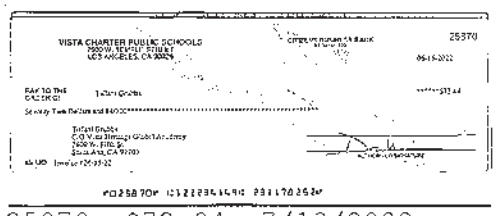
25864 $28.34 7/19/2022

25864 $28.34 7/19/2022

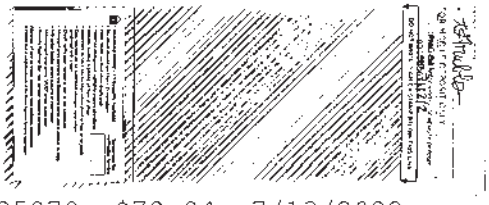


25867 $761.60 7/7/2022

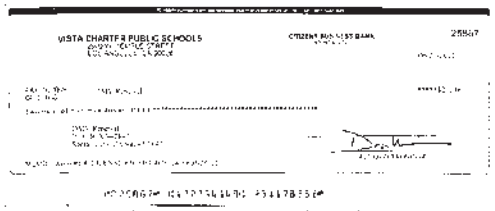
25867 $761.60 7/7/2022



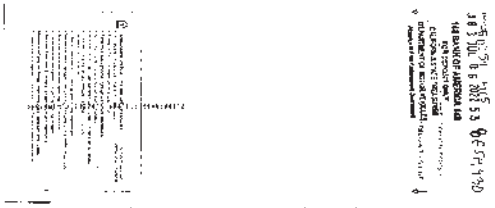
25870 $72.84 7/13/2022



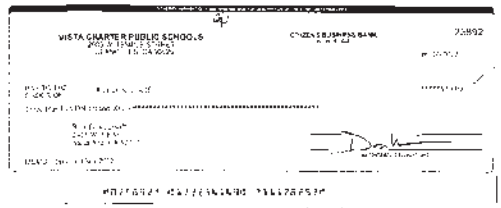
25870 $72.84 7/13/2022



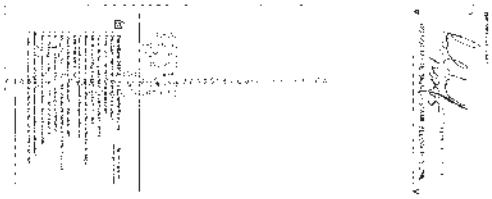
25887 $211.00 7/12/2022



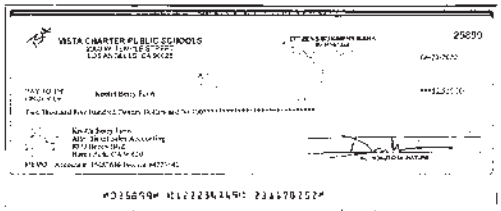
25887 $211.00 7/12/2022



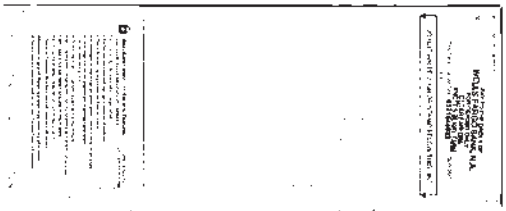
25892 $300.00 7/7/2022



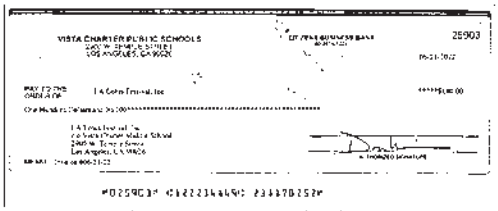
25892 $300.00 7/7/2022



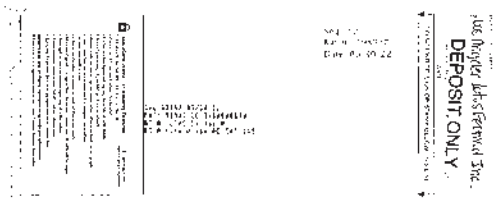
25899 $2,520.00 7/6/2022



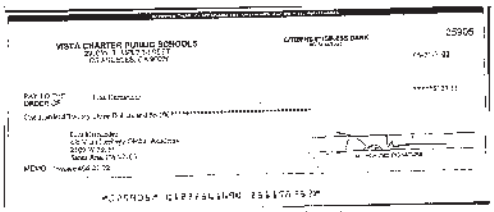
25899 $2,520.00 7/6/2022



25903 $100.00 7/1/2022

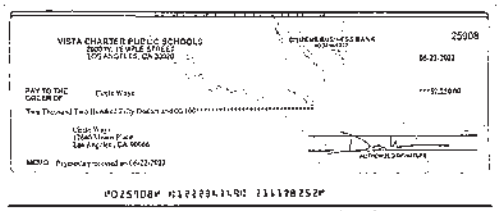


25903 $100.00 7/1/2022

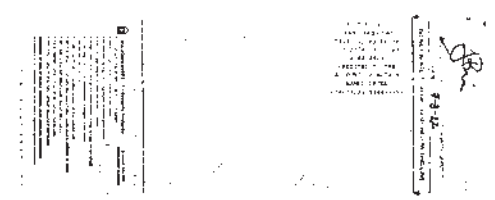


25905 $123.56 7/5/2022

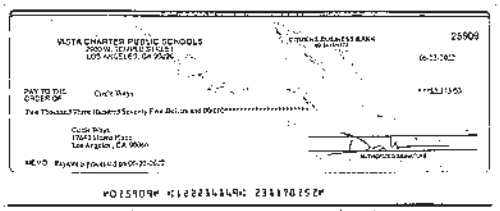
25905 $123.56 7/5/2022



25908 $2,250.00 7/6/2022

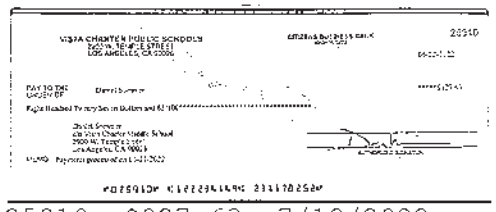


25908 $2,250.00 7/6/2022

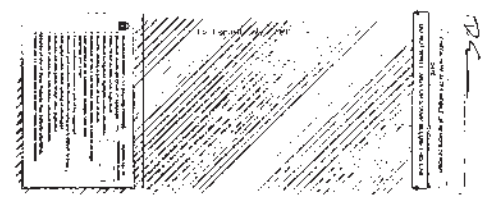


25909 $2,375.00 7/6/2022

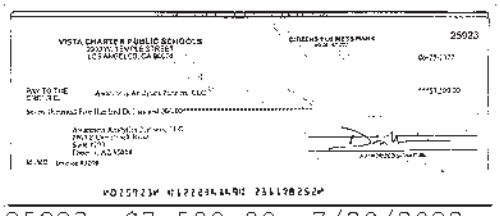
25909 $2,375.00 7/6/2022



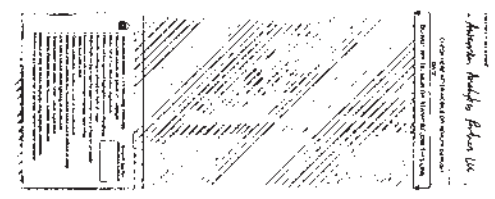
25910 $827.63 7/19/2022



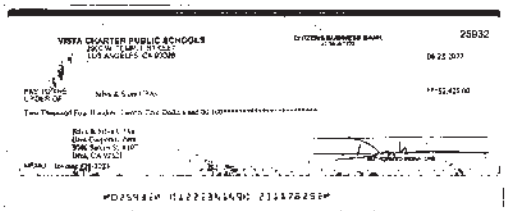
25910 $827.63 7/19/2022



25923 $7,500.00 7/20/2022

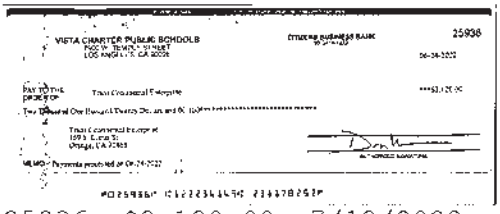


25923 $7,500.00 7/20/2022



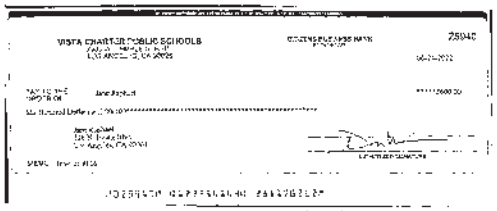
25932 $2,425.00 7/6/2022

25932 $2,425.00 7/6/2022

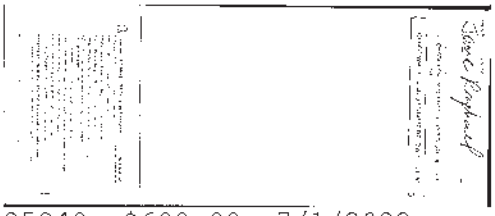


25936 $2,120.00 7/12/2022

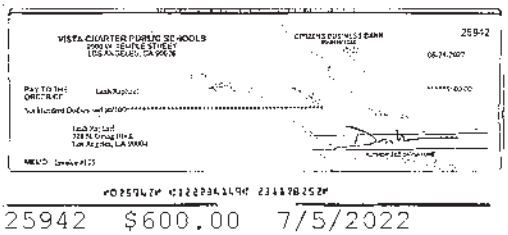
25936 $2,120.00 7/12/2022



25940 $600.00 7/1/2022

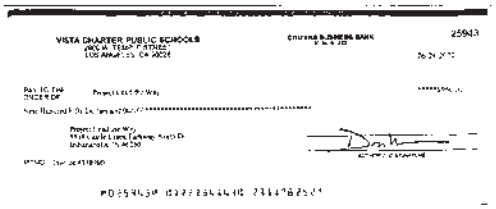


25940 $600.00 7/1/2022



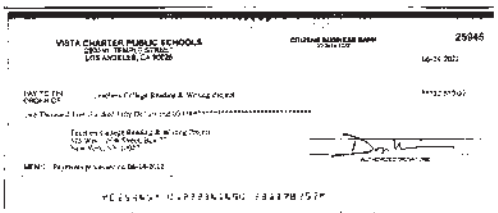
25942 $600.00 7/5/2022

25942 $600.00 7/5/2022



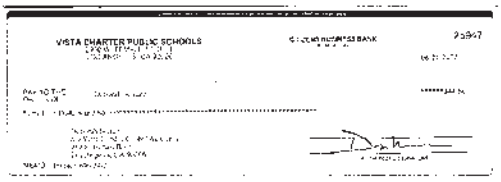
25943 $950.00 7/1/2022

25943 $950.00 7/1/2022



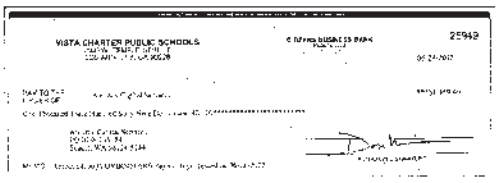
25945 $2,550.00 7/1/2022

25945 $2,550.00 7/1/2022

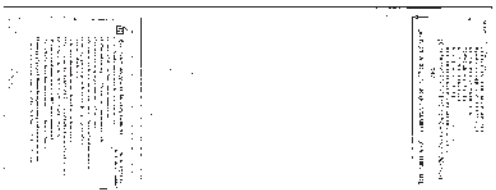


25947 $44.80 7/21/2022

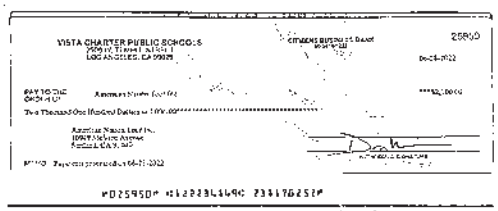
25947 $44.80 7/21/2022



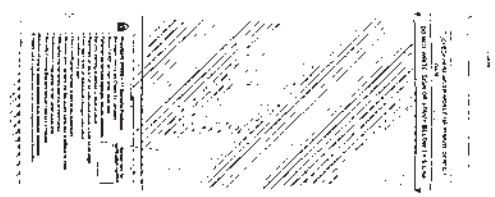
25949 $1,369.40 7/5/2022



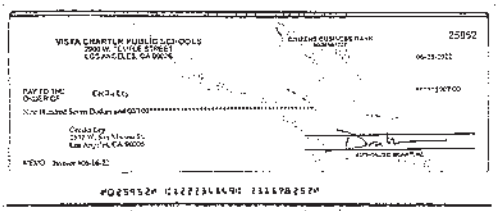
25949 $1,369.40 7/5/2022



25950 $2,100.00 7/1/2022

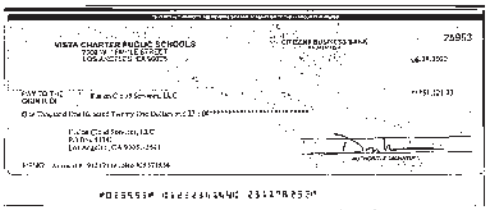


25950 $2,100.00 7/1/2022

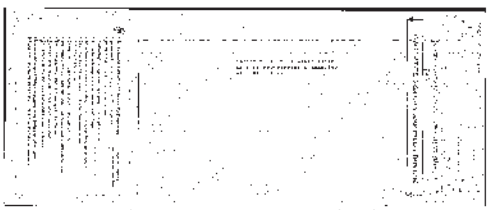


25952 $907.00 7/1/2022

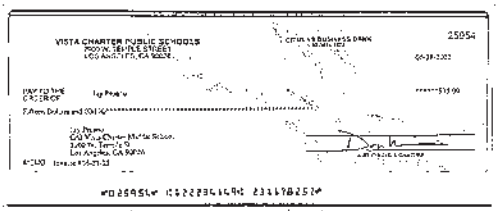
25952 $907.00 7/1/2022



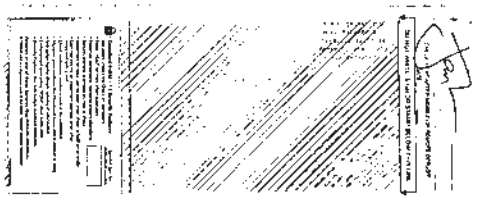
25953 $1,121.23 7/5/2022



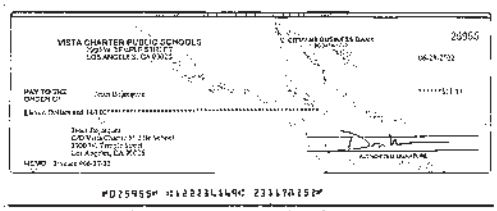
25953 $1,121.23 7/5/2022



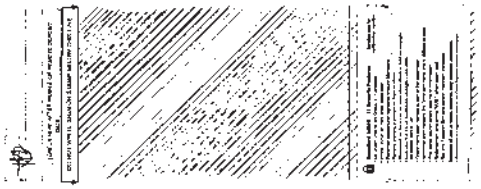
25954 $15.00 7/1/2022



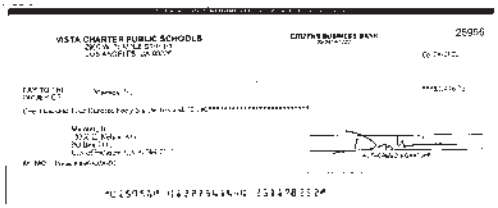
25954 $15.00 7/1/2022



25955 $11.14 7/5/2022

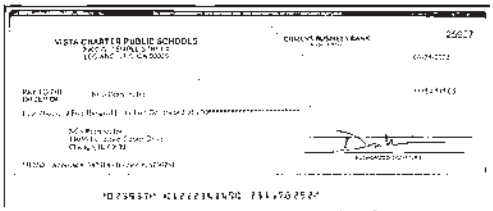


25955 $11.14 7/5/2022

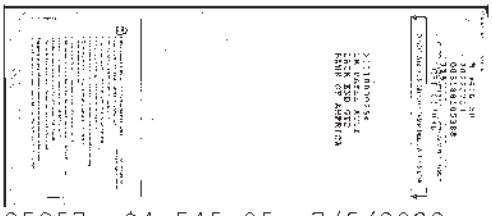


25956 $1,446.72 7/1/2022

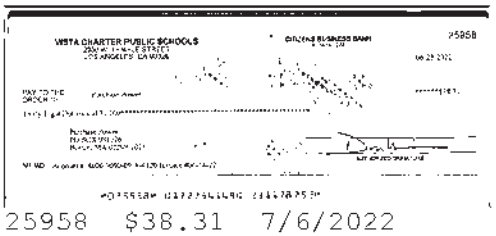
25956 $1,446.72 7/1/2022



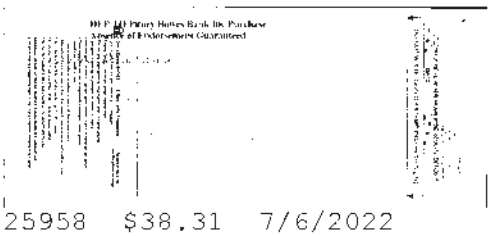
25957 $4,545.05 7/5/2022



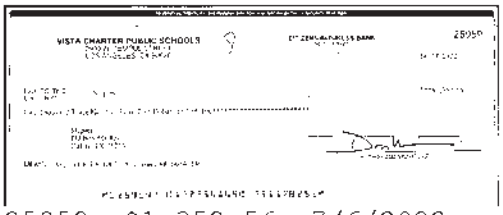
25957 $4,545.05 7/5/2022



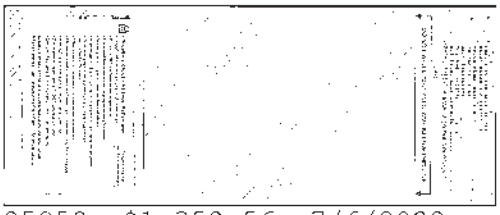
25958 $38.31 7/6/2022



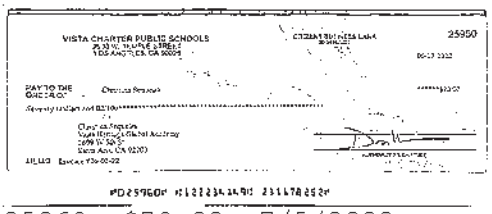
25958 $38.31 7/6/2022



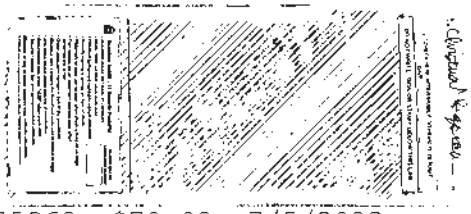
25959 $1,352.56 7/6/2022



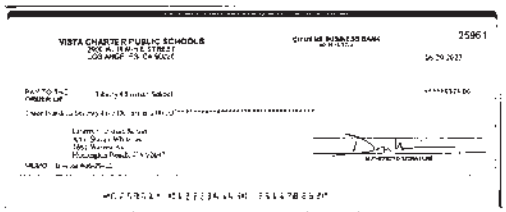
25959 $1,352.56 7/6/2022



25960 $70.02 7/5/2022

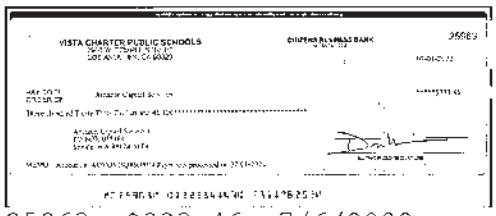


25960 $70.02 7/5/2022

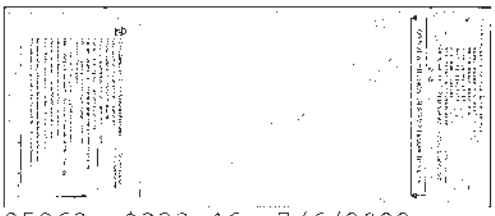


25961 $375.00 7/21/2022

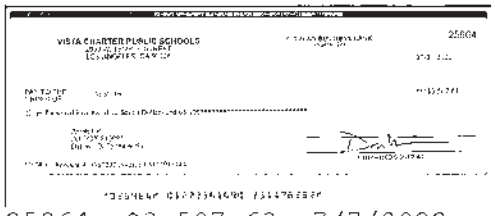
25961 $375.00 7/21/2022



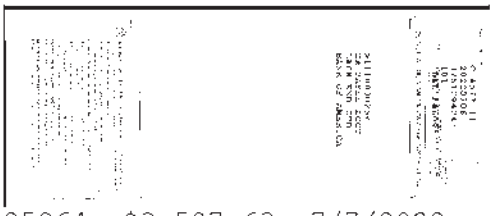
25963 $333.46 7/6/2022



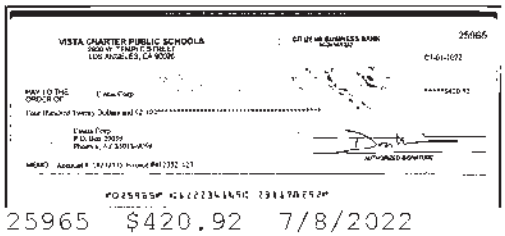
25963 $333.46 7/6/2022



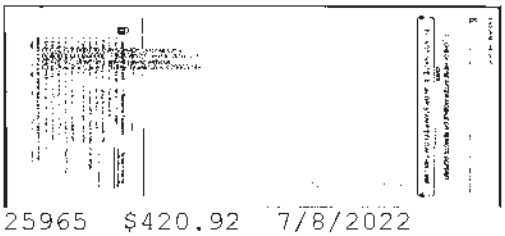
25964 $3,507.63 7/7/2022



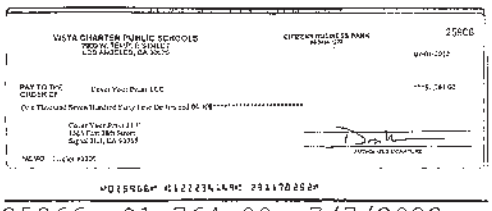
25964 $3,507.63 7/7/2022



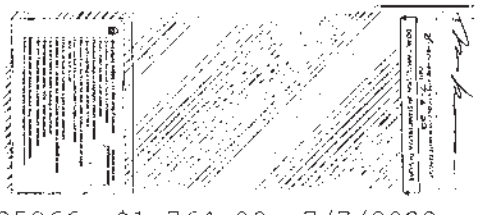
25965 $420.92 7/8/2022



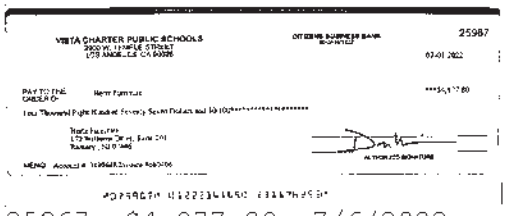
25965 $420.92 7/8/2022



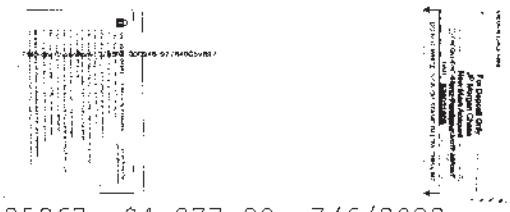
25966 $1,764.00 7/7/2022



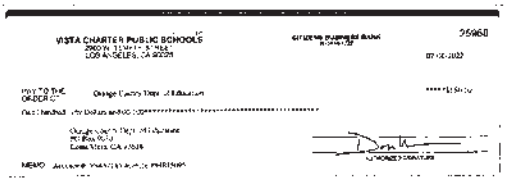
25966 $1,764.00 7/7/2022



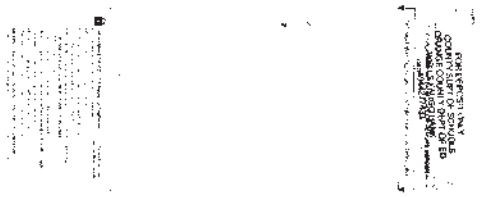
25967 $4,877.80 7/6/2022



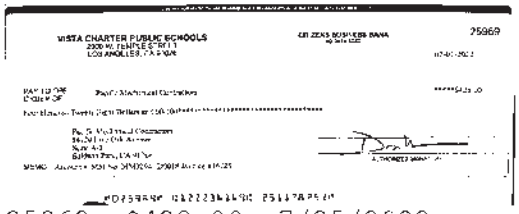
25967 $4,877.80 7/6/2022



25968 $150.00 7/18/2022

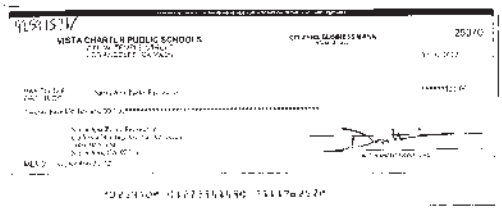


25968 $150.00 7/18/2022



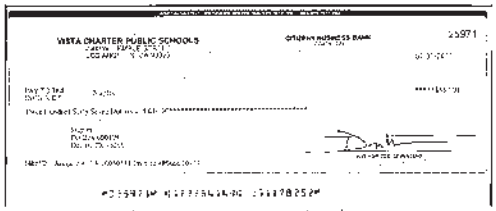
25969 $428.00 7/25/2022

25969 $428.00 7/25/2022

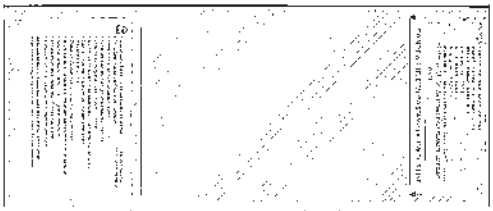


25970 $25.00 7/19/2022

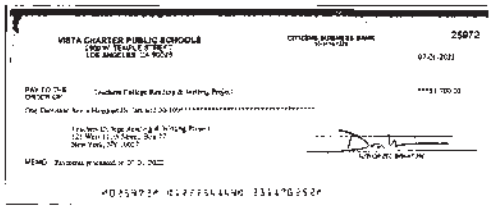
25970 $25.00 7/19/2022



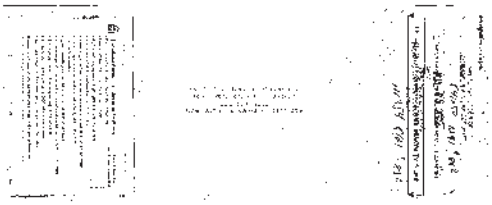
25971 $367.01 7/7/2022



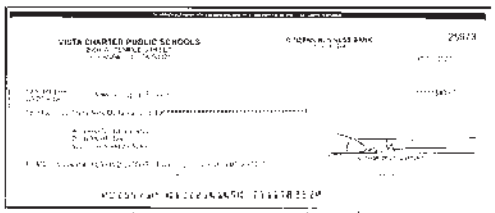
25971 $367.01 7/7/2022



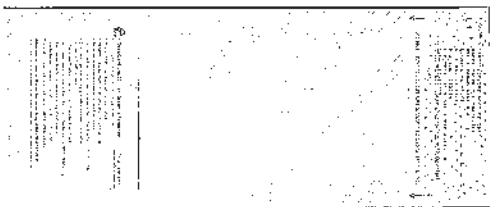
25972 $1,700.00 7/8/2022



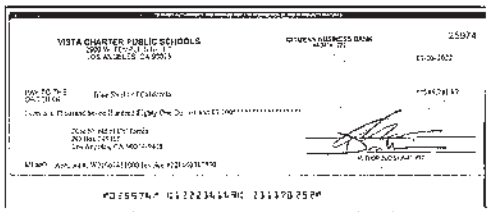
25972 $1,700.00 7/8/2022

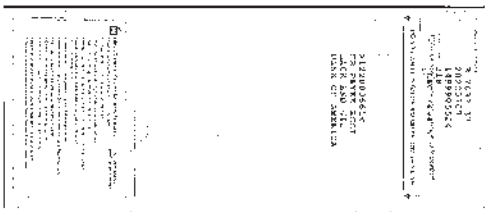


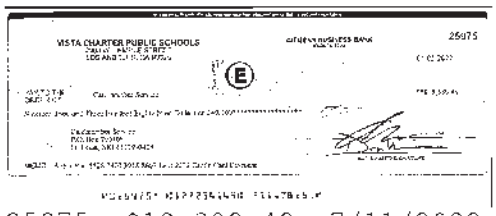
25973 $439.76 7/12/2022

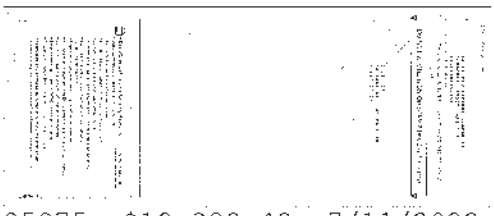


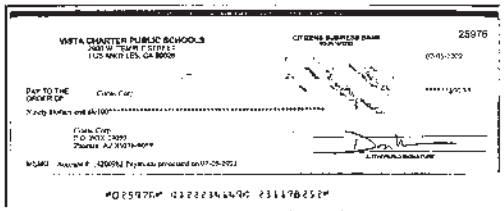
25973 $439.76 7/12/2022

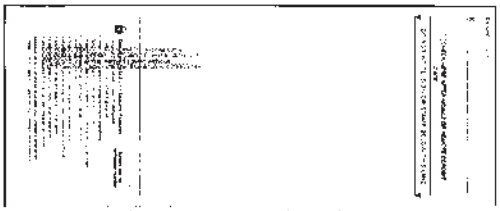

25974 $46,781.89 7/8/2022

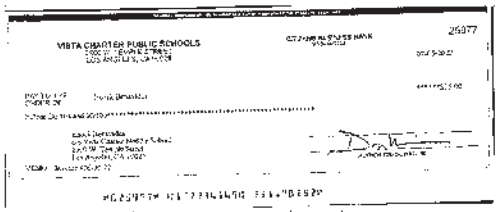

25974 $46,781.89 7/8/2022

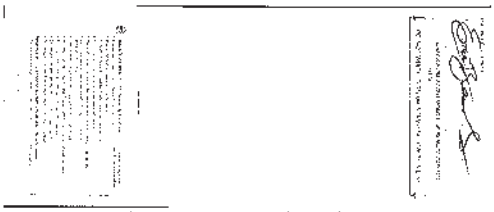

25975 $19,389.49 7/11/2022

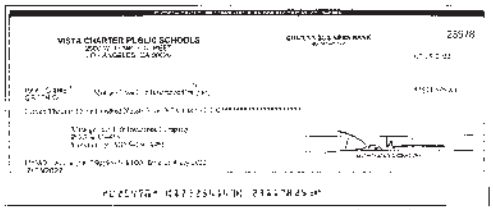

25975 $19,389.49 7/11/2022

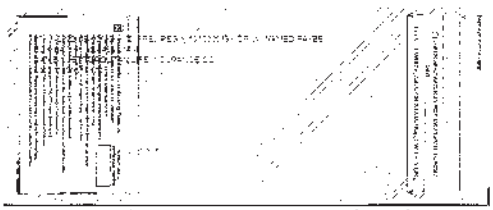

25976 $90.88 7/11/2022

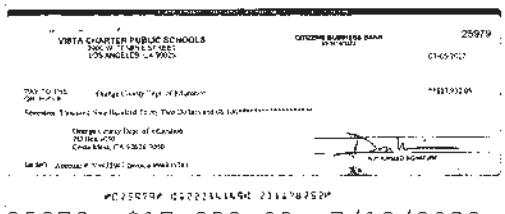

25976 $90.88 7/11/2022


25977 $15.00 7/14/2022

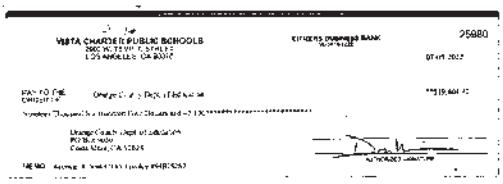

25977 $15.00 7/14/2022


25978 $11,595.80 7/12/2022


25978 $11,595.80 7/12/2022

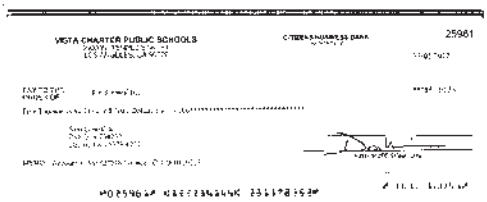

25979 $17,932.08 7/18/2022

25979 $17,932.08 7/18/2022



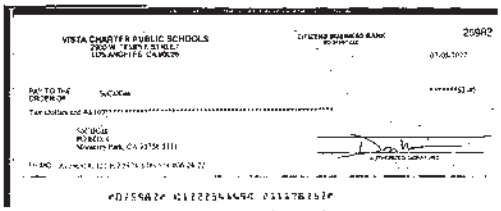
25980 $19,604.42 7/18/2022

25980 $19,604.42 7/18/2022

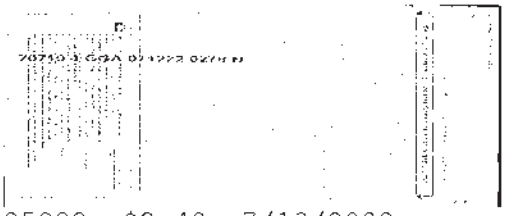


25981 $5,160.53 7/11/2022

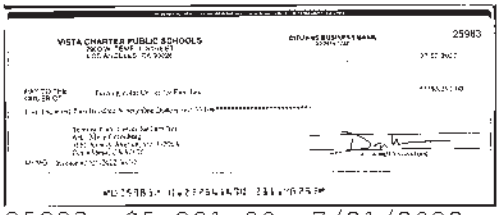
25981 $5,160.53 7/11/2022



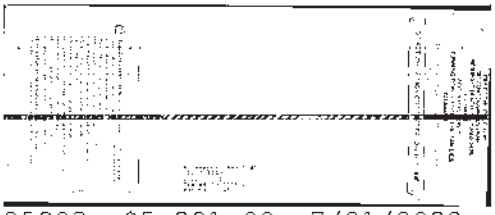
25982 $2.40 7/13/2022



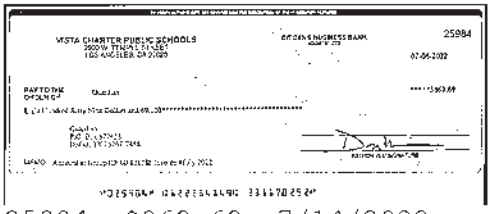
25982 $2.40 7/13/2022



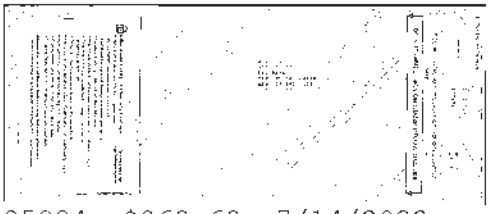
25983 $5,291.00 7/21/2022



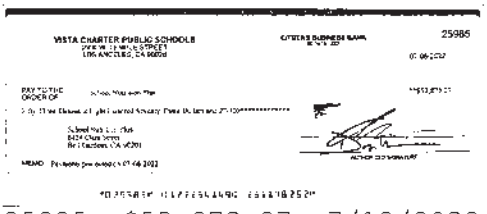
25983 $5,291.00 7/21/2022



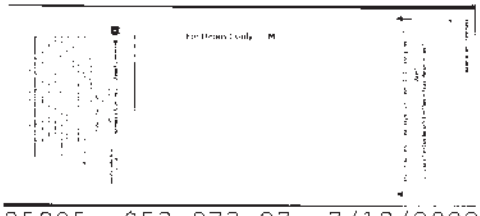
25984 $869.69 7/14/2022



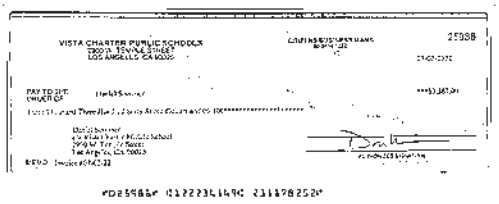
25984 $869.69 7/14/2022



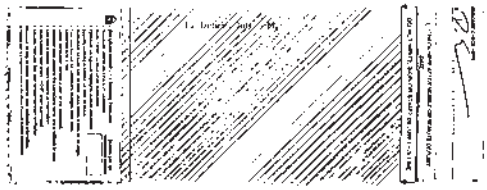
25985 $53,873.27 7/12/2022



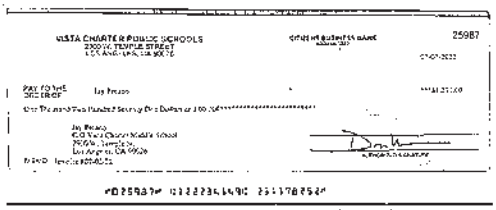
25985 $53,873.27 7/12/2022



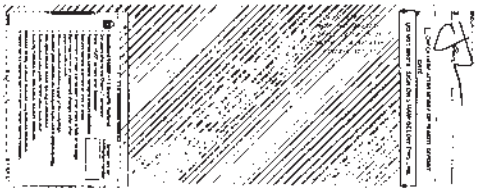
25986 $3,367.00 7/19/2022



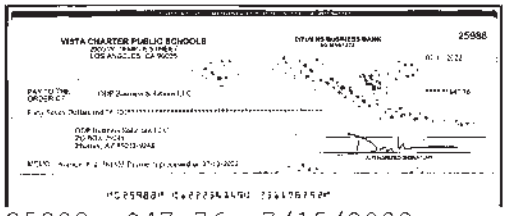
25986 $3,367.00 7/19/2022



25987 $1,271.00 7/13/2022

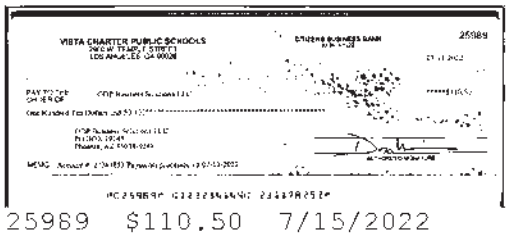


25987 $1,271.00 7/13/2022

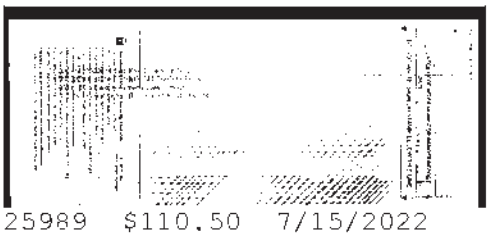


25988 $47.76 7/15/2022

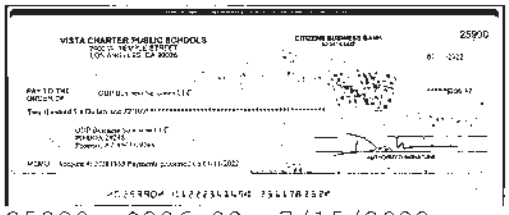
25988 $47.76 7/15/2022



25989 $110.50 7/15/2022

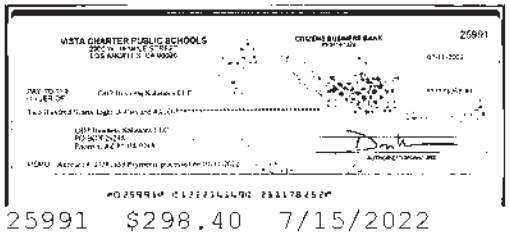


25989 $110.50 7/15/2022

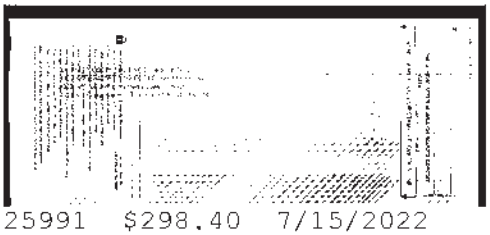


25990 $206.82 7/15/2022

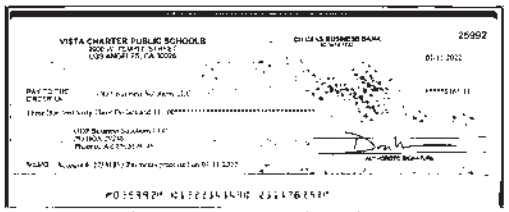
25990 $206.82 7/15/2022

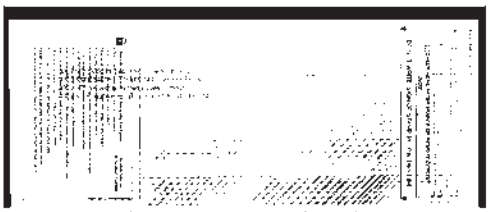


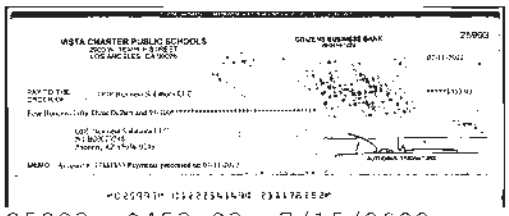
25991 $298.40 7/15/2022



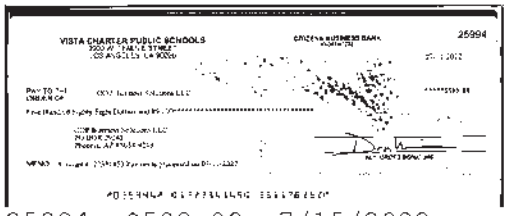
25991 $298.40 7/15/2022


25992 $363.31 7/15/2022

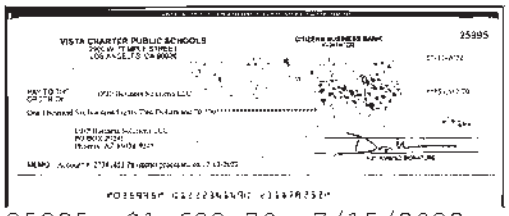

25992 $363.31 7/15/2022


25993 $453.93 7/15/2022

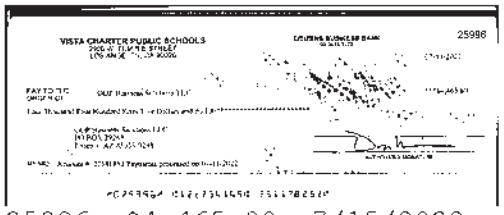
25993 $453.93 7/15/2022


25994 $588.89 7/15/2022

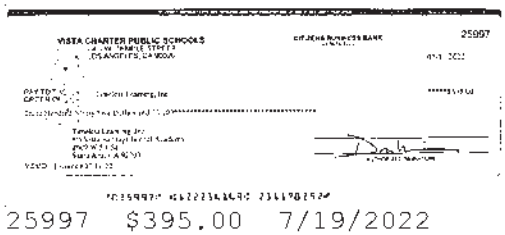
25994 $588.89 7/15/2022

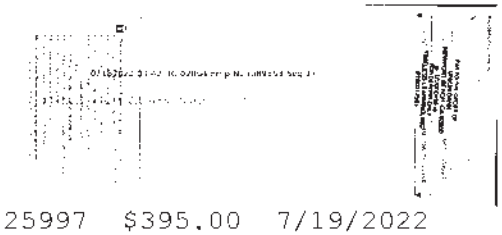

25995 $1,682.70 7/15/2022

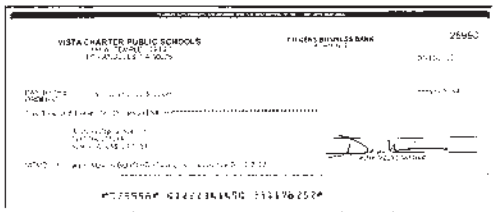
25995 $1,682.70 7/15/2022

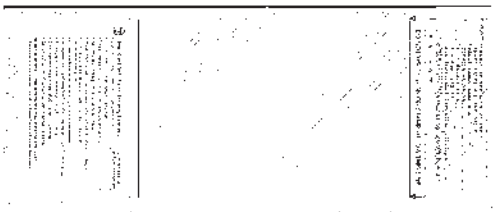

25996 $4,465.80 7/15/2022

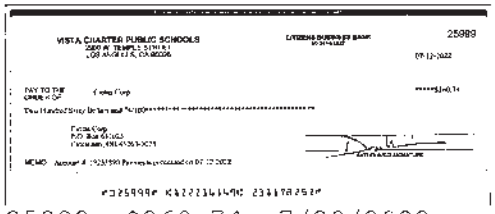
25996 $4,465.80 7/15/2022

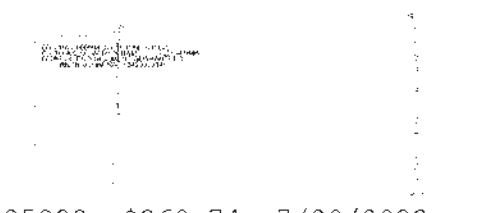

25997 $395.00 7/19/2022

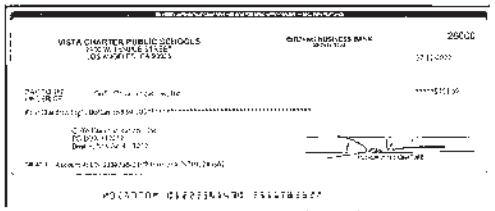

25997 $395.00 7/19/2022

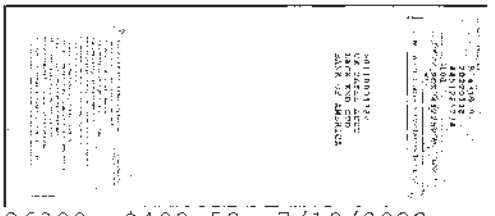

25998 $2,021.84 7/19/2022

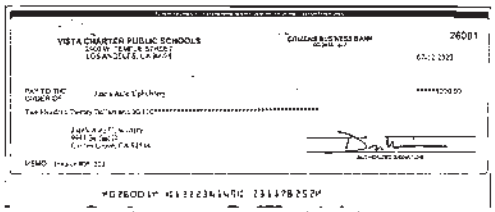

25998 $2,021.84 7/19/2022

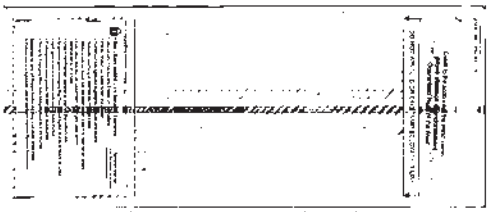

25999 $260.74 7/20/2022

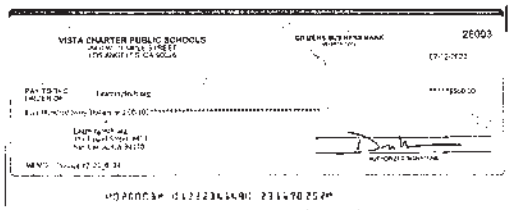

25999 $260.74 7/20/2022

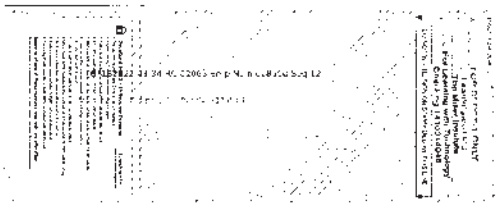

26000 $408.59 7/18/2022

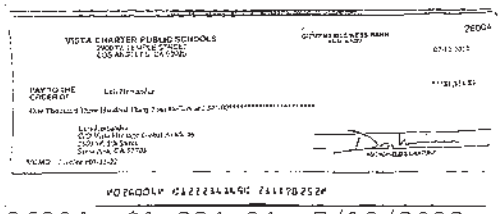

26000 $408.59 7/18/2022

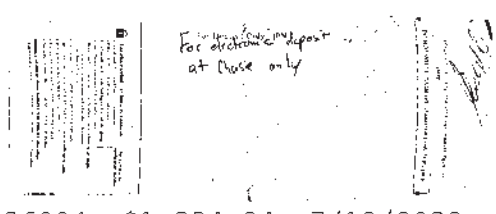

26001 $220.00 7/25/2022


26001 $220.00 7/25/2022

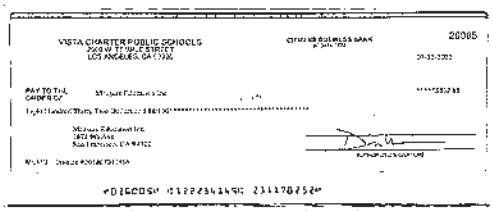

26003 $560.00 7/19/2022


26003 $560.00 7/19/2022

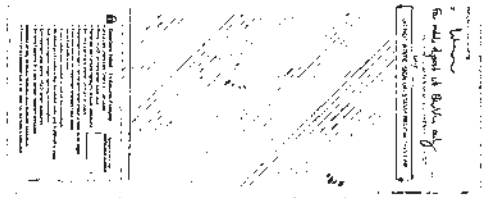

26004 $1,334.84 7/18/2022



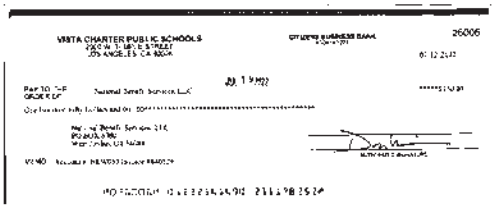
26004 $1,334.84 7/18/2022



26005 $832.88 7/19/2022

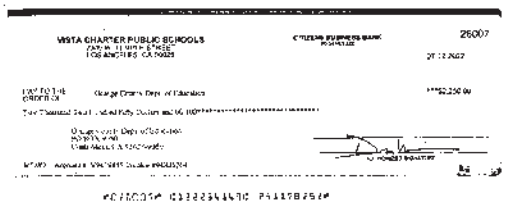


26005 $832.88 7/19/2022



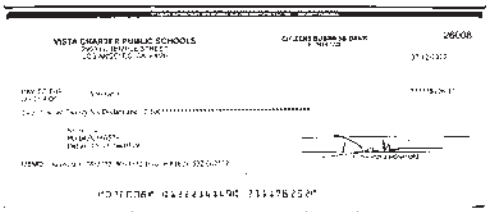
26006 $150.00 7/21/2022

26006 $150.00 7/21/2022

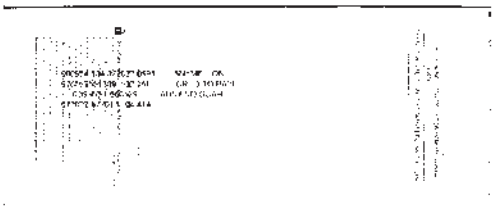


26007 $2,250.00 7/27/2022

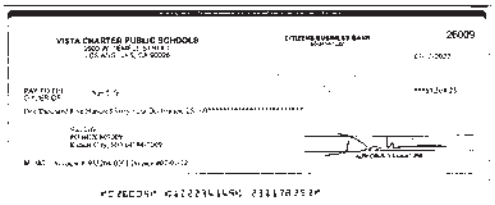
26007 $2,250.00 7/27/2022



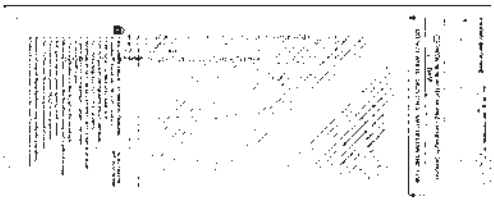
26008 $226.12 7/21/2022



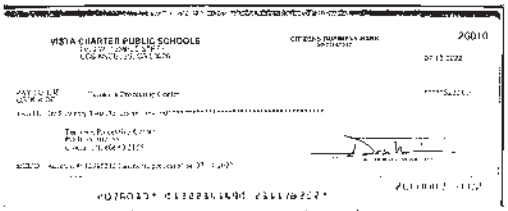
26008 $226.12 7/21/2022



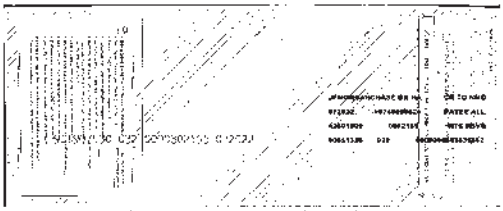
26009 $1,564.25 7/20/2022



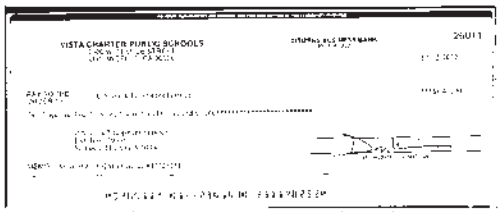
26009 $1,564.25 7/20/2022



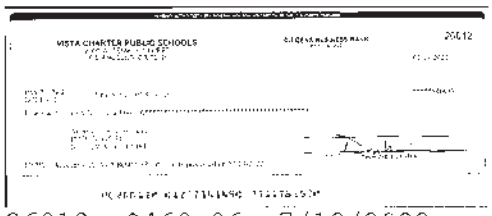
26010 $222.00 7/21/2022

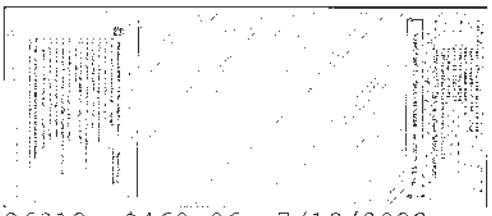


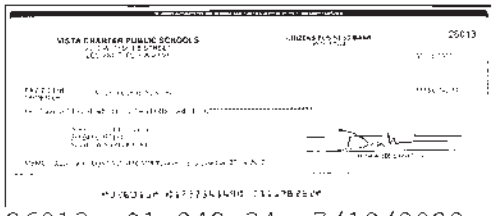
26010 $222.00 7/21/2022

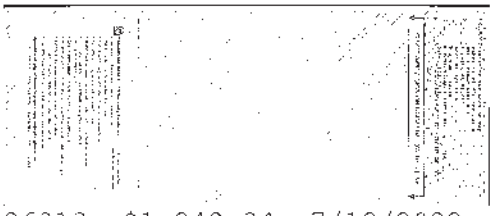

26011 $1,432.80 7/19/2022

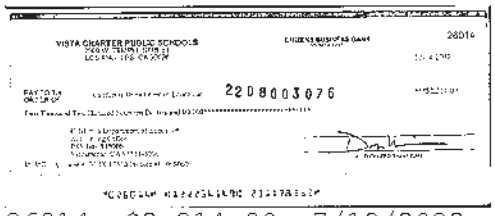
26011 $1,432.80 7/19/2022

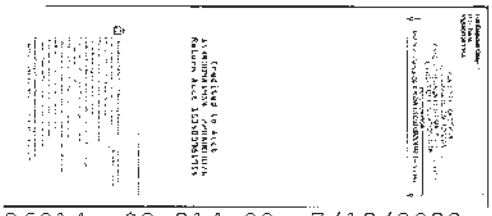

26012 $460.06 7/19/2022

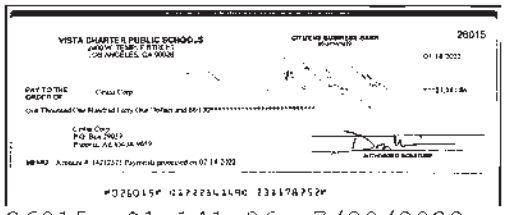

26012 $460.06 7/19/2022

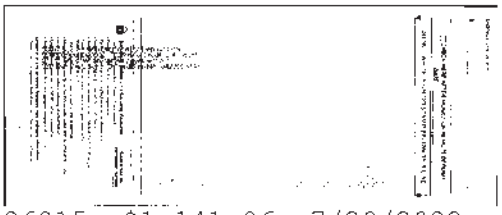

26013 $1,242.34 7/19/2022

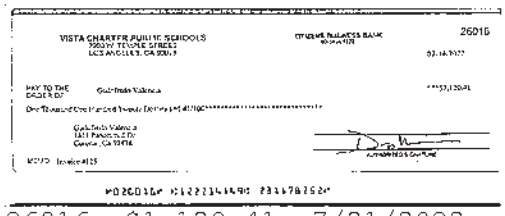

26013 $1,242.34 7/19/2022


26014 $2,214.00 7/19/2022

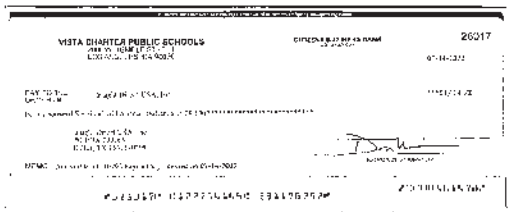

26014 $2,214.00 7/19/2022


26015 $1,141.86 7/20/2022

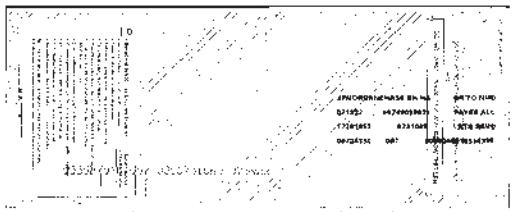

26015 $1,141.86 7/20/2022


26016 $1,120.41 7/21/2022

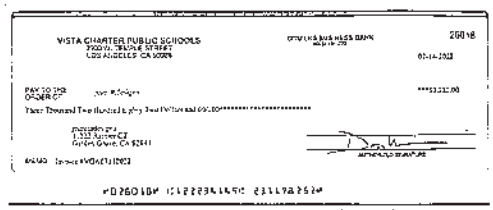
26016 $1,120.41 7/21/2022



26017 $4,614.78 7/20/2022

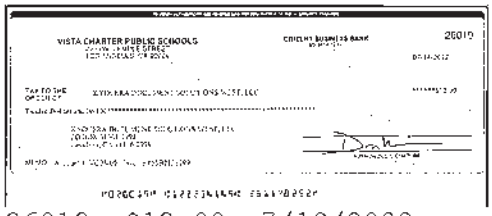


26017 $4,614.78 7/20/2022

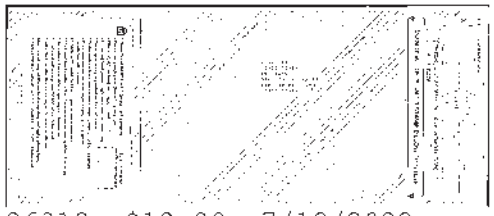


26018 $3,282.00 7/18/2022

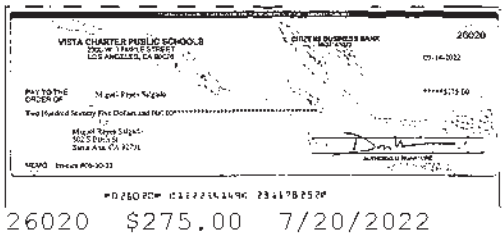
26018 $3,282.00 7/18/2022



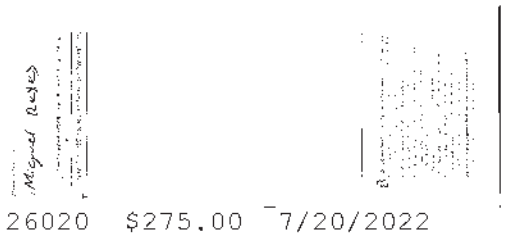
26019 $12.00 7/19/2022



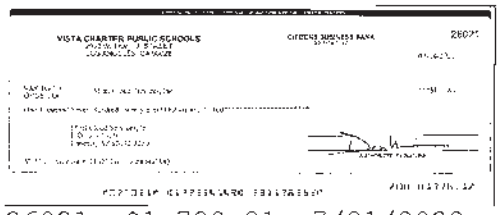
26019 $12.00 7/19/2022



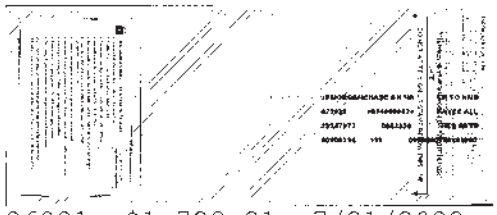
26020 $275.00 7/20/2022



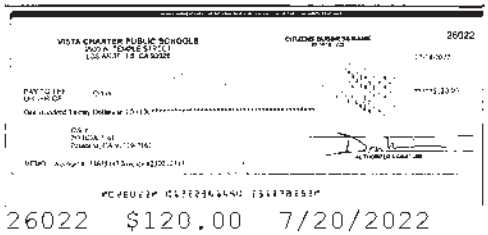
26020 $275.00 7/20/2022



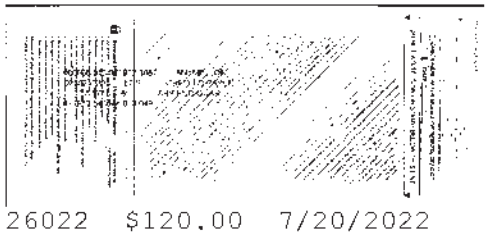
26021 $1,728.21 7/21/2022



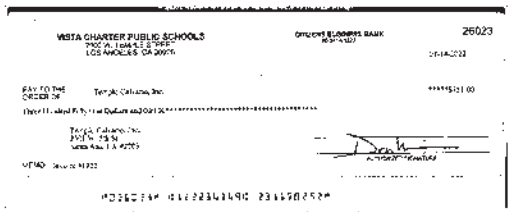
26021 $1,728.21 7/21/2022



26022 $120.00 7/20/2022

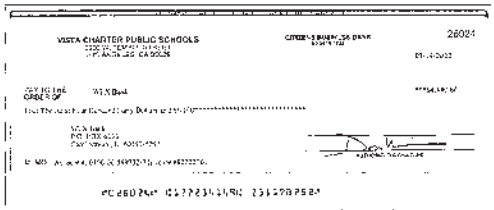


26022 $120.00 7/20/2022

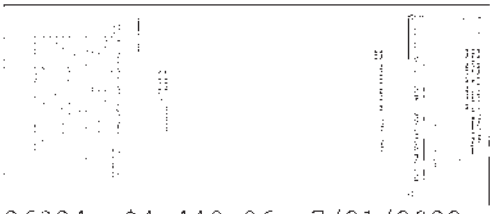


26023 $351.00 7/20/2022

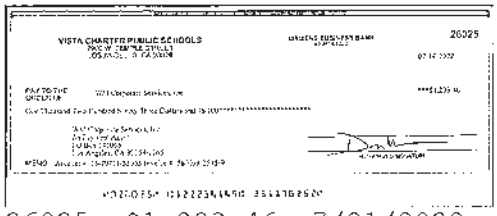
26023 $351.00 7/20/2022



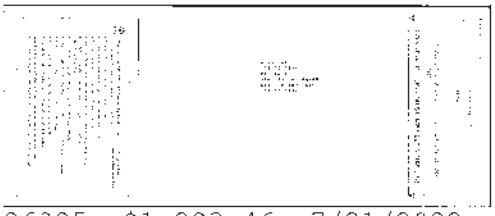
26024 $4,440.86 7/21/2022



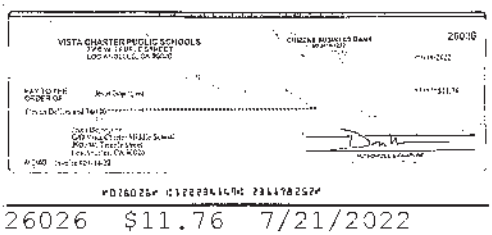
26024 $4,440.86 7/21/2022



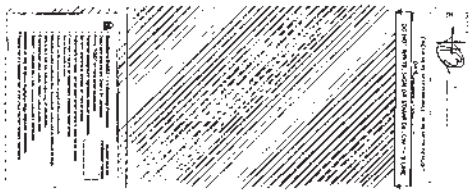
26025 $1,293.46 7/21/2022



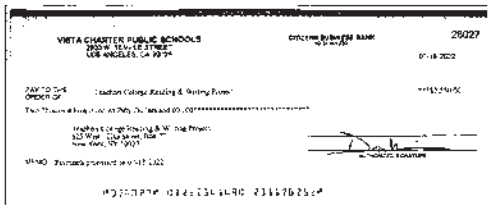
26025 $1,293.46 7/21/2022



26026 $11.76 7/21/2022

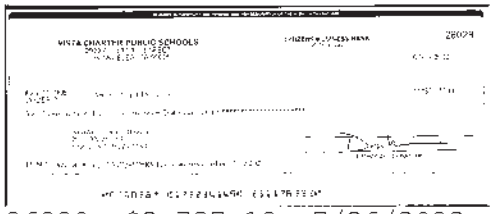


26026 $11.76 7/21/2022

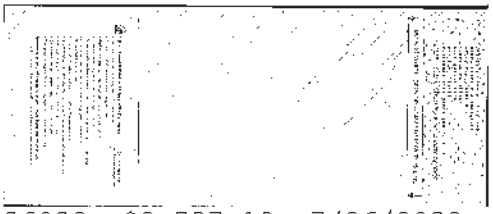


26027 $2,550.00 7/29/2022

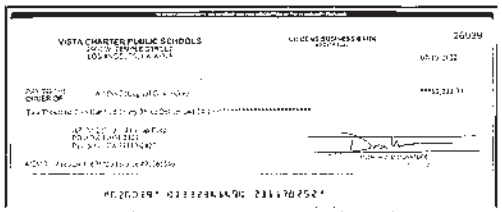
26027 $2,550.00 7/29/2022



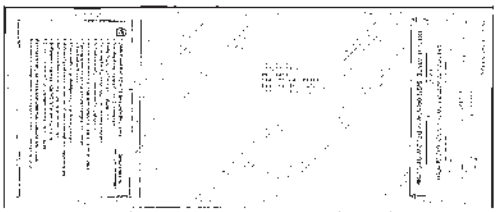
26028 $2,737.18 7/26/2022



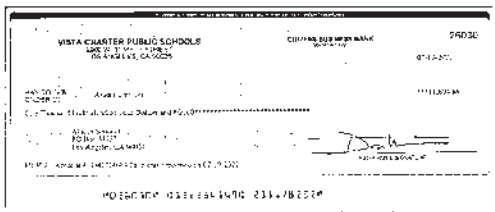
26028 $2,737.18 7/26/2022



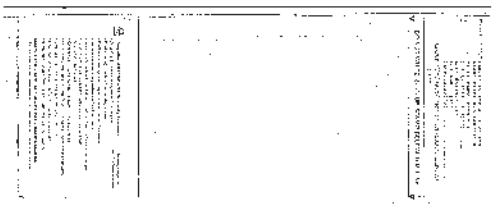
26029 $2,233.34 7/21/2022



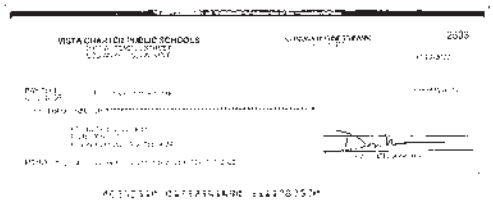
26029 $2,233.34 7/21/2022



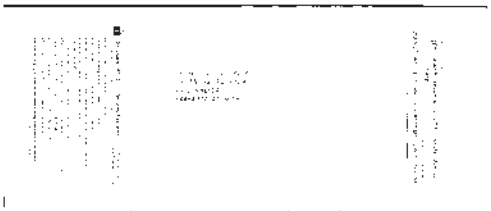
26030 $1,804.86 7/25/2022



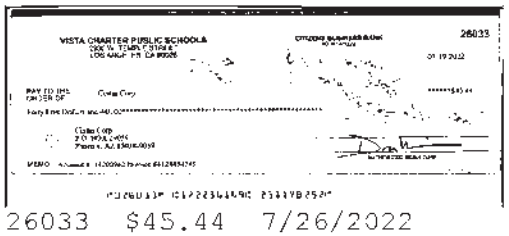
26030 $1,804.86 7/25/2022



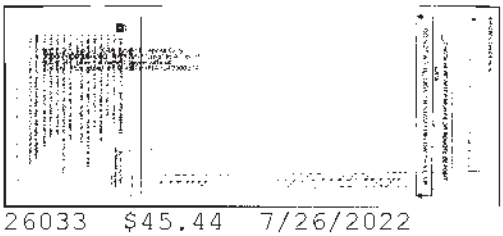
26031 $80.08 7/26/2022



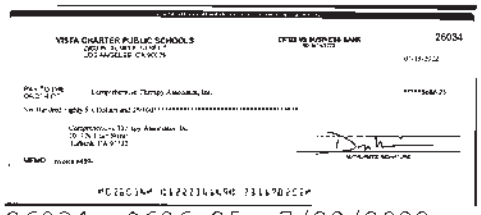
26031 $80.08 7/26/2022



26033 $45.44 7/26/2022

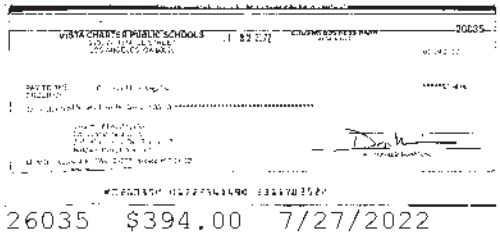


26033 $45.44 7/26/2022

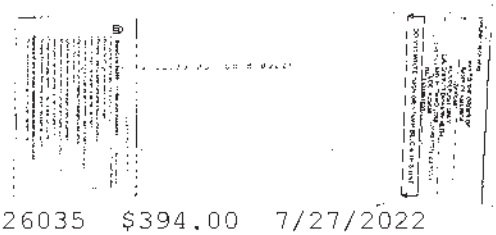


26034 $686.25 7/22/2022

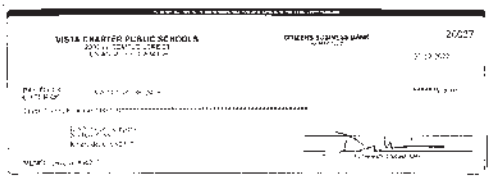
26034 $686.25 7/22/2022



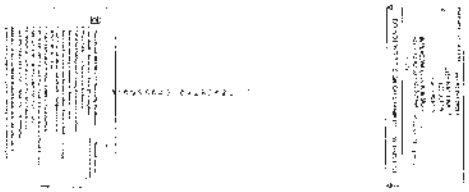
26035 $394.00 7/27/2022



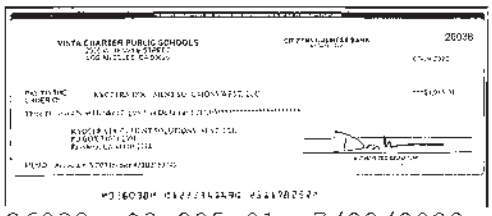
26035 $394.00 7/27/2022



26037 $38.00 7/29/2022

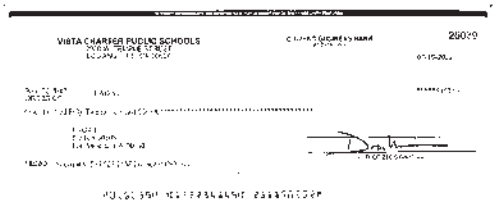


26037 $38.00 7/29/2022



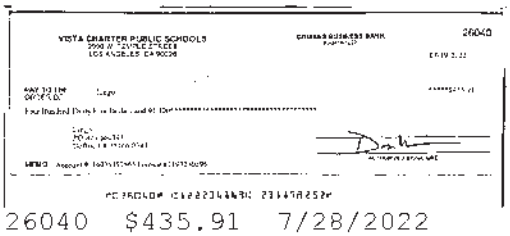
26038 $3,985.01 7/22/2022

26038 $3,985.01 7/22/2022

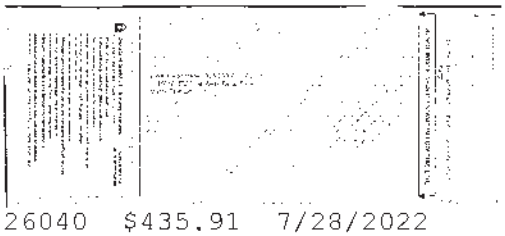


26039 $152.68 7/22/2022

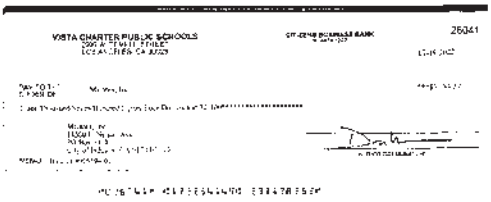
26039 $152.68 7/22/2022



26040 $435.91 7/28/2022

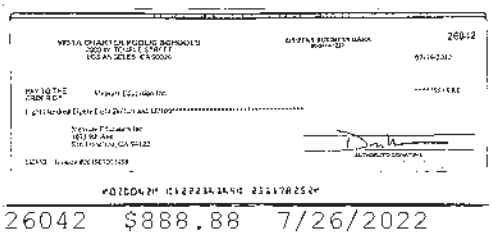


26040 $435.91 7/28/2022

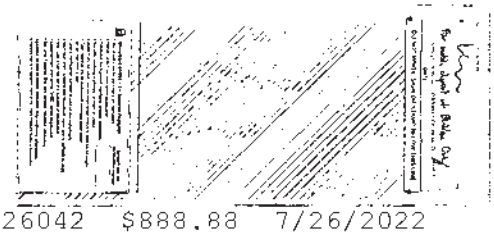


26041 $3,784.32 7/22/2022

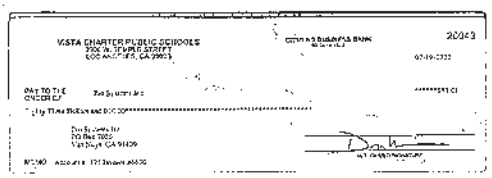
26041 $3,784.32 7/22/2022

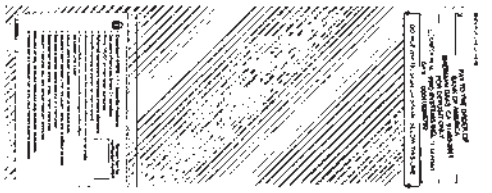


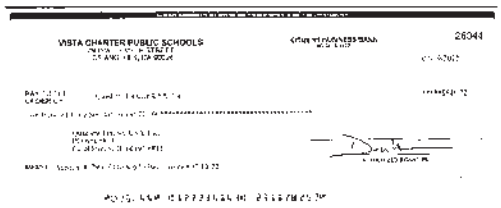
26042 $888.88 7/26/2022

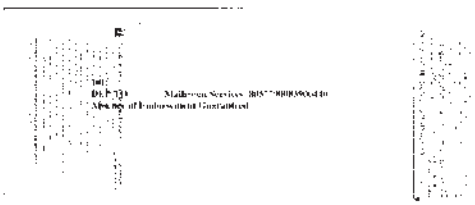


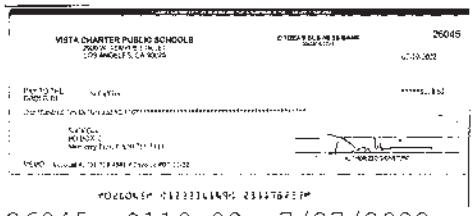
26042 $888.88 7/26/2022

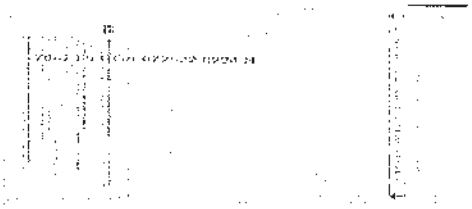

26043 $83.01 7/25/2022

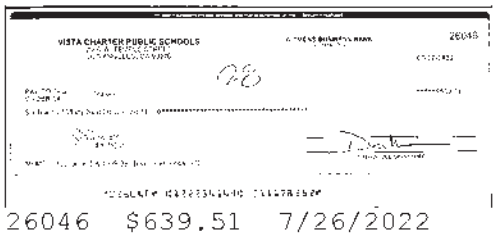

26043 $83.01 7/25/2022

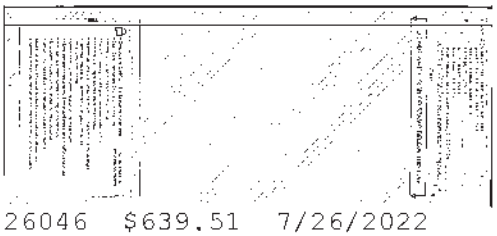

26044 $546.72 7/27/2022

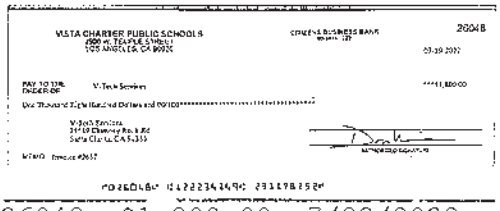

26044 $546.72 7/27/2022


26045 $110.82 7/27/2022

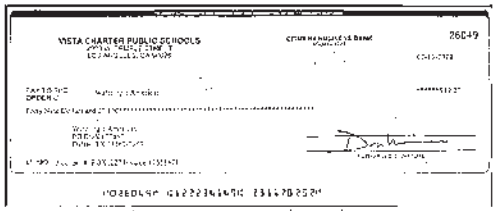

26045 $110.82 7/27/2022

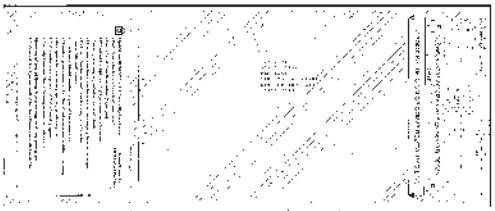

26046 $639.51 7/26/2022

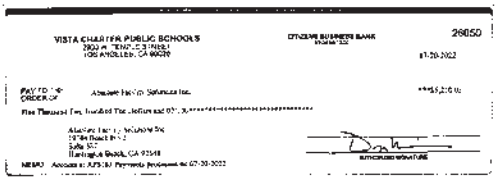

26046 $639.51 7/26/2022


26048 $1,800.00 7/22/2022

26048 $1,800.00 7/22/2022

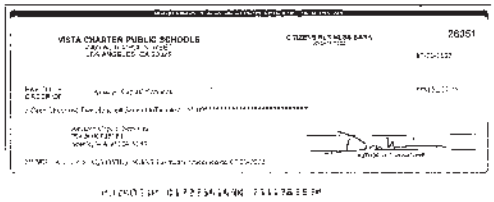

26049 $49.27 7/25/2022


26049 $49.27 7/25/2022

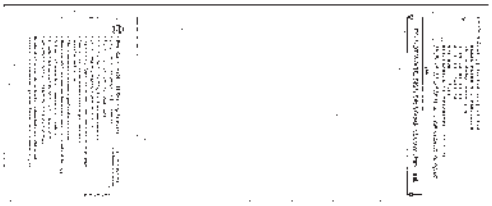


26050 $5,210.03 7/25/2022

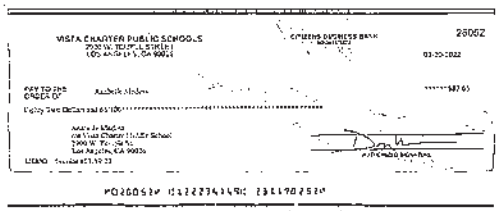
26050 $5,210.03 7/25/2022



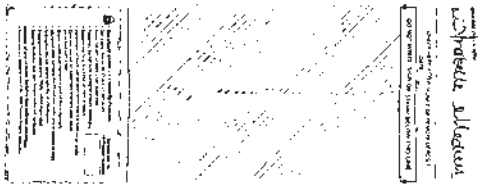
26051 $15,207.75 7/26/2022



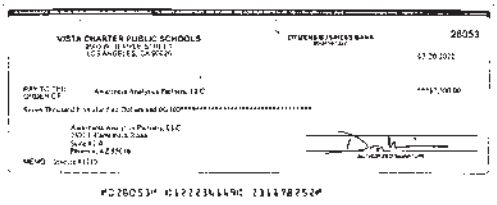
26051 $15,207.75 7/26/2022



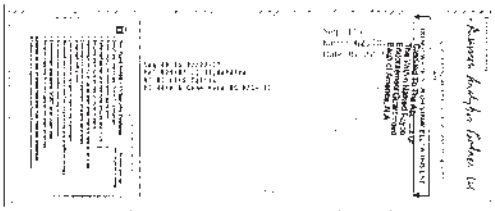
26052 $82.65 7/25/2022



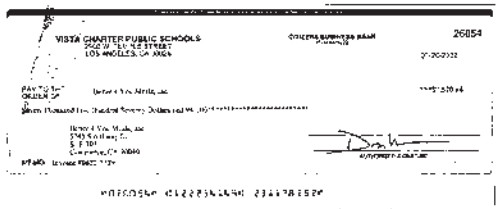
26052 $82.65 7/25/2022



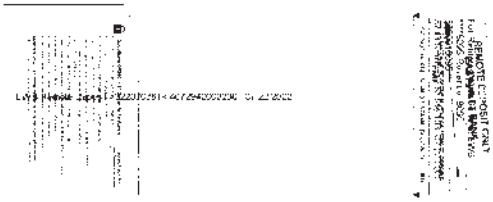
26053 $7,500.00 7/28/2022



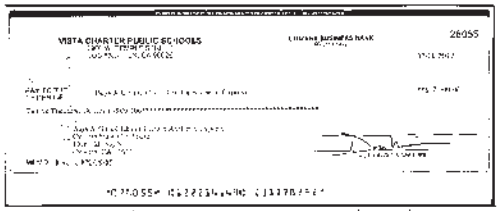
26053 $7,500.00 7/28/2022



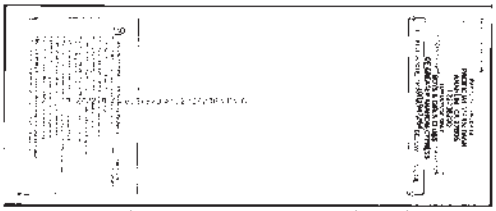
26054 $7,570.94 7/25/2022



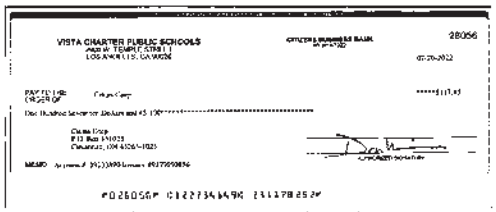
26054 $7,570.94 7/25/2022



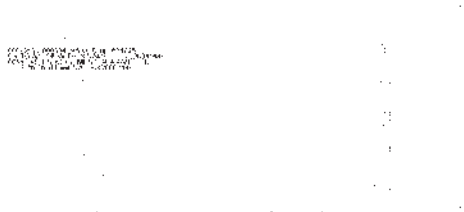
26055 $12,000.00 7/27/2022



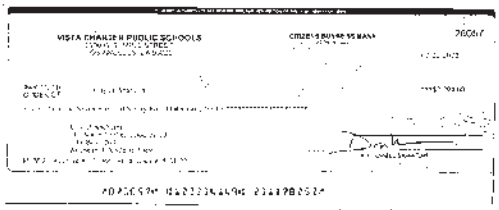
26055 $12,000.00 7/27/2022



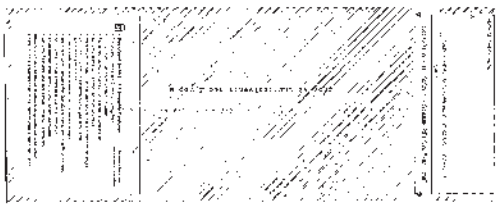
26056 $117.45 7/27/2022



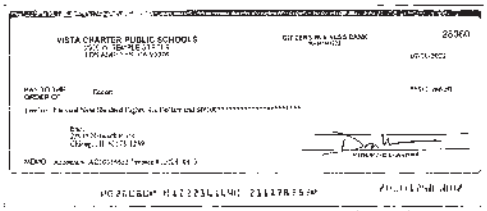
26056 $117.45 7/27/2022



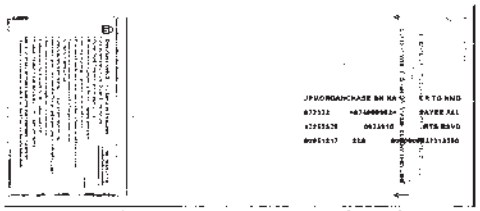
26057 $7,794.00 7/26/2022



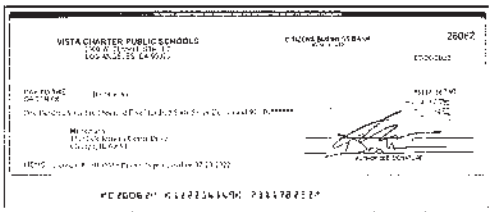
26057 $7,794.00 7/26/2022



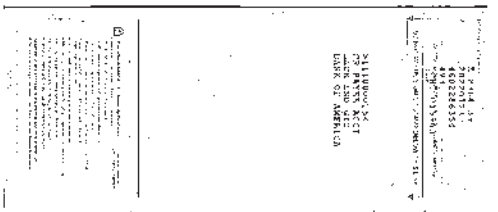
26060 $12,986.80 7/25/2022



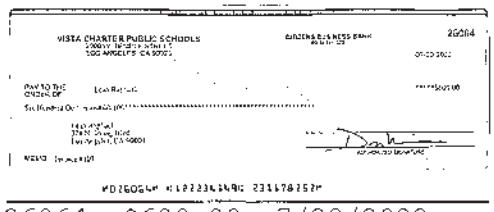
26060 $12,986.80 7/25/2022



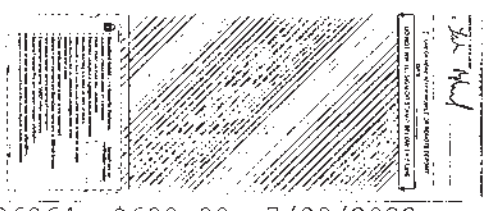
26062 $166,567.97 7/25/2022



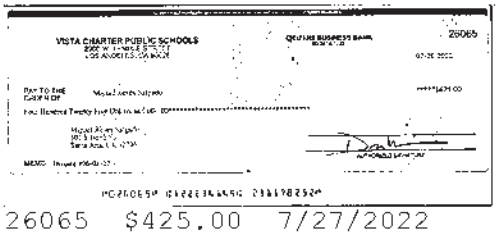
26062 $166,567.97 7/25/2022



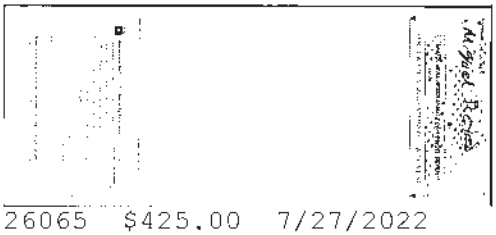
26064 $600.00 7/28/2022



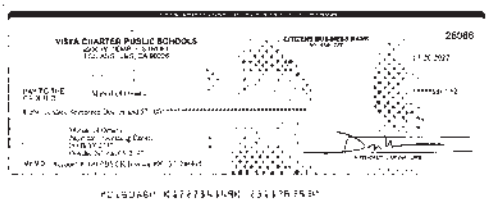
26064 $600.00 7/28/2022



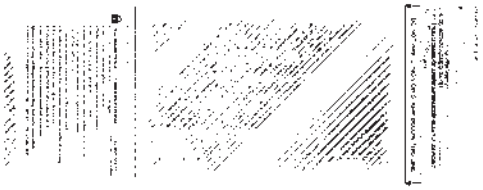
26065 $425.00 7/27/2022



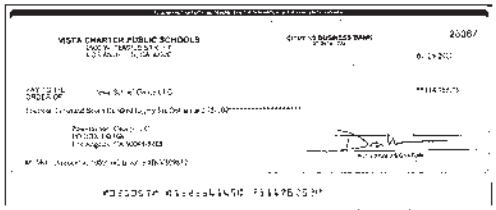
26065 $425.00 7/27/2022



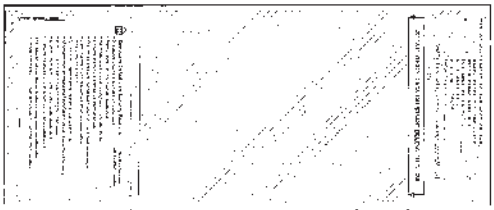
26066 $817.52 7/25/2022



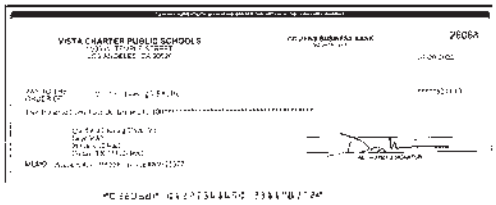
26066 $817.52 7/25/2022



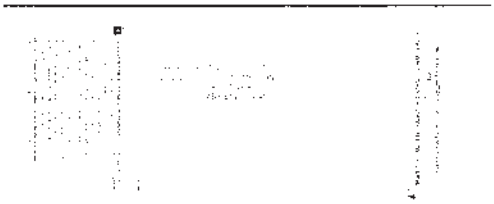
26067 $14,786.75 7/25/2022



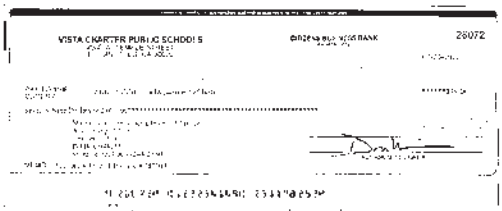
26067 $14,786.75 7/25/2022



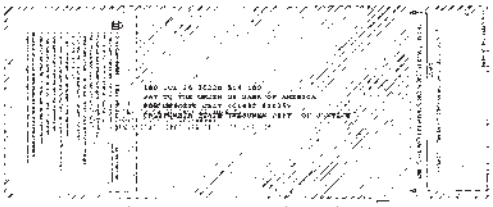
26068 $244.10 7/28/2022



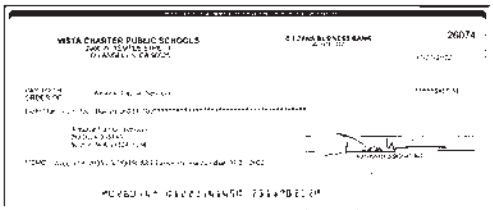
26068 $244.10 7/28/2022



26072 $79.00 7/27/2022

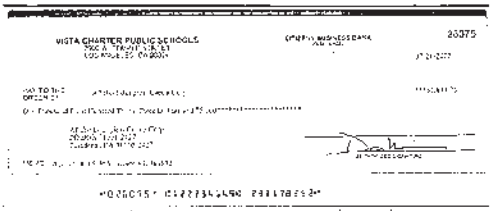


26072 $79.00 7/27/2022

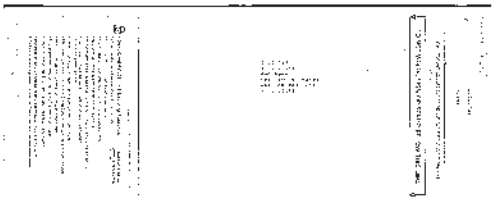


26074 $815.51 7/26/2022

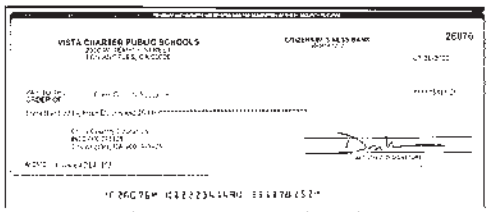
26074 $815.51 7/26/2022



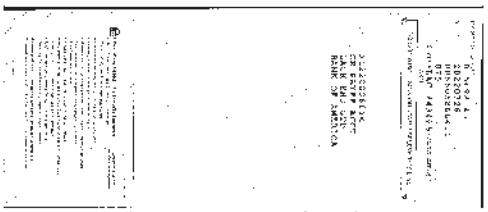
26075 $1,833.75 7/26/2022



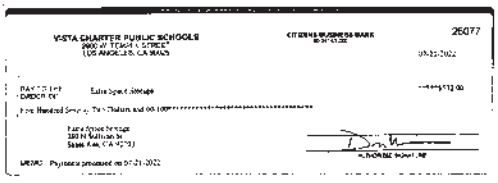
26075 $1,833.75 7/26/2022



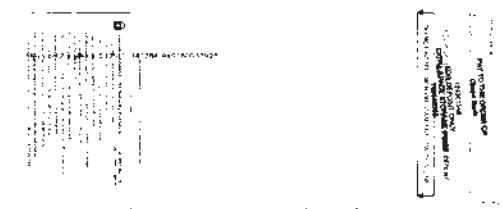
26076 $818.26 7/26/2022



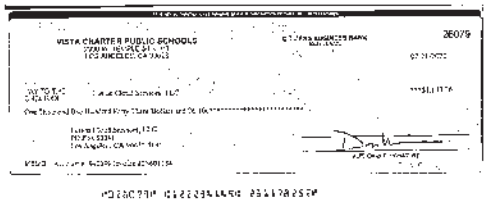
26076 $818.26 7/26/2022



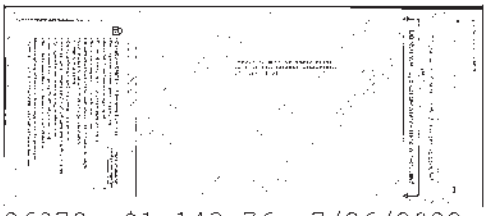
26077 $572.00 7/26/2022



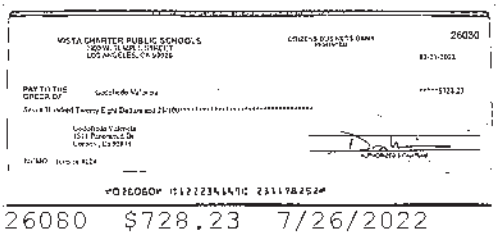
26077 $572.00 7/26/2022



26079 $1,143.76 7/26/2022

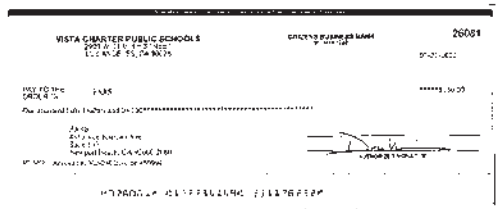


26079 $1,143.76 7/26/2022

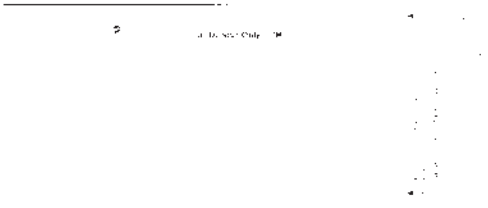


26080 $728.23 7/26/2022

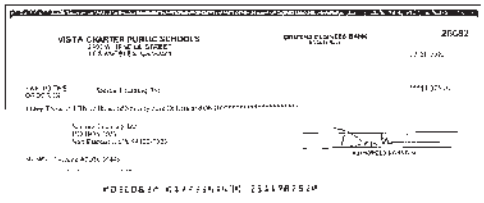
26080 $728.23 7/26/2022



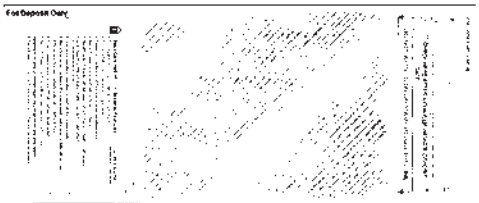
26081 $150.00 7/26/2022



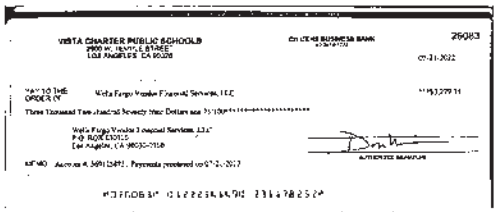
26081 $150.00 7/26/2022



26082 $3,375.00 7/26/2022

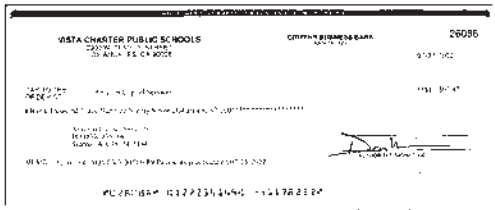


26082 $3,375.00 7/26/2022



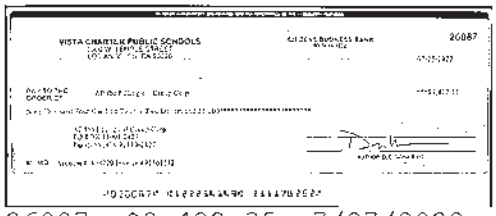
26083 $3,279.75 7/25/2022

26083 $3,279.75 7/25/2022

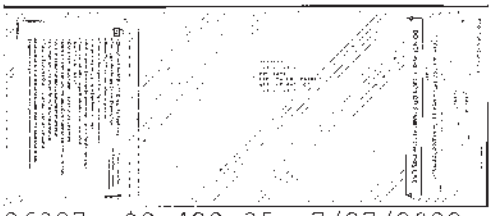


26086 $11,397.87 7/29/2022

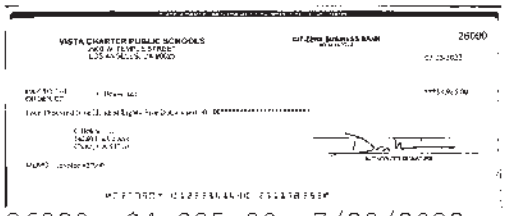
26086 $11,397.87 7/29/2022



26087 $9,422.35 7/27/2022

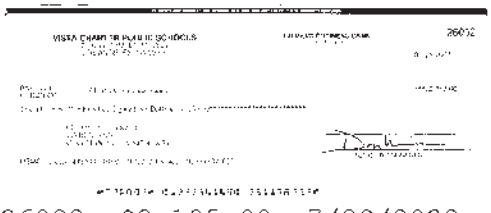


26087 $9,422.35 7/27/2022

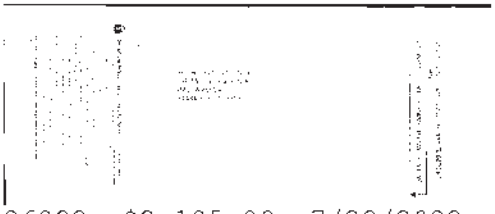


26090 $4,985.00 7/28/2022

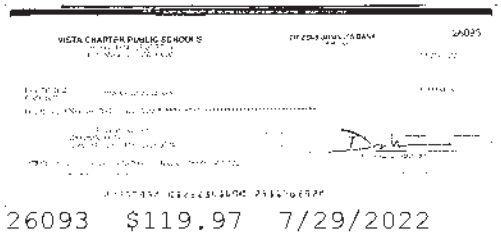
26090 $4,985.00 7/28/2022



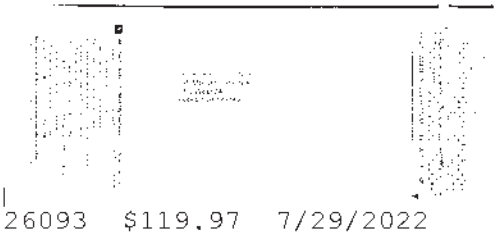
26092 $2,185.00 7/29/2022



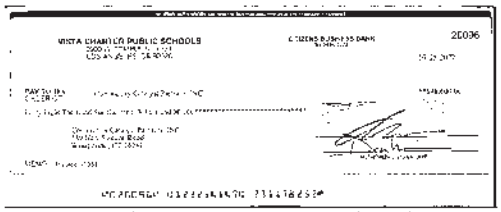
26092 $2,185.00 7/29/2022



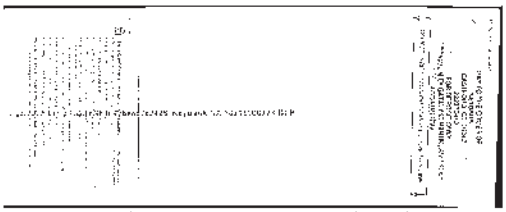
26093 $119.97 7/29/2022



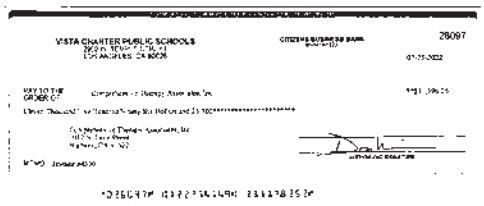
26093 $119.97 7/29/2022



26096 $48,600.00 7/29/2022

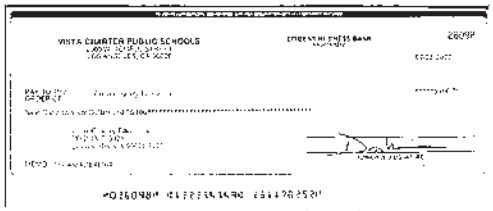


26096 $48,600.00 7/29/2022

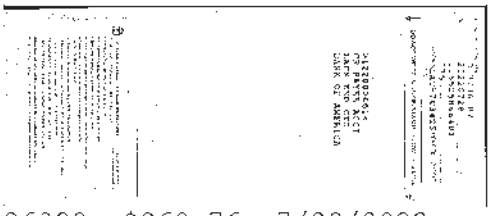


26097 $11,596.25 7/29/2022

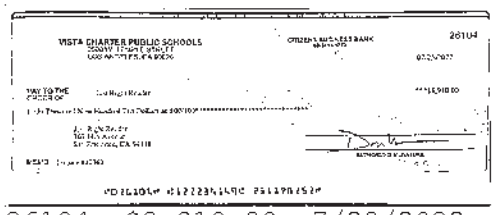
26097 $11,596.25 7/29/2022



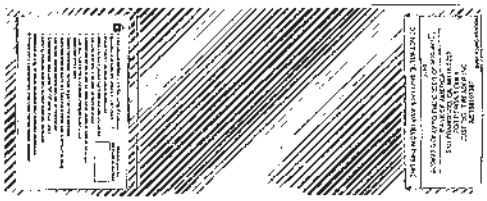
26098 $960.76 7/29/2022



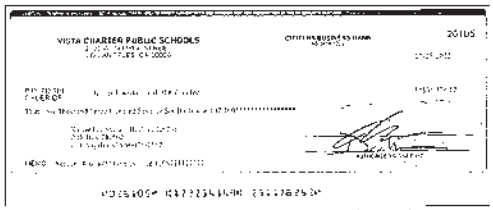
26098 $960.76 7/29/2022



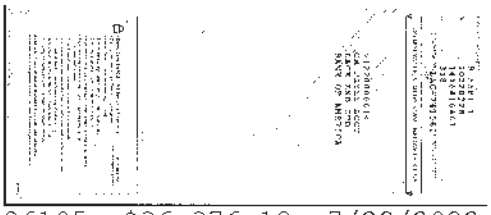
26104 $8,910.00 7/28/2022



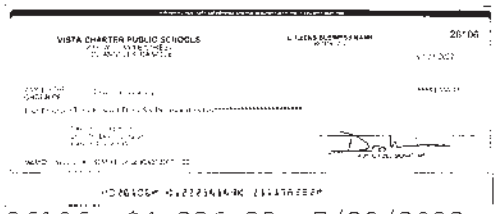
26104 $8,910.00 7/28/2022



26105 $36,376.12 7/29/2022

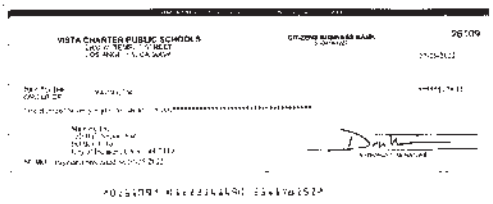


26105 $36,376.12 7/29/2022



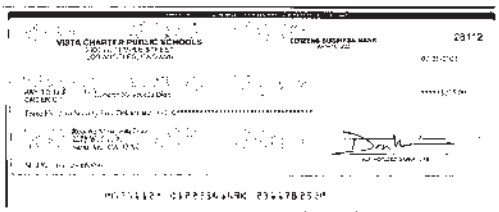
26106 $4,336.33 7/29/2022

26106 $4,336.33 7/29/2022

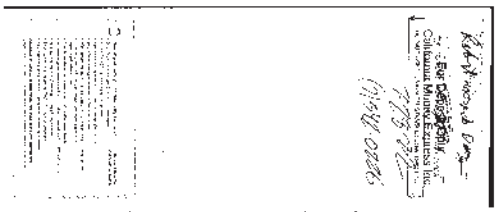


26109 $178.15 7/28/2022

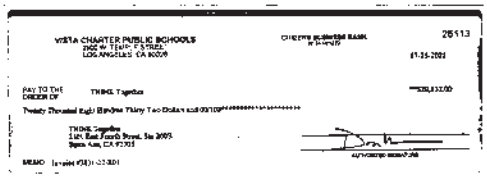
26109 $178.15 7/28/2022



26112 $375.00 7/29/2022

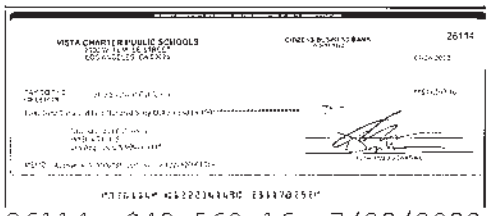


26112 $375.00 7/29/2022

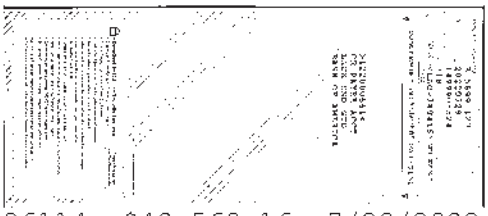


26113 $20,832.00 7/28/2022

26113 $20,832.00 7/28/2022



26114 $49,560.16 7/29/2022



26114 $49,560.16 7/29/2022

THIS PAGE LEFT INTENTIONALLY BLANK

CITIZENS BUSINESS BANK
A Financial Services Company

IMPORTANT INFORMATION ABOUT YOUR CITIZENS BUSINESS BANK AGREEMENTS

Effective October 1, 2022

The Citizens Business Bank Disclosure Information and Agreement, along with the Business Banking Products, Services, and Fees governing your account(s), will be updated effective October 1, 2022. Please review the Addendum Information carefully and note that you may not be impacted by these changes.

If you would like to receive future updates electronically, or if you have any questions about the potential impact these changes may have, please don't hesitate to contact your Business Financial Center or call the Bank's Customer Support Line at 888.228.2265 for assistance.

Thank you for banking with Citizens Business Bank.

ADDENDUM INFORMATION

In this Agreement, the words "you," "your," and "yours" refer to the owners and authorized signers of an account; "we," "us," "our," and "Bank" refer to Citizens Business Bank and its successors and assigns.

This Addendum Information to the Citizens Business Bank Business Banking Products, Services, and Fees, together with your Signature Card, Disclosure Information and Agreement, and any other agreements and/or addenda that may have been provided to you at account opening or from time to time thereafter, form the Agreement ("Agreement") between you and the Bank. Except as expressly stated below, all other terms and conditions in the Bank's Agreement with you continue in full force and effect. The Bank reserves the right to add to, delete from, discontinue, or otherwise amend any product, service, fee or charge, package or program offering at any time with such notice as is required by law.

PRICING UPDATES

Business Banking Products, Services, and Fees		
Service Type	Current Fee	New Fee
Business Banking Services - Other Fees		
ACH Full Debit/Credit Block	$2.00 per acct/month	$10.00 per acct/month
Collections (Domestic) - Incoming/Outgoing	$30.00 per item	$35.00 per item
Hold Mail	$5.00 per month	$10.00 per acct/month
Medallion Stamp	$10.00 per stamp	$20.00 per stamp
Research Requests	$40.00 per hour	$45.00 per hour
Stop Payment - Associate Assisted	$30.00 per stop order	$35.00 per stop order
Wire Recall/Cancel Request - Domestic	$25.00 per wire	$40.00 per wire
Analysis Business Plan Fees		
Account Maintenance	$22 per acct/month	$23 per acct/month

Business Banking Products, Services, and Fees *(continued)*		
Service Type	Current Fee	New Fee
Checks Paid	$0.21 per item	$0.22 per item
Coin Ordered	$0.15 per roll	$0.18 per roll
Electronic Debit	$0.21 per item	$0.22 per item
Electronic Credit	$0.21 per item	$0.22 per item
Automated Teller Machine (ATM) Fees (Transaction Performed at a non-Citizens Business Bank or non-MoneyPass Location)		
Balance Inquiry	$1.00 per inquiry	$2.00 per inquiry
ATM Customer Transaction Performed at International Location		
International Transaction	$2.00 per transaction	$5.00 per transaction

Treasury Management Services Schedule of Standard Fees		
Automated Clearing House (ACH) – Direct Transmission / Online Banking ACH Module		
ACH Items Originated – Direct Transmission	$0.14 per item	$0.16 per item
ACH Items Originated – Online Banking	$0.15 per item	$0.16 per item
Automated Clearing House (ACH) – Additional ACH Services		
ACH Notification of Change (NOC)	$2.00 per notification	$3.00 per notification
Bill Payment Consolidation Reporting		
Monthly Maintenance	$50.00 per month	$60.00 per month
Per Item	$0.10 per item	$0.15 per item
Business Sweep		
Sweep Maintenance - Line of Credit	$250.00 per acct/month	$300.00 per acct/month
TTAX Tax Plus Payment Service		
Federal Tax Payment	$3.00 per payment	$4.00 per payment
State Tax Payment	$3.00 per payment	$4.00 per payment
Payment Receipt - Fax	$3.00 per page	$4.00 per page
Payment Receipt - Mail	$3.00 per receipt	$4.00 per receipt

DISCLOSURE INFORMATION AND AGREEMENT UPDATES

Section 12.46 Statements, Notices and Checks

⊕ [NEW PARAGRAPH]

If you believe at any time that you have not received any monthly or transaction-specific account statement from the Bank, you agree that it is your sole obligation to so notify the Bank, and you further agree that it shall otherwise be properly assumed and deemed that you did receive the monthly or transaction-specific account statement in question, and that you shall be bound by the terms and disclosures therein.

Section 12.60 Fraudulent Requests for Information

⊕ [NEW SECTION]

Keep in mind that OUR BANK WILL NEVER ASK YOU FOR YOUR CONFIDENTIAL CREDENTIALS, ACCESS CODES OR OTHER SECURITY PROCEDURES. The Bank will also never request that any type of payment be remitted through Zelle®, Venmo®, PayPal®, or any other consumer-based payment system. If you receive an email that looks like it came from our Bank, but asks you for this type of information or requests a payment, you should not respond to the email and instead, immediately report the incident to the Bank's Customer Support Line at 888.228.2265. The sender is not our Bank, and is likely a fraudster.

Section 13.2 Processing Orders

⊕ [NEW PARAGRAPH]

Available Funds. We may refuse an Order if there are not sufficient collected and available funds in your account on the date we initiate the transaction or on the payment date. ACH credit transactions must be submitted two (2) business days prior to the settlement date. We may require you to maintain sufficient available funds in your account prior to our processing your Order. We may also place a hold on funds pending our processing of your Order. If we have reason to believe that you do not have adequate funds to cover an ACH Credit Order, we may delay execution of the Order until we receive adequate assurance from you that funds will be available. Nothing in this Agreement, the Order, the Wire Transfer Agreement appended to the Order, or any course of dealing between us, shall be construed as our commitment or contractual obligation to process your Order, make any wire transfer, or lend money to you.

TREASURY MANAGEMENT SERVICES AGREEMENT UPDATES

Agreement Definition (Beginning Paragraph)

⊕ [UPDATED PARAGRAPH]

This Agreement ("Agreement") sets forth the terms of the Treasury Management services, ***which would also include Online Banking services*** (the "Services" or "Service") offered by Citizens Business Bank ("we", "us", "our" or "the Bank"). By applying for any service, you agree to be bound by this Agreement. For purposes of this Agreement, "you" or "your" includes the Principal or Owner executing this Agreement and any user under this Agreement or who utilizes any Services governed by this Agreement. Your use of any Service will be additional evidence of your agreement to its terms. We will let you know when the Services you request become available. If you request additional Services in the future, they will be governed by this Agreement, unless we advise you otherwise.

All Sections: Reference to Fiserv Online Banking Services

⊖ [SECTIONS REMOVED – ALL ONLINE BANKING CUSTOMERS MIGRATED TO Q2 E-BANKING]

Section 3 Security Procedures and User Guides (formerly Section 4)

[UPDATED PARAGRAPHS]

Digital or physical security tokens are required for use with Business Online Banking when initiating payment orders such as wire transfers and Automated Clearing House (ACH) transactions. Option #1 is the minimum allowable for transaction initiation. Each successive Option provides additional log-in authentication and transaction authorization protection, but you acknowledge and agree that no Option provides complete protection against fraud or error.

1. ***User ID, Password, and Secure Access Code (SEC) MFA at login. Security Token Code required at payment approval.***
2. ***User ID, Password, and Security Token Code (one-time passcode) at login. Security Token Code required at payment approval.***

Each time you make a transfer or payment with a Service, you warrant that our security procedures are commercially reasonable (based on the normal size, type, and frequency of your transactions). Some of our Services allow you ***or your User Administrator(s)*** to set transaction limitations and establish internal controls. Your failure to set such limitations and implement such controls increases your exposure to, and responsibility for, unauthorized transactions. You agree to be bound by any transfer, instruction or payment order we receive through the Services, even if it is not authorized by you, if it includes your Credentials or is otherwise processed by us in accordance with our security procedures.

Internal Security. You agree to establish, maintain and update commercially reasonable policies, procedures, equipment and software ("Internal Security Controls") that will safeguard the security and integrity of your computer system and information from unauthorized use, intrusion, takeover or theft, and prevent your Credentials from unauthorized discovery or use (collectively "Internal Security Breaches"). You bear all risk of fraudulent transfers and other losses arising from your Internal Security Breaches or from the interception of your communications prior to their receipt by us (collectively "Internal Security Losses"). We will not reimburse you in connection with Internal Security Losses. You agree that we are authorized to execute, and it is commercially reasonable for us to execute, any instructions received by us with your Credentials. You are encouraged to consider purchasing insurance to cover your Internal Security Losses. ***Please consult with your technology professional who should be knowledgeable of Internal Security Controls that would be necessary to protect your system(s) from any Internal Security Breaches.***

Section 4 Risk of Unauthorized Access and Mitigation Best Practices (formerly Section 5)

[UPDATED PARAGRAPH]

Keep in mind that OUR BANK WILL NEVER ASK YOU FOR YOUR CONFIDENTIAL CREDENTIALS, ACCESS CODES OR OTHER SECURITY PROCEDURES. ***The Bank will also never request that any type of payment be remitted through Zelle®, Venmo®, PayPal®, or other consumer-based payment system.*** If you receive an email that looks like it came from our Bank, but asks you for this type of information ***or requests a payment***, you should not respond to the email and instead, immediately report the incident to the Bank's ***Customer Support Line*** at ***888.228.2265***. The sender is not our Bank, and is likely a fraudster.

CITIZENS BUSINESS BANK
A Financial Services Company
PO Box 3938, Ontario, CA 91761

Statement Ending 08/31/2022

Vista Charter Public Schools **Page 1 of 40**

Account Number:231178252

VISTA CHARTER PUBLIC SCHOOLS
2900 W TEMPLE ST
LOS ANGELES CA 90026-4516

Managing Your Accounts

Phone Number	888.222.5432
Website	cbbank.com
Email	customersupport@cbbank.com

IMPORTANT INFORMATION ABOUT YOUR CITIZENS BUSINESS BANK AGREEMENTS
The Citizens Business Bank Disclosure Information and Agreement, along with the Business Banking Products, Services, and Fees governing your account(s), will be updated effective October 1, 2022. Please review the Addendum Information at the end of your statement carefully and note that you may not be impacted by these changes.

Summary of Accounts

Account Type	Account Number	Ending Balance
ANALYZED BUSINESS PLAN GOVERNMENT SRVCS	231178252	$4,945,085.64

ANALYZED BUSINESS PLAN GOVERNMENT SRVCS-231178252

Account Summary

Date	Description	Amount
07/30/2022	**Beginning Balance**	**$6,447,277.93**
	13 Credit(s) This Period	$531,079.44
	218 Debit(s) This Period	$2,033,271.73
08/31/2022	**Ending Balance**	**$4,945,085.64**

Deposits

Date	Description	Amount
08/18/2022	RDC Deposit	$1,662.56
08/18/2022	RDC Deposit	$1,680.00
08/18/2022	RDC Deposit	$67,965.94
		3 item(s) totaling $71,308.50

Other Credits

Date	Description	Amount
08/03/2022	TRANSFER FROM PUBLIC ACCOUNT 231178287	$43,469.00
08/03/2022	TRANSFER FROM PUBLIC ACCOUNT 231178279	$122,844.00
08/10/2022	TRANSFER FROM PUBLIC ACCOUNT 231178279	$29,118.59
08/11/2022	TRANSFER FROM PUBLIC ACCOUNT 231178279	$65,759.35
08/19/2022	TRANSFER FROM PUBLIC ACCOUNT 231178295	$40,000.00
08/19/2022	TRANSFER FROM PUBLIC ACCOUNT 231178260	$90,000.00
08/23/2022	TRANSFER FROM PUBLIC ACCOUNT 231178279	$2,000.00
08/26/2022	TRANSFER FROM PUBLIC ACCOUNT 231178279	$13,209.00
08/31/2022	TRANSFER FROM PUBLIC ACCOUNT 231178287	$37.00
08/31/2022	TRANSFER FROM PUBLIC ACCOUNT 231178279	$53,334.00
		10 item(s) totaling $459,770.94

Member FDIC

OUTSTANDING CHECKS

No.	Amount	
TOTAL		

INSTRUCTIONS

PLEASE EXAMINE THIS STATEMENT AT ONCE AND IMMEDIATELY NOTIFY THE BANK OF ANY ERRORS.

ALL ITEMS CREDITED ARE SUBJECT TO FINAL PAYMENT.

1. Compare each paid check with your check stub or register and mark as paid.
2. Bank balance shown on front of your statement..... _____
3. Compare any deposits shown on statement, including bank originated credits, with those entered in your check register. Add any not shown on statement..... _____
4. Subtotal..... _____
5. Subtract total of outstanding checks..... _____
6. Account Balance..... _____
7. Your check book balance..... _____
8. Subtract any bank charges including monthly service charge or transfers you have authorized and have been deducted on this statement..... _____
9. Adjusted check book balance..... _____

**Denotes a point at which one or more check serial numbers are unaccounted for this statement period. It may indicate outstanding checks or checks shown on previous statements.*

STATEMENTS AND IMAGES

Your account statement will include the following information with respect to each check paid against your account during the statement cycle: (1) the check number (2) the amount of the check; and (3) the date of the payment.
Copies of checks can be requested by calling customer service at (888) 222-5432. Please refer to our Bank Product and Service Information for applicable fees under Research Requests.

THE FOLLOWING NOTICE CONCERNING ELECTRONIC TRANSFER APPLIES IF YOUR ACCOUNT IS MAINTAINED FOR PERSONAL, FAMILY OR HOUSEHOLD PURPOSES.

IN CASE OF ERRORS OR QUESTIONS ABOUT YOUR ELECTRONIC TRANSFERS CONTACT US AT:

Telephone: (888) 222-5432
or write us at:
Citizens Business Bank P O Box 51000, Ontario, CA 91761

Contact us as soon as you can if you think your statement or receipt is wrong or if you need more information about a transfer on the statement or a receipt. We must hear from you no later than 60 days after we sent you the FIRST statement on which the error or problem appeared. If you have a question concerning your statement, please be prepared to:

1. Provide your name and account number (if any).
2. Provide the dollar amount of the suspected error.
3. Describe the error or the transfer you are unsure about and clearly explain why you believe it is an error or why you need more information.

We will investigate your complaint and will correct any error promptly. If we take more than 10 business days to do this, we will credit your account for the amount you think is in error, so that you will have the use of the money during the time it takes us to complete our investigation

ANALYZED BUSINESS PLAN GOVERNMENT SRVCS-231178252 (continued)

Electronic Debits

Date	Description	Amount
08/01/2022	AchPayment Vista Charter Pu Vista Middle (#920) - Jul 2022	$49,477.99
08/01/2022	AchPayment Vista Charter Pu Vista Middle (#431) - Jul 2022	$9,549.07
08/08/2022	PAYCOM PAYCOM PAY 0LJ23	$3,462.89
08/15/2022	PAYCOM PAYCOM PAY 0LJ23	$410,352.51
08/15/2022	AchPayment Vista Charter Pu Vista Middle (#920) - Fund Balance	$10,413.42
08/15/2022	AchPayment Vista Charter Pu Vista Middle (#431) - Fund Balance	$357.56
08/18/2022	PAYCOM PAYCOM PAY 0LJ23	$2,636.25
08/24/2022	CARDMEMBER SERV ELECT PYMT * * * * * * * * * * * 8669	$31,142.02
08/31/2022	PAYCOM PAYCOM PAY 0LJ23	$489,202.99

9 item(s) totaling $1,006,594.70

Checks Cleared

Check Nbr	Date	Amount	Check Nbr	Date	Amount	Check Nbr	Date	Amount
25581	08/12/2022	$17.21	26134	08/11/2022	$3,590.03	26185	08/19/2022	$843.00
25948*	08/10/2022	$97.99	26135	08/08/2022	$2,250.00	26186	08/25/2022	$3,200.00
26032*	08/01/2022	$30.47	26136	08/08/2022	$4,135.18	26187	08/16/2022	$1,564.25
26036*	08/08/2022	$150.00	26137	08/08/2022	$4,137.08	26189*	08/24/2022	$503.01
26047*	08/09/2022	$51.38	26138	08/08/2022	$1,361.02	26190	08/16/2022	$65.49
26058*	08/02/2022	$1,275.11	26139	08/08/2022	$718.17	26191	08/19/2022	$65.49
26059	08/03/2022	$40,033.75	26140	08/08/2022	$196.50	26192	08/19/2022	$348.64
26061*	08/01/2022	$21,067.50	26141	08/16/2022	$39,129.03	26193	08/16/2022	$6,445.40
26063*	08/01/2022	$600.00	26142	08/16/2022	$29,726.75	26194	08/15/2022	$17,320.00
26071*	08/03/2022	$1,674.00	26143	08/16/2022	$28,773.25	26197*	08/16/2022	$4,058.13
26073*	08/09/2022	$300.00	26144	08/05/2022	$1,340.00	26198	08/16/2022	$3,043.13
26078*	08/01/2022	$187.71	26145	08/08/2022	$19,846.80	26199	08/16/2022	$2,598.67
26084*	08/31/2022	$100.00	26146	08/05/2022	$1,623.27	26200	08/16/2022	$1,040.07
26085	08/03/2022	$20,000.00	26147	08/09/2022	$6,000.00	26201	08/16/2022	$2,718.28
26088*	08/11/2022	$9,000.00	26148	08/08/2022	$7,000.00	26202	08/18/2022	$808.87
26089	08/01/2022	$30.00	26149	08/17/2022	$45.13	26203	08/16/2022	$1,416.04
26091*	08/01/2022	$17,550.00	26150	08/17/2022	$18.88	26204	08/16/2022	$696.94
26094*	08/02/2022	$706.91	26151	08/11/2022	$60.00	26205	08/16/2022	$379.75
26095	08/04/2022	$3,143.96	26152	08/08/2022	$241.12	26206	08/17/2022	$548.64
26100*	08/03/2022	$10,801.66	26154*	08/10/2022	$9,977.29	26207	08/19/2022	$1,985.00
26101	08/01/2022	$769.00	26155	08/15/2022	$2,490.00	26208	08/24/2022	$1,158.75
26102	08/03/2022	$10,700.50	26156	08/16/2022	$8,792.53	26209	08/24/2022	$2,063.07
26103	08/02/2022	$7,056.85	26157	08/16/2022	$6,858.88	26210	08/16/2022	$845.00
26107*	08/04/2022	$3,172.32	26158	08/16/2022	$1,650.57	26211	08/22/2022	$3,248.06
26108	08/01/2022	$1,305.72	26159	08/16/2022	$287.83	26212	08/16/2022	$29,788.50
26110*	08/01/2022	$120.00	26160	08/16/2022	$1,998.63	26213	08/16/2022	$16,816.01
26111	08/11/2022	$615.25	26162*	08/17/2022	$56,807.66	26214	08/16/2022	$170.00
26115*	08/03/2022	$13,734.50	26164*	08/15/2022	$56,344.14	26215	08/22/2022	$4,524.25
26116	08/01/2022	$1,532.18	26165	08/16/2022	$451.79	26216	08/22/2022	$1,729.25
26117	08/03/2022	$1,917.29	26166	08/15/2022	$43,902.87	26217	08/22/2022	$165.08
26118	08/03/2022	$799.35	26168*	08/15/2022	$431.49	26218	08/23/2022	$5,211.24
26119	08/03/2022	$318.83	26169	08/16/2022	$14,464.00	26219	08/24/2022	$136.32
26120	08/03/2022	$2,530.00	26170	08/15/2022	$2,245.89	26220	08/19/2022	$43.02
26121	08/03/2022	$665.28	26171	08/22/2022	$273.07	26221	08/23/2022	$223.74
26122	08/03/2022	$71.16	26172	08/23/2022	$38.00	26222	08/31/2022	$150.00
26123	08/02/2022	$4,586.65	26173	08/30/2022	$65.49	26223	08/24/2022	$4,586.26
26124	08/02/2022	$399.67	26175*	08/16/2022	$65.49	26224	08/19/2022	$820.08
26125	08/08/2022	$3,208.80	26176	08/16/2022	$12,881.02	26225	08/22/2022	$963.88
26126	08/08/2022	$597.72	26177	08/18/2022	$369.77	26226	08/22/2022	$1,529.62
26127	08/09/2022	$675.00	26178	08/19/2022	$472.77	26227	08/22/2022	$227.76
26129*	08/03/2022	$20,000.00	26179	08/19/2022	$500.58	26228	08/22/2022	$1,000.00
26130	08/04/2022	$300.00	26180	08/16/2022	$7,078.00	26229	08/19/2022	$3,437.20
26131	08/04/2022	$15.00	26181	08/23/2022	$67.00	26230	08/23/2022	$2.25
26132	08/05/2022	$4,171.50	26182	08/25/2022	$101.00	26231	08/22/2022	$660.00
26133	08/05/2022	$120.00	26184*	08/18/2022	$2,290.75	26232	08/22/2022	$49.27

ANALYZED BUSINESS PLAN GOVERNMENT SRVCS-231178252 (continued)

Checks Cleared (continued)

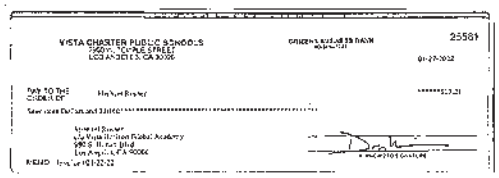
Check Nbr	Date	Amount	Check Nbr	Date	Amount	Check Nbr	Date	Amount
26233	08/19/2022	$1,949.50	26264	08/29/2022	$1,630.86	26293	08/30/2022	$3,515.00
26235*	08/23/2022	$38.88	26268*	08/31/2022	$107.39	26294	08/30/2022	$3,440.00
26236	08/23/2022	$60.38	26269	08/30/2022	$1,111.43	26296*	08/30/2022	$100.00
26237	08/24/2022	$125.00	26270	08/29/2022	$394.00	26302*	08/31/2022	$4,930.79
26238	08/29/2022	$4,390.44	26271	08/30/2022	$103.08	26303	08/29/2022	$738.75
26242*	08/31/2022	$136,540.00	26272	08/29/2022	$769.00	26304	08/31/2022	$27,140.87
26243	08/29/2022	$675.29	26273	08/29/2022	$3,425.00	26307*	08/31/2022	$579.54
26244	08/29/2022	$1,472.68	26274	08/30/2022	$606.92	26308	08/31/2022	$3,000.00
26245	08/29/2022	$90.88	26275	08/29/2022	$3,529.62	26309	08/30/2022	$4,339.50
26246	08/25/2022	$1,590.50	26277*	08/30/2022	$3,600.00	26311*	08/29/2022	$11,100.99
26247	08/25/2022	$144.00	26278	08/29/2022	$133.23	26312	08/30/2022	$230.00
26248	08/25/2022	$10,801.66	26279	08/31/2022	$58.00	26313	08/31/2022	$970.00
26249	08/30/2022	$435.91	26280	08/29/2022	$3,962.00	26316*	08/31/2022	$1,823.10
26250	08/25/2022	$117.54	26281	08/30/2022	$78.70	26318*	08/31/2022	$5,719.89
26251	08/26/2022	$107.75	26282	08/30/2022	$8,550.00	26319	08/31/2022	$1,765.29
26252	08/29/2022	$14,071.89	26283	08/31/2022	$4,430.00	26320	08/31/2022	$1,175.04
26253	08/26/2022	$1,250.82	26284	08/29/2022	$229.15	26321	08/31/2022	$1,241.63
26254	08/26/2022	$150.00	26285	08/29/2022	$279.31	26322	08/31/2022	$1,827.66
26255	08/26/2022	$480.00	26286	08/29/2022	$1,425.00	26323	08/31/2022	$815.92
26256	08/30/2022	$187.50	26287	08/30/2022	$120.00	26324	08/31/2022	$2,762.17
26258*	08/26/2022	$3,165.12	26288	08/29/2022	$480.00	26325	08/31/2022	$370.64
26259	08/25/2022	$4,487.65	26289	08/30/2022	$12.00	26326	08/31/2022	$492.41
26260	08/25/2022	$3,279.75	26290	08/30/2022	$4,785.00	26327	08/31/2022	$448.12
26261	08/29/2022	$669.59	26291	08/29/2022	$210.00	26328	08/31/2022	$163.86
26263*	08/29/2022	$862.50	26292	08/30/2022	$4,314.59			

* Indicates skipped check number

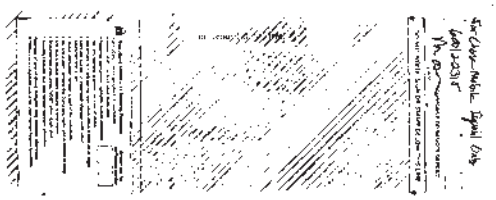
209 item(s) totaling $1,026,677.03

Daily Balances

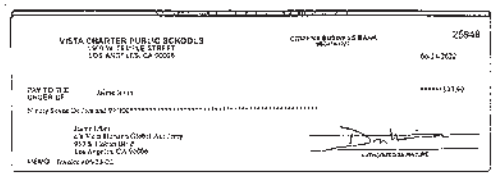
Date	Amount	Date	Amount	Date	Amount
08/01/2022	$6,345,058.29	08/11/2022	$6,377,419.45	08/23/2022	$5,719,046.47
08/02/2022	$6,331,033.10	08/12/2022	$6,377,402.24	08/24/2022	$5,679,332.04
08/03/2022	$6,374,099.78	08/15/2022	$5,833,544.36	08/25/2022	$5,655,609.94
08/04/2022	$6,367,468.50	08/16/2022	$5,609,740.93	08/26/2022	$5,663,665.25
08/05/2022	$6,360,213.73	08/17/2022	$5,552,320.62	08/29/2022	$5,613,125.07
08/08/2022	$6,312,908.45	08/18/2022	$5,617,523.48	08/30/2022	$5,577,529.95
08/09/2022	$6,305,882.07	08/19/2022	$5,737,058.20	08/31/2022	$4,945,085.64
08/10/2022	$6,324,925.38	08/22/2022	$5,722,687.96		



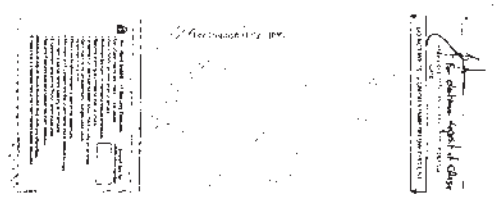
25581 $17.21 8/12/2022



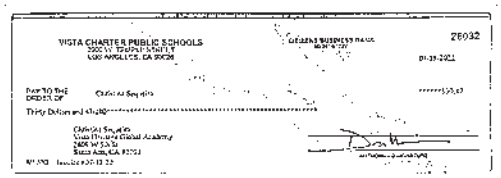
25581 $17.21 8/12/2022



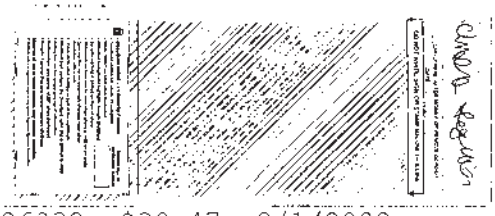
25948 $97.99 8/10/2022



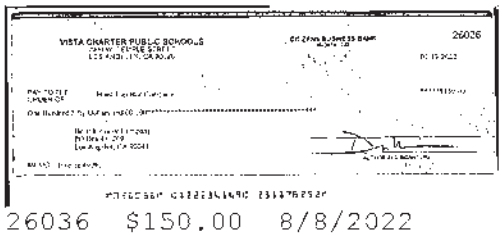
25948 $97.99 8/10/2022



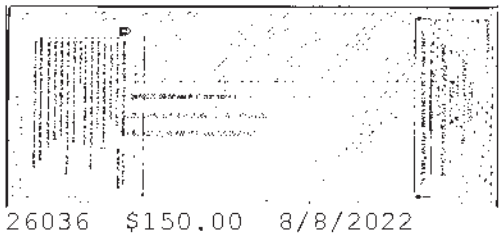
26032 $30.47 8/1/2022



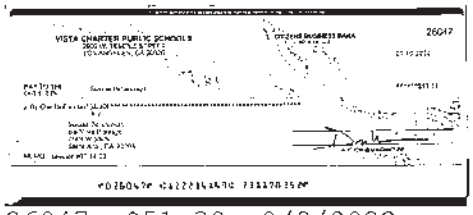
26032 $30.47 8/1/2022



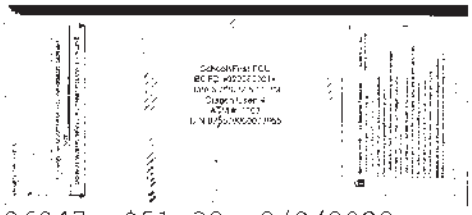
26036 $150.00 8/8/2022



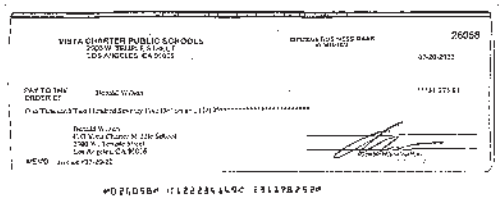
26036 $150.00 8/8/2022



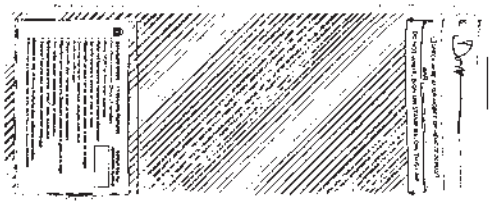
26047 $51.38 8/9/2022



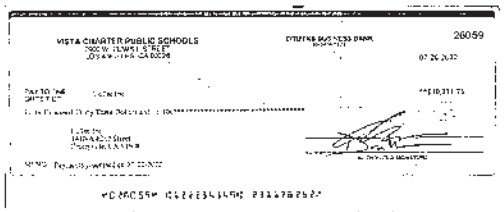
26047 $51.38 8/9/2022



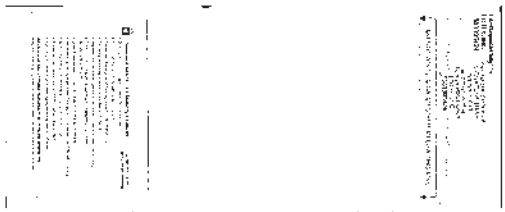
26058 $1,275.11 8/2/2022



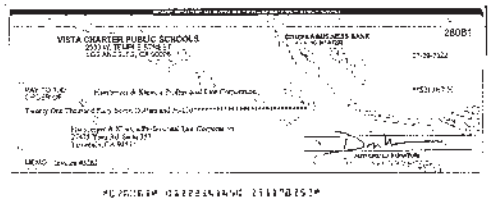
26058 $1,275.11 8/2/2022



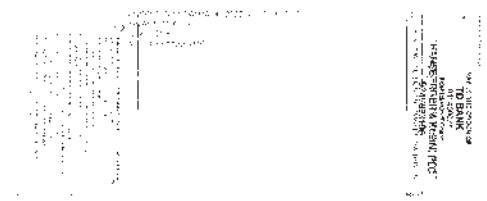
26059 $40,033.75 8/3/2022



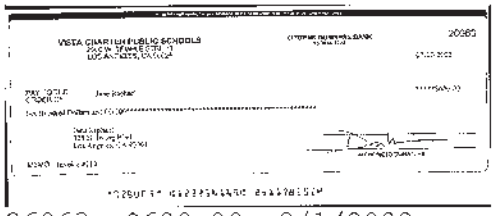
26059 $40,033.75 8/3/2022



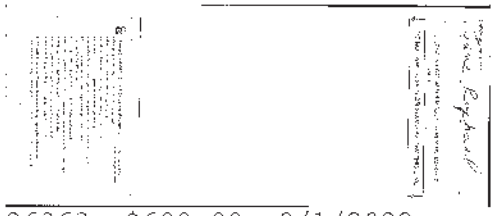
26061 $21,067.50 8/1/2022



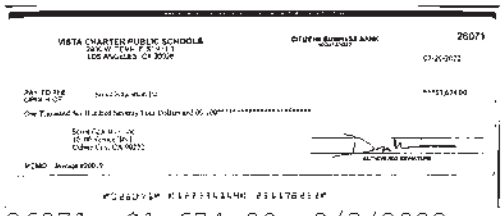
26061 $21,067.50 8/1/2022



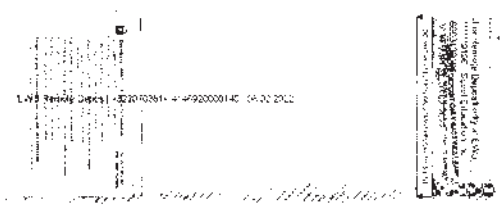
26063 $600.00 8/1/2022



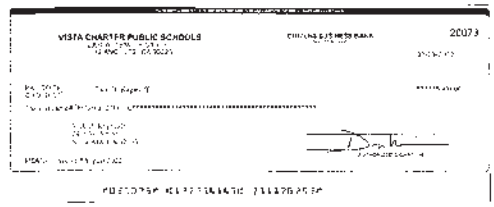
26063 $600.00 8/1/2022



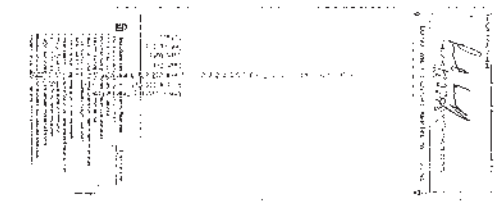
26071 $1,674.00 8/3/2022



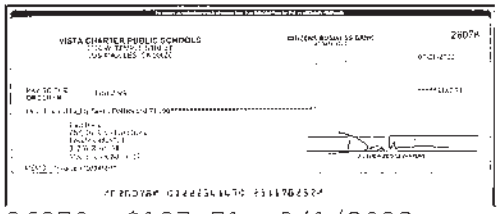
26071 $1,674.00 8/3/2022



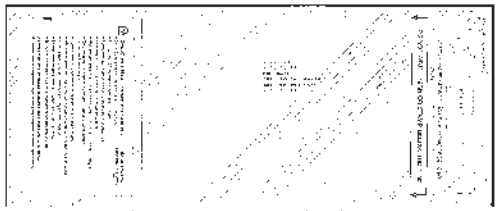
26073 $300.00 8/9/2022



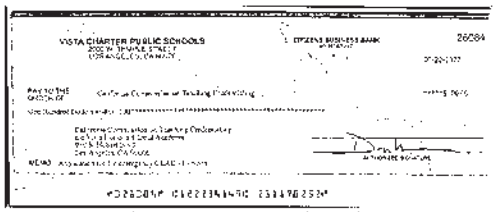
26073 $300.00 8/9/2022



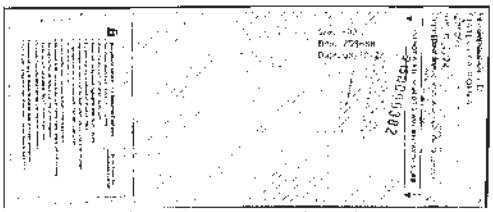
26078 $187.71 8/1/2022



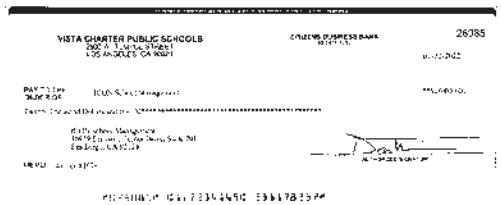
26078 $187.71 8/1/2022



26084 $100.00 8/31/2022

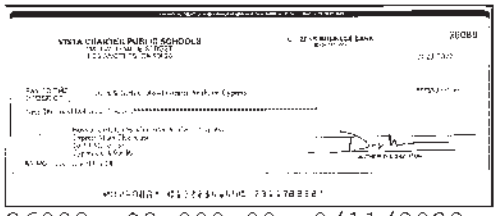


26084 $100.00 8/31/2022

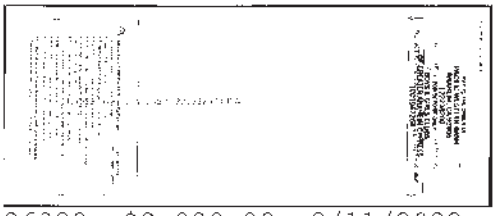


26085 $20,000.00 8/3/2022

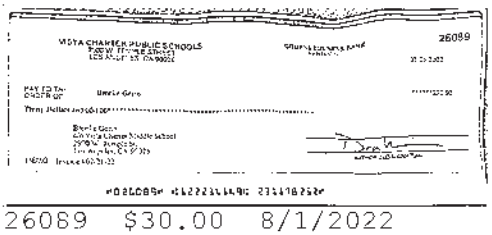
26085 $20,000.00 8/3/2022



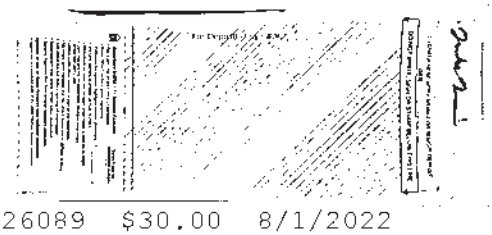
26088 $9,000.00 8/11/2022



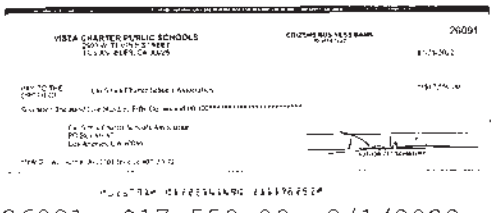
26088 $9,000.00 8/11/2022



26089 $30.00 8/1/2022

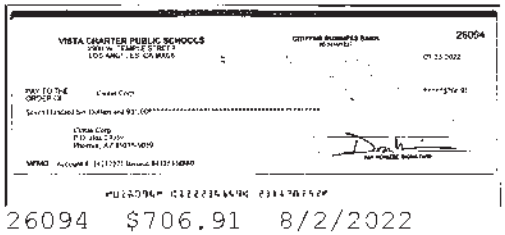


26089 $30.00 8/1/2022

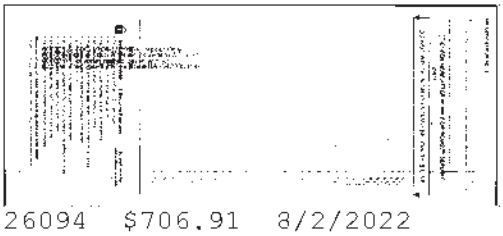


26091 $17,550.00 8/1/2022

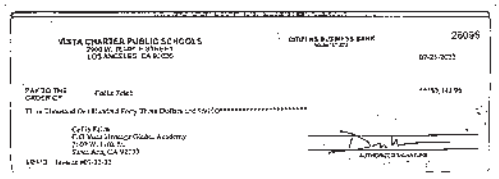
26091 $17,550.00 8/1/2022



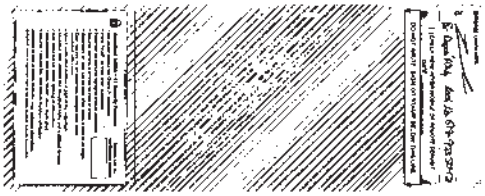
26094 $706.91 8/2/2022



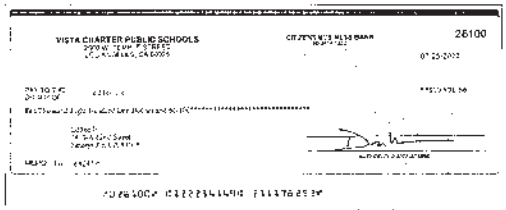
26094 $706.91 8/2/2022



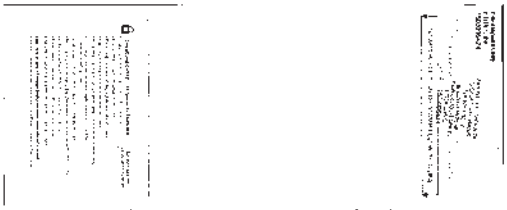
26095 $3,143.96 8/4/2022



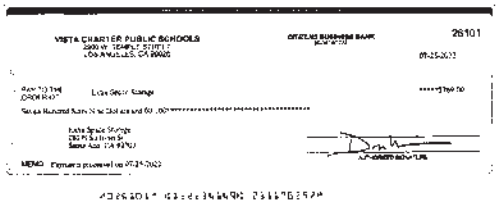
26095 $3,143.96 8/4/2022



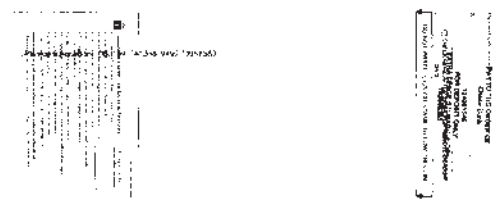
26100 $10,801.66 8/3/2022



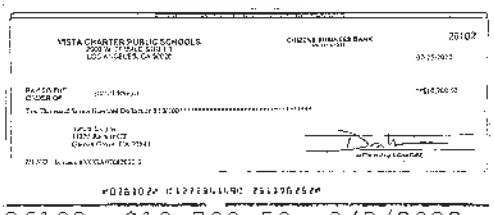
26100 $10,801.66 8/3/2022



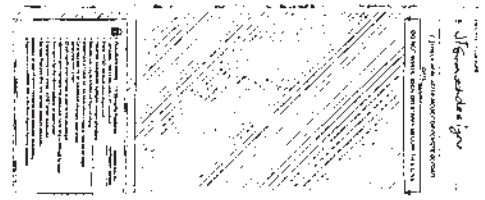
26101 $769.00 8/1/2022



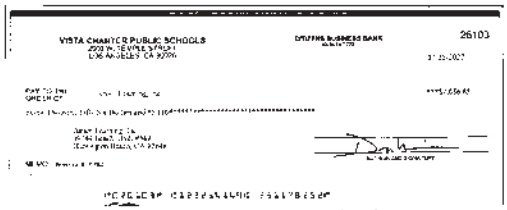
26101 $769.00 8/1/2022



26102 $10,700.50 8/3/2022

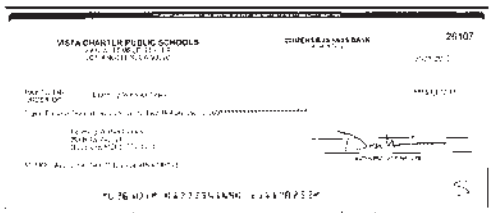


26102 $10,700.50 8/3/2022

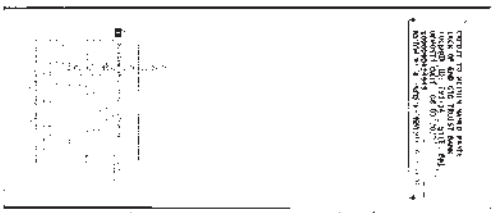


26103 $7,056.85 8/2/2022

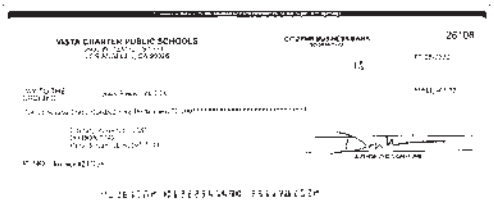
26103 $7,056.85 8/2/2022



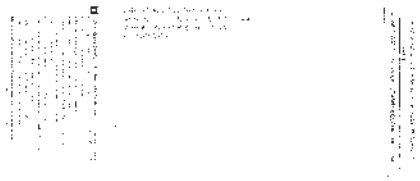
26107 $3,172.32 8/4/2022



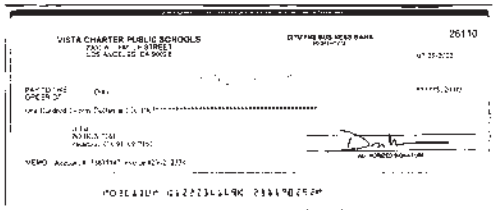
26107 $3,172.32 8/4/2022



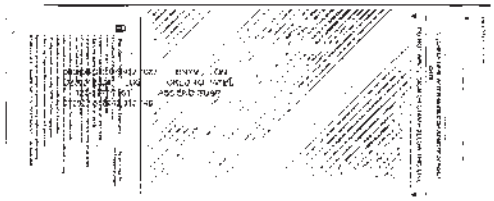
26108 $1,305.72 8/1/2022



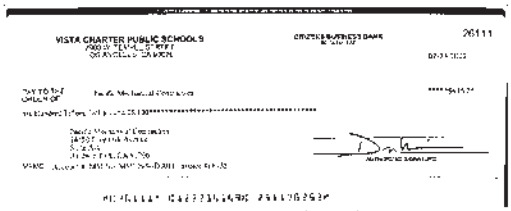
26108 $1,305.72 8/1/2022



26110 $120.00 8/1/2022

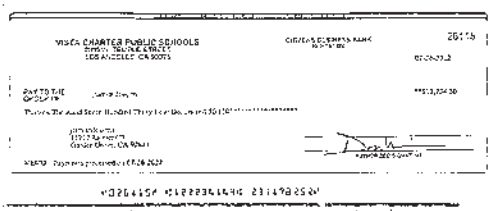


26110 $120.00 8/1/2022

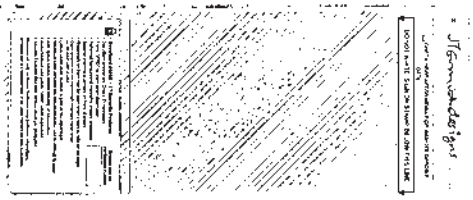


26111 $615.25 8/11/2022

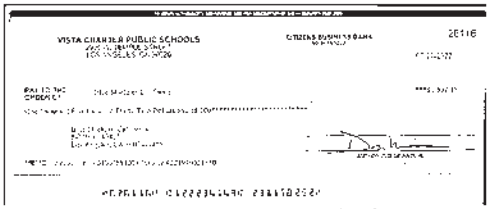
26111 $615.25 8/11/2022



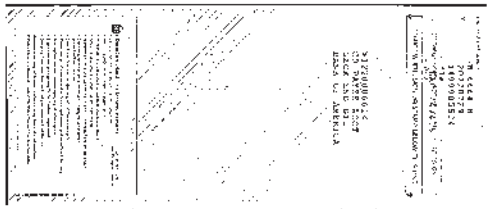
26115 $13,734.50 8/3/2022



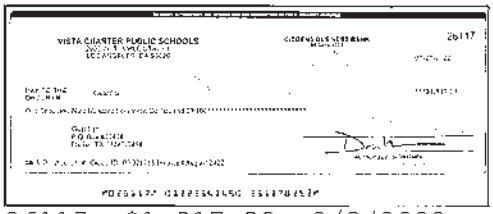
26115 $13,734.50 8/3/2022



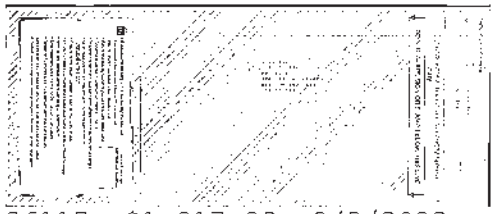
26116 $1,532.18 8/1/2022



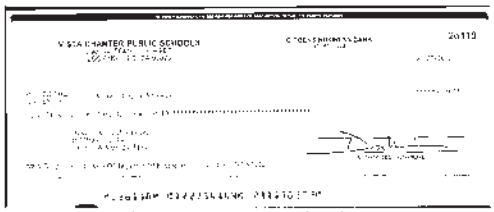
26116 $1,532.18 8/1/2022

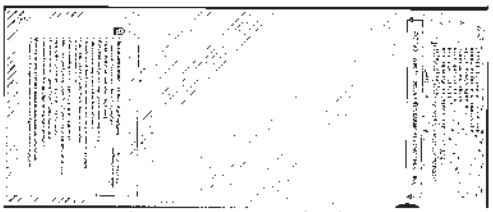


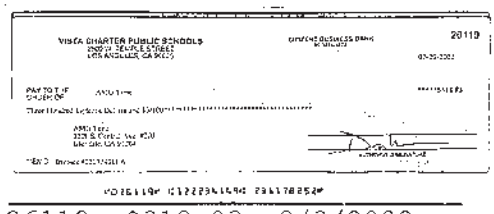
26117 $1,917.29 8/3/2022

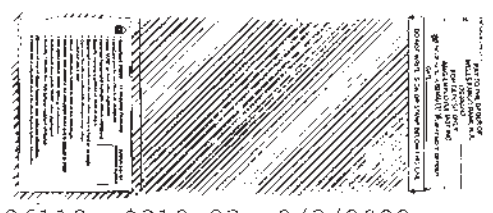


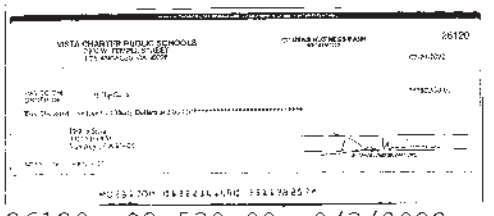
26117 $1,917.29 8/3/2022

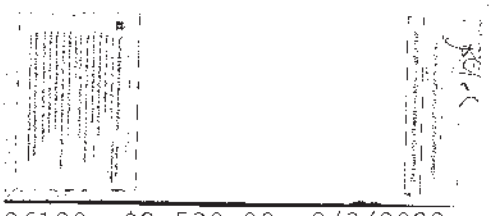

26118 $799.35 8/3/2022

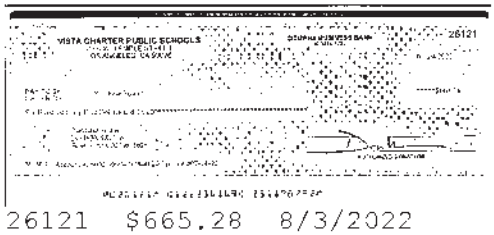

26118 $799.35 8/3/2022

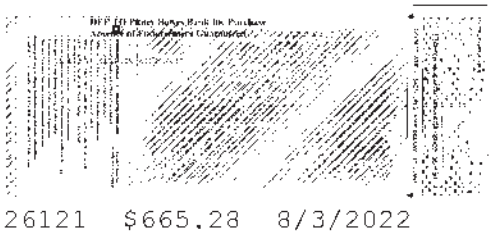

26119 $318.83 8/3/2022

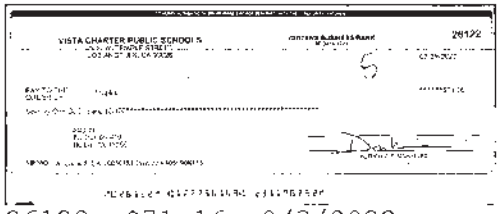

26119 $318.83 8/3/2022

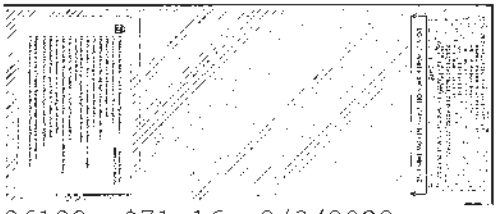

26120 $2,530.00 8/3/2022

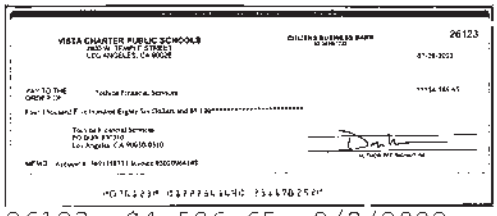

26120 $2,530.00 8/3/2022

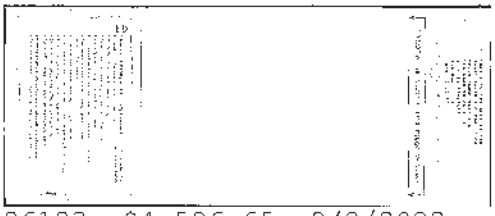

26121 $665.28 8/3/2022

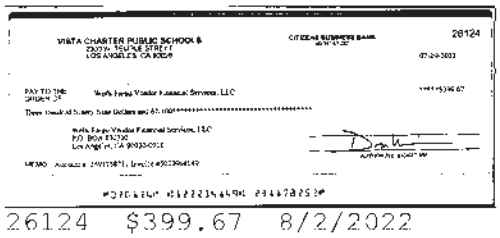

26121 $665.28 8/3/2022


26122 $71.16 8/3/2022

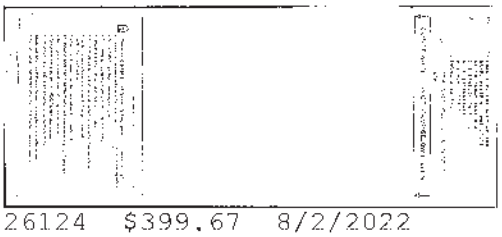

26122 $71.16 8/3/2022


26123 $4,586.65 8/2/2022

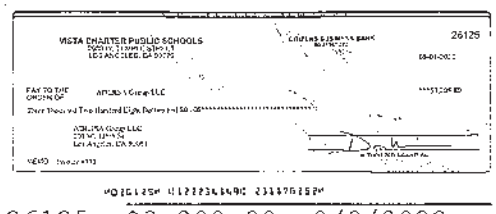

26123 $4,586.65 8/2/2022



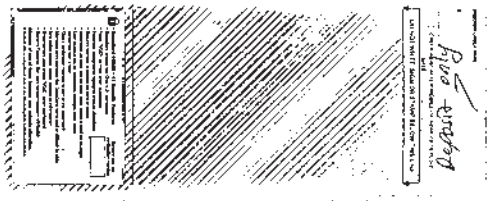
26124 $399.67 8/2/2022



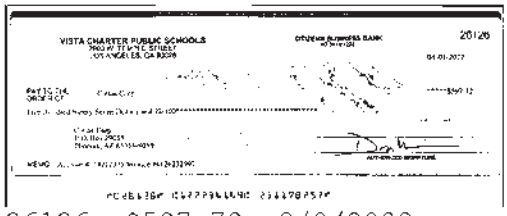
26124 $399.67 8/2/2022



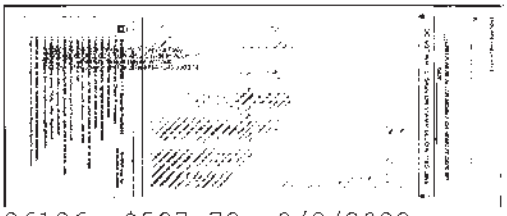
26125 $3,208.80 8/8/2022



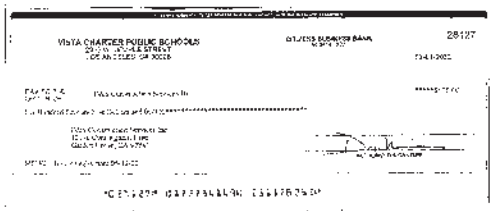
26125 $3,208.80 8/8/2022



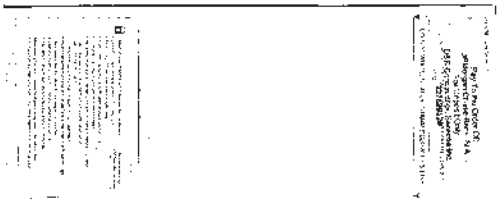
26126 $597.72 8/8/2022



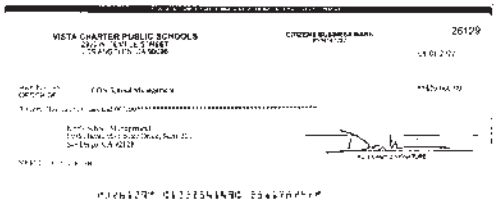
26126 $597.72 8/8/2022



26127 $675.00 8/9/2022

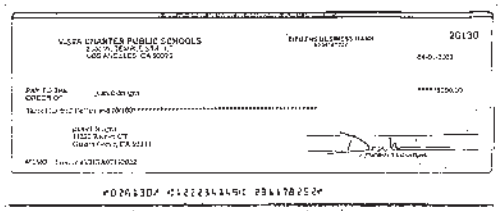


26127 $675.00 8/9/2022

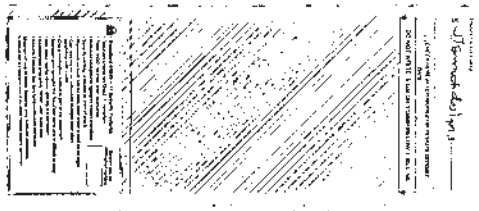


26129 $20,000.00 8/3/2022

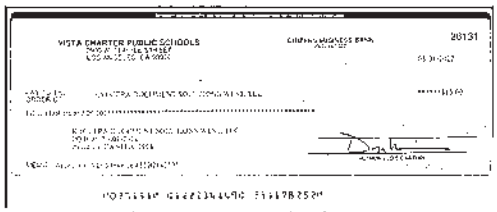
26129 $20,000.00 8/3/2022



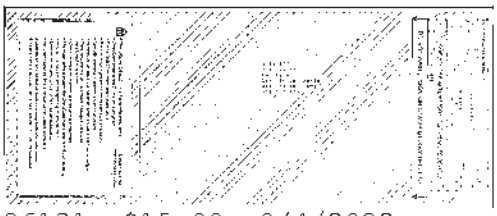
26130 $300.00 8/4/2022



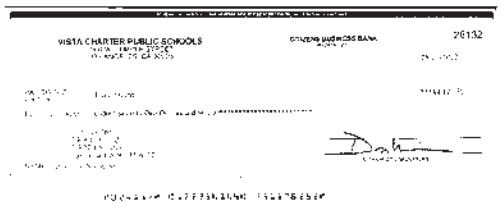
26130 $300.00 8/4/2022



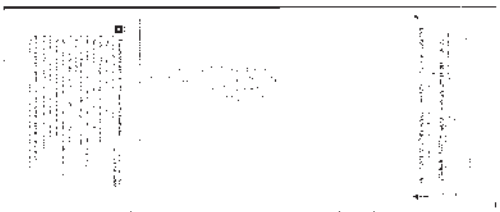
26131 $15.00 8/4/2022



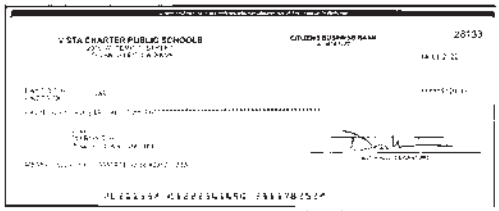
26131 $15.00 8/4/2022



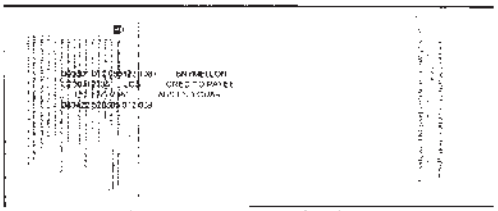
26132 $4,171.50 8/5/2022



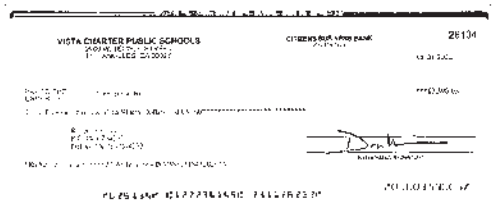
26132 $4,171.50 8/5/2022



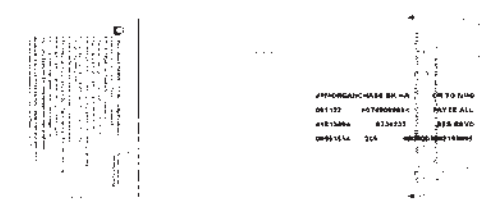
26133 $120.00 8/5/2022



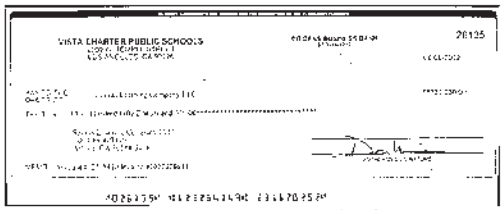
26133 $120.00 8/5/2022



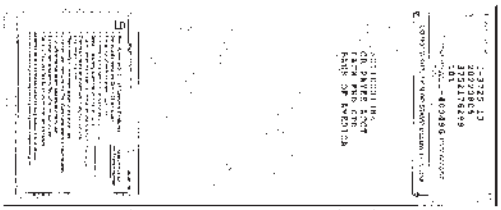
26134 $3,590.03 8/11/2022



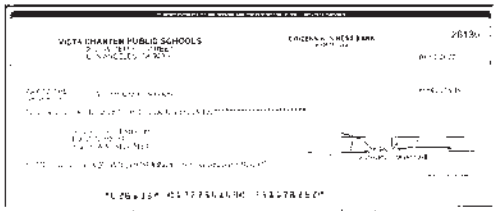
26134 $3,590.03 8/11/2022



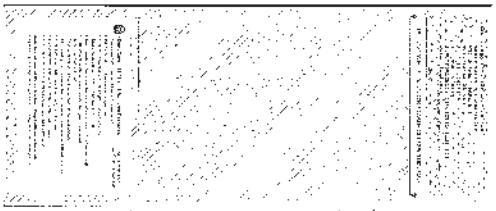
26135 $2,250.00 8/8/2022



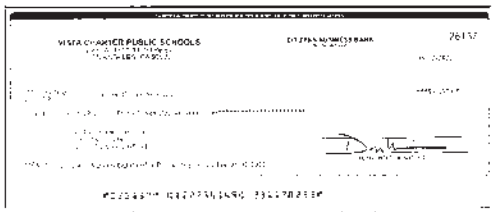
26135 $2,250.00 8/8/2022

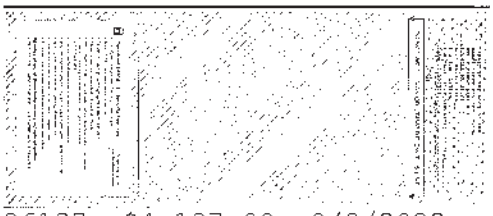


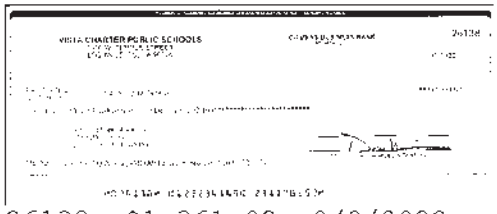
26136 $4,135.18 8/8/2022

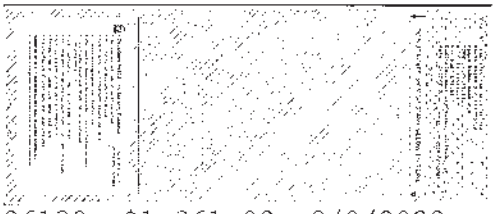


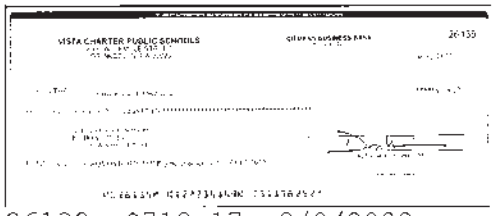
26136 $4,135.18 8/8/2022

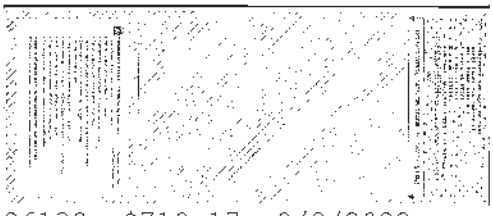

26137 $4,137.08 8/8/2022

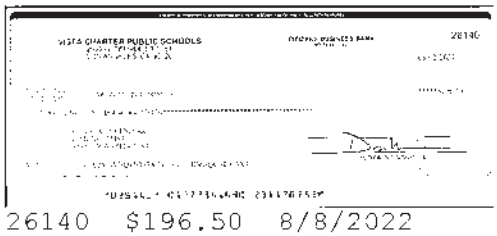

26137 $4,137.08 8/8/2022

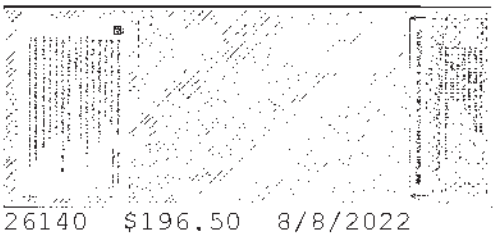

26138 $1,361.02 8/8/2022

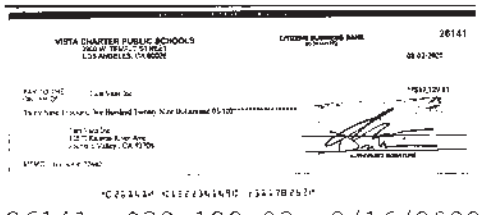

26138 $1,361.02 8/8/2022

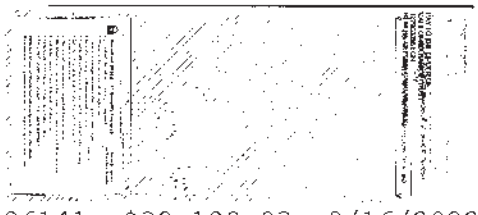

26139 $718.17 8/8/2022

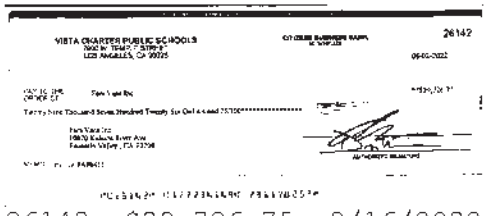

26139 $718.17 8/8/2022

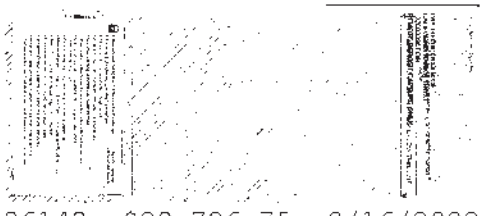

26140 $196.50 8/8/2022

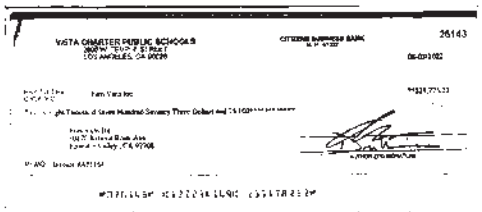

26140 $196.50 8/8/2022


26141 $39,129.03 8/16/2022

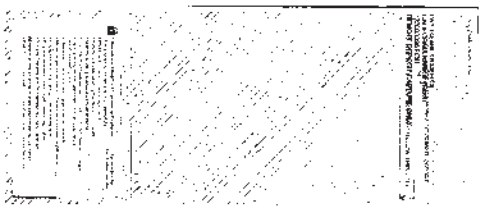

26141 $39,129.03 8/16/2022


26142 $29,726.75 8/16/2022

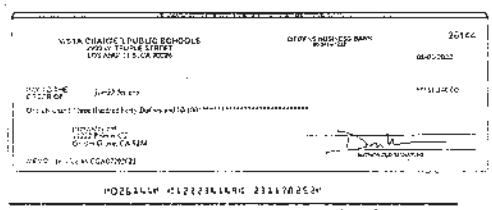

26142 $29,726.75 8/16/2022



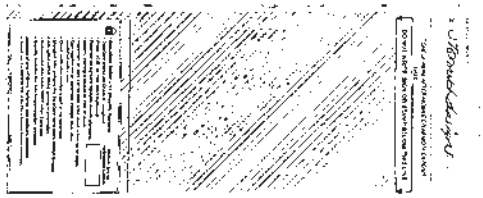
26143 $28,773.25 8/16/2022



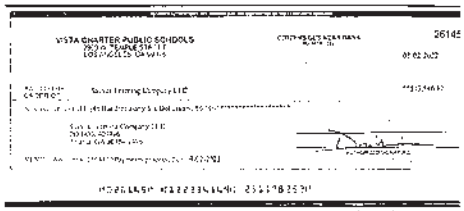
26143 $28,773.25 8/16/2022



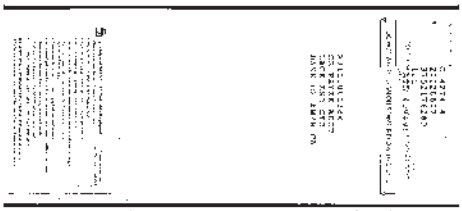
26144 $1,340.00 8/5/2022



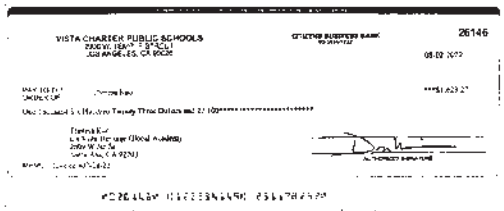
26144 $1,340.00 8/5/2022



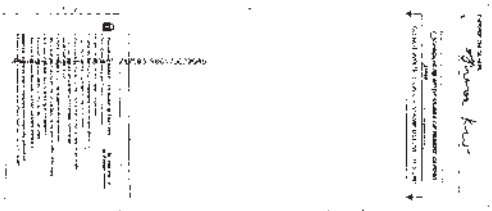
26145 $19,846.80 8/8/2022



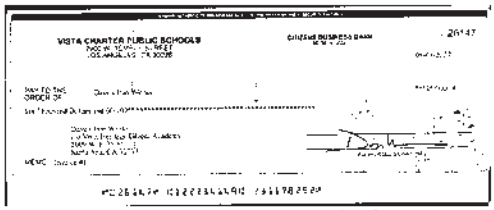
26145 $19,846.80 8/8/2022



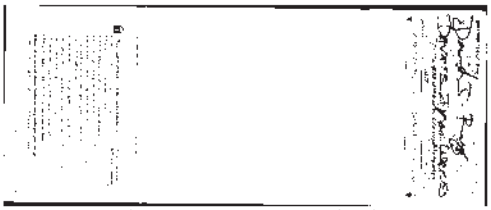
26146 $1,623.27 8/5/2022



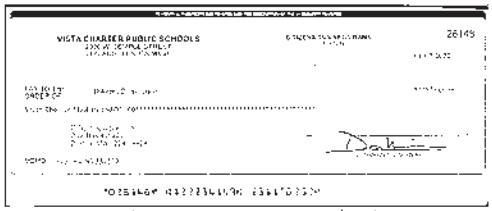
26146 $1,623.27 8/5/2022



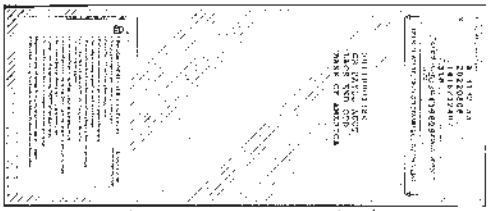
26147 $6,000.00 8/9/2022



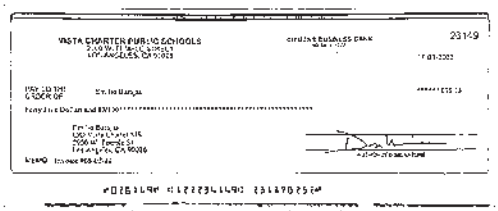
26147 $6,000.00 8/9/2022



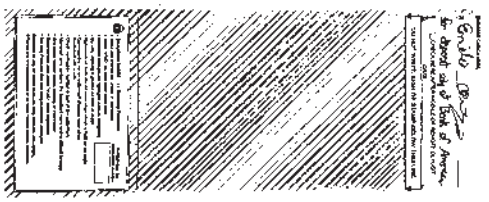
26148 $7,000.00 8/8/2022



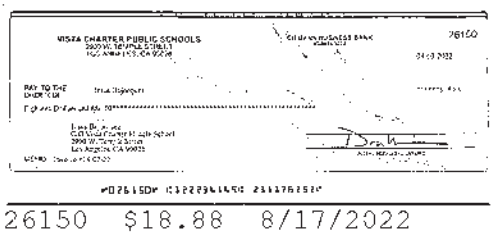
26148 $7,000.00 8/8/2022



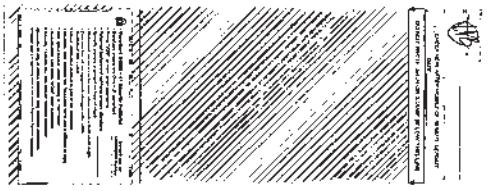
26149 $45.13 8/17/2022



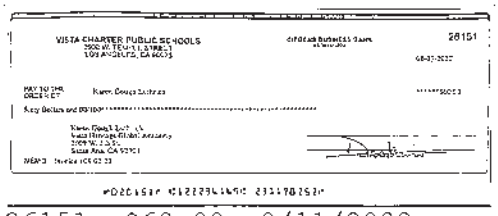
26149 $45.13 8/17/2022



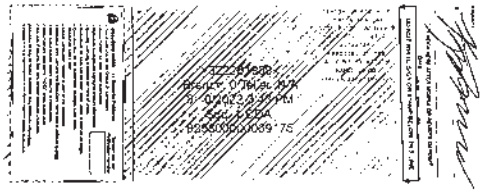
26150 $18.88 8/17/2022



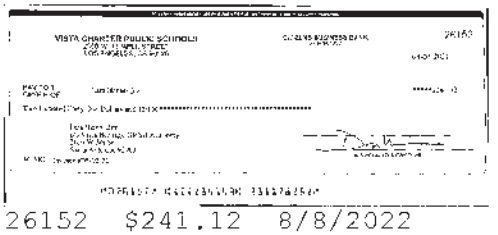
26150 $18.88 8/17/2022



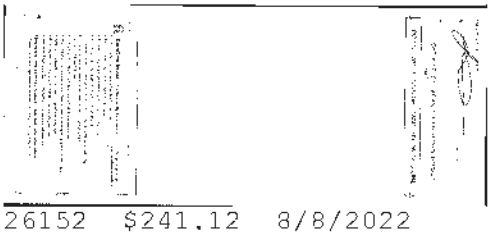
26151 $60.00 8/11/2022



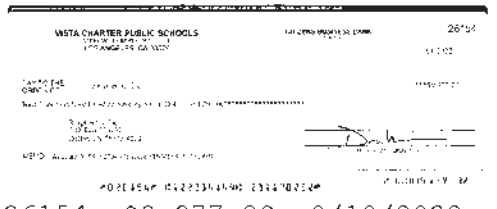
26151 $60.00 8/11/2022



26152 $241.12 8/8/2022

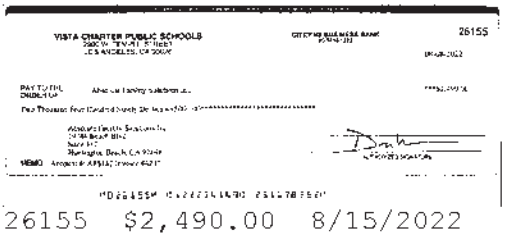


26152 $241.12 8/8/2022

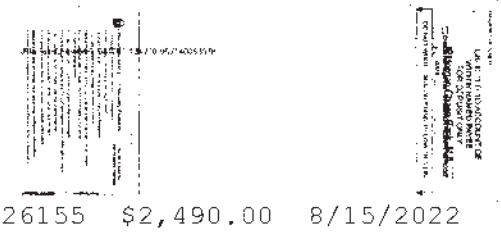


26154 $9,977.29 8/10/2022

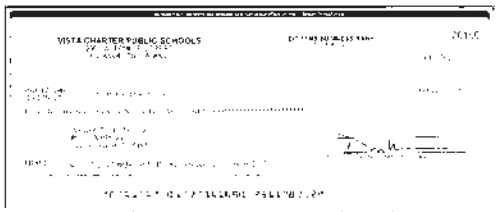
26154 $9,977.29 8/10/2022

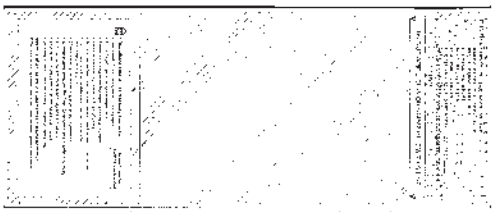


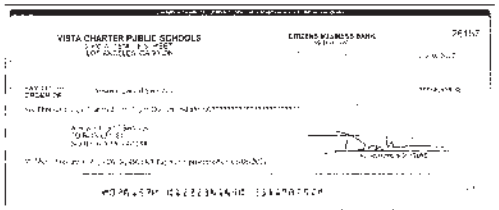
26155 $2,490.00 8/15/2022

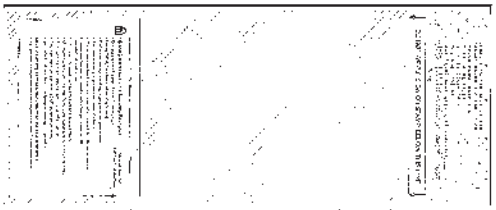


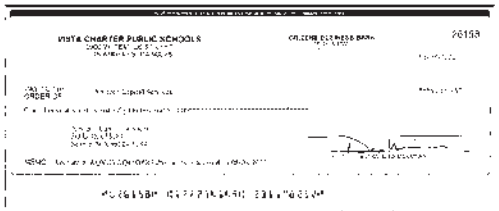
26155 $2,490.00 8/15/2022

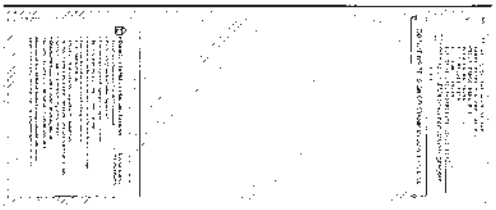

26156 $8,792.53 8/16/2022

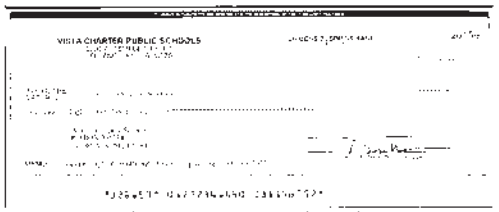

26156 $8,792.53 8/16/2022

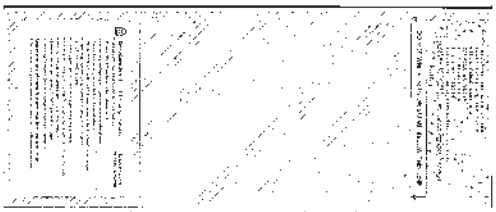

26157 $6,858.88 8/16/2022

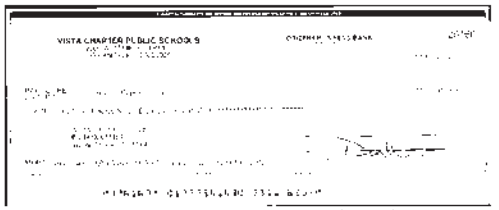

26157 $6,858.88 8/16/2022

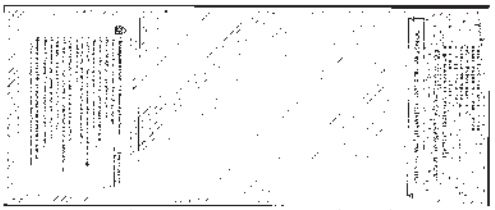

26158 $1,650.57 8/16/2022

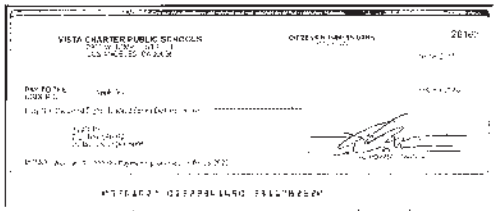

26158 $1,650.57 8/16/2022

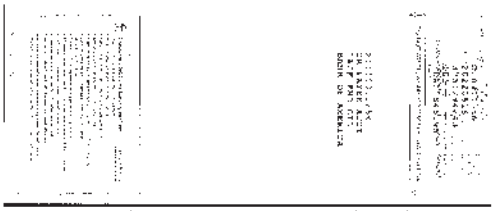

26159 $287.83 8/16/2022

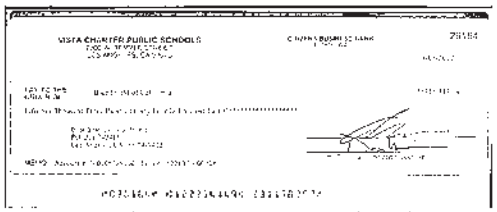

26159 $287.83 8/16/2022


26160 $1,998.63 8/16/2022

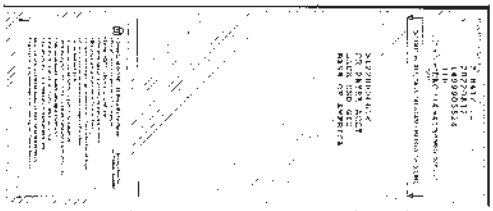

26160 $1,998.63 8/16/2022


26162 $56,807.66 8/17/2022

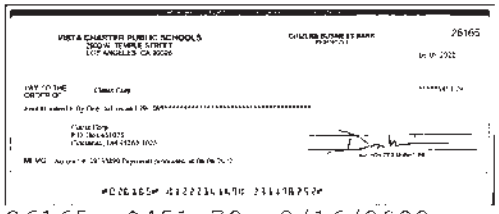

26162 $56,807.66 8/17/2022



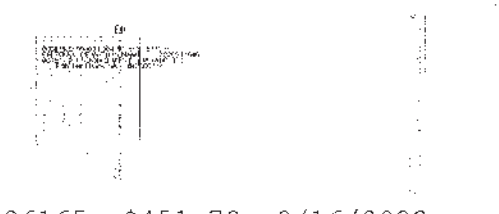
26164 $56,344.14 8/15/2022



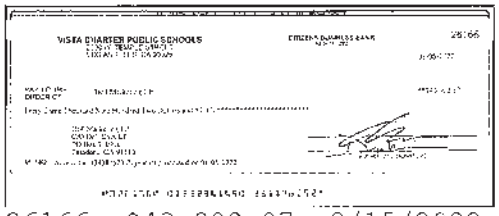
26164 $56,344.14 8/15/2022



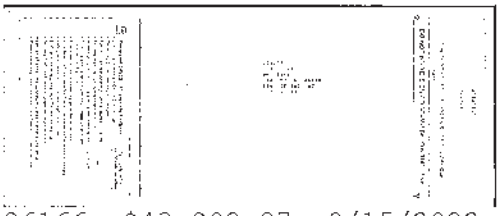
26165 $451.79 8/16/2022



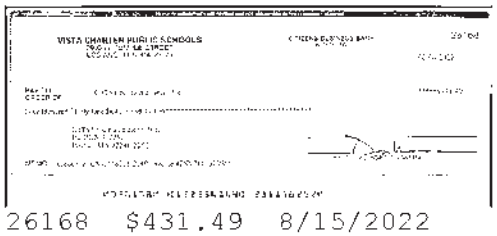
26165 $451.79 8/16/2022



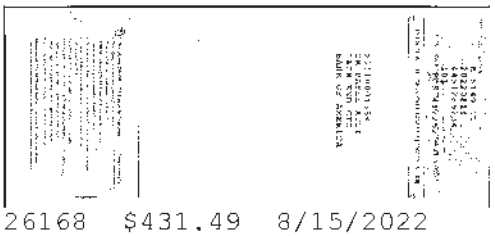
26166 $43,902.87 8/15/2022



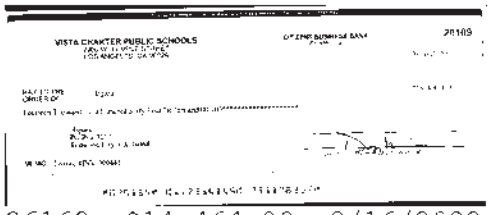
26166 $43,902.87 8/15/2022



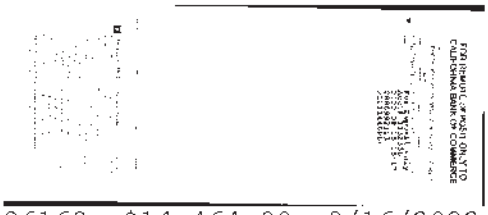
26168 $431.49 8/15/2022



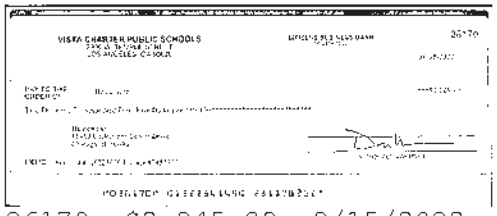
26168 $431.49 8/15/2022



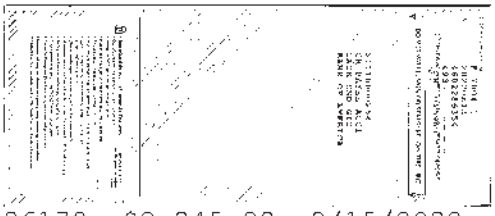
26169 $14,464.00 8/16/2022



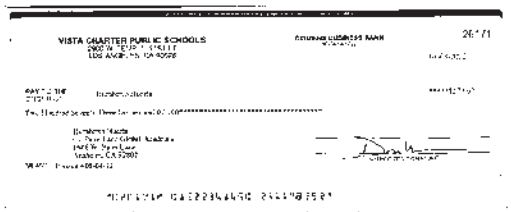
26169 $14,464.00 8/16/2022



26170 $2,245.89 8/15/2022

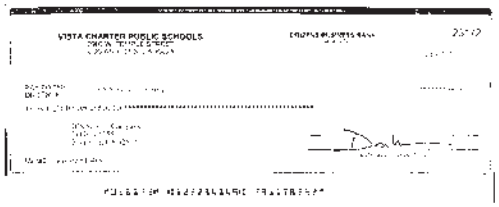


26170 $2,245.89 8/15/2022

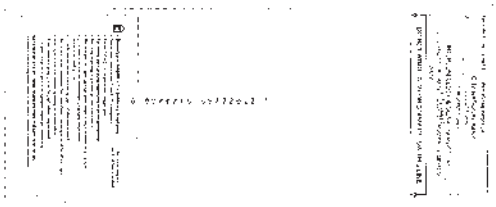


26171 $273.07 8/22/2022

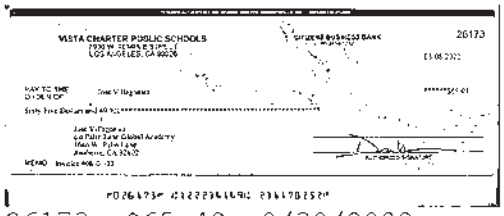
26171 $273.07 8/22/2022



26172 $38.00 8/23/2022

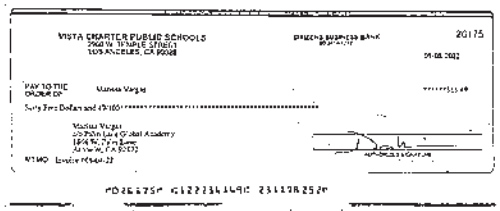


26172 $38.00 8/23/2022

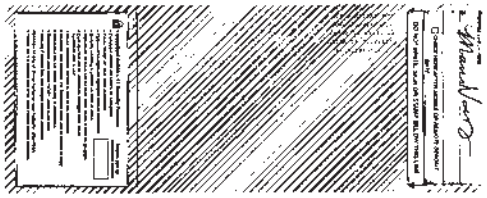


26173 $65.49 8/30/2022

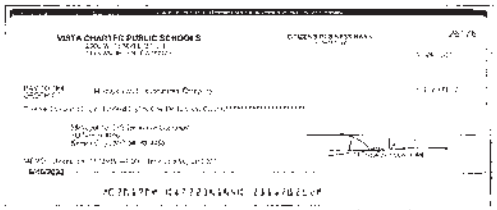
26173 $65.49 8/30/2022



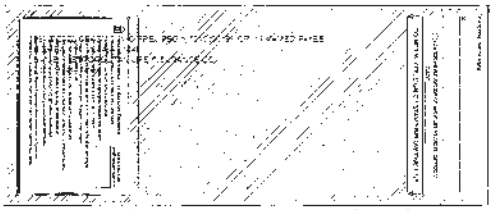
26175 $65.49 8/16/2022



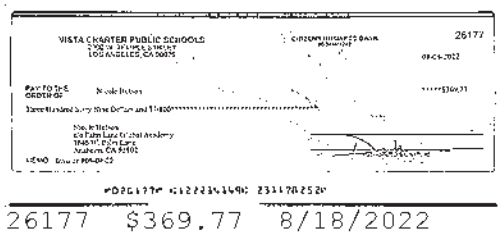
26175 $65.49 8/16/2022



26176 $12,881.02 8/16/2022



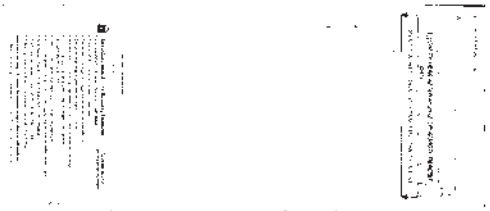
26176 $12,881.02 8/16/2022



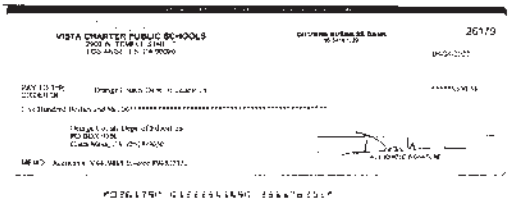
26177 $369.77 8/18/2022

26177 $369.77 8/18/2022

26178 $472.77 8/19/2022

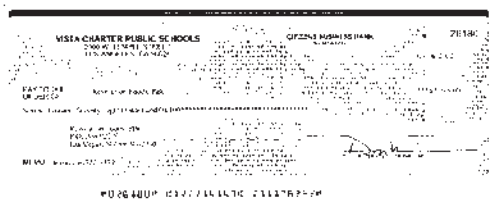


26178 $472.77 8/19/2022

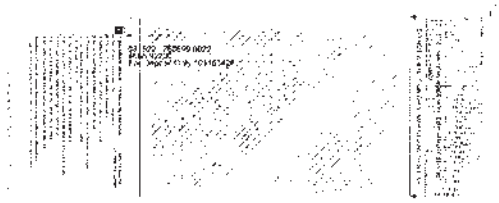


26179 $500.58 8/19/2022

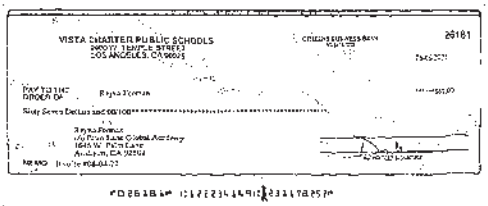
26179 $500.58 8/19/2022



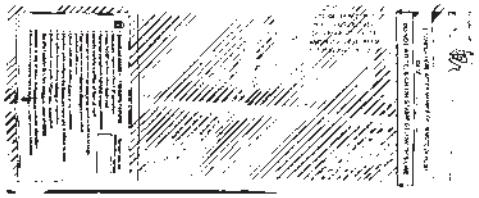
26180 $7,078.00 8/16/2022



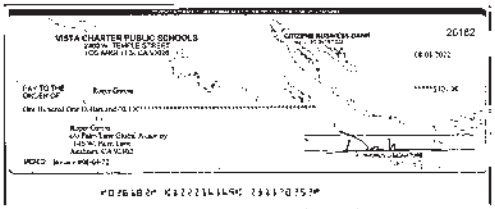
26180 $7,078.00 8/16/2022



26181 $67.00 8/23/2022

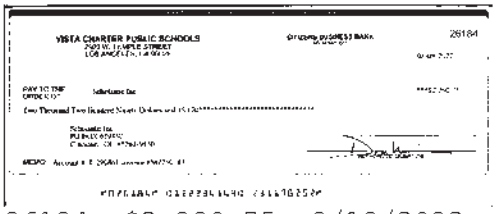


26181 $67.00 8/23/2022

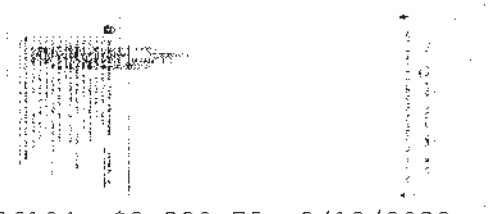


26182 $101.00 8/25/2022

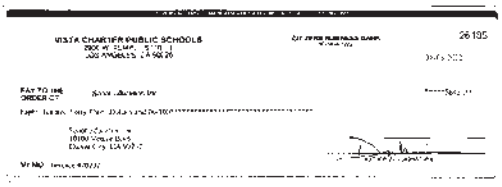
26182 $101.00 8/25/2022



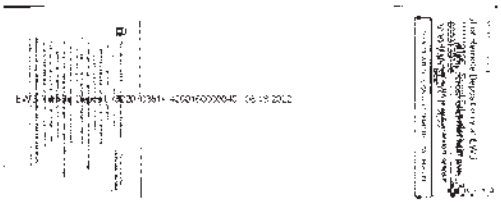
26184 $2,290.75 8/18/2022



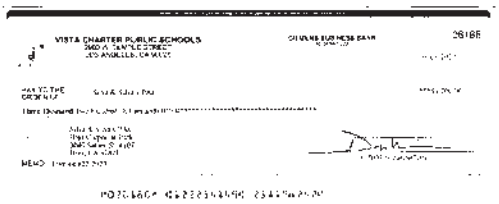
26184 $2,290.75 8/18/2022



26185 $843.00 8/19/2022

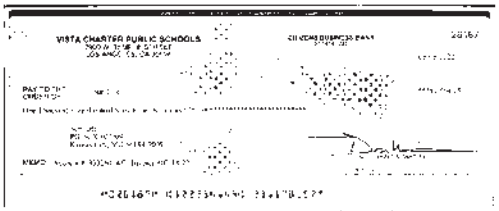


26185 $843.00 8/19/2022

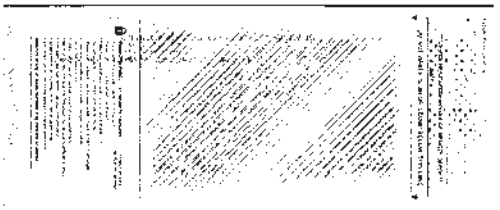


26186 $3,200.00 8/25/2022

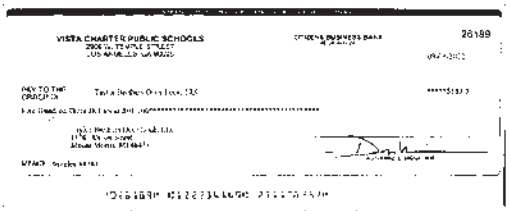
26186 $3,200.00 8/25/2022



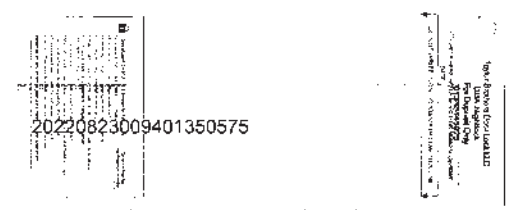
26187 $1,564.25 8/16/2022



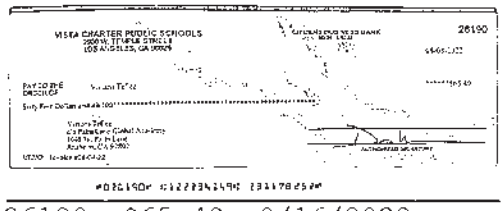
26187 $1,564.25 8/16/2022



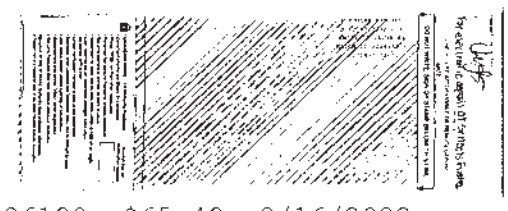
26189 $503.01 8/24/2022



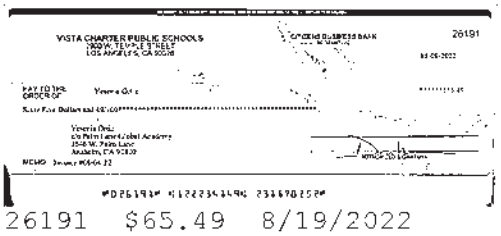
26189 $503.01 8/24/2022



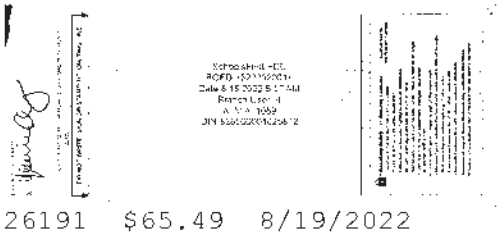
26190 $65.49 8/16/2022



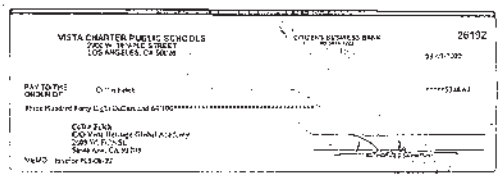
26190 $65.49 8/16/2022



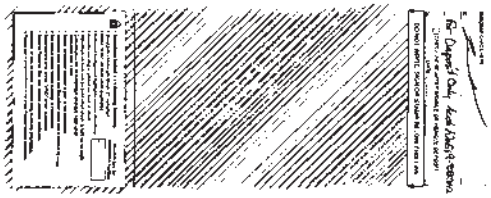
26191 $65.49 8/19/2022



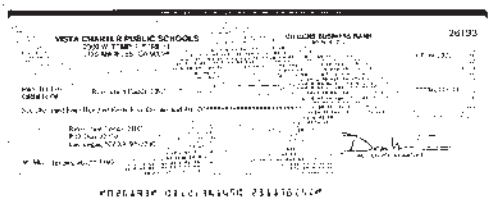
26191 $65.49 8/19/2022



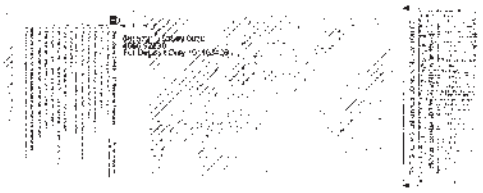
26192 $348.64 8/19/2022



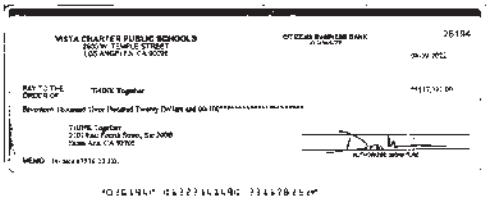
26192 $348.64 8/19/2022



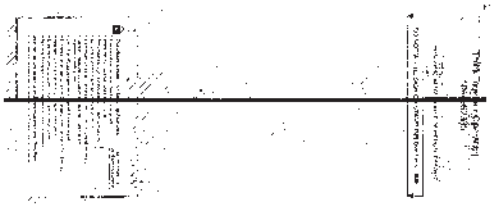
26193 $6,445.40 8/16/2022



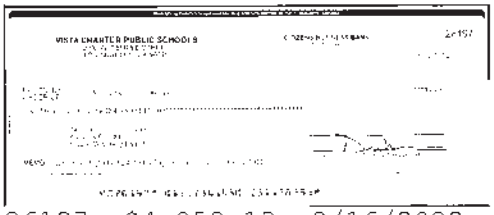
26193 $6,445.40 8/16/2022



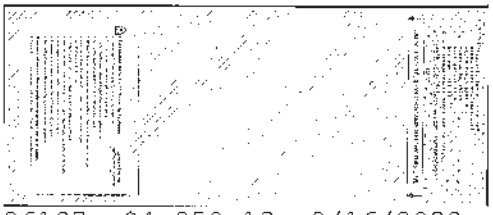
26194 $17,320.00 8/15/2022



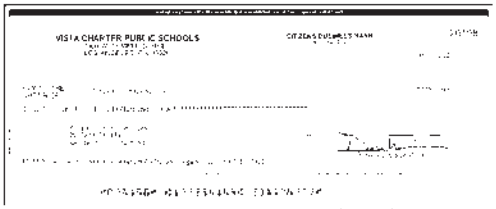
26194 $17,320.00 8/15/2022



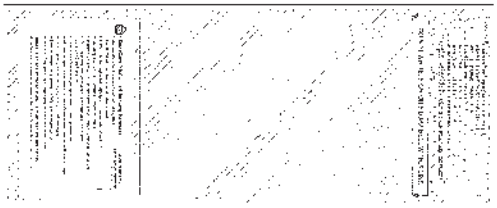
26197 $4,058.13 8/16/2022



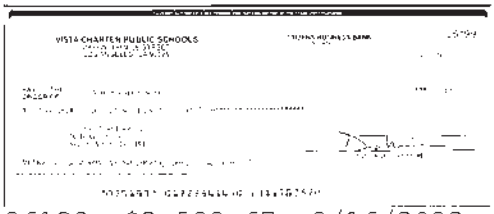
26197 $4,058.13 8/16/2022



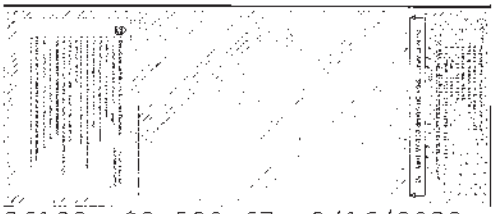
26198 $3,043.13 8/16/2022



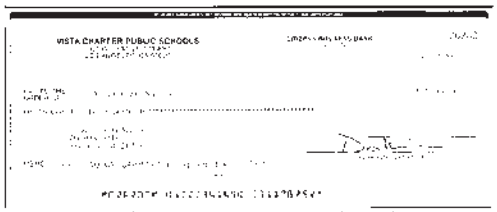
26198 $3,043.13 8/16/2022

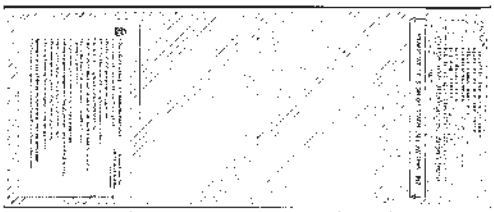


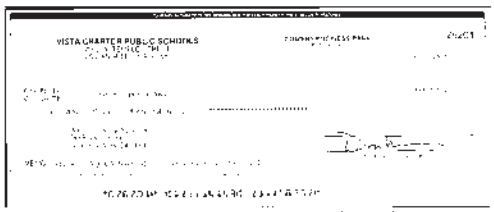
26199 $2,598.67 8/16/2022

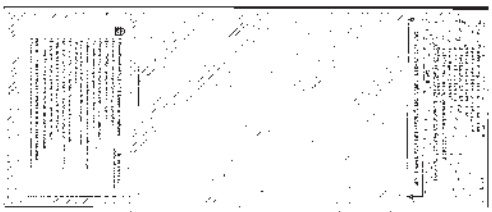


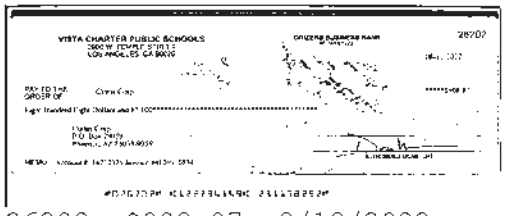
26199 $2,598.67 8/16/2022

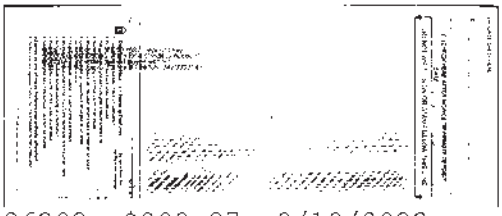

26200 $1,040.07 8/16/2022

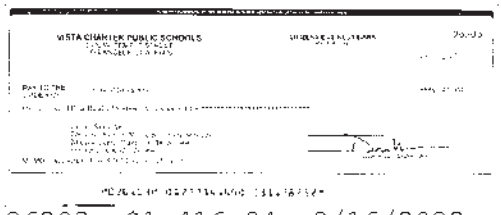

26200 $1,040.07 8/16/2022

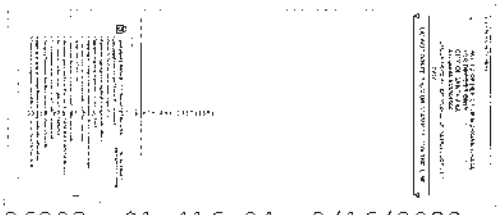

26201 $2,718.28 8/16/2022

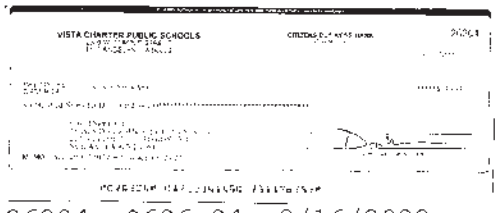

26201 $2,718.28 8/16/2022

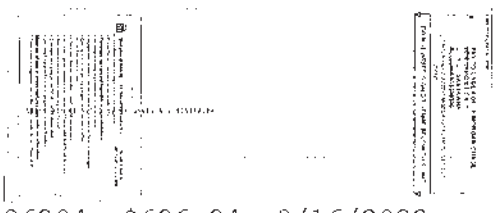

26202 $808.87 8/18/2022

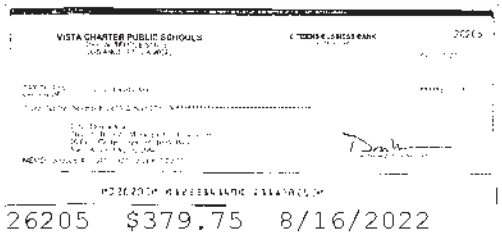

26202 $808.87 8/18/2022

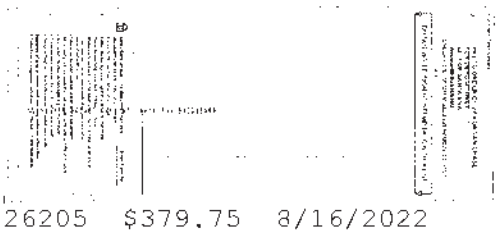

26203 $1,416.04 8/16/2022

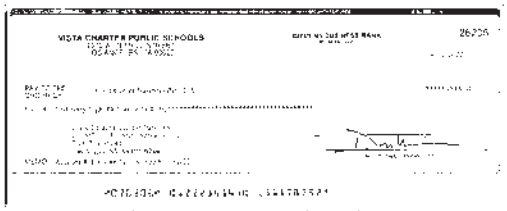

26203 $1,416.04 8/16/2022


26204 $696.94 8/16/2022


26204 $696.94 8/16/2022

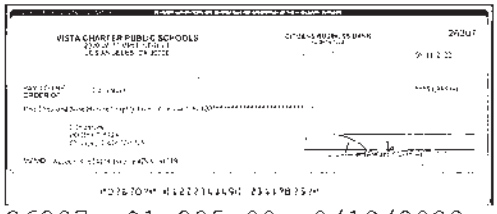

26205 $379.75 8/16/2022


26205 $379.75 8/16/2022

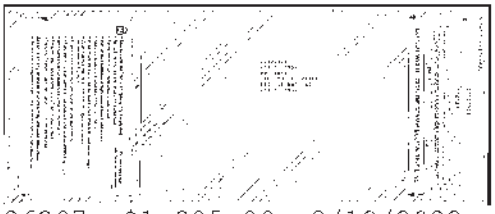


26206 $548.64 8/17/2022

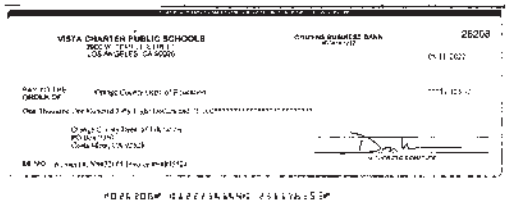
26206 $548.64 8/17/2022



26207 $1,985.00 8/19/2022

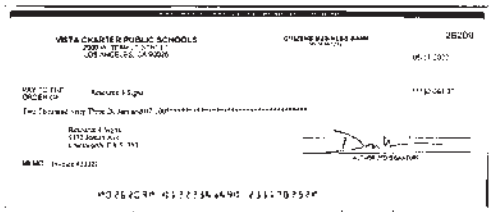


26207 $1,985.00 8/19/2022

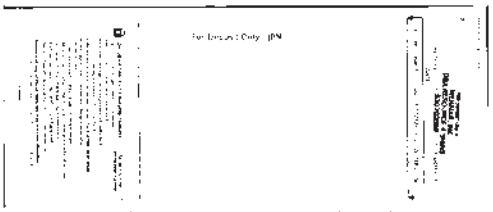


26208 $1,158.75 8/24/2022

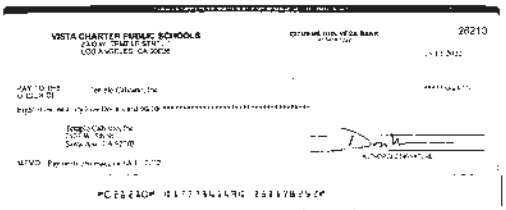
26208 $1,158.75 8/24/2022



26209 $2,063.07 8/24/2022

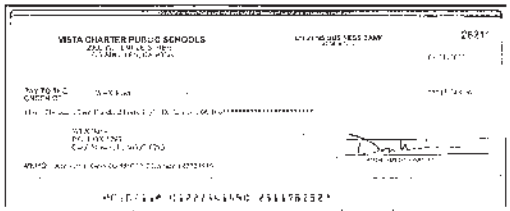


26209 $2,063.07 8/24/2022

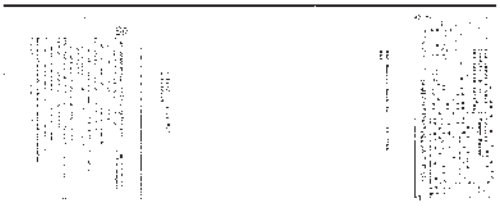


26210 $845.00 8/16/2022

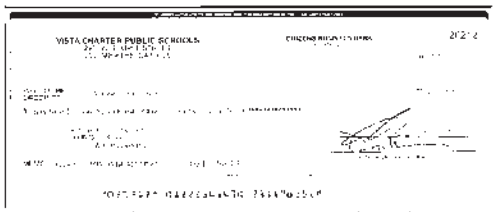
26210 $845.00 8/16/2022

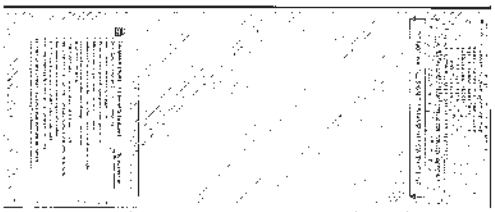


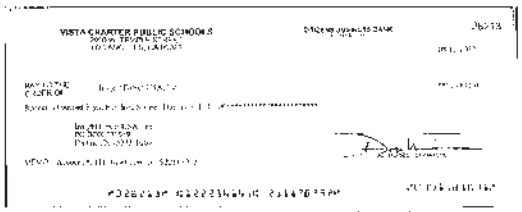
26211 $3,248.06 8/22/2022

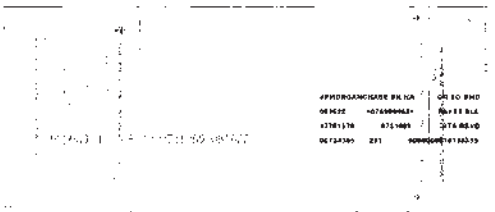


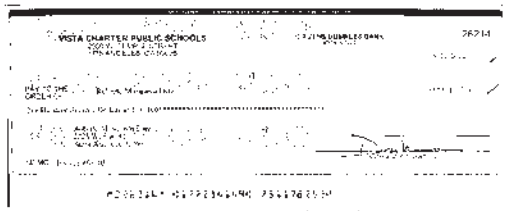
26211 $3,248.06 8/22/2022


26212 $29,788.50 8/16/2022

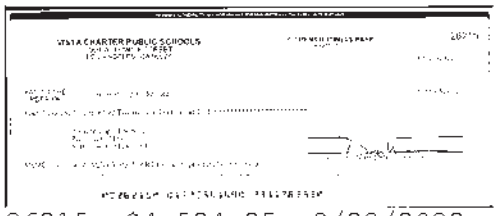

26212 $29,788.50 8/16/2022

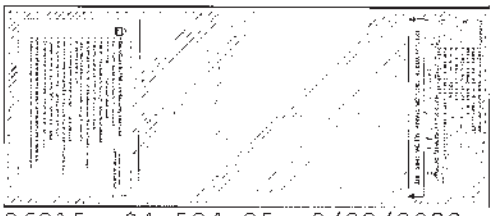

26213 $16,816.01 8/16/2022

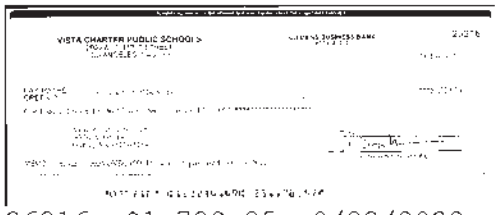

26213 $16,816.01 8/16/2022

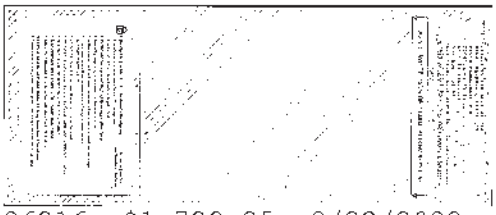

26214 $170.00 8/16/2022

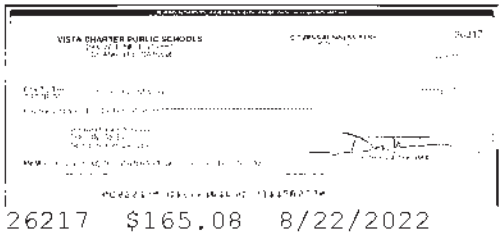
26214 $170.00 8/16/2022

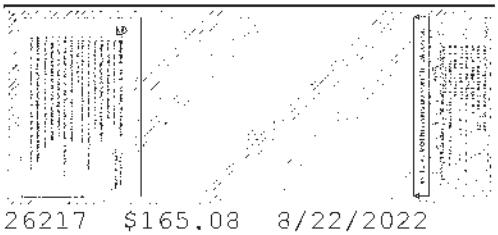

26215 $4,524.25 8/22/2022

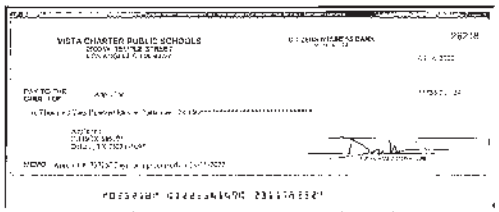

26215 $4,524.25 8/22/2022


26216 $1,729.25 8/22/2022

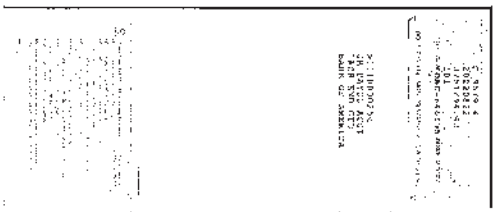

26216 $1,729.25 8/22/2022


26217 $165.08 8/22/2022

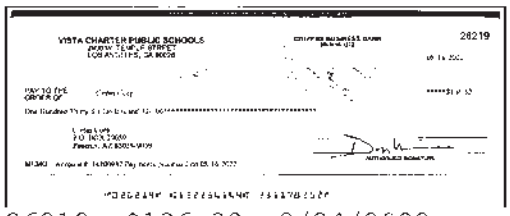

26217 $165.08 8/22/2022



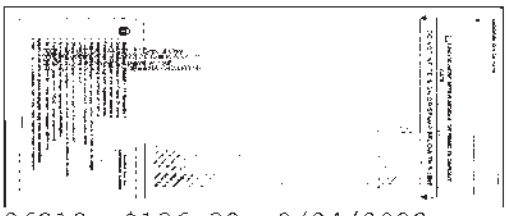
26218 $5,211.24 8/23/2022



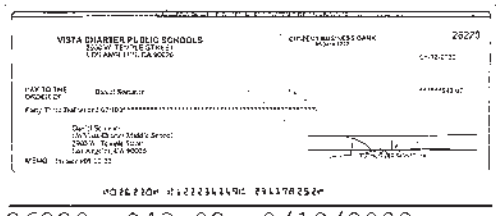
26218 $5,211.24 8/23/2022



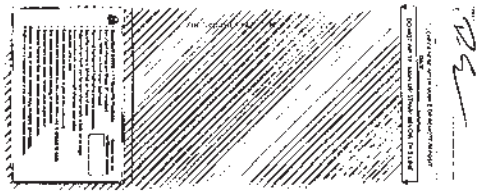
26219 $136.32 8/24/2022



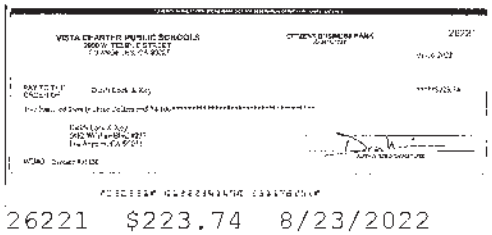
26219 $136.32 8/24/2022



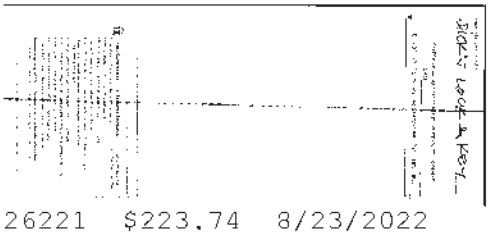
26220 $43.02 8/19/2022



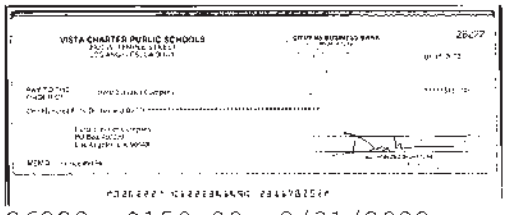
26220 $43.02 8/19/2022



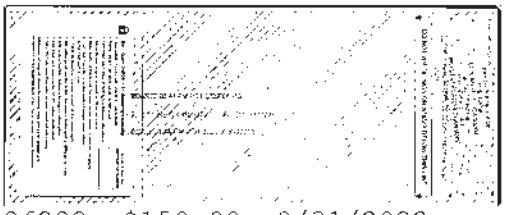
26221 $223.74 8/23/2022



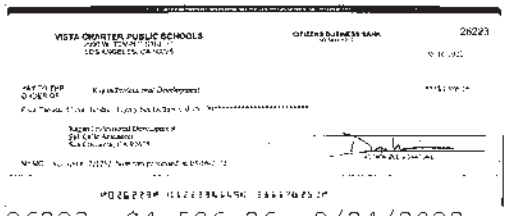
26221 $223.74 8/23/2022



26222 $150.00 8/31/2022

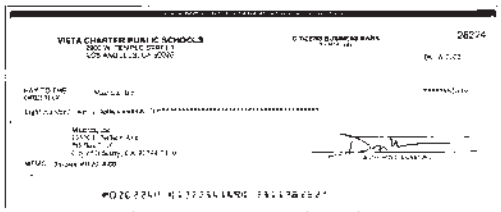


26222 $150.00 8/31/2022



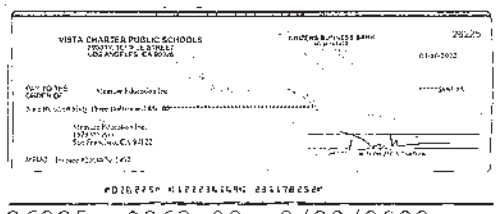
26223 $4,586.26 8/24/2022

26223 $4,586.26 8/24/2022

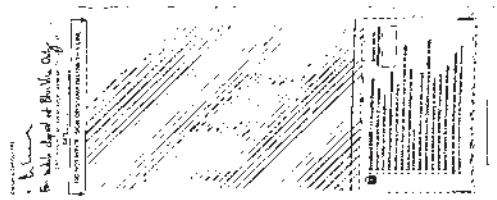


26224 $820.08 8/19/2022

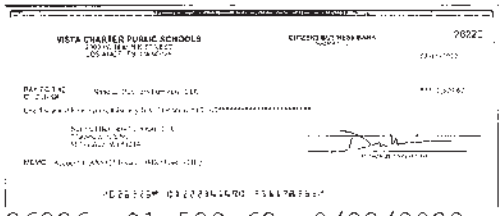
26224 $820.08 8/19/2022



26225 $963.88 8/22/2022

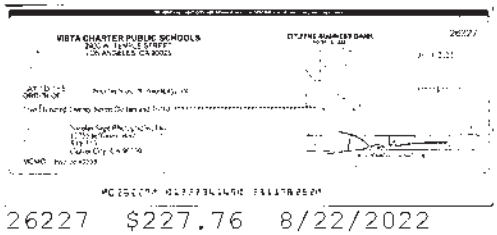


26225 $963.88 8/22/2022

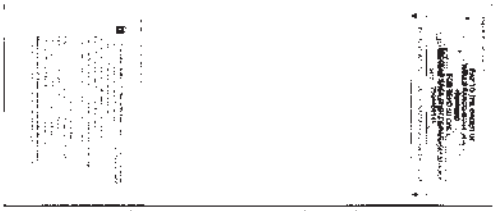


26226 $1,529.62 8/22/2022

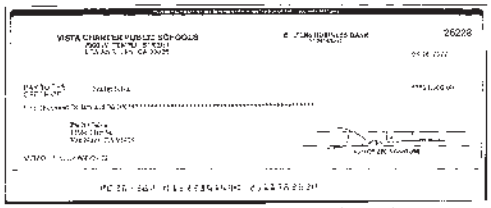
26226 $1,529.62 8/22/2022



26227 $227.76 8/22/2022

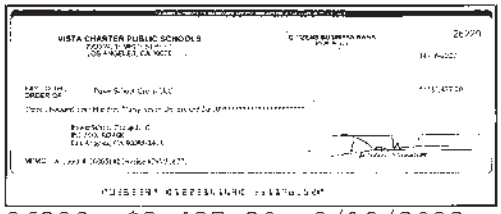


26227 $227.76 8/22/2022

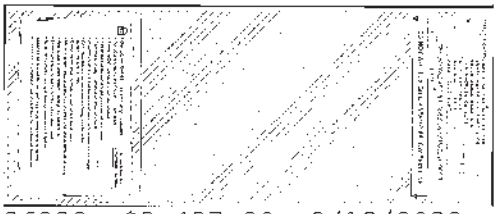


26228 $1,000.00 8/22/2022

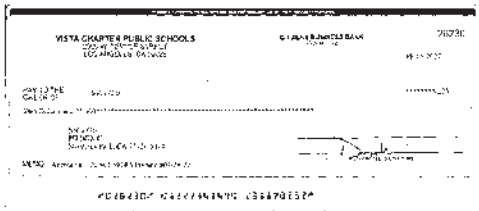
26228 $1,000.00 8/22/2022



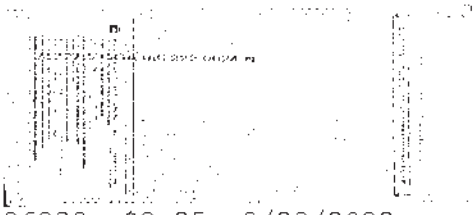
26229 $3,437.20 8/19/2022



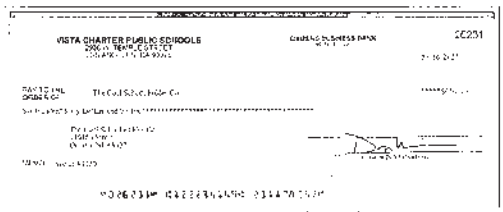
26229 $3,437.20 8/19/2022



26230 $2.25 8/23/2022

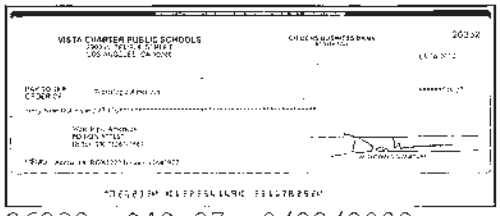


26230 $2.25 8/23/2022

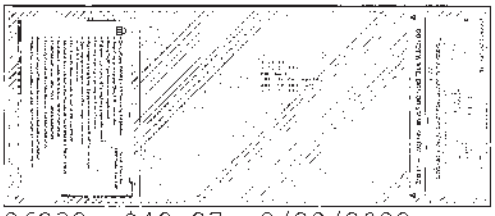


26231 $660.00 8/22/2022

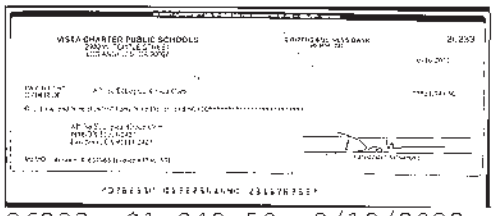
26231 $660.00 8/22/2022



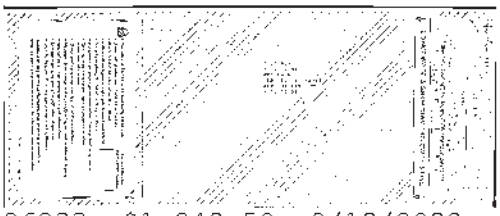
26232 $49.27 8/22/2022



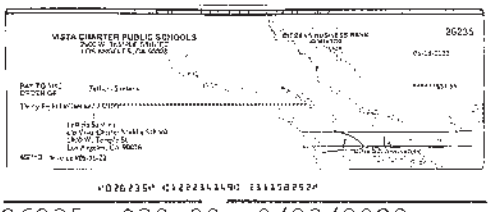
26232 $49.27 8/22/2022



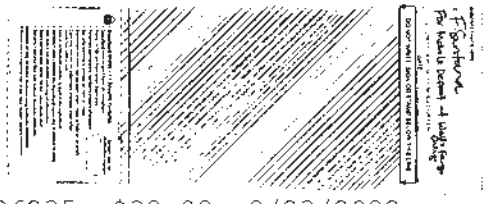
26233 $1,949.50 8/19/2022



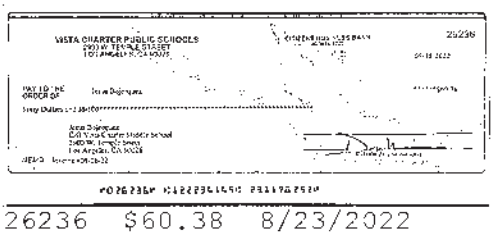
26233 $1,949.50 8/19/2022



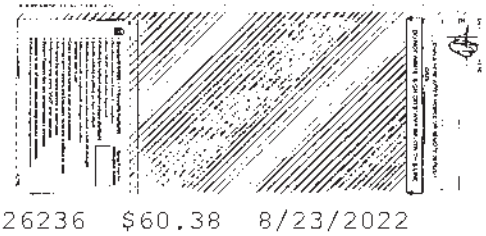
26235 $38.88 8/23/2022



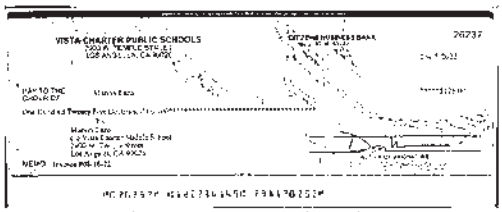
26235 $38.88 8/23/2022



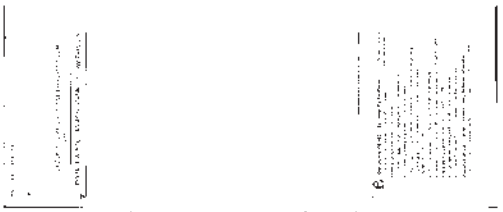
26236 $60.38 8/23/2022



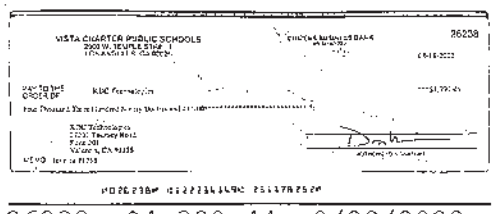
26236 $60.38 8/23/2022



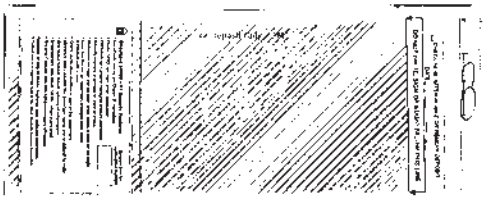
26237 $125.00 8/24/2022



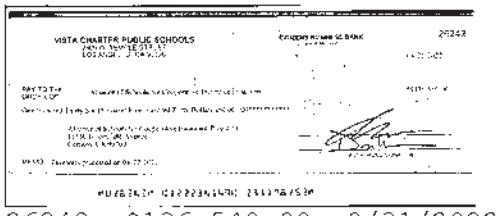
26237 $125.00 8/24/2022



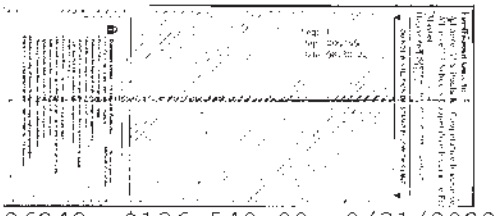
26238 $4,390.44 8/29/2022



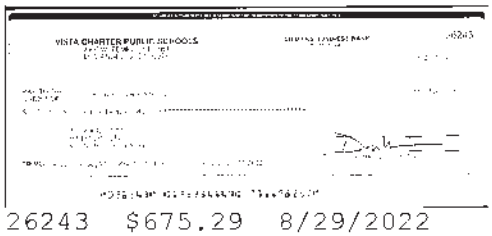
26238 $4,390.44 8/29/2022



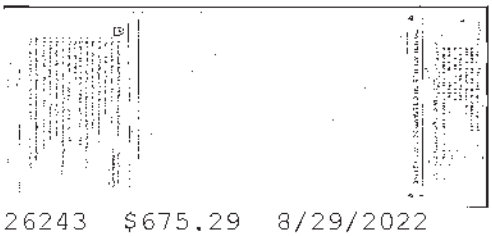
26242 $136,540.00 8/31/2022



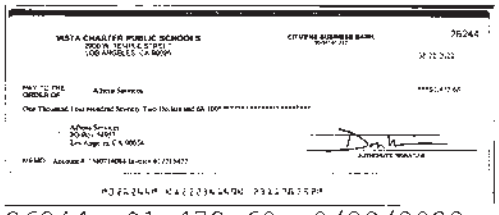
26242 $136,540.00 8/31/2022



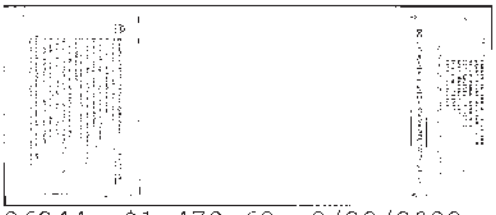
26243 $675.29 8/29/2022



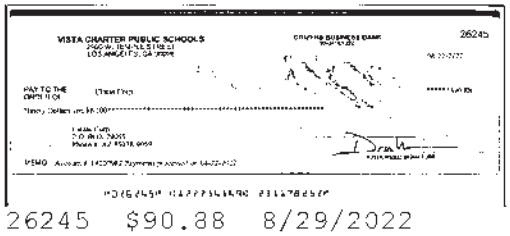
26243 $675.29 8/29/2022



26244 $1,472.68 8/29/2022

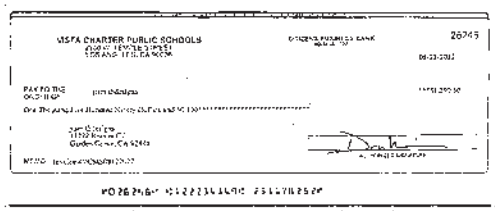


26244 $1,472.68 8/29/2022

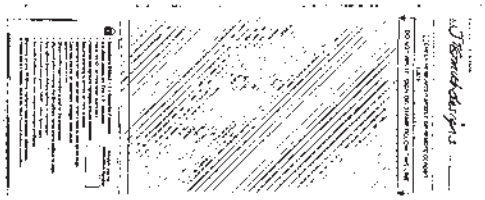


26245 $90.88 8/29/2022

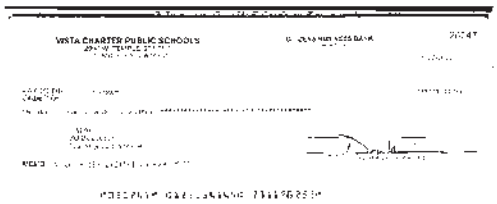
26245 $90.88 8/29/2022



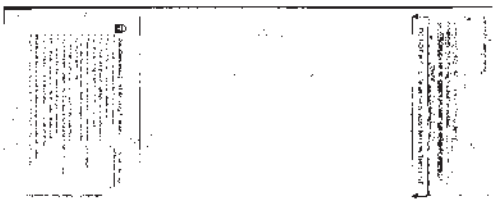
26246 $1,590.50 8/25/2022



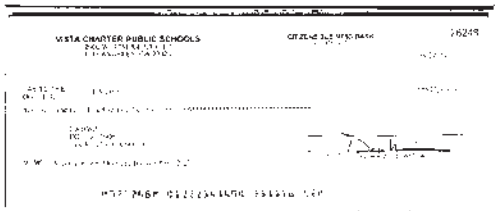
26246 $1,590.50 8/25/2022



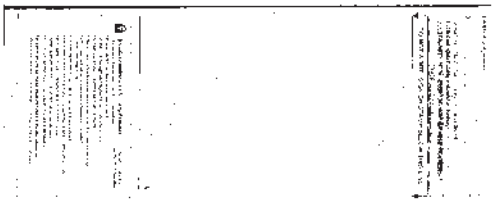
26247 $144.00 8/25/2022



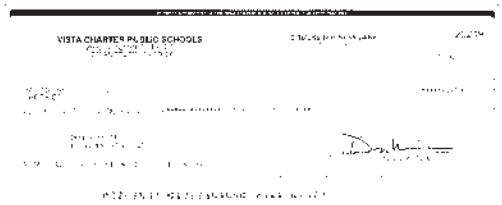
26247 $144.00 8/25/2022



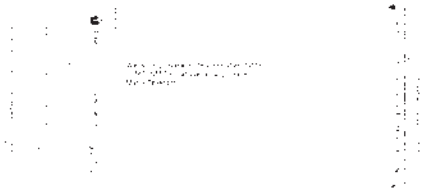
26248 $10,801.66 8/25/2022



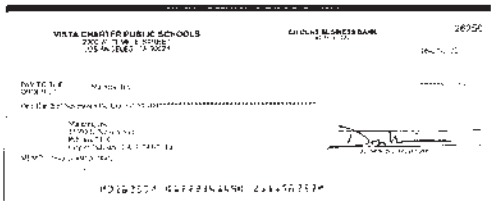
26248 $10,801.66 8/25/2022



26249 $435.91 8/30/2022

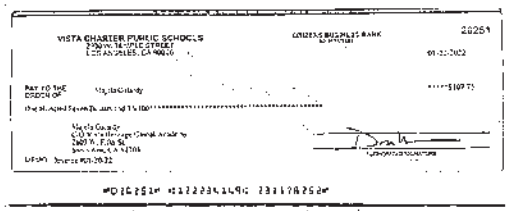


26249 $435.91 8/30/2022



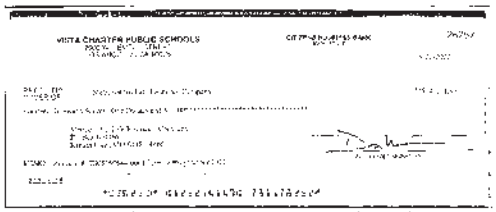
26250 $117.54 8/25/2022

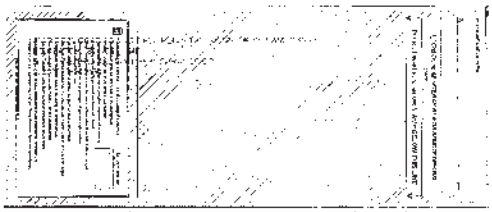
26250 $117.54 8/25/2022

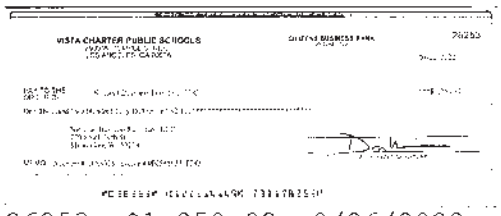


26251 $107.75 8/26/2022

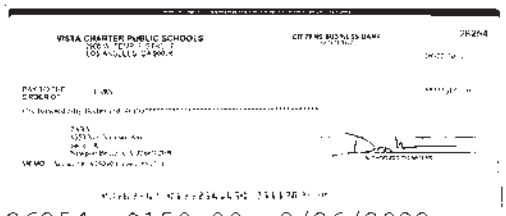
26251 $107.75 8/26/2022

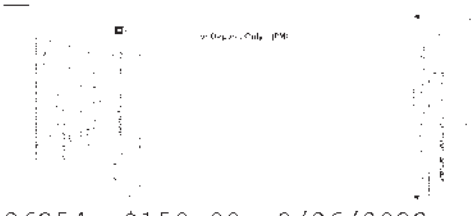

26252 $14,071.89 8/29/2022

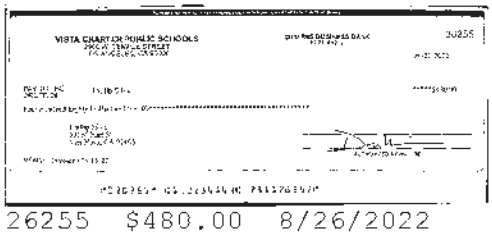

26252 $14,071.89 8/29/2022

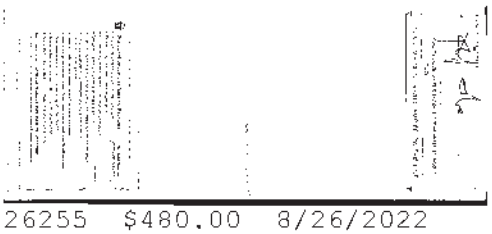

26253 $1,250.82 8/26/2022

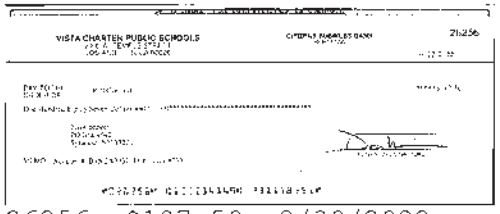
26253 $1,250.82 8/26/2022

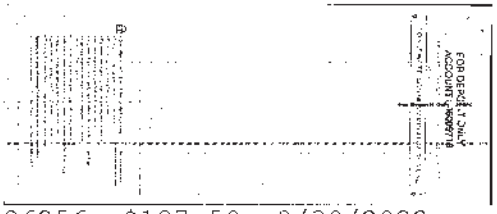

26254 $150.00 8/26/2022

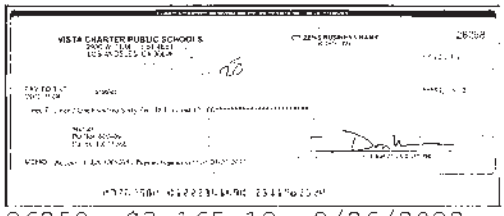

26254 $150.00 8/26/2022

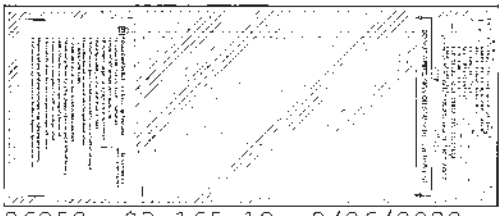

26255 $480.00 8/26/2022

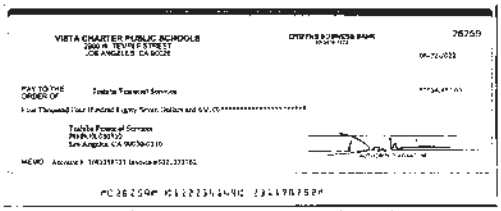

26255 $480.00 8/26/2022


26256 $187.50 8/30/2022


26256 $187.50 8/30/2022

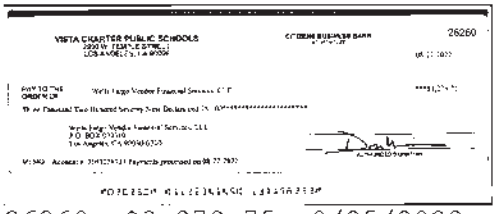

26258 $3,165.12 8/26/2022


26258 $3,165.12 8/26/2022

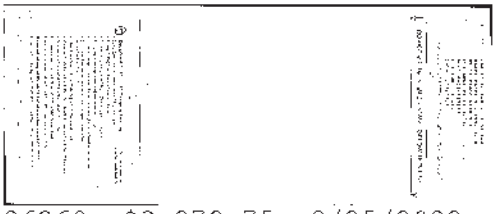


26259 $4,487.65 8/25/2022

26259 $4,487.65 8/25/2022

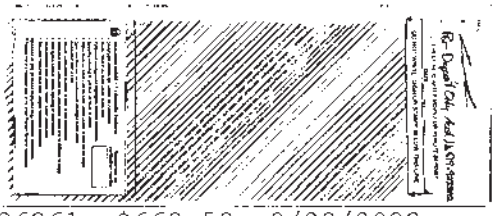


26260 $3,279.75 8/25/2022

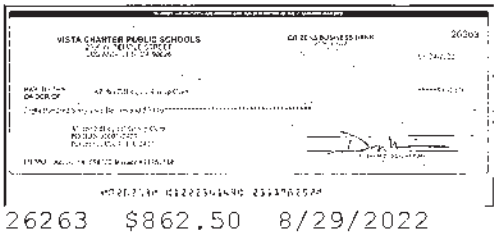


26260 $3,279.75 8/25/2022

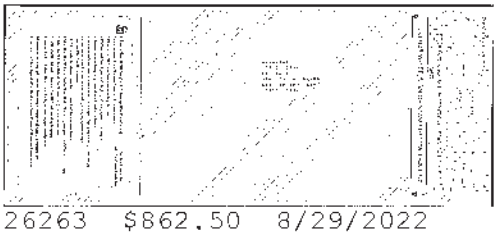
26261 $669.59 8/29/2022



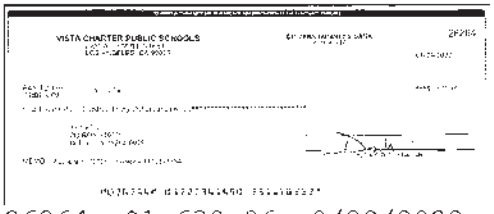
26261 $669.59 8/29/2022



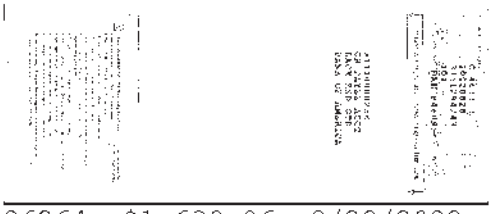
26263 $862.50 8/29/2022



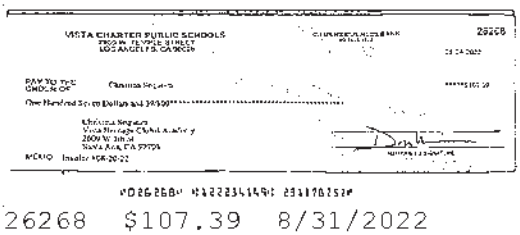
26263 $862.50 8/29/2022



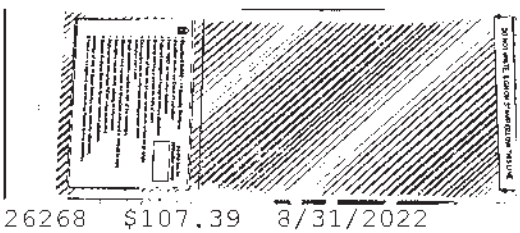
26264 $1,630.86 8/29/2022



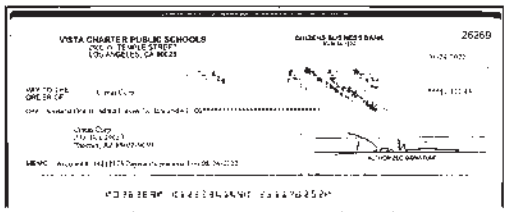
26264 $1,630.86 8/29/2022



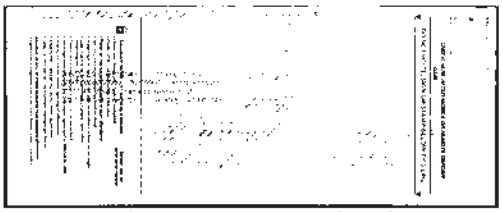
26268 $107.39 8/31/2022



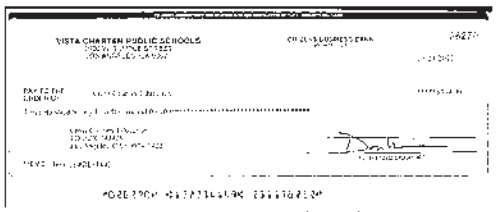
26268 $107.39 8/31/2022



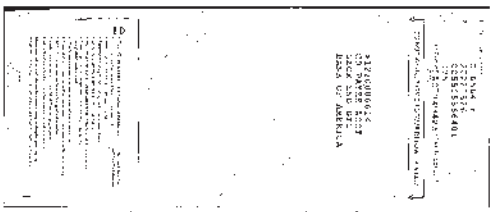
26269 $1,111.43 8/30/2022



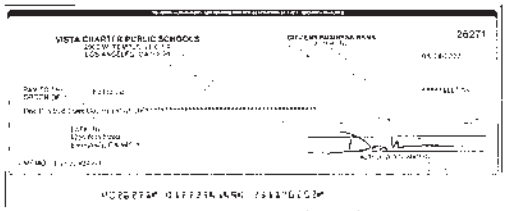
26269 $1,111.43 8/30/2022



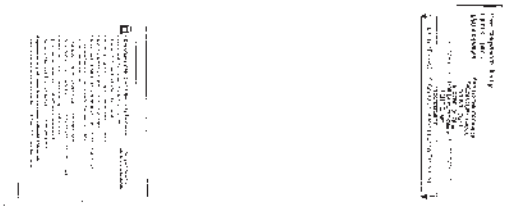
26270 $394.00 8/29/2022



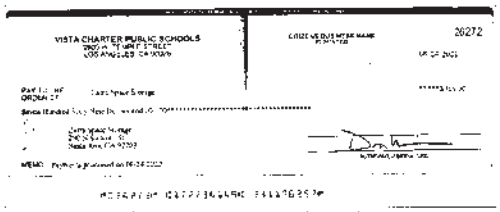
26270 $394.00 8/29/2022



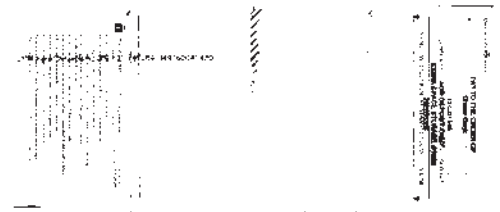
26271 $103.08 8/30/2022



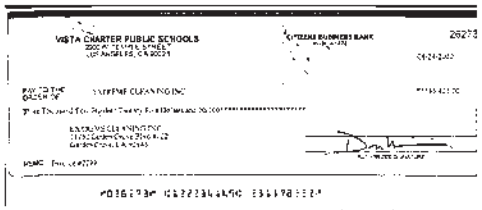
26271 $103.08 8/30/2022



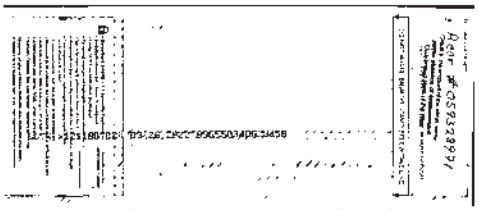
26272 $769.00 8/29/2022



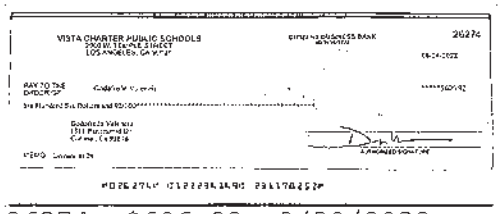
26272 $769.00 8/29/2022



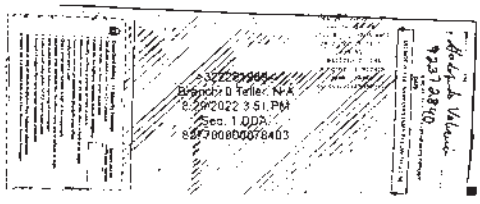
26273 $3,425.00 8/29/2022



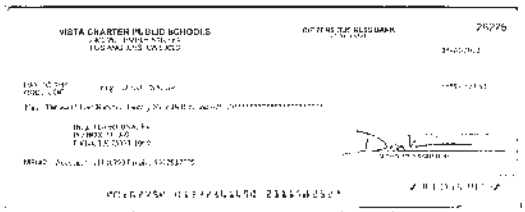
26273 $3,425.00 8/29/2022



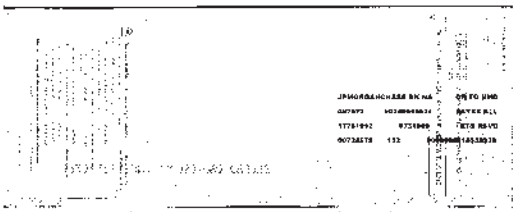
26274 $606.92 8/30/2022



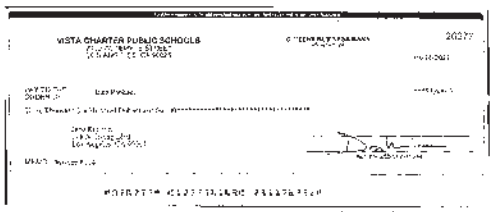
26274 $606.92 8/30/2022



26275 $3,529.62 8/29/2022

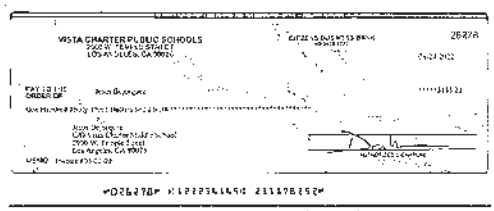


26275 $3,529.62 8/29/2022

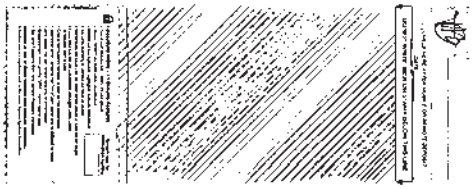


26277 $3,600.00 8/30/2022

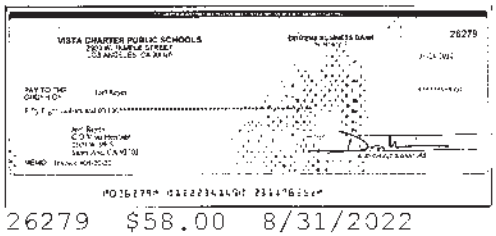
26277 $3,600.00 8/30/2022



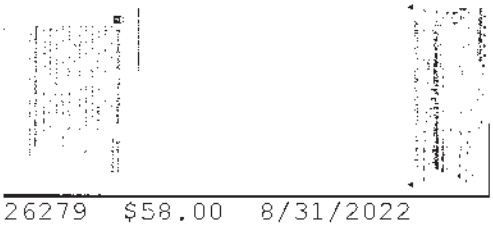
26278 $133.23 8/29/2022



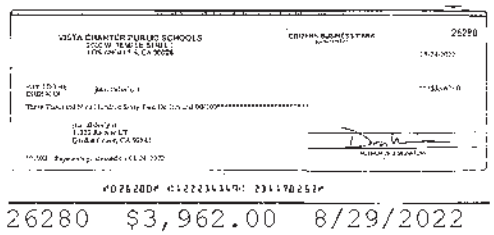
26278 $133.23 8/29/2022



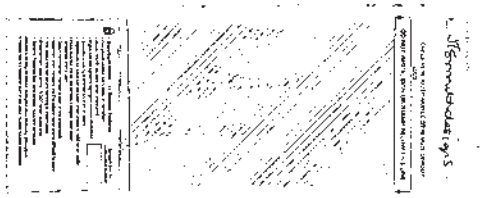
26279 $58.00 8/31/2022



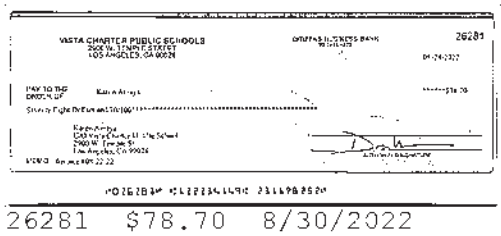
26279 $58.00 8/31/2022



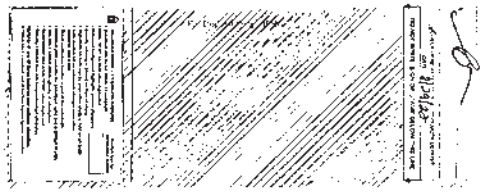
26280 $3,962.00 8/29/2022



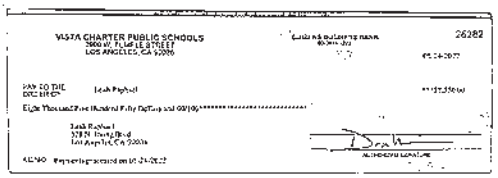
26280 $3,962.00 8/29/2022



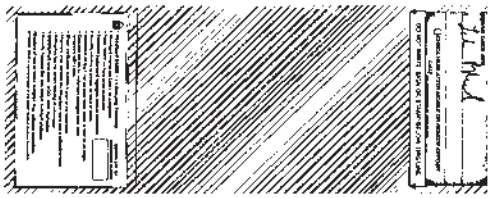
26281 $78.70 8/30/2022



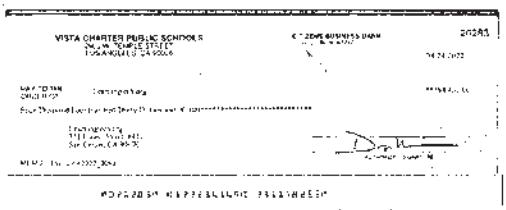
26281 $78.70 8/30/2022



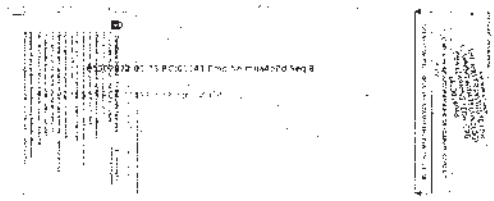
26282 $8,550.00 8/30/2022



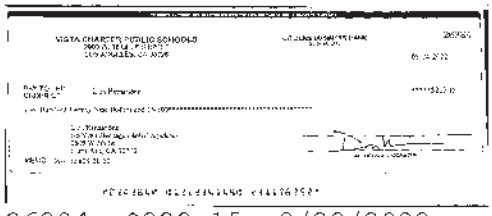
26282 $8,550.00 8/30/2022



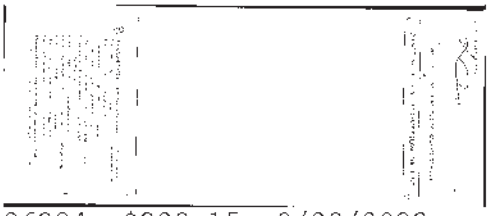
26283 $4,430.00 8/31/2022



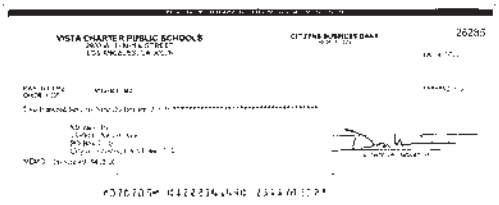
26283 $4,430.00 8/31/2022



26284 $229.15 8/29/2022

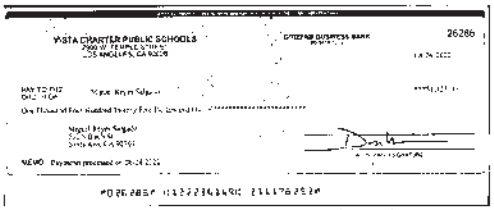


26284 $229.15 8/29/2022

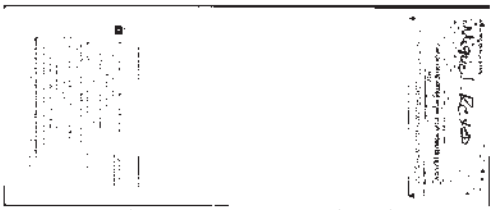


26285 $279.31 8/29/2022

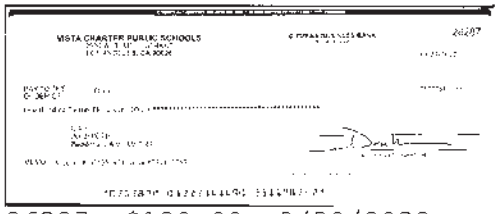
26285 $279.31 8/29/2022



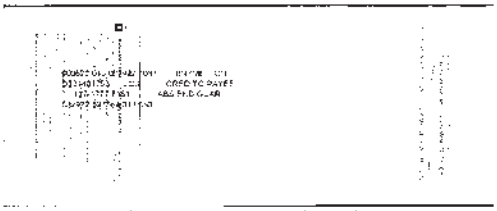
26286 $1,425.00 8/29/2022



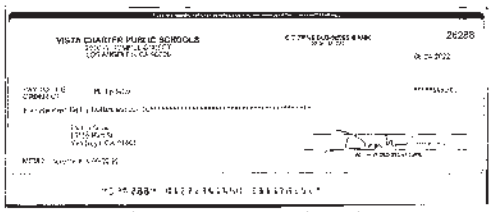
26286 $1,425.00 8/29/2022



26287 $120.00 8/30/2022

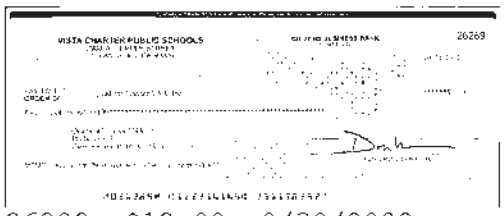


26287 $120.00 8/30/2022

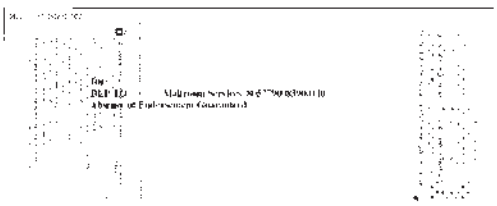


26288 $480.00 8/29/2022

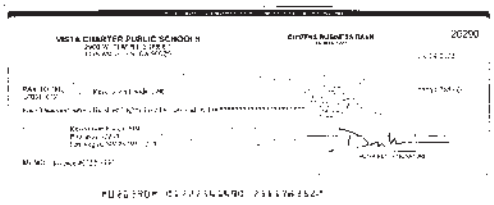
26288 $480.00 8/29/2022



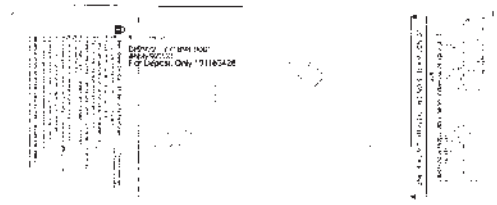
26289 $12.00 8/30/2022



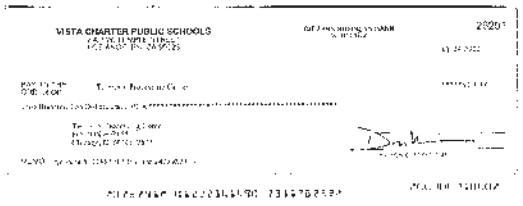
26289 $12.00 8/30/2022



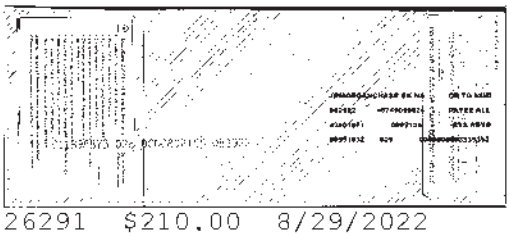
26290 $4,785.00 8/30/2022



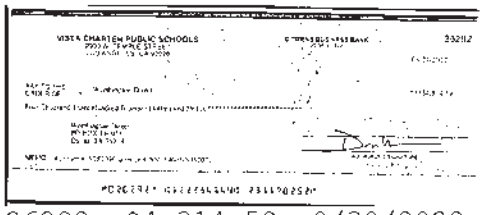
26290 $4,785.00 8/30/2022



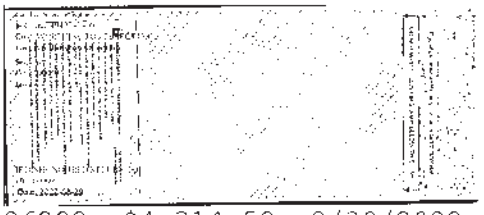
26291 $210.00 8/29/2022



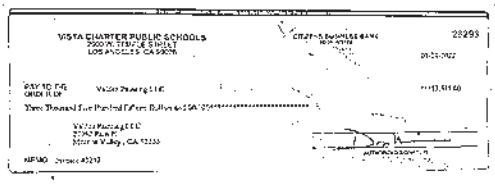
26291 $210.00 8/29/2022



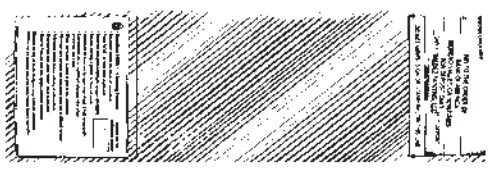
26292 $4,314.59 8/30/2022



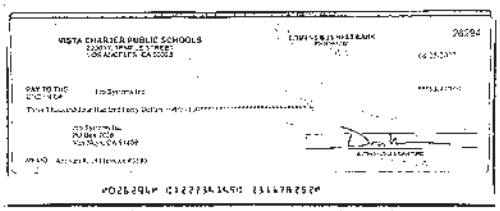
26292 $4,314.59 8/30/2022



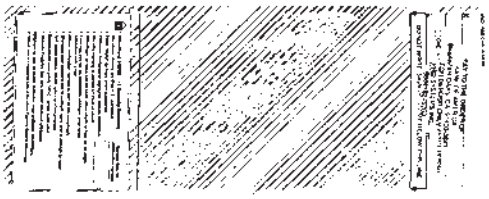
26293 $3,515.00 8/30/2022



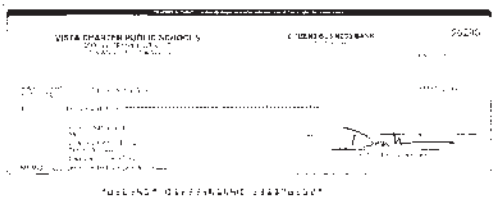
26293 $3,515.00 8/30/2022



26294 $3,440.00 8/30/2022

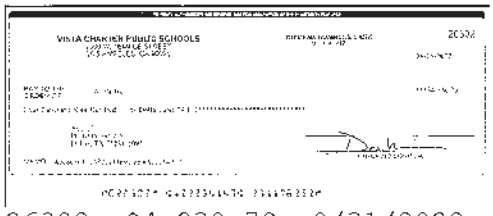


26294 $3,440.00 8/30/2022

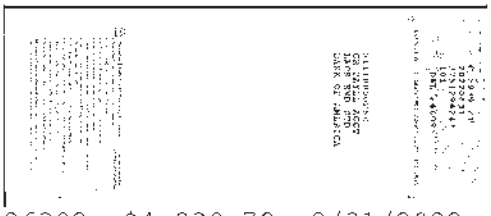


26296 $100.00 8/30/2022

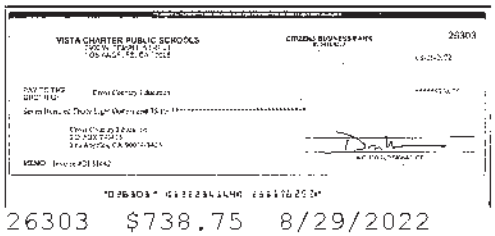
26296 $100.00 8/30/2022



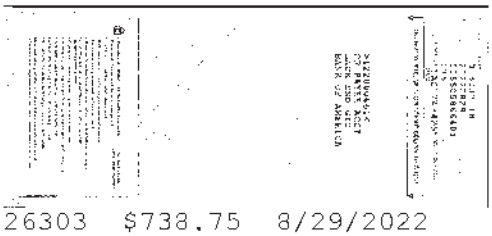
26302 $4,930.79 8/31/2022



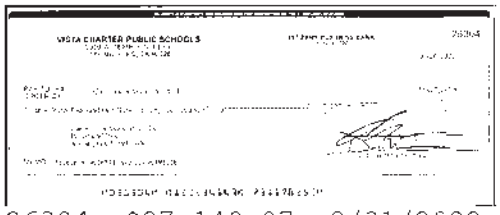
26302 $4,930.79 8/31/2022



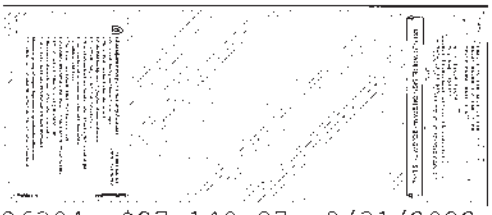
26303 $738.75 8/29/2022



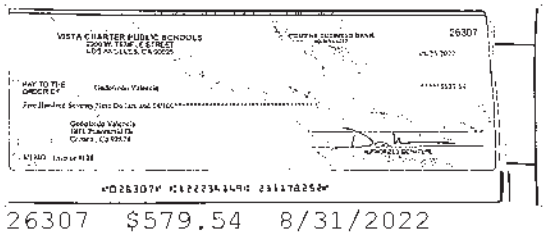
26303 $738.75 8/29/2022



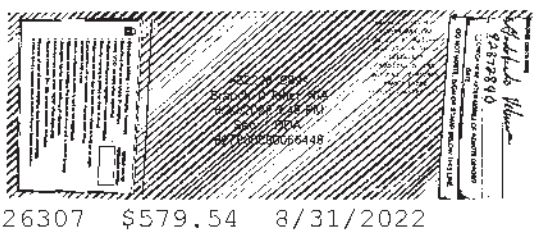
26304 $27,140.87 8/31/2022



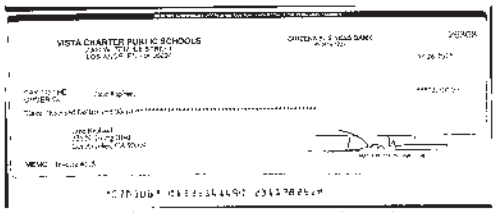
26304 $27,140.87 8/31/2022



26307 $579.54 8/31/2022

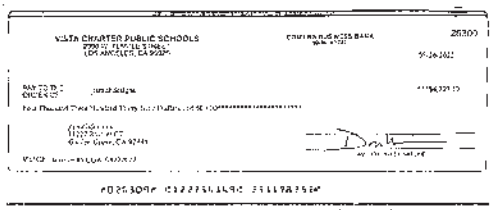


26307 $579.54 8/31/2022

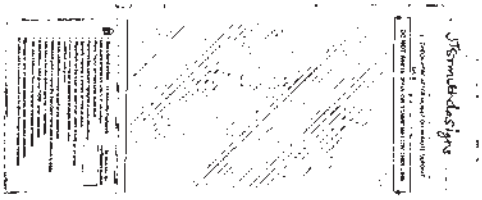


26308 $3,000.00 8/31/2022

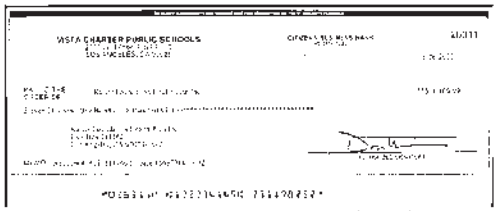
26308 $3,000.00 8/31/2022



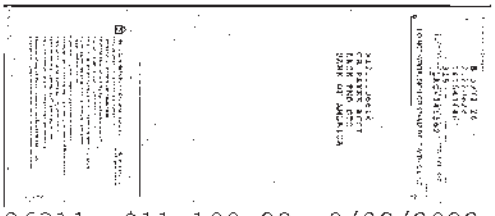
26309 $4,339.50 8/30/2022



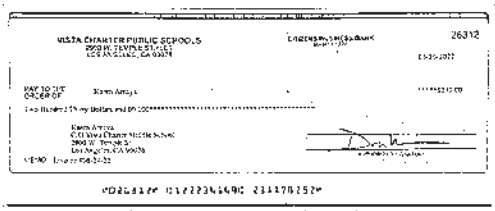
26309 $4,339.50 8/30/2022



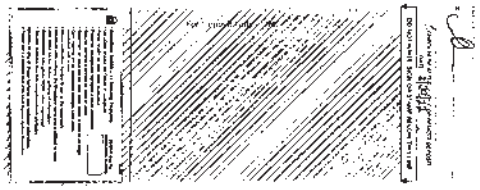
26311 $11,100.99 8/29/2022



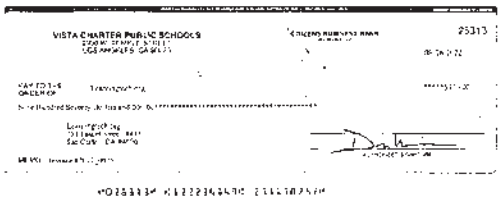
26311 $11,100.99 8/29/2022



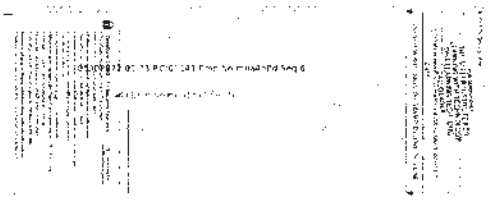
26312 $230.00 8/30/2022



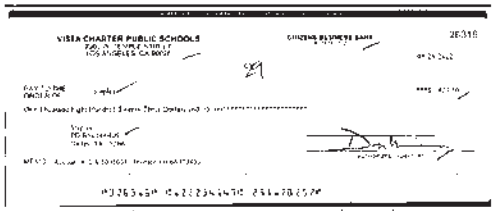
26312 $230.00 8/30/2022



26313 $970.00 8/31/2022

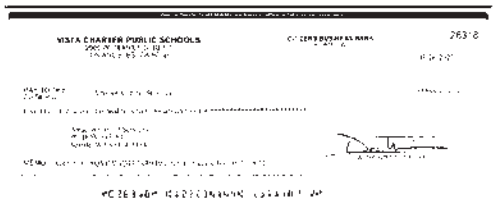


26313 $970.00 8/31/2022

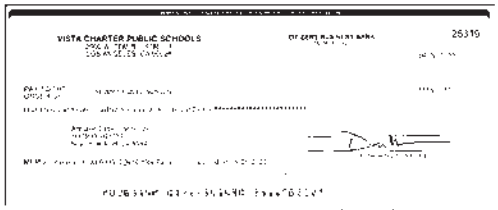


26316 $1,823.10 8/31/2022

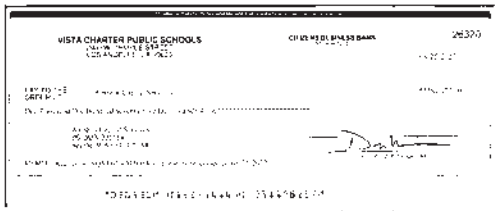
26316 $1,823.10 8/31/2022


26318 $5,719.89 8/31/2022

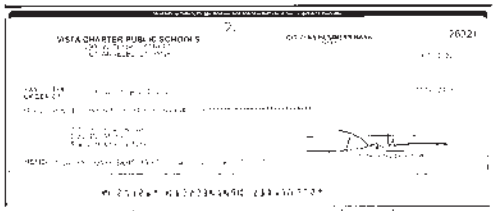
26318 $5,719.89 8/31/2022

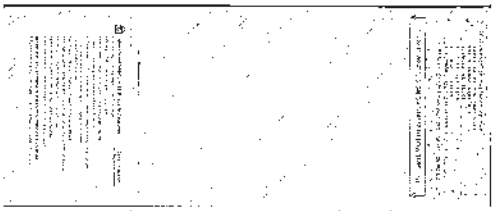

26319 $1,765.29 8/31/2022

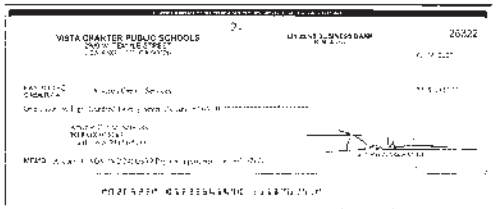
26319 $1,765.29 8/31/2022


26320 $1,175.04 8/31/2022

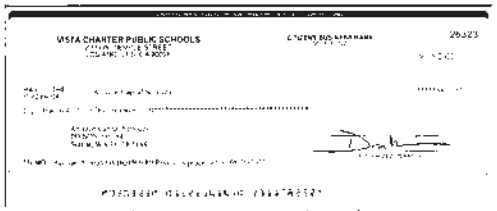
26320 $1,175.04 8/31/2022


26321 $1,241.63 8/31/2022

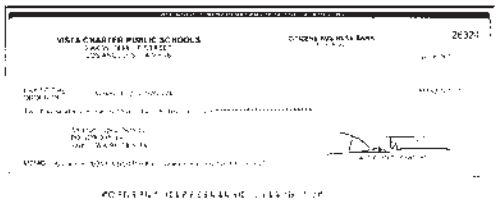

26321 $1,241.63 8/31/2022


26322 $1,827.66 8/31/2022

26322 $1,827.66 8/31/2022

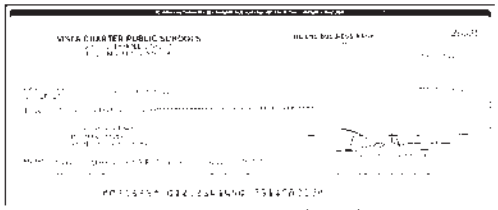

26323 $815.92 8/31/2022

26323 $815.92 8/31/2022



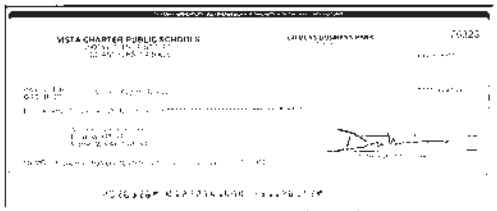
26324 $2,762.17 8/31/2022

26324 $2,762.17 8/31/2022



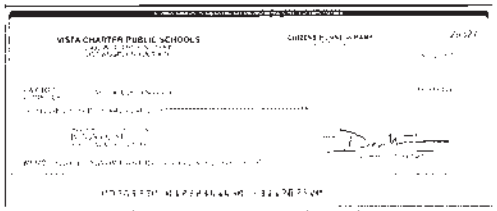
26325 $370.64 8/31/2022

26325 $370.64 8/31/2022

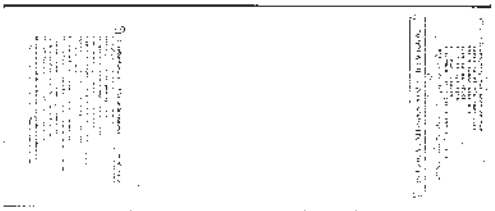


26326 $492.41 8/31/2022

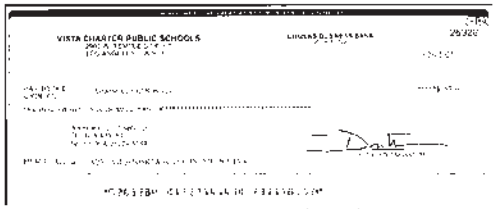
26326 $492.41 8/31/2022



26327 $448.12 8/31/2022



26327 $448.12 8/31/2022



26328 $163.86 8/31/2022

26328 $163.86 8/31/2022

THIS PAGE LEFT INTENTIONALLY BLANK

CITIZENS BUSINESS BANK
A Financial Services Company

IMPORTANT INFORMATION ABOUT YOUR CITIZENS BUSINESS BANK AGREEMENTS

Effective October 1, 2022

The Citizens Business Bank Disclosure Information and Agreement, along with the Business Banking Products, Services, and Fees governing your account(s), will be updated effective October 1, 2022. Please review the Addendum Information carefully and note that you may not be impacted by these changes.

If you would like to receive future updates electronically, or if you have any questions about the potential impact these changes may have, please don't hesitate to contact your Business Financial Center or call the Bank's Customer Support Line at 888.228.2265 for assistance.

Thank you for banking with Citizens Business Bank.

ADDENDUM INFORMATION

In this Agreement, the words "you," "your," and "yours" refer to the owners and authorized signers of an account; "we," "us," "our," and "Bank" refer to Citizens Business Bank and its successors and assigns.

This Addendum Information to the Citizens Business Bank Business Banking Products, Services, and Fees, together with your Signature Card, Disclosure Information and Agreement, and any other agreements and/or addenda that may have been provided to you at account opening or from time to time thereafter, form the Agreement ("Agreement") between you and the Bank. Except as expressly stated below, all other terms and conditions in the Bank's Agreement with you continue in full force and effect. The Bank reserves the right to add to, delete from, discontinue, or otherwise amend any product, service, fee or charge, package or program offering at any time with such notice as is required by law.

PRICING UPDATES

Business Banking Products, Services, and Fees		
Service Type	Current Fee	New Fee
Business Banking Services - Other Fees		
ACH Full Debit/Credit Block	$2.00 per acct/month	$10.00 per acct/month
Collections (Domestic) - Incoming/Outgoing	$30.00 per item	$35.00 per item
Hold Mail	$5.00 per month	$10.00 per acct/month
Medallion Stamp	$10.00 per stamp	$20.00 per stamp
Research Requests	$40.00 per hour	$45.00 per hour
Stop Payment - Associate Assisted	$30.00 per stop order	$35.00 per stop order
Wire Recall/Cancel Request - Domestic	$25.00 per wire	$40.00 per wire
Analysis Business Plan Fees		
Account Maintenance	$22 per acct/month	$23 per acct/month

Business Banking Products, Services, and Fees *(continued)*		
Service Type	Current Fee	New Fee
Checks Paid	$0.21 per item	$0.22 per item
Coin Ordered	$0.15 per roll	$0.18 per roll
Electronic Debit	$0.21 per item	$0.22 per item
Electronic Credit	$0.21 per item	$0.22 per item
Automated Teller Machine (ATM) Fees (Transaction Performed at a non-Citizens Business Bank or non-MoneyPass Location)		
Balance Inquiry	$1.00 per inquiry	$2.00 per inquiry
ATM Customer Transaction Performed at International Location		
International Transaction	$2.00 per transaction	$5.00 per transaction

Treasury Management Services Schedule of Standard Fees		
Automated Clearing House (ACH) – Direct Transmission / Online Banking ACH Module		
ACH Items Originated – Direct Transmission	$0.14 per item	$0.16 per item
ACH Items Originated – Online Banking	$0.15 per item	$0.16 per item
Automated Clearing House (ACH) – Additional ACH Services		
ACH Notification of Change (NOC)	$2.00 per notification	$3.00 per notification
Bill Payment Consolidation Reporting		
Monthly Maintenance	$50.00 per month	$60.00 per month
Per Item	$0.10 per item	$0.15 per item
Business Sweep		
Sweep Maintenance - Line of Credit	$250.00 per acct/month	$300.00 per acct/month
TTAX Tax Plus Payment Service		
Federal Tax Payment	$3.00 per payment	$4.00 per payment
State Tax Payment	$3.00 per payment	$4.00 per payment
Payment Receipt - Fax	$3.00 per page	$4.00 per page
Payment Receipt - Mail	$3.00 per receipt	$4.00 per receipt

DISCLOSURE INFORMATION AND AGREEMENT UPDATES

Section 12.46 Statements, Notices and Checks

⊕ [NEW PARAGRAPH]

If you believe at any time that you have not received any monthly or transaction-specific account statement from the Bank, you agree that it is your sole obligation to so notify the Bank, and you further agree that it shall otherwise be properly assumed and deemed that you did receive the monthly or transaction-specific account statement in question, and that you shall be bound by the terms and disclosures therein.

Section 12.60 Fraudulent Requests for Information

⊕ [NEW SECTION]

Keep in mind that OUR BANK WILL NEVER ASK YOU FOR YOUR CONFIDENTIAL CREDENTIALS, ACCESS CODES OR OTHER SECURITY PROCEDURES. The Bank will also never request that any type of payment be remitted through Zelle®, Venmo®, PayPal®, or any other consumer-based payment system. If you receive an email that looks like it came from our Bank, but asks you for this type of information or requests a payment, you should not respond to the email and instead, immediately report the incident to the Bank's Customer Support Line at 888.228.2265. The sender is not our Bank, and is likely a fraudster.

Section 13.2 Processing Orders

⊕ [NEW PARAGRAPH]

Available Funds. We may refuse an Order if there are not sufficient collected and available funds in your account on the date we initiate the transaction or on the payment date. ACH credit transactions must be submitted two (2) business days prior to the settlement date. We may require you to maintain sufficient available funds in your account prior to our processing your Order. We may also place a hold on funds pending our processing of your Order. If we have reason to believe that you do not have adequate funds to cover an ACH Credit Order, we may delay execution of the Order until we receive adequate assurance from you that funds will be available. Nothing in this Agreement, the Order, the Wire Transfer Agreement appended to the Order, or any course of dealing between us, shall be construed as our commitment or contractual obligation to process your Order, make any wire transfer, or lend money to you.

TREASURY MANAGEMENT SERVICES AGREEMENT UPDATES

Agreement Definition (Beginning Paragraph)

⊕ [UPDATED PARAGRAPH]

This Agreement ("Agreement") sets forth the terms of the Treasury Management services, ***which would also include Online Banking services*** (the "Services" or "Service") offered by Citizens Business Bank ("we", "us", "our" or "the Bank"). By applying for any service, you agree to be bound by this Agreement. For purposes of this Agreement, "you" or "your" includes the Principal or Owner executing this Agreement and any user under this Agreement or who utilizes any Services governed by this Agreement. Your use of any Service will be additional evidence of your agreement to its terms. We will let you know when the Services you request become available. If you request additional Services in the future, they will be governed by this Agreement, unless we advise you otherwise.

All Sections: Reference to Fiserv Online Banking Services

⊖ [SECTIONS REMOVED – ALL ONLINE BANKING CUSTOMERS MIGRATED TO Q2 E-BANKING]

Section 3 Security Procedures and User Guides (formerly Section 4)

[UPDATED PARAGRAPHS]

Digital or physical security tokens are required for use with Business Online Banking when initiating payment orders such as wire transfers and Automated Clearing House (ACH) transactions. Option #1 is the minimum allowable for transaction initiation. Each successive Option provides additional log-in authentication and transaction authorization protection, but you acknowledge and agree that no Option provides complete protection against fraud or error.

1. ***User ID, Password, and Secure Access Code (SEC) MFA at login. Security Token Code required at payment approval.***
2. ***User ID, Password, and Security Token Code (one-time passcode) at login. Security Token Code required at payment approval.***

Each time you make a transfer or payment with a Service, you warrant that our security procedures are commercially reasonable (based on the normal size, type, and frequency of your transactions). Some of our Services allow you ***or your User Administrator(s)*** to set transaction limitations and establish internal controls. Your failure to set such limitations and implement such controls increases your exposure to, and responsibility for, unauthorized transactions. You agree to be bound by any transfer, instruction or payment order we receive through the Services, even if it is not authorized by you, if it includes your Credentials or is otherwise processed by us in accordance with our security procedures.

Internal Security. You agree to establish, maintain and update commercially reasonable policies, procedures, equipment and software ("Internal Security Controls") that will safeguard the security and integrity of your computer system and information from unauthorized use, intrusion, takeover or theft, and prevent your Credentials from unauthorized discovery or use (collectively "Internal Security Breaches"). You bear all risk of fraudulent transfers and other losses arising from your Internal Security Breaches or from the interception of your communications prior to their receipt by us (collectively "Internal Security Losses"). We will not reimburse you in connection with Internal Security Losses. You agree that we are authorized to execute, and it is commercially reasonable for us to execute, any instructions received by us with your Credentials. You are encouraged to consider purchasing insurance to cover your Internal Security Losses. ***Please consult with your technology professional who should be knowledgeable of Internal Security Controls that would be necessary to protect your system(s) from any Internal Security Breaches.***

Section 4 Risk of Unauthorized Access and Mitigation Best Practices (formerly Section 5)

[UPDATED PARAGRAPH]

Keep in mind that OUR BANK WILL NEVER ASK YOU FOR YOUR CONFIDENTIAL CREDENTIALS, ACCESS CODES OR OTHER SECURITY PROCEDURES. ***The Bank will also never request that any type of payment be remitted through Zelle®, Venmo®, PayPal®, or other consumer-based payment system.*** If you receive an email that looks like it came from our Bank, but asks you for this type of information ***or requests a payment***, you should not respond to the email and instead, immediately report the incident to the Bank's ***Customer Support Line*** at ***888.228.2265***. The sender is not our Bank, and is likely a fraudster.

www.iconsm.com

ICON SCHOOL MANAGEMENT

16959 Bernardo Center Dr, Ste 201
San Diego, CA 92128

18000 Studebaker Rd, Ste 700
Cerritos, CA 90703

P 323.457.0499
F 323.457.0814

Master Services Agreement

Vista Charter Public Schools

June 30, 2022

MASTER SERVICES AGREEMENT TERMS AND CONDITIONS

THIS AGREEMENT is made this 30th day of June 2022 ("Effective Date") by and between ICON School Management, a California corporation, having its principal office and place of business at 16959 Bernardo Center Drive #201, San Diego, California 92128 ("ICON"), and Vista Charter Public Schools, a California not-for-profit corporation, having its principal office and place of business at 2900 W. Temple St. Los Angeles, California 90026 ("Client").

SECTION 1. SERVICES

1.1 Engagement. ICON agrees to perform the services ("Services") described in one or more Statements of Performance (each a "SOP") as may be entered into from time to time by Client and ICON, in accordance with the applicable SOP and these Terms and Conditions. Client agrees to engage ICON to perform the Services in accordance with the applicable SOP and these Terms and Conditions. This Master Services Agreement and all SOP are collectively referred to as this "Agreement."

1.2 Client Responsibilities. Client will provide safe and adequate working space and facilities, equipment and supplies, system access, and information (including all data, files, documentation, or other information necessary or appropriate for ICON's performance of Services). Client will also fulfill any additional obligations as defined in any applicable SOP. Client will be responsible for the collection and accuracy of all data necessary or appropriate for ICON to render the Services in any applicable SOP. Client understands that ICON's performance is dependent and conditioned upon Client's timely and effective performance of all responsibilities under this paragraph. Client's failure to fulfill any obligations under this paragraph will not relieve Client of any obligations to pay ICON under Section 3 of this Agreement or any other equivalent provisions of any SOP. ICON is entitled to rely on all information, decisions, and approvals provided by Client.

1.3 Independent Contractor Status. ICON is an independent contractor under this Agreement, and nothing herein will be construed to create a partnership, joint venture, agency or employment relationship between ICON and Client. Neither party will have authority to enter into agreements of any kind on behalf the other party, or otherwise bind or obligate the other party in any manner to any third party, by virtue of the relationship contemplated by this Agreement.

1.4 Method of Performance. Except as otherwise provided in the applicable SOP, ICON will have the right to determine the method and means of performing the Services.

1.5 Taxes. Client will be responsible for all applicable state and local sales, service and use taxes incurred during the performance of any Services.

SECTION 2. STATEMENTS OF PERFORMANCE

2.1 Generally. Client and ICON will, from time to time, enter into a SOP during the term of this Agreement, and each SOP will be effective only when signed and delivered by authorized representatives of Client and ICON and will become effective as of the latter of the parties' signature dates on the SOP. Each SOP will be subject to all provisions of these Terms and Conditions. If any provision contained in a SOP conflicts with any provision contained in these Terms and Conditions, the provision contained in the SOP will govern.

2.2 Changes. Client may from time to time propose changes in the Services to be performed pursuant to a SOP. Any material change to a SOP, including changes that will affect the compensation payable to ICON, will be made by an amendment to the SOP agreed by both parties in accordance with Section 9.6 of these Terms and Conditions.

2.3 Termination. A SOP will terminate upon completion of the Services unless earlier terminated at any time upon mutual written agreement of both parties. In addition, all SOP will terminate upon termination of this Agreement in accordance with Section 5.

SECTION 3. COMPENSATION, EXPENSES AND PAYMENT

3.1 Compensation. In consideration of the Services performed, Client will pay ICON compensation in the amount, and payable at the times and in the manner, set forth in this Agreement and the applicable SOP.

3.2 Reimbursement of Expenses. Client will reimburse ICON for or pay any charge, cost or expense incurred by ICON in furtherance of its performance of Services or otherwise unless specifically excluded in the applicable SOP.

3.3 Invoices. ICON will submit to Client invoices for Services rendered on a periodic basis as set forth in the applicable SOP. If the SOP does not provide a schedule for the submission of invoices by ICON, invoices will be submitted monthly. The invoices will describe the Services rendered and will list all reimbursable charges, expenses and costs. Client will pay all invoices within 30 days. Invoices not paid within 30 days of receipt are subject to the lesser of 1.5% interest or the highest rate allowed by law.

3.4 Payroll Fee. Client will pay all payroll fees directly to the payroll agency and the fee is not included in ICON School Management's compensation.

SECTION 4. TERM

This Agreement is effective commencing on the latter of the parties' signature dates to this Agreement, and, unless otherwise provided in the SOP, will continue until terminated pursuant to Section 5 below.

SECTION 5. TERMINATION OF AGREEMENT

5.1 Termination upon Breach. This Agreement may be terminated by either party upon written notice to the other party, in the event the other party materially breaches any obligation hereunder and the breaching party fails to cure within 30 days after written notice of the breach.

5.2 Termination upon Insolvency. This agreement will automatically terminate if Client ceases doing business as a going concern, is insolvent, makes an assignment for the benefit of creditors, and fails to pay its debts as they become due, offers a settlement to creditors or calls a meeting of creditors for any such purpose, files a voluntary petition for bankruptcy, is subject to an involuntary petition for bankruptcy, is adjudicated bankrupt or insolvent, or has filed against it a petition seeking reorganization, arrangement or composition under any law or regulation.

5.3 Effect of Termination. Upon any termination of this Agreement, any and all rights and obligations of the parties under this Agreement will terminate, provided that all rights or obligations for payment of compensation earned and unpaid prior to termination, or reimbursement of reimbursable charges, expenses and costs incurred prior to termination, and that Sections 3, 5, 6, 7, 8 and 9, and any other right or obligation which by its nature or express duration extends beyond the termination of this Agreement, will survive termination and continue in effect indefinitely. The provisions of this Agreement that do not survive termination will nonetheless be controlling on, and will be used in construing and interpreting the rights and obligations of the parties with regard to any dispute, controversy or claim which may arise under, out of, in connection with, or relating to this Agreement.

SECTION 6. REPRESENTATIONS, WARRANTIES, AND CONVENANTS

Parties represent, warrant, and covenant as follows:

6.1 Performance. All Services performed by ICON will be performed in a reasonable, workmanlike manner. **EXCEPT AS EXPRESSLY SET FORTH HEREIN, ICON MAKES NO OTHER REPRESENTATIONS OR WARRANTIES, WHETHER EXPRESS OR IMPLIED, WITH REGARD TO THE PERFORMANCE OF THE SERVICES HEREUNDER, OR THE MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE OF ANY DELIVERABLES PRODUCED BY ICON. NOTWITHSTANDING THE FOREGOING, ICON SHALL NOT BE LIABLE TO COMPANY OR ANY THIRD PARTY FOR ANY INCIDENTAL, CONSEQUENTIAL, PUNITIVE, EXEMPLARY, OR SPECIAL DAMAGES; IN NO EVENT, SHALL ICON'S ENTIRE LIABILITY EXCEED THE AMOUNT OF THE AVERAGE OF THE LAST THREE MONTH'S FEES ACTUALLY RECEIVED FOR THE SERVICES PERFORMED HEREUNDER WHETHER SUCH CLAIM IS MADE IN TORT (INCLUDING NEGLIGENCE OR STRICT LIABILITY), CONTRACT, OR ANY OTHERWISE.**

6.2 Remedy for Non-performance. In the event that ICON's performance does not conform to paragraph 6.1, and upon notice consistent with this paragraph and paragraph 9.4, ICON will have the opportunity to re-perform any non-conforming Services or, in ICON's sole discretion, refund the fees allocable to the non-conforming Services. Any notice of non-performance must describe the nature of the non-performance with sufficient particularity for ICON to remedy the non-performance. Any claim of non-conformity must be noticed to ICON within 45 days of the completion of the non-conforming Service, except that if such non-performance was not reasonably discoverable, Client will have the lesser of 30 days from the date of discovery or 120 days from completion of the non-conforming Service. **THIS REMEDY REPRESENTS CLIENTS SOLE REMEDY AND ICON'S SOLE LIABILITY IN CONNECTION WITH NON-PERFORMANCE OF ANY SERVICES UNDER THIS AGREEMENT OR ANY APPLICABLE**

6.3 Deliverables. ICON hereby grants perpetual, non-exclusive, non-assignable, non-transferable, royalty-free license to use, reproduce and distribute for internal purposes only all documents resulting or derived from, or made in the course of performance of the Services, including any written material, whether or not reduced to tangible form ("Deliverables"). All rights in and to ICON's existing intellectual property as defined in paragraph 6.4 and any modifications or derivatives of such property will remain the property of ICON, except to the extent that such property is included with or incorporated into the Deliverables, Client is hereby granted a perpetual, non-exclusive, non-assignable, non-transferable, royalty-free license to use the same for internal purposes only.

6.4 Other Party's Intellectual Property. Each of the parties own intellectual property which includes trademarks, patents, copyrights, and trade secrets ("Intellectual Property"). Except as provided for under paragraphs 6.3 and 9.12, neither party shall have any right in or to the Intellectual Property of the other party.

SECTION 7. INDEMNITY

7.1 Indemnification by ICON. ICON will indemnify, hold harmless and defend Client and its affiliates, and their respective officers, directors, employees, agents and advisors, from and against, and will reimburse such indemnified parties with respect to, any and all claims, demands, causes of action, proceedings, losses, damages, debts, expenses, liabilities, fines, penalties, deficiencies, judgments or costs, including reasonable attorney fees, court costs, amounts paid in settlement and costs and expenses of investigations, at any time and from time to time asserted against or incurred by any such indemnified party arising out of, in connection with, resulting from or by reason of the negligent performance or non-performance of its obligations under this agreement, except to the extent caused by clients negligence or willful misconduct.

7.2 Indemnification by Client. Client will indemnify, hold harmless and defend ICON and its affiliates and their officers, directors, employees, agents and advisors from and against, and will reimburse such indemnified parties with respect to, any and all claims, demands, causes of action, proceedings, losses, damages, debts, expenses, liabilities, fines, penalties, deficiencies, judgments or costs, including reasonable attorney fees, court costs, amounts paid in settlement and costs and expenses of investigations, at any time and from time to time asserted against or incurred by any such indemnified party arising out of, in connection with, resulting from or by reason of (a) any failure by Client to perform any obligations of this Agreement, or (b) any negligent or willful act or omission of Client.

SECTION 8. CONFIDENTIALITY

8.1 Definition. "Confidential Information" means any documentation containing technical, financial, or other business information that the provider considers competitively sensitive, proprietary or confidential and is marked “Confidential Information” or, if disclosed orally or visually, is confirmed in writing and marked "Confidential Information" within thirty (30) days of the date of first disclosure

8.2 Each party acknowledges that Confidential Information may be disclosed to the other party during the course of this Agreement. Each party will protect the other party's Confidential Information by using the same degree of care, but no less than a reasonable degree of care, to prevent the unauthorized disclosure of such Confidential Information as the receiving party uses to protect its own confidential or proprietary information. The receiving party will not use the other party's Confidential Information for any purpose other than in pursuit of the business relationship contemplated by this Agreement. The receiving party will neither disclose nor copy the other party's Confidential Information except as necessary for its employees, agents or contractors with a need to know.

8.3 The receiving party's obligations under this Section will not apply, or will cease to apply, to that Confidential Information that the receiving party can establish: (i) is or hereafter becomes generally known or available to the public or interested persons through no breach of this Section by the receiving party; (ii) is rightfully known to the receiving party without restriction on disclosure at the time of its receipt from the disclosing party; (iii) is rightfully furnished to the receiving party by a third party without breach of an obligation of confidentiality; (iv) is independently developed by the receiving party without use or reference to the Confidential Information; (v) is required to be disclosed by applicable law or pursuant to the order of a court, administrative agency or other governmental body (provided that the receiving party shall give the disclosing party reasonable notice prior to such disclosure and shall comply with any applicable protective order or equivalent); or (vi) is approved for release by written authorization of the disclosing party.

SECTION 9. GENERAL PROVISIONS

9.1 Binding Nature of Agreement; Assignment. All the terms and provisions of this Agreement will be binding upon and will inure to the benefit of the parties and their respective successors, assigns, heirs and personal representatives. Client may not assign, delegate or transfer to third parties its rights or obligations hereunder without the prior written consent of ICON. Any such transfer without ICON’s written consent will be null and void.

9.2 No Third-Party Beneficiaries. The terms and provisions of this Agreement are intended solely for the benefit of each party and their respective successors, assigns, heirs and personal representatives and it is not the intention of the parties to confer third-party beneficiary rights upon any other individual or entity.

9.3 Governing Law; Venue. This Agreement will be governed by and will be construed, interpreted, and enforced in accordance with the laws of the State of California, without reference to principles of conflicts of law. All disputes arising out of or relating to this Agreement, or the breach or default of this Agreement, will be determined solely by a state or federal trial court located in San Bernardino County, California, and the parties hereby consent to the jurisdiction of such courts.

9.4 Notices; Electronic Communications. All notices or other communications required or permitted under this Agreement will be in writing and will be deemed duly given either (a) when delivered in person to the recipient party, or (b) 3 business days after being mailed by either registered or certified U.S. mail, return receipt requested, postage prepaid to the recipient party at the mailing address designated for the recipient party in the recipient party's contact information above. The parties may use and rely upon electronic records and signatures for all agreements, undertakings, notices, disclosures, and other documents, communications or information of any type sent or received in accordance with this Agreement.

9.5 Entire Agreement. This Agreement, including the SOP, if any, contain the entire agreement among the parties with respect to the subject matter hereof, and supersede all prior and contemporaneous agreements and understandings, inducements or conditions, express or implied, oral or written. The express terms hereof control and supersede any course of performance or usage of the trade inconsistent with any of the terms hereof.

9.6 Amendment. Except as otherwise provided herein, this Agreement, including any SOP, may not be modified or amended other than by an agreement in writing signed by duly authorized representatives of each of the parties.

9.7 No Waiver. No failure or delay by any party in exercising any right, power, or privilege hereunder will operate as a waiver of any right, power, or privilege hereunder. No waiver of any default on any one occasion will constitute a waiver of any subsequent or other default. No single or partial exercise of any right, power, or privilege will preclude the further or full exercise thereof.

9.8 Severability. The provisions of this Agreement will be deemed severable, and the invalidity or unenforceability of any one or more of the provisions hereof will not affect the validity and enforceability of the other provisions. If any part of this Agreement is held unenforceable, the rest of this Agreement will continue in effect.

9.9 Remedies. Except as limited by paragraph 6.2, the rights and remedies of the parties with respect to failure of a party to comply with the terms of this Agreement are not exclusive, the exercise thereof will not constitute an election of remedies and the aggrieved parties will in all events be entitled to seek whatever additional remedies may be available in law or in equity.

9.10 Counterparts. This Agreement may be executed in any number of counterparts, each of which will be deemed an original but all of which will constitute one and the same instrument. The parties agree that this Agreement may be executed by any party by electronic signature.

9.11 Headings. The headings of this Agreement are for purposes of reference only and will not limit or otherwise affect the meaning hereof.

9.12 Publicity. ICON may use the name of Client in any publicity releases, advertising or other promotional activities without the prior written consent of Client.

9.13 Non-Solicitation. During the term of this Agreement and for a period of one (1) year thereafter, neither ICON nor Client will directly solicit the employment of the other's employees who have been directly associated with the Services covered by this Agreement. In the event of any breach of this provision, the breaching party shall pay the non-breaching party a sum equal to 50% of the annual compensation of the solicited employee.

9.14 Force Majeure. Any delay in the performance of ICON's obligations hereunder will not be considered a breach of this Agreement if such delay is caused by Acts of God, natural disaster, war, terrorism, national emergency, labor disputes, shortage of material, fire, earthquake, flood or any other event beyond the reasonable control of ICON provided that ICON uses reasonable efforts under the circumstances to notify Client of the circumstances causing such delay and to resume performance as soon as possible.

STATEMENT OF PERFORMANCE

A. ***Overall Service Delivery***

The overall ICON School Management service delivery is proactive, forward-looking and brings our deep charter operations expertise to bear on behalf of our school partners.

ICON School Management has built a reputation in going above and beyond our call of duty and the expectations of our clients. As a trusted partner, our team will not only ensure that your school's needs are met, but that you are fully supported in every aspect so that you can focus on what you WANT to do, not what you NEED to do.

B. ***Budget Development, Accounting & Finance***

ICON School Management provides unparalleled and the most comprehensive back-office support for charter schools. Team of experts in financial, accounting, and charter operations management will ensure accurate budget development and budget forecasts tailored for the unique needs of your charter organization. In addition, ICON School Management does the leg-work in evaluating funding programs to ensure our partner schools are knowledgeable on and participating in all eligible funding opportunities.

- Budgeting:
  a. Preliminary/Adopted Budget – Prepare, analyze, discuss and file the preliminary budget report in District/County/State required format by July 1st (present to school leaders and board members well in advance of the due date for analysis, discussion, and possible revision).
  b. Interim financial reports – Prepare, analyze, discuss and file the two interim financial reports (1st Interim and 2nd Interim) in District/County/State required format to the authorizer by or prior to the December 15 and March 15 deadlines.
  c. Unaudited/Audited financial reports – Prepare and file the unaudited financial report by September 15 and the final audited report (from the auditor) by December 15.
  d. Budget revisions (as needed, on demand) – Revise budgets in between the required interim reports for special project analysis, anticipated funding changes, and for various circumstances or scenarios as requested by the school.

- Financial Statements:
  a. Monthly year-to-date financial statements – Prepare YTD financials compared to budget
  b. Monthly cash flow projections – Monitor the school's cash position and anticipate cash shortfalls in future months so the school can adjust spending accordingly or secure cash flow loans
  c. Financial statements analysis – Provide a succinct PowerPoint summary and analysis of the financial statements so Board and staff can quickly focus on the salient financial issues facing the school
  d. Updated monthly budget forecasts – Track budget to actuals and update the budget forecast on a monthly basis.

- Accounting:
  a. Setup of school's SACS-compliant chart of accounts and general ledger – ICON team sets up and maintains the school's chart of accounts, based on ICON School Management's standard structure compliant with SACS
  b. Fund accounting – ICON team can track revenue and expenditures by fund, e.g., implementation grant funds and expenses or Title I expenditures.
  c. Training – ICON team trains appropriate school personnel on accounting procedures and best practices to ensure accurate record keeping

d. Transaction recording – ICON team records in detail all transactions in a SACS-compliant, computerized accounting system.
e. Journal entries and account maintenance – ICON team prepares and records journal entries and maintains the general ledger according to generally accepted accounting standards
f. Bank reconciliation – ICON team reconciles primary bank and investment accounts to general ledger monthly or upon receipt of statements. Revolving and petty cash accounts are reconciled quarterly or as required.
g. General financial reports monthly – ICON team can generate the following reports upon request: detailed account activity; bank register activity; summary of budget, expenditures by account; cash balances; payroll register (for periods when payroll is processed by ICON team); revenues; all general ledger account balances
h. Accounts Receivable: Revenue verification - ICON team verifies that the school is receiving the correct amount of funds in a timely fashion
i. Accounts Payable: Upon receiving approved invoices, ICON team processes all invoices and pays the bills in a timely manner and codes them in the financial software. ICON team will ensure that there are no double payments or double billings on multiple invoices. ICON team can also troubleshoot payment issues with vendors. With close monitoring of school cash balances, ICON team also verifies that funds are available to pay the bill.

C. ***Payroll***

- Payroll Processing – Calculate and process payroll and payroll related payments/deductions for salaried and hourly employees. Generate checks for signature by authorized School representatives (or through electronic signature) or facilitate Direct Deposit per School's policies.
- Payroll reporting – Prepare and file all required payroll reports for submission to federal and state agencies and submits electronic payroll, payroll tax reports and payroll tax deposits to the appropriate authorities.
- Payroll record maintenance – Help the Client keep track of all employee information relevant to payroll and employee files
- W-2 and 1099 processing – Prepare and send Forms W-2 and 1099 to employees and government.
- IRS, SDI, WC support – Resolve payroll tax issues before the IRS and other federal and state reporting agencies. Support for State Disability, Workers Comp or Unemployment Insurance claims
- STRS/PERS and other retirement plan administration – Make appropriate deductions and payments to the county for STRS and/or PERS and/or other retirement plans. ICON team can advise on alternative retirement plan options such as 403bs and on working with providers to set up the plans. (Note that in some cases it can take approximately 12 months to set up such contributions because of county delays. Also, some counties charge separately for this mandated service.)
- Ensure all payroll processes are performed in a timely manner

D. ***HR Support Services***

ICON School Management is fully aware of Charter School's needs for HR services from our extensive experience in the Charter School Industry. We will provide or support the school to comply with requirements of all federal, state, and local agencies.

- Onboarding/offboarding procedures in compliance with federal, state and local regulations.
- Leaves of absence, including maternity, medical, bereavement, and other types of leaves
- Health benefit coordination, management, and reporting (medical and ancillary benefits, claims for unemployment and disability through EDD and/or other governmental agencies)
- Provide support in developing and/or reviewing the employee handbook

- In-person training sessions geared toward the unique HR needs of the charter school

E. Compliance, Grants Administration & Reporting

- Funding compliance – ICON School Management makes compliance recommendations regarding funding requirements, such as Federal PCSGP implementation and Title grant funding and other restricted funds.
- Employee files – ICON School Management provides schools with templates for employee files, forms, and procedures to help ensure compliance with employment laws. (Note: the school should have an attorney review all legal issues).
- SPED compliance – ICON School Management provides checklists and general information to help schools understand their responsibilities related to Special Education. However, ICON School Management recommends getting specialized assistance in this area to ensure complete compliance.
- District and state regulation compliance – ICON School Management can help the school identify areas where it may not be in compliance with district or state regulations.
- Financial/Expenditure Reports – ICON School Management prepares financial and expenditure reports for all of the grants the charter school receives (SB740, CSFIG, Title I-III, PCSGP, ASES, etc.)
- Fund Accounting - ICON School Management sets up fund accounting to track direct and allocated costs to grants.
- Consolidated Application – ICON School Management prepares and files the Consolidated Application and Cash Management Data Collection reports for eligible schools.

F. Attendance & Data Support

ICON School Management's team of attendance specialists advises the school on how to take proper attendance, reviews the data for irregularities that could indicate errors, and prepares/submits the key attendance reports to the state. Key components of this support area include:

- Internal attendance reporting – ICON School Management assists with monthly attendance reports based on school-provided data.
- Government attendance reporting – Using school-provided data, ICON School Management prepares and/or performs a quality assurance check of government attendance reports, including the 20-day report, P-1, P-2, and P-Annual. ICON School Management also trains the school on CALPADS reporting (up to 4 hours annually; additional support available on an hourly billing basis).
- Attendance procedures assistance – Assistance in reviewing school's attendance accounting procedures and advising on areas for improvement.
- Quarterly ADA analysis – ICON School Management reviews ADA data to ensure the school is on track with projections.

G. Grant Writing

From private foundations to State and Federal programs, there are numerous funding opportunities for charter schools to take advantage of. The grant writing team at ICON School Management have successfully received millions of dollars for charter schools. ICON team will work with the school leaders to apply and receive funding for the following grants:

a. After School Education and Safety (ASES) / 21st Century Community Learning Centers (CCLC)
b. National School Lunch Program
c. Charter School Facility Grant Program (SB740 & CSFIG)
d. Consolidated Application to receive Title I, II, and III funds
e. Public Charter School Grant Program (PCSGP)
f. E-rate (This service may require additional fee based on the scope of work)

H. Business Consulting & Training

Perhaps the highest-value differentiating element of the ICON School Management service offering is in the area of business consulting. We will assist the school leader and the Board in a variety of critical areas. Some notable examples include:

- Staff training – ICON School Management can train your staff in the areas of budget development, financial benchmark creation, and financial and HR policies & procedures development and implementation.
- Strategic budget development – ICON School Management works closely with the school director and the Board to develop, review, and update the annual operating budget.
- Financing support – ICON School Management assists clients in preparing loan packages and connecting the Board to understand the school's program and operations and frequently advises the school on strategic financial planning and budget scenario development. This can include facilities cost scenario modeling, school/network growth scenarios, etc. related to issues such as MOUs, facilities, and SPED with districts, landlords, vendors, and others, including developing presentations and analyses to buttress the school's position.
- Special Projects – ICON School Management performs business-related special projects within reason, such as evaluating school transportation scenarios, portables leasing/purchasing, and other projects that the school leaders may need assistance in analyzing.

I. Board Support & Development

- Financial Analysis Presentation: We develop a thorough Financial Analysis presentation for each Board Meeting that supplements the monthly financial reports and that informs and facilitates senior-level decision making.
- Board & school leadership Support: We work closely with both the school leader and the Board throughout the year and are typically called upon to advise in a variety of areas beyond the standard financial reporting and analysis.
- ICON School Management provides the annually required financial training for board members and school leaders. In addition, we will be actively engaged in strategic planning and dissemination of best practices.

J. Comprehensive Financial Audit Support

ICON School Management has an impeccable record of delivering smooth and clean audits for our school partners since we have been charter school auditors for the past 10 years. ICON School Management does the "heavy lifting" on behalf of your organization that minimizes school leadership and staff time in the process.

- Audit Support: ICON School Management prepares the financial documents for the audit and works side-by-side with your auditing firm's personnel at ICON School Management's offices.
- Single Audit Act of 1984: ICON School Management provides support in school compliance with accounting related audit requirements, including the Single Audit Act of 1984.
- IRS Form 990 Support: ICON School Management supports the school and auditor in preparing Form 990 tax-exempt organization annual filing.

K. Charter Development/Renewal

The preparation for a successful charter renewal can be a daunting task. With experienced members from ICON School Management who have gone through new petition and renewal approvals, we will offer our services to ensure your school leaders go through a successful charter renewal. The key to a successful renewal is to start early, as you engage and involve your stakeholders, reflect on your school's successes and needs, and create plans and goals for your next term. Our experienced members will provide leadership and support every step of the way, so that your school can continue to serve the students in your community.

L. Supplemental Services

- Local Control Accountability Plan: Engage with various stakeholders to plan, develop, and implement a comprehensive Local Control Accountability Plan (LCAP). Review prior year LCAP goals, actions, services and expenditures and provide updates as necessary. Work collaboratively with school administration to develop goals for the following three years that align with the mission and vision of the charter.
- School Accountability Report Card: Gather school data to ensure timely completion of the annual SARC submission.
- Sponsoring Agency Site Visit Preparation: Prepare all fiscal components of the annual oversight visit for all of the charter schools to ensure compliance with oversight guidelines and adherence with board approved fiscal policies and procedures.
- Administrative Review / Technical Assistance Visit Preparation: Provide assistance in preparing for technical review and compliance visits by CDE in relation to the National School Lunch Program (AR), After School Education and Safety Program (TA), and various other school programs.
- School Safety Plan review and development

M. Management Staffing for Vista Charter Public Schools

We are the primary and regular contact for the school leaders and are responsible for the management service delivery to the school and the Board. We manage the client relationship, are responsible for client satisfaction, and for delivering ICON's highest level of customer service.

COMPENSATION

A. Contract Term: July 1, 2022, through June 30, 2023 (12 months)

- The contract term between ICON School Management and Vista Charter Public Schools will be 12 months. The contract may be renewed the following year on a 1 year / 12 month basis.

B. ICON is offering Vista Charter Public Schools a substantially discounted monthly fee for services.

- $240,000 a year ($20,000 a month)

Thank you for allowing ICON School Management to continue the opportunity to offer these services to Vista Charter Public Schools.

ICON School Management
16959 Bernardo Center Drive #201
San Diego, CA 92128

By: _____

Name: Daniel J. Lee

Title: Chief Executive Officer

Date: _____

Vista Charter Public Schools
811 W. 7th Street #940
Los Angeles, CA 90017

By: _____

Name: Don Wilson, Ed.D.

Title: Superintendent

Date: _____

Michele Bauer
[redacted]
[redacted]
[redacted]

EDUCATION AND CREDENTIALS

• Pepperdine University School of Law	Juris Doctor, 1998
• University of Southern California	Bachelor of Science, 1985 Multiple Subjects K-12, 1985
• National University	Administrative Services Credential, 2002
• California State University, Los Angeles	Language Development Specialist, 1987
• ACSA Special Education Academy	Certificate Program Participant, current
• Maryland Stat Bar	License to Practice Law, MD

PROFESSIONAL EXPERIENCE

- **Principal**

Torrance Unified School District	July 2011 - present
Pomona Unified School District	August 2007 – July 2011
East Whittier City School District	August 2006 – July 2007

Staff management of 30+ teachers and support providers; labor and employment issues under statutory and contract requirements; implemented, directed and monitored programs to raise student achievement and meet federal NCLB requirements for 540 – 920 Title I and LEP students; general and special education (mild/moderate, moderate/severe, medically fragile, learning center) program management; staff development; increased reflective teaching practices; increased parent/community involvement; conducted home visits; participated in SARB and suspension/expulsion hearings at District level; created a partnership with Cal Poly Pomona's department of teacher education (mathematics and science) to support students, teachers and parents; created a safe school environment; rebuilt and renovated the school library through a Wonder of Reading grant, managed modernization of school; participated in and increased PTA/school fundraising activities, participated in district contract negotiations, participated in committee addressing T.K., lead the adoption and implementation of the Common Core; developed and implemented RTI/intervention system; 2016 Gold Ribbon Award recipient.

- **Assistant Principal**

Los Angeles Unified School District	July 2003 – July 2006

Assisted in maintaining a safe school environment, monitored student achievement; managed the special education department and IEP process, conducted home visits; provided staff development and 'assistance and guidance' to staff, worked with local governmental agencies and officials to strengthen school community, community support referrals, extended parent involvement through partnership with OneLA/IAF.

- **Categorical Coordinator**

Los Angeles Unified School District	July 2001 – June 2003

Monitored the progress of LEP students, assured categorical compliance for all LEP and Title I student programs, implemented state and district testing programs, provided professional development and parent workshops.

- **Elementary School Teacher**

The Mirman School — August 2000 – June 2001
Los Angeles, CA

One Hundred Ninth St. School — May 1998 – June 2000
Los Angeles, CA

The Buckley School — August 1992 – June 1994
Sherman Oaks, CA

Twenty-Fourth St. School — August 1987 – January 1992
Los Angeles, CA

Wilshire Elementary School — August 1986 – June 1987
Los Angeles, CA

Taught elementary level students in traditional, multiage and highly gifted programs; participated in District 'Un-graded Primary' pilot program; held grade level chair positions; member of curriculum committee. Mentor, Teach for America; literacy coach (cognitive coaching model); conducted fund raisers, student assemblies and organized mural painting projects for school; conducted home visits.

- **Law Clerk**

California Association for Public Employees — January 1998 – May 1998
Los Angeles, CA

Labor law practice, investigated and brought to administrative hearing discrimination case under Blain Meek, Esq.

Joe Schleimer, Attorney at Law — January 1996 – May 1996
Los Angeles, CA

Legal research and writing for business attorney.

Public Counsel, The Children's Rights Project — March 1995 - August 1995
Los Angeles, CA

Case management for staff attorneys, case investigation, court translation, presentation of guardianship hearings under Jenny Weis, Esq.

SECOND LANGUAGE

- Spanish, Intermediate Fluency

References furnished upon request.

Mimi Kim

[redacted]

Professional Summary

Experienced CEO with excellent client and project management skills. Action-oriented with strong ability to communicate effectively with technology, executive and business audiences.

Work History

ChefDance, Founder &CEO **01/2004 to current**

Park City, Utah

- Planned and executed events and marketing programs, producing 15 ChefDance dinner series at Sundance Film Festival in Park City, UT
- Created and produced Storyteller Dinner series under ChefDance in Los Angeles starting September 2017
- Negotiated deals for ChefDance as well as interfacing with agencies, chefs, event managers and PR
- Presented ChefDance opportunities to Fortune 500 companies and executives for collaborative brand activation

Hunter Global Ventures, Founder & CEO **05/1995 to current**

Los Angeles, California

- Managed investment strategies in various companies in real estate, technology, entertainment and retail sectors.
- Identified and evaluated potential investment projects against business plans and budgets.
- Led and built an investment team to analyze potential investment targets and built an investment syndicate to successfully fund projects.
- Operated an investment team with a focus on quantitative analysis
- Consulted in businesses to develop financial models and build projections for Private Placement memorandums.
- Raised money to complete business development projects in entertainment properties in The Highlands, Lure and Mint.
- Invested in various real estate deals in Los Angeles, Park City and New Jersey.
- Recruited new investors to fund project development and operation.

World Streaming Network, Interim CEO **01/1998 to 05/2001**

Kansas City, Missouri

- Served as an Interim CEO for a technology software company
- Worked directly with technology, marketing, finance and human resources department in developing and implanting policies for the Company.
- Monitored development initiatives and established time frame and managed schedule throughout the project.
- Presented and negotiated various deals on behalf of the Company.
- Determine appropriate budgets for various departments and evaluated performances based on budgeted objectives.
- Successfully sold the Company in June 2001.

Education

Columbia University, New York **1986-1988**

Masters in Finance and International Banking

Barnard College, New York **1982-1986**

Bachelors in Economics and East Asian Studies

Skills

Fluent in Korean, great organizational and operational skills, high-level relationship building skills, project development and management skills, financial modeling and analysis, scope development and budget administration

JODY MOLODOW

[redacted]

EDUCATION

M.A., Education/Special Education, University of Southern California, 1975
B.S., Social Science/English, University of Southern California, Magna Cum Laude, 1974

PROFESSONAL EXPERIENCE

Los Angeles Unified School District

2009-2015 **Coordinator**, Charter Operated Programs
Division of Special Education

2000-2009 **Specialist**, Division of Special Education

1999-2000 **Program Specialist**, Division of Special Education

1993-1999 **Administrative Assistant**
Coordinator, Compensatory Education Program
Coordinator, Bilingual Program
McBride Special Education Center

1993 **Principa**l, Extended School Year
Carlson

1991-1993 **Advisor**, Early Education Program
Special Education Support Services
District Administrative Offices

1989-1991 **Administrative Assistant**
Coordinator, Compensatory Education Program
Coordinator, Bilingual Program
Banneker Special Education Center

1988-1989 **Advisor**, Infant/Toddler Program
Early Intervention – Infant Toddler Program
Central Administrative Office

1986-1988 **Coordinator**, Gifted and Talented Program

Teacher, Kindergarten-First Grade
Teacher, Special Education After-School Early Childhood Program
Shenandoah Street School

1981-1986 **Coordinator/Instructor**, Parent Effectiveness Training Program
Teacher, Third Grade
Resource Specialist Teacher
Laurel School

1981-1985 **Coordinator**, School Interaction Program
Resource Specialist Teacher
Wonderland Avenue School

1979-1981 **Teacher**, Elementary Orthopedically Handicapped/Non Handicapped
Salvin Special Education Center

1975-1979 **Acting Administrative Assistant**
Resource Teacher
Teacher, Elementary Mentally Retarded Severe
Willenberg Special Education Center

PROFESSIONAL SKILLS AND ACHIEVEMENTS

- Coordinated Special Education services and program implementation for students with disabilities in collaboration with charter schools
- Provided technical assistance to Special Education Division department and Support Units, as well as other LAUSD departments regarding charter schools and services
- Provided ongoing meaningful consultation to charter school administrators, teachers, providers, and parents
- Liaisoned with District and chart leaders to assist in SELPA LAUSD reorganization
- Served as direct support for mediating challenging cases that could result in due process hearing
- Successfully organized District-wide Extended School Year, including preparation of manual and training Program Specialists, while decreasing budget deficit and maximizing student services
- Collaborated with charter leaders to develop and implement professional development activities for charter and District employees
- In depth knowledge of District Special Education policies, procedures, and programs as they relate to charter school programs
- Understanding of laws and regulations pertaining to charter schools in general and delivery of special education services relative to charter schools

- In depth knowledge of the Individuals with Disabilities Act and state and local regulations
- Familiarity with developing budget, hiring personnel, opening and closing of classes
- Ability to collaborate and communicate effectively with other offices, community agencies, parents, and school-site staff

CREDENTIALS/CERTIFICATION

- Multicultural/Bilingual Master Plan coursework
- California Administrative Services Credential
- Standard Elementary Credential (Life)
- Specialist, SH and LH Credential (Life)
- Restricted Special Education Credential, OH (Life)
- Resource Specialist Certificate of Competence

REFERENCES

Available on request

RESUME

Dr. Suzie Oh
Educational Consultant
Adjunct Professor, California State University, Los Angeles and Fullerton
Former Principal, Third Street School, Los Angeles Unified School District
[redacted]

AREAS of EXPERTISE:

1. Leadership for School Principals, and CEO's
2. Literacy (Reading & Writing)
3. Teaching and Learning Framework
4. Multicultural Education (Diversity)
5. Gifted Education
6. English Education
7. Thinking Maps

Have been invited to Korea for two decades for numerous speaking engagements at universities, school districts, schools to train principals, teachers and parents.

BOOKS/ARTICLES

1. Handbook for Teaching Korean-American Students by Calif. State Dept. of Education
2. Voices from the City: Practitioners' Perspectives by U.S.C.
3. California Dept. of Education Foreign Language Framework (Curriculum Framework and Criteria Committee Member)

ADMINISTRATIVE AND TEACHING EXPERIENCE with the Los Angeles Unified School District as: Principal, Central District Administrator (Specialist), Instructional Advisor, School Site Program Coordinator, and Classroom Teacher

PRINCIPAL, Third Street School, Los Angeles Unified School District
(Retired as of 7/1/16)
Responsibilities include: Administering a school of diverse student population of 800 students, 40 teachers and 40 other staff members, providing instructional leadership, planning and conducting professional development sessions, counseling and disciplining students, conducting conferences with parents and teachers, evaluating teachers and support staff, directing budgetary accounts, and ensuring the safety and welfare of all staff members and encouraging the active involvement of parents in the school's decision-making process, gaining input from the multiple perspectives of all stakeholders.

Earned Third Street School exceptional recognition as one of the top schools in the district for student achievement and student attendance.

ASSISTANT PRINCIPAL: Hobart Blvd. School
Established on-site counseling services for individual students and families supported by Los Angeles County

SPECIALIST in ESL INSTRUCTION AND MULTICULTURAL EDUCATION (Central District Administrator), Office of Bilingual-ESL Instruction

INSTRUCTIONAL ADVISOR IN ESL INSTRUCTION: Administrative Regions D, H and Area 5.

SCHOOL SITE PROGRAM COORDINATOR

CLASSROOM TEACHER

Taught ESL (English as a Second Language) at high schools

OTHER PART-TIME TEACHING EXPERIENCES
Instructional Leadership at California State University, Los Angeles
Supervising Student Teachers at California State University, Fullerton, CSU Long Beach,
California State Univ. Northridge and U.S.C.
Korean Language Instructor, Santa Monica College
Korean Culture & Language Instructor, Los Angeles Community College

CREDENTIALS
California Administrative Credential (pre-K - adult)
Life California Standard Teaching Credential, K-9, English Teacher

EDUCATION
Doctor of Education Degree (Ed.D.), University of Southern California
Master's Degree in Education, University of Southern California
Teaching and Administrative Credential Programs, University of Southern California

PROFESSIONAL SERVICE AT STATE LEVEL
Curriculum Framework Criteria Committee, California Department of Education Foreign Language Instruction, K-12

AWARDS
- "Principal of the Year" Award by ACSA (Association of California School Association), Region XVI
- "City Lights" Humanitarian Award by Southern California Jewish Counseling Center
- Susan B. Anthony Award by Hollywood Business & Professional Association

Paul Vieyra

Experience

Vista Charter Public Schools Foundation **October 2014 to Present**
-Board President

Uptown Realtors, Whittier, California
Realtor ***October 2007 to Present***
-*Represent buyers and sellers in Real Estate transactions.*
-Coordinate with Escrow, Title, and Lenders to consummate a successful purchase or sale.

Mellon 1st Business Bank, Los Angeles, California
Operations Manager/Business Analyst ***April 1999 to October 2007***
-*Manage Relationship Profitability Module at Bank*
-Streamline and improve core bank processes to improve profitability.
-Training and Implementation of bank products.
-Liaison between Executive Management and Line Managers.

Bank of Los Angeles, Beverly Hills, California
Operations Manager ***April 1994 to March 1999***
-Data Processing Manager, responsible for interbank check processing between Banks and Federal Reserve.

Education

Cal State Los Angeles
2005 - 2006 Business Finance

East Los Angeles College
2002 – 2004 *Associates of Arts*

GERONIMO GAYTAN

CONTACT

[redacted]

ggaytan@vistacharterps.org

PROFILE

I am a person who loves to help and serve his community. Organized and rallied with parents to transform Palm Lane into a charter school.

SKILLS

- Bilingual
- Google Suites
- Manage Large Projects
- Treasurer Responsibilities

EDUCATION

GILBERT HIGH SCHOOL

EXPERIENCE

DISNEYLAND

TA Assistant Manager

2005 - Present

- Program Computers, radios, phones, and registers
- Manage three restaurants, the pool-bar, and 2 bars
-

PALM LANE CHARTER SCHOOL

Treasurer

2018- 2022

- Served on Palm Lane's board as treasurer
- Managed bank accounts for Palm Lane
- Authorized check requests

Donald S. Wilson, Ed.D.
[redacted]
dwilson@vistacharterpublicschools.org

EDUCATION

2016	**University of Southern California (USC), Los Angeles, CA** Ed.D in Urban Leadership
2005	**California State University Northridge (CSUN), Northridge, CA** Masters of Educational Policy and Administration
1990	**Los Angeles Unified School District, Los Angeles, CA** District Internship Program Graduate
1986	**Brigham Young University (BYU), Provo, Utah** Bachelor of Arts in English Literature Bachelor of Arts in Spanish Literature

Experience

2016 to Present Superintendent, Vista Charter Public Schools

- Direct, coordinate, and supervise overall operation of district administration and instructional programs
- Develop and Oversee annual budget of $11,000,000 of state and federal funds-Title I, Title II, Title III
- Developed LCAP for all schools
- Increased CAASSP scores 5 years in a row
- Oversee Special Education compliance and implemented full inclusion at all campuses
- Opened Vista Condor K-5 Global Academy in Santa Ana, CA
- Opened Vista Horizon Global Academy in Los Angeles, CA
- Opened Vista Meridian Global Academy High School in Santa Ana, CA
- Developed and oversaw the construction of a 30-million-dollar K-8 facility in Santa Ana, Ca
- Obtained a 40-million-dollar bond for VCPS
- Navigated the district successfully through the COVID pandemix
- Implemented and facilitated district wide training for Lucy Calkins readers and writers' workshop, Kagan Cooperative Strategies, Way of Council, and Project Lead the Way
- Monitor student achievement data and support site principals in using data to inform and improve classroom instruction
- Support principals in developing coherent professional development plans, and when appropriate, facilitate professional development at network school sites

- Provide professional development to principals on CCSS transition, teacher evaluation practices, Instructional Leadership Teams, LCAP, and change management frameworks for institutional change
- Wrote and was awarded over $1,300,000 in grants
- Secured funds and oversee $20 million project for construction of new buildings and facilities in Santa Ana, CA
- Implemented one-to-one laptop initiative for all students
- Member for the California School Work Program (SWP) Grant Selection 2021-22 Committee

2015 to 2016 Director of Instruction, LAUSD
Elementary & Secondary site supervisor
Linked Learning

2014 - 2015 Director of Instruction, LAUSD
Elementary & Secondary (Principal Supervisor)
Intensive Support and Innovation Center

2008-2013 Principal, LAUSD
Wonderland Ave. Elementary and Gifted/High Ability Magnet

2007-2008 Third Street Elementary, LAUSD
Assistant Principal, Educational Instruction Specialist

2004-2007 Santa Monica Blvd Community Charter
Administrative Coordinator

1995 - 2004 Manchester Avenue Elementary, LAUSD
Teacher

1992 -1994 Barnes Road Elementary, Beaverton, OR
Teacher

1988 -1992 Twenty-Fourth Street Elementary, LAUSD
Teacher

CERTIFICATION

2012 **The Supes Academy, Los Angeles, CA**
Superintendent preparation and development certificate of completion

2004 UCLA Cognitive Coaching Academy

2001 National Board Certification in English as a New Language

1998 Bilingual Certificate of Competence in Spanish (BCC)

PUBLICATIONS

Los Angeles Parent Magazine, June 2011 Article on children's grieving "From Heartache to Hero."

Vista Legacy Global Academy
Supporting Documentation

COLLIN ROGER FELCH, Ed.D.
[redacted]

SUMMARY OF QUALIFICATIONS

Vast experience in serving all students to reach their fullest potential. Hard-working educator who engages all stakeholders in the educational process. Champion and advocate for students. Passionate about high quality teaching and learning. Life-long learner with a collaborative leadership style.

EXPERIENCE

Principal, Vista Global Academies (Vista Condor Global Academy, Vista Heritage Global Academy, and Vista Meridian Global Academy), Vista Charter Public Schools, June 2017-Present.

Assistant Principal, Communication and Technology School, Diego Rivera Learning Complex, Los Angeles Unified School District, April 2015-June 2017.

Common Core Mathematics Expert, Intensive Support and Innovation Center, Los Angeles Unified School District, August 2014-April 2015.

Math, Leadership, and Economics Teacher, Ambassador School of Global Leadership, Los Angeles Unified School District, August 2010-August 2014.

OTHER EXPERIENCE

Chairperson, Orange County Charter Principals Network, Orange County, California, 2018-Present.

Board of Directors, Citra Anak Bangsa (Image of Worldly Children School), Jakarta, Indonesia, 2014-2016.

International Judge, Star of Outlook, English Talent Television Show Competition, Beijing, China, 2014.

TEDx Curator, TEDxYouth@7thStreet, Los Angeles, California, May 2012.

EDUCATION

University of Southern California, Los Angeles, California. Rossier School of Education
Doctorate in Educational Leadership (Ed.D.) in October 2016.

University of Southern California, Los Angeles, California. Rossier School of Education Masters of Arts in Teaching in June 2010.
Single Subject Teaching Credential: Mathematics in June 2010.

University of Washington, Seattle, Washington.
Bachelor of Arts in Economics in Spring 2009.

PROFESSIONAL GROWTH

Brandman University, Irvine, California.
Tier II (Clear) Administrative Credential Program in October 2015.

Loyola Marymount University, Los Angeles, California.
Institute of School Leadership and Administration
Tier I Administrative Credential in December 2013.

Cognitive coaching and adaptive schools trained (coaching educators to become reflective, self-directed practitioners), October 2015.

Presenter at multiple conferences.
Asia Society Partnership for Global Learning Conference, New York, June 2012 and June 2013.
Hewlett Foundation Deeper Learning Conference, San Diego, March 2013.

AWARDS AND MEMBERSHIPS

2013 LAUSD and Los Angeles County Teacher of the Year.
Association of California School Administrators (ACSA) Member

REFERENCES

Dr. Don Wilson, Superintendent, Vista Charter Public Schools [redacted]
Mari Barke, President, Orange County Board of Education ([redacted]
Cynthia Gonzalez, Principal, Los Angeles Unified School District ([redacted]
Dr. Michelle Windmueller, Retired Director, LAUSD [redacted]32
Eric Maxey, Staff Relations Director, LAUSD ([redacted]
Dr. Rudy Castruita, Retired Superintendent/Dissertation Chair [redacted]
Dr. Mark Johnson, Superintendent, Fountain Valley School District ([redacted]
Dr. Andrew Pulver, Asst. Supt, HR, Los Alamitos USD [redacted]
Dr. Steve Regur, Founder and CEO, Educators Cooperative ([redacted]
Dr. Brandon Wiley, Chief Program Officer, Buck Institute of Education [redacted]

Karen Amaya
[redacted] | kamaya@vistacharterps.org

PROFESSIONAL SUMMARY

Lifelong educator with 20 years experience in teaching, coaching, and developing Professional Learning Communities and collaborative cultures amongst staff to meet the needs of underserved students.

WORK HISTORY

Principal, Vista Charter Middle School, Vista Charter Public Schools, 2017-present

Assistant Principal, Vista Charter Middle School, Vista Charter Public Schools, 2015-2017

On-Site Administrator, Celerity Troika Charter School, 2014-2015

Curriculum Specialist, Celerity Cardinal Charter School/Celerity Palmati Charter School, 2014

Teacher, Santa Monica Blvd. Community Charter School, 2002-2014

EDUCATION

University of Phoenix, Pasadena, California.
Masters of Arts in Education, June 2006

University of Southern California, Los Angeles, California.
Bachelor of Arts in Spanish, May 2001
Minor in Education, May 2001

PROFESSIONAL GROWTH

California State University: Dominguez Hills, Carson, California.
Administrative Services Credential Tier II (Clear) in June 2018.
Administrative Services Credential Tier I (Preliminary) in May 2014.

Kagan Certification
Cooperative Learning: Day 1 – 5
Cooperative Meetings
Kagan for Els
Kagan Coaching

Way of Council

Adaptive Schools

MEMBERSHIPS AND RECOGNITIONS

Association of California School Administrators (ACSA) Member

Pi Lambda Theta Education Honor Society

Voyage LA: LA's Most Inspiring

SKILLS

Languages: Fluent in Spanish

Strong Communication, Interpersonal and Technology Skills

Erika Karina Najera
[redacted]

PROFESSIONAL SUMMARY

Lifelong educator with more than 15 years of experience teaching, training and implementing instructional strategies for students with a wide range of learning and behavioral disabilities as well as collaborative learning strategies for both teachers and students.

EXPERIENCE

Special Education Coordinator, Vista Charter Middle School, Vista Horizon Global Academy, July 2019 – Present.

Education Specialist, Vista Charter Middle School, July 2014 – June 2019

Resource Specialist Teacher, Santa Monica Bl Community Charter School, July 2012 – June 2014

K – 2 Special Day Class Teacher, Santa Monica Bl Community Charter School, July 2005 – June 2012

EDUCATION

California State University: Dominguez Hills, Carson, California. Masters of Arts in Education: School Leadership Option in August 2019.

California State University: Los Angeles, Los Angeles, California. Bachelor of Arts in Latin American Studies in September 2004.

Theodore Roosevelt High School, Los Angeles, California. High School Diploma in June 1996.

PROFESSIONAL GROWTH

California State University: Dominguez Hills, Carson, California.
Administrative Services Credential Tier II (Clear) in September 2021.

California State University: Dominguez Hills, Carson, California.
Administrative Services Credential Tier I (Preliminary) in July 2019.

Los Angeles County Office of Education, Downey, California.
Autism Spectrum Disorders Authorization, in March 2014.

Los Angeles County Office of Education, Downey, California.
Education Specialist Teaching Credential Level I/II, Mild/Moderate Disabilities, in June of 2007.

Kagan Certification
- Cooperative Learning: Day 1 – 5
- Cooperative Meetings
- Kagan for ELs

Way of Council

Adaptive Schools

REFERENCES

Karen Amaya, Principal, Vista Charter Middle School (213) 201-4000
Beth Henschel, Administrative Coordinator, Fenton Charter Public Schools, (805) 236-1767
Adrianna Munguia, Assistant Principal, ISANA Academies: Himalia, (213) 422-2376

BYLAWS
OF
VISTA CHARTER PUBLIC SCHOOLS
(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this corporation is Vista Charter Public Schools.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 1022 N. Van Ness Avenue, Los Angeles, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote one or more California public charter schools. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of

the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V
DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This corporation's assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI
CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation's Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII
BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors ("Board"). The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; and require from them security for faithful service.

b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside

California; and designate a place in California for holding any meeting of members.

c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

d. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than five (5) and no more than nine (9) unless changed by amendments to these bylaws. All directors shall have full voting rights, Education Code Section 47604(b). If the charter authorizer appoints a representative to serve on the Board of Directors, the Corporation may appoint an additional director to ensure an odd number of Board members. All directors, except for the representative of the charter authorizer, shall be designated by the existing Board of Directors. All directors are to be designated at the corporation's annual meeting of the Board of Directors.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No interested persons may serve on the Board of Directors. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person.

Section 5. DIRECTORS' TERM. Each director shall hold office for two (2) years and until a successor director has been designated and qualified.

Section 6. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors or, if none, the President will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of

directors; and (d) the failure of the members, at any meeting of members at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 11. REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the unanimous consent of the directors then in office, (b) the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code Section 5211, or (c) a sole remaining director.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may designate that a meeting be held at any place within the charter school's granting agency's boundaries designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code).

The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board of Directors.

Section 16. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or the President, or the Secretary, or any two directors. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to each director and to the public through the posting of an agenda. Pursuant to the Brown Act, the Board of Directors shall adhere to the following notice requirements for special meetings:

a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.

b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

c. The notice of special meeting shall state the time and place of the meeting and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each board member present for each action taken shall be publicly reported.

Section 20. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Corporation operates;

b. All votes taken during a teleconference meeting shall be by roll call;

c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;[1]

e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and

f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.[2]

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors shall not receive compensation. Directors may receive reimbursement of expenses, as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 23. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more standing and/or ad hoc committees, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board of Directors. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

[1] This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

[2] The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;

b. Fill vacancies on the Board of Directors or any committee of the Board;

c. Amend or repeal bylaws or adopt new bylaws;

d. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;

e. Create any other committees of the Board of Directors or appoint the members of committees of the Board; or

f. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected;

The Board may also create Advisory Committees consistent with the terms of the Vista Charter School charter, for purposes of advising the Board of Directors. The Advisory Committees may include the following: (1) Site Council; (2) Parent Involvement Committee; (3) Curriculum Committee. Each Advisory Committee shall adopt bylaws, subject to Board approval.

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

Section 27. COMPLIANCE WITH CONFLICTS OF INTEREST LAWS. The Charter School and the Board shall comply with applicable conflict of interest laws, including the Political Reform Act and California Government Code Section 1090, et seq. ("Government Code Section 1090"), as said chapter may be modified by subsequent legislation.

ARTICLE VIII
OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a President, a Secretary, and a Director of Finance. The corporation, at the Board's direction, may also have a Chairman of the Board, one or more Vice-Presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article VIII, Section 4, of these bylaws. The officers in addition to the corporate duties set forth in this Article VIII shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Director of Finance may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint and authorize the Chairman of the Board, the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If there is no President, the Chairman of the Board of Directors shall also be the chief executive officer and shall have the powers and duties of the President of the corporation set forth in these bylaws. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors

meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 9. PRESIDENT. The President, also known as the Executive Director, shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. If there is no Chairman of the Board, the President shall preside at all Board of Directors' meetings. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 10. VICE-PRESIDENTS. If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the Board, or, if not ranked, a Vice-President designated by the Board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings; and the vote or abstention of each board member present for each action taken..

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 12. DIRECTOR OF FINANCE. The Director of Finance shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Director of Finance shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Director of Finance shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Director of Finance and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Director of Finance shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Director of Finance on his or her death, resignation, retirement, or removal from office.

ARTICLE IX
CONTRACTS WITH MEMBERS

Section 1. CONTRACTS WITH MEMBERS. The Corporation shall comply with Government Code Section 1090.

ARTICLE X
CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Vista Charter School Conflict of Interest Policy have been fulfilled.

ARTICLE XI
LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS. This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XII
INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board

of Directors shall authorize indemnification.

ARTICLE XIII
INSURANCE

Section 1. INSURANCE. This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

ARTICLE XIV
MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

a. Adequate and correct books and records of account;

b. Written minutes of the proceedings of the Board and committees of the Board; and

c. Such reports and records as required by law.

ARTICLE XV
INSPECTION RIGHTS

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours. If the corporation has no business office in California, the Secretary shall, on the written request of any director, furnish to that director a copy of the articles of incorporation and bylaws, as amended to the current date.

ARTICLE XVI
REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;

b. The principal changes in assets and liabilities, including trust funds;

c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;

d. The corporation's expenses or disbursement for both general and restricted purposes;

e. Any information required under these bylaws; and

f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification pursuant to Corporations Code section 6322.

ARTICLE XVII
BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall make any provisions of these Bylaws inconsistent with the corporation's Articles of Incorporation, or any laws.

ARTICLE XVIII
FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the Vista Charter Public Schools, a California nonprofit public benefit corporation; that these bylaws, consisting of 14 pages, are the bylaws of this corporation as adopted by the Board of Directors on Nov 10, 2014 and that these bylaws have not been amended or modified since that date.

Executed on Nov. 10, 2014 at Los Angeles, California.

Jose Rubio, Secretary

3056692

FILED
In the office of the Secretary of State
of the State of California
DEC 07 2007

ARTICLES OF INCORPORATION
OF
VISTA CHARTER SCHOOL
(A California Nonprofit Public Benefit Corporation)

I.

The name of the Corporation shall be Vista Charter School.

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote the Vista Charter School.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

The name and address in the State of California of this Corporation's initial agent for service of process is:

Vahe Markarian
1022 N. Van Ness Avenue
Los Angeles, CA 90038

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not

participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

Dated:_____

_____
Andrea C. Sexton, Incorporator

A0756984

3056692

NCTO

CERTIFICATE OF AMENDMENT OF ARTICLES OF INCORPORATION

FILED
Secretary of State
State of California
JUN 11 2014

The undersigned certify that:

1. They are the President and the Secretary of Vista Charter School, a California nonprofit public benefit corporation.

2. Article I of the Articles of Incorporation of this corporation is amended to read as follows:

   The name of this Corporation is Vista Charter Public Schools.

3. Article II of the Articles of Incorporation of this corporation is amended to read as follows:

   The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools.

   The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

4. The foregoing amendment of the Articles of Incorporation has been duly approved by the board of directors.

5. The corporation has no members.

A0756984

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

DATE: 5-19-14

Jose Rubio, President

DATE: 6-3-14

Albert Hasty Arnold, Secretary

A0777393

3056692

CERTIFICATE OF AMENDMENT OF ARTICLES OF INCORPORATION

FILED
Secretary of State
State of California
NOV 12 2015

The undersigned certify that:

1. They are the President and Treasurer of Vista Charter Public Schools, a California non-profit public benefit corporation.

2. Article II of the Articles of Incorporation of this corporation is amended to read as follows:

   The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are:

   a. to manage, operate, guide direct and promote Vista Charter Middle School (California State Board Numbered Charter School: 1234); and

   b. to manage, operate, guide, direct and promote Vista Heritage Charter Middle School (California State Board Numbered Charter School: 1752)

   The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the internal Revenue Code, or the corresponding section of any future federal tax code.

3. The foregoing amendment of the Articles of Incorporation has been duly approved by the board of directors.

4. The corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

DATE: 8/28/15

Jose Rubio, President

DATE: 9/1/15

Albert H. Arnold

Dr. Albert Hasty Arnold, Treasurer

A0822542

3056692

FILED
Secretary of State
State of California
DEC 19 2018
IPC

CERTIFICATE OF AMENDMENT OF ARTICLES OF INCORPORATION
Entity Number: C3056695

The undersigned certify that:

1. They are the President and Secretary of Vista Charter Public Schools, a California non-profit public benefit corporation.

2. Article II of the Articles of Incorporation of this corporation is amended to read as follows:

   The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are:

   a. to manage, operate, guide direct and promote Vista Charter Middle School (California State Board Numbered Charter School: 1234);

   b. to manage, operate, guide, direct and promote Vista Heritage Charter Middle School (California State Board Numbered Charter School: 1752); and

   c. to manage, operate, guide, direct and promote Vista Condor Global Academy (California State Board Numbered Charter School: 1930).

   The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the internal Revenue Code, or the corresponding section of any future federal tax code.

3. The foregoing amendment of the Articles of Incorporation has been duly approved by the board of directors.

4. The corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

DATE: 11/26/2018

Paul Vieyra, President

DATE: 11/27/2018

Mimi Kim, Treasurer

DocuSign Envelope ID: 6A0630AD-3C87-47EA-9036-A2CE048239A6

CERTIFICATE OF AMENDMENT OF
ARTICLES OF INCORPORATION
Entity Number: C3056695

The undersigned certify that:

1. They are the President and Secretary of Vista Charter Public Schools, a California non-profit public benefit corporation.

2. Article II of the Articles of Incorporation of this corporation is amended to read as follows:

   The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purpose for which this Corporation is organized is to operate one or more California public charter schools and related educational services.

   The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the internal Revenue Code, or the corresponding section of any future federal tax code.

3. The foregoing amendment of the Articles of Incorporation has been duly approved by the board of directors.

4. The corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

DATE: 12/7/2022 — DocuSigned by: PAUL VIEYRA, 1E253BB40A2149B... — a, President

DATE: 12/7/2022 — Mimi Kim, 75B205BBB6124BA... — Mimi Kim, Treasurer

Rental Date: 7/6/2022
Document Number:24447
Revised

Attn: Donald Wilson
Phone: (213)-201-4000
Fax:
Email: dwilson@vistacharterpublicschools.org

2900 W Temple, LLC
2900 W Temple St.
Los Angeles, California 90026

Pursuant to the governing documents for the above referenced financing, you are required to make payments to U.S. Bank N.A.
We have calculated the amounts due as follows:

Account Number: 212261000 CAMFACSLRS14

Amount Type	Debt Service Date	Total Due	Cash on Hand	Invoice Frequency Cycle	Installment Payment Cycle	Amount Due
Interest Due	1/1/2023	$174,246.88	$6.59	Semi-Annually	Monthly	$29,034.56

Amount Type	Debt Service Date	Total Due	Cash on Hand	Invoice Frequency Cycle	Installment Payment Cycle	Amount Due
Principal Due	7/1/2023	$150,000.00	$0.00	Semi-Annually	Monthly	$12,500.00

Payment Installment Schedule

Due Date	Amount Due	Applied Cash on Hand	Net Amount Due
7/15/2022	$41,541.15	$6.59	$41,534.56
8/15/2022	$41,541.15	$0.00	$41,541.15
9/15/2022	$41,541.15	$0.00	$41,541.15
10/15/2022	$41,541.15	$0.00	$41,541.15
11/15/2022	$41,541.15	$0.00	$41,541.15
12/15/2022	$41,541.13	$0.00	$41,541.13

Notes:

U.S. BANK CONTACTS
Prod Ops Analyst Christopher Rau Email : christopher.rau@usbank.com Phone: (651)-466-6170

Rental Date: 7/6/2022
Document Number:24447
Revised

WIRING INSTRUCTIONS	
U.S. Bank must receive funds prior to 10:30 A.M. CST to ensure DTCC receives funds prior to their same day settlement deadline of 2:00 P.M. CST. Any payments received by DTCC after the 2:00 P.M. deadline will be allocated the next day.	
ABA:	091000022
BBK:	U.S. Bank N.A.
A/C:	180121196976
BNF:	U.S. Bank Trust N.A.
OBI:	Vista Charter Middle CAMFACSLR

CHECK INSTRUCTIONS
If paying by check, please include a copy of this invoice and remit payment 5 business days prior to payment date.
U.S. BANK St. Paul CM-9705 P.O. BOX 70870 St Paul, MN 55170

U.S. BANK CONTACTS
Prod Ops Analyst Christopher Rau Email : christopher.rau@usbank.com Phone: (651)-466-6170

Vista Legacy Global Academy
Supporting Documentation

All of us serving you®

Debt Service Schedule

Date: 12/8/2022

Account Name: Vista Charter Middle School Project
Account Number: 212261000
Customer Name: 2900 W Temple, LLC

Debt Service Date	Principal Due	Interest Due	Call Premium/ Discount	Paydown	Total Payment	Ending Balance
1/1/2023	$0.00	$174,246.88	$0.00	$0.00	$174,246.88	$6,120,000.00
7/1/2023	$150,000.00	$174,246.88	$0.00	$0.00	$324,246.88	$5,970,000.00
1/1/2024	$0.00	$170,496.88	$0.00	$0.00	$170,496.88	$5,970,000.00
7/1/2024	$160,000.00	$170,496.88	$0.00	$0.00	$330,496.88	$5,810,000.00
1/1/2025	$0.00	$166,496.88	$0.00	$0.00	$166,496.88	$5,810,000.00
7/1/2025	$170,000.00	$166,496.88	$0.00	$0.00	$336,496.88	$5,640,000.00
1/1/2026	$0.00	$162,140.63	$0.00	$0.00	$162,140.63	$5,640,000.00
7/1/2026	$175,000.00	$162,140.63	$0.00	$0.00	$337,140.63	$5,465,000.00
1/1/2027	$0.00	$157,656.26	$0.00	$0.00	$157,656.26	$5,465,000.00
7/1/2027	$185,000.00	$157,656.26	$0.00	$0.00	$342,656.26	$5,280,000.00
1/1/2028	$0.00	$152,915.63	$0.00	$0.00	$152,915.63	$5,280,000.00
7/1/2028	$195,000.00	$152,915.63	$0.00	$0.00	$347,915.63	$5,085,000.00
1/1/2029	$0.00	$147,918.76	$0.00	$0.00	$147,918.76	$5,085,000.00
7/1/2029	$205,000.00	$147,918.76	$0.00	$0.00	$352,918.76	$4,880,000.00
1/1/2030	$0.00	$142,665.63	$0.00	$0.00	$142,665.63	$4,880,000.00
7/1/2030	$215,000.00	$142,665.63	$0.00	$0.00	$357,665.63	$4,665,000.00
1/1/2031	$0.00	$136,887.50	$0.00	$0.00	$136,887.50	$4,665,000.00
7/1/2031	$225,000.00	$136,887.50	$0.00	$0.00	$361,887.50	$4,440,000.00
1/1/2032	$0.00	$130,840.63	$0.00	$0.00	$130,840.63	$4,440,000.00
7/1/2032	$240,000.00	$130,840.63	$0.00	$0.00	$370,840.63	$4,200,000.00
1/1/2033	$0.00	$124,390.63	$0.00	$0.00	$124,390.63	$4,200,000.00
7/1/2033	$250,000.00	$124,390.63	$0.00	$0.00	$374,390.63	$3,950,000.00
1/1/2034	$0.00	$117,671.88	$0.00	$0.00	$117,671.88	$3,950,000.00

All of us serving you®

7/1/2034	$265,000.00	$117,671.88	$0.00	$0.00	$382,671.88	$3,685,000.00
1/1/2035	$0.00	$110,550.00	$0.00	$0.00	$110,550.00	$3,685,000.00
7/1/2035	$280,000.00	$110,550.00	$0.00	$0.00	$390,550.00	$3,405,000.00
1/1/2036	$0.00	$102,150.00	$0.00	$0.00	$102,150.00	$3,405,000.00
7/1/2036	$295,000.00	$102,150.00	$0.00	$0.00	$397,150.00	$3,110,000.00
1/1/2037	$0.00	$93,300.00	$0.00	$0.00	$93,300.00	$3,110,000.00
7/1/2037	$315,000.00	$93,300.00	$0.00	$0.00	$408,300.00	$2,795,000.00
1/1/2038	$0.00	$83,850.00	$0.00	$0.00	$83,850.00	$2,795,000.00
7/1/2038	$335,000.00	$83,850.00	$0.00	$0.00	$418,850.00	$2,460,000.00
1/1/2039	$0.00	$73,800.00	$0.00	$0.00	$73,800.00	$2,460,000.00
7/1/2039	$355,000.00	$73,800.00	$0.00	$0.00	$428,800.00	$2,105,000.00
1/1/2040	$0.00	$63,150.00	$0.00	$0.00	$63,150.00	$2,105,000.00
7/1/2040	$375,000.00	$63,150.00	$0.00	$0.00	$438,150.00	$1,730,000.00
1/1/2041	$0.00	$51,900.00	$0.00	$0.00	$51,900.00	$1,730,000.00
7/1/2041	$395,000.00	$51,900.00	$0.00	$0.00	$446,900.00	$1,335,000.00
1/1/2042	$0.00	$40,050.00	$0.00	$0.00	$40,050.00	$1,335,000.00
7/1/2042	$420,000.00	$40,050.00	$0.00	$0.00	$460,050.00	$915,000.00
1/1/2043	$0.00	$27,450.00	$0.00	$0.00	$27,450.00	$915,000.00
7/1/2043	$445,000.00	$27,450.00	$0.00	$0.00	$472,450.00	$470,000.00
1/1/2044	$0.00	$14,100.00	$0.00	$0.00	$14,100.00	$470,000.00
7/1/2044	$470,000.00	$14,100.00	$0.00	$0.00	$484,100.00	$0.00
Totals:	$6,120,000.00	$4,889,256.38	$0.00	$0.00	$11,009,256.38	

U.S. Bank Contacts

Prod Ops Analyst	Christopher Rau	christopher.rau@usbank.com	(651)-466-6170

1620DDAMUNICORP, , CAMFACSLRS14

January 25, 2022

Document Report

Documents
Digital Image {06e20882-e623-40eb-9875-f5be17bf7ca3}

Document Number(s)
CERT 65154
08016-10000-03197

Record Description
Record ID: 52456019
Doc Type: CERTIFICATE OF OCCUPANCY
Sub Type: None
Doc Date: 12/15/2008
Status: COFO ISSUED
Doc Version: None
AKA Address: None
Project Name: None
Disaster ID: None
Subject: None
Product Name: None
Manufacturer's Name: None
Expired Date: None
Receipt Number: None
Case Number: None
Scan Number: None
Dwelling Units: None
Comments: CONVERT OFFICE BUILDING AND PORTION OF PARKING STRUCTURE TO A CHARTER MIDDLE SCHOOL.

Property Address(es)
2900 2900 W TEMPLE ST 90026-

Legal Description(s)
Tract: CABLE ROAD TRACT
Block: B Lot: 9 Arb:
Map Reference:M R 13-53 Modifier:

Contact
Name: RAFAEL FRANCO

PIN(s)
138A203 79

January 25, 2022

Document Report

Assessor Number(s)
5156-016-027

Council District(s)
13

Census Tracts(s)
2086.10

District Offices(s)
LA

Permit Reference(s)
2008LA24195

Film RBF
Type: IDIS O1014; 01502; 0000 thru 01502; 0001

Primary Use
SCHOOL

****

Note: If you have any questions, please visit one of our Records Counter Section open Monday thru Fridays from 7:30 AM to 4:30 PM, EXCEPT on Wednesdays which opens from 9:00 AM to 4:30 PM.

.

Locations: Metro - 201 N. Figueroa St., 1st Floor Rm. 110, Los Angeles CA 90012
Van Nuys - 6262 Van Nuys Blvd, 2nd Floor Van Nuys CA 91401

Electronically Received 09/06/2022 12:04 PM

FILED
Superior Court of California
County of Los Angeles
09/08/2022
Sherri R. Carter, Executive Officer / Clerk of Court
By: N. DiGiambattista Deputy

SUPERIOR COURT OF THE STATE OF CALIFORNIA

COUNTY OF LOS ANGELES

EQUITAS ACADEMY CHARTER SCHOOL, INC., a California nonprofit public benefit corporation,

Petitioner,

v.

LOS ANGELES UNIFIED SCHOOL DISTRICT, a California school district; BOARD OF EDUCATION OF THE LOS ANGELES UNIFIED SCHOOL DISTRICT; and ALBERTO CARVALHO, in his capacity as Superintendent,

Respondents.

Case No. 22STCP01617

~~[PROPOSED~~] JUDGMENT GRANTING PETITION FOR WRIT OF MANDATE IN PART

Dept.: 82
Judge: Hon. Mary H. Strobel

Electronically Received 09/06/2022 12:04 PM

JUDGMENT

On August 23, 2022, in Department 82 of the Los Angeles County Superior Court, the Honorable Mary H. Strobel presiding, the Court heard the Verified Petition for Writ of Mandate filed by Petitioner Equitas Academy Charter School, Inc., a California nonprofit public benefit corporation ("Equitas" or "Petitioner"), against Respondents Los Angeles Unified School District ("LAUSD"), the Board of Education of the Los Angeles Unified School District ("LAUSD Board"), and Alberto Carvalho, in his capacity as Superintendent (collectively, the "Respondents").

John C. Lemmo, Esq. of Procopio, Cory, Hargreaves & Savitch LLP appeared on behalf of Petitioner. Erin Marie Hamor, Esq., Courtney de Groof, Esq., and Edward Sklar, Esq. of Lozano Smith appeared on behalf of Respondents. After hearing the evidence and arguments presented by counsel, and the cause having been argued and submitted for decision, the Court adjudges as follows:

IT IS ORDERED, ADJUDGED AND DECREED:

1. The Verified Petition for Writ of Mandate is GRANTED IN PART, in accordance with the Court's Minute Order attached hereto and incorporated herein. Education Code Section 47605(b) imposed a mandatory duty on the LAUSD Board to deem the petition to establish Equitas Academy 7 as a charter school (the "EQ7 Charter Petition") received on March 30, 2022. Any contrary local policy of Respondents under which Respondents did not have a mandatory duty to deem the EQ7 Charter Petition received conflicts with state law, and is preempted and void.

2. Respondents shall receive Equitas's EQ7 Charter Petition and certification of completeness in accordance with Education Code section 47605(b), which are deemed received on March 30, 2022. The statutory timelines set forth in section 47605(b) will commence on the date the Writ of Mandate is issued by this Court, as follows:

   a. Within sixty (60) days of issuance of the Writ of Mandate, the LAUSD Board shall hold a public hearing on the provisions of Equitas's EQ7 Charter Petition in accordance with Education Code section 47605.

b. Within ninety (90) days of issuance of the Writ of Mandate, the LAUSD Board shall either grant or deny Equitas's EQ7 Charter Petition in accordance with Education Code section 47605.

3. The Verified Petition for Writ of Mandate's prayer for a writ directing Respondents to "set aside any District-promulgated requirement, restriction or limitation inconsistent with or contrary to the mandate of Education Code section 47605(b) requiring that a charter petition is received by the District Board in accordance with that statute" is forfeited for purposes of this writ petition, and is therefore denied.

4. The Court shall exercise continuing jurisdiction over this action to ensure that the Respondents comply with this Judgment and Writ of Mandate.

5. Petitioner is the prevailing party in this action for the purpose of recovery of costs pursuant to Code of Civil Procedure sections 1032 and 1033.5.

Judgment is entered in favor of Petitioner and against Respondents. A writ shall issue ordering Respondents to ta e action in accordance with paragraph 2 above.

DATED: 09/08/2022

Mary H. Strobel

Hon. Mary H. Strobel
Judge of the Superior Court

SUPERIOR COURT OF CALIFORNIA, COUNTY OF LOS ANGELES

Civil Division

Central District, Stanley Mosk Courthouse, Department 82

22STCP01617 August 23, 2022
EQUITAS ACADEMY CHARTER SCHOOL, INC., A CALIFORNIA NONPROFIT PUBLIC BENEFIT CORPORATION vs LOS ANGELES UNIFIED SCHOOL DISTRICT, A CALIFORNIA SCHOOL DISTRICT, et al. 9:30 AM

Judge: Honorable Mary H. Strobel
Judicial Assistant: N DiGiambattista
Courtroom Assistant: R Monterroso

CSR: Cindy Cameron/CSR 10315
ERM: None
Deputy Sheriff: None

APPEARANCES:

For Petitioner(s): John Lemmo (Telephonic) (x)

For Respondent(s): Erin Marie Hamor and Ed Sklar (x) (Telephonic)

NATURE OF PROCEEDINGS: HEARING ON PETITION FOR WRIT OF MANDATE

Matter comes on for hearing and is argued.

.

The court adopts its tentative ruling as the order of the court and is set forth in this minute order.

Petitioner Equitas Academy Charter School, Inc. ("Petitioner") petitions for a writ of ordinary mandate directing Respondents Los Angeles Unified School District ("LAUSD" or "District"), Board of Education of LAUSD ("Board"), and Superintendent Albert Carvalho (collectively "Respondents") to receive Petitioner's petition for the establishment of a charter school, as submitted to the District on March 30, 2022, in accordance with Education Code section 47605(b) and commence the statutory timelines for Board to hold a hearing on the petition and either grant or deny the charter.

Judicial Notice

Respondents' Request for Judicial Notice ("RJN") Exhibit A – Granted. (Evid. Code § 452(c); Pacific Gas & Electric Co. v. Superior Court (2017) 10 Cal.App.5th 563, 578, fn. 13 [taking judicial notice of a Senate committee report].)

Petitioner's objections to the RJN are overruled. Petitioner's objections go to the weight to be given the Senate Committee report in a statutory analysis of section 47605(b), not the propriety of judicial notice.

Respondents' Evidentiary Objections to Declaration of Margaret Ford

SUPERIOR COURT OF CALIFORNIA, COUNTY OF LOS ANGELES
Civil Division
Central District, Stanley Mosk Courthouse, Department 82

22STCP01617 August 23, 2022
EQUITAS ACADEMY CHARTER SCHOOL, INC., A CALIFORNIA NONPROFIT PUBLIC BENEFIT CORPORATION vs LOS ANGELES UNIFIED SCHOOL DISTRICT, A CALIFORNIA SCHOOL DISTRICT, et al. 9:30 AM

Judge: Honorable Mary H. Strobel CSR: Cindy Cameron/CSR 10315
Judicial Assistant: N DiGiambattista ERM: None
Courtroom Assistant: R Monterroso Deputy Sheriff: None

(1) – (10) Overruled.

Respondents' Evidentiary Objections to Reply Declaration of Kevin Davis

(1)-(15) Sustained.

Background and Procedural History

Education Code Section 47605(b)

This petition concerns the statutory process by which the governing board of a school district "receives" and acts upon a petition for establishment of a charter school within the school district. The central statutory provision is found in Education Code section 47605(b), which provides in pertinent part:

(b) No later than 60 days after receiving a petition, in accordance with subdivision (a), the governing board of the school district shall hold a public hearing on the provisions of the charter, at which time the governing board of the school district shall consider the level of support for the petition by teachers employed by the school district, other employees of the school district, and parents. Following review of the petition and the public hearing, the governing board of the school district shall either grant or deny the charter within 90 days of receipt of the petition, provided, however, that the date may be extended by an additional 30 days if both parties agree to the extension. A petition is deemed received by the governing board of the school district for purposes of commencing the timelines described in this subdivision on the day the petitioner submits a petition to the district office, along with a signed certification that the petitioner deems the petition to be complete. (bold italics added.)

"[S]ection 47605 establishes a comprehensive process for approval of charter petitions, spelling out precisely what is expected of a charter applicant." (United Teachers of Los Angeles v. Los Angeles Unified School Dist. (2012) 54 Cal.4th 504, 526.)

LAUSD Refuses to "Receive" Petitioner's Charter School Petition

Petitioner is a nonprofit public benefit corporation that operates the Equitas Academy Charter Schools, a group of six public charter schools located in Los Angeles and authorized by LAUSD

SUPERIOR COURT OF CALIFORNIA, COUNTY OF LOS ANGELES
Civil Division
Central District, Stanley Mosk Courthouse, Department 82

22STCP01617 August 23, 2022
EQUITAS ACADEMY CHARTER SCHOOL, INC., A CALIFORNIA NONPROFIT PUBLIC BENEFIT CORPORATION vs LOS ANGELES UNIFIED SCHOOL DISTRICT, A CALIFORNIA SCHOOL DISTRICT, et al. 9:30 AM

Judge: Honorable Mary H. Strobel CSR: Cindy Cameron/CSR 10315
Judicial Assistant: N DiGiambattista ERM: None
Courtroom Assistant: R Monterroso Deputy Sheriff: None

in accordance with Education Code section 47605. (Ford Decl. ¶ 2.) Petitioner planned to open Equitas Academy 7 ("EQ7") as its seventh school in time for the 2022-2023 school year. Petitioner's charter petition for EQ7 is the subject of this action. (Id. ¶ 5.)

Petitioner met with LAUSD staff on March 30, 2022, at an intake appointment, and submitted its petition to establish EQ7 as a charter school within LAUSD ("EQ7 Petition" or "petition"). Petitioner submitted a signed certification of completeness stating that Petitioner deemed the petition to be complete. Petitioner also submitted thousands of pages of additional documentation in support of the petition. (Ford Decl. ¶ 4; see AR 324 [certificate of completeness]; AR 146-12329 [entire petition].) Petitioner utilized a LAUSD-required template for the certificate of completeness. (Ford Decl. ¶ 4.)

LAUSD staff conducted the March 30 intake appointment via Zoom. Over several hours, LAUSD staff assessed the completeness or sufficiency of the EQ7 Petition. Ultimately, LAUSD staff notified Petitioner (via Zoom) that, in staff's opinion, a portion of the submittal supporting the EQ7 Petition was incomplete. Therefore, LAUSD staff informed Petitioner that the EQ7 Petition was not "received" by LAUSD or the Board. (Ford Decl. ¶¶ 4-5; Aguilar Decl. ¶¶ 9-15.)

After the March 30 intake appointment concluded, LAUSD staff sent Petitioner a copy of its "2021-2022 New Independent Charter School Petition Application Intake Checklist" (the "Checklist") concerning the EQ7 Petition. The Checklist states that the EQ7 Petition was deemed an "Incomplete petition – not accepted for review." (Ford Decl. ¶ 6; AR 10.)

Luis Aguilar, a LAUSD specialist in the LAUSD Charter School Division ("CSD"), was assigned to the team that reviewed the EQ7 Petition. (Aguilar Decl. ¶ 15.) The Checklist states that Aguilar conducted the "intake" for the EQ7 Petition. (AR 10.) In a declaration, Aguilar describes LAUSD's determination that the petition was incomplete, as follows: [T]he EQ7 Petition submission did not completely address the requirement to include evidence of community engagement with all required stakeholder groups. Therefore, pursuant to the District's Charter School Policies, the EQ7 Petition did not include all required components for a complete charter petition submission to the District, thus the statutory timelines described in Education Code section 47605, subdivision (b) did not commence on March 30, 2022." (Aguilar Decl. ¶ 15.)

In his declaration, Aguilar also describes the LAUSD policies and procedures that apply to

SUPERIOR COURT OF CALIFORNIA, COUNTY OF LOS ANGELES
Civil Division
Central District, Stanley Mosk Courthouse, Department 82

22STCP01617 August 23, 2022
EQUITAS ACADEMY CHARTER SCHOOL, INC., A CALIFORNIA NONPROFIT PUBLIC BENEFIT CORPORATION vs LOS ANGELES UNIFIED SCHOOL DISTRICT, A CALIFORNIA SCHOOL DISTRICT, et al. 9:30 AM

Judge: Honorable Mary H. Strobel CSR: Cindy Cameron/CSR 10315
Judicial Assistant: N DiGiambattista ERM: None
Courtroom Assistant: R Monterroso Deputy Sheriff: None

LAUSD's review of charter school petitions. He further summarizes certain communications between Petitioner and LAUSD staff, starting March 15, 2022, related to Petitioner's EQ7 Petition. Where relevant, this evidence is discussed in the Analysis section below. (Aguilar Decl. ¶¶ 1-9.)

LAUSD Confirms Refusal to Receive EQ7 Petition in Legal Correspondence

On April 4, 2022, through counsel, Petitioner requested that LAUSD reconsider its position and confirm that the EQ7 Petition was "received" and will be acted upon by the District Board pursuant to Education Code section 47605(b). (AR 13.)

On April 8, 2022, LAUSD's General Counsel, Devora Navera Reed, responded to Petitioner and reiterated LAUSD's position that the EQ7 Petition was "not considered received for purposes of starting the statutory timelines outlined in Education Code section 47605(b)." (AR 15.) Reed explained LAUSD's legal position as follows:

Contrary to the assertions made in the Equitas Letter, the Policy intake appointment requirements adopted by the LAUSD Board of Education are consistent with all applicable legal requirements including the Charter Schools Act (Ed. Code § 47600 et seq.) and made pursuant to the District's discretionary control over the adoption and implementation of the policies and procedures governing charter schools.

The Policy enshrined specific intake requirements, among other things and as referenced below, for all LAUSD authorized and prospective charter schools to ensure that LAUSD consistently, effectively and meaningfully considered and processed each petition application accordingly.

(AR 14-15.)

Reed quoted an LAUSD policy, which states in pertinent part: "At the intake appointment, CSD staff will determine if the petition is complete…. If the petition is deemed complete at the intake appointment, the CSD will commence its review and analysis of the petition in accordance with the standards and criteria set forth in the Charter Schools Act. (Ed. Code, § 47605.)." (AR 15 [bold italics in original].)

Reed then explained LAUSD's staff's decision not to receive the EQ7 Petition as follows:

SUPERIOR COURT OF CALIFORNIA, COUNTY OF LOS ANGELES
Civil Division
Central District, Stanley Mosk Courthouse, Department 82

22STCP01617 August 23, 2022
EQUITAS ACADEMY CHARTER SCHOOL, INC., A CALIFORNIA NONPROFIT PUBLIC BENEFIT CORPORATION vs LOS ANGELES UNIFIED SCHOOL DISTRICT, A CALIFORNIA SCHOOL DISTRICT, et al. 9:30 AM

Judge: Honorable Mary H. Strobel CSR: Cindy Cameron/CSR 10315
Judicial Assistant: N DiGiambattista ERM: None
Courtroom Assistant: R Monterroso Deputy Sheriff: None

Consistent with the authority above that empowers the District with control of the application approval process, the District's Charter Schools Division reviewed Equitas 7's petition application at the intake appointment and made an appropriate determination regarding the petition's completeness for purposes of proceeding with the review and analysis under Education Code section 47605. The District's Charter Schools Division specifically determined that Equitas 7's petition application was deemed incomplete because Equitas 7 failed to include all the necessary components of the Community Impact Assessment section of the New Independent Charter School Petition Application Intake Checklist ("Checklist"). (AR 15 [bold italics and italics in original].)

Writ Proceedings

On April 29, 2022, Petitioner filed its verified petition for writ of mandate. Respondents have answered. On July 8, 2022, Petitioner filed its opening brief in support of the petition and supporting declaration. The court has received Respondents' opposition brief and supporting declarations, Petitioner's reply, the joint administrative record (hereafter cited as "AR"), and the joint appendix.

Standard of Review; and Summary of Applicable Law

The petition for writ of mandate is brought pursuant to CCP section 1085. There are two essential requirements to the issuance of an ordinary writ of mandate under Code of Civil Procedure section 1085: (1) a clear, present, and ministerial duty on the part of the respondent, and (2) a clear, present, and beneficial right on the part of the petitioner to the performance of that duty. (California Ass'n for Health Services at Home v. Department of Health Services (2007) 148 Cal.App.4th 696, 704.) "An action in ordinary mandamus is proper where … the claim is that an agency has failed to act as required by law." (Id. at 705.)

"Generally, mandamus is available to compel a public agency's performance or to correct an agency's abuse of discretion when the action being compelled or corrected is ministerial." (AIDS Healthcare Foundation v. Los Angeles County Dept. of Public Health (2011) 197 Cal.App.4th 693, 700.) "Mandamus does not lie to compel a public agency to exercise discretionary powers in a particular manner, only to compel it to exercise its discretion in some manner." (Ibid.)

SUPERIOR COURT OF CALIFORNIA, COUNTY OF LOS ANGELES
Civil Division
Central District, Stanley Mosk Courthouse, Department 82

22STCP01617 August 23, 2022
EQUITAS ACADEMY CHARTER SCHOOL, INC., A CALIFORNIA NONPROFIT PUBLIC BENEFIT CORPORATION vs LOS ANGELES UNIFIED SCHOOL DISTRICT, A CALIFORNIA SCHOOL DISTRICT, et al. 9:30 AM

Judge: Honorable Mary H. Strobel CSR: Cindy Cameron/CSR 10315
Judicial Assistant: N DiGiambattista ERM: None
Courtroom Assistant: R Monterroso Deputy Sheriff: None

"A ministerial act is an act that a public officer is required to perform in a prescribed manner in obedience to the mandate of legal authority and without regard to his own judgment or opinion concerning such act's propriety or impropriety, when a given state of facts exists." (Kavanaugh v. West Sonoma County Union High School Dist. (2003) 29 Cal.4th 911, 916.)

"Even if mandatory language appears in [a] statute creating a duty, the duty is discretionary if the [public entity] must exercise significant discretion to perform the duty."' (AIDS Healthcare Foundation v. Los Angeles County Dept. of Public Health (2011) 197 Cal.App.4th 693, 701.) "While a writ of mandate may issue to compel compliance with a ministerial duty - an act the law specifically requires - it may not issue to compel an agency to perform that legal duty in a particular manner, or control its exercise of discretion by forcing it to meet its legal obligations in a specific way." (Marquez v. State Dept. of Health Care Services (2015) 240 Cal.App.4th 87, 118-119.)

"'On questions of law arising in mandate proceedings, [the court] exercise[s] independent judgment'…. Interpretation of a statute or regulation is a question of law subject to independent review." (Christensen v. Lightbourne (2017) 15 Cal.App.5th 1239, 1251.)

Petitioner bears the burden of proof and persuasion in a mandate proceeding brought under CCP section 1085. (California Correctional Peace Officers Assn. v. State Personnel Bd. (1995) 10 Cal.4th 1133, 1154.)

Analysis

Petitioner contends that LAUSD's Board has a ministerial duty to "receive" a charter petition "on the day the petitioner submits a petition to the district office, along with a signed certification that the petitioner deems the petition to be complete." (Opening Brief ("OB") 13, citing § 47605(b).) Because Petitioner submitted the EQ7 Petition to LAUSD and a signed certification that it deemed the petition to be complete (Ford Decl. ¶ 4; AR 324), Petitioner contends that Respondents had no discretion to refuse to receive the EQ7 Petition. (OB 13-14.) Respondents contend that the relevant language from section 47605(b) is not mandatory and that "District retains some discretion over charter petition receipt—namely, what constitutes a complete charter petition application to LAUSD." (Oppo. 12.) The court agrees with Petitioner that section 47605(b) imposed a mandatory duty on Respondents to deem the EQ7 Petition "received" on March 30, 2022, the date it was submitted to LAUSD with a signed certificate of

SUPERIOR COURT OF CALIFORNIA, COUNTY OF LOS ANGELES
Civil Division
Central District, Stanley Mosk Courthouse, Department 82

22STCP01617 August 23, 2022
EQUITAS ACADEMY CHARTER SCHOOL, INC., A CALIFORNIA NONPROFIT PUBLIC BENEFIT CORPORATION vs LOS ANGELES UNIFIED SCHOOL DISTRICT, A CALIFORNIA SCHOOL DISTRICT, et al. 9:30 AM

Judge: Honorable Mary H. Strobel CSR: Cindy Cameron/CSR 10315
Judicial Assistant: N DiGiambattista ERM: None
Courtroom Assistant: R Monterroso Deputy Sheriff: None

completeness. The court will grant the petition.

Rules of Statutory Interpretation

The petition raises questions of statutory interpretation. "The rules governing statutory construction are well settled. We begin with the fundamental premise that the objective of statutory interpretation is to ascertain and effectuate legislative intent. [Citations.] To determine legislative intent, we turn first to the words of the statute, giving them their usual and ordinary meaning. [Citations.] When the language of a statute is clear, we need go no further. However, when the language is susceptible of more than one reasonable interpretation, we look to a variety of extrinsic aids, including the ostensible objects to be achieved, the evils to be remedied, the legislative history, public policy, contemporaneous administrative construction, and the statutory scheme of which the statute is a part." (Nolan v. City of Anaheim (2004) 33 Cal.4th 335, 340.)

When interpreting a statute, the court must construe the statute, if possible to achieve harmony among its parts. (People v. Hull (1991) 1 Cal. 4th 266, 272.) The court "must select the construction that comports most closely with the apparent intent of the Legislature…." (People v. Jenkins (1995) 10 Cal.4th 234, 246.)

The Plain Language of Section 47605(b)

Section 47605(b) imposes timelines by which a governing board "shall" hold a public hearing and "shall" either grant or deny a charter petition. These timelines are triggered by the date the governing board receives a petition. The statute specifies when a charter petition is considered received. "A petition is deemed received by the governing board of the school district for purposes of commencing the timelines described in this subdivision on the day the petitioner submits a petition to the district office, along with a signed certification that the petitioner deems the petition to be complete."

The statute defines when a charter petition is "deemed received." The Legislature identified only two requirements for a petition to be deemed received: (1) the petitioner submits the petition to the district office; and (2) the petitioner submits a signed certification that the petition deems the petition to be complete. Notably, the Legislature did not state that the district board or district office may determine whether a petition is complete. Nor did the Legislature set forth any factors or legal standard for a district board to apply to determine whether a petition is "complete."

SUPERIOR COURT OF CALIFORNIA, COUNTY OF LOS ANGELES
Civil Division
Central District, Stanley Mosk Courthouse, Department 82

22STCP01617 August 23, 2022
EQUITAS ACADEMY CHARTER SCHOOL, INC., A CALIFORNIA NONPROFIT PUBLIC BENEFIT CORPORATION vs LOS ANGELES UNIFIED SCHOOL DISTRICT, A CALIFORNIA SCHOOL DISTRICT, et al. 9:30 AM

Judge: Honorable Mary H. Strobel
Judicial Assistant: N DiGiambattista
Courtroom Assistant: R Monterroso
CSR: Cindy Cameron/CSR 10315
ERM: None
Deputy Sheriff: None

Rather, the Legislature only required a signed certification of completeness from the petitioner.

The only reasonable interpretation of this statutory language is that a charter petition is conclusively presumed to have been received by the district board on the day the petitioner submits the petition to the district office, along with a signed certificate of completeness. "[C]ases construing the term 'deemed' have held … that the meaning of 'deemed' is that the deemed state of affairs is conclusively presumed to exist." (Parmett v. Sup.Ct. (1989) 212 Cal.App.3d 1261, 1266.)

Respondents contend that section 47605(b) is ambiguous in that the Legislature used the verb "is" rather than "shall be" or "may be" prior to the word "deemed." Respondents point out that the Legislature used the mandatory verb "shall" in the same subdivision at issue, but not in the sentence defining when a petition is complete. (Oppo. 12.) The court is not persuaded by either argument.

Unlike the auxiliary verb "may," the auxiliary verb "is" does not express the possibility of an event or action. Rather, "is" connotes a present or existing condition. Thus, the phrase "is deemed received" connotes a conclusive standard of completeness if the two statutory requirements discussed above are met. The Legislature's use of the mandatory verb "shall" to define certain duties of the district board, but the phrase "is deemed received" to trigger the timelines for board action, does not suggest that the Legislature intended to create a discretionary duty to determine the date on which a petition was filed. Rather, the statutory language shows that the Legislature sought to establish a clear and consistent standard of when a charter petition is "received" "for purposes of commencing the timelines" under which the board must act on the petition.

As argued persuasively by Petitioner, Respondents' interpretation of section 47605(b) improperly ignores language in the statute and inserts language not present. (Reply 3-6; see also OB 9-13.) "When interpreting statutory language, we may neither insert language which has been omitted nor ignore language which has been inserted." (See People v. National Auto. and Cas. Ins. Co. (2002) 98 Cal.App.4th 277, 282.) Respondents contend that, pursuant to section 47605(b), "the District must logically exercise discretion, per the Act and its Charter School Policies, to determine whether a charter petition application does, in fact, contain all necessary components, before commencing to process it." (Oppo. 13.) Respondents make clear that they believe school district staff have such discretion. (See Oppo. and Aguilar Decl. generally.)

SUPERIOR COURT OF CALIFORNIA, COUNTY OF LOS ANGELES
Civil Division
Central District, Stanley Mosk Courthouse, Department 82

22STCP01617 August 23, 2022
EQUITAS ACADEMY CHARTER SCHOOL, INC., A CALIFORNIA NONPROFIT PUBLIC BENEFIT CORPORATION vs LOS ANGELES UNIFIED SCHOOL DISTRICT, A CALIFORNIA SCHOOL DISTRICT, et al. 9:30 AM

Judge: Honorable Mary H. Strobel CSR: Cindy Cameron/CSR 10315
Judicial Assistant: N DiGiambattista ERM: None
Courtroom Assistant: R Monterroso Deputy Sheriff: None

However, section 47605(b) includes no language imposing duties or conferring discretion on school district staff. The statute speaks exclusively of the mandatory duties of the "governing board." Moreover, the statute includes no language suggesting that the even the board may "exercise discretion" with respect to the date of receipt of a charter petition.

Respondents also construe section 47605(b) in a manner that would render statutory language superfluous. If school districts have discretion under section 47605(b) to determine whether a charter petition is "compete," that would render the second requirement in section 47605(b)—the petitioner's certification of completeness—meaningless. As discussed below, the Legislature specifically amended the statute in 2019 to add the requirement of a certification of completeness. "[I]nterpretations which render any part of a statute superfluous are to be avoided." (Young v. McCoy (2007) 147 Cal.App.4th 1078, 1083.)

Based on the foregoing, the court finds the plain language of section 47605(b), as applied to this case, to be unambiguous. The Legislature identified only two requirements for a petition to be deemed received: (1) the petitioner submits the petition to the district office; and (2) the petitioner submits a signed certification that the petition deems the petition to be complete. The statute confers no discretion on the district board or district staff to determine whether the petition is "complete" or to refuse to receive the petition if the statutory requirements are met. It is undisputed that Petitioner satisfied these two requirements when it submitted the EQ7 Petition and a signed certificate of completeness to LAUSD on March 30, 2022. (See Ford Decl. ¶ 4; Aguilar Decl. ¶ 14; AR 324 [certificate of completeness]; AR 146-12329 [entire petition].) Pursuant to statute, the EQ7 Petition is conclusively "deemed received" on that date. Respondents lacked discretion to refuse to receive the petition.

Legislative History of Section 47605(b) and Public Policy

"If the statutory language is unambiguous, we presume the Legislature meant what it said, and the plain meaning of the statute controls." (Conservatorship of Whitley (2010) 50 Cal.4th 1206, 1214; see also Friends of Juana Briones House v. City of Palo Alto (2010) 190 Cal.App.4th 286, 303-304 ["If the language "is clear and unambiguous our inquiry ends".]) Because section 47605(b) is unambiguous as applied to this case, the plain language controls and the court need not consider extrinsic aids, including legislative history.

Even if the court were to consider legislative history, the court would reach the same conclusion.

SUPERIOR COURT OF CALIFORNIA, COUNTY OF LOS ANGELES
Civil Division
Central District, Stanley Mosk Courthouse, Department 82

22STCP01617 August 23, 2022
EQUITAS ACADEMY CHARTER SCHOOL, INC., A CALIFORNIA NONPROFIT PUBLIC BENEFIT CORPORATION vs LOS ANGELES UNIFIED SCHOOL DISTRICT, A CALIFORNIA SCHOOL DISTRICT, et al. 9:30 AM

Judge: Honorable Mary H. Strobel CSR: Cindy Cameron/CSR 10315
Judicial Assistant: N DiGiambattista ERM: None
Courtroom Assistant: R Monterroso Deputy Sheriff: None

Prior to 2020, section 47605(b) stated that the timeline for the board to act on the petition commenced when the board received the petition, but it did not specify how or when the board received it. Thus, the prior version of section 47605(b) was ambiguous with respect to when a board "receives" a charter petition. That ambiguity was clarified through a legislative amendment in 2019, which enacted the operative language analyzed above. (See 2019 Cal. Legis. Serv. Ch. 486 (A.B. 1505) (WEST).) Consistent with the court's analysis of the plain language, the legislative history shows intent by the Legislature to establish a clear standard governing receipt of a charter petition by a district board.

Respondents point to a senate committee report which describes how a proposed version of Assembly Bill 1505 would amend the Charter Schools Act to give school districts "greater authority to choose which charter schools are approved in their community." (Oppo. 15, citing RJN Exh. A at 5.) This legislative history is inapposite. Respondents cite no language from this report suggesting that the amended provision regarding the date of receipt of the petition (i.e., "is deemed received") was intended to confer discretion on the district to determine when a petition is received. Notably, the report also states that petitioners "interested in creating a charter school must adhere to a state prescribed application process," not a local one. (RJN Exh. A at 6 [bold italics added].) This report does not support Respondents' interpretation of section 47605(b).

Respondents make public policy arguments why LAUSD staff should have discretion under section 47605(b) to determine whether a charter petition is "complete" and should be deemed received. (Oppo. 13-20.) While these policy arguments are debatable, they are in any event misdirected given the clear and unambiguous language of the statute. These arguments are best made to the Legislature.

Based on the foregoing, section 47605(b) imposed a mandatory duty on Board to deem the EQ7 Petition received on March 30, 2022 and to commence the statutory process specified in section 47605(b) on that date.

LAUSD's Policy Conflicts with Section 47605(b) and is Preempted

Despite the mandatory duty imposed by state law to deem the EQ7 Petition received on March 30, 2022, Respondents contend that LAUSD has promulgated lawful policies and procedures governing the "receipt" of charter petitions and that LAUSD complied with those policies in this case. (Oppo. 14-16.) Respondents contend that these policies are not preempted by state law,

SUPERIOR COURT OF CALIFORNIA, COUNTY OF LOS ANGELES
Civil Division
Central District, Stanley Mosk Courthouse, Department 82

22STCP01617 August 23, 2022
EQUITAS ACADEMY CHARTER SCHOOL, INC., A CALIFORNIA NONPROFIT PUBLIC BENEFIT CORPORATION vs LOS ANGELES UNIFIED SCHOOL DISTRICT, A CALIFORNIA SCHOOL DISTRICT, et al. 9:30 AM

Judge: Honorable Mary H. Strobel CSR: Cindy Cameron/CSR 10315
Judicial Assistant: N DiGiambattista ERM: None
Courtroom Assistant: R Monterroso Deputy Sheriff: None

including section 47605(b). (Id. 16-20.) Petitioner contends that any contrary policies of LAUSD are preempted by state law. (OB 11-14.)

"'Under article XI, section 7 of the California Constitution, '[a] county or city may make and enforce within its limits all local, police, sanitary, and other ordinances and regulations not in conflict with general laws.' If otherwise valid local legislation conflicts with state law, it is preempted by such law and is void. A conflict exists if the local legislation duplicates, contradicts, or enters an area fully occupied by general law, either expressly or by legislative implication. Local legislation is 'duplicative' of general law when it is coextensive therewith. Similarly, local legislation is 'contradictory' to general law when it is inimical thereto. Finally, local legislation enters an area that is 'fully occupied' by general law when the Legislature has expressly manifested its intent to 'fully occupy' the area, or when it has impliedly done so in light of one of the following indicia of intent: '…." (San Diego Gas & Electric Co. v. City of Carlsbad (1998) 64 Cal.App.4th 785, 792-793.)

Similarly, Education Code section 35160 states: "On and after January 1, 1976, the governing board of any school district may initiate and carry on any program, activity, or may otherwise act in any manner which is not in conflict with or inconsistent with, or preempted by, any law and which is not in conflict with the purposes for which school districts are established."

"A local ordinance contradicts state law when it is inimical to or cannot be reconciled with state law." (O'Connell v. City of Stockton (2007) 41 Cal.4th 1061, 1068.)

For the specific issue raised by this writ petition, the preemption analysis is straightforward and requires only a brief discussion. As discussed above, section 47605(b) imposed a mandatory duty on Board to deem the EQ7 Petition received on March 30, 2022. Contrary to Respondents' assertion, section 47605(b) conferred no discretion on LAUSD staff to determine if the EQ7 Petition was complete or to refuse to "receive" the petition. Respondents cite LAUSD Policy and Procedures for Charter Schools, last amended January 25, 2022. (Oppo. 15, citing AR 27.) The Policy and Procedures state, inter alia, that "[a]t the intake appointment, CSD staff will determine if the petition is complete." (AR 27.) To the extent the Policy and Procedures can be interpreted to confer discretion on LAUSD staff to refuse to receive a charter petition that satisfies the two requirements of section 47605(b) discussed above (i.e., submission to district office and signed certificate of completeness), the Policy and Procedures directly contradict section 47605(b) and are inimical thereto. Section 47605(b), as interpreted by the court, cannot

SUPERIOR COURT OF CALIFORNIA, COUNTY OF LOS ANGELES
Civil Division
Central District, Stanley Mosk Courthouse, Department 82

22STCP01617 August 23, 2022
EQUITAS ACADEMY CHARTER SCHOOL, INC., A CALIFORNIA NONPROFIT PUBLIC BENEFIT CORPORATION vs LOS ANGELES UNIFIED SCHOOL DISTRICT, A CALIFORNIA SCHOOL DISTRICT, et al. 9:30 AM

Judge: Honorable Mary H. Strobel CSR: Cindy Cameron/CSR 10315
Judicial Assistant: N DiGiambattista ERM: None
Courtroom Assistant: R Monterroso Deputy Sheriff: None

be reconciled with a LAUSD policy that confers discretion on CSD staff to refuse to "receive" a charter petition that complies with the two submission requirements discussed above. "If otherwise valid local legislation conflicts with state law, it is preempted by such law and is void." (San Diego Gas & Electric Co., supra, 64 Cal.App.4th at 792-793.)

Respondents contend that the relevant part of the LAUSD Policy and Procedures is "reasonable"; that the Policy and Procedures were lawfully promulgated; and the Charter Schools Act did not fully occupy the field with respect to the application process for charter schools. (Oppo. 16-19.) The court need not analyze these contentions. As discussed, section 47605(b) imposes a mandatory duty on Board to deem the EQ7 Petition received on March 30, 2022. Any contrary policy of LAUSD under which LAUSD did not have a mandatory duty to deem the petition received conflicts with state law and is preempted.

Based on the foregoing, section 47605(b) imposed a mandatory duty on Board to deem the EQ7 Petition received on March 30, 2022. Any contrary local policy of LAUSD is preempted and void.

Remedy

Writ Directing Board to Receive Petition and Commence Statutory Process

Board has a clear, present, and ministerial duty to deem the EQ7 Petition received as of March 30, 2022, and to hold a hearing on the EQ7 Petition, to grant or deny the charter, and perform other duties within the deadlines specified in section 47605(b). Since the petition was deemed received on March 30, 2022, the court agrees with Petitioner that Respondents should be ordered to immediately commence the statutory process and timelines set forth in section 47605(b). (OB 14-15.) The statutory timelines will commence on the date the writ is issued by the court. Accordingly, the court will grant the requested relief in paragraph 1(a)-(c) of the prayer and at page 15 of the opening brief. (See OB 15:10-18.)

Writ Directing Respondents to Set Aside a Policy

In addition to the writ requiring Respondents to receive the EQ7 Petition, Petitioner also requested in the prayer a writ directing Respondents to "[s]et aside any District-promulgated requirement, restriction or limitation inconsistent with or contrary to the mandate of Education

SUPERIOR COURT OF CALIFORNIA, COUNTY OF LOS ANGELES
Civil Division
Central District, Stanley Mosk Courthouse, Department 82

22STCP01617 August 23, 2022
EQUITAS ACADEMY CHARTER SCHOOL, INC., A CALIFORNIA NONPROFIT PUBLIC BENEFIT CORPORATION vs LOS ANGELES UNIFIED SCHOOL DISTRICT, A CALIFORNIA SCHOOL DISTRICT, et al. 9:30 AM

Judge: Honorable Mary H. Strobel
Judicial Assistant: N DiGiambattista
Courtroom Assistant: R Monterroso

CSR: Cindy Cameron/CSR 10315
ERM: None
Deputy Sheriff: None

Code section 47605(b) requiring that a charter petition is received by the District Board in accordance with that statute." (Pet. Prayer ¶ 1.)

However, Petitioner did not address this prayer for relief in the opening brief or reply. The court considers the issue forfeited for purposes of this writ petition. (Nelson v. Avondale HOA (2009) 172 Cal.App.4th 857, 862-863 [argument waived if not raised or adequately briefed]; Pfeifer v. Countrywide Home Loans, Inc. (2012) 211 Cal.App.4th 1250, 1282 [same].)

Conclusion

The petition is GRANTED IN PART. The court will grant the requested relief in paragraph 1(a)-(c) of the prayer and page 15 of the opening brief. Specifically, the court will grant a writ directing Respondents to "(1) receive Equitas's EQ7 Petition and certification of completeness in accordance with Education Code section 47605(b); (2) commence the 60-day timeline for the District Board to hold a public hearing on the provisions of the charter, and in fact hold that public hearing in accordance with Education Code section 47605; and, (3) commence the 90-day timeline for the District Board to either grant or deny the charter, and in fact take that action one way or the other in accordance with Education Code section 47605." (OB 15:10-18.) The statutory timelines in section 47605(b) will commence on the date the writ is issued by the court.

Petitioner is directed to lodge and serve a proposed form of judgment and a proposed form of writ after meeting and conferring with Respondent regarding any objections as to form. Petitioner is to lodge a declaration along with the proposed judgment and proposed writ in accordance with LASC local rules, Rule 3.231(n).

Counsel for petitioner is to give notice.