

# **Virtual Preparation Academy at Lucerne Valley**

**Formerly**



**A K-12 and Workforce Investment  
Charter School**

Serving  
Kindergarten through Senior High School  
And  
Workforce Development  
Ages 14-24

## **MATERIAL REVISION**

Submitted to the Lucerne Valley Unified School District Board  
of Trustees February 2020

**February 20, 2020**  
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## **Mission:**

Virtual Preparatory Academy at Lucerne a K-12 and young adult Workforce Investment charter school (VPAL) is an independent study personalized learning charter which seeks to ignite the spirit of the charter school law by developing an innovative program and school of choice that engages K-12 and 14-24 year old children and young adults. VPAL will provide K-12 students a rigorous online academic program designed to utilize the best aspects of both synchronous and asynchronous instruction, featuring world-class content and college preparatory skill building. Through compelling inquiry-based learning, VPAL will instill in K-12 students' intellectual curiosity and a sense of their unique purpose and strengths.

Young adults are identified as out-of-school youth for the purpose of serving them within job training and apprenticeship programs in partnership with providers funded through the Workforce Innovation and Opportunity Act of 2014. There are many factors to why these students have been unsuccessful in their education to-date. Many fell too far behind in credits or aged out of the traditional setting. Some have been unable to navigate the adult school/community college system or have childcare responsibilities that have become a barrier to completing high school and finding and/or sustaining employment. These students often come from troubled youth experiences and are looking for a second chance to complete their high school diploma and seek college and employment opportunities to become a productive working 21<sup>st</sup> century citizens.

To reach these goals:

VPAL will provide a safe, supportive, rigorous learning environment to inspire all students to achieve their educational, career, and personal goals. Students will possess:

- Measurable increases in academic knowledge and skills
- Technology skill sets that support them in gaining access to information
- The ability to utilize academic vocabulary across the core curriculum
- Possess industry relevant driven skill sets that afford students immediate employment
- The drive to take the skills learned at VPAL to compete in a global environment VPAL

will ensure alignment with the vision by:

- Hiring, supporting, and continuously training a high-quality faculty and administration
- Establishing high quality **exclusive** relationships with the CCC, LCCs, Job Corp, YB, and WIOA clients
- Creating student achievement plans to meet each student's needs
- Assessing students' progress on a continual basis
- Producing positive outcomes through measurable goals

Overall, VPAL envisions a learning experience that combines the best of online learning with its capacity for individualized self-paced instruction, featuring an innovative, interactive curriculum with student learning support provided by California licensed teachers.

## **Overview and Review**

The petitioners bringing forward VPAL charter have substantial experience creating educational programs specifically intended for those students who have chosen an alternative method of education. VPAL's founding group of administrators and consultants have a history of educational excellence, providing expertise in the areas of curriculum, instruction, assessment,

business services, finance, organization management, and governance. This administrative team is bringing forth Elite Academic Adult Academy Charter and Trade School petition (hereinafter VPAL) to the Lucerne Valley Unified School District (the “District”) in order for us to serve the students in the State of California ages 14-24 who have not earned their high school diploma.

The Charter Schools Act of 1992 (EC 47600, *et seq.*) was enacted by the legislature to provide opportunity for teachers, parents and community members to establish and maintain schools that operate independently from the existing school district structure as a method to:

- Improve student learning
- Increase learning opportunities for all pupils, with special emphasis on expanded learning for those students who are identified as low achieving
- Encourage the use of different and innovative teaching methods
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site
- Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public-school system
- Hold the schools established under this part accountable for meeting measurable pupil outcomes and provide the schools with a method to change from rule-based to performance-based accountability systems

### ***Partnerships***

VPAL will form **exclusive** partnerships with federally funded learn to work programs including, but not limited, to California Conservation Corps (CCC), Local Conservation Corps (LCC), Job Corps, YouthBuild (YB), and Workforce Investment Opportunities Act programs (WIOA). WIOA is an important legislation that is designed to fund programs that strengthen and improve upon the public workforce by providing avenues to employment for youth and out of work adults.<sup>1</sup> VPAL’s partnership will support the local business sector in increasing the number of young adults that have the skills necessary to be gainfully employed in a career field that interests them.

In an effort to improve the US economy, WIOA partnerships work to effectively and efficiently provide career pathways opportunities that benefit both the workers and the community as follows:<sup>2</sup>

### ***Workers/ Youth***

- Collaboration with agencies to improve access to services that support in gainful employment
- Transparency and accountability to ensure high quality of educational and training center providers
- Increased information about available training programs in the community
- Opportunity to get a good well-paying job

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<https://www.doleta.gov/wioa/>

[https://www.doleta.gov/wioa/Docs/WIOA\\_Factsheets.pdf](https://www.doleta.gov/wioa/Docs/WIOA_Factsheets.pdf)

### ***Employers***

- Help to guide the workforce system to ensure that services meet the demands of the local job market

- Apprentice programs to provide opportunities for continual skilled employee pool

### **Communities**

- Partnerships enhance community development
- Ensure local agencies and education partners and meet the demands of the community
- Increased re-employment opportunities

An Advisory Council of business and industry partners will be identified and developed to review and advise on career preparation and workforce training. The Advisory Council will support the goals and relationships between entities that align the workforce investment and economic development training and activities and refer to VPAL for educational program support to complete a high school diploma program or equivalency.

The Advisory Council will meet quarterly to review strategies on how education and industry work together to create high-quality career pathway programs, which are aligned with local and regional needs of business and industry. The focus on collaboration and community support will be addressed through discussions on developing sustainable collaboration and/or partnerships between education and business; reviewing regional career pathways to understand the alignment to local labor market needs; exploring how to integrate academic and career-based learning that aligns with local need, growth, and emerging areas of business and considering ways and the means to establish effective work-based learning programs between education and business.

### ***Affirmations and Charter Elements***

VPAL is committed to the following affirmations:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Shall be deemed the exclusive public-school employer of the employees of the VPAL Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- Shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- Shall admit all K-12 and 14-24-year-old students who wish to attend the VPAL Charter School, and who submit a timely application, subject only to capacity and independent study laws and regulations. Admission to VPAL will not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within California.
- VPAL will comply with all laws establishing minimum age for public school attendance and for pupils under and over 18 years of age.
- Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- Shall adhere to all provisions of federal law related to students with disabilities including,

but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

- Shall admit all students who wish to attend the Charter School<sup>1</sup>, and who submit a timely application, unless VPAL receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Preference in the public random drawing shall be extended to pupils currently attending VPAL and pupils who reside in the District except as provided for in Education Code Section 47614.5. Preferences may include, but are not limited to, siblings of pupils admitted or attending the charter school and children of the charter school's teachers, staff, and founders identified in the initial charter, may also be permitted by the chartering authority on an individual charter school basis. However special education students may not participate in independent study unless it is specified as an instructional method in their Individualized Education Program. (Ed. Code, § 51745(c).)
- Priority order for any preference shall be determined in the charter petition in accordance with all of the following:
  - (i) Each type of preference shall be approved by the chartering authority at a public hearing;
  - (ii) Preferences shall be consistent with federal law, the California Constitution, and Education Code Section 200;
  - (iii) Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation; and
  - (iv) Preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

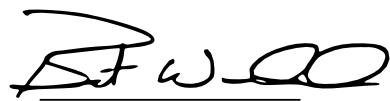
In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)]

- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- Shall ensure that teachers in the charter school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(1)]
- Shall ensure that all curriculum used is Common Core aligned.
- Shall at all times maintain all necessary and appropriate insurance coverage.
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including

a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]

- Will follow any and all other federal, state, and local laws and regulations that apply to the VPAL including but not limited to:

- o VPAL shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
- o VPAL shall on a regular basis consult with its students and teachers regarding the charter school's education programs.
- o VPAL shall comply with any jurisdictional limitations to locations of its facilities.
- o VPAL shall comply with all laws establishing the minimum and maximum age for WIOA public school enrollment.
- o VPAL shall comply with all applicable portions of the Elementary and Secondary Education Act.
- o VPAL comply with the Public Records Act.
- o VPAL shall comply with the Family Educational Rights and Privacy Act.
- o VPAL shall comply with the Ralph M. Brown Act.
- o VPAL shall meet or exceed the legally required minimum of school days.
- o VPAL will comply with all provisions of the Memorandum of Understanding ("MOU") between VPAL and Lucerne Valley Unified School District. It will also comply with all provisions of the MOUs between VPAL and the CCC, LCCs, Job Corp, YB, and WIOA clients.
- o VPAL will develop a conflict of interest code in accordance with the required conflict of interest code for not- for-profit public benefit corporations.



Dr. Brent Woodard Ph. D- CEO

## **Element Number One: Educational Program**

*A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an educated person in the 21<sup>st</sup> century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. A description of how the charter school will inform students, parents and stakeholders about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.*

VPAL will operate grades K-12. VPAL will welcome, as resources are available, all eligible students in the State of California. VPAL intends to target approximately 200 students. Admission shall not be determined according to place of residence of the pupil within the state, except that admission preference shall be given to qualified participants of the California Conservation Corps and participating Local Corps, Job Corps, YouthBuild, and Workforce Investment Opportunities Act programs. (See Cal. Ed. Code sections 52501, 52502, 52503 and California Code of Regulations, Title 5 Section 10560; also see Public Law 113–128 (the Workforce Innovation and Opportunity Act). Enrollment for the 20/21 school year is projected to be 200 students.

VPAL charter school is targeting K-12 students and at-risk students, not only those that are academically low achieving, but those that may have stopped attending schools regardless of the achievement levels. No matter what the students' achievement level, our program offers a flexible tailor-made individual graduation plan to meet their needs. The local communities will benefit from an educational choice that re-engages students who have not done well in traditional school settings or have dropped out of school and struggle to find jobs or access adult school/community college options because of life challenges that have become barriers to meaningful community connections. These students have been chronic absentees, failed in, dropped out, or aged out of the traditional school settings provided by districts and other charter programs. Many are unmotivated to return to school or simply lost their way. Many have made poor decisions, not taken responsibility for their actions and have gone down a self-defeating pathway. Others have taken on the burden of family responsibilities and work hard at minimum wage jobs to take care of basic life needs, such as shelter, food, clothing, leaving little time, if any, to re-engage in education pathways that could provide for college to career success.

### **Description of the Education Program**

The VPAL educational program will be based on the following elements of success:

- Independent Study Personalized Learning Program
- Student centered vision and mission
- Academically rigorous Common Core aligned curricula
- Ensure various modalities of learning are utilized to meet the unique needs of each student
- Professional Learning Communities that support in collaboration among teachers, staff administrators and local community vocational partners
- Professional development that puts skills into a context consistent with the overall school mission
- Plan-Do-Check-Act cycle of inquiry for constant change needed to ensure a high-

- quality education, career technical and vocational program
- An online community communication footprint detailing student and school performance
- An effective and efficient business process that ensures maximum utilization of private and public resources, both human and financial, to educate our students

VPAL will endeavor to create a menu of independent study learning opportunities for students that may include classroom study, field study and research, guided instruction, online learning, work-based academic skills instruction, and other creative modes of independent study instructional delivery. The teacher will determine the student's curriculum based on their needs and or specific learning styles that work best for them. The teacher and student form a partnership and together determine appropriate curriculum while meeting the student's educational goals.

As the CDE mentions in its independent study operations manual, many students benefit from this type of flexible schooling, especially at-risk youth. Many of our targeted student population were not successful in their previous high school environment often due to feeling unsupported or disconnected. Personalized learning that is tailor-made to meet the unique needs of these at-risk youth and support them in overcoming the obstacles of their past.

VPAL offers opportunities for personalized learning through local resource centers, which provide a safe welcoming environment for student learning. Students have the opportunity to attend the resource center, if they so wish, for tutoring, education support and vocational trainings from our exclusive WIOA educational partners. It is expected that all VPAL students will be have access to be participants in the CCC, LCCs, Job Corps, YouthBuild, and WIOA programs. Most students at VPAL will participate in a comprehensive educational program.

The combination of Common Core curriculum, career technical training and vocational hands on opportunities may differ from resource center to resource center.

Generally, our exclusive WIOA partnerships via an executed Memorandum of Understanding, will provide general vocational skills for its participating students. A student may also be placed in an internship program with a supervisor from a collaborating entity. In both cases, students would be instructed by at least one certificated teacher (employed by VPAL). Furthermore, each student's supervisor, employed by the client agency, will be directed by a certificated VPAL teacher on matters related to school curricula. Through a student's participation in vocational work and/or internship program, the student will make his or her way through the vocational skills of the client agency. The certificated teacher, employed by VPAL, will supplement the vocational curricula with state-aligned Career Technical standards. Students will make continuing progress toward achieving their high school diploma. The students may attend classes held at VPAL resource centers. Classroom instruction may also be augmented by computer-aided instruction, hands on curriculum and enrichment opportunities.

The classes taught by VPAL shall be in alignment with the Common Core and Career Technical standards. When possible, the contents of these courses will be delivered during the student's workday in a flexible schedule while he/she participates in vocational skills and work-study. Courses will be selected for students based upon an educational goal and individual graduation plan for each student. Upon entering the VPAL, the student's transcript will be evaluated, and a personalized achievement plan will be created which outlines the remaining

courses needed for the student to complete his or her graduation requirements. Each student will meet with a VPAL teacher to determine their individualized educational program and their personal educational goals. VPAL teachers will discuss the transferability of VPAL coursework and options for advancement in the client agency program while enrolled as a student. Upon completion of the VPAL program, students will meet with their teacher to discuss further educational opportunities in vocational and college education.

Additionally, K-12 students will experience a high-quality research proven curriculum curated to provide a high level of subject area mastery with proven academic attainment. The curriculum provided is as follows:

The Charter School's curriculum will meet California State Content Standards. The curriculum will develop a foundation of basic skills and cultivate higher-order thinking skills. It will be simultaneously rigorous, engaging and relevant to students. The Charter School's curriculum and instructional framework is guided by independent study learning models used nationwide. The Charter School's curriculum will comply with Common Core State Standards and will be designed to meet the accreditation standards of AdvancED as well.

Courses at the Charter School offer off-line content with textbooks from nationally recognized publishers. A sampling of instructional materials is included in the appendices. This model offers a rich learning environment in that it combines a vast amount of age-appropriate learning resources available from a variety of sources including print, electronic media, and real-world experiences. This method of delivery relies on providing quality learning opportunities and the Charter School instructional staff guiding individualized student learning to facilitate student progress. Student learning will include online instruction and activities, off-line (print-based) activities and assignments, instructional staff/student discussion boards, project-based learning assignments, group instruction, and opportunities for collaborative projects.

Courses are structured around objectives, content, and assessments. The Charter School's courses are designed to meet today's rigorous academic environment and Standards. The Charter School's courses follow an objective-based learning structure. Courses are structured to include reading assignments, activities, projects, written assignments, oral or multimedia presentations, collaborative opportunities, or problem-solving and application assignments. Students will utilize the available "Learning Guide" prepared by the course author to supplement textbook readings with: additional supporting instructional material regarding a particular concept; guidance as to "what to look for" during the reading assignment, and additional reference materials from the Internet or other sources to expand on the concepts presented in the readings, stories, and supplemental texts.

Additional activities (which will be graded or ungraded) in each course may include:

- Research Papers
- Journals and Story writing
- Discussion board activities (classroom participation grade)
- Practice quizzes at the end of most topics
- Projects (both independent and collaborative)
- Oral or multimedia presentations

The Charter School's full-year courses are designed to contain approximately 180 hours of course work to complete or the equivalent of one Carnegie Unit or one year of study. Our semester courses are designed to deliver approximately 90 hours of course work to complete and are the equivalent of one-half of a Carnegie Unit, or a high school semester.

Courses are rich with multimedia to keep students engaged throughout their online experience. Most of the multimedia is built using Flash technology. All courses contain a variety of flash tutorials that include audio, text, language translation and video components that reinforce course content and are designed to address various learning styles. All of the courses are rich with engaging self-check and practice activities for students to self-assess their mastery of the course content. A variety of Flash-based games including flashcard activities, crossword puzzles, drag and drop/matching activities, as well as basic self-check quizzes are provided. These activities can be completed as many times as the student desires until they have mastered the learning objectives and skills. We offer animations to students to demonstrate a concept where appropriate. We have added avatars that both entertain and teach concepts using flash technology. Avatars are used to present dialogues in foreign language courses as well as instructional tutorials within core subjects.

This curriculum will be college-preparatory in nature and designed to bring out the best in each student it serves. In every case, it has the flexibility to be tailored through individualized assessment and instruction.

The VPAL intends to provide advanced learner options through its Honors and AP programs, and including partnership programs to offer opportunities for dual enrollment with community colleges and participating Universities, and the NCAA.

**Grades K-8:** Courses in the primary grades will focus on laying a solid educational foundation for our students. By being both rigorous and engaging, they will capture students' attention, foster a love of learning, and lay the groundwork for student success in high school and beyond. To accomplish this VPAL will utilize the best available online curriculum, including but not limited to, Pearson's award-winning online curriculum in order to best meet the needs of its students.

- English Language Arts: the ELA program at VPAL incorporates all five important building blocks of ELA development:
  - Phonemic Awareness
  - Phonics
  - Fluency
  - Vocabulary
  - Comprehension

It helps students to develop listening and speaking skills as well as reading and writing skills. It is designed to work effectively with students from the first steps of learning to read and write through learning to use reading and writing as tools for learning.

- Mathematics: our math curriculum builds essential skills while incorporating interesting challenges and puzzles. It is designed to continually build upon, reinforce and strengthen prior knowledge. The curriculum provides ample opportunity for students to apply ideas, tools and manipulatives in a real-world context.
- Science: Through our science programs, students explore topics through text and simple experiments; learn about grade level appropriate topics such as living and nonliving things, force and motion, light and sound, the solar system and the universe, electricity and matter, and scientific purpose; follow a lesson format in which they learn how to gather, organize, and interpret data and scientific information pertaining to concepts in the areas of physics, chemistry, biology, and earth science.

- **ELD:** The ELD curriculum uses a multimedia approach, including songs and animation, to help students gain fluency in English while at the same time advancing their math and ELA skills. Our online ELD program supports a variety of different first languages.
- **Foreign Language:** Students will begin foreign language studies at the VPAL starting in kindergarten. Spanish and French will be offered using an engaging format designed for teaching students to speak, listen, and read in these languages.
- **Social Studies:** Student will engage in a Social Studies curriculum that is engaging and multimedia rich. Students will have the opportunity to learn course content through a variety of styles and they will be able to demonstrate their learning in multiples ways.

**Grades 9-12:** In grades 9-12, our curriculum builds upon the foundation established in the early years. Courses will be provided to meet the core requirements for California. A variety of Advanced Placement courses will also be made available to VPAL's students. VPAL will utilize the best available online curriculum, including, but not limited to, Pearson's award-winning online curriculum in order to best meet the needs of its students.

Subjects will include:

- English
- Mathematics
- Science
- History
- Social Studies
- Foreign Language (Spanish & French)
- Sponsored strength and conditioning, health and nutrition
- Personalized academic teacher and mentor support, graduation planning
- NCAA eligibility check ins

Our EL program for high school, as in the primary grades, is highly interactive, multimedia and reinforces other learning in mathematics and ELA as it builds English language fluency.

It is essential for college-bound students and student athletes that the courses that they take in high school are accredited, A-G approved and NCAA approved. Upon approval of its charter, VPAL will immediately begin the process of seeking accreditation and NCAA approval and upon being awarded accreditation, VPAL will begin the process of submitting its courses for A-G approval. In the majority of content areas, A-G approval can be granted for courses that are 100% virtual. However, there are some courses, including lab-based sciences, that require an in-person component. To meet this requirement, VPAL will leverage its anticipated partnerships throughout the region to provide opportunities for students to attend in person lab sessions. This will include the opportunity to utilize the science lab located at a district school. Parents will be kept informed about course transferability in our handbook and online resources. We will be submitting to UC Scout/Doorways and the US site is available to enable the public to check for college admissions. Our counselors will also hold regularly scheduled informational webinars for parents and students to share this information.

The curriculum will be from Accelerate Education, a national developer and publisher of high-quality blended instruction and on-line educational programs.

Founded in 2011, Accelerate Education is a leading provider of blended learning solutions for schools as well as an online course provider to individual students through the Accelerate Online Academy. Our curriculum is offered at the elementary school, middle school, and high school levels in original credit, adaptive credit recovery, and independent study formats. We also provide remediation and intervention through our IDEAL learning library, which houses more than 3,000 learning objects in all content areas.

Accelerate Education is a powerful, research-based, field tested K-12 personal learning solution that uses the Common Core Standards to structurally support personalized, blended learning. It is the mission of Accelerate Education to provide a broad, flexible, and engaging curriculum and instruction that uses best practices in education to bring success to all students.

## **Curriculum**

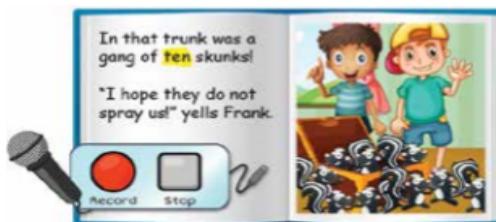
The Accelerate Education Digital Curriculum is a comprehensive course offering that delivers a rich personalized learning experience for every student. Accelerate Education's core curriculum offers Math, English Language Arts, Science and Social Studies courses for grades K-12. Math and English Language Arts courses are aligned to Common Core Standards. Science courses are aligned to the Next Generation Science Standards. In addition to the core courses other courses are also offered. These courses use project-based lessons and authentic learning assignments that help students apply their learning to build higher level thinking and digital skills. Accelerate Education's courses have passed the most rigorous standards- based reviews, including the University of California's extensive UC A-G online course approval process, as well as being fully accredited by the AdvanceEd/Northwest Accreditation Commission.

Each Accelerate Education course includes a wide range of learning activities, helping students create and use new knowledge in ways that go beyond simple content mastery. Each course is content rich, with learning resources such as online literature libraries and interactive, virtual activities to reinforce concepts being taught. Formative and summative assessments allow students to demonstrate their developing competency and creativity in diverse ways.

The program is designed to meet the needs of all students. Differentiated instructional strategies are offered in our Teacher Guides. Resources for Gifted, SPED and ELL are included in our IDEAL Learning Library where teachers can assign curriculum from any grade level to each student or to a group of students.

The English Language Arts curriculum focuses on a balanced literacy program that is aligned to the Common Core Standards. Beginning in Kindergarten, a strong foundation for literacy is being built upon by using the following key components:

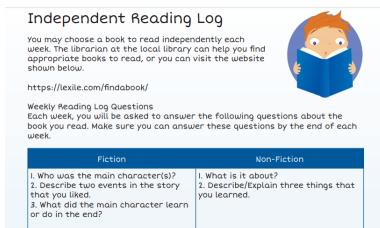
### **Read Aloud & Shared Reading**



As students work through their daily lessons, they read aloud a weekly story that uses high-frequency sight words and introduces new vocabulary. Students listen to the story being read by an engaging reader who reads with expression and models fluency. They also read the story with their teacher or

learning coach. To demonstrate their fluency, students record themselves reading the story and submits the recording to their teacher, who scores the recording with a rubric.

### Independent Reading



Students' reading levels are assessed throughout the year and assigned "just right books" through our independent reading program. Students are also able to choose books on their own based on their reading level and with the guidance of a teacher or parent. Students are required to fill out a weekly reading log and answer comprehension questions related to the books they choose to read each week. Whether reading independently or reading aloud, students experience a variety of reading materials, such as poetry, drama, fiction and non-fiction. Foundational reading materials include sight words and phonics.

### Vocabulary



As research supports that students should encounter a new word multiple times in order to comprehend its meaning, students are exposed to several opportunities to interact with new vocabulary. Students are provided digital activities, such as interactive games, crossword puzzles, and worksheets to reinforce the acquisition of the new vocabulary.

### Writing



Each academic year in their writing, students demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Each week, students complete handwriting exercises that focus on either letter formation, sight words, vocabulary, spelling, or grammar. Several tools are available to students as they work through the various steps involved in the writing process, such as planning, drafting, revising, editing, and publishing. Both shared and independent writing opportunities are presented to the students.

### *Speaking and Listening*

Communication is an essential skill in literacy and our students are required to demonstrate their mastery of the English language by speaking and listening. Students must be able to organize and develop presentations that support their findings with evidence so that listeners can follow their line of reasoning. Students are required to use digital media to express information and enhance understanding of presentations.

Students complete a story retell, which reinforces their comprehension skills, but also requires them to organize and develop their thoughts. Students listen to various audio recordings from spelling words to phrases and sentences to full stories. Students also meet with their teacher regularly, where they demonstrate their acquired knowledge.

As students' progress by grade level in language arts the emphasis on Writing, Vocabulary, Speaking and Listening and reading comprehension continues. While independent reading is still encouraged the concept of novel studies start in Fourth Grade and carry on through high school Language Arts courses.

### **Instructional Design**

- Our curriculum is designed with the intent to
- Challenge students through rigorous content
- Inspire students to become engaged in the learning process through varied assessments which include authentic assignments.
- Require students to apply skills in increasingly complex ways as they make their way through our courses.

Each course is designed using the iNACOL national standards for online courses. A rubric based on these standards is used to evaluate the efficacy of a course and ensure that each course meets the standards. Here is a link to the INACOL Standards for online courses

<https://www.inacol.org/wp-content/uploads/2015/02/national-standards-for-quality-online-courses-v2.pdf>

The process for developing an online course begins with the creation of a curriculum map, where the standards are unpacked. Objectives are written and grouped into modules, with a basic outline of authentic assignments and multimedia needs.

Once a curriculum map is in place for a course, learning objects are created for each module in a course. The International Association for K-12 Online Learning (iNACOL) defines a learning object as an electronic media resource (a digital file or collection of files) targeting a lesson objective, standard, or concept, in a way that can be used and reused for instructional purposes. A learning object may include one type of file or many, one activity or several, but everything within the learning object is included to produce a better understanding of one or more learning objectives. A learning object is essentially a lesson within a module.

Each learning object is created to include:

- A presentation of facts and concepts delivered as instructional text and imagery, meant to capture the attention of the student, access prior knowledge and help them learn the concept.
- A video or animation, or an interactive experience to reinforce and practice what is being taught and deepen the knowledge of the student. (A Research project by Teachers College at Columbia University, 1992 shows that students who are exposed to regular integration of media into instruction: Outperform non-exposed peers on tests, score higher on writing assignments, Are more active in class discussions, Apply more varied and creative approaches to problem solving, Use more figurative language, Practice activities)
- Assessment with questions focused narrowly on the learning object's identified instructional objectives. Assessment questions are written to follow **Bloom's Taxonomy and Webb's Depth of Knowledge**.
- Learning objects can also include an offline practice activity or project.

### **Accelerate Education Digital Platform**

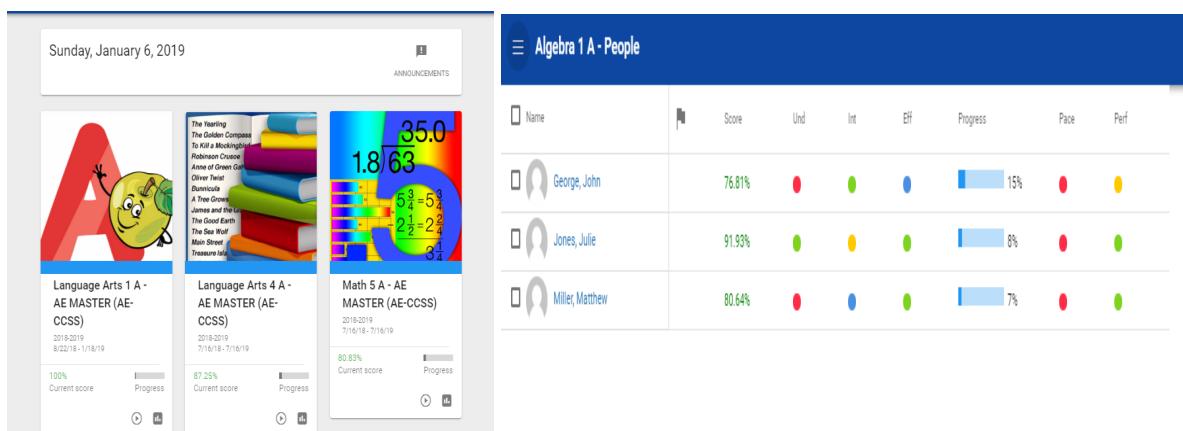
Accelerate Education Digital Platform is an innovative platform that includes standards-based tools and research-based content, giving you complete control over your personalized learning environment.

The platform features powerful administrative tools, including:

- Ongoing, real-time monitoring tools and dashboards
- Communication and collaboration tools
- Grading and feedback tools
- Continuous data collection and standards-aligned reporting tools
- Powerful curriculum customization tools

The platform makes it easy to customize and adapt the curriculum, by adding, removing, reordering, editing, and building with the curriculum found in the system. Teachers can build student learning pathways using open educational resources, licensed content, or district-created content.

Powerful dashboards support students, teachers, administrators, and parents in the personalized learning environment. These graphical menus and interfaces give users quick access to information such as usage statistics, curriculum maps, progress and mastery, grades, messages, help resources, and more.



The Platform provides a multilayered assessment system, a constant data stream, and powerful grading and reporting capabilities, giving teachers the precise data, they need to provide individualized, targeted instruction.

The Charter School will be using eDynamic Learning as the curriculum of choice for CTE and additional senior high school electives. Many of which currently have A-G approval.

### **Instructional Materials**

At VPAL, we will make the most of our online medium. Our goal is that our students will actually do the vast majority of their learning online. This will be facilitated by a rigorous, content-rich curriculum combined with synchronous and asynchronous teacher communication and feedback.

All content for the core areas of math, science, English/Language Arts and Social Studies will be presented through a combination of vendor-created and teacher-created materials.

The Charter School's online learning will be available via password-permitted online access. This will require that students have use of a computer with high-speed Internet access. The Charter School will develop a policy that will allow for the loan of laptops and subsidized high-speed Internet access to all students who demonstrate need, regardless of a student's free and reduced lunch status, for the time that they are enrolled. This policy will be shared with the District upon completion and approved by the District before it is implemented.

In addition to a computer, students will need a headset for synchronous learning and for listening to lessons. Teachers will need stylus software to write on the virtual whiteboard and depending upon the curriculum selected, students may as well. These items will be provided to students as needed.

### **Why VPAL?**

- VPAL provides dual enrollment options, in both virtual, and blended formats, providing access to some of the premier universities & colleges in the United States.
- VPAL provides access to high quality TK and Kindergarten programs to families who may not have the same opportunities in the neighborhood community.
- VPAL enables a personalized learning experience, tailor-made for each student. This experience is enriched with a diverse range of clubs, student organizations and extra-curricular activities provided by the host University/College.
- VPAL ensures freedom and flexibility in online learning, live and self-directed instruction, paired with a rich level of mentor, counselor and teacher support, underpinned by the tutorial system.
- VPAL's tutorial system provides a 1:1 groundbreaking student tutorial in both a virtual and live/onsite format ensuring students have a bespoke program tailor made to their learning needs and goals
- VPAL values parents' central role as learning coaches, working with teachers to sustain student achievement.
- Students take College/University-level classes which count for both high school and College/University credit. Once four classes have been successfully passed, students are automatically admitted to the College/University.
- Themed field trips and seminars to events that include Apple, Google, TED, JPL, Griffith Observatory, NASA space camp, and participate in field trips and enrichment activities,
- Summer internships at affiliated corporate partners provide pathways and valuable work experience for students.

### **A Sample Of Daily Student Activity:**

The Charter School is founded on the principle of personalized learning and therefore a typical day varies with the modifications in curricular activities designed by the teacher in concert with the parent

or guardian for those students under the age of 18 years. There are basic activities that occur each instructional day for all students as outlined below. The primary effort is to construct a learning plan that best meets the needs of the student and provides sufficient scaffolding of academic skill development to prepare the student for the next level of education and, in the case of senior high students, readies them for post high school education or entry into the economy. The Charter School's goal of developing independent learners spans the entire grade level spectrum. The natural flow of independent learner development follows three benchmarked and measurable developmental steps. The steps are: (1) Early Elementary Grades organized to promote dependent learning based on extensive support of the teacher and learning coach in an environment of richness of exploration and student success oriented interactive activities provided by the curriculum, technology interaction +/- 20 minutes per day maximum, teacher and learning coach; (2) Upper Elementary Grades organized to promote acquisition of academic skills and the application of those skills in developing higher order thinking skills enriched with activities that develop and promote the use of independent learning through research, reading and writing, basic and advanced numeracy, provided by the teacher and technology interaction +/- 90 minutes per day maximum; (3) Middle School organized to develop and promote exploration through independent problem solving, self-recognition of deficiencies in academic preparation, motivation to learn, and enhanced use of technology applications and solutions leading to higher levels of academic achievement provided by the teacher and technology interaction of +/- 3 hours per day maximum; (4) Senior High School organized to scaffold learning deficits to bring students to acceptable and higher levels of skill and propel them forward in mastering the 21<sup>st</sup> Century Skills needed post high school through advanced study, taking A-G required UC approved subjects, advanced placement opportunities, career pathways, facilitated by the teacher, the online school and utilization of enriching technology applications as needed throughout the day to work independently and complete asynchronous and synchronous assignments.

#### EARLY ELEMENTARY K-3 SAMPLE ACTIVITIES:

- Parent/Learning Coach logs into Online School
- Online school serves up lessons for the day and scheduled activities including those activities to be supported by the Learning Coach
- Learning Coach and pupil read together the assignments and the daily schedule
- Pupil and learning coach organize the physical materials for the day's lessons and begin typical early elementary activities in three to four subject areas of concentration involving perceptual-motor development, reading individually out loud, listening, reading together out loud, and basic numeracy skill development
- Pupil and Learning Coach attend periodic synchronous sessions via the electronic classroom
- Pupil participates independently in technology supported learning games served up by the online school
- Teacher verifies attendance (3-5 hours required daily) [*CDE attendance guidance provides that "...To put the matter another way, the minimum amount of work necessary to constitute a charter school day of non-classroom-based independent study attendance is within the charter schools and teacher's discretion to determine - but whatever that minimum amount of work is, it must be done on the scheduled school day for which it is claimed as attendance for ADA purposes."*]
- Teacher and Learning Coach review daily progress and modify online schools' menu as needed to maximize the learning potential of the student

#### UPPER ELEMENTARY 4-6 SAMPLE ACTIVITIES:

- Parent/Learning Coach and Student logs into online School

- online school serves up lessons for the day and scheduled activities including those activities to be supported by the Learning Coach and Teacher
- Learning Coach and pupil read together the assignments and the daily schedule
- Pupil and learning coach organize the physical materials for the day's lessons and begin typical upper elementary activities in four to five subject areas of concentration involving perceptual-motor development, reading individually out loud, listening, reading together out loud, and basic numeracy skill development in addition to science, language development, and foreign language study if assigned.
- Pupil is introduced to age appropriate novels and other readings and assigned reading assignments from a reading list of relevant novels
- Pupil interacts with technology supported learning activities designed to strengthen academic skills at a level determined by computer adaptive academic skill testing to be the appropriate level for the pupil
- Grade 6 students are introduced to numeracy skills common in the middle school curriculum and using technology to electronically submit writing assignments to the teacher
- Teacher verifies attendance (4-6 hours required daily) [*CDE attendance guidance provides that "...To put the matter another way, the minimum amount of work necessary to constitute a charter school day of non-classroom-based independent study attendance is within the charter schools and teacher's discretion to determine - but whatever that minimum amount of work is, it must be done on the scheduled school day for which it is claimed as attendance for ADA purposes."*]
- Teacher and Learning Coach review daily progress and modify online schools' menu as needed to maximize the learning potential of the student

#### MIDDLE SCHOOL 7-8 SAMPLE ACTIVITIES:

- Parent/Learning Coach and Student logs into online School
- Online school serves up lessons for the day and scheduled activities including those activities to be supported by offline activities and the organization of science experiments to be done in concert with the online science curriculum
- Parent/Learning Coach reviews the days lessons and activities with the student
- Five subject areas are prepared for the day's learning activities
- Pupil attends synchronous learning sessions present under the direction of the teacher
- Pupils interact with others online in the development of group projects and assignments that require peer collaboration to complete
- Pupil interacts with technology supported learning activities designed to strengthen academic skills at a level determined by computer adaptive academic skill testing to be the appropriate level for the pupil
- Pupils work independently on skill and knowledge attainment assignments
- Pupils review expected outcomes for the day
- Pupils take quizzes and end of unit exams to measure skill mastery and attainment based on the lessons for the day
- Student electronically submits all required written assignments to the teacher
- Teacher verifies attendance (4-6 hours required daily) [*CDE attendance guidance provides that "...To put the matter another way, the minimum amount of work necessary to constitute a charter school day of non-classroom-based independent study attendance is within the charter schools and teacher's discretion to determine - but whatever that minimum amount of work is, it must be done on the scheduled school day for which it is claimed as attendance for ADA purposes."*]

- Teacher, Student and Learning Coach review daily progress and modify online schools' menu as needed to maximize the learning potential of the student
- Parent/Guardian logs into Parent/Guardian online school account to review progress and request assistance if needed
- Teacher meets face to face with parent/guardian and pupil every 30 days to review monthly progress, complete required documentation, and provide academic counseling or referrals to appropriate agencies for services as needed

#### SENIOR HIGH SCHOOL 9-12 SAMPLE ACTIVITIES:

- Student logs into online School
- Online school serves up lessons for the day and scheduled activities including those activities to be supported by offline activities and the organization of science experiments, readings, written assignments, and synchronous activities to be done in concert with the online curriculum
- Student reviews the days lessons and activities with the Parent/Learning Coach
- Pupils review expected outcomes for the day
- Five subject areas are prepared for the day's learning activities
- Pupil attends synchronous learning sessions present under the direction of the teacher
- Pupils interact with others online in the development of group projects and assignments that require peer collaboration to complete
- Pupil interacts with technology supported learning activities designed to strengthen academic skills at a level determined by computer adaptive academic skill testing to be the appropriate level for the pupil
- Pupils take quizzes and end of unit exams to measure skill mastery and attainment based on the lessons for the day
- Student electronically submits all required written assignments to the teacher
- Teacher verifies attendance (4-6 hours required daily) [*CDE attendance guidance provides that "...To put the matter another way, the minimum amount of work necessary to constitute a charter school day of non-classroom-based independent study attendance is within the charter schools and teacher's discretion to determine - but whatever that minimum amount of work is, it must be done on the scheduled school day for which it is claimed as attendance for ADA purposes."*]
- Teacher, Student and Learning Coach review daily progress and modify online school menu as needed to maximize the learning potential of the student
- Students may participate in interest clubs, student government, and intramural sports
- Pupils participate in community support activities
- Parent/Guardian logs into Parent/Guardian online school account to review progress and request assistance if needed
- Teacher meets face to face with parent/guardian and pupil every 30 days to review monthly progress, complete required documentation, and provide academic counseling or referrals to appropriate agencies for services as needed

Some students receive and execute assignments early in the morning on the same rhythm of a traditional school, but many more find their productivity is best in the afternoon or evenings. At the Charter School, students learn at the times convenient to their schedules. Though students have the flexibility to choose the time frame in which they study, they are required to demonstrate work on at least one subject each school day. Students may seek teacher support and answers to questions either through email, by telephone or by logging on to a Blackboard Collaborate™ session where any number of students meet in a "virtual classroom."

Students complete and turn in assignments regularly throughout the online course, take tests and quizzes, and also submit papers, essays and fieldwork assessments. A student's progress and grades are posted on a secure, private site so that both student and parents are always aware of their current status.

Students will work with the teacher and parent to agree upon the order in which the assignments will be worked on to ensure all coursework is completed in a semester. Some students may spend an entire week concentrating on math or history; others work on all their courses throughout the week.

### ***What it Means to Be an Educated Person in the 21st Century***

VPAL helps students to acquire the skills to survive and prosper in the 21<sup>st</sup> century. We will build understanding across and among academic subjects as well as 21<sup>st</sup> century interdisciplinary themes and emphasize deep understanding rather than shallow knowledge. VPAL will engage students with the real-world data, tools, and experts they will encounter in college, on the job, and in life. Students learn best when actively engaged in solving meaningful problems and allow for multiple measures of mastery. We will help students to improve their abilities to create, innovate, problem solve, communicate and collaborate. VPAL will focus on working independently and in teams, use

technology, manage time, accept personal responsibility, stay healthy, and relate comfortably to others. VPAL will promote curiosity, integrity, social responsibility and self-esteem.

### **Students Learn Best When the School Implements to Following Success Skills:**

#### **Responsibility**

- Accountability
- Initiative
- Perseverance Communication
- Listen for understanding
- Ability to ask questions Teamwork
- Inclusion of others
- Social etiquette

#### **High School Graduation Plan**

- Graduation Requirements
- Study skills
- Basic skills Life Plan
- Aptitudes
- Interests
- Written plan of direction post high school.

### ***High School Diploma Pathways***

In order to better educate our students, we will be offering three pathways in order for them to complete their high school diploma.

#### **Traditional High School Diploma - 210 Credits to Graduate**

- This pathway is for students who enter the program with over 150 credits or would benefit from being in high school for longer than a year and who are college

bound.

### **Special Programs Diploma - 160 Credits to Graduate**

- These pathways are for students who meet one of the following criteria:
  - A student who is homeless
  - A Student who is a foster youth
  - A student who is enrolled in a WIOA program

### **Special Circumstance Diploma - 130 Credits to Graduate**

- These pathways are for students who have extenuating circumstances that would merit an accelerated graduation path. Extenuating circumstances may include, but are not limited to the following:
  - Student needs to graduate sooner in order to meet a deadline to transfer to a community college or trade school
  - A pregnant student who needs to graduate prior to giving birth
  - Student is close to aging out of the program.
  - Other circumstances that will be examined and eligibility determined on a case by case basis.

Course Category	Traditional Program Diploma	Special Program Diploma	Special Circumstance Program
Government	5	5	5
Economics	5	5	5
Elective	80	30	0
English 9	10	10	10
English 10	10	10	10
English 11	10	10	10
Life Science	10	10	10
Mathematics	20	20	20
Physical Education	20	20	20
Physical Science	10	10	10
US History	10	10	10
Visual/Performing Arts or Foreign Language	10	10	10
World History	10	10	10

TOTALS:	210	160	130
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### ***Identifying and Understanding Low Achievers:***

VPAL's instructional team is prepared to work with a diverse student population and to focus intensively on those who struggle academically and perform below expectations. The petitioners understand that students can find themselves struggling for a variety of reasons. Some have difficulty staying on task; others have become accustomed and resigned to lowered expectations based on a pattern of past setbacks. Some have difficulty with one subject area but not another. Some have trouble working in the early morning, or after lunch. Every student is different, no student struggles alike. This is, in fact, one of the major reasons why some students choose independent study education.

These students will be identified through past grades and state test scores; discussions with previous counselors; Individualized Education Programs (IEPs); writing samples; and the results of diagnostic skills assessments that may be given to incoming students. Using this information, VPAL teachers and counselors can create a pathway to success for each student. This involves not only appropriate course placement but also accommodations and adaptations that teachers make to the curriculum and their instructional approach to meet the needs of each individual student.

### ***Structural Elements and Strategic Responses for Raising Student Achievement Levels***

To meet the challenges faced by struggling students, instructors will offer continuous motivation and support, seek ways to engage students in meaningful learning through multiple delivery methods, and work one-on-one with students in various ways. These include individual student/teacher calls, academic team phone conferences (these include parents and student), and individual student/teacher “whiteboard” sessions. Where needed, individual tutoring can also be provided.

The flexible nature of our pacing and curriculum allows teachers to provide remediation, support, and additional challenge wherever it is needed during the year. This enables teachers to proactively support students and address individual needs before more intensive intervention efforts are required.

While all students can benefit from the flexible pacing inherent in the school's personalized learning program, struggling students in particular will benefit from a curriculum that does not mandate that all students demonstrate their knowledge and skills in identical ways or at identical times.

VPAL's plan for low academic achievers is modeled after the Response to Intervention (RTI) framework. RTI is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of

interventions are based on individual student response to instruction.

### ***Tier 1: High-Quality Instruction, Screening, and Group Interventions***

Within Tier 1, all students receive high-quality instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction. All students are screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Students identified as being “at risk” through universal screenings and/or results on state or local tests receive supplemental additional support and remediation. The length of time for this step can vary, but it generally should not exceed 8 weeks. During that time, student progress is closely monitored using a validated screening system such as curriculum-based measurement. At the end of this period, students showing significant progress are generally returned to the traditional educational program. Students not showing adequate progress are moved to Tier 2.

### ***Tier 2: Targeted Interventions***

Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are usually provided in small-group settings in addition to instruction in the general curriculum. Interventions at this stage may be in the form of tutoring with an approved vendor or VPAL educator that takes place in person or virtually. A longer period of time may be required for this tier, but it should generally not exceed a grading period. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3.

### ***Tier 3: Intensive Interventions and Comprehensive Evaluation***

At this level, students receive individualized, intensive interventions that target the students’ skill deficits. Students who do not achieve the desired level of progress in response to these targeted interventions are then referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA 2004). The data collected during Tiers 1, 2, and 3 are included and used to make the eligibility decision.

### ***Student Success Team:***

The SST process emphasizes that early intervention for struggling students is a function of the general education program and not of special education. The SST is a school-based problem-solving team composed primarily of general educators who provide support to teachers and parents to improve the quality of the general education program and reduce the underachievement of students. SST is often thought of as a “think-tank”, a peer support group, or a forum for structured and routine focus on addressing student needs. The intervention team is a common sense approach that offers a systematic process to successfully close the gap through which students have traditionally fallen. The team is not so much a “new” service, but rather it builds on existing services and efforts in order to upgrade the VPAL’s ability to respond effectively to student needs.

Anyone who has a concern for a student can refer that student to SST for consideration. Anyone connected with the student can be included in the SST to provide information about the student, including strengths, concerns, and strategies that have been used in the past. Team members may include but are not limited to teachers, parents, counselors, doctors,

administration, social workers, and law enforcement. The meeting is designed to bring out the best in the people involved.

SST meeting steps include:

1. Welcome & Expectations (2-3 minutes)

- Team Coordinator welcomes and introduces invited personnel, thanks requestor; sets positive tone
- Confirms meeting purpose, outcomes, agenda, and timelines

2. Problem Identification & Clarification (4-5 minutes)

- Requesting teacher and case liaison summarize problem succinctly

3. Brainstorm Interventions (6-8 minutes)

- Team Coordinator leads focused brainstorming
- All present generate as many interventions as possible without critiquing
- Recorder takes minutes

4. Evaluate Interventions (6-8 minutes)

- Team Coordinator leads discussion to analyze interventions, their match to the presenting problem and the feasibility of implementation
- Recorder takes minutes

5. Select Intervention(s) (3-4 minutes)

- Team Coordinator assists requesting teacher, with the support of team, to select preferred interventions

6. Write Action Plan (4-5 minutes)

- Team Coordinator leads team to complete the plan including interventions, support to the teacher, person(s) responsible, timelines, data to be collected, date for follow up meeting
- Recorder captures plan in writing; retains copy and gives to requesting teacher

7. Summarize & Close (1-2minutes)

- Team Coordinator verbally summarizes major points of the meeting and prompts about next steps

After implementation of an SST plan and follow up, the plan will be further reviewed/revised to address concerns that have not been adequately addressed and/or effectively resolved. In addition, a referral for special education assessment might be deemed appropriate through the SST process. All grade level teachers meet with at-risk students throughout the year. The result of such meetings may be a plan that has consensus on how to support the individual student, with specific responsibilities delegated to the students, and teachers.

### **Credit Recovery**

Through the support of a credentialed guidance counselor, VPAL offers a credit recovery option for students. Imbedded in the above described SST process, students will meet with the team to create a credit recovery action plan that meets their individual needs. Teachers will pace courses based on student completion and proficiency rate. Students who are on a credit

recovery plan will be closely monitored by their guidance counselor and teacher to ensure success. VPAL teachers are available to support students in their classes by phone, email, in person, and the virtual classroom. They may also provide students with recorded live sessions, tutoring, and other types of support needed for the student to be successful in the courses.

### ***Plan for Students Who Are Academically High Achieving***

These students are identified via the same process of investigation, observation, and analysis used to identify low-achieving students, as stated above. The rigor of the instructional program at VPAL reflects the goals for all students to graduate, to be prepared for college and/or other post-secondary training and be prepared for the workforce. VPAL provides teachers scheduled and continuous professional development for the standards-based California state Common Core standards curriculum. Academic guidance will be provided to students to support the pursuit of advanced educational opportunities by taking college preparatory requirements and earning community college credits. All students will have access to University of California approved A-G course work through online instruction. Through distance learning, students can complete courses for additional requirements for college entrance. Students can be dually enrolled in the community college and earning credits toward high school graduation. The VPAL staff and student, will develop these goals as part of the student's individual learning plan. Please see the LCAP (Appendix A) for goals (1,2,3,4) and actions to monitor socioeconomically disadvantaged, homeless pupils and foster youth.

### ***Plan for English Learners***

VPAL will develop and implement a plan to serve English Learner (“EL”) students which addresses their needs, meets all state and federal mandates, and, which has a goal of exiting students from EL status. VPAL CELDT/ELPAC testing will be facilitated and proctored by trained, qualified members of staff. VPAL will work with teachers to provide EL support in the general education setting as outlined in the charter’s EL Master Plan.

EL students who do not accelerate one level per year on the CELDT, or a similar benchmark on the ELPAC, will be monitored and given extra targeted support services.

VPAL will translate documents into Spanish or any language for significant subgroups who need access to documents in their primary language. Documents including all CELDT/ELPAC testing correspondence, all reclassification materials, and the Master Agreement will be translated as required by law.

### ***Identifying Students as EL***

EL students are targeted for CELDT/ELPAC testing when the Home Language Survey indicates that their primary home language is a language other than English.

- All students identified EL via the Home Language Survey will be CELDT/ELPAC tested at the beginning of each year.
- Students will be notified of CELDT/ELPAC results within 30 days from when VPAL receives the testing results.
- All VPAL students are in an English Language Mainstream academic program with

an EL Support Course. The mainstream curriculum is supported by CLAD or equivalent certified teachers and includes vocabulary, visual, and thematic based support. EL students are accommodated within this curriculum by providing multiple opportunities to demonstrate mastery on all assessments, including writing assignments.

### ***Criteria for Reclassifying (RFEP) EL students***

The following criteria are used in tandem to determine reclassification:

- Early Advanced or Advanced on the CELDT with no sub-score below Intermediate, or a similar criterion on the ELPAC
- Teacher or Assessment Coordinator approval based on work product, performance in courses, or other relevant academic criteria

### ***EL Support Class***

The EL support class will cover the state EL Standards and focus on building skills in academic vocabulary and reading/writing across the curriculum. Students will receive elective credit for the course. The course aids EL students by providing scaffolding to build skills in academic reading and writing in all content area courses. Students will be placed in the course based on their status as an EL student until they have been reclassified. English Language core courses are chosen based on academic level and elective courses are chosen based on student interest and need (i.e. the EL support course).

- All units include vocabulary and grammar building components and targeted reading/writing strategies across content areas.
- Each individual unit is centered around a specific theme and a specific reading/writing strategy.
- EL students will be monitored relative to performance in the EL support class and progress in all academic courses. VPAL will conference with core and support teachers on an ongoing basis.
- All EL students will be contacted regularly for check-in and progress monitoring.

### ***Qualified Teachers***

Each teacher providing specialized academic instruction for EL students at VPAL must meet one of the following specifications:

1. The teacher holds a teaching authorization (EL authorization) issued by the Commission on Teacher Credentialing authorizing services for student learners
2. Whenever the student's primary language is a vehicle of instruction, the teacher must have bilingual, cross-cultural, language and academic development (BLCAD), or comparable EL authorization

### ***Plan for Special Education***

In order to receive special education and related services at VPAL a student must be:

- Between the ages of 18-21 and identified prior to his/her 18<sup>th</sup> birthday. Students who turn 22 during the school year will receive special education services

- through the remainder of the school year
- Willing to return to school and earn a high school diploma
- Willing to create short and long-term goals for graduation and transition plans to college, trade school, Career Technical Education (CTE) and/or employment
- Otherwise be eligible to be enrolled in VPAL

VPAL will provide a rigorous curriculum for all students. VPAL understands that the school has the obligation to serve students up to the age of 22 with exceptional needs and that the school, pursuant to applicable state and federal law, must ensure that all of its students have access to a free and appropriate public education (FAPE) in the least restrictive environment (LRE).

VPAL shall initially remain, by default, a public school of the District for purposes of special education, pursuant to Education Code Section 47641(b). However, VPAL reserves the right to make written verifiable assurances that it shall become an independent local educational agency (“LEA”) and join a special education local plan area (“SELPA”) pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium. A change in LEA status or SELPA membership shall not require a material revision of this charter.

VPAL anticipates enrolling students with IEPs or enrolling students who may require testing for appropriate placement and possible services. VPAL will work proactively and cooperatively with students, the teaching staff, and the District to adhere to state and federal mandates in servicing special education students including, but not limited to: testing; creating and updating IEPs; and special services as provided by outside providers or by the District. We will also ensure that:

- We employ admissions and enrollment practices that are non-discriminatory toward students with IEPs.
- Special needs students are under the guidance of and receive support from the school’s Special Education Case Managers.
- Special Education Case Managers ensure that the staff working with students with IEPs are trained in how to fulfill the requirements of the IEPs and in how to best academically support special education students in their classes.
- In working with special education students, our school is the least restrictive environment and most appropriate placement for the student as dictated by law.
- VPAL requests and obtains student's cumulative files and other documents in a timely fashion.
- We review student assessment data, including but not limited to state-mandated testing, to identify students who may be falling behind expectations in their academic progress and in need of additional support or services.

### ***Interim and Initial Placements of New Charter School Students***

If a student enrolls at VPAL with an existing IEP, VPAL will notify the District and/or SELPA (where applicable according to SELPA policies) within the same business day whenever possible, or before the end of the following business day. An IEP meeting will be convened within 30 days to review the existing IEP, discuss the student’s present levels of performance and needs, and offer an appropriate placement and/or service. Prior to such meeting and pending agreement on a new IEP, VPAL shall work with the District and/or SELPA to implement the existing IEP at VPAL, or as otherwise agreed by the student.

## **Referral for Assessment**

Although students will be 18 years of age upon enrollment, VPAL staff reserves the right to refer students to special education, as deemed necessary. The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. VPAL's internal method for referral for assessment will be the Student Study Team. Any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by VPAL within 15 days. If VPAL concludes that an assessment is appropriate, the parent will receive a written Assessment Plan within 15 days. The student will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parental permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the student's written consent for assessment.

## **Assessment**

Information gathered will be used as tools to determine the student's disability, eligibility for services, and the nature and extent of required services. Assessment procedures will be conducted in the student's primary language, and an interpreter will be provided if needed. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but will not be limited to:

- Individual testing;
- Teacher observations;
- Interviews;
- Review of school records, reports, and work samples; and
- Parental input.

Unless conflicting with the District or SELPA policies and procedures, VPAL will follow the following assessment guidelines. If a conflict with Lucerne Valley Unified School District policies and procedures exists, District policies and procedures will govern.

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

including a teacher knowledgeable in the disability.

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

### ***Development and Implementation of IEP***

Every student who is assessed by the school will have an IEP that documents assessment results and eligibility determination for special education services. VPAL, in collaboration with the District or SELPA, will ensure that all aspects of the IEP and school site implementation are maintained. VPAL will provide modifications and accommodations (outlined within each individual's IEP) in the general education environment taught by the general education teacher. Students at the school who have IEP's will be served in the Least Restrictive Environment (LRE).

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

- The parent or guardian, if appropriate
- The student;
- An VPAL administrator;
- At least one special education teacher;
- A general education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment;
- A District OR SELPA special education representative, as necessary;
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results; and
- Others familiar with the student may be invited as needed.

VPAL views the student as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. The school will provide an interpreter, if necessary, to ensure that all students understand and can participate in the IEP process. If a parent or student cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone.

A copy of the IEP will be given to the student in accordance with state laws and the District or SELPA policies. Upon the parent or guardian's written consent, the IEP will be implemented by VPAL, in cooperation with the District or SELPA in which VPAL is a member. Upon the parent or guardian's written consent, the IEP will be implemented by VPAL. The IEP will include all required components and be written on SELPA forms.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and

- functional performance;
- The rationale for placement decisions;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;
- Measurable annual goals and short-term objectives focusing on the student's current level of performance;
- A description of how the student's progress toward meeting the annual goals will be measured, monitored, and when reports will be provided; and
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments; and
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals.

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes;
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress until the student reaches 22;
- After the student has received a formal assessment or reassessment;
- When a teacher feels that the student has demonstrated significant education and growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a student's request);
- When an Individual Transition Plan is (ITP) required at the appropriate age; and
- When VPAL seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability.

### ***IEP Review***

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

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

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

## **Staffing**

VPAL plans to hire a fully credentialed Special Education Director that will have duties that will include:

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

## **Reporting**

VPAL, in collaboration with the District, will collect and maintain the following information on disabled students as required by IDEIA:

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

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

## **Procedural Safeguards**

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

Any concerns or disagreements raised by parents will be acknowledged by VPAL, in collaboration with the District, within five days, after which a meeting between the parent and school will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

VPAL, will provide the parent with a written Notice of Procedural Safeguards used by the SELPA which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year.

### ***Dispute Resolution***

In the event that a parent/guardian files a request for a due process hearing or request for mediation, the District and VPAL shall work together to defend the case, so long as the charter school operates as a school of the District for special education purposes. So long as the charter school operates as a school of the District for special education purposes, the District may initiate a due process hearing or request for mediation with respect to a student enrolled in VPAL (if the District determines such action is legally necessary or advisable). VPAL agrees to cooperate fully with the District in such a proceeding.

### ***Complaint Procedures***

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

### ***Special Education Strategies for Instruction and Services***

VPAL will comply with the federal mandate of the “least restrictive environment”, meaning that the school will make every attempt to educate special education students along with their non-disabled peers. VPAL will mainstream all of its students as much as is appropriate according to each individual IEP, offering a comprehensive inclusion program that includes specialized individual tutoring through VPAL’s extended day and year. Each student’s IEP requires different kinds of modifications for instruction and services, therefore the educational strategies of the IEP will be built around the student’s needs, and how these fit within the general educational program of the school. The instruction outlined in each student’s IEP will be delivered by personnel qualified to do so.

### ***Professional Development for VPAL Staff***

The school Special Education Director, regular and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal Special Education laws, including those sponsored by the District or SELPA.

So long as VPAL operates as a “school of the District” for Special Education purposes, the District agrees to allow VPAL staff access to all special education related professional development opportunities that are available to employees of the District. VPAL also intends to seek professional development opportunities for its staff through potential trainings facilitated by the County Office of Education, colleges and universities, and private companies or agencies.

## ***Individualized Education Programs and Service Delivery***

VPAL will plan and conduct the IEP team meetings and processes and will designate staffing and other resources needed to implement the special education and related services called for by the IEP. Student progress toward the goals specified in the IEP would be monitored regularly, and formally reviewed by the IEP team on at least an annual basis. Resource specialists will help VPAL teachers tailor their instruction to ensure that the needs of all special education students are being met.

Curriculum may be adapted to meet the IEP in the following ways:

- Students may be given an extra attempt on quizzes and tests
- Students may be able to review quiz questions only (not topic tests)
- Students have access to notes to use during quizzes and tests
- Students may have the text to speech option
- If they are in credit recovery, students may pass with a 60% not a 70% on the pretest

## ***Accommodations for students with IEPs and 504s may include:***

- Student is provided the following accommodations:
- Record all live sessions
- Simplify/Clarify assignment and test instructions
- Reset tests and quizzes
- Extended time for the completion of assignments, tests and quizzes
- Excuse redundant course assignments
- Provide step by step breakdown of how to complete complex assignments
- Allow re-submission of assignments, tests and quizzes to receive full credit
- Use of notes during assignments, tests, quizzes and/or final exams
- Use of a calculator during assignments, tests, quizzes and final exams
- Shortening of assignments as long as content meets rubric guidelines
- Provide study guides for final exams
- Provide content or essay outlines, webbing strategies when appropriate
- Provide organizational and instructional strategies when appropriate
- Scaffolding
- Concept mapping
- Checklists
- Multi-media access (video, audio, text)

## ***Due Process***

In the event of a due process claim to enforce provisions of applicable special education law, VPAL is committed to working in cooperation with the District to the maximum extent permitted under law to respond to and defend the school and the district in the process.

VPAL will provide a rigorous curriculum for all students. VPAL understands that the school will have the obligation to serve students with exceptional needs and that the school, pursuant to applicable state and federal law, must ensure that all of its students have access to a free and appropriate public education in the least restrictive environment. Under these laws,

the school has various options on how to deliver special education and related services: (1) as an arm of the charter-granting agency, (2) as an independent local education agency, or (3) as a charter SELPA.

## **Overview**

VPAL shall comply with all applicable state and federal laws in serving students with disabilities including but not limited to Section 504 in the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities in Education Improvement Act (“IDEIA”).

VPAL intends to function as a public school of the District solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b). However, VPAL reserves the right to make written verifiable assurances that it shall become an independent local educational agency (“LEA”) and join a special education local plan area (“SELPA”) pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium.

We would anticipate that an agreement would be developed between the District and the Charter School that spells out in detail the responsibilities for provision of special education services and the manner in which special education funding will flow to the students of the VPAL. We envision an ideal relationship for special education to include the following agreements:

- Funds available to the charter school for purposes of Special Education will be determined using the same formula the District SELPA uses for its District schools.
- The School may use these funds to contract with the District for services, and hire the School's own Special Education personnel.
- VPAL will use all Special Education funds for the purpose of Special Education. VPAL shall comply with the MOU for special education as agreed upon by Lucerne Valley Unified School District and VPAL.

## **Section 504 /ADA**

VPAL shall be solely responsible for its compliance with Section 504 and the ADA. All facilities of VPAL shall be accessible for all students with disabilities in accordance with the ADA.

VPAL recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of VPAL. Any student who has an objectively identified disability which substantially limits a major life activity such as learning is eligible for accommodation by VPAL.

A 504 team will be assembled as needed and will include qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options and the legal requirements for least restrictive environment.

The 504 team will review the student’s existing records, including academic, social and behavioral records and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA,

those evaluations may be used to help determine eligibility under Section 504. The student evaluation will be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education.

This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team will consider the following information in its evaluation:

- a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- b. Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient.
- c. Tests are selected and administered so as to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice given in writing to the the adult student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for special education assessment will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team will be responsible for determining what, if any, accommodations are needed to ensure that the student receives the free and appropriate public education ("FAPE").

In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the VPAL professional staff. The 504 Plan shall describe the Section 504 disability and any program modification that may be necessary. In considering the 504 Plan, a student with a disability requiring program modification shall be placed in the regular VPAL program along with those students who are not disabled to the extent appropriate to the individual needs of the student with a disability.

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

VPAL shall comply with IDEA, Section 504 and ADA. VPAL shall be solely responsible for compliance with Section 504 and ADA. With regard to serving special education students, VPAL

shall be considered a public school of the Local Educational Agency (“LEA”) that granted the charter pursuant to Education Code Section 47641 and shall work jointly with the Superintendent to ensure full compliance with IDEA. VPAL shall execute a MOU with the Superintendent regarding the flow of special education services to VPAL students in accordance with Education Code Section 47646. In accordance with Education Code Section 51745(c), no student with special needs shall be allowed to participate in independent study unless it is written into his or her Individual Education Plan.

## **H. Attendance Expectations and School Day Requirements**

VPAL may operate four individual operating calendars. Each operating calendar has a minimum of 175 days and 64,800 minutes of instruction. Students are expected to achieve a minimum, average attendance rate of 85%. VPAL’s credentialed teacher will plan out the appropriate amount of work to meet or exceed the minutes of instruction and to keep the student on pace for completion of courses. The teacher will review student learning each learning period and will assign the correlating amount of attendance based on completion of assignments and daily activity. VPAL’s credentialed teacher will monitor to ensure the student is making adequate progress. The timing/frequency of student-teacher interactions will be determined by the teacher and based on student needs. VPAL will maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.

### **Element Number Two: Measurable Pupil Outcomes**

*The measurable pupil outcomes identified for use by the charter school. Pupil outcomes, for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.*

#### **Local Control Accountability Plan (“LCAP”)**

In accordance with Education Code 47606.5 VPAL shall comply with elements of the LCAP pursuant to the regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessment throughout the duration of the charter. VPAL shall annually update the LCAP, including the goals and annual actions identified below as required by the State. VPAL shall submit the LCAP to the District and the County Superintendent of Schools on or before July 1 each year, as required by Education Code Section 47604.33. The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by VPAL at the school site.

#### **Measurable Pupil Outcomes (LCAP Goals)**

VPAL will pursue the pupil outcomes, as measured by multiple and varied benchmark assessments (as detailed below), that are aligned to state content standards, matched with the state and federal accountability systems, and reflect proficiency measures required by the CAASPP system.

The petitioners believe that both student performance metrics and school performance metrics are indicators of how well students have developed the qualities and abilities we seek to instill. These include high levels of engagement, and the ability to take charge of their own learning by taking advantage of the program’s flexibility and diverse paths to content mastery. The

petitioners have therefore set measurable goals for both student and school achievement, and the charter school will systematically track these metrics to gauge performance and progress. The overview of current LCAP Goals are listed below: (Please see EXHIBIT A for proposed goals and budget implications.)

## A. Student Outcomes

### **Conditions of Learning, Common Core, Course Access, Basic Services, Pupil Outcomes**

#### *Goal #1: Student Achievement*

- High quality and rigorous standards based traditional and virtual curriculum and textbooks/materials aligned with the California Common Core.
- Flexible individual learning plan, created by highly qualified teachers, to meet the needs of each unique learner.
- ELD instruction aligned to state content standards to develop EL proficiency in the English language and the content standards concepts and skills.

#### *Pupil Outcomes, Student Achievement, Other Student Outcomes Goal #2: College and Career Technical Education (CTE).*

- Partnerships with local and statewide businesses for pathways leading to careers upon graduation.
- Enrichment programs: Spirit of 76, Athletic Academy, VAPA available.

#### *Engagement: Student Engagement, School Climate*

#### *Goal #3: Student Engagement and Connectedness to School*

- Virtual Academy students have 24/7 access to onsite support.
- Blended Academy students have access to resource center to meet with Elite Educators up to 4 days per week and as needed via e-mail, phone and Skype.
- Comprehensive safety plan, with monthly staff and student training.

#### *Engagement: Parent Involvement, School Climate*

#### *Goal #4: Parent Involvement: Establishing Connections and Partnerships*

Opportunities for parent input at quarterly Advisory Committee meetings.

- Virtual and in-person information meetings
- Board, Student and School Site meeting dates communicated in a timely manner.
- Meeting minutes posted to assure transparency.

## B. Compliance with Academic Standards: California Education Code 47606b.

VPAL will work to meet or exceed all California State Dashboard targets and growth goals. An LCAP (See Appendix) will allow for clear goals, action items and budgetary alignment to ensure the proper accountability and transparency as the organization works towards meeting its goals.

All of the data collected will be evaluated to support in improving the charters over all educational program.

### **Element Number Three: Assessing Pupil Progress**

*Governing Law: The method by which pupil progress in meeting those pupil outcomes is measured.  
– California Education Code Section 47605(b)(5)(C)*

#### **Methods of Assessment**

VPAL shall meet state standards and shall conduct pupil assessments required pursuant to Education Code Sections 60605 and 60851 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. VPAL shall use multiple measures to accurately determine student achievement, including attendance records, degree of the participation of the student, student attitudes towards school, academic performance, state standards and assessment, student a parental feedback. Annual CELDT/ELPAC assessment will reviewed for designated EL students and annual progress towards IEP goals will be analyzed and updated for SPED students. The data collected through these assessments will be used to improve the school's educational program by modifying the program as necessary to target areas of needed student improvement and to ensure that students benefit from individualized learning plans and adjustments of curricula to maximize student success in all areas of the school's educational program.

#### **Repeating a Course**

Courses that may be repeated for credit will be listed in the course description (e.g. English 9A). Courses in which grades of a D/F are earned may be repeated. The highest grade will be used in the GPA calculation. UC only allows a course to be repeated one time for grade replacement.

#### **Transfer Credits/Transcripts**

VPAL seeks to work with each of the school districts/schools in which students may be re-enrolling to agree upon transfer credit back to the district. VPAL wants each school district to feel confident that credit earned at VPAL is equivalent in its representation of subject mastery prior to transfer. VPAL is eager to work with each school district to best meld its practices to meet those districts for the benefit of the student.

Planning for graduation begins early at VPAL and includes, teachers, school counselors, and the student. The parents and student will want to consider future educational and employment plans, and will want to consider various choices available to them. All students will be provided the information about the transferability of academic credit to other 19-26 years old programs and the eligibility to meet college entrance requirements at the time of enrollment.

The method by which pupil progress, in meeting those pupil outcomes, is to be measured.

#### **Specific Assessments**

The VPAL program will use the following methods in an effort to comprehensively evaluate student progress. (See chart below)

#### **Learning Period Meetings (LPMs)**

Meetings with the student, and Elite Educator are held once every learning period, which is every twenty days. Elite Educators will meet with students after the learning period ends to review learning objectives and progress from the previous learning period as well as to plan

the next learning period. During this meeting, the credentialed teacher documents student progress toward the measurable pupil goals and indicates the standards in which the student made progress. This progress is documented in the student information system. Also during this meeting, the teacher collects work samples which are used as authentic evidence of the student's abilities and progress. These samples are uploaded and stored within the student information system. The teacher will also ensure that an appropriate amount of progress was made by the student for the number of days the student was awarded attendance and will support the student in planning out the next learning period's assignments.

### ***Local Assessments***

Each year, VPAL students will be administered a pre and post local assessment, such as the Ed Performance/Scantron Testing, i Ready, NWEA, or MBTI. These will be web-based assessment platforms that adapt to individual student performance and help assess true levels of ability. The data from this assessment will be used to drive the student's personalized achievement plan and to find areas where the student might need extra support.

VPAL will employ a variety of assessment tools to measure academic progress and diagnose problems. VPAL will:

- Assess students at entry on a commonly accepted grade level equivalency student assessment test(s)
- Periodically assess students (e.g., quarterly) on the same assessment instrument to measure progress
- Use assessment instruments to diagnose each student's academic strengths and challenges
- Confer with client-agency staff on an ongoing basis to track student progress at the worksite

Students will:

- Maintain Student Achievement Plans, detailing their assessments, goals, struggles and accomplishments
- Conduct self-assessments and peer-assessments
- Demonstrate competency and mastery of the VPAL Curriculum Benchmarks and Course Outlines during exhibitions and oral presentations
- Demonstrate academic and job skills at the worksite

VPAL will conduct frequent teacher/student/client agency conferences to give students ongoing feedback and to ensure that students are progressing toward their goals. VPAL teachers and staff will report student and classroom assessment results to the Board of Directors.

The assessment tools used at VPAL will be standardized, authentic, and performance-based assessments as guided by the State Frameworks and Performance Standards. While the standard, on-demand assessments enables VPAL to monitor both the individual student's and the school's performance, these assessments might not fully meet the assessment needs of the students or their instructors. VPAL will require students, teachers, and staff to measure their own performance, thereby empowering them to recognize and be responsible for their own learning. VPAL will therefore supplement standardized assessments with alternative assessments. To document student learning, the alternative assessments will include projects, exhibitions, and other tasks that students complete during the year. VPAL will engage

students to the maximum extent in the assessment process.

#### **Element Number Four: Governance Structure of School**

*Governing Law: The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement – California Education Code Section 47605(b)(5)(D)*

VPAL shall be non-sectarian in its programs, admission policies, employment practices, and all other operations. VPAL shall not charge tuition and shall not discriminate on the basis of the characteristics listed in the Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section

422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

VPAL is a California non-profit public benefit corporation that is tax-exempt pursuant to Section 501(c)(3) of the Internal revenue Code. Pursuant to Education Code Section 47604(c), the District in performing its oversight of VPAL as required by law, shall not be liable for the debts and obligations of VPAL or for claims arising from the performance of acts, errors, or omissions by VPAL, if the authority has complied with all oversight responsibilities required by law.

VPAL shall operate autonomously from the District with the exception of supervisory oversight and special education services as required by law. VPAL may, at its own choosing, utilize the services of an administrative and educational service provider in its execution and operation of the charter.

#### **Board of Directors**

VPAL shall be governed by its Board of Directors consisting of no less than 3 and no more than 5 members whose major roles and responsibilities include, but shall not be limited to: establishing and approving all major educational and operational policies, approving all major contracts, approving VPAL's annual budget, overseeing VPAL's fiscal affairs, meeting corporate requirements and selecting and evaluating the administrative staff.

Directors shall be elected at each annual meeting of the board of directors to hold office until the next annual meeting. If any such directors are not elected at such annual meeting, the directors may be elected at any special meeting held for that purpose.

In accordance with Education Code Section 47604(b), the District may appoint a representative to serve on the Board of Directors.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee or designee of VPAL any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated.

#### **Administration and Faculty Team**

The Board will be supported by a qualified administrative team which will implement the

provisions of this charter, the policies adopted by the Board, and day to day operations. The charter administrative team will report to the Board and will include a Chief Executive Officer and Chief Academic Officer, Chief Operations Officer, Chief Financial Officer, as well additional administrative positions as needed including but not limited to, Regional Leads, Student Relations Managers (compliance management), Lead Teachers, and Instructional Specialists/Coaches.

### ***Student/Parent Participation***

VPAL shall facilitate the development of a student/parent committee made up of students of the school and any willing parents to which act in an advisory capacity. The parent committee will be governed by bylaws adopted by the parents involved in the parent committee and shall set its own goals and mission statement.

VPAL shall promote a parent participation program. (Parental involvement is not a requirement for acceptance or continued enrollment in the school.) Parents will be encouraged to express their concerns, to visit the school and meet with the staff. To this end, VPAL shall distribute Parent Surveys to all parents requesting them to give their opinions on the progress of their student and encouraging them to express suggestions of how VPAL might improve its services. The responses shall be returned to VPAL and reviewed with faculty and administration in order to address any concerns.

To encourage additional parent involvement, VPAL shall at a minimum do the following:

1. Regularly scheduled open board meetings with opportunity for public comment.
2. Develop an ongoing list of extensive participation opportunities for parents with multiple options for dual working families.
3. Offer extra-curricular activities for both student and parent participation.

VPAL may hold Virtual and In-Person Open House(s) as an integral part of its continual effort to improve communication and increase the participation of parents and guardians in the instructional programs available.

### ***Element Number Five: Employee Qualifications***

*Governing Law: The qualifications to be met by individuals to be employed by the school. – California Education Code Section 47605(b)(5)(E)*

#### ***All Employees:***

All staff must possess expertise appropriate to their positions. VPAL will ensure that all required legal qualifications, including compliance with the requirements of the Every Student Succeeds Act, are met for teachers, staff, paraprofessionals and other administrative employees of the school. Employees are expected to conduct themselves at all times with a manner of the utmost professionalism with children, parents, co-workers and the community. All VPAL employees must be committed to creating a school atmosphere of high academic rigor, with a culture of learning and respect. They must also be open to constructive, objective feedback, and the opportunity to collaborate with ambitious and dedicated colleagues.

VPAL will be nonsectarian in its employment practices and all other operations and will not discriminate against any employee on the basis of race, religious belief, color, sex, pregnancy, sexual orientation, age, national origin, ancestry, physical or mental disability, medical

condition, marital status, or any other protected classification, in accordance with applicable law.

### ***Teachers/Paraprofessionals:***

Pursuant to Every Student Succeeds Act, all teachers and paraprofessionals will meet applicable state certification and licensure requirements. Teachers will meet the following credentialing requirements for employment as stipulated by California Education Code Section 47605(l):

Teachers in charter schools shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold...It is the intent of the Legislature that charter schools be given flexibility with regard to noncore, noncollege preparatory courses.

All teachers employed by VPAL will have California Teaching Credentials and are published on the Commission on Teacher and Credentialing Website.

### ***Administrative and Non-Instructional Staff***

The school will seek administrative and operational staff members who have demonstrated experience or expertise in the issues and work tasks required of them. Please see EXHIBIT F for sample key positions and job descriptions.

### ***Professional Development for Instructional Staff***

VPAL understands that its employees must continually have the opportunity to improve and learn. Relevant professional development conferences will be attended where to keep up to date and be informed on current educational trends. As outlined in the LCAP professional development meetings are held regularly and will focus on charter wide goals. Per AB 1432, all employees who are mandated reporters, as defined in Section 11165.7 of the Penal Code will be trained annually in their role as a mandated reporter. Additionally, staff will complete other mandated school safety trainings on topics such as bloodborne pathogen safety and sexual harassment.

### ***Authority and Responsibility***

The HOS and/or designee is responsible for monitoring teacher credentials and qualifications relative to their positions. While the school administration is responsible for working with each teacher in the development and management of an individualized professional development plan, the HOS and/or designee ensures that state mandates are appropriately enforced in all schools. This work is further supported by the oversight of the VPAL Board of Trustees.

## **Element Number Six: Health and Safety Procedures**

In order to provide safety for all students and staff, VPAL will adopt and implement full health and safety procedures and risk management policies. The development of these procedures and policies will take place in consultation with the school's insurance carriers and risk management experts and will be incorporated, as appropriate, into the school's student and staff handbooks.

### ***Criminal Background Check***

Prior to employment and within thirty (30) days of hiring, each employee will submit to a criminal background check as required by Education Code §44237. All employees will be required to

undergo a criminal background check prior to hiring through a LiveScan fingerprint process. These services will occur where the LiveScan service is offered, which may be located at district, county, or local college facilities. VPAL will adhere to California laws including fingerprinting, drug testing, and prohibitions regarding the employment of persons who have been convicted of a violent or serious felony.

All employees, and any volunteer who may have frequent or prolonged contact with students, must undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code Section 49406. Employees must also furnish proof of documents establishing legal employment status. The HOS and/or administrative designees will be responsible for monitoring and maintaining documentation of medical and criminal investigation clearances, as required by California and federal laws.

The HOS and/or designee will have the responsibility of evaluating the performance of the teaching and administrative staff, and to review the results of the performance reviews with the governing board. The VPAL governing board has the right, if it so chooses, to review these performance reviews before they are delivered to the staff member

### ***Vision, Hearing, and Scoliosis***

When required by federal or state law, VPAL will provide its students screening for vision, hearing, and scoliosis and will maintain confidential records of legally required tests.

### ***Immunizations***

All VPAL students will be required to provide records documenting immunizations, as is required by current law. Immunization and medical records will be kept in the student's mandatory permanent file. Parents are expected to ensure that their students obtain proper immunizations prior to matriculating pursuant to Chapter 1 (commencing with §120325) of Part 2 of Division 105 of the Health and Safety Code. Information on local community facilities offering immunizations will be provided to families who have difficulty obtaining immunizations for their students.

### ***Facilities Compliance***

Because of the nature of VPAL's academic programs, there is minimal need for a facility to hold classes on a daily basis. For its administrative facilities, VPAL will comply with all federal, state, and local building codes and requirements applicable to California charter schools, including the Americans with Disabilities Act and other applicable fire, health, and structural safety requirements.

If VPAL determines a definite need for a locally authorized resource center, we will obtain all necessary permits for its facilities, including a building and fire marshal inspection and/or a certificate of occupancy. The school will maintain fire extinguishers and fire alarms at its facilities to ensure they are in operable condition at all times. Records of facilities compliance shall be maintained on file at the location. (See Misc. Charter Provisions below for more details)

VPAL shall adhere to a School Safety Plan drafted specifically to the needs of its facility site in conjunction with law enforcement and the Fire Marshall.

## **Student Health**

The school will maintain the required number and type of emergency epinephrine auto-injectors onsite. Staff will be provided training in the storage and use of the epinephrine auto-injector as required by Education Code Section 49414 and Section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

VPAL shall function as a drug, alcohol, and tobacco free workplace.

## **Blood-borne Pathogens**

VPAL shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The school shall establish a written infectious control plan designed to protect its employees from possible infection due to contact with blood- borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

Whenever exposed to blood or other body fluids through injury or accident, staff and students should follow the latest medical protocol for disinfecting procedures.

## **Child Abuse Prevention and Reporting**

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, Including Penal Code Section 11166. VPAL will establish and maintain detailed policies and procedures for the immediate reporting of suspected child abuse, neglect, acts of violence, or other improprieties. Such policies will detail the role and obligation of staff in the reporting of child abuse pursuant to Penal Code Section 11164 et seq. The school shall provide all employees, and other persons working on behalf of VPAL who are mandated reporters, with annual training on child abuse detection and reporting. This training shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment, if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

## **Element Number Seven: Means to Achieve Racial/Ethnic Balance**

*Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. — California Education Code Section 47605 (b)(5)(G)*

From within its legally prescribed service area VPAL will actively recruit a diverse student population. Within that boundary, admission will be open to any California resident, and all students will be considered for admission without regard to race, ethnicity, national origin, gender, disability, or any other characteristic listed in Education Code Section 220 (or association with an individual who has any of those characteristics).

The combination of the following elements or strategies will be used in an attempt to achieve racial and ethnic balance among students that is reflective of the District and the communities in which VPAL serves:

- In addition, VPAL will participate in community and regional outreach various events to inform the public about our services, as well as to appeal to a variety of applicants with diverse backgrounds.
- An enrollment process that is adopted to include a timeline that allows for a broad-

based recruiting and application process.

- The development and distribution of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the School District, including materials in languages other than English to appeal to limited English proficient populations.
- Use of website and social media to support in outreach.
- Creation of brochures, newsletters, TV/radio public service announcements, print and non-print media for outreach communications.
- Focused recruitment of groups that may be underrepresented among VPAL's student population, using brochures, public meetings, and door-to-door outreach
- The school will maintain accurate accounting of the ethnic and racial balance of students enrolled in the school, which can be audited by the District at any time.

### **Element Number Eight: Admission Requirements**

Admission requirements, if applicable. All students attending VPAL must follow the application, admission, and enrollment procedures.

The application packet for admission to VPAL shall include information that allows students to be informed about the schools operation as a charter school, its education programs, the academic and behavior expectations of students, and the rights and responsibilities of students who wish to become part of the VPAL. The application packet may include:

- A brief description of what charter schools are and how they differ from regular public schools
- A VPAL Student Achievement Plan
- VPAL's Mission Statement and a summary of the school's education philosophy
- A description of VPAL's education program including; a school calendar, daily schedule, core curriculum, enrichment and extracurricular programs, attendance expectations, grading, testing, and evaluation procedures, and promotion, retention, and graduation standards (exit outcomes)
- An overview of the academic performance of students who have attended VPAL
- A copy of the Master Agreement
- A copy of the Teacher/Student Contract
- A listing of the rights and responsibilities of VPAL teachers and students
- Descriptions of admission criteria, admission and enrollment preferences, conditions of enrollment, and consequences of misrepresenting admission and enrollment information
- School capacity

The Board of Directors shall have the sole authority to determine the size and grade-level breakdown of the student body at VPAL. The determination of school capacity shall be based on the school's academic program, the school's fiscal viability, the educational needs of currently enrolled students, the capacity of the school site, and the level of interest shown by students who want to attend the school.

#### ***Admission Criteria***

VPAL will operate grades 9-12. VPAL will welcome, as resources are available, all students in the State of California. Admission shall not be determined according to place of residence of the pupil

within the state, except that students must be qualified participants of the California Conservation Corps, and participating Local Conservation Corps, Job Corps, YouthBuild, and Workforce Investment Opportunities Act programs. A “participating” Local Corps, Job Corps, YouthBuild, and Workforce Investment Opportunities Act program is one that has signed a memorandum of understanding with VPAL that has been approved by the Board or Directors.

There shall be no admission criteria, testing, or other evaluation required of any applicant. VPAL shall not charge an application fee nor shall it charge tuition [Education Code Section 47605(d)(1)]. VPAL shall be nonsectarian in its admission and enrollment policies and shall not discriminate against any student on the basis of ethnicity, national origin, gender, or disability [Education Code Section 47605(d)(1)].

### ***Admission and Enrollment Preferences***

VPAL shall admit and enroll all students who wish to attend the school provided that the school’s capacity is not exceeded [Education Code Section 47605(d)(2)(A)]. Capacity is determined by VPAL’s Board of Directors. However, all admission preferences shall be approved by the District at a public meeting.

Classes at each grade level will be filled according to the following order of preferences for students who are either continuing enrollment or being admitted for the first time (listed in order of priority) [Education Code' 47605(d)(2)(B)]:

1. Participants employed at or receiving services from a VPAL site serving participants in the California Conservation Corps (CCC), participating Certified Local Corps, Job Corps, YouthBuild, or Workforce Investment Opportunities Act programs

### ***Admission Lottery and Admission Priority***

Pursuant to Education Code Section 47605(d)(2)(B), if the maximum number of slots in a particular grade is reached, a public lottery is held in accordance with the procedures below. Once classes are full, a waiting list is created. Students that apply for enrollment after the open enrollment period has ended are placed on the waiting list in the order that applications are received. Once a child has been enrolled as a student at VPAL, they have the right to continue enrollment until they have completed the highest grade offered. Students who are currently enrolled at VPAL must re-commit for the following school year by the end of open enrollment by submitting an Intent to Enroll Form or signing a Master Agreement.

Enrollment preferences as described in Education Code Section 47605(d)(2)(B) shall be given to the following students applying to enroll:

1. Current students (exempt from the lottery);
2. Students who reside in the district boundaries (exempt from the lottery);
3. Students who have siblings enrolled in the school;
4. Students who are the children of staff of the school; and
5. Students previously enrolled in VPAL

Admission will not be based on the student’s prior academic performance or admission testing. Post matriculation, various assessments may be administered to determine the student’s readiness for the grade of entrance requirements or maintenance of said grade. These instruments aid in the development of individualized learning plans for students.

VPAL will be nonsectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, national origin, gender, disability, or any other characteristic listed in Education Code Section 220 (or association with an individual who has any of those characteristics).

### ***Conditions of Enrollment***

To enroll in VPAL, each student shall first:

- Attend an orientation to receive an enrollment packet
- Complete enrollment forms including emergency information cards
- Sign the Master Agreement
- Sign a form allowing prior schools the student attended to send the student's school records and test results to VPAL

### ***Misrepresentation of Admission and Enrollment Information***

VPAL shall have the right to expel students who misrepresent material information on any school document including, but not limited to, admission and enrollment forms.

### ***Element Number Nine: Financial Audit***

*Governing Law: The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. — California Education Code Section 47605(b)(5)(I)*

VPAL plans and manages its own budget for all applicable state and federal categorical funds, lottery funds, discretionary funds, additional ADA monies generated, grants, donations, fundraisers and gifts. The Board of Directors is the audit committee that oversees any audit exceptions and approves school's financial affairs. The audit will be conducted in accordance with generally accepted accounting principles (GAAP), applicable to the school. The selected auditor will have experience in education finance. The audit, at a minimum, also verifies the accuracy of the school's financial statements, revenue-related data collection and reporting practices, and examines VPAL's internal controls. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars. VPAL's annual audit will be completed and submitted to the requisite parties (the District, the County Superintendent of Schools, the Department of Education, and the State Controller's Office) by December 15 each year.

The VPAL HOS will review the audit exceptions and report to the Board of Directors and the necessary actions the School will need to take to correct the inconsistencies of the program. Audit exceptions and deficiencies shall be resolved to the satisfaction of the District.

VPAL shall annually provide the Lucerne Valley Unified School District with the following financial reports pursuant to Education Code Section 47604.33:

- On or before July 1st, a preliminary budget. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.

- On or before July 1st, an annual update required pursuant to Education Code Section 47606.5.
- On or before December 15th, an interim financial report which reflects changes to the final budget through October 31<sup>st</sup>.
- On or before March 15th, a second interim financial report which reflects changes to the final budget through January 3<sup>rd</sup>.
- On or before September 15th, a final unaudited financial report for the prior full fiscal year.

VPAL annual performance reports including content, evaluation criteria, timelines, and process will be jointly created with the District. VPAL and the District will also jointly develop at a minimum, a site visitation process and protocol to enable the District to gather information needed to confirm the school's performance and compliance with the terms of this charter. VPAL and the District agree to work together in good faith regarding financial audit matters.

### **Element Number Ten: Pupil Suspension and Expulsion**

*Governing Law: The procedures by which pupils can be suspended or expelled. – California Education Code Section 47605(b)(5)(J)*

VPAL will adopt student discipline policies. These policies will be reviewed annually by administration to ensure inclusion of any modification of offenses that would require suspension and expulsion of the student. These policies will be distributed as part of the school's board approved student handbook and will clearly describe the school's expectations regarding academic expectations, attendance, substance abuse, safety, and work habits. Each student will be required to verify that they have reviewed and understand the policies prior to enrollment. VPAL's HOS will ensure that students are notified in writing of all discipline policies, rules, and procedures and given an opportunity to provide input and feedback on discipline policies and procedures. These policies will be reviewed annually by administration to and include any modification of offenses that would require suspension and expulsion of the student.

Students may be suspended or expelled from this VPAL for non-compliance with the terms of the student contract, or any material violation of any of the conditions, standards or procedures set forth in the charter school charter, the school handbook, the school's policies and procedures, or for practices described in CA Education Code 48900 quoted below. The Special Education Director will be involved in the suspension/expulsion process for all identified pupils with disabilities to ensure full compliance with the law.

This charter school will suspend a student from participation in all school events outside of the student's home if the student is found to have committed any act listed in CA Education Code 48900 that occurs during, or while going to or coming from, a school sponsored class, a school site, an assessment session, or any other school activity. If the student violates their written requirement to be at home during school hours and not at any location where the school is holding educational events, the suspended student is subject to expulsion from the school. VPAL's HOS reserves the right to administer alternative discipline action.

- (a) Caused, attempted to cause, or threatened to cause physical injury to another person. (2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stolen or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing as defined in Section 32050.

The school will have disciplinary procedures for student academic, interpersonal, and internet conduct. Discipline follows a process of escalating responses to each subsequent violation, with proper notifications and appropriate interventions at each step. Interpersonal

communication and conduct, in whatever form or arena it occurs, will be subject to VPAL policies that establish: a) expectations for civil and courteous student behavior; b) a process for investigating violations or alleged violations of same; and c) any lawful penalties or interventions to be imposed as a result.

VPAL's written procedures for ensuring academic integrity and 'netiquette' will be incorporated into the school's student/parent handbook. These terms will be clearly defined (for example, the several forms of plagiarism will be described), and expectations and penalties will be clearly set forth. Penalties are stepped up for each subsequent offense until the student becomes a candidate for expulsion.

### ***Suspension Procedure***

Suspensions shall be initiated according to the following procedures:

#### ***Informal Conference:***

Suspension shall be preceded by providing the student with oral or written notice of the charges supporting the potential suspension and an informal conference conducted to ensure due process by the VPAL HOS or designee with the student and whenever practicable, the teacher, supervisor or school employee who referred the student to the HOS. If the student disputes the charges the student shall be provided a description of the evidence in support of the charges and an opportunity to present his/her side of the story

The conference may be delayed if the VPAL HOS or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

#### ***Authority to Expel***

Only the VPAL governing board, upon the recommendation of the expulsion panel (made up of three people with administrative credentials not employed by the school, as practicable), may expel a student. A student may only be expelled upon the findings and recommendations of the expulsion panel, if the VPAL governing board finds that the students committed the expellable offense and at least one of the following findings may be substantiated:

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

### ***Expulsion Procedure***

No student shall be involuntarily removed, disenrolled, or otherwise removed from the school except in accordance with expulsion procedure set for the herein.

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. No student shall be involuntarily removed, disenrolled, dismissed, transferred, or terminated unless the student's parent or guardian has been provided written notice of the charter school's intent to remove the student in accordance with

the following:

1. At least 5 school days before the removal action;
2. In student's or parent's native language;
3. Informing the student of his or her right to initiate the hearing process before the removal action takes effect; and
4. If the student's parent or guardian initiates a hearing, the student must remain enrolled and may not be removed until the school issues a final decision.

The hearing shall be held within thirty (30) school days after the HOS or designee determines that one of the acts listed under "Grounds for Suspension and Expulsion" has occurred. The hearing will be presided over by an appointee or panel of the governing board ("expulsion panel"). The VPAL HOS will make a recommendation to the expulsion panel. Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. The notice must be in the student's or parent's native language and shall include:

1. The date and place of the hearing.
2. A statement of the specific facts, charges and offense upon which the proposed expulsion is based.
3. A copy of VPAL's disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status in VPAL to any other district in which the student seeks enrollment.
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel.
6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

The notice shall also state the charges on which the potential suspension is based and the student's or parent's right to initiate the hearing process and, if the process is initiated by the student/parent, the student may remain enrolled until a final decision is rendered in the matter.

### ***Record of Hearing***

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

### ***Presentation of Evidence***

While technical rules of evidence do not apply to an expulsion hearing, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the expulsion panel to expel must be supported by substantial evidence that the student committed any of the acts listed in "Grounds for Suspension and Expulsion" in the student handbook. Finding of facts shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

The decision of the expulsion panel shall be in the form of a recommendation to the VPAL governing board which will make a final determination regarding the expulsion.

### ***Written Notice to Expel***

The HOS or designee, following a decision of the VPAL governing board to expel, shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student or any of the acts listed in “Grounds for Suspension and Expulsion” in the student handbook.
2. Notice of the student’s or parent /guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with VPAL. The HOS or designee shall send written notice of the decision to expel to the student’s district of residence and the County Office of Education. This notice shall include the following:
  - a. The student’s name
  - b. The specific offense committed by the student

Upon expulsion from VPAL, students will attend school pursuant to the procedure of their district of residence pertaining to expelled students.

Every student is entitled under fundamental principles of due process to know precisely what conduct is prohibited prior to being disciplined for such conduct. Therefore, no student shall be disciplined for an offense which is not specified in the acts listed in “Grounds for Suspension and Expulsion” in the student handbook.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities. Further, because this is a virtual/homeschool school and many of the suspendable and expellable offenses can only occur in person, the VPAL governing board and HOS, as appropriate, will consider alternatives that result in students continuing their education without any personal interaction with other students.

### ***Appeal Rights***

The student shall have no right of appeal from expulsion from the VPAL as the VPAL governing board’s decision to expel shall be final.

### ***Disciplinary Records***

VPAL shall maintain records of all student suspensions and expulsions at VPAL. Such records shall be made available for the District’s review upon request, but neither the District nor the County Office of Education shall be involved in the disciplinary decision.

### ***Expelled Pupils/Alternative Education***

Pupils who are expelled shall be responsible for seeking alternative education programs including but not limited to programs within the county or their school district of residence.

## **Rehabilitation Plans**

Students who are expelled from VPAL shall be given a rehabilitation plan upon expulsion as developed by the governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to VPAL for readmission.

## **Readmission**

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or Charter School shall be in the sole discretion of the governing board following a meeting with the HOS and the pupil and guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The HOS shall make a recommendation to the governing board following the meeting regarding his or her determination.

## **ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS**

*Governing Law: The manner by which staff members of the Charter Schools will be covered by the State Teachers' Retirement System, the Public Employee's Retirement System, or Federal Social Security. - California Education Code Section 47605(b)(5)(K)*

All staff positions will be eligible for participation in STRS, Public Employees' Retirement System, 403b or Social Security. The governing board shall determine the selected plan at its first board meeting and shall inform the district of its selection.

Employees at VPAL may participate in the federal social security system. Additionally, VPAL shall offer a 403(b) Retirement Savings Plan. If VPAL elects to offer its employees the opportunity to participate in the State Teachers' Retirement System ("STRS"), the Public Employees' Retirement System ("PERS"), or both systems, VPAL shall comply with all applicable law including, but not limited to, Education Code Section 47611. At VPAL's written request and in accordance with Education Code Section 47611.3, the District shall create and submit reports required by STRS and/or PERS on behalf of VPAL, and VPAL shall reimburse the District and any other applicable entities for the actual costs of the reporting services. Designated administration is responsible for ensuring that mandatory deductions and contributions are made for all employees.

## **Element Number Twelve: Attendance Alternatives**

*Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. – California Education Code Section 47605(b)(5)(L)*

No student may be required to attend VPAL. Students who opt not to attend VPAL may attend other schools within their school district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. Parents and guardians of each student enrolled in VPAL will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in VPAL, except to the extent that such a right is extended by the local education agency.

## **Element Number Thirteen: Description of Employee Rights**

No public school district employee is required to work at VPAL. Employees of the District who choose to leave the employment of the District to work at VPAL will have no automatic rights of return to the District after employment by VPAL unless specifically granted by the District through a leave of absence or other agreement. VPAL employees shall have any right upon leaving the District to work in VPAL that the District may specify, any rights of return to employment in a school district after employment in the school that the District may specify, and any other rights upon leaving employment to work in the school that the District determines to be reasonable and not in conflict with any law.

All employees of VPAL are considered the exclusive employees of VPAL and not of the District, unless otherwise mutually agreed in writing. Sick or vacation time or years of service credit at the District or any other school district will not be transferred to VPAL. Employment by VPAL provides no rights of employment at any other entity, including any rights in the case of closure of VPAL.

## **Element Number Fourteen: Dispute Resolution Process**

### ***DISPUTES BETWEEN THE DISTRICT AND VPAL***

VPAL recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. VPAL is willing to consider changes to the process outlined below as suggested by the District.

In the event of a dispute between VPAL and the District, the staff and Board members of the VPAL and District agree to first frame the issue in written format ("dispute statement") and refer the issue to the District Superintendent and the Chief Executive Officer of VPAL, or their respective designees. In the event that the District Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the matter will be addressed in accordance with the laws and regulations pertaining to charter revocation. Further, VPAL requests that the existence of a disputed issue that could lead to charter revocation be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a prerequisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Chief Executive Officer or designee of the VPAL, and the District Superintendent shall informally meet and confer within one (1) week of the written dispute statement to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing Board members from their respective Boards who shall jointly meet with the Superintendent and Chief Executive Officer or designee of VPAL and attempt to resolve the dispute within three (3) weeks. If this joint meeting fails to resolve the dispute, the Superintendent and Chief Executive Officer or designee shall meet to jointly identify a neutral third party mediator. The format of the mediation session shall be developed jointly by the Superintendent and Chief Executive Officer or designee and shall be held within thirty (30) days of the joint meeting. The costs of the mediator shall be split equally between the parties. If mediation does not resolve the dispute either party may pursue any other remedy

available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and VPAL.

## **INTERNAL DISPUTES**

Disputes arising from within VPAL, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and Board members shall be resolved pursuant to policies and processes developed by VPAL. VPAL shall also maintain a Uniform Complaint Policy and Procedures as required by state law.

### **Element Number Fifteen: Closure Procedures**

*Governing Law: A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. – California Education Code Section 47605(b)(5)(P)*

Closure of VPAL will be documented by official action of the Board of Directors. The action will identify the reason for closure and shall designate an entity and person(s) responsible for closure-related activities. VPAL shall not close mid-year unless otherwise agreed upon by the District and VPAL.

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

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

VPAL shall provide a list of pupils in each grade level and the classes they have completed, together with information on the pupils' district of residence, to the responsible entity designated by the Board.

VPAL shall transfer all pupil records, state assessment results, and any special education records to the custody of the responsible entity designated by the Board, except for records and/or assessment results that the charter may require to be transferred to a different entity. VPAL shall transfer and maintain personnel records in accordance with applicable law.

As applicable, VPAL will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. VPAL shall work with the District to determine a suitable arrangement for transfer and location of storage of student records.

As soon as reasonably practical, VPAL will prepare final financial records. Annual reports

required by Education Section 47604.33 shall be completed and filed. VPAL will also have an independent audit completed as soon as reasonably practical, which period is generally no more than six months after closure. VPAL will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by VPAL and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to VPAL.

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

On closure, VPAL shall remain solely responsible for all liabilities arising from the operation of VPAL. As VPAL is operated by a nonprofit public benefit California corporation, should the corporation dissolve with the closure of VPAL, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate State and Federal Agencies.

As specified in VPAL's Budget in Exhibit B, VPAL will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

## **MISCELLANEOUS CHARTER PROVISIONS**

*Governing Law: Potential civil liability effects, if any, upon the school and upon the District. – California Education Code Section 47605(g).*

### **1) Budgets**

*Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. - California Education Code Section 47605(g)*

Attached as **Exhibit B**, please find the following fiscal documents:

1. A multi-year operational budget
2. Cash flow and financial projections for the first three years of operation
3. Plans for establishment of a reserve

### **2) Local Control Funding Formula**

VPAL acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that VPAL submit a Local Control and Accountability Plan (LCAP)/ Annual Update to the District and the County Superintendent of Schools on or before July 1 each year. In accordance with California Education Code §§ 47604.33 and 47606.5, VPAL shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code § 47605(b)(5)(A)(ii), and may use the LCAP template adopted by the State Board of Education. Charter School shall comply with all requirements of Education Code § 47606.5, including but not limited to the requirement that VPAL “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.”

### **3) Financial Reporting**

#### ***Financial Systems and Processes***

VPAL will hire an internal or independent contracted CFO for most of the business operations of the school. VPAL’s HOS will oversee those services.

#### ***Other Financial Reports***

The Charter will implement an attendance recording and accounting system which complies with state law and the District’s requirements.

The Charter anticipates applying for the Charter School Revolving Loan Fund. If it does so, VPAL understands that it must comply with Education Code Section 41365 if it receives funds.

The Charter will be a direct-funded charter school and anticipates depositing its funds in a non-speculative and federally insured bank account for use by the school.

The Charter will provide all reports that are required by law, including but not necessary limited to the California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, and School Accountability Report Card (SARC).

### **4) Insurance**

#### ***Insurance Certificates***

VPAL shall acquire and finance general liability, worker's compensation, and other necessary minimum insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by VPAL’s insurer. The District shall be named as an additional insured on the general liability insurance policy of VPAL.

#### ***Indemnification***

With respect to its operations under this charter, VPAL shall, to the fullest extent permitted by law, hold harmless, indemnify, and defend the District, its officers, directors, and employees from and against any and all claims, demands, actions, suits, losses, liability expenses and costs including, without limitation, attorneys' fees and costs arising out of injury to any persons, including death or damage to any property caused by, connected with, or attributable to the willful misconduct, negligent acts, errors or omissions of VPAL or its officers, employees, agents and consultants, excepting only those claims, demands, actions, suits,

losses, liability expenses and costs caused by the negligence or willful misconduct of the District, its officers, directors and employees. The District shall be named as an additional insured under all insurance carried on behalf of VPAL as outlined above.

## **5) Administrative Services**

VPAL shall procure its own administrative services including, but not limited to, budget management, accounts payable, accounts receivable, payroll, human resources, and instructional program development through an appropriately qualified third-party contractor.

VPAL may discuss the possibility of purchasing some of these or other services from the District. If the District is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding between VPAL and the District and subject to District availability and willingness to provide such services.

## **6) Facilities**

If a facility is necessary, resource centers will be created in accordance with the law. Below are potential addresses for locally authorized resource centers for VPAL upon the opening of the charter:

- 8560 Aliento Road, Lucerne Valley, California 92356
- 66905 Vista Pl Desert Hot Springs, CA 92105
- 47470 Van Buren St, Indio, CA 92201
- 45691 Monroe Street Indio, Ca 92201
- 2733 Lemon Grove Ave. Lemon Grove, Ca 91945

The district will be notified before the opening of any new resource centers. VPAL will maintain a central administrative office wherein important student and personnel records will be maintained.

## **7) Transportation**

As a virtual/homeschool program, VPAL does not anticipate providing any home to school or school to home transportation services; however, VPAL will ensure that students with IEPs that require such services receive them. VPAL does anticipate occasionally arranging for public, rented or parental transportation for field trip-type excursions and learning opportunities.

## **8) Civil Liability**

VPAL Charter School is a California nonprofit public benefit corporation and will be responsible for governing Charter School pursuant to Education Code Section 47604. Pursuant to Education Code Section 47604(c), the District is not liable for the debts or obligations of the school, or for claims arising from the performance of acts, errors, or omissions by the school, so long as the District performs its oversight responsibilities. The school intends to purchase liability, property, and errors and omissions insurance as outlined above to protect the school's assets, staff, governing board members, and, where appropriate, the district from unforeseen liability.

## **GENERAL PROVISIONS OF THE PROPOSED CHARTER**

### ***Term***

The term of this Charter shall be July 1, 2018 – June 30, 2023. This Charter may be renewed for one or more subsequent five (5) year terms upon the mutual agreement of the parties.

### ***Revisions***

Material revisions of this Charter may be made in writing, with the consent of the District, pursuant to the standards, criteria, and timelines set forth in Education Code Section 47605; provided however that Charter School shall not be required to obtain petition signatures prior to making material revisions to the charter petition.

### ***Severability***

The terms of this Charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the Charter shall remain in effect, unless mutually agreed otherwise by the respective boards of VPAL and the Lucerne Valley Unified School District.

### ***Miscellaneous***

The Lucerne Valley Unified School District and VPAL shall engage in a mutually agreeable memorandum of understanding (MOU), which outlines further details of the relationship between the District and the school. The MOU may include, but not be limited to, the following:

- transportation and food services to be provided by the District, if any
- services to be purchased by the school from the District, and the fee schedule for such services
- details of the oversight and monitoring relationship between the school and the District
- mutual indemnification from loss
- cash advances to handle cash flow issues, if necessary
- VPAL's receipt of mandated cost reimbursement
- fiscal reporting requirements to the state, either independently or through the District
- District support for the school in seeking additional funding

### ***Communication and Notices***

All official communication between VPAL K-12 and Workforce Investment Charter School and the District will be sent via first class mail or other appropriate means to the VPAL HOS and the Superintendent of the District.