LAUSD
BOARD-APPROVED
PETITION RENEWAL
DATE: 10/14/2025
(BR: 094-25/26)
TERM: 2026 – 2031

VAUGHN
NEXT CENTURY LEARNING CENTER

TK – 12th Charter Petition

2026 – 2031

July 18, 2025

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Assurances, Affirmations, and Declarations

[Charter School]Vaughn Next Century Learning Center (also referred to herein as "VNCLC", "VAUGHN NCLC", "Vaughn" and "Charter School"also referred to herein as "VNCLC"[short form of school name]" and "Charter School") shall:

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

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

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

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

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

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

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

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

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

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

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School's employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code.

Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

Element 1 – The Educational Program

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

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

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

Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP)

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

Academic Calendar and Schedules

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

Mathematics Placement

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

Transitional Kindergarten

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

SELPA Reorganization

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

section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

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

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

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

1 GENERAL INFORMATION

GENERAL INFORMATION	
The name and title of the contact person for the Charter School is:	Fidel Ramirez, CEO
The contact address for VAUGHN NCLC is:	13330 Vaughn Street, San Fernando, CA 91340
The contact phone number for VAUGHN NCLC is:	818-896-7461
The current address of VAUGHN NCLC is:	13330 Vaughn Street, San Fernando, CA 91340
This location is in LAUSD Board District:	District 6
This location is in LAUSD Local District:	North
The grade configuration of VAUGHN NCLC is:	TK-12
The number of students in the first year will be:	2,738
The grade level(s) of the students in the first year will be:	TK-12
VAUGHN NCLC's scheduled first day of instruction in 2026-2027 is:	July 31, 2026
The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in VAUGHN NCLC regardless of student residency and community school design use.)	3,220
The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	180 days (traditional) 15 days (extended)
The bell schedule for VAUGHN NCLC will be:	Various (7:45 am – 4:30 p.m.) Please see Bell Schedules on page 108

The term of this Charter for Middle and High performing schools:	July 1, 2026 to June 30, 2031
If approved, the term of this Charter for Low performing schools (ensure term consistency throughout the document e.g., rollout plan, LCFF, etc.):	July 1, 2026 to June 30, 2028

SCHOOL DESCRIPTION

Introduction

Vaughn Next Century Learning Center ("Vaughn"), an independent charter school located in Pacoima, is a large urban public school within the boundaries Los Angeles Unified School District (LAUSD). Since the early 1970s, low student achievement had been a pattern. In 1993, tired of being helpless and hopeless, Vaughn became the first conversion charter school in the nation and was authorized by LAUSD. The charter was renewed in 1998, 2003, 2008, 2013 and again in 2018. Vaughn has over 32 years of experience as a successful independent charter school serving the district's low-income students. This previously failing elementary public school is now a full-service, community-based, K-12th charter school that assures all students are college/career ready, digitally literate, and globally competent. Vaughn operates five contiguous campuses under one charter.

- Mainland :: Conversion Elementary (13330 Vaughn Street, San Fernando, CA 91340, operational 1993)
- MIT :: Middle School of International Studies and Technology (12353-13247, Eustace Street, San Fernando, CA 91340, operational 2000)
- Pandaland :: School Readiness Center (13241 Vaughn Street, San Fernando, CA 91340, operational 2003)
- VISA :: Vaughn International Studies Academy-High School (11505 Herrick Avenue, Pacoima, CA 91331, operational 2008)
- G3 :: Elementary Academy for a Global and Green Generation (11200 Herrick Avenue, Pacoima, CA 91331, operational 2012)

Vaughn currently serves 2,594 students (TK-12) and remains as the school of residence for elementary students who live in the pre-charter geographic boundary designated by LAUSD. The above referenced sites all have the ability to house and are prepared and effective to house all grades. Vaughn reserves the right to house students at any campus based on student needs and schedule.

2 SELF-REFLECTION FOR CHARTER SCHOOL

For over 30 years, Vaughn Next Century Learning Century Learning Center has served a resilient community of students and families in the Northeast San Fernando Valley. Nearly 100% of students attending Vaughn qualify for free or reduced lunch, hundreds of students and families struggle through the daily hardships associated with being homeless, and the large majority of students will be the first in their families to graduate high school and to continue their education in a university or other post-secondary program. Vaughn is more than a school in the eyes of the local community. It is a space wherein students can truly learn in a safe and supportive space, both relative to physical and social-emotional security. The school serves as a critical hub for community resources, providing a home for numerous partner agencies that offer services ranging from a robust selection of after-school student programs, parent education courses addressing academics, health and well-being, ESL, etc., and access to medical, social, and counseling services. Vaughn promotes educational equity and the belief that every student, without exception, can succeed.

Vaughn conducted numerous school-wide self-studies and engaged stakeholders, including students, parents, staff, community members, and Vaughn's Board of Directors, to identify priorities for the future. Through these processes, Vaughn analyzed current gaps in student performance, considered evolving community demographic trends, and gathered feedback on the needs and aspirations of its diverse stakeholders. Based on this comprehensive input, Vaughn Next Century Learning Center has committed to achieving the following goals over the new charter term (2026–2031):

Goal#1 in LCAP: Vaughn Next Century Learning Center will maintain high academic standards, increase achievement, and work toward proficiency in English-Language Arts, Science, and Mathematics for all students.

Goal#2 in LCAP: Vaughn Next Century Learning Center will cultivate a positive school culture, a welcoming and safe school environment, and system of support for student personal and academic growth.

Goal#3 in LCAP: Vaughn Next Century Learning Center will engage families and the larger community.

Each of the aforementioned goals are aligned to Vaughn's LCAP and are accompanied by specific outcomes that the school and its stakeholders will use both to measure progress and to serve as sources for consistent reflection and iterative improvement. Moreover, these new goals reflect Vaughn's commitment to serving the "whole student," placing equal focus on and investment in academic achievement for all students, providing targeted services and support for Vaughn's significant population of English Language Learners (as well as students in all significant subgroups), in preparing students with the skills and knowledge necessary to succeed in a 21st century characterized by globalization and ever evolving technology, and in continuing to promote a supportive and safe school culture and climate that will foster positive social and emotional development.

Vaughn has made significant progress toward achieving the goals established for the current charter term (2018-2025) and has demonstrated a strong record of student achievement. The goals established in 2018 were:

2018-2025 Goal#1: Vaughn will maintain high academic standards, increase achievement, and work toward proficiency in English-Language Arts and Mathematics for all students.

Measurable outcomes:

- % of students meeting or exceeding standards in grades 3-8 and 11 as measured by the annual SBAC in ELA will increase the majority of the years of the charter
- % of students meeting or exceeding standards in grades 3-8, 11 as measured by annual SBAC in math, will increase the majority of the years of the charter
- % of students that demonstrate growth annually in ELA (Reading and Language Usage), as measured by Vaughn's internal assessment system, will increase the majority of the years of the charter.

2018-2025 Goal#2: Vaughn will maintain high academic standards, increase achievement, and work toward proficiency in English Language Arts for all limited-English proficient students.

Measureable outcomes:

- The % of Els who reclassify ast English Proficient will increase for a majority of the years of the charter
- % of LTELs who demonstrate adequate progress on the ELPAC will increase the majority of the years of the charter
- % Els who increase at least one performance level each academic year, as measured by the

CELDT/ELPAC or other internal assessment (NWEA), will increase the majority of the years of the charter

2018-2025 Goal#3: Vaughn graduates will be globally competent, digitally literate, and will be prepared with the 21st century skills necessary to succeed in life, college, and career.

Measureable goals:

- % of Vaughn's High School graduates completing A-G requirements will increase the majority of the years of the charter
- Vaughn's High School graduation rate will be maintained at 90% or higher annually
- At least 90% of Vaughn's graduates will be accepted to institutions of higher learning based on college acceptance notification
- % of students "Ready" or "Conditionally Ready" on EAP in Math and ELA will increase the majority of the years of the charter
- % of students who complete Vaughn Graduate Profile will be maintained at 90% annually
- % of AP exam takers with scores of 3+ will increase the majority of the years of the charter
- % of parents/guardians participating in student led conferences K-12 will be maintained at 90% annually

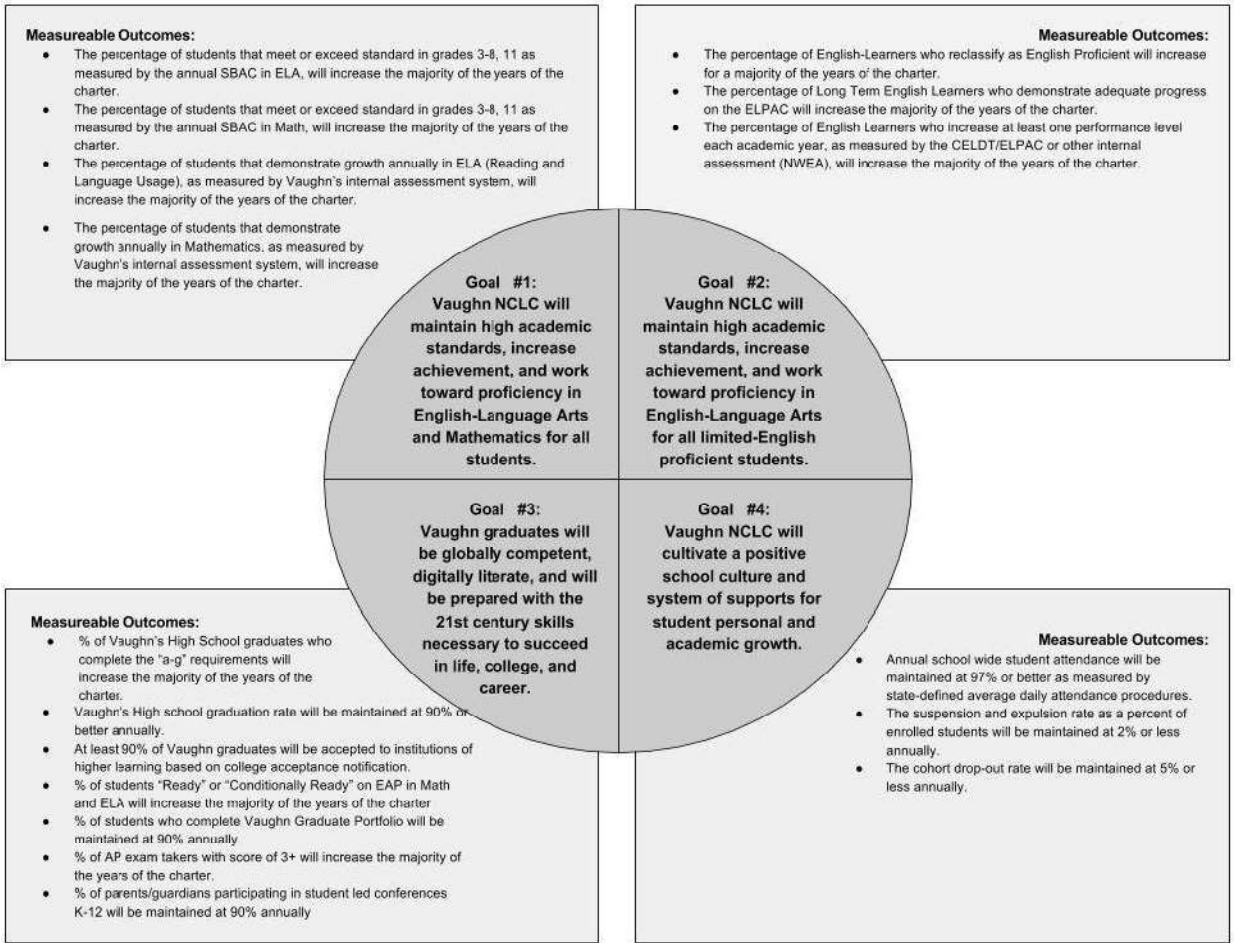
2018-2025 Goal#4: Vaughn will cultivate a positive school culture and system of support for student personal and academic growth.

Measurable goals:

- Annual school wide student attendance will be maintained at 97% or better as measured by state-defined average daily attendance procedures
- The suspension and expulsion rate as a % of enrolled students will be maintained at 2% or less annually
- The cohort drop-out rate will be maintained at 5% or less annually.

Each of the above listed goals were connected to specific outcomes that are still outlined in our LCAP across the three consolidated goals listed above.

ANALYSIS OF SCHOOLWIDE PROGRESS OVER THE CURRENT CHARTER TERM (2018-2025)



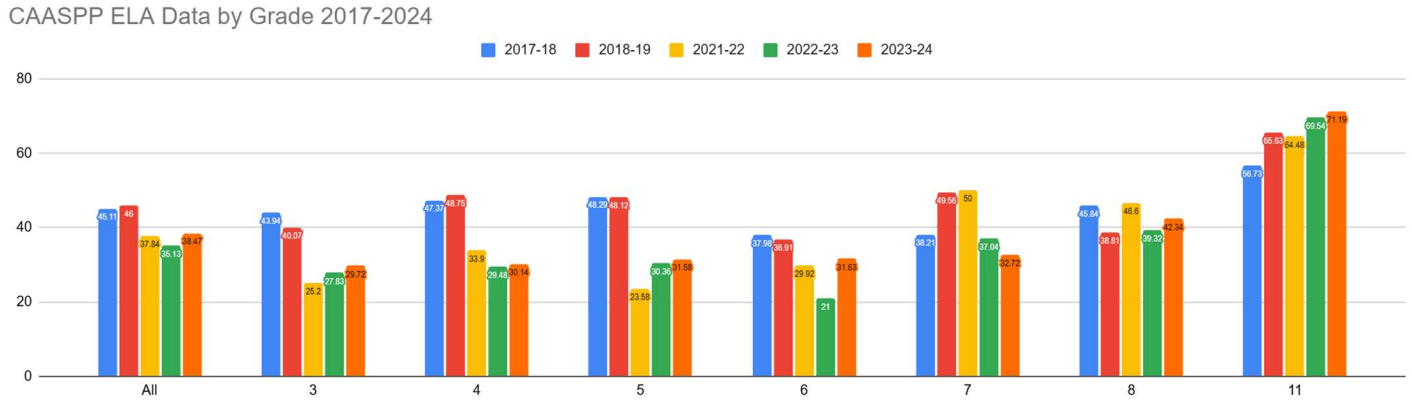
<u>2018-2025 CHARTER GOAL 1: MEASURABLE OUTCOMES 1 AND 2 (SBAC ELA & MATH)</u>

Summary/intro:

The data below provides an overview of student performance on the Smarter Balanced Assessment Consortium (SBAC) tests, which measure proficiency in Math and ELA based on California Common Core State Standards (CCSS) for Grades 3-8, and 11. SBAC data allows us to identify trends in performance, set targeted goals, and ensure accountability for school-wide improvement efforts. Over the course of the past eight years Vaughn has experienced variable achievement in regards to SBAC ELA and Math. Vaughn started off in the first couple of years trending towards stronger performance in both ELA and Math. During the middle of the charter term Vaughn experienced dramatic setbacks due to the Covid-19 Pandemic related closures and additional adverse impacts despite extensive efforts to minimize learning loss. Over the course of the past three years Vaughn is seeing a slight trend towards increased proficiencies in ELA; however, math has yet to return to pre-pandemic levels and continues to be an area of focus for our program as we have only seen marginal growth. Compared to LAUSD and state averages, Vaughn's students have demonstrated a need for targeted support and improved strategies to enhance proficiency and engagement across most grades which is the focus of our professional development and parent engagement. A highlight of our ELA performance is reflected in our Grade 11 ELA Met and Exceeded scores that outperform state (Vaughn Gr. 11, 71.19% vs. State Gr. 11, 55.13%) and district (Vaughn Gr. 11, 71.19% vs. District Gr. 11, 49.55%) proficiencies indicating our program's ability to support students across our span to be successful, demonstrating they are ready to move on to and be successful in their

college and career choices post-graduation.

Data Across the Years (2017-2024) ELA:



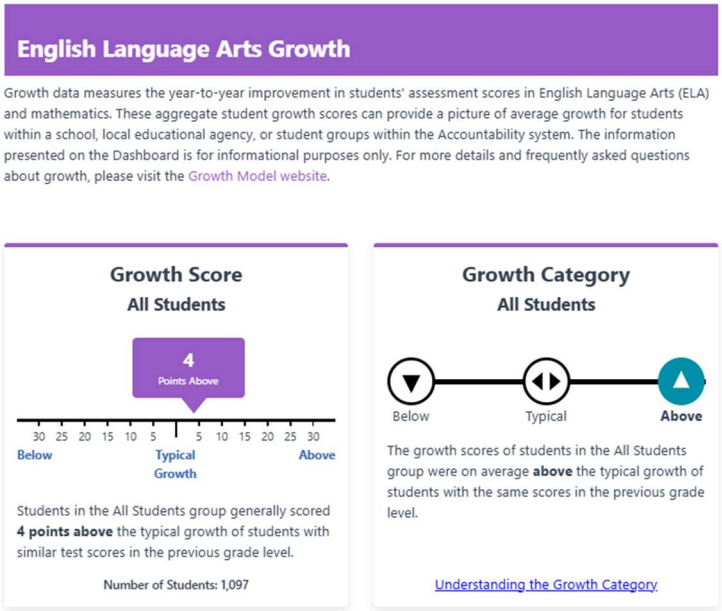
ELA SBAC % Meeting and Exceeding Standards Through the Years						
	2017-18	**2018-19**	**2021-22**	**2022-23**	**2023-24**	**2024-25**
All	45.1	46.0	37.8	35.1	38.5	40.0
3rd Grade	43.9	40.1	25.2	27.8	29.7	35.0
4th Grade	47.4	48.8	33.9	29.5	30.1	37.0
5th Grade	48.3	48.1	23.6	30.4	31.6	30.0
6th Grade	38.0	36.9	29.9	21.0	31.6	28.0
7th Grade	38.2	49.6	50.0	37.0	32.7	39.0
8th Grade	45.8	38.8	46.6	39.3	42.3	31.0
11th Grade	56.7	65.6	64.5	69.5	71.2	61.0

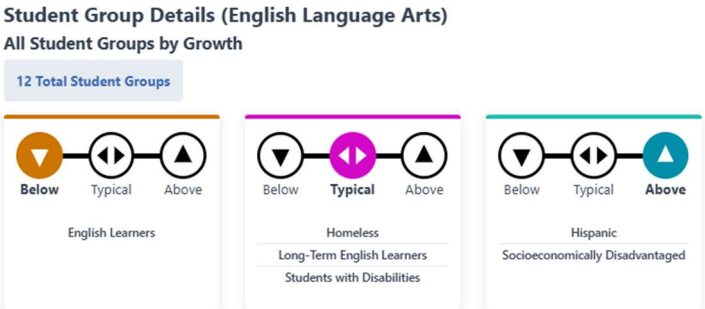
ELA Data (all + subgroups) (2023-24):

SBAC ELA 2023-24								
Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled	224	222	251	215	218	222	177	1,529
Number of Students Tested	222	219	248	215	217	222	177	1,520
Number of Students with Scores	222	219	248	215	217	222	177	1,520
Mean Scale Score	2380.8	2421.6	2450.8	2486.5	2500.2	2540.7	2629.5	N/A
Standard Exceeded (Level 4)	14.86 %	14.16 %	10.08 %	7.44 %	5.99 %	9.46 %	32.77 %	12.96 %
Standard Met (Level 3)	14.86 %	15.98 %	21.77 %	24.19 %	26.73 %	32.88 %	38.42 %	24.54 %
Standard Nearly Met (Level 2)	24.32 %	19.63 %	18.95 %	30.70 %	29.49 %	29.73 %	20.90 %	24.80 %
Standard Not Met (Level 1)	45.95 %	50.23 %	49.19 %	37.67 %	37.79 %	27.93 %	7.91 %	37.70 %

Subgroup Performance:

Subgroup	Exceeded	Met	Nearly Met	Not Met
SWD	1.56%	7.03%	22.66%	68.75%
SED	12.74%	24.26%	25.07%	37.94%
ELL	2.32%	6.96%	22.16%	68.56%
Hispanic/Latino	12.8%	24.33%	25.07%	37.80%
LTEL	0.0%	4.08%	17.35%	78.57%
Homeless	9.46%	21.62%	20.27%	48.65%

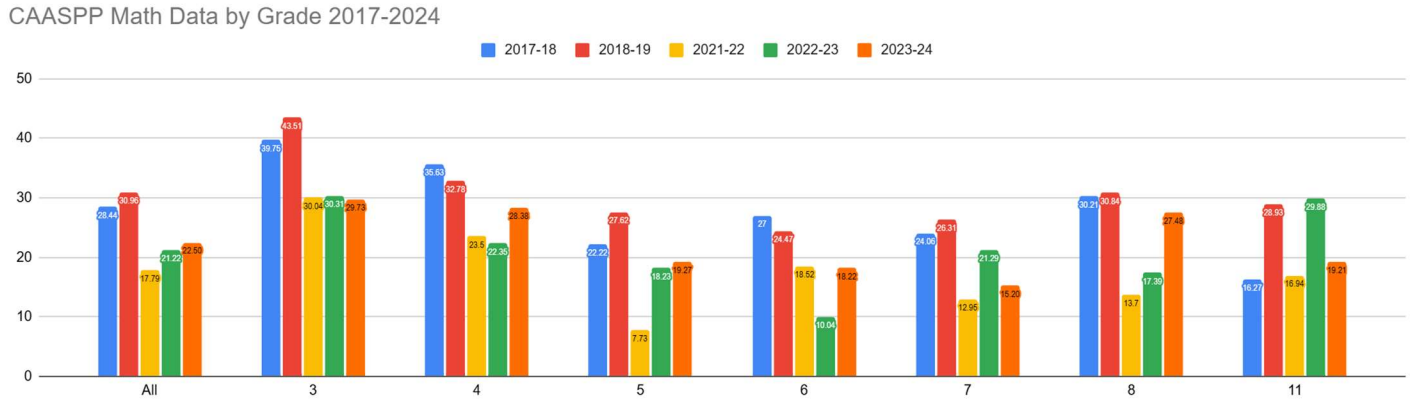




Comparison Data (2023-24) ELA:

Reporting Categories	Vaughn Next Century Learning Center	LAUSD	State of California
Standard Exceeded (Level 4)	12.96 %	18.94%	21.02%
Standard Met (Level 3)	24.54 %	24.12%	26.02%
Standard Nearly Met (Level 2)	24.80 %	22.05%	21.8%
Standard Not Met (Level 1)	37.70 %	34.89%	31.15%

Data Across the Years (2017-2024) MATH:



Math SBAC % Meeting and Exceeding Standards Through the Years						
	2017-18	**2018-19**	**2021-22**	**2022-23**	**2023-24**	**2024-25**
All	28.4	31.0	17.8	21.2	22.5	23.0
3rd Grade	39.8	43.5	30.0	30.3	29.7	29.0
4th Grade	35.6	32.8	23.5	22.4	28.4	30.0
5th Grade	22.2	27.6	7.7	18.2	19.3	22.0
6th Grade	27.0	24.5	18.5	10.0	18.2	17.0
7th Grade	24.1	26.3	13.0	21.3	15.2	20.0
8th Grade	30.2	30.8	13.7	17.4	27.5	18.0
11th Grade	16.3	28.9	16.9	29.9	19.2	19.0

MATH Data (all + subgroups) (2023-24):

MATH 2023-24								
Reporting Categories	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**	**Grade 7**	**Grade 8**	**Grade 11**	**All Grades**
Number of Students Enrolled	224	222	251	215	218	222	177	1,529
Number of Students Tested	222	222	249	214	217	222	177	1,523
Number of Students with Scores	222	222	249	214	217	222	177	1,523

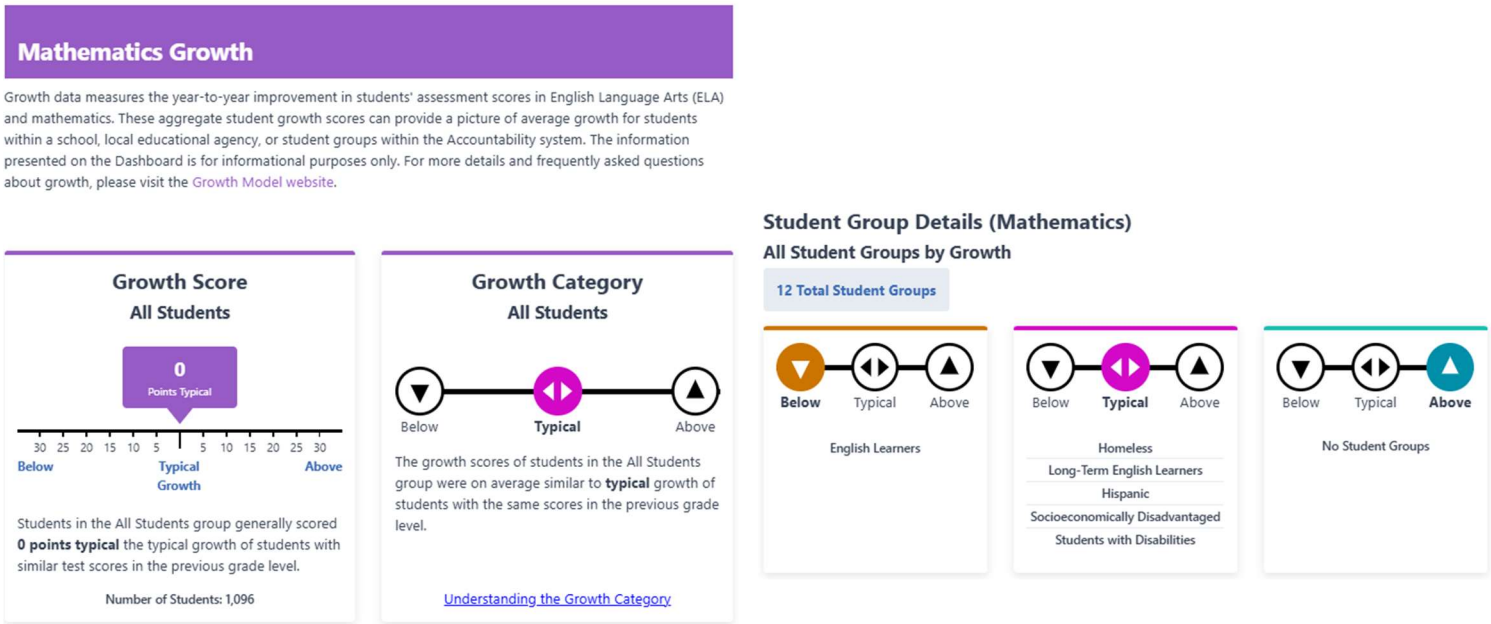
Mean Scale Score	2394.9	2436.3	2445.8	2460.0	2464.6	2508.1	2544.9	N/A
Standard Exceeded (Level 4)	12.16 %	9.01 %	8.03 %	6.54 %	1.84 %	10.81 %	2.26 %	7.42 %
Standard Met (Level 3)	17.57 %	19.37 %	11.24 %	11.68 %	13.36 %	16.67 %	16.95 %	15.17 %
Standard Nearly Met (Level 2)	22.97 %	36.04 %	24.90 %	30.37 %	28.57 %	22.97 %	33.90 %	28.30 %
Standard Not Met (Level 1)	47.30 %	35.59 %	55.82 %	51.40 %	56.22 %	49.55 %	46.89 %	49.11 %

Subgroup Performance:

Subgroup	**Exceeded**	**Met**	**Nearly Met**	**Not Met**
SWD	1.57%	4.72%	10.24%	83.46%
SED	7.13%	15.0%	28.18%	49.70%
ELL	1.28%	6.89%	20.41%	71.43%
Hispanic/Latino	7.49%	14.92%	28.09%	49.50%
LTEL	0.00%	1.02%	13.27%	85.71%
Homeless	2.70%	12.16%	29.73%	55.41%

Comparison Data (2023-24) MATH:

Reporting Categories	**Vaughn Next Century Learning Center**	**LAUSD**	**State of California**
Standard Exceeded (Level 4)	7.42 %	15.86%	17.89%
Standard Met (Level 3)	15.17 %	16.97%	17.65%
Standard Nearly Met (Level 2)	28.30 %	23.52%	23.91%
Standard Not Met (Level 1)	49.11 %	43.65%	40.55%



Areas of Strength:
ELA

Reflecting on the performance of students meeting English Language Arts (ELA) standards across grades 3-11, it is evident that our students are showing a promising trend when compared to both district and statewide data in California. The percentage of students meeting the ELA standards is closely aligned with district averages, suggesting that our educational strategies and curriculum are effectively supporting student achievement at the local level. Furthermore, when we compare our students' scores to those of students across California, we see that they are approaching the statewide averages. This indicates that while there is still room for growth, our students are performing at a competitive level, and their progress reflects the collective efforts to improve literacy skills. Students in Grade 11 are achieving at high levels with over 71% of students meeting or exceeding standard with only 7.91% not meeting standard and ~21% have nearly met the standard. Vaughn also sees strength in Growth Data as highlighted on the CA Dashboard Growth Comparison Charts shown above. We are supporting most of our student groups to grow at typical or higher rates in ELA than other students attending other schools who start at the same level in the previous year. Furthermore, our Homeless, Hispanic/Latino, and SED subgroups perform at levels close to All Students.

At the elementary level, our literacy program is designed and continually revised to ensure student success and continuous growth. Our pacing plans provide a clear roadmap for teachers, ensuring that essential literacy standards are consistently covered across all grade levels. Regular grade level meetings foster collaboration, allowing teachers to align instruction, share best practices, and address student needs. Utilizing the Data-Driven Instruction (DDI) Tool, we analyze student performance data to inform targeted instruction and identify areas for improvement. Our instructional coaches offer invaluable support, guiding teachers in implementing effective literacy strategies. With the use of a state-adopted curriculum, we provide a rigorous and cohesive foundation for literacy instruction. Small group Instruction and targeted Intervention sessions allow for differentiated support, meeting the diverse needs of all learners. Additionally, our Lexia Language Essentials for Teachers of Reading and Spelling (LETRS-trained teachers bring a deep understanding of the Science of Reading, ensuring evidence-based practices are embedded in daily instruction. These strengths collectively contribute to the literacy growth of our students.

At the secondary level students are provided with high levels of instruction leading to achievement that reflects that. Students are equipped by the time they leave our span to be college and career ready as evidenced by the high performance of students either meeting or exceeding standard.

The data underscores the importance of continued focus on enhancing instruction and providing targeted support, particularly for students who are on the cusp of meeting the standards. These students, while not yet fully proficient, are making strides and may benefit from additional resources and interventions that can help bridge the gap. Overall, the trends suggest that we are on the right path, with our students demonstrating resilience and growth, and with continued emphasis on refining educational practices, we are poised to see even greater improvements in the coming years.

MATH

The Math data highlights several strengths including grades four, six and eight having significant growth in the 23-24 data. While we haven't returned to pre-pandemic proficiency levels, we are showing steady growth across all students in math achievement. Grade 8 is the grade that is closest to pre-pandemic performance and tracking this cohort across the years of data shows a strong performance year after year. Additionally, we see that we are demonstrating growth at typical rates for most student groups indicating that Math is a statewide area of opportunity.

At the elementary level, Vaughn has worked to ensure instruction meets the rigor of the standards. We have done this by implementing a new curriculum Ready Math K-5. Over the past three years we have done extensive professional development to support teachers in using the materials with fidelity to ensure a cohesive and robust instructional program During the 23-24 school year Ready Math supported our sites to conduct instructional walkthroughs with a focus on monitoring implementation and to determine professional development needs. After each set of walkthroughs sites determined what next steps would be to support staff in their instructional practices. During the 23-24 school year Vaughn also partnered with UCLA Center X in order to host Math Labs which allowed a cohort of teachers to collaboratively plan, implement and refine math lessons aligned to the standards with an emphasis on highlighting mathematical practices. Additionally, Vaughn sent a cohort of teachers and leaders to 2024 Mathematical Framework Overview that supported staff to better understand the shifts in the revised Framework and plan for implementation of instructional practices aligned with the Framework.

At the secondary level Vaughn has leaned into the use of our iReady Individualized Instruction platform in order to support students getting what they need to succeed in regards to math. This has proven to provide responsive support for gaps that may be contributing to underperformance. Additionally, Vaughn sent two cohorts of teachers to UCLA Center X Math Labs allowing for teachers to experience similar planning, delivering and refining of math instruction with a secondary lens. Secondary teachers also attended the CA Math Framework sessions leading to increased understanding and implementation of the shifts in math instruction that the framework outlines.

Areas of Growth and Reflection:

ELA

The ELA data highlights the need for continued focus on improvement of our program to ensure that all students are able to meet standards. Vaughn will need to continue to focus on supporting our underperforming subgroups: English Learners, SWD, and LTELS.

At the elementary level, we recognize areas for continued growth in our literacy program and are taking

strategic steps to address them. Currently, we are in our ELA adoption year, seeking a curriculum aligned with the Science of Reading to ensure evidence-based instruction across all grade levels. To support this process, we've established a dedicated Literacy Team to evaluate and guide the selection of a new program. In the meantime, the Getting Reading Right program is enhancing instructional practices and preparing teachers for the transition. To further strengthen support, we've hired two literacy coaches who provide ongoing professional development and classroom guidance. Consistency in classroom management is being improved with universal hand signals, fostering clarity and focus across all classrooms. To that end we have created a Foundational Skills Scope and Sequence that we will use to ensure that every grade level has clarity on the skills that they need to teach over the course of the year. This also allows for greater vertical articulation across grade levels by giving us a map that we can use to share what we have covered with the subsequent grade and areas of strength and growth so that the next grade level can plan accordingly. We've also introduced a Universal Diagnostic Screener to better identify student needs and inform targeted Tier 1 and Tier 2 instruction. Additionally, our school-wide literacy goals create a unified focus on improving reading outcomes and fostering accountability. These initiatives demonstrate our commitment to addressing challenges and ensuring continuous literacy growth for all students.

Vaughn will continue to focus on ensuring literacy is a part of all secondary instructional practices regardless of the course. Secondary instructional practices will highlight academic discourse and scaffolds that allow all students to achieve at high levels. As we continue to align our program to the rigor of the state standards Vaughn will continue to use the SBAC Interim assessments for subjects that are available as this provides a valuable opportunity to monitor progress and to plan for reteach opportunities for skills that are still showing need for support. Vaughn will also continue to support our ELA focused instructional coaches to provide valuable professional development to our staff in regards to their ELA instructional in all content areas.

MATH

The data reveals important growth areas for Vaughn Next Century Learning Center in regards to Math instruction and student performance. CA Dashboard growth measures indicate that most student subgroups are demonstrating typical growth in math; however, English Learners are currently showing below typical growth, which highlights a critical area of focus. Underperforming subgroups include Students with Disabilities (SWD), English Learners (ELs), Long-Term English Learners (LTELs), and students experiencing homelessness. To address these gaps, Vaughn will continue to explore and implement targeted strategies that support subgroup achievement, leveraging both state frameworks and internally identified promising practices.

At the elementary level, there are several instructional strengths supporting mathematics learning. Teachers are engaging in training around Ready Math problem-solving routines such as Try-Discuss-Connect, which encourage students to make sense of problems and persevere. The consistent use of SBAC Interim Assessments to guide instruction is helping to align lessons to assessed standards. Additionally, iReady Math walkthroughs have begun focusing on fidelity of implementation for the 2024–25 curriculum, ensuring that core instructional practices are being consistently delivered. Students benefit from access to manipulatives, structured intervention blocks, individualized learning through iReady, and enrichment opportunities such as Math Camp during the Extended School Year (ESY). These interventions are complemented by remediation and acceleration labs and structured tutoring. Despite these supports, continued work is needed to better align instruction to the rigor of the standards, deepen teacher understanding of grade-level expectations, and streamline the intervention programs and instructional systems across campuses.

At the secondary level, co-teaching with paraeducators supports access to grade-level math content, particularly for students who need more individualized or scaffolded instruction. Digital access to course materials, including textbooks and learning platforms like Delta, helps ensure that students can engage with content both in and out of the classroom. A designated math intervention block has been established, and interim assessments

are administered three times a year to guide instructional planning. However, challenges remain in articulating and aligning standards across grade levels and campuses, ensuring all students are exposed to consistent cognitive rigor, and equitably accessing high-quality interventions.

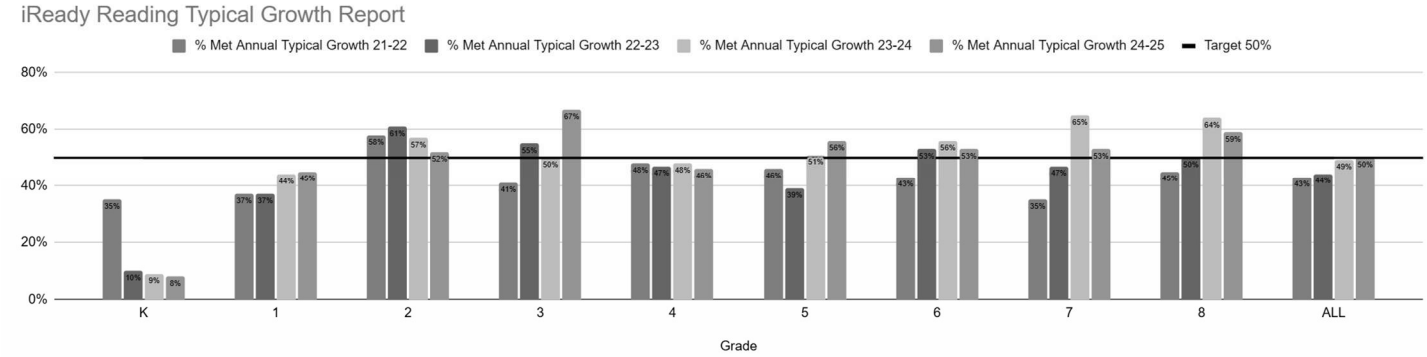
Looking ahead, Vaughn is committed to utilizing the guidance of the newly revised California Mathematics Framework to support differentiated instruction and address the specific needs of underperforming subgroups. Structured Student Talk and the intentional use of language scaffolds will continue to be areas of emphasis, especially as teachers support English Learners in accessing and demonstrating their understanding of mathematical concepts. Placing the cognitive load on students and building their capacity to reason, discuss, and problem-solve will remain a foundational focus. This work will be supported by efforts to build teacher capacity, enhance collaboration across grade spans, and ensure coherence and rigor in math instruction across the entire LEA.

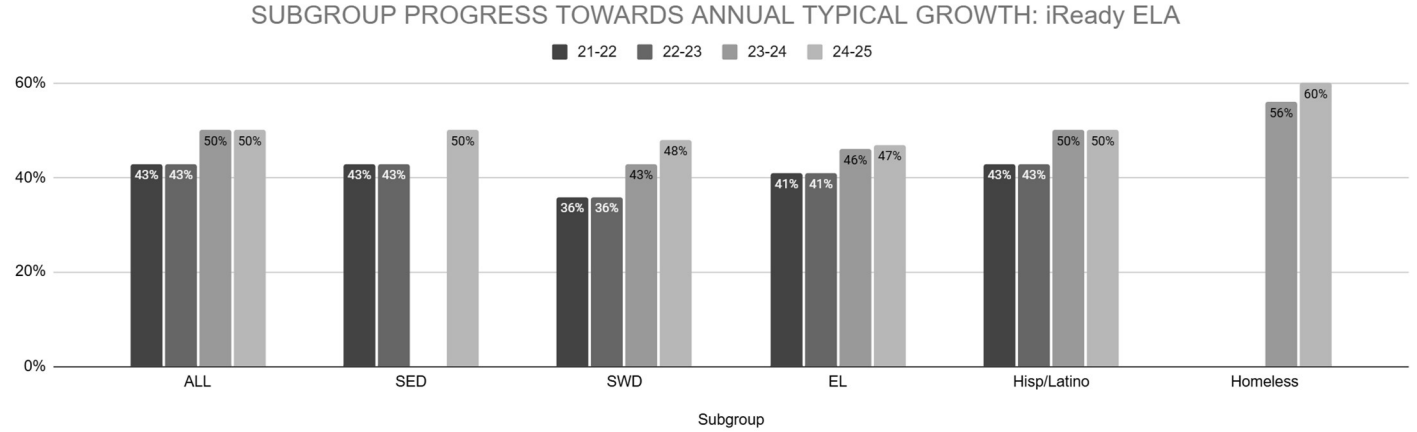
<u>2018-2025 Charter Goal 1: Measurable Outcomes 3 and 4 (Internal Assessment ELA & Math)</u>

Summary/intro:

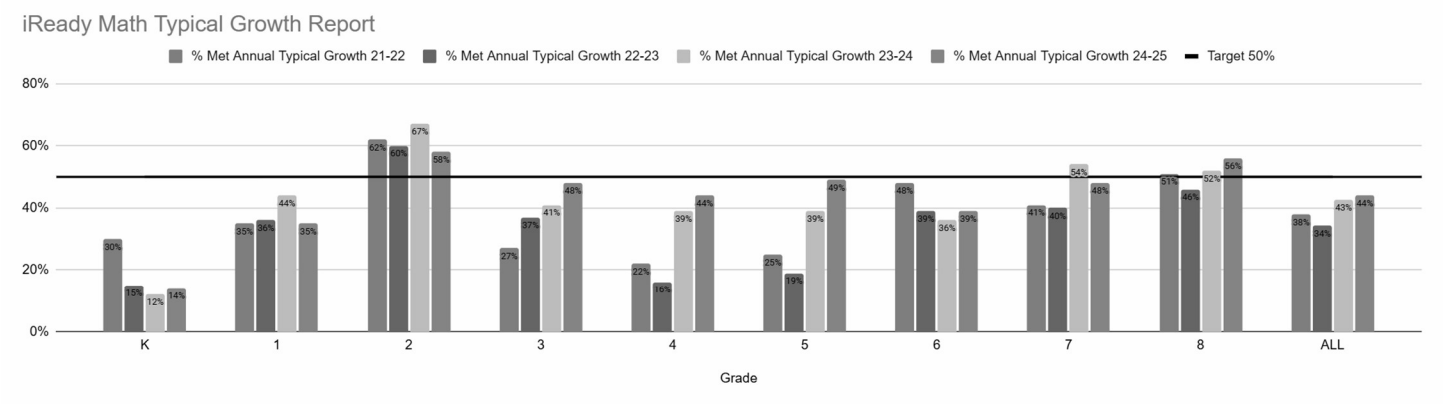
Vaughn has implemented iReady Diagnostic for the past three years after coming out of the pandemic as an internal assessment and Verified Data source. The data highlights strong growth performance improvements in Reading and Math over the past three years for the majority of grade levels while also revealing a need for increased growth in kindergarten and 6th grade. Overall, there is a positive growth trend in student performance, suggesting effective educational strategies and interventions are in place to support positive student growth outcomes. iReady is used as a diagnostic tool but also as a Tier 1 support to help provide students instruction at their individualized level in order to fill in learning gaps. The data suggests continuous growth, school-wide, in both reading and math as we approach our growth target of 50% in both subjects year after year.

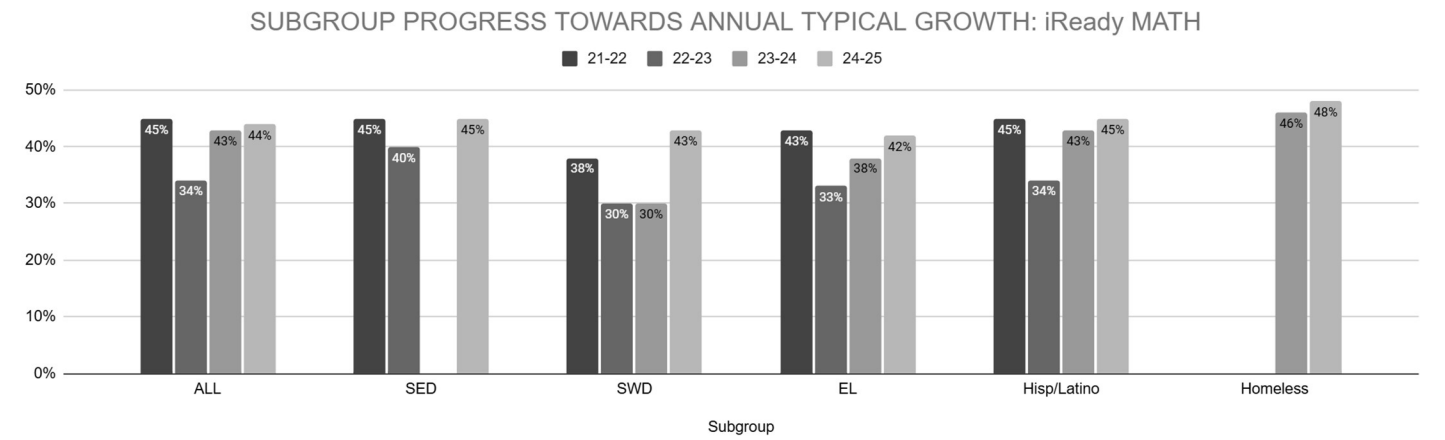
Data (all + subgroups):





iReady ELA Kindergarten Final Diagnostic Results		
Year	Percent of Students At or Above Grade Level (Final Diagnostic)	Number of Students Tested
24-25	79%	163/163
23-24	67%	184/185
22-23	68%	197/197





iReady Math Kindergarten Final Diagnostic Results		
Year	Percent of Students At or Above Grade Level (Final Diagnostic)	Number of Students Tested
24-25	65%	163/163
23-24	51%	184/185
22-23	49%	197/197

Math: All

V.I.S.A.

2023-2024

Student Grade	# Students Enrolled	# Students with Baseline Score	% Participation	# Students with Growth Target	# Met Growth	# Met Proficiency	# Met Growth or Proficiency	# Met Growth and Proficiency	% Met Growth	% Met Proficiency	% Met Growth or Proficiency	School Rating
All Grades	695	695	100%	691	336	66	349	53	48%	9%	50%	Average
9	175	175	100%	175	111	27	113	25	63%	15%	65%	Average
10	179	179	100%	176	88	11	92	7	49%	6%	51%	Average
11	178	178	100%	178	95	18	97	16	53%	10%	54%	Average
12	163	163	100%	162	42	10	47	5	26%	6%	29%	Ineffective

Math: English Language Learner

V.I.S.A.

2023-2024

Student Grade	# Students Enrolled	# Students with Baseline Score	% Participation	# Students with Growth Target	# Met Growth	# Met Proficiency	# Met Growth or Proficiency	# Met Growth and Proficiency	% Met Growth	% Met Proficiency	% Met Growth or Proficiency	School Rating
All Grades	55	55	100%	53	30	6	31	5	55%	11%	56%	Average
9	23	23	100%	23	13	3	14	2	57%	13%	61%	Average
10	16	16	100%	14	9	1	9	1	56%	6%	56%	Average
11	10	10	100%	10	7	2	7	2	70%	20%	70%	Average

Math: Hispanic or Latino

V.I.S.A.

2023-2024

Student Grade	# Students Enrolled	# Students with Baseline Score	% Participation	# Students with Growth Target	# Met Growth	# Met Proficiency	# Met Growth or Proficiency	# Met Growth and Proficiency	% Met Growth	% Met Proficiency	% Met Growth or Proficiency	School Rating
All Grades	681	681	100%	677	328	64	341	51	48%	9%	50%	Average
9	172	172	100%	172	108	26	110	24	63%	15%	64%	Average
10	176	176	100%	173	85	10	89	6	48%	6%	51%	Average
11	173	173	100%	173	93	18	95	16	54%	10%	55%	Average
12	160	160	100%	159	42	10	47	5	26%	6%	29%	Ineffective

Math: Special Education

V.I.S.A.

2023-2024

Student Grade	# Students Enrolled	# Students with Baseline Score	% Participation	# Students with Growth Target	# Met Growth	# Met Proficiency	# Met Growth or Proficiency	# Met Growth and Proficiency	% Met Growth	% Met Proficiency	% Met Growth or Proficiency	School Rating
All Grades	56	56	100%	56	27	1	27	1	48%	2%	48%	Ineffective
9	19	19	100%	19	11	1	11	1	58%	5%	58%	Average
10	13	13	100%	13	6	0	6	0	46%	0%	46%	Ineffective
11	15	15	100%	15	7	0	7	0	47%	0%	47%	Ineffective

Math: Homeless Youth

V.I.S.A.

2023-2024

Student Grade	# Students Enrolled	# Students with Baseline Score	% Participation	# Students with Growth Target	# Met Growth	# Met Proficiency	# Met Growth or Proficiency	# Met Growth and Proficiency	% Met Growth	% Met Proficiency	% Met Growth or Proficiency	School Rating
All Grades	68	68	100%	68	41	5	41	5	60%	7%	60%	Average
9	22	22	100%	22	12	3	12	3	55%	14%	55%	Average
10	20	20	100%	20	14	1	14	1	70%	5%	70%	Average
11	13	13	100%	13	10	1	10	1	77%	8%	77%	Effective
12	13	13	100%	13	5	0	5	0	38%	0%	38%	Ineffective

Reading: All

V.I.S.A.

2023-2024

Student Grade	# Students Enrolled	# Students with Baseline Score	% Participation	# Students with Growth Target	# Met Growth	# Met Proficiency	# Met Growth or Proficiency	# Met Growth and Proficiency	% Met Growth	% Met Proficiency	% Met Growth or Proficiency	School Rating
All Grades	695	16	2%	8	3	0	3	0	19%	0%	19%	Ineffective
9	175	9	5%	3	1	0	1	0	11%	0%	11%	Ineffective
10	179	2	1%	1	0	0	0	0	0%	0%	0%	Ineffective
11	178	4	2%	3	1	0	1	0	25%	0%	25%	Ineffective
12	163	1	1%	1	1	0	1	0	100%	0%	100%	Highly Effective

Reading: Hispanic or Latino

V.I.S.A.

2023-2024

Student Grade	# Students Enrolled	# Students with Baseline Score	% Participation	# Students with Growth Target	# Met Growth	# Met Proficiency	# Met Growth or Proficiency	# Met Growth and Proficiency	% Met Growth	% Met Proficiency	% Met Growth or Proficiency	School Rating
All Grades	681	15	2%	8	3	0	3	0	20%	0%	20%	Ineffective
9	172	8	5%	3	1	0	1	0	13%	0%	13%	Ineffective
10	176	2	1%	1	0	0	0	0	0%	0%	0%	Ineffective
11	173	4	2%	3	1	0	1	0	25%	0%	25%	Ineffective
12	160	1	1%	1	1	0	1	0	100%	0%	100%	Highly Effective

Reading: English Language Learner

V.I.S.A.

2023-2024

Student Grade	# Students Enrolled	# Students with Baseline Score	% Participation	# Students with Growth Target	# Met Growth	# Met Proficiency	# Met Growth or Proficiency	# Met Growth and Proficiency	% Met Growth	% Met Proficiency	% Met Growth or Proficiency	School Rating
All Grades	55	5	9%	3	0	0	0	0	0%	0%	0%	Ineffective
9	23	3	13%	1	0	0	0	0	0%	0%	0%	Ineffective
10	16	1	6%	1	0	0	0	0	0%	0%	0%	Ineffective
11	10	1	10%	1	0	0	0	0	0%	0%	0%	Ineffective

Reading: Homeless Youth

V.I.S.A.

2023-2024

Student Grade	# Students Enrolled	# Students with Baseline Score	% Participation	# Students with Growth Target	# Met Growth	# Met Proficiency	# Met Growth or Proficiency	# Met Growth and Proficiency	% Met Growth	% Met Proficiency	% Met Growth or Proficiency	School Rating
All Grades	68	2	3%	1	0	0	0	0	0%	0%	0%	Ineffective
9	22	1	5%	0	0	0	0	0	0%	0%	0%	Ineffective
10	20	1	5%	1	0	0	0	0	0%	0%	0%	Ineffective
11	13	0	0%	.	.	.	.	.	.	.	.	.
12	13	0	0%	.	.	.	.	.	.	.	.	.

Math: All

V.I.S.A.

2024-2025

Student Grade	# Students Enrolled	# Students with Baseline Score	% Participation	# Students with Growth Target	# Met Growth	# Met Proficiency	# Met Growth or Proficiency	# Met Growth and Proficiency	% Met Growth	% Met Proficiency	% Met Growth or Proficiency	School Rating
All Grades	682	682	100%	678	366	46	379	33	54%	7%	56%	Average
9	201	201	100%	200	113	10	115	8	56%	5%	57%	Average
10	158	158	100%	156	100	7	101	6	63%	4%	64%	Average
11	157	157	100%	157	104	14	104	14	66%	9%	66%	Average
12	166	166	100%	165	49	15	59	5	30%	9%	36%	Ineffective

Math: Economically Disadvantaged

V.I.S.A.

2024-2025

Student Grade	# Students Enrolled	# Students with Baseline Score	% Participation	# Students with Growth Target	# Met Growth	# Met Proficiency	# Met Growth or Proficiency	# Met Growth and Proficiency	% Met Growth	% Met Proficiency	% Met Growth or Proficiency	School Rating
All Grades	648	648	100%	644	345	41	356	30	53%	6%	55%	Average
9	189	189	100%	188	106	7	106	7	56%	4%	56%	Average
10	153	153	100%	151	96	7	97	6	63%	5%	63%	Average
11	145	145	100%	145	95	12	95	12	66%	8%	66%	Average
12	161	161	100%	160	48	15	58	5	30%	9%	36%	Ineffective

Math: English Language Learner

V.I.S.A.

2024-2025

Student Grade	# Students Enrolled	# Students with Baseline Score	% Participation	# Students with Growth Target	# Met Growth	# Met Proficiency	# Met Growth or Proficiency	# Met Growth and Proficiency	% Met Growth	% Met Proficiency	% Met Growth or Proficiency	School Rating
All Grades	55	55	100%	53	31	5	32	4	56%	9%	58%	Average
9	26	26	100%	25	15	1	15	1	58%	4%	58%	Average
10	16	16	100%	15	9	3	10	2	56%	19%	63%	Average

Math: Homeless Youth

V.I.S.A.

2024-2025

Student Grade	# Students Enrolled	# Students with Baseline Score	% Participation	# Students with Growth Target	# Met Growth	# Met Proficiency	# Met Growth or Proficiency	# Met Growth and Proficiency	% Met Growth	% Met Proficiency	% Met Growth or Proficiency	School Rating
All Grades	77	77	100%	77	42	5	42	5	55%	6%	55%	Average
9	26	26	100%	26	15	1	15	1	58%	4%	58%	Average
10	20	20	100%	20	14	2	14	2	70%	10%	70%	Average
11	19	19	100%	19	11	2	11	2	58%	11%	58%	Average
12	12	12	100%	12	2	0	2	0	17%	0%	17%	Ineffective

Math: Special Education

V.I.S.A.

2024-2025

Student Grade	# Students Enrolled	# Students with Baseline Score	% Participation	# Students with Growth Target	# Met Growth	# Met Proficiency	# Met Growth or Proficiency	# Met Growth and Proficiency	% Met Growth	% Met Proficiency	% Met Growth or Proficiency	School Rating
All Grades	58	58	100%	58	27	3	27	3	47%	5%	47%	Ineffective
9	15	15	100%	15	8	1	8	1	53%	7%	53%	Average
10	14	14	100%	14	7	0	7	0	50%	0%	50%	Average
11	16	16	100%	16	8	1	8	1	50%	6%	50%	Average
12	13	13	100%	13	4	1	4	1	31%	8%	31%	Ineffective

Reading: All

V.I.S.A.

2024-2025

Student Grade	# Students Enrolled	# Students with Baseline Score	% Participation	# Students with Growth Target	# Met Growth	# Met Proficiency	# Met Growth or Proficiency	# Met Growth and Proficiency	% Met Growth	% Met Proficiency	% Met Growth or Proficiency	School Rating
All Grades	682	682	100%	675	333	60	360	33	49%	9%	53%	Average
9	201	201	100%	198	101	32	117	16	50%	16%	58%	Average
10	158	158	100%	156	90	17	97	10	57%	11%	61%	Average
11	157	157	100%	156	81	10	84	7	52%	6%	54%	Average
12	166	166	100%	165	61	1	62	0	37%	1%	37%	Ineffective

Reading: Two or More Races

V.I.S.A.

2024-2025

Student Grade	# Students Enrolled	# Students with Baseline Score	% Participation	# Students with Growth Target	# Met Growth	# Met Proficiency	# Met Growth or Proficiency	# Met Growth and Proficiency	% Met Growth	% Met Proficiency	% Met Growth or Proficiency	School Rating
All Grades	21	21	100%	21	14	0	14	0	67%	0%	67%	Average
9	10	10	100%	10	6	0	6	0	60%	0%	60%	Average

Reading: Hispanic or Latino

V.I.S.A.

2024-2025

Student Grade	# Students Enrolled	# Students with Baseline Score	% Participation	# Students with Growth Target	# Met Growth	# Met Proficiency	# Met Growth or Proficiency	# Met Growth and Proficiency	% Met Growth	% Met Proficiency	% Met Growth or Proficiency	School Rating
All Grades	667	667	100%	660	327	56	351	32	49%	8%	53%	Average
9	196	196	100%	193	98	30	112	16	50%	15%	57%	Average
10	156	156	100%	154	90	16	96	10	58%	10%	62%	Average
11	154	154	100%	153	80	9	83	6	52%	6%	54%	Average
12	161	161	100%	160	59	1	60	0	37%	1%	37%	Ineffective

Reading: Economically Disadvantaged

V.I.S.A.

2024-2025

Student Grade	# Students Enrolled	# Students with Baseline Score	% Participation	# Students with Growth Target	# Met Growth	# Met Proficiency	# Met Growth or Proficiency	# Met Growth and Proficiency	% Met Growth	% Met Proficiency	% Met Growth or Proficiency	School Rating
All Grades	648	648	100%	641	311	54	335	30	48%	8%	52%	Average
9	189	189	100%	186	93	27	106	14	49%	14%	56%	Average
10	153	153	100%	151	85	17	92	10	56%	11%	60%	Average
11	145	145	100%	144	74	9	77	6	51%	6%	53%	Average
12	161	161	100%	160	59	1	60	0	37%	1%	37%	Ineffective

Reading: English Language Learner

V.I.S.A.

2024-2025

Student Grade	# Students Enrolled	# Students with Baseline Score	% Participation	# Students with Growth Target	# Met Growth	# Met Proficiency	# Met Growth or Proficiency	# Met Growth and Proficiency	% Met Growth	% Met Proficiency	% Met Growth or Proficiency	School Rating
All Grades	55	55	100%	53	27	1	27	1	49%	2%	49%	Ineffective
9	26	26	100%	25	14	0	14	0	54%	0%	54%	Average
10	16	16	100%	15	8	1	8	1	50%	6%	50%	Average

Areas of Strength:
ELA

iReady defines Typical Annual Growth as the average annual growth for students at that grade level and baseline placement level each student is provided a growth target based on their placement on the beginning of year assessment. The i-Ready Reading Typical Growth Report reveals a mixed landscape of achievement and opportunity across grade levels. Several areas stand out as strengths, particularly in the upper grades. Grades 6 through 8 demonstrated strong performance during the 2023–24 school year, with each of these grades not only meeting but exceeding the 50% target for students meeting typical annual growth. Grade 7 showed the most impressive growth, increasing from 47% the previous year to 65%. Similarly, Grade 8 improved from 50% to 64%, and Grade 6 showed a steady upward trend, reaching 56%. Grade 2 also remained a consistent area of strength, maintaining high performance across all three years and finishing 2023–24 with 57% of students meeting their growth target.

Students in grades 6–8 demonstrated improved outcomes on i-Ready ELA assessments across years due to an intentional focus on interventions and student engagement. A dedicated intervention block provided targeted supports, allowing students to utilize i-Ready more effectively as both an instructional and assessment tool. Staff also emphasized the importance of taking assessments seriously, reinforcing a culture of effort and

persistence. In addition, celebrations and special events recognized students who were on track with achievement and growth, further motivating students to stay engaged and committed to their progress.

There were also signs of positive growth in other grade levels. Grade 3 improved to reach the target threshold of 50%, up from 41% two years ago. The overall performance across all grade levels rose from 44% in 2022–23 to 49% in 2023–24, and 50% in 2024-25 signaling broad progress across the school.

Subgroups have historically shown growth consistent with all students on the iReady Diagnostic over the past three years. This shows that while our students might not yet be at grade level our program supports growth towards proficiency. The SWD subgroup has shown significant growth from 23-24 SY to the 24-25 SY moving from 30% meeting typical growth to 43% meeting typical growth. Additionally, the Homeless Subgroup shows higher levels of meeting typical growth than all other subgroups including all students with 48% meeting typical growth in 24-25.

Overall, while the school is approaching its goal of having at least half of all students meet their annual typical growth in reading, continued focus on early grade interventions and maintaining momentum in the upper grades will be critical for sustained success.

MATH

One of the most prominent areas of strength is Grade 2, where 67% of students met their typical growth goals—an increase from already strong performances in previous years (62% in 2021–22 and 60% in 2022–23). This consistency and upward trend suggest that effective instructional strategies are in place for this grade level. Similarly, Grades 7 and 8 performed above the 50% target line, with 54% and 52% of students meeting their growth goals, respectively. Grade 8, in particular, has maintained solid performance across all three years, showing sustained support in upper-grade math development.

Students in grades 7–8 demonstrated improved outcomes on i-Ready Math assessments across years as a result of a stronger emphasis on interventions and student accountability. The implementation of a focused intervention block allowed students to receive targeted support and to use i-Ready more intentionally as a learning tool. Teachers reinforced the importance of approaching assessments with seriousness and persistence, helping to build a culture of effort around math growth. Celebrations and special events recognized students who were meeting achievement and growth goals, motivating them to remain engaged and committed to their progress.

There are also encouraging signs of growth in several other areas. Grade 1 showed steady improvement across all three years, climbing from 35% in 2021–22 to 44% in 2023–24. Grade 3 made a moderate gain this year, increasing from 36% to 41%. Overall, the district average rose from 34% last year to 43% this year, marking a meaningful step closer to the 50% target. These gains suggest a positive trend in math instruction and student progress, particularly in early and upper elementary.

The consistent successes in Grade 2 and the upper grades provide a model that can inform strategies across other levels. By building on these strengths and addressing the areas of concern, continued growth in student outcomes is within reach.

Many factors are contributing to the growing success of students across the grade levels. There has been an initiative to increase student discourse during core lessons in order to deepen understanding of content. Students are also encouraged to set personal growth goals during goal-setting meetings so that they take ownership of their learning. Additionally, students have weekly instructional use goals of the iReady platform so that they are

engaging in personalized instruction. Tutoring, interventions, and acceleration are being implemented to support and enhance instruction at all levels.

Areas of Growth and Reflection:
ELA

Kindergarten continues to show low percentages, with only 9% of students meeting typical growth in 2023–24 and 8% meeting in 2024-25, down slightly from 10% in the 22-23 school year. This could be due, however, to the limited assessment data available since the students only test in the middle of the year and the end of year, not allowing for us to see the growth from the beginning of the year to the end of the year as with the other grade levels. Grade level analysis of Kindergarten performance year over year shows that while their growth is not at the levels we are expecting we do see that proficiency levels and percentage of students score at or above grade level is increasing year over year (chart above outlines Kindergarten Final Diagnostic Results for the past three years). Grade 1 remains stagnant, with 37% of students meeting growth targets for two consecutive years, highlighting a need for renewed instructional strategies in early literacy. This school year (2024-2025), all elementary teachers were trained in early literacy through Getting Reading Right in order to address the literacy needs that have been demonstrated in this area over the past several years. Additionally, we have hired two literacy coaches to support with early literacy instruction which we project will support increased achievement.

Grade 4 showed little change across the three years, staying below the target, and Grade 5 experienced a dip from 46% in 2021–22 to 39% in 2022–23, before recovering slightly to 51% in 2023–24. While that recovery is promising, consistent support will be needed to maintain and build upon that gain. During the 2022–23 school year, staffing challenges significantly impacted Grade 5, with multiple long-term substitutes and teachers on permits filling classrooms. These circumstances disrupted instructional consistency and likely contributed to the dip in student performance, as reflected in the decline from 46% in 2021–22 to 39% in 2022–23. Recognizing this, the school implemented a renewed focus on professional development to build staff capacity, particularly through targeted training in i-Ready. This training ensured that teachers were equipped to use the program effectively to address student needs and support growth. While Grade 4 performance showed little change over three years and remained below the target, Grade 5 demonstrated promising recovery, increasing to 51% in 2023–24. This improvement highlights the importance of consistent staffing and sustained instructional support. Continued investment in teacher training and stability will be critical to maintain and build upon these gains.

MATH

There remain several areas of reflection that call for renewed focus and targeted interventions. Kindergarten shows significant decline, dropping from 30% in 2021–22 to just 12% in 2023–24, signaling the need to re-evaluate math readiness strategies for our youngest learners. Grades 4 and 5 also remain consistently below the target, with Grade 4 increasing slightly to 39% but still falling short, and Grade 5 remaining low at just 19% of students meeting growth. Grade 6, despite starting strong in 2021–22 at 48%, has seen a steady decline to just 36% this year. In summary, while we continue to make progress toward its goal of 50% of students meeting typical growth in math, sustained attention is needed in Kindergarten, Grade 5, and Grade 6. And while Kindergarten has seen a dip in percentage of students meeting their Typical growth goals due to a reduced number of testing opportunities we have also noted that the percentage of students performing at or above grade level on the final diagnostic has steadily increased over the past three years from 49% to 65%

<u>OTHER ASSESSMENT INDICATORS</u>
SCIENCE
Summary/intro:

The CAST data below indicates that Vaughn has increased proficiencies in science instruction over the past three years however, there is still much growth to be achieved and we will continue to ensure that teachers have the support they need in order to deliver effective science instruction. During the 2021–22 school year, Vaughn administered the CAST to both 11th and 12th grade students to ensure that all eligible seniors were assessed prior to graduation, as part of our recovery efforts following the pandemic. As a result, no high school students participated in CAST during the 2022–23 school year, allowing us to realign our assessment schedule and return to testing a single grade level moving forward. We now assess CAST for all 12th graders as reflected in the 23-24 SY scores.

Data (all + subgroups):

CAST Met & Exceeded Historical Performance			
	21-22	**22-23**	**23-24**
All	20.60%	18.71%	24.16%
Grade 5	10.57%	20.89%	21.29%
Grade 8	18.55%	15.94%	20.45%
Grade 12	30.77%	*	33.98%

Grade	Academic Year	Subgroup	Students Tested	Average Scale Score	Standard Not Met Level 1	Standard Nearly Met Level 2	Standard Met Level 3	Standard Exceeded Level 4	M&E
ALL	2023-24	All	626		14%	62%	20%	4%	**24%**
5	2023-24	All	249	196 ± 1	18%	59%	16%	4%	**20%**
8	2023-24	All	221	398 ± 1	15%	63%	16%	4%	**20%**
12	2023-24	All	156	605 ± 1	2%	63%	30%	3%	**33%**
Grade	**Academic Year**	**Subgroup**	**Students Tested**	**Average Scale Score**	**Standard Not Met Level 1**	**Standard Nearly Met Level 2**	**Standard Met Level 3**	**Standard Exceeded Level 4**	**M&E**
5	2023-24	Overall	249	196 ± 1	18%	59%	16%	4%	**20%**
5	2023-24	Ethnicity: Hispanic/Latino	245	196 ± 1	19%	59%	16%	4%	**20%**
5	2023-24	ELAS: English	73	197 ± 2	21%	53%	19%	5%	**24%**

		Only							
5	2023-24	ELAS: English Learner	78	185 ± 1	32%	65%	2%	0%	**2%**
5	2023-24	ELAS: Initial Fluent English Proficient	48	203 ± 3	6%	62%	18%	12%	**30%**
5	2023-24	ELAS: Reclassified Fluent English Proficient	50	206 ± 2	6%	57%	32%	4%	**36%**
5	2023-24	SWD	21	179.2	57%	43%	0%	0%	**0%**
5	2023-24	SED	240	195.6	19%	61%	15%	4%	**20%**
5	2023-24	Homeless	4	*	*	*	*	*	*
8	2023-24	Overall	221	398 ± 1	15%	63%	16%	4%	**20%**
8	2023-24	Ethnicity: Hispanic/Latino	216	398 ± 1	16%	63%	16%	3%	**19%**
8	2023-24	ELAS: English Only	49	402 ± 3	8%	67%	18%	6%	**24%**
8	2023-24	ELAS: English Learner	39	381 ± 2	35%	64%	0%	0%	**0%**
8	2023-24	ELAS: Initial Fluent English Proficient	18	406 ± 5	16%	44%	27%	11%	**38%**
8	2023-24	ELAS: Reclassified Fluent English Proficient	115	401 ± 2	12%	65%	19%	3%	**22%**
8	2023-24	SWD	18	387	31%	63%	6%	0%	**6%**
8	2023-24	SED	214	397.9	16%	64%	15%	4%	**20%**
8	2023-24	Homeless	15	397.5	27%	60%	7%	7%	**13%**
12	2023-24	Overall	156	605 ± 1	2%	63%	30%	3%	**33%**
12	2023-24	Ethnicity: Hispanic/Latino	153.00	605 ± 1	2%	63%	30%	3%	**33%**
12	2023-24	Ethnicity: Black or African American	2	595 ± 10	0%	100%	0%	0%	**0%**
12	2023-24	ELAS: English Only	36	604 ± 3	0%	66%	33%	0%	**33%**
12	2023-24	ELAS: English Learner	6	581 ± 2	0%	100%	0%	0%	**0%**
12	2023-24	ELAS: Initial Fluent English Proficient	22	605 ± 5	9%	54%	31%	4%	**35%**
12	2023-24	ELAS: Reclassified	92	607 ± 2	2%	61%	31%	4%	**35%**

		Fluent English Proficient							
12	2023-24	SWD	7	*	*	*	*	*	*
12	2023-24	SED	151	605.2	3%	63%	31%	3%	**34%**

Comparison School Data:

Reporting Categories	Vaughn Next Century Learning Center	LAUSD	State of California
Standard Met + Exceeded	24.16%	23.96%	30.70%
Standard Exceeded (Level 4)	4.16%	6.73%	9.89%
Standard Met (Level 3)	20.0%	17.23%	20.81%
Standard Nearly Met (Level 2)	62.08%	64.41%	53.85%
Standard Not Met (Level 1)	13.76%	14.5%	15.45%

Areas of Strength:

There has been a general upward trend in performance from the 2021–2022 to the 2023–2024 school years, with the percentage of students meeting the standard increasing from 20.6% to 24.16%. This growth reflects positive momentum and progress across grade levels. One area of strength is the performance of 12th-grade students, who are achieving in the 30% range which is significantly higher than other grade levels. By comparison, 8th-grade students are performing in the 16–20% range, while 5th-grade students are showing growth with scores between 10% and 21%.

Vaughn students meeting or exceeding the standard reached 24.16%, surpassing the LAUSD average of 23.96%. Additionally, 62% of students fell into the “Standard Nearly Met” category, which is above the state average and suggests a strong foundation for continued growth.

Among students with disabilities (SWD) in 8th grade, 6% met or exceeded the standard, and 63% were classified as “Standard Nearly Met.” While there is room for further progress, these figures indicate emerging strengths and promising potential within this student group. Overall, the data highlights steady improvement and several encouraging signs of academic advancement across the school.

Several key initiatives have contributed to our recent increases in student performance. The consistent implementation of SBAC interim assessments three times a year has allowed educators to make data-driven

decisions, tailoring instruction to address specific student needs. At the high school level, the piloting of CAST interim assessments has further strengthened science instruction by aligning teaching with assessment expectations. Across all grade levels, students experience hands-on, inquiry-based curriculum on a consistent yearly basis, which has deepened engagement and conceptual understanding. Our robust STEM programs have enriched learning through real-world applications and problem-solving. During Extended School Year (ESY), CAST labs have provided additional support, reinforcing science content in a focused setting. The availability of high-quality science kits for all teachers and classrooms has ensured equitable access to materials and enriched instruction. Additionally, structured student talk time has been integrated into daily lessons, promoting academic discourse, critical thinking, and collaborative learning. Together, these strategies have created a dynamic and supportive learning environment that continues to drive student growth and achievement.

Areas of Growth and Reflection:

Although there was a 3.6% overall increase in performance from the 2022–2023 school year, bringing the percentage of students meeting or exceeding the standard to 24.16%, the data reveals several key areas of growth and reflection. Vaughn continues to perform 6.5% below the state average in the combined standard met and exceeded categories, highlighting a need for continued instructional focus and support.

Performance among student subgroups also presents important opportunities for reflection. The majority of students with disabilities (SWD) in both 5th and 8th grades scored near or below standard, indicating limited progress toward grade-level expectations. Similarly, English Learners in grades 5, 8, and 12 predominantly performed near or below standard, underscoring persistent challenges in language acquisition and academic achievement.

These performance patterns call for strategic reflection on instructional practices, targeted interventions, and enhanced support systems for science instruction to ensure that all student groups are progressing toward proficiency. Addressing these areas will be essential in closing achievement gaps and promoting equitable academic achievement.

To address performance gaps for Students with Disabilities (SWD) and English Learners (EL), Vaughn is implementing a multi-layered system of targeted supports. These include differentiated strategies within the classroom, dedicated intervention blocks designed to provide focused skill development, and extended learning opportunities through after-school tutoring. Teachers are supported through ongoing professional development focused on meeting the needs of these subgroups, participation in outside training opportunities, and coaching provided by instructional coaches at all sites and literacy coaches at the elementary level. Collectively, these efforts ensure that SWD and EL students receive the individualized support needed to accelerate growth and close achievement gaps.

We have faced several challenges in increasing performance on the CAST assessment. One ongoing area of growth is supporting teachers to have enough time to plan and implement more project-based learning (PBL) experiences that align with Global Competency, ensuring students can apply scientific knowledge in real-world, culturally relevant contexts. The recent adoption of a new science curriculum has required significant time and professional development for teachers to adjust and fully integrate new materials and instructional approaches; however, we are confident that the time and diligence will lead to us having more NGSS standard aligned materials to use in our secondary classrooms. Additionally, there has been an increased focus on differentiated instruction to meet the diverse needs of all learners, which demands thoughtful planning and resource allocation. Incorporating more hands-on labs and structured lab reports has also been a challenge, particularly in ensuring students develop and use the precise language of the discipline. These efforts are essential for

deepening content understanding and improving scientific communication, but they require continued support and collaboration to implement effectively across classrooms. outcomes across the school.

2018-2025 Charter Goal 2: Measurable Outcomes 1 (RFEP Rate)

Summary/intro:

Vaughn has consistently demonstrated a steady increase in RFEP percentages across all grade levels, reflecting significant progress in supporting students toward reclassification. Over the past two years, Vaughn has maintained RFEP percentages that closely align with those of the state of California, showcasing a commitment to meeting state benchmarks. This data provides a valuable tool for evaluating the effectiveness of current interventions and supports, as well as identifying additional strategies to further assist students in achieving reclassification. Vaughn remains dedicated to strengthening these efforts and closing any remaining gaps, with the goal of meeting and potentially exceeding the California state RFEP rate.

Data (all + subgroups):

School Year	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
2020-2021	*	17%	8%	5%	3%	10%	10%	12%	5%	7%	5%	9%	8%
2021-2022	2%	7%	4%	8%	8%	12%	9%	8%	8%	11%	9%	4%	7%
2022-2023	11%	7%	6%	8%	15%	8%	7%	14%	*	8%	8%	7%	*
2023-2024	6%	1%	6%	6%	11%	24%	5%	7%	9%	3%	6%	*	1%

Comparison School Data:

School Year	Vaughn Next Century Learning Center	State of CA
2019-2020	9.4%	13.8%
2020-2021	0.1%	6.9%
2021-2022	15.3%	*
2022-2023	15.3%	*
2023-2024	10%	*

* State RFEP rates have not been released for 21-22, 22-23, and 23-24 School Year

Areas of Strength:
Over the 2021–2022 and 2022–2023 school years, Vaughn maintained a Reclassified Fluent English Proficient (RFEP) rate of 15.3%, closely aligning with statewide trends in California during this period. This consistency represents a marked improvement compared to earlier years, showcasing the effectiveness of targeted strategies and interventions.

In the 2023–2024 school year, Grade 5 achieved the highest RFEP rate at 24%, standing out as a notable success. This significant achievement reflects the impact of enhanced English Language Development (ELD) support at Mainland, where the ELD specialist has played a pivotal role in advancing RFEP outcomes. The specialist's work is particularly impactful in the lower grades, focusing on supporting newcomer students during dedicated intervention blocks. These sessions emphasize essential skills such as vocabulary acquisition and mastery of high-frequency words, laying a strong foundation for language development and reclassification. This approach not only benefits lower grade levels, where RFEP rates have shown consistent progress, but also contributes to overall student growth. By leveraging the expertise of the ELD specialist and maintaining a focus on early intervention, we have demonstrated how strategic support can drive meaningful gains in reclassification rates, setting a precedent for other grade levels to follow.

Additionally, we provide comprehensive support for our English Learners across both elementary and secondary campuses. In elementary grades, an ELL paraprofessional works with newcomers through push-in and pull-out support, while our EL teachers serve upper elementary students to reinforce language development. During Extended School Year (ESY), we offer ELPAC tutoring to target language proficiency and assessment readiness. Students also have access to technology-based resources like Lexia and Core5, which provide personalized literacy and language skill development.

At the secondary level, EL paraprofessionals support English Learners in content-area classes, ensuring that students receive designated ELD instruction alongside their grade-level coursework. Structured student talk practices are embedded in classrooms to foster academic language development and peer collaboration. For newcomers, we also provide curriculum access in their home language, which supports content understanding while English proficiency develops.

Together, these multi-tiered supports create a strong foundation for our English Learners, helping to sustain and build upon reclassification progress across grade levels and ensuring equitable access to rigorous instruction.

Areas of Growth and Reflection:

While our RFEP percentages showed a slight dip compared to the previous school year, the lowest in the past five years, this presents a valuable opportunity to refine and strengthen our strategies to support sustained growth across all grade levels. Secondary grade levels, in particular, continue to face some challenges with reclassification rates, highlighting areas where we can provide additional focus and support.

One area for enhancement is increasing opportunities for ongoing, structured intervention during the school day to better support EL students as they progress toward reclassification. Exploring ways to adjust instructional practices and schedules will help ensure these students receive the targeted support they need.

At the elementary level, we see great potential in expanding professional development for novice teachers focused on effective EL instructional strategies such as Thinking Maps and Specially Designed Academic Instruction in English (SDAIE). Developing and implementing a dedicated ELL curriculum—such as Read 180 for lower elementary—would further enhance our ability to meet the specific needs of English Learners. Additionally, consistent implementation of designated ELD instruction across classrooms remains a focus area

to provide structured and effective language development.

In our secondary program, providing additional training for content-area teachers to support newcomer students will empower them to better scaffold content while fostering language acquisition. Strengthening vertical articulation of the ELD program across grade levels will also support continuity and ensure that EL students receive appropriately tailored support as they advance through school.

By addressing these areas thoughtfully and proactively, we look forward to building on our successes and continuing to improve outcomes for our English Learners.

2018-2025 Charter Goal 2: Measurable Outcomes 2 (LTEL Adequate Progress)

Summary/intro:

At Vaughn, we have maintained a relatively consistent number of Long-Term English Learners (LTELs) over the past two school years. Across grade levels, many students are demonstrating solid performance at proficiency Level 3, indicating steady progress in their English language development. While challenges remain in supporting more students to reach the highest proficiency Level 4 and ultimately exit the EL program, our data trends closely align with those of LAUSD and the State of California, reflecting that our progress mirrors broader district and state benchmarks. This consistency highlights our capacity to meet expectations while underscoring the ongoing need for targeted strategies to help more students advance beyond Level 3 and achieve full reclassification.

Data (all + subgroups) (2022-2023):

Reporting Categories	Grade 6		Grade 7		Grade 8		Grade 9		Grade 10		Grade 11		Grade 12		All Grades	
	22-23	23-24	22-23	23-24	22-23	23-24	22-23	23-24	22-23	23-24	22-23	23-24	22-23	23-24	22-23	23-24
# of Students Enrolled	35	34	15	35	9	25	7	6	11	9	*	4	5	5	83	118
# of Students Tested	35	34	15	35	9	25	7	6	11	9	*	4	5	5	83	118
Performance Level 4	17%	9%	13%	20%	*	16%	*	*	9%	*	*	*	*	*	20%	16%
Performance Level 3	51%	53%	40%	34%	*	64%	*	*	45%	*	*	*	*	*	46%	49%
Performance Level 2	14%	35%	33%	29%	*	16%	*	*	36%	*	*	*	*	*	23%	26%
Performance Level 1	17%	3%	13%	17%	*	4%	*	*	9%	*	*	*	*	*	11%	8%

Comparison School Data (2022-2023):

Performance Level	Vaughn Next Century Learning Center	LAUSD	State of California
Level 4	20.48%	19.85%	17.22%
Level 3	45.78%	36.39%	36.67%
Level 2	22.89%	28.81%	32.08%
Level 1	10.84%	14.95%	14.03%

Comparison School Data (2023-2024):

Performance Level	Vaughn Next Century Learning Center	LAUSD	State of California
Level 4	16.10%	20.09%	15.07%
Level 3	49.15%	38.73%	37.25%
Level 2	26.27%	28.84%	32.80%
Level 1	8.47%	12.34%	14.25%

Areas of Strength:

Our school consistently outperforms LAUSD and the State of California in the percentage of students performing at Level 3, a strong indicator of language proficiency growth. In the 2023-2024 school year, Vaughn's Level 4 performance exceeded the State of California's percentage, demonstrating progress toward the highest proficiency level. Additionally, we have observed significant growth from Level 1 to Level 2 proficiency, with a 22% improvement compared to district and state data, which may reflect the effectiveness of our initial interventions and the quality of our ELD teachers. The decline in Level 1 percentages to 8% in 2023-2024 from 10% the previous year further suggests that more students are advancing out of the lowest proficiency category.

At the elementary level, our support structure includes an ELL paraprofessional who provides push-in and pull-out services for newcomer students, an EL teacher dedicated to upper elementary grades, ESY ELPAC tutoring, and student access to adaptive programs such as Lexia and Core5. We also focus on professional development for novice teachers in EL instructional strategies such as Thinking Maps and SDAIE, along with consistent implementation of designated ELD.

At the secondary level, EL paraprofessionals support students directly in content classes, and all EL students receive designated EL instruction. Structured student talk is regularly practiced to enhance language acquisition in all classrooms. Newcomer students benefit from access to curriculum in their home language, ensuring they remain engaged and supported. Moreover, training for content-area teachers and vertical articulation of the ELD

program are key priorities to further strengthen EL support. Specialized digital programs such as iReady (for grades 6-8) and Lexile-guided instruction at the high school level help tailor reading comprehension, vocabulary, and word analysis to students' individual needs, reinforcing our multi-tiered approach to EL success.

Areas of Growth and Reflection:

While the number of LTEL students has remained steady, indicating consistent enrollment, it also signals that we need to continue enhancing strategies that help these students exit the EL program successfully. Our school's lower percentages in Level 4 proficiency in 2023-2024, compared to the previous year, point to opportunities for further support to close the gap between Level 3 and Level 4 achievement.

At the elementary level, we are working to expand and refine professional development for novice teachers, focusing on daily EL instructional strategies and curricular resources such as Read 180 for lower elementary students. Consistent implementation of designated ELD remains a focus to ensure all ELs receive high-quality language instruction.

In secondary grades, additional training for content teachers is underway to improve support for newcomer students in their courses, and we are committed to vertically articulating the ELD program to provide seamless support as students progress through grade levels.

By addressing these areas with focused and collaborative efforts, we are confident that our school will continue to improve LTEL outcomes and support English Learners in reaching their full academic potential.

2018-2025 Charter Goal 2: Measurable Outcomes 3 (% ELs making Adequate Progress on ELPAC)

Summary/intro:

At Vaughn Next Century Learning Center, our percentage of English Learners (ELs) making adequate progress on the ELPAC has fluctuated over the years, generally aligning with statewide trends. In 2022, 55.1% of our ELs made adequate progress, surpassing the state average, though we experienced a notable decline in 2023 and 2024. Despite this dip, our school consistently maintains a higher proportion of students at Level 3 and fewer at Level 1 compared to both LAUSD and the State of California, indicating a stable base of intermediate proficiency among our EL population.

We continue to implement a range of structured supports across grade levels, such as designated ELD blocks, paraprofessional support, curriculum in students' home languages, and targeted tutoring opportunities. These practices reflect our schoolwide commitment to English language development. Nonetheless, the recent decline in overall progress and fewer students reaching Level 4 highlight a need to further refine and expand our strategies to support both beginning and advanced ELs.

Comparison School Data (2022-2024):

Percent of ELs Making Adequate Progress towards English Language Proficiency (% of ELs that progressed one ELPI level or that maintained a level 4)

Year	Vaughn Next Century Learning Center	State
2019	46.5%	48.3%

2022	55.1%	50.3%
2023	42.3%	48.7%
2024	41.3%	45.7%

Performance Level	Vaughn Next Century Learning Center	LAUSD	State of California
Level 4	14.39%	17.54%	16.50%
Level 3	38.69%	33.27%	33.77%
Level 2	30.87%	28.34%	29.40%
Level 1	16.06%	20.86%	20.33%

Areas of Strength:

Our school has seen several consistent strengths in our approach to supporting English Learners. One of the most notable indicators of success is that we continue to outperform both LAUSD and the state in the percentage of students performing at Level 3, while maintaining a lower percentage at Level 1. This suggests that our supports are successfully moving students from the beginning stages of English language acquisition to more stable, intermediate levels of proficiency.

We have built a strong foundation of designated ELD instruction, particularly at the elementary level, where students receive 240 minutes of targeted instruction each week. These blocks are supported by trained EL teachers and paraprofessionals and are supplemented with digital tools such as Lexia and Core5, as well as with differentiated tutoring sessions that begin in January and are grouped by ELPAC performance levels. These tutoring blocks allow for more tailored instruction and provide students with additional practice and support aligned to their specific needs.

Our instructional staff is trained to use EL-focused strategies. Elementary teachers engage with Thinking Maps and SDAIE approaches to scaffold instruction, while secondary content teachers integrate structured student talk to promote academic discourse. At the secondary level, a dedicated EL paraprofessional also provides push-in support, and newcomers have access to curriculum in their home language to ensure accessibility and engagement. These instructional approaches are further supported by a vertically aligned ELD program across grade spans, allowing us to monitor progress and maintain program continuity across our campuses.’

Areas of Growth and Reflection:

Despite the strengths noted above, our school has also seen a recent decline in the percentage of English Learners making adequate progress on the ELPAC. From a peak of 55.1% in 2022, this figure dropped to 42.3% in 2023 and then slightly again to 41.3% in 2024. These declines place us just below the state average and prompt us to reflect deeply on potential root causes. A comprehensive review of our program design, instructional implementation, and external factors influencing student progress is needed to understand and address this downward trend.

Another area that requires attention is the relatively low percentage of students achieving Level 4 proficiency. In the most recent year, only 14.39% of our ELs reached this level, which is below the percentages reported by both LAUSD and the State. While many of our students are successfully reaching and maintaining Level 3, we recognize the importance of increasing the number of students advancing to Level 4, as this is a key indicator of readiness for reclassification and long-term academic success.

We also recognize that while our tutoring programs provide meaningful support, their mid-year start may limit their full impact. Offering these interventions earlier in the school year or increasing their duration could provide more consistent scaffolding for students at Levels 1 and 2 who require intensive support over a longer period of time. To strengthen this approach, we are integrating a more formal Coordination of Services Team (COST) process within our Multi-Tiered System of Supports (MTSS). This structure will allow us to analyze student needs earlier, provide timely interventions, and deliver more targeted Tier 2 supports. By intervening at Tier 2 with greater precision, we aim to reduce the number of students requiring more intensive Tier 3 interventions and ensure that students receive the right level of support at the right time.

At the secondary level, one structural challenge is our current model of placing students into ELD classes based on grade level rather than English proficiency. This can limit our ability to group students strategically and target instruction appropriately. Transitioning to a placement model that is proficiency-based may help accelerate student growth and provide a more personalized learning experience.

Finally, as our English Learner population grows increasingly diverse—with newcomers, Long-Term ELs (LTELs), and students with interrupted formal education—we see a clear need to further differentiate our programs and supports. Continued refinement of our approach will help ensure that we are meeting the distinct needs of all students across the spectrum of language development.

2018-2025 Charter Goal 3: Measurable Outcomes 1-3 (A-G Completion Increase, Graduation Rate, and college acceptance)

Summary/intro:

Vaughn consistently maintains a graduation rate at or above 90%. Beginning in 9th grade, all students receive individualized monitoring, academic advisement, and guidance to ensure they remain on track to complete A-G course requirements and meet Vaughn's rigorous graduation standards. To support credit recovery and academic progress, Vaughn offers two annual intersessions (January and July) utilizing both online platforms like Edgenuity and in-person partners such as Assurance Learning or our own teaching staff. VISA supplements these supports with zero-period Edgenuity courses that include in-class teacher supervision, alongside teacher-led credit recovery options. Vaughn's four-year cohort dropout rate has steadily declined over the current charter term and remains significantly below both District and State averages.

To further support college and career readiness, Vaughn invests in comprehensive postsecondary preparation efforts, including GEAR UP grants, dedicated college counselors, and expanded access to career exploration and planning resources. Students benefit from regular university campus tours, workshops on financial aid and scholarships, and ongoing support throughout the college application process. All graduates who walk the stage at commencement are required to make a formal postsecondary commitment—whether it be through submitting a college application, enlisting in the military, or enrolling in a trade or vocational program. Counselors at each

middle and high school campus provide critical social-emotional and academic support, with high school counselors placing additional emphasis on monitoring student progress toward graduation and A-G completion.

Data:

COLLEGE & CAREER READY	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
	#	%	#	%	#	%	#	%	#	%	#	%
TOTAL IN SENIOR CLASS	154	N/A	142	N/A	156	N/A	157	N/A	162	N/A	163	N/A
TOTAL STUDENTS GRADUATING	154	100 %	134	94%	154	99%	155	99%	161	99%	162	99%
STUDENTS GRADUATING A-G ELIGIBLE	93	60%	93	65%	95	61%	111	71%	102	63%	126	77%
STUDENTS COMPLETING CTE PATHWAYS	40	26%	71	50%	39	25%	39	25%	41	23%	60	37%
TOTAL APPLIED FOR COLLEGE	152	99%	134	94%	153	98%	151	96%	154	95%	158	97%
POST-SECONDARY PLANS												
ATTENDING UC	9	6%	17	12%	21	13%	8	5%	21	13%	24	15%
ATTENDING CSU	57	37%	47	33%	36	23%	62	39%	56	35%	71	44%
PRIVATE/OUT OF STATE	3	2%	1	1%	5	3%	3	2%	7	4%	9	6%
COMMUNITY COLLEGE	71	46%	60	42%	80	51%	73	46%	67	41%	51	31%
US ARMED FORCES	4	3%	5	4%	0	0	3	2%	1	1%	1	1%
TRADE SCHOOL	5	3%	3	1%	3	2%	3	2%	2	1%	2	1%

Comparison Data

YEAR	Vaughn Next Century Learning Center		State of CA	
	Graduation Rate	A-G Completion	Graduation Rate	A-G Completion
2019-2020	97.3%	45.8%	84.2%	50.9%
2020-2021	98.7	61.7%	83.6%	52.1%
2021-2022	98.7%	71.8%	87.0%	51.4%

2022-2023	97.5%	63.9%	86.4%	52.4%
2023-2024	98.2%	77.2%	86.4%	51.9%

Areas of Strength:
Vaughn has consistently demonstrated strong performance in college and career readiness metrics, maintaining a graduation rate of 97% in the 2023–2024 school year—well above the statewide average of 86.4%. Over the past five years, Vaughn's graduation rate has remained above 95%, reflecting a stable and supportive academic environment. The percentage of students meeting A-G requirements has shown marked improvement, rising from 45% in 2018–2019 to 77% in 2023–2024, a growth of 32 percentage points. This is significantly higher than the most recent statewide average of 51.9%.

One notable success is the increase in four-year university admissions, particularly at CSU and UC campuses, where admission rates have increased by 16% since 2018. In the 2023–2024 school year, 44% of graduates enrolled in CSU, and 15% in UC campuses. Dual enrollment opportunities continue to support academic growth and increase competitiveness for university admissions, while annual intersession offerings in January and July provide flexible credit recovery options.

Vaughn leverages strategic partnerships with Edgenuity and Assurance Learning, alongside our own teaching staff to support diverse academic pathways, including credit recovery and CTE completion (25% in 2022–2023). The school also offers zero-period Edgenuity courses with in-class supervision to maximize student access. Additionally, two GEAR UP grants have served the classes of 2020 through 2024, increasing college-going resources. We are excited to have been approved for a new GEAR UP grant starting in the 2024-25 school year. The presence of a dedicated College Adviser and a comprehensive college center ensures that students and families receive continuous support throughout the college application and financial aid process. Vaughn's requirement that all students who walk the stage at graduation must make a formal post-secondary commitment further affirms its commitment to future readiness.

Areas of Growth and Reflection:
While the overall graduation rate remains strong, Vaughn continues to see gaps in A-G completion among certain student groups. Despite an increase to 77% in 2023–2024, this indicates that nearly one-quarter of graduates are not A-G eligible, which may limit their immediate access to four-year universities. Vaughn recognizes that early academic preparation is critical to student success and is considering the implementation of a targeted summer bridge program for incoming 9th-grade students who require intensive support in reading and math.

Post-secondary plans show a significant proportion of students still attending community colleges (31% in 2023–2024), which, while beneficial, may reflect continued barriers in meeting four-year university eligibility or access. Finally, although CTE pathway completion has increased, consistent tracking and intentional expansion of pathway offerings will be essential to broaden post-secondary readiness for all students.

<u>2018-2025 Charter Goal 3: Measurable Outcomes 4 (EAP Ready/Conditionally Ready)</u>

Summary/intro:

Vaughn monitors 11th-grade student performance on the Early Assessment Program (EAP) as a key measure of college and career readiness in English Language Arts (ELA) and Mathematics. ELA outcomes have shown steady growth over the charter term, while Math performance continues to reflect areas for improvement. To address these needs, Vaughn is investing in expanded academic supports, enhanced instructional practices, and

stronger alignment between core content and college and career pathways. These efforts aim to strengthen foundational skills and better prepare all students for postsecondary success.

Data (all + subgroups):
2019-20 and 2020-21 we did not complete EAP status due to COVID Pandemic.

EAP Ready/ Conditionally Ready	2018-19		2021-22		2022-23		2023-24	
	#	%	#	%	#	%	#	%
% 11th Meet+ Exceed on ELA SBAC	160	65.63%	183	64.48%	174	69.54%	177	71.19%
% 11th Meet+ Exceed on ELA SBAC (SWD)	12	8.33%	17	11.76%	NA		14	28.57%
% 11th Meet+ Exceed on ELA SBAC (EL)	NA		NA		NA		10	*
% 11th Meet+ Exceed on ELA SBAC (HISPANIC)	159	65.41%	182	64.83%	171	70.17%	172	70.35%
% 11th Meet+ Exceed on ELA SBAC (SED)	156	65.39%	180	64.45%	170	69.41%	175	70.85%
% 11th Meet+ Exceed on ELA SBAC (HOMELESS)	12	50%	15	46.67%	18	72.22%	11	72.72%
% 11th Meet+ Exceed on MATH SBAC	159	28.93%	183	19.94%	174	29.88%	177	19.21%
% 11th Meet+ Exceed on MATH SBAC (SWD)	12	0%	17	0%	NA		14	0.00%
% 11th Meet+ Exceed on MATH SBAC (EL)	NA		NA		NA		10	*
% 11th Meet+ Exceed on MATH SBAC (HISPANIC)	158	28.48%	182	17.04%	171	29.82%	172	18.61%

% 11th Meet+ Exceed on MATH SBAC (SED)	155	29.03%	180	17.22%	170	30%	175	19.43%
% 11th Meet+ Exceed on MATH SBAC (HOMELESS)	12	0%	15	6.67%	18	27.78%	11	18.18%

Comparison School Data:

	ELA			MATH		
Year	Vaughn Next Century Learning Center	LAUSD	State of California	Vaughn Next Century Learning Center	LAUSD	State of California
2018-19	65.63%	51.70%	57.27%	28.93%	25.34%	32.24%
2021-22	64.48%	47.09%	54.80%	16.94%	18.88%	26.97%
2022-23	69.54%	48.92%	55.41%	29.88%	19.99%	27.35%
2023-24	71.19%	49.55%	55.73%	19.21%	21.42%	27.90%

Areas of Strength:

Vaughn students consistently outperform both LAUSD and state averages on the Early Assessment Program (EAP) for English Language Arts (ELA), with a clear trend of improvement over the charter term. From 2018–2019 to 2023–2024 (excluding 2020–2021), the percentage of Vaughn 11th-grade students meeting or exceeding ELA standards increased from 65.63% to 71.19%, positioning Vaughn well above the 2023–2024 LAUSD (49.55%) and state (55.73%) benchmarks. Notably, targeted instructional strategies and supports have led to marked gains among historically underserved student groups. Students with Disabilities (SWD) improved from 8.33% meeting or exceeding standards in 2018–2019 to 28.57% in 2023–2024. Similarly, students identified as homeless saw an increase from 50% to 72.72% during the same period.

These outcomes reflect Vaughn's strategic investments in instructional quality and academic intervention. ELA teachers receive ongoing curriculum-specific training and implement the ERWC (Expository Reading and Writing Curriculum), which has proven to be a strong anchor for instructional alignment and student success. The school also incorporates a designated reading intervention period into its master schedule and administers interim assessments three times annually to monitor progress and adjust instruction. Together, these efforts have contributed to sustained improvement in ELA readiness and a robust foundation for postsecondary success.

Areas of Growth and Reflection:

Vaughn's 11th-grade Mathematics performance during the 2023–2024 school year highlights opportunities for focused instructional improvement. In 2023–2024, 19.21% of students met or exceeded standards on the SBAC, which represents a 10.67% decrease from the prior year and a 9.72% difference from the 2018–2019 baseline. This trend is consistent across several student subgroups—including Reclassified Fluent English Proficient (RFEP), Students with Disabilities (SWD), and English Learners (EL)—and indicates a need for continued emphasis on building math readiness and proficiency.

When compared to external benchmarks, Vaughn's performance was 2.2% below LAUSD and 8.69% below the state average. While the difference with LAUSD remains close, the broader gap with the state suggests that targeted support in Mathematics can help accelerate student progress. It is important to note that this cohort of students experienced significant portions of their middle school years during the COVID-19 distance learning period—a formative time for developing core mathematical skills. Limited hands-on experiences and reduced peer collaboration during that time may have contributed to existing gaps.

In response, Vaughn has implemented several strategies to strengthen instructional practice and student learning in Mathematics. The use of i-Ready diagnostics and SBAC interim assessments provides teachers with timely, actionable data that allows for differentiated instruction based on individual student needs. These tools support continuous monitoring of progress and adjustment of instructional strategies to promote growth.

Structured talk routines such as Think-Pair-Share have also been introduced to enhance student engagement and conceptual understanding. These practices foster academic discussion, allowing students to articulate their thinking, address misconceptions, and build deeper comprehension of mathematical content. By integrating data-informed decision-making with interactive classroom strategies, Vaughn is working toward a well-rounded approach to instructional improvement.

Vaughn has also expanded professional development opportunities for teachers to support post-pandemic classroom re-engagement and instructional effectiveness. While this has had a positive impact on school culture and ELA achievement, continued emphasis on math-specific pedagogy will be essential to strengthening student outcomes in this area. The introduction of Instructional Coaches provides an added layer of instructional support for teachers, and ongoing development in Mathematics will further enhance the effectiveness of teaching and learning across all grade levels.

2018-2025 Charter Goal 3: Measurable Outcomes 5 (Graduate Portfolio Completion)

Summary/intro:

At Vaughn International Studies Academy, our mission is to graduate students who are globally competent and well-prepared for both college and career pathways. As part of the culmination of their high school experience, seniors are expected to reflect on their personal and academic growth, highlighting the ways in which their work and experiences illustrate their development and strengths. Each student will present a culminating reflective piece, known as the *Senior Retrospective*, to either a panel of adults or the student body. This presentation offers students the option to focus on their growth as global citizens or on how they have become college- and career-ready, allowing them to articulate their journey and readiness for post-secondary success.

Data:

GRADUATE PORTFOLIO COMPLETION	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
	100%	94%	99%	99%	99%	99%

Areas of Strength:

Vaughn's strong graduate portfolio completion rate of 99% is a testament to our comprehensive approach to student development and the intentional structures we have in place to support reflection and growth. Central to this success is our four-year advisory program, which serves as a consistent and supportive space for students to engage in regular reflection, goal-setting, and personal development. Through advisory, students have ongoing opportunities to assess their academic progress, examine their choices, and consider their growth in areas such as empathy, self-awareness, and decision-making.

Over the course of their high school experience, students are guided in recognizing and articulating how they have developed the academic and life skills necessary for success in all content areas. The advisory structure fosters a strong sense of accountability and connection, allowing students to build trusting relationships with staff and peers while exploring their own identities and aspirations. As a result, by the time they reach their senior year, students are not only prepared to complete their graduate portfolio but are also equipped to thoughtfully reflect on their high school journey and confidently share how their experiences have shaped them into college- and career-ready individuals.

Areas of Growth and Reflection:

Vaughn's graduation portfolio completion rate has remained consistently high—at or above 99% since 2018, with the only notable dip occurring during the 2019–2020 school year due to the impacts of the global pandemic. This strong completion rate reflects our commitment to developing well-rounded graduates who can thoughtfully articulate their growth over time, both academically and personally.

While senior year currently includes a strong focus on student reflection through the graduate portfolio and senior retrospective process, Vaughn recognizes the value of deepening this reflective practice throughout the entire high school journey. Building on our advisory program and schoolwide emphasis on social-emotional learning (SEL), we aim to more strategically embed structured reflection opportunities in grades 9 through 11. These touchpoints will allow students to track their growth in academic skills, character development, decision-making, and emotional intelligence over time—ultimately leading to a richer, more meaningful culmination in their senior portfolio. By scaffolding reflection across all four years, we intend to further support students in developing the self-awareness and competencies necessary for lifelong success.

2018-2025 Charter Goal 3: Measurable Outcomes 6 (% AP w/ 3+)

Summary/intro:

Students at Vaughn have access to a variety of Advanced Placement (AP) courses, which are open to any student interested in enrolling. These courses offer the opportunity to earn college or university credit upon successful completion of the AP exam with a score of 3 or higher (on a scale of 1 to 5). Each AP course is rigorously audited and approved by the College Board and fulfills A-G subject requirements for college admission.

As an Early College High School, Vaughn integrates high school and college curricula into a cohesive educational experience, allowing students to earn college credit through dual enrollment with a local college campus while completing their high school diploma. Students may take college courses either on the Vaughn campus or at the nearby college, with classes taught by college instructors or qualified school staff approved by the partnering college.

Vaughn employs a dedicated college adviser who supports and guides students through the college preparation and application process. In addition, high school counselors provide ongoing academic monitoring and social-

emotional support, ensuring students receive comprehensive assistance as they navigate the critical final years of high school and meet graduation requirements.

Data:

AP PASS RATE % AP w/ 3+	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
Vaughn NCLC	37%	44%	34%	33%	53%	49%
State of CA	60.1%	65.7%	55.6%	62.4%	63%	67.7%

Areas of Strength:
At Vaughn, all students have access to Advanced Placement (AP) courses, which are taught by teachers who have undergone rigorous, specialized training and demonstrate strong passion and investment in their subject areas. Our committed educators work diligently to deliver high-quality AP instruction, supporting students' academic growth and college readiness. To further support student success, Vaughn offers AP tutoring services to help students master challenging content and improve their exam performance. Over the past six years, Vaughn's AP pass rate (scores of 3 or higher) has fluctuated between 33% and 53%, with the most recent rates at 49% in 2023-24 and a peak of 53% in 2022-23, reflecting steady progress in student achievement.

The advisory program at Vaughn emphasizes college readiness, encouraging students to apply for college courses and enroll in AP coursework to challenge themselves academically. Vaughn also employs a dedicated College Adviser who manages a comprehensive college center that guides students through the college application process, educates families, and supports students with dual enrollment opportunities throughout their high school years.

Areas of Growth and Reflection:

While Vaughn has made significant strides in Advanced Placement (AP) achievement, there remain clear opportunities to enhance student preparedness and success in these rigorous courses. One key area of focus is the expansion of our honors program for ninth graders, which will provide earlier access to higher-level coursework and foster critical skills in reading and writing. Strengthening literacy and analytical abilities at these foundational levels is essential to better equip students for the demands of AP classes.

To support students during this crucial transition, we are exploring the implementation of a summer bridge program for incoming ninth graders. This initiative would offer targeted academic support to build essential skills and confidence prior to the start of high school.

Additionally, we recognize the importance of sustained independent reading practices and on-task engagement across all grade levels. To this end, Vaughn is committed to reinstating Sustained Silent Reading (SSR) throughout the campus as a strategy to strengthen reading habits, focus, and comprehension skills.

Finally, to increase AP course engagement and relevance, we are working toward shifting the curriculum toward a more project-based and student-centered approach. This instructional shift aims to foster deeper critical thinking, collaboration, and real-world application, thereby enhancing students' motivation and success in AP coursework.

Together, these efforts are designed to build a stronger foundation for students, improving AP outcomes and overall academic achievement.

2018-2025 Charter Goal 3: Measurable Outcomes 7 (Parent Conference Participation)

Summary/intro:

Vaughn prioritizes strong family engagement as a key component of student success. Parent conferences serve as essential opportunities for parents and guardians to connect with teachers, discuss academic progress, and collaborate on strategies to support student learning. Over the past three years, Vaughn has implemented multiple approaches to increase participation, including enhanced communication through the Parent Square app, flexible scheduling options such as virtual conferences, and the introduction of student-led conferences at higher grade levels. These efforts have contributed to a steady rise in parent conference attendance, reflecting growing parent commitment and active involvement in their children's education.

Data:

PARENT CONFERENCE PARTICIPATION	2021-22	2022-23	2023-24
	83%	88%	89%

Areas of Strength:

The steady growth in our school's parent conference participation reflects an increasing level of engagement and commitment from parents in their children's education. We have made intentional efforts to boost participation, and this consistent improvement indicates that our initiatives to involve parents and families in the educational process are yielding positive results. For example, the introduction of the Parent Square app has enhanced direct and timely communication with parents about upcoming events, including conferences. The ability to schedule conferences directly within the app has made it easier for parents to attend at their convenience, thereby increasing attendance. Additionally, offering virtual or telephone conferences has provided further flexibility, helping to accommodate parents and further boosting attendance. Overall, our efforts are fostering a collaborative environment that benefits student learning and development.

One key strategy we have implemented has been the creation of multiple minimum days, offering greater flexibility in scheduling conferences. Additionally, school staff sends out personalized messages to parents of students who are struggling academically, ensuring their attendance at these important meetings. At higher grade levels, our school has introduced student-led conferences. This enhances students' presentation skills while strengthening their connection with their parents or guardians.

Areas of Growth and Reflection:

Although a participation rate of 89% at parent conferences is impressive, we aim to increase this figure into the high 90s. One potential strategy to boost participation is integrating parent conference attendance into the school's existing recognition systems, such as classroom or grade-level competitions. This approach will foster a healthy competitive atmosphere and motivate students to encourage their parents to attend. Additionally, we would like to recognize parents at the end of the year with a celebration for meeting a target of 30 involvement hours at our school, including events like parent conferences.

2018-2025 Charter Goal 4: Measurable Outcomes 1 (Attendance 97%+)

Summary/intro:

Vaughn has maintained consistently strong attendance rates throughout the past several years, including during the pandemic when remote learning was implemented. Attendance rates remained high at 98.25% in 2019-20 and 98.79% in 2020-21, although these years reflected more flexible criteria for attendance due to online learning. In the subsequent years, as in-person expectations returned, attendance rates adjusted, declining to 93.32% in 2021-22 and 92.57% in 2022-23. Despite this, Vaughn's attendance rates remained above local district and state averages during this period. In 2023-24, attendance rebounded to 94.84% as schools stabilized in a post-pandemic environment, signaling progress toward pre-pandemic levels while highlighting ongoing opportunities to further improve consistent student attendance.

Data:

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ALL	97.65%	98.25%	98.79%	93.32%	92.57%	94.84%

Comparison School Data:

ATTENDANCE	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Vaughn NCLC	97.65%	98.25%	98.79%	93.32%	92.57%	94.84%
State of California	86.3%	95.9%	95.9%	91.01%	92.5%	
LAUSD	72%	95.9%	95.9%	91.01%	89.5%	

Areas of Strength:

Vaughn's attendance success is supported by proactive, comprehensive strategies combining strong family engagement and targeted monitoring. Attendance rates above 90% since 2021-22 demonstrate consistent commitment. Annual Meet and Greet events and multilingual welcome letters help build early connections with families, emphasizing daily attendance importance. Dedicated attendance clerks monitor absences and conduct timely outreach, contributing to effective follow-up with families. Home visits and administrative support meetings address attendance barriers, while campus teams analyze data regularly to create tailored action plans. These strategies are complemented by recognition awards that motivate students, collectively fostering a culture of attendance accountability and community partnership.

Areas of Growth and Reflection:

While maintaining attendance rates above 92% post-pandemic reflects solid progress, Vaughn aims to increase rates further toward the 97%+ goal outlined in the charter. To achieve this, expanding meaningful incentives and recognition programs will encourage sustained daily attendance and reinforce positive behaviors. Additionally, strengthening the multi-tiered system of support (MTSS) specifically for attendance is a priority. Enhanced early identification processes and a more robust Student Attendance Review Board (SARB) will enable timely interventions for students and families needing additional support. By refining these systems, Vaughn intends to better address attendance challenges, minimize chronic absences, and promote consistent engagement across all student groups.

2018-2025 Charter Goal 4: Measurable Outcomes 2 (Suspension/Expulsion Rates <2%)

Summary/intro:

The following data demonstrates the rarity of expulsion and suspension of our school. The data indicates that while there has been some fluctuation throughout that period, overall, there has been a continued decline in the rates of suspension and no instances of expulsions from 2018-2025. In comparison to the State of CA, Vaughn NCLC has consistently had a smaller percentage of suspensions.

Data (all + subgroups):

SUSPENSION	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ALL	2.0%	0.4%	*	1.2%	1.6%	0.9%
SWD	3.4%	1.7%	*	2.1%	3.6%	3.3%
EL	2.2%	0.7%	*	1.1%	1.4%	1%
LTEL	N/A	N/A	N/A	N/A	N/A	2.8%
SED	2.0%	0.6%	*	1.1%	1.6%	1%
HOMELESS	3.8%	1.8%	*	0.6%	2.6%	1.5%
FOSTER	3.4%	7.4%	0.0%	0.0%	0.0%	0%
HISPANIC/ LATINO	2.0%	0.4%	0.0%	1.1%	1.5%	1%
African American	0.0%	0.0%	0.0%	0.0%	7.7%	0%
White	0.0%	0.0%	0.0%	7.1%	0.0%	0%

EXPULSION	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
ALL	0%	0%	0%	0%	0%	0%
SWD	0%	0%	0%	0%	0%	0%
EL	0%	0%	0%	0%	0%	0%
SED	0%	0%	0%	0%	0%	0%
HOMELESS/ FOSTER	0%	0%	0%	0%	0%	0%
HISPANIC/ LATINO	0%	0%	0%	0%	0%	0%

Comparison School Data:

	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
	SUS	EXP	SUS	EXP	SUS	EXP	SUS	EXP	SUS	EXP	SUS	EXP
Vaughn NCLC	2.0%	0%	0.4%	0%	0.0%	0%	1.2%	0%	1.6%	0%	1%	0%
State of CA	3.5%	0%	2.5%	0%	0.2%	0%	3.2%	0%	3.6%	0%	3.2%	0%
LAUSD	0.7%	0%	0.4%	0%	0.0%	0%	0.5%	0%	0.5%	0%	0.4%	0%

Areas of Strength:

The consistently low suspension and expulsion rates at Vaughn are a direct result of an integrated, multi-tiered approach to student support that combines strong mental health services, restorative practices, Positive Behavioral Interventions and Supports (PBIS), and effective alternatives to suspension. Over the past six years, our suspension rate has never exceeded 2%, aligning with our goal, and dropped as low as 0.4% in 2019-20 and 0.9% in 2023-24. By contrast, the statewide average was 3.2% in 2023-24, more than three times our rate.

Vaughn has had zero expulsions for six consecutive years (2018-2025), maintaining this outcome across all student subgroups including Students with Disabilities (SWD), English Learners (EL), and Socioeconomically Disadvantaged (SED) students. In contrast, the State of California reports non-zero expulsion rates across many districts during the same time frame.

At the foundation of this approach are Vaughn's comprehensive mental health teams, which include social workers and counselors at each campus. Additionally, at the secondary level, we also have restorative justice coordinators and deans of culture. These professionals provide Tier 1 support through classroom-based social-emotional learning lessons and by being present and responsive throughout the school day. Their preventive presence ensures that students receive timely emotional and psychological support, reducing the likelihood of behavioral escalations.

Restorative practices are embedded across all campuses to foster a culture of accountability, empathy, and community. Rather than resorting to punitive discipline, students engage in practices that emphasize repairing harm, rebuilding relationships, and learning from their actions. These practices are essential to maintaining trust and connection within the school community.

PBIS further reinforces a positive and respectful school climate. Tier I teams develop school wide systems to teach, model, and reward expected behaviors, encouraging students to make positive choices. For students requiring additional support, Tier II teams provide targeted interventions such as Check-In/Check-Out (CICO), Breaks Are Better, or skill-building groups. These supports are continuously monitored and adjusted to meet individual student needs.

These strategies contributed to a decline of over 1 percentage point in the suspension rate from 2.0% in 2018-19 to 0.9% in 2023-24, illustrating the long-term impact of our MTSS and SEL implementation.

Areas of Growth and Reflection:

One area for growth is to consistently engage in more in-depth analysis of our data to better identify and understand specific subgroups that may require additional support. While our overall suspension rate was only 0.9% in 2023-24, disaggregated data show that certain subgroups had disproportionately higher rates:

- Students with Disabilities (SWD): 3.3%
- Long-Term English Learners (LTEL): 2.8%
- Homeless students: 1.5%

For example, although SWD represents approximately 12% of our student population, they accounted for over 36% of suspension incidents in 2023-24, indicating a need to more deeply explore the root causes and potential intervention strategies specific to this population. Likewise, while ELs overall had a low suspension rate of 1.0%, LTELs had a rate nearly three times higher.

By taking a more intentional and nuanced approach to subgroup analysis, we can uncover patterns and disparities that might otherwise go unnoticed. This will enable us to ensure that these students are not disproportionately represented in negative outcomes and that they receive the targeted, equitable support necessary for their success.

Moreover, refining our Tier III supports and strengthening fidelity to intervention plans—especially for students with chronic behavioral challenges—will help us maintain low suspension rates while ensuring fairness and equity across all demographic groups.

2018-2025 Charter Goal 4: Measurable Outcomes 3 (Dropout Rate <5%)

Summary/intro:

At Vaughn Next Century Learning Center (VNCLC), we are proud to report that we have consistently met our charter goal of maintaining a dropout rate below 5%. From 2018 to 2024, only six students have dropped out across all of our secondary programs, with two academic years (2020–21 and 2021–22) recording zero dropouts. Even in our highest year, only four students left, representing just 2.7% of our total secondary enrollment—still far below both state and district rates. During this same period, dropout rates for the State of California ranged from 7.8% to 9.4%, while LAUSD ranged from 7.8% to 10.9%. These numbers highlight the strength of our community-based, student-centered approach in keeping students engaged, supported, and on track for graduation.

Data:

DROP OUT RATE	2018-19		2019-20		2020-21		2021-22		2022-23		2023-24	
	#	%	#	%	#	%	#	%	#	%	#	%
Vaughn NCLC	1	0.6%	4	2.7%	0	0%	0	0%	1	0.6%	3	1.8%
State of CA	44,496	9%	43,765	8.9%	47,021	9.4%	39,065	7.8%	40,823	8.2%	44,859	8.9%
LAUSD	4,908	10.9%	3,945	8.9%	3,498	8.1%	3,378	7.8%	3,658	8.5%	2,734	6.5%

Areas of Strength:

At Vaughn, our smaller school size allows us to provide more personalized attention to each student. With fewer students, we are able to more easily identify individual needs and offer targeted support. This environment fosters stronger relationships between students and staff, builds a sense of community, and positively impacts overall student outcomes.

We are proud of our robust credit recovery program, which offers students the opportunity to make up essential credits and stay on track for timely graduation. Our commitment to college awareness and readiness further supports students in maintaining focus on their academic goals. In addition, our mental health team is available to support students who may be struggling or at risk of disengaging from school. By creating individualized plans, we help these students refocus on their long-term success and path to graduation.

Our efforts are reflected in consistently low dropout rates. From 2018–2024, our dropout rates have remained well below those of both the State of California and LAUSD. In 2022–23, for example, our dropout rate was just 0.6%, compared to 8.2% statewide and 8.5% within LAUSD. Even in years with a slight increase, such as 1.8% in 2023–24, we continue to outperform the state (8.9%) and the district (6.5%). Notably, we achieved a 0% dropout rate in both 2020–21 and 2021–22. These results speak to the strength of our collective efforts to keep students connected, supported, and on a path to success.

Areas of Growth and Reflection:

While our dropout rates remain low and consistently outperform state and district averages, we recognize the importance of continuous reflection and proactive planning. The increase to 1.8% in 2023–24, while still well below broader trends, reminds us that student needs are constantly evolving, and our systems must evolve as well.

We remain committed to identifying students who may be at risk early on and offering the support they need to stay engaged. This includes expanding family communication, refining our intervention strategies, and ensuring that all students have access to the academic and socio-emotional supports necessary to thrive. As we grow, we are focused on preserving the personalized supports that have made a difference for our students while scaling these systems to reach every learner. Our collective goal is to ensure that every student who starts with us has the opportunity to graduate prepared for postsecondary success.

Innovative Features of the Educational Program

Vaughn continues to work toward the fulfillment of the school's Mission Statement, namely to graduate students that are both globally competent and digitally literate. In support of this work, Vaughn has invested in instructional resources, technology, professional development, and instructional coaching designed to prepare both teachers and students to engage with academic content through the lens of global issues, multiple perspectives, and through 21st century technology. Vaughn's long-term relationship with the International Studies School Network (ISSN) started with the high school campus and now involves all grade levels TK-12. Vaughn has taken proactive steps to invest in an internal capacity building model of support, and, as of the 2017-18 school-year, 23 teachers representing the TK-12 span have received at least 2, and, in some cases, 4 or more full days of mentor training and coaching designed to support the development of authentic, real-world, and standards aligned learning experiences for all students.

Teacher representatives from each campus have been selected to meet with an International Studies School

Network consultant once each semester to design, implement, and refine Globally Focused, Project Based units of study developed through the lens of the Understanding by Design (UbD) model. The gradual implementation of Project Based Learning and Understanding by Design, as vehicles designed to facilitate the planning and execution of authentic, CCSS aligned learning experiences, has taken shape in various forms throughout the TK-12 span. Teachers and administrators at Vaughn operate under the clear understanding that comprehensive units of study, designed using UbD and implemented with PBL as the methodology by which students will consume and experience skills and knowledge, should be purposefully woven into pacing plans and curriculum maps. Teachers retain the creative freedom to determine, in collaboration with grade level peers and/or colleagues in discipline specific departments, when and where within the curriculum to plan for a comprehensive PBL experience. At times, individual teachers will design and implement a unit in the fashion of a PBL in order to offer students an authentic, real world learning experience relative to one discipline, such as English Language Arts, that is limited to the scope of their individual roster of students. Frequently, teachers will collaborate within grade level teams to design cross-curricular PBL experiences in order to strengthen student understanding through exposure to common themes, concepts, skills, or knowledge in multiple contexts across the curriculum. In any case, teachers engage in the process of prioritizing standards, of developing one or more essential questions and enduring understandings, derived from and aligned with the standards to be addressed within the scope of the unit, and, with these key elements in mind, a Project Based Learning experience is designed with the intent of teaching students to engage in inquiry, research, and higher order thinking in order to solve real world problems or to take meaningful action.

In order to build capacity within our sites and develop school leadership, each of the site-selected teachers serve as mentors and as models in support of assisting their colleagues in their own efforts to develop and implement Globally Focused UbD/PBL units within grade levels and departments. In addition, shortened school days have been added to the academic calendar in order to provide teachers with additional time to meet with Vaughn/ISSN mentors to develop curriculum that is globally focused and standards-aligned.

All students in grades 6-12 create a digital portfolio that highlights PBL projects and personal reflections that demonstrate their growth as students and as global citizens. In the 12th grade, students are required to defend their digital portfolio by demonstrating how they have grown as global citizens. Vaughn seeks to achieve a goal of at least 90% portfolio completion, annually, for 12th grade Vaughn graduates. This would entail successful defense of the portfolio in-front of a panel of at least 1 teacher and 1 student, and, for those students wishing to apply for Distinguished Graduate status, a portfolio defense delivered to the entire student body at Vaughn's high school campus. In addition to the portfolio, students are evaluated through their classwork and project submissions, in which teachers are encouraged to include elements of the four pillars of the ISSN (recognizing perspectives, taking action, communicating ideas, and investigating the world), as well as global competency standards (referred to as Global Leadership Performance Outcomes).

GLPOs are integrated into units of study and projects throughout grades K-12. Vaughn can proudly report that at least 90% of all Vaughn 12th grade graduates have successfully completed all elements of the Graduate Portfolio for the past five-years of the charter.

Global Competency and Digital Literacy are very much interconnected, and, as such, Vaughn continues to build, develop, and enrich programs that prepare students for life and work in the 21st century. All K-5th grade students will be "exposed" to the basics of computer "coding" through dedicated and consistent time in STEM labs at Vaughn's Primary Center (K-1), G3 (grade 2-3 campus), and Upper Elementary (4-5). The Code.org curriculum provides a continuum that builds on new skills and knowledge in coding and computer programming from grades K-5, and units of study bridging into middle and high school advanced coding are available for those students that are willing to accelerate in this area. Moreover, all students in grades 4 and 7, as well as a large contingent of students in grade 8, have daily 1:1 access to school provided Chromebooks or

iPads, which allows students to interact with multiple software programs designed to support, complement, and extend the core instructional program through a digital medium. Students engage in projects designed to build mastery in critical skills, such as performing credible and thorough online research, collaborating with peers through Apps (Google Docs, Google Slides, etc.), and conducting lessons and classroom activities in through an online forum (Google Classroom). At the middle school level, students are able to "experiment" with more STEAM elective course options, including courses that promote digital literacy (Robotics, Digital Media Art, PLTW Automation and Robotics, PLTW Design Modeling, etc.).

In addition, nearly all middle school students are equipped with 1:1 Chromebooks, and these students are able to continue to further develop the skills (previously mentioned). At the high school level (9-12), students are able to develop "expertise" in STEAM fields through 4-year CTE pathways in Engineering and Biomedical Science and Digital Media Art. These are elective course options that enable students to take multiple Project Lead the Way (PLTW) courses in a common strand, each of which requires significant training in computer aided modeling, digital collection and analysis of data, presentation of finding through technology, etc. With an initial cohort of just 35 students in 2014-15, the high school Engineering program has grown to 124 students enrolled across grades 9-12. Moreover, the high school Biomedical Science program has grown from 35-40 students in 2015-16 to 91 students in 2017-18. At the high school, students can take up to 4 years of our digital arts pathway, which is also a CTE pathway. As with the K-8, students are able to continue their understanding of computer coding/programming through elective courses (Exploring Computer Science, Robotics). Moreover, Vaughn high school students have a multitude of choices relative to continued development as digitally literate global citizens (Excel programming through Financial Algebra, digital design and illustration through Digital Media Art and World Art, collection, modeling, and analysis of data in an online format in Biotechnology or Physiology, etc.).

Aside from elective course options, students at all levels of the K-12 are provided with coursework and core curriculum that calls for growth and development in basic word processing, online presentation and research skills, writing and publishing written work in an online, collaborative forum, interacting with Mathematics through online programs, such as Mathia, Cognitive Tutor, iReady, etc.

Self Reflection

Vaughn will continue to develop its ELA/ELD program with a particular focus on integrated ELD across content disciplines, as well as designated ELD for English Learners at all levels. Serving both Long Term English Learners and those "At-Risk" for becoming LTEL will continue to be a focus of professional development efforts and instructional program support and development. Moreover, additional training and support relative to differentiated instruction is needed, as teachers need to be able to purposefully and readily create and/or modify lessons that are responsive to the needs of Vaughn's diverse population of students.

Moreover, Vaughn seeks to increase the number of English Learners that meet the criteria for reclassification. During the transition to the Common Core State Standards, inclusive of the aligned ELD standards, Vaughn opted to adopt a rigorous set of internal criteria for reclassification. This included measures connected to NWEA, SRI, universal screeners, and core coursework. Historically, Vaughn will start with a large cohort of English Learners in the early elementary grades, and, while keeping these students throughout their K-12 journey, very few students will not have reclassified by the 12th grade year. This pyramid effect represents the continuous, ongoing, long-term commitment to developing English Language proficiency within our students. Nevertheless, the systematic monitoring of EL student progress in learning will continue to be an area for future growth and reflection.

In addition, Mathematics will continue to be an area of focus. Professional development aimed at developing

lessons aligned to the CCSS in Mathematics and, in particular, the Standards for Mathematical Practice, will be critically important as we continue to build internal capacity from within the faculty at Vaughn. Vaughn administration, in conjunction with teachers and other stakeholders, will continue to engage in iterative cycles of investigation, analysis, and action to ensure that Math, especially in the middle school grades 6 and 7, receives significant support in the form of ongoing content training, increased access to technology designed to promote an effective blended learning environment, and significant structured planning time to collaborate within and across grade level teams.

3.1 ENROLLMENT ROLLOUT PLAN (N/A)

4.1 GOALS AND PHILOSOPHY - VISION and MISSION

Vaughn envisions all graduates as college and career ready, responsible digital citizens, globally competent individuals, and emotionally intelligent leaders prepared to thrive in a diverse and interconnected world.

The mission of Vaughn is to provide all students from PreK through 12th grade with an exceptional education and meaningful connections to their local and global communities. Traditionally rooted in strong family partnerships and a deep sense of belonging, our school becomes an extension of home, empowering students to be college and career ready, digitally responsible, globally competent, and emotionally intelligent.

4.2 GOALS AND PHILOSOPHY - HOW LEARNING BEST OCCURS

Vaughn is guided by the following learning design principles:

a) **Assure school readiness and a coherent program/instructional plan**– Vaughn serves a large number of economically disadvantaged students and English learners. Extensive outreach and search and find activities are implemented to offer children and their parents resources and early preparation for transitional kindergarten and school. Our primary mission is to increase the student achievement of all learners by setting clear and focused goals that address assessed students' language and content, strengths and needs.
b) **Vaughn delivers resource-rich, standards aligned curriculum and materials.** Teachers utilize an array of instructional strategies to provide access to curriculum. Systematic, explicit, intensive, differentiated instruction in reading/English, ELD, and numeracy are provided to build fluency and comprehension across the content areas. Teachers deliver formative, summative, informal and formal assessments to determine student mastery of ELD and state standards. Teachers utilize data from assessments to monitor progress, adjust lesson plans as needed and to accommodate and plan students' content and language needs. Vaughn staff holds high expectations for student performance and behavior irrespective of socioeconomic status, language ability, disability, gender, ethnicity or race.
c) **Maintain high quality professional preparation and support** – Vaughn has progressively demonstrated growth and improvement in retaining high-quality staff over the last 32 years. Over the years Vaughn has, and will continue its commitment to recruit talented teachers, administrators and support staff, provide induction and ongoing professional development opportunities, implement a rigorous staff evaluation system and retain a highly-qualified staff. Vaughn will continue to provide high-quality professional development and support to ensure that all teachers are knowledgeable and skilled in using strategies to make core content accessible to all learners. Vaughn teachers will be knowledgeable of cultural differences and bridge gaps between school and home, as necessary.
d) **Establish small campuses** – Vaughn operates five campuses under one charter.
The distributed smaller campuses allow for more personalization, closer relationships with students and

families, smaller class sizes, tighter teacher teamwork and mentoring, better administrative oversight and quicker response to needs and changes. Administrators and staff are empowered to make decisions about school organization, instruction, supplementary services and professional development to improve student achievement.

e) **Expanded learning time** – Vaughn operates a longer school year (195-200 days) and a longer school day with both before and after school expanded learning time. It offers Transition Kindergarten, full-day Kindergarten, integrated visual and performing arts time for students and team preparation time for teachers, modified block scheduling in high school and a modified traditional school calendar with extended school opportunities. Vaughn uses time effectively during the year to maximize in-depth learning. Vaughn will continue to offer a challenging and relevant curriculum that is coherent, rigorous, rich and meaningful. With expanded learning time, all students are provided access to the full core curriculum, interventions, the arts, and social-emotional learning to support their holistic development.

f) **Promote supportive family and community engagement** – Vaughn implements strong family and community engagement programs that build leadership and personal capacity, drawing upon the community to inform, support, and enhance teaching and learning for all students. Families feel welcomed and comfortable interacting with school personnel and are actively involved in advocating for and supporting their child's school success. Vaughn's dedicated Family Coordinator, along with our Family and Community Center, provides ongoing programming and services that meet the needs of our families and surrounding neighborhoods. In partnership with a wide range of community agencies, Vaughn offers integrated social services to students and families. Additionally, Vaughn students actively engage in community service, strengthening ties between school and community.

g) **Vaughn prioritizes Trauma-Informed Practices** to effectively support the diverse needs of our student body. With a growing number of students facing housing instability and coming from foster care backgrounds, and nearly all students experiencing socio-economic disadvantage, Vaughn recognizes the profound impact of these challenges on learning. To ensure our teachers and staff are equipped to meet these needs, Vaughn has established a robust student support services team. This team includes school social workers, psychologists, counselors, paraprofessionals, intervention staff, and resource specialists. Together with the school's administrative team, they offer tailored workshops on Trauma-Informed Practices for elementary, middle, and high school educators. Vaughn's commitment to Trauma-Informed Practices underscores our dedication to creating a supportive and inclusive learning environment that respects and addresses the unique circumstances of each student.

h) **Constructivist Teaching** – Vaughn subscribes to the theory that learning best occurs when students are actively involved in the construction of meaning and knowledge as opposed to the more traditional method of instruction whereby students are passive recipients of information. Vaughn is committed to honoring the unique set of life experiences and prior knowledge that students in our community bring to the classroom, and teachers are encouraged to activate and build upon that prior knowledge as a means of contextualizing new learning experiences to enhance student engagement and understanding.

4.3 GOALS AND PHILOSOPHY - DESCRIBE BRIEFLY HOW THE CHARTER SCHOOL'S GOALS WILL ENABLE STUDENTS TO BECOME AND REMAIN SELF-MOTIVATED, COMPETENT, AND LIFELONG LEARNERS.

Family and Home Support

Parent and family involvement is a priority for our school, as we recognize the impact that strong home-school partnerships have on student achievement, particularly for English learners and students who are socioeconomically disadvantaged. Vaughn teachers, support staff, and administrators conduct home visits on an as-needed basis to support student success. These visits help to build relationships with families, foster trust, and provide insight into each student's unique context, thereby enhancing educators' community awareness.

The preschool program provides resources to families to support early development and learning at home. Parent Forums provide families with opportunities to learn how to better support their students' academic and social-emotional growth at Vaughn. Communication with families is regularly maintained through ParentSquare, which shares important updates, event information, and school news in a timely and accessible format. Each Site Director also sends home newsletters to ensure families are informed and engaged with ongoing campus activities.

Parenting classes and adult education opportunities, including literacy classes, contribute to family engagement and a deeper connection with the school culture. Our Vaughn Family and Community Education and Technology (FACET) facility serves as a central hub for family and community engagement, offering classes, resources, and support services. Furthermore, Vaughn's support staff includes school social workers, case managers and a Homeless and Foster Youth Liaison who provide direct support to families with specialized needs.

Additionally, families are engaged through orientation meetings before the school year begins, as well as informational meetings on culmination requirements at the secondary level. Vaughn also utilizes student-led conferences, customized student support tools and digital platforms like Aeries for grade and progress monitoring to actively involve both students and families in the learning process.

Resources for Students

Vaughn provides resources beyond textbooks and the classroom through additional instruction and learning activities, which include:

- Music Program (TK-12) - The music program is designed to enhance the musical intelligence of the student body while reinforcing positive attitudes that benefit every area of study. We currently have two full-time music teachers at the secondary level. Students are taught all aspects of creating and performing vocal music, including rhythm, pitch and sight-reading skills. Higher-order thinking is consistently involved as students are asked to apply basic music skills in performance and study of new vocal literature. Students are encouraged to link the discipline of music to the greater need to remain focused in their core studies. At the TK-5 level, students are exposed to music as a part of the enrichment program during the school day. Additionally, through community partnerships students grades 2-12 have opportunities to play instruments and develop recital and performance skills.
- Library Resources – we have libraries across our campuses. Our library assistants collectively are responsible for organizing and stocking the library with references, literature, source materials, etc. They also read to children, help students check out books and assist students with research. Digital libraries are also available to students.
- Media and Technology- we currently have 1:1 Chromebooks for all students with personnel to monitor and assist students with access and development of technology skills. There are additional ancillary labs allocated to specific learning pathways. Digital Literacy and citizenship are promoted K-12 through a variety of STEAM oriented programs offered during and after school, including robotics, coding, digital media arts, and engineering. A fully staffed IT department is available to support students and teachers with technology troubleshooting at all campuses. Vaughn has implemented a "cell phone-free campus" policy at the secondary level. This policy is designed to minimize distractions, promote meaningful peer interactions, and encourage responsible and purposeful use of technology in alignment with instructional goals.
- Social and Emotional Learning - at Vaughn, social-emotional learning (SEL) is an integral part of the school experience for all students. Across all grade levels, students engage in daily SEL practices that foster emotional intelligence, self-awareness, and meaningful connections with peers and adults. Each site is equipped with designated calm spaces to support self-regulation and provide students with tools to manage emotions in a safe and supportive environment. At all levels, we offer structured opportunities for students to build relationships, reflect, and engage in SEL-focused lessons. In

addition, Vaughn provides comprehensive counseling services, including access to school social workers and mental health professionals, to support students' emotional and behavioral well-being. Together, these systems help create a safe, inclusive, and emotionally supportive school climate.

- Physical Wellbeing - Vaughn believes providing students with comprehensive resources focused on physical health is essential to supporting their overall well-being and academic success. This includes access to a variety of programs such as organized sports, dance classes, and regular exercise opportunities that promote physical activity and teamwork. Additionally, offering nutrition education empowers students to make informed dietary choices, fostering lifelong healthy habits. By creating an environment that values and encourages physical wellness, schools can help students develop the strength, confidence, and resilience they need both inside and outside the classroom.

Experiential Learning

- Field Experiences - In addition to the core instructional program, Vaughn students benefit from a wide range of field experiences. Each grade level receives an annual budget for educational field trips, often supplemented by grants that cover transportation and additional outings beyond the allocated funding. Elementary teachers and secondary department teams thoughtfully research and plan trips that are closely aligned with instructional goals. University tours, sponsored by the school, provide students with valuable exposure to higher education institutions across California. Additionally, a partnership with the Los Angeles World Affairs Council offers high school students unique opportunities to engage directly with global leaders, broadening their perspectives and global awareness.
- International Exchange - Vaughn has partnerships with schools in Wuhan, Shanghai, and Beijing, China which allow for students from these areas to visit and spend the week with Vaughn students here in Los Angeles. In exchange, our Chinese partners, along with support from the Asia Society, help us to send a number of high school students to school in China for a week every other year. These exchanges further develop our students' awareness of another culture and an appreciation for the ways they view the world and approach learning.

5 CHARACTERISTICS OF AN EDUCATED PERSON- 21ST CENTURY EDUCATION

Vaughn recognizes that to be an Educated Person in the 21st Century, our students need to possess the knowledge, skills, and habits of mind necessary to work and live in a 21st Century global environment. With this in mind, Vaughn adopted a Graduate Profile that reflects these values.
All Vaughn's graduates will be:

- **Academically prepared** to successfully engage in post-secondary coursework and/or career.
- Literate and equipped for the demands of the 21st century, demonstrating proficiency in English and emerging bilingualism, with growing communication skills in one or more additional languages and an appreciation for the cultures connected to those languages.
- **Proficient thinkers and problem solvers with** a capacity for mathematical analysis, scientific processing, and logical reasoning.
- **Aware of global dynamics with the ability to** become fully enfranchised and participatory global citizens.
- **Collaborative team members** who value diversity, demonstrate cultural awareness, and are inclusive and receptive to the perspectives and experiences of others.
- **Effective users of technology** with the ability to use a multitude of digital tools for communication, presentation, and data analysis.
- **Responsible digital citizens,** able to navigate, evaluate, and contribute to digital environments with proficiency, ethics, and adaptability.
- **Demonstrate empathy, self-awareness, and emotional resilience,** enabling them to build healthy relationships, manage challenges, and contribute positively to their communities.

Goals and Actions

*Please note the following subgroups are not numerically significant at this time:
African American Students
American Indian/ Alaska Native Students
Asian Students
Filipino Students
Native Hawaiian/Pacific Islander Studnets
Students of Two or More Race
White students

Goal 1

Goal #	Description	Type of Goal
1	Vaughn Next Century Learning Center will maintain high academic standards, increase achievement, and work toward proficiency in English-Language Arts, Science and Mathematics for all students.	Broad

State Priorities addressed by this goal.

☒1 ☒2 ☐3 ☒4 ☐5 ☐6 ☒7 ☒8

Local Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

The goal of maintaining high academic standards and increasing achievement in English-Language Arts (ELA), Science and Mathematics serves as a cornerstone for Vaughn Next Century Learning Center's educational mission. By prioritizing proficiency in these core subjects, the institution ensures that all students have equitable access to essential skills and knowledge, regardless of their backgrounds. This goal aligns with state standards and assessments, facilitating data-driven decision-making and targeted interventions to support student success. Moreover, proficiency in ELA and Mathematics fosters college and career readiness, empowering students to thrive academically and professionally in an increasingly competitive and dynamic world. Overall, this goal reflects Vaughn's commitment to providing a comprehensive and inclusive education that prepares students for lifelong learning and achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline (24-25)	Year 1 of Term (26-27)	Year 2 of Term (27-28)	Year 3 of Term (28-29)	Year 4 of Term (29-30)	Year 5 of Term (30-31)
1.1	CAASPP ELA % met/exceeded standards for all students and all significant subgroups *Source: Dataquest*	All: 37.50% SWD: 8.59% SED: 37% EL: 9.28% Hisp/Lat: 37.13% Homeless: 31.08% LTEL: 4.08% Data Year: 2023-24	All: 44% SWD: 15% SED: 42% EL: 15% Hisp/Lat: 42% Homeless: 37% LTEL: 11%	All: 45% SWD: 16% SED: 43% EL: 16% Hisp/Lat: 43% Homeless: 38% LTEL: 12%	All: 46% SWD: 17% SED: 44% EL: 17% Hisp/Lat: 44% Homeless: 39% LTEL: 13%	All: 47% SWD: 18% SED: 45% EL: 18% Hisp/Lat: 45% Homeless: 40% LTEL: 14%	All: 48% SWD: 19% SED: 46% EL: 19% Hisp/Lat: 46% Homeless: 41% LTEL: 15%
1.2	CAASPP ELA Distance from Standard for all students and all significant subgroups *Source: CA Dashboard*	All: -34 SWD: -106.3 SED: -35.2 EL: -79.6 Hisp/Lat: -35 Homeless: -54.8 LTEL: -106 Data Year: 2023-24	All: -24 SWD: -96 SED: -25 EL: -69 Hisp/Lat: -25 Homeless: -44 LTEL: -96	All: -22 SWD: -94 SED: -23 EL: -67 Hisp/Lat: -23 Homeless: -42 LTEL: -95	All: -20 SWD: -92 SED: -21 EL: -65 Hisp/Lat: -21 Homeless: -40 LTEL: -93	All: -18 SWD: -90 SED: -19 EL: -63 Hisp/Lat: -19 Homeless: -38 LTEL: -91	All: -16 SWD: -88 SED: -17 EL: -61 Hisp/Lat: -17 Homeless: -36 LTEL: -89
1.3	CAASPP Math % met/exceeded standards for all students and all significant subgroups *Source: Dataquest*	All: 22.59% SWD: 6.29% SED: 22.13% EL: 8.17% Hisp/Lat: 22.41% Homeless: 14.86% LTEL: 1.02% Data Year: 2023-24	All: 29% SWD: 12% SED: 28% EL: 14% Hisp/Lat: 28% Homeless: 21% LTEL: 7% Data Year 2024-25	All: 30% SWD: 13% SED: 29% EL: 15% Hisp/Lat: 29% Homeless: 22% LTEL: 8% Data Year 2025-26	All: 31% SWD: 14% SED: 30% EL:1 6% Hisp/Lat: 30% Homeless: 23% LTEL: 9% Data Year 2026-27	All: 32% SWD: 15% SED: 31% EL: 17% Hisp/Lat: 31% Homeless: 24% LTEL: 10% Data Year 2027-28	All: 33% SWD: 16% SED: 32% EL: 18% Hisp/Lat: 32% Homeless: 25% LTEL: 11% Data Year 2028-29

Metric #	Metric	Baseline (24-25)	Year 1 of Term (26-27)	Year 2 of Term (27-28)	Year 3 of Term (28-29)	Year 4 of Term (29-30)	Year 5 of Term (30-31)
1.4	CAASPP Math Distance from Standard for all students and all significant subgroups *Source: CA Dashboard*	All: -74.3 SWD: -151.9 SED: -75.4 EL: -105.8 Hisp/Lat: -74.7 Homeless: -106.9 LTEL: -157.7 Data Year: 2023-24	All: -64 SWD: -140 SED: -65 EL:94 Hisp/Lat: -63 Homeless: -95 LTEL: -146 Data Year 2024-25	All: -62 SWD: -138 SED: -63 EL: -92 Hisp/Lat: -61 Homeless: -93 LTEL: -144 Data Year 2025-26	All: -60 SWD: -136 SED: -61 EL: -90 Hisp/Lat: -59 Homeless: -91 LTEL: -142 Data Year 2026-27	All: -58 SWD: -134 SED: -59 EL: -88 Hisp/Lat: -57 Homeless: -89 LTEL: -140 Data Year 2027-28	All: -56 SWD: -132 SED: -57 EL: -86 Hisp/Lat: -55 Homeless: -87 LTEL: -138 Data Year 2028-29
1.5	CA Science Test (CAST) % in each achievement level *Source: CA Dashboard*	All: 30.70% SWD: 9% SED: 20.73% EL: 2.36% Hisp/Lat: 19.58% Homeless: 13.53% LTEL: 1% Data Year: 2023-24	All: 37% SWD:15% SED:27% EL:8% Hisp/Lat:26% Homeless:20% LTEL:7% Data Year 2024-25	All: 38% SWD: 16% SED: 28% EL: 9% Hisp/Lat:27% Homeless:21% LTEL:8% Data Year 2025-26	All: 39% SWD: 17% SED: 29% EL: 10% Hisp/Lat: 28% Homeless: 22% LTEL: 9% Data Year 2026-27	All: 40% SWD: 18% SED: 30% EL: 11% Hisp/Lat: 29% Homeless: 23% LTEL: 10% Data Year 2027-28	All: 41% SWD: 19% SED: 31% EL: 12% Hisp/Lat: 30% Homeless: 24% LTEL: 11% Data Year 2028-29
1.6	% of English Learners increasing a level or maintaining at the highest level on the ELPAC (ELPI - English Learner Progress Indicator) *Source: CA Dashboard*	41.3% Data Year 2023-24	42% Data Year 2024-25	43% Data Year 2025-26	44% Data Year 2026-27	45% Data Year 2027-28	46% Data Year 2028-29
1.7	% of Long Term English Learners scoring at a Level 3 or 4 on the ELPAC Source: Dataquest	60.09% Data year 2023-24	61% Data Year 2024-25	62% Data Year 2025-26	63% Data Year 2026-27	64% Data Year 2027-28	65% Data Year 2028-29

Metric #	Metric	Baseline (24-25)	Year 1 of Term (26-27)	Year 2 of Term (27-28)	Year 3 of Term (28-29)	Year 4 of Term (29-30)	Year 5 of Term (30-31)
1.8	EL Reclassification Rate *Source: Dataquest*	Data pending. Data Year: 2023-24	13% Data Year 2024-25	14% Data Year 2025-26	15% Data Year 2026-27	16% Data Year 2027-28	17% Data Year 2028-29
1.9	% of teachers with scope and sequences aligned to state adopted content standards, including ELD standards *Source: Local*	100% Data Year: 2024-25	100% Data Year 2025-26	100% Data Year 2026-27	100% Data Year 2027-28	100% Data Year 2028-29	100% Data Year 2029-30
1.10	% of students with access to standards-aligned instructional materials for use at home and at school *Source: SARC*	100% Data year 2024-25	100% Data Year 2025-26	100% Data Year 2026-27	100% Data Year 2027-28	100% Data Year 2028-29	100% Data Year 2029-30
1.11	% of properly credentialed and assigned teachers *Source: SARC*	90.8% Data Year: 2023-24	91% Data Year 2024-25	92% Data Year 2025-26	93% Data Year 2026-27	94% Data Year 2027-28	95% Data Year 2028-29
1.12	% of students demonstrating growth annually in ELA as measured by Vaughn's internal CCSS aligned assessment system (iReady)	All: 50% SED: 50% SWD: 48% EL: 47% His/Lat: 50% Homeless: 63% Data Year: 2024-25	All: 51% SED: 51% SWD: 49% EL: 48% Hisp/Lat: 51% Homeless: 64% Data Year 2025-26	All: 52% SED: 52% SWD: 50% EL: 49% Hisp/Lat: 52% Homeless: 65% Data Year 2026-27	All: 53% SED: 53% SWD: 51% EL: 50% Hisp/Lat: 53% Homeless: 66% Data Year 2027-28	All: 54% SED: 54% SWD: 52% EL: 51% Hisp/Lat: 54% Homeless: 67% Data Year 2028-29	All: 55% SED: 55% SWD: 53% EL: 52% Hisp/Lat: 55% Homeless: 68% Data Year 2029-30

Metric #	Metric	Baseline (24-25)	Year 1 of Term (26-27)	Year 2 of Term (27-28)	Year 3 of Term (28-29)	Year 4 of Term (29-30)	Year 5 of Term (30-31)
1.13	% of students demonstrating growth annually in Math as measured by Vaughn's internal CCSS aligned assessment system (iReady)	SPRING All: 44% SED: 44% SWD: 43% EL: 42% His/Lat: 44% Homeless: 48% Data Year: 2024-25	All: 45% SWD: 44% SED: 45% EL: 43% Hisp/Lat: 45% Homeless: Data Year 2025-26	All: 46% SWD: 45% SED: 46% EL: 44% Hisp/Lat: 46% Homeless: Data Year 2026-27	All: 47% SWD: 46% SED: 46% EL: 45% Hisp/Lat: 46% Homeless: Data Year 2027-28	All: 48% SWD: 47% SED: 46% EL: 46% Hisp/Lat: 46% Homeless: Data Year 2028-29	All: 49% SWD: 48% SED: 46% EL: 47% Hisp/Lat: 46% Homeless: Data Year 2029-30
1.14	High School A-G: % of graduates completing A-G requirements *Source: Dataquest*	76.4% Data Year 2023-24	77% Data Year 2024-25	78% Data Year 2025-26	79% Data Year 2026-27	80% Data Year 2027-28	81% Data Year 2028-29
1.15	High School CTE: % of pupils who have successfully completed CTE Courses from approved pathways *Source: CALPADS*	37% Data Year 2023-24	38% Data Year 2024-25	39% Data Year 2025-26	40% Data Year 2026-27	41% Data Year 2027-28	42% Data Year 2028-29
1.16	High School A-G & CTE: % of pupils who have successfully completed A-G and CTE courses. *Source: CALPADS*	35% Data Year 2023-24	36% Data Year 2024-25	37% Data Year 2025-26	38% Data Year 2026-27	39% Data Year 2027-28	40% Data Year 2028-29
1.17	High School EAP ELA: % of students who demonstrate college preparedness	71.19% Data Year 2023-24	72% Data Year 2024-25	73% Data Year 2025-26	74% Data Year 2026-27	75% Data Year 2027-28	76% Data Year 2028-29

Metric #	Metric	Baseline (24-25)	Year 1 of Term (26-27)	Year 2 of Term (27-28)	Year 3 of Term (28-29)	Year 4 of Term (29-30)	Year 5 of Term (30-31)
	pursuant to the Early Assessment Program (as measured by 11th grade CAASPP scores indicating standard exceeded or standard met in ELA). *Source: Dataquest*						
1.18	High School EAP Math: % of students who demonstrate college preparedness pursuant to the Early Assessment Program (as measured by 11th grade CAASPP scores indicating standard exceeded or standard met in Math). *Source: Dataquest*	19.21% Data Year 2023-24	20% Data Year 2024-25	21% Data Year 2025-26	22% Data Year 2026-27	23% Data Year 2027-28	24% Data Year 2028-29

Metric #	Metric	Baseline (24-25)	Year 1 of Term (26-27)	Year 2 of Term (27-28)	Year 3 of Term (28-29)	Year 4 of Term (29-30)	Year 5 of Term (30-31)
1.19	High School AP Exams: Percentage of Pupils who pass AP exams with a score of 3 or higher. *Source: Internal*	49% Data Year 2023-24	50% Data Year 2024-25	51% Data Year 2025-26	52% Data Year 2026-27	53% Data Year 2027-28	54% Data Year 2028-29

Actions

Action #	Title	Description	Contributing
1.1	Technology Access and Support	Technology Access and Support, led by IT Managers and Assistants, alongside reliable IT Equipment, are integral components of LCAP actions aimed at enhancing services for students. By ensuring equitable access to technology, supporting diverse learning needs, promoting efficiency, and facilitating data-driven decision-making, these initiatives contribute significantly to enriching the educational experience and outcomes for all students.	Y
1.2	Instructional Staff	The involvement and collaboration of Instructional Support Staff, including Directors of Instruction, Curriculum Coordinators, Instructional Coaches, Intervention Support Staff, Paraprofessionals, and Teachers, collectively contribute to increasing and improving services for students by providing comprehensive support, tailored instruction, and targeted interventions, ultimately fostering academic growth and success for all students.	Y
1.3	Standards-aligned instruction, materials, curriculum, and supports	The implementation of this action enhances and improves services for students by ensuring rigorous academic standards, personalized support, holistic assessment, enrichment opportunities, continuity of learning, access to essential resources, continuous professional growth, professional development, and tutoring, thereby promoting student achievement, engagement, and success.	Y

Action #	Title	Description	Contributing
1.4	English Learner Services	The implementation of EL Services collectively contributes to enhancing and improving services for students by providing tailored language instruction, access to supplemental resources, targeted support from trained personnel, effective language acquisition strategies, and individualized tutoring aimed at improving English language proficiency and academic achievement, ultimately promoting the academic success and equitable opportunities for EL students.	Y
1.5	SPED Services	The provision of SPED Services, including dedicated support for students with special needs, employment of SPED Support Staff, implementation of specialized professional development (PD) for staff, and utilization of SPED Software, collectively contribute to increasing and improving services for students by ensuring individualized support, tailored accommodations, specialized instruction, and access to assistive technology, thereby promoting the academic, social, and emotional growth of students with special needs and fostering an inclusive and supportive learning environment for all students.	Y

Insert or delete rows, as necessary.

Goal 2

Goal #	Description	Type of Goal
2	Vaughn Next Century Learning Center will cultivate a positive school culture, a welcoming and safe school environment, and system of support for student personal and academic growth.	Broad

State Priorities addressed by this goal.

☒1 ☐2 ☐3 ☐4 ☒5 ☒6 ☐7 ☐8

Local Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Vaughn Next Century Learning Center has established the goal of nurturing a positive school culture, fostering a welcoming and safe environment, and implementing a robust support system to facilitate both personal and academic growth among its students. This comprehensive approach aims to promote holistic student development, prioritize emotional well-being, cultivate a strong sense of community, ensure equity and inclusion, and drive continuous improvement within the school community. By fostering a culture of respect, support, and collaboration, Vaughn Next Century Learning Center strives to create an environment where every student feels valued, empowered, and equipped to succeed academically and thrive personally.

Measuring and Reporting Results

Metric #	Metric	Baseline (24-25)	Year 1 of Term (26-27)	Year 2 of Term (27-28)	Year 3 of Term (28-29)	Year 4 of Term (29-30)	Year 5 of Term (30-31)
2.1	Average Daily Attendance *Source: CALPADS*	93.85% Data Year: 2024-25	95% Data Year 2025-26	95% Data Year 2026-27	95% Data Year 2027-28	95% Data Year 2028-29	95% Data Year 2029-30
2.2	Chronic Absence Rate for all students *Source: Dataquest*	All: 19.3% SWD: 20.1% SED: 19.5% EL: 18.7% Hisp/Lat: 19.3% Homeless: 33.3% LTEL: 23.2% Data Year: 2023-24	All: 15% SWD: 17% SED: 17% EL: 15% Hisp/Lat: 15% Homeless: 25% LTEL: 20% Data Year 2024-25	All: 14% SWD: 16% SED: 16% EL: 14% Hisp/Lat: 14% Homeless: 24% LTEL: 19% Data Year 2025-26	All: 13% SWD: 15% SED: 15% EL: 13% Hisp/Lat: 13% Homeless: 23% LTEL: 18% Data Year 2026-27	All: 12% SWD: 14% SED: 14% EL: 12% Hisp/Lat: 12% Homeless: 22% LTEL: 17% Data Year 2027-28	All: 10% SWD: 12% SED: 12% EL: 10% Hisp/Lat: 10% Homeless: 20% LTEL: 15% Data Year 2028-29
2.3	Middle School Dropout Rate *Source: CALPADS*	0% Data Year 2023-24	0% Data Year 2024-25	0% Data Year 2025-26	0% Data Year 2026-27	0% Data Year 2027-28	0% Data Year 2028-29
2.4	High School Dropout Rate *Source: DataQuest*	1.8% Data Year 2023-24	1.0% Data Year 2024-25	1.0% Data Year 2025-26	0% Data Year 2026-27	0% Data Year 2027-28	0% Data Year 2028-29
2.5	Suspension Rate for all students and all subgroups *Source: CA Dashboard*	0.9% Data Year 2023-24	0.5% Data Year 2024-25	0.5% Data Year 2025-26	0.5% Data Year 2026-27	0.5% Data Year 2027-28	0.5% Data Year 2028-29
2.6	Expulsion Rate for all students and all subgroups *Source: Dataquest*	0% Data Year 2023-24	0% Data Year 2024-25	0% Data Year 2025-26	0% Data Year 2026-27	0% Data Year 2027-28	0% Data Year 2028-29

Metric #	Metric	Baseline (24-25)	Year 1 of Term (26-27)	Year 2 of Term (27-28)	Year 3 of Term (28-29)	Year 4 of Term (29-30)	Year 5 of Term (30-31)
2.7	School Climate Survey: % of students, parents and teachers responding positively regarding school safety *Source: Local*	Teachers: 67% Students: 77% Parents: 86% Data Year: 2024-25	Teachers: 69% Students: 77% Parents: 86% Data Year 2025-26	Teachers: 71% Students: 77% Parents: 86% Data Year 2026-27	Teachers: 73% Students: 77% Parents: 86% Data Year 2027-28	Teachers: 75% Students: 77% Parents: 86% Data Year 2028-29	Teachers: 75% Students: 77% Parents: 86% Data Year 2029-30
2.8	School Climate Survey: % of students, parents and teachers responding positively regarding school connectedness *Source: Local*	Teachers: 85% Students: 82% Parents: 84% Data Year: 2024-25	Teachers: 85% Students: 82% Parents: 84% Data Year 2025-26	Teachers: 85% Students: 82% Parents: 84% Data Year 2026-27	Teachers: 85% Students: 82% Parents: 84% Data Year 2027-28	Teachers: 85% Students: 82% Parents: 84% Data Year 2028-29	Teachers: 85% Students: 82% Parents: 84% Data Year 2029-30
2.9	High School Graduation Rate *Source: CA Dashboard*	98.2% Data Year 2023-24	98% Data Year 2024-25	98% Data Year 2025-26	98% Data Year 2026-27	98% Data Year 2027-28	98% Data Year 2028-29
2.10	College-Career Indicator (CCI) *Source: CA Dashboard*	66.1% Data Year 2023-24	67% Data Year 2024-25	67% Data Year 2025-26	67% Data Year 2026-27	67% Data Year 2027-28	67% Data Year 2028-29
2.11	Number of Office Discipline Referrals (ODRs) Reported Annually *Source: EdHandbook*	All: 2,969 SWD: 827 EL: 939 Data Year 2024-25	All: 2800 SWD: 800 EL: 900 Data Year 2025-26	All: 2700 SWD: 775 EL: 875 Data Year 2026-27	All: 2600 SWD: 750 EL: 850 Data Year 2027-28	All: 2500 SWD: 725 EL: 825 Data Year 2028-29	All: 2400 SWD: 700 EL: 800 Data Year 2029-30

Metric #	Metric	Baseline (24-25)	Year 1 of Term (26-27)	Year 2 of Term (27-28)	Year 3 of Term (28-29)	Year 4 of Term (29-30)	Year 5 of Term (30-31)
2.12	% of School Facilities in "Good Repair": Clean, safe, and functional. *Source: SARC*	100% Data Year 2024-25	100% Data Year 2025-26	100% Data Year 2026-27	100% Data Year 2027-28	100% Data Year 2028-29	100% Data Year 2029-30

Actions

Action #	Title	Description	Contributing
2.1	**LREBG Action** MTSS Services	**LREBG Action** The implementation of Multi-Tiered System of Supports (MTSS), involvement of Case Management Staff, engagement of School Psychologist Teams and Behavior Support Teams, presence of School Culture Staff and Mental Health Administration, inclusion of School Social Workers, adoption of Social-Emotional Learning (SEL) Curriculum, and utilization of the Panorama Platform, collectively contribute to increasing and improving services for students by providing comprehensive support for academic, social, and emotional needs, fostering a positive school climate, addressing behavior challenges, facilitating early intervention and mental health support, promoting social-emotional skills development, and utilizing data-driven strategies to enhance student well-being, ultimately creating a supportive and inclusive learning environment conducive to student success and holistic growth. *LREBG Funds supporting this action: $3,630,691 through 2026-27.*	Y
2.2	Safe, Clean and Healthy School Facilities	Ensuring safe, clean, and healthy school facilities, along with the presence of Nursing Staff, effective Maintenance & Operations, reliable Security Services, proficient Data Management, and robust Business Services, collectively contribute to increasing and improving services for students by providing a conducive and secure learning environment, promoting physical and mental well-being, addressing health and safety concerns, ensuring efficient operation of school facilities, safeguarding student data privacy, and facilitating smooth administrative processes. These initiatives support the overall welfare and academic success of students, fostering a positive and supportive school environment conducive to learning and growth.	Y

Action #	Title	Description	Contributing
2.3	Attendance Initiatives	Attendance Initiatives and Attendance Support at Vaughn Next Century Learning Center contribute to increasing and improving services for students by promoting regular attendance, which is essential for academic success and overall well-being within our unique learning community. These initiatives are tailored to address specific attendance challenges that our students may face, providing personalized support and resources to both students and their families. By fostering a positive school culture around attendance and implementing targeted strategies to improve attendance rates, Vaughn Next Century Learning Center ensures that all students have consistent access to learning opportunities and support services, thereby enhancing their educational outcomes and long-term success within our school community.	Y
2.4	College Readiness and Support	College Readiness and Support, Credit Recovery programs, and dedicated Academic Counselors at Vaughn Next Century Learning Center collectively contribute to increasing and improving services for students by fostering a college-going culture, providing opportunities for credit retrieval, and offering personalized academic guidance and support, ultimately empowering students to achieve academic success and prepare for their postsecondary education and career pathways.	Y
2.5	Student Activities	Student Activities, Field Trips, Athletics, Art/Music programs, Summer Intersession/Bridge and After School Programming at Vaughn Next Century Learning Center collectively contribute to increasing and improving services for students by providing diverse opportunities for holistic development, engagement, and enrichment. These programs foster student engagement, leadership skills, and social connections, while also promoting experiential learning, physical fitness, creative expression, academic enrichment, and personal growth, ultimately enhancing students' overall educational experience and well-being.	Y
2.6	Foster and Homeless Youth Support	Foster and Homeless Youth Support, facilitated by a dedicated Foster Homeless Youth Liaison, significantly contribute to increasing and improving services for students at Vaughn Next Century Learning Center. These initiatives provide essential resources, assistance, and advocacy for students facing housing instability or transitioning from foster care, ensuring they have the necessary support to overcome barriers to their education and succeed academically. The liaison serves as a point of contact, offering guidance, referrals, and advocacy to address the unique needs of this population, thereby ensuring foster and homeless youth receive individualized support and resources to navigate their educational journey effectively.	Y

Goal 3

Goal #	Description	Type of Goal
3	Vaughn Next Century Learning Center will engage families and the larger community.	Broad

State Priorities addressed by this goal.

☐1 ☐2 ☒3 ☐4 ☐5 ☐6 ☐7 ☐8

Local Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Vaughn Next Century Learning Center has prioritized the goal of actively engaging families and the broader community to cultivate a collaborative and supportive educational environment. By fostering strong partnerships between home, school, and the community, Vaughn aims to enhance student success, promote cultural understanding and inclusivity, facilitate resource sharing and collaboration, and empower all stakeholders to contribute to the continuous improvement and success of the school community. Through meaningful engagement, Vaughn seeks to create a network of support that enriches the educational experience for students and strengthens the overall fabric of the school community.

Measuring and Reporting Results

Metric #	Metric	Baseline (24-25)	Year 1 of Term (26-27)	Year 2 of Term (27-28)	Year 3 of Term (28-29)	Year 4 of Term (29-30)	Year 5 of Term (30-31)
3.1	The percentage of parents/ guardians participating in student/ parent conferences K-12	ALL: 93.4% Pandaland: 98% G3: 98% Mainland: 96% MIT: 91% VISA: 84% Data Year 2024-25	ALL: 93.4% Pandaland: 98% G3: 98% Mainland: 96% MIT: 91% VISA: 86% Data Year 2025-26	ALL: 93.4% Pandaland: 98% G3: 98% Mainland: 96% MIT: 91% VISA: 88% Data Year 2026-27	ALL: 93.4% Pandaland: 98% G3: 98% Mainland: 96% MIT: 91% VISA: 90% Data Year 2027-28	ALL: 93.4% Pandaland: 98% G3: 98% Mainland: 96% MIT: 91% VISA: 90% Data Year 2028-29	ALL: 93.4% Pandaland: 98% G3: 98% Mainland: 96% MIT: 91% VISA: 90% Data Year 2029-30

Metric #	Metric	Baseline (24-25)	Year 1 of Term (26-27)	Year 2 of Term (27-28)	Year 3 of Term (28-29)	Year 4 of Term (29-30)	Year 5 of Term (30-31)
3.2	The number of parents participating in ELAC (English Learner Advisory Council) *Source: ELAC Meeting Attendance*	Attendance= 17 parents attended on average (4 meetings) Data Year 2024-25	18 Data Year 2025-26	19 Data Year 2026-27	20 Data Year 2027-28	20 Data Year 2028-29	20 Data Year 2029-30
3.3	% of Parents Accessing Parent Square App	All: 97% Email: 74% Text: 30% App: 58% Data Year 2024-25	All: 97% Email: 74% Text: 40% App: 60% Data Year 2025-26	All: 97% Email: 74% Text: 50% App: 65% Data Year 2026-27	All: 97% Email: 74% Text: 60% App: 70% Data Year 2027-28	All: 97% Email: 74% Text: 70% App: 75% Data Year 2028-29	All: 97% Email: 74% Text: 75% App: 75% Data Year 2029-30
3.4	% Parent Attendance at Forums/ Coffee with Leadership	ALL: 5.2% Pandaland: 2% G3: 12% Mainland: 5% MIT: 2% VISA: 5% Data Year 2024-25	ALL: 6% PL: 3% G3: 13% Mainland: 6% MIT: 3% VISA: 6% Data Year 2025-26	ALL: 7% PL: 4% G3: 14% Mainland: 7% MIT: 4% VISA: 7% Data Year 2026-27	ALL: 8% PL: 5% G3: 15% Mainland: 8% MIT: 5% VISA: 8% Data Year 2027-28	ALL: 9% PL: 6% G3: 16% Mainland: 9% MIT: 6% VISA: 9% Data Year 2028-29	ALL: 10% PL: 7% G3: 17% Mainland: 10% MIT: 7% VISA: 10% Data Year 2029-30

Actions

Action #	Title	Description	Contributing
3.1	Family Engagement and Communication	The Family Engagement + Communication action is designed to strengthen the relationship between the school and families, ensuring a collaborative and supportive educational environment. We establish various committees to encourage active family participation in decision-making processes, providing a platform for parents and guardians to share their perspectives with school staff. An annual survey gathers valuable feedback from families to inform our improvement strategies and align actions with community needs. Utilizing Parent Square, a comprehensive communication platform, we streamline interactions through messages, alerts, and updates, keeping parents well-informed and engaged. Regular parent-teacher conferences offer insights into students' academic progress, fostering a collaborative approach to success. Our dedicated Family Liaison acts as a bridge between the school and families, offering support and resources to promote an inclusive, welcoming environment. This comprehensive approach ensures that family voices are heard and valued, leading to enhanced educational experiences and improved services.	Y

7 INNOVATIVE COMPONENTS AND KEY FEATURES OF EDUCATION PROGRAM

Vaughn's overall curricular and instructional design ensures that all students are involved in rigorous and engaging learning experiences by implementing the following practices:

Alignment of Instruction with Content Standards

The foundation for rigorous instruction is the use of appropriate materials and consistent monitoring for alignment with the California Common Core Standards. For this reason, Vaughn uses standards aligned curricular materials and resources, and follows the California state-developed curricular framework. In addition, all grades work together to develop and monitor instructional pacing plans to assure that all "essential standards" are at the center of teaching and learning. Understanding by Design (UBD), as well as consistent articulation between teachers, assures that assessment is aligned with Common Core standards. In addition, the school makes use of data dashboards as well as data teams to assure that all students have their individual needs addressed whether they are meeting standards or not.

Understanding by Design

Understanding by Design (UbD) is a framework for improving student achievement. Emphasizing the teacher's critical role as a designer of student learning, UbD works within the standards-driven curriculum to help teachers clarify learning goals, devise effective formative and summative assessments, and craft engaging and authentic learning activities, projects, and performance tasks. Developed by nationally recognized educators Grant Wiggins and Jay McTighe, and published by the Association for Supervision and Curriculum Development (ASCD), Understanding by Design is based on the following key ideas:

- A primary goal of education should be the development and deepening of student understanding.
- Students reveal their understanding most effectively when they are provided with complex, authentic opportunities to explain, interpret, apply, shift perspective, empathize, and self-assess. When applied to complex tasks, these "six facets" provide a conceptual lens through which teachers can better assess student understanding.

*Effective curriculum development reflects a three-stage design process called "backward design" that delays the planning of classroom activities until goals have been clarified and assessments/projects designed.
*Student and school performance gains are achieved through regular reviews of results (achievement data and student work) followed by targeted adjustments to curriculum and instruction. Teachers become most effective when they seek and study feedback from students to inform lesson design and development.
*Teachers, schools, and districts benefit by "working smarter" through the collaborative design, sharing, and peer review of units of study.

Vaughn teachers receive ongoing professional development in unit/lesson design within the UbD framework. Teachers determine Essential Understandings, Questions, Skills, Knowledge, and Priority Standards as they work to continually develop engaging, authentic, and relevant CCSS aligned units of study.

Globally Focused Curriculum

Results of international comparative studies show that global competency is a vital 21st century skill. In order to effectively engage in a democratic society, people must be knowledgeable about global issues and should participate in society as informed citizens. Global engagement may be determined by developmental levels of students and reflect local and more extensive exposures.

Vaughn, in partnership with Community Catalyst Partners for Global Learning and the International Studies Schools Network (ISSN), has developed a Graduate Portfolio designed to serve as a conduit for students to engage in reflection and to demonstrate growth as global citizens over the course of their education, in particular throughout grades 6-12. Supported by CCSS aligned rubrics measuring progress in the four major Global Leadership Performance Outcomes (GLPOs), teachers are able to guide students, throughout the advisory program and within the core curriculum, toward attaining the knowledge, skills, and dispositions required for success in the 21st century.

At the elementary levels (TK-5), all students will be exposed to global competency with a focus on recognizing and respecting different perspectives and investigating the world through a variety of project based, standards aligned, authentic learning tasks and projects. Thinking globally and acting locally within the community will serve as a theme across all elementary grades, and students will be afforded opportunities to engage in this work in multiple contexts and content areas.

At the middle school level (6-8), students will begin to explore the concepts of taking action and communicating ideas on a deeper level. Students will begin to build their digital Graduate Portfolios in grade 6, and students will maintain and add to this Portfolio throughout the remainder of middle and high school. Teachers at middle school will invest time in the development and implementation of authentic, project based, cross-curricular projects and units of study that incorporate uniquely engaging and culturally relevant learning experiences.

High school students (9-12) will be provided with consistent opportunities to explore global topics in depth through various content disciplines. Units of study, individual lessons, and project-based learning experiences will encourage students to investigate the world through responsible digital research, to recognize and explore different perspectives through dialogue and discourse, to communicate ideas using digital media, artistic expression, and effective oral communication skills, and, finally, to take action to enact meaningful change in addressing local and/or globally significant issues.

Vaughn has committed to building internal capacity, in support of the integration of global competency within and throughout the core curriculum, by partnership with the Community Catalyst Partners and ISSN to provide instructional coaching and mentorship to a significant number of innovative teachers and leaders at all grade levels TK-12.

Cooperative Learning/Structured Student Talk

Research has consistently shown that students learn best when they are fully engaged. Therefore, Vaughn focuses on ensuring that lesson design includes frequent opportunities for students to work within cooperative groups. Cooperative learning structures, supported by professional development provided in partnership with Kagan Cooperative Learning, foster academic language development, content acquisition and retention, and active student engagement in the classroom. Students are explicitly taught how to offer and receive quality constructive feedback, how to communicate opinions or points-of-view, and how to engage in dialogue and discourse.

Extended Learning Time

Since the beginning of our charter, Vaughn has worked to ensure that our students have increased instructional time and more time in school when compared with students from traditionally high-performing schools, both in the U.S. and abroad. With the use of Extended School Year (ESY) days, our students have an increased

instructional calendar; from 180 to 195 days in grades TK -12th grade. All our TK and Kindergarten classes are full day and well exceed state mandated minutes for their respective levels. All grade levels offer after school and summer expanded learning programs. Our high school classes include six periods with modified block scheduling, a daily advisory period, and community college classes available on campus to students each semester. In addition, we offer a supplemental period for students who may be credit deficient.

Multiple Access Points to Learning

Vaughn seeks to provide each student with connections to curriculum that build upon the diverse array of student interests and strengths. For this reason, students are organized with various forms and flexible groupings that are not only based on academic needs, but on student choice and interests as well. A great deal of work has been done over recent years to adopt and implement Project Based Learning (PBL), which helps students develop deeper connections with content through more relevant learning activities. Expeditious learning, field studies, curricular trips, hands-on simulations, as well as lab work allow more ways that students can tap into learning.

For struggling students, we want to consider not only their academic needs but also their socio-emotional make-up as unique individuals, and for this reason we have many means of providing intervention school-wide, including after school tutoring, push-in and pull-out remediation by certificated resource teachers. Collaborative teaching in general education settings between general and special education staff further supports students by ensuring integrated and inclusive instruction, while pull-out intensive teaching by intervention and special education staff offers targeted remediation for those with more specific learning needs.

The visual and performing arts and world languages (Chinese and Spanish) draw students into the culture of the school while providing instruction as well as habits of mind which will increase chances that students will be engaged with school and feel that school is a place of success for them.

Special Focus for Each Grade Span

All Elementary Grades TK-5: Strong Foundation

- Vaughn Foundational Skills Scope and Sequence aligned to CCSS Foundational Skills Strand and Preschool/TK Learning Foundations Guides Instruction
- School-wide use of SAVVAS My View Literacy
- School-wide use of the Ready Math by Curriculum Associates CA CCSS Math program
- School-wide use of NGSS Aligned Science Curriculum - TWIG
- School-wide use of CA HSS Standards aligned Curriculum
- Explicit academic language and vocabulary development
- Daily designated ELD for all English Learners
- Dual content and language objectives emphasized across all disciplines
- Accelerated Reader available to grades 2-5 to encourage independent reading
- Use of Concept Organizers to support learning
- Strategic grade-level instructional teaming
- Project Based Learning
- Pull-outTargeted and Intensive Intervention for students with special needs and at-promise students occurs during daily blocks dedicated to meeting group and individual needs
- Technology integration supported by 1:1 Chromebooks
- Thematic focus walls to provide a supportive learning environment

- Exposure to the arts and humanities (theater, drama, dance, music, art)
- Dedicated common planning time to foster teacher collaboration in unit/lesson design, project development, and reflection
- After-school tutoring programs

Pandaland Grades TK-1	G3 Grades 2 & 3	Mainland Grades 4 & 5
● Active learning through play ● Use of manipulatives ● Hands on learning ● Art instruction ● Physical Education instruction ● Music and dance instruction ● TK adult to child ratio 10:1 followed	● POD structures to support teacher teaming & collaboration ● Use of manipulatives Accelerated Reader ● iReady incentive program ● Music & Dance Instruction ● Ongoing Tier 2 and Tier 3 support for students performing below grade level ● Kadima Music Program	● Accelerated Reader (AR) ● STEAM Lab ● Coding applied to robotics, and engineering in a hands-on, application-based learning environment ● Enrichment via photojournalism, dance and music ● Reading Incentive Program ● Music & Dance Instruction ● Kadima Music Program

Middle School (M.I.T): Grades 6-8 Content Acquisition

- Integration of content disciplines (i.e. Humanities through ELA and History-Social Science and STEM through Science and Mathematics)
- Designated ELD program (Scholastic English 3D) for all English Learners
- Music program (Band, Orchestra) open to all students, including opportunities to participate/compete in annual concerts and festivals
- School culture supported by Second Step, Leadership, and PBIS Restorative Practices
- ELA and Mathematics Honors courses available for students
- Data-driven instruction using multiple objective data sets to inform classroom teaching, to identify students in need of additional support/intervention, and to evaluate and respond to trends in student performance
- Elective/Enrichment courses in Foundational Arts, STEM, Engineering, Robotics, Biomedical Science, and Music available to all students
- Learning Labs in English Language Arts and Math for Students with Individualized Education Programs (IEPs) that require more intensive instruction
- Co-Teaching and Co-planning between general and special education staff to make general education curriculum accessible to students with disabilities

High School (VISA): Grades 9-12 College and Career Ready

- Special emphasis on Project Based Learning and Globally Focused Units of Study using the UbD process

- Designated ELD program (Scholastic English 3D) for all English Learners
- Career Pathways, such as Biomed and Arts offered to students
- Elective Courses in Digital-Media Arts, Drama, Creative Writing, Dance Computer Science, and Music
- 2-years required World Language (Mandarin or Spanish for Spanish Speakers) with 4-year program offered to all students
- Writing Program partnered with support from CSUN, ERWC: Expository Reading and Writing
- Graduate portfolio development and senior speech as graduation requirement
- Developing Out-of-School Learning and Internships Opportunities via community service hours and field trips
- College Classes and Dual Enrollment Classes, partnered with L.A. Mission College & College Board Advanced Placement Courses
- Traditional and Non-Traditional Sports
- Learning Labs in English Language Arts and Math for Students with Individualized Education Programs (IEPs) that require more intensive instruction
- Co-Teaching and Co-planning between general and special education staff to make general education curriculum accessible to students with disabilities
- CIF Competitive Sports Program: Minimum GPA required

8 CURRICULUM AND INSTRUCTION

Vaughn seeks to prepare all students to master grade level standards, think critically, and be ready for post-secondary learning in college and career. VNCLC has adopted an academic curriculum based on the CA Common Core State Standards, the Next Generation Science Standards, the California State content standards, and adherence to the CA Curriculum Frameworks. In addition, Vaughn incorporates 21st century skills, collaborative learning, and technology integration at all campuses.

Mathematics

In order to assist students in achieving academic standards and Global Leadership Performance Outcomes, teachers have opportunities to visit each other's classrooms and observe colleagues implementing a variety of instructional strategies. During the 2019-2020 school year, VNCLC began evaluating Common Core aligned Math curriculum for all levels K-5. As part of this process, Vaughn teachers and administrators used various resources such as the CA approved curriculum list for math, EdReports and, studied the CA Math Framework and engaged in a selection process to determine the best possible option for Vaughn's instructional program. As a result, Vaughn's Curriculum Committee opted to adopt the Curriculum Associates Ready math program for K-5. Carnegie Learning Curriculum for grades 6-12 has been in place since the 2013-14 School Year. Due to the COVID pandemic, secondary grade levels postponed our next adoption to the 25-26SY.

Intervention, enrichment, and differentiation are beneficial for increasing student learning. Therefore, iReady, an online adaptive program that supports common core mathematics instruction, is used to address individual students' needs at all levels. At the high school level, Math Development courses provide an additional opportunity for targeted intervention. At both the elementary and middle school level, intervention blocks provide additional time for mathematical learning and reteaching. Interim assessments, utilized every 6-8 weeks provide progress checks on student development. Student data is reviewed after every interim assessment to determine next steps for instructions and intervention. Co-teaching and co-instructing occur at all sites to provide varied instructional approaches, enhance student engagement, and support diverse learning needs through collaborative teaching models. Instructional coaches alongside administration at each site support teachers in developing learning strategies, refining instructional practices, and implementing data-

driven interventions to enhance student achievement.

English Language Arts/English Language Development

In order to assist students in achieving academic standards and Global Leadership Performance Outcomes, teachers have opportunities to visit each other's classrooms and observe colleagues implementing a variety of instructional strategies. Instructional coaching support is provided by site-based coaches and administrators to enhance teacher effectiveness. Additionally, for the 2024-2025 school year, two literacy coaches have been hired at the elementary level to further support reading development and instructional improvement in the area of literacy.

To meet the needs of all students, co-teaching and co-instructing models are implemented across campuses, and all grades integrate both designated and integrated English Language Development (ELD). Specific ELD teachers at each site provide targeted instruction. Across campuses, Lexia and English 3D are utilized to support English learners, and Accelerated Reader (AR) is implemented at both elementary and secondary levels to foster independent reading growth. Interim assessments, including iReady, are used to monitor student progress and inform instruction. As part of our ongoing curriculum development, Vaughn is currently in a textbook adoption year, with an updated curriculum set to be implemented starting in the 2025-2026 school year. Professional development continues to emphasize best practices, including strategies for building academic vocabulary through sentence framing, tiered vocabulary instruction, and project-based learning. Assignments and performance tasks are designed to build on prior skills and knowledge, encouraging students to make meaningful connections to their personal experiences.

Elementary ELD/ELA Program

All elementary grades have a daily block of time which is dedicated for ELA instruction, and students are grouped by ELA levels based on diagnostic assessments and universal screeners. These assessments also provide several diagnostic tools to pinpoint areas of strength and weakness in struggling readers. This data is used for appropriate intervention/support placement.

English Language Development is supported with focused, integrated ELD/ELA instruction in accordance with the CA CCSS aligned ELD/ELA Framework and standards. EL students are scheduled into a designated ELD block of time daily. While Savvas MyView designated ELD component is primarily used to support English Learners and provide a "bridge" to the core curriculum, the HMH English 3D program is utilized in the upper elementary grades (4-5) to support EL students that demonstrate a need for more intensive intervention and might be close to being classified as a Long Term English Learner (LTEL).

Secondary ELD/ELA Program

Targeted support is offered through the English 3D program at the secondary (grades 6-12) for all of our English Learners and Long Term English Learners. Students receive support in writing, reading, speaking, and listening skills through a full-year designated ELD course (English 3D and Lexia) offered at both the middle and high school.

Research shows students need to read within their respective zones of proximal development in order to progress in reading. At grades 2-12, iReady diagnostics are used to test for Lexile and encourage students to read within their appropriate levels. It also provides several diagnostic tools to pinpoint areas of strength and weakness in struggling readers. This data is used for appropriate intervention/support placement. Reading Works is used starting in sixth to eighth grade as an intervention program for our Special Education students needing intensive support. Students in grades 9-12 in the Special education program who need the support are enrolled in a reading lab with System 44 in the lab to build their reading skills. Individual i-Ready intervention

lessons are also used in all grades to help support students who are reading below grade-level.

In order to foster a culture of reading and literacy, a Sustained Silent Reading period is implemented each week within the context of the secondary program. Advisory teachers help to monitor and support students as they choose books appropriate to their respective lexile levels, and teachers ensure that students are making progress towards their individual reading goals.

Turnitin.com is used at the secondary level (6-12) to help provide feedback to students on their writing progress. Turnitin gives teachers the ability to use a variety of feedback tools, including voice comments, drag-and-drop comments, and rubric-associated comments to engage students in the writing feedback process.

SCIENCE/STEAM

Vaughn offers a uniquely designed program of science, technology, engineering and mathematics along with integrated arts (STEAM). This academic program will consist of hands- on, project-based, dynamic learning where analysis, application, and synthesis of skills and knowledge occur. Classes serve as design centers offering robotics, digital-media arts, computer programming and design, and other programs identified as of high interest to our students. Our goal is to expose, fully engage and inspire our scholars to enter these fields of study through the application of real-world concepts, critical thinking, problem solving, team building and the development of presentation skills including the ability to effectively discuss and defend ideas. Our purpose rests with better preparing students to be college and career ready and equipped on a path to become the next generation of scientists, inventors, engineers and entrepreneurs.

Arts education is a vital component of the student experience at Vaughn, supporting creativity, self-expression, and holistic development across all grade levels. Beginning in elementary school, all scholars participate in foundational arts programs that include dance, music, and visual arts. These early experiences not only foster creative thinking and confidence but also help students build fine motor skills, rhythm, and an appreciation for artistic expression from a young age. As students transition to secondary school, they are offered an expanded array of visual and performing arts opportunities designed to deepen their skills and broaden their exposure to various disciplines. Course offerings include visual art, music, orchestra, band, chorus, and digital media arts. These programs allow students to explore their artistic interests more deeply, whether through traditional studio arts, instrumental and vocal performance, or modern digital and multimedia design. Through a comprehensive arts education, Vaughn ensures that students have access to high-quality creative learning experiences that enrich their academic journey and support the development of well-rounded, culturally literate individuals.

The focus at Vaughn is for students to engage in learning that mirrors thinking and working like scientists and researchers. At the elementary levels, Vaughn employs the California content standards for instruction and ELD time is blended with connections to Science. All Vaughn students in grades TK-5 are exposed to dedicated time in STEAM whereby teachers implement programs designed to support the development of numeracy and scientific literacy. Programs such as Code.org, VEX IQ Robotics, and Next Generation Science Standards (NGSS) aligned units of study, provide a foundation for students to engage in real-world scientific inquiry and problem solving. The secondary campuses incorporate the California state-standards, the Common Core Literacy Standards for Science and the Next Generation Science Standards to deliver science instruction and inquiry opportunities. The calendar has been adapted for once a month block scheduling to facilitate laboratory work and deeper exploration of concepts. Students at the middle school have access to enrichment courses like Robotics and STEM.The high school continues this work by offering several course options within the field of science that are both aligned to 21st century career pathways and college preparation. Students are provided with the opportunity to choose from elective courses such as Environmental Science, Biomedical Science, and Biotechnical Science, in addition to core lab sciences, such as Biology, Chemistry, and Physics.

Students engage in coursework that focuses upon scientific research, inquiry, investigation, data analysis, and ethics. Both the middle and high school programs offer all students access to career pathways in Engineering and Biomedical Science using the Project Lead the Way program.

High school students have the option to enroll in multi-year elective pathways aligned with three established Career and Technical Education (CTE) programs: Engineering, Digital Media Arts, and Biomedical Science. Each of these pathways offers a sequenced progression of coursework that builds both technical knowledge and real-world skills over time.

In the Engineering pathway, students engage in hands-on, project-based learning that emphasizes problem-solving, design thinking, and applied mathematics and science, preparing them for careers in fields such as mechanical, civil, or electrical engineering. The Digital Media Arts pathway offers students opportunities to explore graphic design, animation, video production, and multimedia storytelling, utilizing industry-standard software and tools to create professional-quality projects. In the Biomedical Science pathway, students explore human biology, medical research, and healthcare practices through lab-based instruction and real-world case studies that build a foundation for careers in health and life sciences.

To ensure students are prepared for these rigorous pathways, Vaughn's middle school program is intentionally designed to build foundational skills that support success in CTE pathways. Middle school students are introduced to exploratory courses and project-based learning opportunities that emphasize collaboration, critical thinking, and creativity—skills that align directly with the expectations of the high school CTE programs. Through early exposure to design thinking, digital tools, and scientific inquiry, students gain a clearer understanding of their interests and are better equipped to make informed decisions when selecting a pathway in 9th grade.

In addition to the formal pathways, Vaughn offers a wide range of elective courses that introduce students to career-technical training across disciplines. These electives provide valuable exposure to diverse career fields, helping students develop both academic and professional competencies. Vaughn's comprehensive CTE program supports college and career readiness by equipping students with the knowledge, skills, and experiences needed to thrive in a competitive and evolving workforce.

Social studies

Teachers at Vaughn engage students in rigorous historical inquiry and investigation that encourages critical thinking and deeper understanding of the past. Instruction includes both short- and long-term research projects in alignment with the History-Social Science Common Core State Standards for Literacy. These projects often require students to analyze primary and secondary sources, engage in close historical reading, and produce argumentative and analytical writing grounded in evidence.

A key element of Vaughn's history-social science instruction is the deliberate inclusion of multiple perspectives, particularly those that have historically been underrepresented or marginalized. Students are encouraged to examine historical events through diverse cultural lenses, including the experiences and voices of Indigenous peoples, communities of color, immigrant populations, and other minority groups. This emphasis on historical empathy and inclusive narratives ensures that students not only learn about dominant historical narratives but also critically analyze whose stories are told, whose are omitted, and why.

Project-Based Learning (PBL) is especially effective in supporting this approach, as it allows students to explore complex historical issues, consider competing viewpoints, and connect the past to present-day social, cultural, and political contexts. This method also integrates seamlessly with Vaughn's Global Leadership Performance Outcomes, encouraging students to become informed global citizens who value equity, justice, and

the richness of multiple worldviews.

Through this approach, Vaughn's instructional program not only teaches the facts and sequence of history but also develops students' skills in research, debate, and writing, empowering them to construct and defend their own interpretations of historical events while appreciating the complexity of the human experience.

Electives

Vaughn's secondary program offers a comprehensive and diverse selection of elective courses and extracurricular opportunities designed to foster student engagement, support academic and creative exploration, and prepare students for college, career, and lifelong learning. These electives span a range of disciplines, allowing students to explore personal interests while also gaining exposure to high-demand skills and emerging fields.

Students can choose from a robust menu of electives, including but not limited to Visual Art, Physical Education, Introduction to Dance, Consumer Math, Journalism, Robotics, Leadership, World Arts and Culture, Computers, Exploring Computer Science, Spanish, Symphony, Orchestra, and Drama. Additionally, students may participate in Project Lead the Way (PLTW) courses in Technology, Engineering, and Biomedical Science, which provide hands-on, project-based learning experiences grounded in real-world problem-solving. These CTE-aligned courses not only promote STEM literacy but also introduce students to professional pathways early in their academic careers.

Research plays an essential role in the design and evolution of Vaughn's elective offerings. A prime example is the Exploring Computer Science (ECS) program, developed at UCLA, which aims to democratize access to computer science education. ECS emphasizes digital literacy, programming, robotics, human-computer interaction, and technology integration, key components of 21st-century learning. The course fosters computational thinking, creativity, and collaboration, all of which align with Vaughn's mission to prepare students for a rapidly changing technological landscape.

Vaughn also recognizes the importance of athletics in student development, offering a competitive sports program that builds teamwork, discipline, and school spirit. Students can participate in sports such as volleyball, baseball, and soccer, which not only promote physical well-being but also provide opportunities for leadership, perseverance, and goal setting, skills that support academic and personal success.

Elective courses and extracurricular programs at Vaughn are not merely supplemental; they are integral to the school's commitment to developing well-rounded, capable, and globally competent individuals. The breadth and intentionality of Vaughn's programming ensure that students can pursue their interests, develop new talents, and acquire critical academic, technical, and interpersonal skills that will serve them well beyond high school.

Special Education

Vaughn offers a comprehensive special education program that serves all students with Individualized Education Programs (IEPs) in the general education environment to the maximum extent possible, in accordance with the Individuals with Disabilities Education Act (IDEA). Each school site is supported by Resource Specialist Teachers and paraeducators who co-plan, co-instruct, co-assess, and consult with general education teachers to ensure students with disabilities can access grade-level curriculum and receive the individualized adaptations outlined in their IEPs. This collaborative model fosters inclusive practices and consistent academic support across content areas.

For students requiring additional services beyond the general education classroom, Vaughn provides targeted

pull-out support through ELA and/or Math Learning Labs, where Resource Specialist Teachers deliver intensive, individualized instruction aligned to each student's IEP goals. In addition, related services such as language and speech services, occupational therapy, counseling and guidance, and behavioral intervention development/implementation are provided as needed to support students' comprehensive development. Transition services are included in IEPs beginning by age 14 to assist students and families in planning for postsecondary education, employment, and independent living. Families are valued partners in the IEP process by encouraging meaningful participation. Vaughn remains committed to ensuring every student receives a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) to the maximum extent possible.

World Languages

At the middle school level, Vaughn is in the process of expanding access to world language opportunities as part of a long-term vision to build a vertically aligned language program that supports early exposure and progressive proficiency. At the high school level, students may enroll in Mandarin or Spanish for Spanish Speakers courses, including Advanced Placement (AP) Spanish Language and Culture. Students are encouraged to pursue four years of study in a single language throughout grades 9–12, allowing them to deepen both their linguistic abilities and cultural understanding.
Vaughn's World Language program is designed to promote global competence, cultural appreciation, and effective communication across diverse communities. The Spanish program is tailored to meet the needs of native and heritage speakers, fostering academic language development and affirming students' cultural identities. The Mandarin Chinese program is enriched through international collaboration, including sister school relationships in Mainland China. Students have the opportunity to apply for home-stay experiences in Beijing or Shanghai, providing immersive experiences that strengthen language acquisition and intercultural awareness.

The vision for world languages at Vaughn aligns with the school's broader mission to prepare globally minded graduates who can navigate and contribute to a diverse and interconnected world. The development of each language offering is informed by student interest and guided by input from the high school Student Advisory Council and Curriculum Committee, ensuring that programs are both student-centered and aligned with 21st-century learning outcomes.

6.2 COMPREHENSIVE COURSE LIST

MIDDLE SCHOOL GRADES 6-8 (M.I.T.)						
Subject Area	**6th Grade**		**7th Grade**		**8th Grade**	
	1st Sem.	**2nd Sem.**	**1st Sem.**	**2nd Sem.**	**1st Sem.**	**2nd Sem.**
English Language Arts	English 6A Core	English 6B Core	English 7A Core	English 7B Core	English 8A Core	English 8B Core
Math	Math 6A Core	Math 6B Core	Math 7A Core	Math 7B Core	Math 7A Core	Math 7B Core
History-Social Science	History 6A Core	History 6B Core	History 7A Core	History 7B Core	History 8A Core	History 8B Core
Science	Science 6A Core	Science 6B Core	Science 7A Core	Science 7B Core	Science 8A Core	Science 8B Core

Electives	Music/ Leadership/ Photo/ Cheer/ Physical Education/ Spanish/ Math Dev. Non-Core	Art History/ Peer Mediation/ Music/ Digital Arts and Media/ Robotics/ English 3D Non-Core	Music/ Leadership/ Photo/ Cheer/ Physical Education/ Spanish/ Math Dev. Non-Core	Art History/ Peer Mediation/ Music/ Digital Arts and Media/ Robotics/ English 3D Non-Core	Music/ Leadership/ Photo/ Cheer/ Physical Education/ Spanish/ STEM/ Math Dev. Non-Core	Art History/ Peer Mediation/ Music/ Digital Arts and Media/ PLTW/ STEM/ English 3D Non-Core

HIGH SCHOOL GRADES 9-12 (V.I.S.A.)								
Subject Area	**9th grade**	**10th grade**		**11th grade**		**12th grade**		
	1st sem	**2nd sem**	**1st sem**	**2nd sem**	**1st sem**	**2nd sem**	**1st sem**	**2nd sem**
English Language Arts (All courses are Core or College Prep)	English 9 A/ H English 9 A (A-G & HS Grad Req)	English 9 B/H English 9 B (A-G & HS Grad Req)	English 10 A/H English 10 A English 10 Ethnic Studies A/H (A-G & HS Grad Req)	English 10 B /H English 10 B English 10 Ethnic Studies B/H (A-G & HS Grad Req)	Am Lit A /AP Eng Lang A (A-G & HS Grad Req)	Am Lit B / AP Eng Lang B (A-G & HS Grad Req)	ERWC 12 A/AP Eng Lit A (A-G & HS Grad Req)	ERWC 12 B /AP Eng Lit B (A-G & HS Grad Req)
Mathematics (All courses are Core/ College Prep)	Math I A/ Acc Math 1 A (A-G & HS Grad Req)	Math I B/ Acc Math I B (A-G & HS Grad Req)	Math II A/ Acc Math II A (A-G & HS Grad Req)	Math II B/ Acc Math II B (A-G & HS Grad Req)	Math III A /Acc Math III A (A-G & HS Grad Req)	Math III B/ Acc Math III B (A-G & HS Grad Req)	Financial Algebra A/ Math Analysis A/ AP Calculus A (A-G)	Financial Algebra B/ Math Analysis B/ AP Calculus B (A-G)
History (All courses are Core/ College Prep)	N/A	N/A	World History A / AP Euro	World History B / AP Euro	US History A/ AP US History A	US History B/ AP US History B	Gov AP US Gov A	Econ AP US Gov B
Science (All courses are Core/ College Prep)	Biology A Principles of Biomedical Science A	Biology B Principles of Biomedical Science B	NA	NA	Chemistry A Physics A	Chemistry B Physics B	NA	NA
World Language (All courses are Core/ College Prep)	Chinese 1 A/ Spanish 1 A	Chinese 1 B/ Spanish 1 B	Chinese 2 A/ Spanish 2 A	Chinese 2 B/ Spanish 2 B	Chinese 3 A/ AP Span Lang A	Chinese 3 B/ AP Span Lang B	Chinese 4 A	Chinese 4 B

High School Electives (Non-Core)	Read 180 A/B English Language Skills A/B Math Development A/B Physical Education A/B Strategic Reading A/B Math Support A/B Associate Student Body Leadership A/B Yearbook A/B Advisory A/B (High school credits)
College Prep Elective	Exploring Computer Science A/B Aerospace Engineering A/B Engineering Design and Development A/B Introduction to Engineering Design A/B Journalism A/B Principles of Engineering A/B Human Body Systems, Medical Innovations, Biomedical Innovation (1 Year A-G & 1 Year HS Grad Req)
Visual Performing Arts (All courses are Core/ College Prep)	Beg Orch A/B Chorus A/B Concert Band A/B Drama A/B Advanced Drama VISA Symphony A/B Wind Ensemble A/B World Art A/B Intro to Dance A/B (1 Year A-G & 1 Year HS Grad Req)

Common Core Standards

Vaughn's academic program is grounded in the Common Core State Standards (CCSS), the Next Generation Science Standards (NGSS), and the California Mathematics Framework. These standards form the foundation of our instructional design across content areas and grade levels, ensuring a rigorous, cohesive, and student-centered learning experience that prepares all students for success in college, career, and civic life.

Staff are provided regular time to collaborate by grade level, department, and across disciplines. This collaborative structure has fostered the development of interdisciplinary units that integrate globally focused, project-based learning aligned to our adopted standards. In science, teachers incorporate NGSS aligned practices and cross-cutting concepts, offering students ample opportunities to engage in inquiry, problem-solving, and scientific thinking. In mathematics, the implementation of the California Mathematics Framework informs instruction that builds conceptual understanding, procedural fluency, and application through real-world problem solving.

To support academic language development and content mastery, all classrooms implement lessons with dual objectives targeting both language and content standards. This intentional approach strengthens student access and engagement, particularly for English Learners.

To further refine our instructional practices and deepen standards-based implementation, Vaughn has established a unified Curriculum Team composed of Instructional Coaches, Curriculum Coordinators, and Directors of Instruction. This team collaborates closely with Site Directors and the CEO to ensure that professional development is aligned to identified instructional priorities and the broader school mission and vision.

Through extended learning opportunities, differentiated instruction, and strong adult-student relationships, Vaughn continues to ensure that students not only meet but exceed grade-level expectations. Our commitment to the ongoing implementation of state standards remains central to our vision of preparing every student to thrive in a complex, diverse, and evolving world.

Differentiated Instruction

Students with very diverse abilities are seen working together in classrooms on a daily basis. Special Education students and English Learners are immersed in general education classes with support from teachers who are

aware of their individualized needs, accommodations, modifications, and EL levels. Lessons are developed with differentiation and unique learning needs in mind, including the need to appeal to different modalities within the same activity.

For example:

- TK-5th grade teams engage in strategic grouping of students to foster opportunities for targeted differentiation in ELA and Mathematics.
- Lesson plans reflect a wide variety of strategies in order to help engage all students in the learning process (i.e., hands on activities, visual, and auditory content).
- Universal Access allows teachers to ensure equal opportunity is provided to students by scaffolding lessons as needed.
- Teachers and students have access to interactive boards, document cameras and 1:1 Chromebooks. This technology allows teachers to design interactive, individualized, and engaging online learning tasks.
- Small group instruction is implemented before, during, and after school to provide sustained, targeted support for students as needed. Teachers utilize small groups, collaborative activities, and differentiated assignments to ensure that all students are engaged and supported throughout the learning process.
- Students with diverse needs, including English learners, are provided with access to intervention and support programs, as appropriate.
- All teachers accommodate and follow 504 and IEP plans.
- Teachers meet with the Special Education Team (i.e. Resource teacher, paraprofessionals, General Education Teacher) to plan support at least once each week.
- Teachers present multiple approaches for solving problems, including use of manipulatives, models, games, and TPR (movement).
- All students in grades TK-5 participate in Enrichment Activities, such as theater, dance, music and physical education
- Student Support and Progress Teams (SSPTs) are utilized to identify and respond to academic or behavioral learning gaps through structured problem-solving, data analysis, and development of tiered interventions.

Team Teaching

Teachers collaborate in teams and/or discipline specific departments as a means of developing cross-curricular projects and units of study that serve to reinforce content across multiple contexts. Schoolwide vertical articulation across grade levels allows for continued collaboration and support on behalf of students most in need of support, such as students with IEPs and English Language Learners. Vaughn has adopted various co-teaching models to engage students in learning, and professional development to support the continued development of successful and inclusive co-teaching environments is supported by university partners at Cal State Northridge.

Special education and Intervention staff co-teach and co-instruct with general education teachers in ELA and math classes to support students that are falling below grade level proficiency. Co-teaching and co-instruction involve the implementation of co-teaching approaches such as station teaching, alternative teaching, and one teach, one support. Co-teaching happens when two credentialed teachers co-plan prior to co-teaching, alternate roles as the lead teacher, and co-assess students. Co-instruction happens when a credentialed teacher and a special education or intervention paraprofessional work together. In this case, the general education teacher is always the lead teacher and the paraprofessional works in a specific station or in a supportive role under the alternative teaching and one teach, one support approach. The special education or intervention paraprofessionals selected to co-instruct with general education teachers using co-teaching approaches, are staff that have had previous experience working in classrooms with students (at least 3 years), have gone

through basic training on co-teaching approaches, and are continuously attending trainings on differentiated instructional practices. Through this model of support, Vaughn is able to differentiate instruction for all students, make grade level standards accessible to all, and support inclusive practices.

ELD/ELA Program

Vaughn seeks to further develop its ELD/ELA program, in particular the services and instruction provided to emergent bilingual learners students and students that are designated Long Term English Learners at the secondary levels. We have made great strides in our work to continue to provide targeted ELD instruction and in our efforts to broaden literacy instruction to all academic disciplines.

All students in grades K-5 are provided common core aligned core ELA instruction with integrated ELD via the McGraw-Hill Wonders series, while English Learners receive added support through a dedicated daily ELD block that serves as a means of further developing English proficiency and that acts as a "bridge" to the core curriculum. At the secondary level, ELD is offered as a support class for our emergent bilingual learners. We utilize Common Core aligned ELA series, English 3D, that integrates ELD instruction and that is aligned to the CA CCSS ELD/ELA framework.

Project-based Learning

Teachers are encouraged to develop authentic, engaging, student centered learning experiences that will promote "learning by doing" in a project based setting. Projects are designated using the Understanding by Design framework and, whenever possible, incorporate opportunities for students to develop as global citizens by investigating the world, communicating ideas, recognizing different perspectives, and taking action. Projects can be discipline specific or cross- curricular in nature, and teachers are encouraged to enhance learning through the use of *various* forms of technology. It is not expected that all units of study across the K-12 curriculum will incorporate pure project based learning. Rather, teachers are asked to design projects whenever and wherever appropriate based upon a careful study of the curriculum and the recognition of opportunities to engage students in work that will reinforce content and concepts across multiple content areas. Students complete both short and long-term projects which become increasingly complex and build on the experiences of previous years. Scoring rubrics for the different disciplines and grade levels are developed and used consistently.

Resources Beyond Textbooks

Vaughn provides resources beyond textbooks and the classroom through additional instruction and learning activities, which include:

- Music Program (TK-12) - The music program is designed to enhance the musical intelligence of the student body while reinforcing positive attitudes that benefit every area of study. We currently have two full-time music teachers at the secondary level. Students are taught all aspects of creating and performing vocal music, including rhythm, pitch and sight-reading skills. Higher-order thinking is consistently involved as students are asked to apply basic music skills in performance and study of new vocal literature. Students are encouraged to link the discipline of music to the greater need to remain focused in their core studies. At the TK-5 level, students are exposed to music as a part of the enrichment program during the school day. Additionally, through community partnerships students grades 2-12 have opportunities to play instruments and develop recital and performance skills.
- Library Resources – we have libraries across our campuses. Our library assistants collectively are responsible for organizing and stocking the library with references, literature, source materials, etc. They also read to children, help students check out books and assist students with research. Digital

libraries are also available to students.

- Media and Technology- we currently have 1:1 Chromebooks for all students with personnel to monitor and assist students with access and development of technology skills. There are additional ancillary labs allocated to specific learning pathways. Digital Literacy and citizenship are promoted K-12 through a variety of STEAM oriented programs offered during and after school, including robotics, coding, digital media arts, and engineering. A fully staffed IT department is available to support students and teachers with technology troubleshooting at all campuses. Vaughn has implemented a "cell phone-free campus" policy at the secondary level. This policy is designed to minimize distractions, promote meaningful peer interactions, and encourage responsible and purposeful use of technology in alignment with instructional goals.
- Social and Emotional Learning - at Vaughn, social-emotional learning (SEL) is an integral part of the school experience for all students. Across all grade levels, students engage in daily SEL practices that foster emotional intelligence, self-awareness, and meaningful connections with peers and adults. Each site is equipped with designated calm spaces to support self-regulation and provide students with tools to manage emotions in a safe and supportive environment. At all levels, we offer structured opportunities for students to build relationships, reflect, and engage in SEL-focused lessons. In addition, Vaughn provides comprehensive counseling services, including access to school social workers and mental health professionals, to support students' emotional and behavioral well-being. Together, these systems help create a safe, inclusive, and emotionally supportive school climate.
- Physical Wellbeing - Vaughn believes providing students with comprehensive resources focused on physical health is essential to supporting their overall well-being and academic success. This includes access to a variety of programs such as organized sports, dance classes, and regular exercise opportunities that promote physical activity and teamwork. Additionally, offering nutrition education empowers students to make informed dietary choices, fostering lifelong healthy habits. By creating an environment that values and encourages physical wellness, schools can help students develop the strength, confidence, and resilience they need both inside and outside the classroom.

Experiential Learning

- Field Experiences - In addition to the core instructional program, Vaughn students benefit from a wide range of field experiences. Each grade level receives an annual budget for educational field trips, often supplemented by grants that cover transportation and additional outings beyond the allocated funding. Elementary teachers and secondary department teams thoughtfully research and plan trips that are closely aligned with instructional goals. University tours, sponsored by the school, provide students with valuable exposure to higher education institutions across California. Additionally, a partnership with the Los Angeles World Affairs Council offers high school students unique opportunities to engage directly with global leaders, broadening their perspectives and global awareness.
- International Exchange - Vaughn has partnerships with schools in Wuhan, Shanghai, and Beijing, China which allow for students from these areas to visit and spend the week with Vaughn students here in Los Angeles. In exchange, our Chinese partners, along with support from the Asia Society, help us to send a number of high school students to school in China for a week every other year. These exchanges further develop our students' awareness of another culture and an appreciation for the ways they view the world and approach learning.

Schoolwide Intervention Program

Intervention programs are offered throughout the day at all campuses, before and after school through tutoring, as well as during Extended School Year in January. At the elementary level, a team of intervention teachers and intervention aides support at-promise students in English Language Arts and Math through various models. Universal screeners and internal/state assessment data inform student placement in intervention as a means of

providing timely, objective, and data-driven instruction. Screeners, such as Lexile scores, internal assessment data in ELA and Mathematics, and other universal screeners are used to guide course placement and recommendations for students, including opportunities for both intervention and acceleration. At the middle school level (MIT), an intervention block is built into the master schedule to provide targeted support in Math and ELA. At the high school level (VISA), intervention classes are offered for Reading and Math to ensure students receive the additional academic support they need to succeed in core coursework and meet graduation requirements.

Independent Study

Vaughn does not offer independent study.

College-going Program

At the elementary level, College and Career Readiness is introduced through the "I'm Going to College" program in partnership with California State University, Northridge (CSUN), which builds early awareness of postsecondary opportunities and helps students envision themselves as future college-goers.

At the secondary level, Vaughn's Middle and High Schools participate in the federally funded GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) grant initiative. This program provides students and families with a comprehensive array of college and career readiness resources, including academic tutoring, mentoring, college visits, financial aid workshops, and access to college advisors. GEAR UP supports students starting in middle school and continuing through high school graduation, ensuring they receive consistent and developmentally appropriate college guidance throughout their secondary education.

At the high school level, Vaughn offers Dual Enrollment courses in partnership with Los Angeles Mission College. These courses provide students with the opportunity to earn college credit while still in high school, further enhancing their preparation for postsecondary education and allowing them to experience the rigor and expectations of college-level coursework.

Vaughn High School also maintains an open access policy for all students wishing to enroll in Advanced Placement (AP) courses. The school actively works to remove barriers that have historically limited access to honors, accelerated, and AP courses for students from marginalized and underserved ethnic, racial, and socioeconomic backgrounds. Course offerings at all grade levels are developed with a commitment to equity and inclusion and are designed to reflect and serve the diversity of Vaughn's student population.

School Grades TK-5 - Curricular Materials Used

Grade	Eng/Lang Arts	Math	Social Studies	Science	Designated ELD
TK	McGraw-Hill California World of Wonders	Math Shelf	McGraw-Hill CA Impact History Social Science	Imagine Learning California TWIG	
K-5	SAVVAS My View Literacy 2024	Curriculum Associates Ready Math 2024	McGraw-Hill California Impact History Social Science	Imagine Learning California TWIG	SAVVAS My View ELD and HMH English 3D

Middle School - Curricular Materials Used

Grade	Core Subject	Texts Used	Supplemental Curricular Materials
6-8	English	McGraw Hill- StudySync	Various novels
6	Math	Carnegie Learning Math Series Course 1	Carnegie Software- MATHia Delta Math
6	Social Science	McGraw Hill Impact California Social Studies World History & Geography: Ancient Civilizations	
6	Science	McGraw Hill California Inspire Science: Life Structure & Function	
7	Math	Carnegie Learning Math Series Course 2	Carnegie Software- MATHia Delta Math
7	Social Science	McGraw Hill Impact California Social Studies World History & Geography: Medieval & Early Modern Times	
7	Science	McGraw Hill California Inspire Science: Understanding Matter	
8	Math	Carnegie Learning Math Series Course 3	Carnegie Software- MATHia Delta Math
8	Social Science	McGraw Hill Impact California Social Studies United States History & Geography: Growth & Conflict	
8	Science	McGraw Hill California Inspire Science: Change Over Time	

High School - Curricular Materials Used

Grade	Subject	Texts Used	Supplemental Curricular Materials
9	English Language Arts 9	Actively Learn English 9	Various novels CSU Expository Reading and Writing Curriculum
10	English Language Arts 10 ELA Ethnic Studies 10	Actively Learn English 10	Various novels CSU Expository Reading and Writing Curriculum
11	American Literature	Actively Learn American Literature	Various Novels CSU Expository Reading and Writing Curriculum
11	AP English Language and Composition	Pearson Writing America: Language and Composition in Context (AP Edition)	Albert-IO
12	English Language Arts (Expository Reading and Writing)	CSU Expository Reading and Writing Curriculum	Various Novels

Grade	Subject	Texts Used	Supplemental Curricular Materials
12	AP English Literature	McGraw Hill Literature: Reading Drama, Poetry, and Fiction, 6th edition	Various Novels Albert-IO
9	Math I, Accelerated Math I	Integrated Math 1, Student Text Volume 1 and Volume 2 A Common Core Math Program	Carnegie Software: Cognitive Tutor Delta Math
10	Math II, Accelerated Math II	Integrated Math II, Student Text Volume 1 and Volume 2 A Common Core Math Program	Carnegie Software: Cognitive Tutor Delta Math
11	Math III, Accelerated Math III	Integrated Math III, Student Text Volume 1 and Volume 2 A Common Core Math Program	Carnegie Software: Cognitive Tutor Delta Math
11-12	Math Analysis	Pearson-Prentice Hall Pre-calculus: graphical, numerical, algebraic (7th edition)	Delta Math
12	AP Calculus	Brooks/Cole Cengage Learning Calculus of a Single Variable	
10	World History	McGraw Hill Impact California World History Culture & Geography	
10	AP European History	Cengage Learning Western Civilization (AP Edition)-	AP European History Workbook- Fast Track to A 5 Preparing for the AP* European History Examination Albert-IO
11	U.S. History	McGraw Hill Impact California: US History & Geography	
11	AP U.S. History	Holt-McDougal The American Pageant (AP Edition)	AP US History Workbook- Fast Track to A 5 Preparing for the AP* United States History Examination Albert-IO
12	Government/ Economics	McGraw Hill Impact California Principles of American Democracy/ Principles of Economics TCI Econ Alive! The Power to	TCI: Econ Alive online software

Grade	Subject	Texts Used	Supplemental Curricular Materials
		Choose – Economics	
12	AP American Government	Pearson-Prentice Hall Government in America: People, Politics, and Policy (AP Edition)	Albert-IO
9	Biology	McGraw Hill Inspire Science: Biology	Gizmo
9-12	Project Lead the Way-Biomedical Science Pathway	Project Lead the Way Curriculum https://www.pltw.org/pltw-biomedical-curriculum	
10	Environmental Science	McGraw Hill Inspire Science: Principles of Environmental Science	Gizmo
11,12	Chemistry	McGraw Hill Introduction to Chemistry	Gizmo
11,12	Physics	Pearson-Prentice Hall Conceptual Physics	
9-12	Project Lead the Way-Engineering Pathway	Project Lead the Way Curriculum https://www.pltw.org/our-programs/pltw-engineering-curriculum	
9-12	Exploring Computer Science	UCLA Exploring Computer Science Curriculum http://www.exploringcs.org/	
9-12	Chinese Intro, II, III, IV	Shumang Freidlein & Paul Ni Hao Introductory Level, Ni Hao - Elementary Level Ni Hao - Intermediate Level Ni Hao - Advanced Level	
9-11	Spanish 1 Spanish 2	Wayside Publishers: Entre Culturas 3 Textbook and Student Workbook Entre Culturas 4 Textbook and Student Workbook	

Grade	Subject	Texts Used	Supplemental Curricular Materials
11-12	AP Spanish Language and Culture	Vista Higher Learning Temas- AP Spanish Language and Culture	Albert-IO

12 HIGH SCHOOL GRADUATION REQUIREMENTS

High School Graduation Requirements in Subject Areas	Vaughn High School (V.I.S.A.) Graduation Requirements	Credits Needed to Graduate Credits for all classes are earned when completed with a grade of D- and higher	Credits Needed to be a Vaughn Distinguished Graduate
A: History	3-years	30 Credits	30 Credits
B: English	4-years	40 Credits	40 Credits
C: Mathematics	3-years	30 Credits	40 Credits *Student may appeal this requirement by requesting a review of transcript
D: Laboratory Science	2-years	20 Credits	30 Credits
E: World Language	2-years	20 Credits	30 Credits
F: Visual & Performing Arts	1-year	10 Credits	10 Credits
G: College Prep Elective	1-year	10 Credits	10 Credits
Advisory	2.5 credits earned per semester	20 Credits	20 Credits
General Electives		80 Credits	60 Credits *Including an extra year in Math, Science, and World Language
Ethnic Studies		Students must complete 1 course to graduate.	* This may be met with ELA Ethnic Studies, AP African American Studies, or applicable college course
Community Service	80 Hours		Community service plus 3.0 GPA and 12 College Units (May consist of units earned from AP exams with a qualifying score of 3 or higher based on
Reflective Presentation	Complete all elements of the Senior Retrospective	Present and defend Reflection to	Present and defend Reflection to panel

High School Graduation Requirements in Subject Areas	Vaughn High School (V.I.S.A.) Graduation Requirements	Credits Needed to Graduate Credits for all classes are earned when completed with a grade of D- and higher	Credits Needed to be a Vaughn Distinguished Graduate
	Presentation	panel	
College Applications		Apply to minimum of 1 post-secondary institution	Apply to a minimum of 3 post-secondary institutions

Focused Programs: Preparing Students for Postsecondary College and Career

Vaughn starts offering a structured, college-bound program in 4th grade with the "I'm Going to College" program. We partner with California State University, Northridge to offer 4th grade students and their families an introductory look at what college planning looks like. Students follow a curriculum that includes developing a "dream career", writing to a selected college, identifying behaviors/skills required to get into college, budget considerations and a mini lesson on applying to college. They attend college for a day (at CSUN) and their parents are also invited to participate with them.

This year our 9th grade and 8th grade students are participating in the GEAR-UP Program which starts a college-bound curriculum that will follow our students up through graduation from high school. Monthly college tours are included in order to expose our students to the various options available in post secondary education. This federal grant program is designed to increase the number of low-income students that are academically prepared to enter and succeed in postsecondary education. It supports students through the transitions of middle to high school and high school to college and builds students' and families' knowledge of postsecondary education options and financing.

Our high school students also participate in college tours and workshops sponsored by Vaughn and by the Youth Policy Institute. The goal is to increase readiness for college by providing classes and workshops to students and their families on the college application process, college planning and financial aid. Our college and career goals are also aligned and highly supported by our curricular integration of Asia Society and the International Studies Schools Network's outcomes of preparing our students for college, career and global competency.

Each semester, our high school students are exposed to various lessons that are meant to develop a strong college-going culture at every grade level. Students are offered presentations and unique activities that address the following:

- An orientation to the A-G requirements
- An Individualized Learning Plan
- Presentations addressing scholarship funding and the cost of college
- Opportunities to apply for monthly college/university tours
- Workshops to assist students in identifying possible majors, areas of study, and career opportunities
- Student advisement takes place in the homeroom class of every student and is supervised by the credentialed homeroom teacher

Advanced Placement Program

Students are offered opportunities to enroll in several Advanced Placement (AP) courses at Vaughn. AP classes are open to any students that wish to enroll. Advanced Placement courses allow students to earn college/university credits pending the successful completion of an End of Year AP Examination with a score of a 3 or better (out of 5). Each Advanced Placement course is audited and approved by College Board and satisfies A-G requirements.

As an Early College High School, Vaughn aims to blend high school and college into a coherent educational program, making it possible for all students to earn two years of college credit at the same time they are earning a high school diploma (within four to five years of entering ninth grade). College classes may be taken on campus, or on a local college campus. The courses are typically taught by a college instructor or in some occasions, by an employee of the school who has been qualified by a local college.

Vaughn employs a college adviser whose main responsibility is to monitor and assist students in preparation of college entry. We also have three additional high school counselors that help monitor student's academic progress and one socio-emotional counselor to help tend to student needs as they transition through the culminating years and our graduation requirements.

Transfer students meet graduation and college entrance requirements;

As part of their incoming orientation, transfer students and parents are oriented to Vaughn Next Century Learning Center's graduation requirements. In addition, students who transfer to the high school meet with their academic counselor to review their high school credits, and develop a graduation plan. Vaughn's graduation requirements align with the A-G course requirements. Our academic counselors meet regularly with all students, including transfer students to ensure students are on track for graduation.

Our high school counseling team and our administrative team meet with the student(s) and guardian(s) of students who qualify for the graduation exemption to review the students' transcripts/course work that may fulfill requirements for graduation. The academic counselor carefully reviews each student's options to determine the graduation pathway as based on Ed. Code section 51225.1. Based on the guidelines outlined in Ed. Code 51225.1, our counselor and administrator will meet with the student and guardian to review their educational rights and educational pathway.

Vaughn Next Century Learning Center high school courses are rigorous courses approved as UC/CSU A-G courses that prepare students for meeting the college entrance requirements. In addition, we offer Advanced Placements Courses, Dual Enrollment Pathways, and Career Technical Courses aimed at preparing students to achieve College and Career Readiness.

13 HIGH SCHOOL CREDIT RECOVERY

Vaughn's Extended School Year (ESY), scheduled for 15 days each January, affords all high school students the opportunity to engage in timely and effective credit recovery. ESY credit recovery courses are supported by credentialed teachers and engage students in coursework that will allow for reflection, remediation, and recovery. Summer session likewise follows the ESY model for high school students, and this, in turn, provides a second annual opportunity for students to recoup credits for courses that had not been completed/passed in the previous term. In addition to ESY and Summer Session, students may be provided with the opportunity to engage in an accredited online credit recovery program. The course includes an outline of topics to be covered for the entirety of the program. Progress is monitored and students and parents are informed of deadlines. Course guidelines are included. Dedicated staff members assure that students are supported throughout the program.

College Board Approved Courses

Course List for: 2025-26

Printed On: 6/11/2025

A - History / Social Science

Title *Discipline*	Course Length / Learning Environment / UC Honors
AP European History *World History / Cultures / Historical Geography*	1 Year / Classroom based / UC Honors
AP Government and Politics United States *Civics / American Government*	1/2 Year / Classroom based / UC Honors
AP United States History *U.S. History*	1 Year / Classroom based / UC Honors
Government *Civics / American Government*	1 Year / Classroom based
US History *U.S. History*	1 Year / Classroom based
World History *World History / Cultures / Historical Geography*	1 Year / Classroom based

B - English

Title *Discipline*	Course Length / Learning Environment / UC Honors
American Literature *English*	1 Year / Classroom based
AP English Language and Composition *English*	1 Year / Classroom based / UC Honors
AP English Literature and Composition *English*	1 Year / Classroom based / UC Honors
CSU Expository Reading and Writing *English*	1 Year / Classroom based
English 10 *English*	1 Year / Classroom based
English 12 *English*	1 Year / Classroom based
English 9 *English*	1 Year / Classroom based

C - Mathematics

Title *Discipline*	Course Length / Learning Environment / UC Honors
Accelerated Math 1A/B *Mathematics I*	1 Year / Classroom based
Accelerated Math II *Mathematics II*	1 Year / Classroom based
Accelerated Math III *Mathematics III*	1 Year / Classroom based
a-g Statistics *Statistics*	1 Year / Classroom based
AP Calculus AB *Calculus*	1 Year / Classroom based / UC Honors
AP Computer Science A *Computer Science*	1 Year / Classroom based / UC Honors
Math Analysis *Other Advanced Mathematics*	1 Year / Classroom based
Math I *Mathematics I*	1 Year / Classroom based
Math II *Mathematics II*	1 Year / Classroom based
Math III *Mathematics III*	1 Year / Classroom based

D - Science

Title *Discipline*	Course Length / Learning Environment / UC Honors
Anatomy and Physiology *Biology / Life Sciences*	1 Year / Classroom based
Biology *Biology / Life Sciences*	1 Year / Classroom based
Chemistry *Chemistry*	1 Year / Classroom based
Environmental Science A/B *Earth and Space Sciences*	1 Year / Classroom based
Physics *Physics*	1 Year / Classroom based
PLTW Aerospace Engineering *Engineering*	1 Year / Classroom based
PLTW Biomedical Innovation *Biology / Life Sciences*	1 Year / Classroom based
PLTW Engineering Design and Development *Engineering*	1 Year / Classroom based
PLTW Human Body Systems *Biology / Life Sciences*	1 Year / Classroom based
PLTW Introduction to Engineering Design	1 Year / Classroom based

Engineering	
PLTW Medical Interventions *Biology / Life Sciences*	1 Year / Classroom based
PLTW Principles of Biomedical Science *Biology / Life Sciences*	1 Year / Classroom based
PLTW Principles of Engineering *Engineering*	1 Year / Classroom based

E - Language Other than English

Title *Discipline*	Course Length / Learning Environment / UC Honors
AP Spanish Language and Culture *LOTE Level 4+*	1 Year / Classroom based / UC Honors
Chinese 2 *LOTE Level 2*	1 Year / Classroom based
Chinese 3 *LOTE Level 3*	1 Year / Classroom based
Chinese 4 *LOTE Level 4+*	1 Year / Classroom based
Introduction to Chinese *LOTE Level 1*	1 Year / Classroom based
Spanish for Native Speakers I *LOTE Level 1*	1 Year / Classroom based
Spanish for Native Speakers II *LOTE Level 2*	1 Year / Classroom based

F - Visual & Performing Arts

Title *Discipline*	Course Length / Learning Environment / UC Honors
Beginning Orchestra *Music*	1 Year / Classroom based
Chorus *Music*	1 Year / Classroom based
Concert Band *Music*	1 Year / Classroom based
Creative Writing as Performance *Interdisciplinary Arts*	1 Year / Classroom based
Drama *Theater*	1 Year / Classroom based
Illustration *Visual Arts*	1 Year / Classroom based
Studio Art Capstone *Visual Arts*	1 Year / Classroom based
VISA Symphony *Music*	1 Year / Classroom based
Wind Ensemble *Music*	1 Year / Classroom based

World Art *Visual Arts*	1 Year / Classroom based

G - College - Preparatory Elective

Title *Discipline*	Course Length / Learning Environment / UC Honors
Advanced Algebra with Financial Applications *Mathematics*	1 Year / Classroom based
Advanced Drama *Visual & Performing Arts*	1 Year / Classroom based
AP Psychology *History / Social Science*	1 Year / Classroom based / UC Honors
Associate Student Body Leadership (ASB) *Interdisciplinary*	1 Year / Classroom based
Biotechnology *Science ? Biology / Life Sciences*	1 Year / Classroom based
College Prep Psychology *History / Social Science*	1 Year / Classroom based
Creative Writing *English*	1 Year / Classroom based
Digital Literacy *English*	1 Year / Classroom based
Economics *History / Social Science*	1/2 Year / Classroom based
Exploring Computer Science *Mathematics - Computer Science*	1 Year / Classroom based
Journalism *Interdisciplinary*	1 Year / Classroom based
Yearbook *Interdisciplinary*	1 Year / Classroom based

14 HIGH SCHOOL - WASC ACCREDITATION

Vaughn is accredited by the Western Association of Schools and Colleges through June 30th, 2029. As part of the WASC self-study process, Vaughn identified areas of growth and prioritized these academic areas in order to meet the needs of all students. Vaughn's leadership team formed a WASC Action Plan after synthesizing the areas that were recognized by stakeholders as areas of need.

The school-wide WASC Action Plan includes the following goals:

Goal 1: Reassess, align, and focus vertical articulation of schoolwide mission and vision.

Goal 2: Develop a framework for MTSS systems of support.

Goal 3: Improve overall student performance results on the ELA and Math CAASPP assessments including growth for subgroups.

Vaughn's leadership team, in collaboration with faculty, staff, and stakeholders in the community, will

continue to analyze both quantitative and qualitative sources of data to measure progress towards meeting WASC goals, which are closely aligned to the goals established in Vaughn's LCAP and charter petition. Vaughn will complete a mid-cycle report during the 2025-26 school year which will serve as a check-in point for progress towards goals as well.

15 HIGH SCHOOL - TRANSFERABILITY OF COURSES

Vaughn Next Century Learning Center informs parents, including parents with limited English, about the transferability of courses to other public high schools during our grade-level orientations, which are hosted prior to the start of every school year. In addition, Vaughn communicates the college entrance requirements to our parents during these grade-level orientations. Parent notification regarding transferability for all courses offered is included in enrollment materials. All A-G courses are transferable to college/universities or other public schools. All students must accumulate a minimum of 240 credits in grades nine through twelve to earn a Vaughn diploma. Students with disabilities are provided with all accommodations and modifications as identified in the 504 plan or IEP in order to meet graduation and/or college entrance requirements. A parent wishing to check out their student will need to meet with the counselor to thoroughly discuss the student's transcript, including transferability. Parent notification regarding a student's graduation status is provided at the end of each semester via student grade reports and/or transcripts. Students and parents have access to our secure online portal, Aeries, in order to directly view their student's educational information. Our academic counselors also meet one-on-one with parents and students who need to repeat courses in order to meet graduation and/or A-G requirements.

16 TRANSITIONAL KINDERGARTEN PROGRAM

In adherence to Senate bill 1381 and the increasing academic demands of Kindergarten, Transitional Kindergarten offers support to all students who turn four years old on or before Sept 1. This program prepares our students with the social and academic skills that will be expected of them in kindergarten the following year and throughout their school experience.

Transitional Kindergarten is the first year of a two-year Kindergarten program that uses a curriculum that is age and developmentally appropriate. It follows the same academic calendar schedule as kindergarten. The daily schedule includes lessons and activities delivered through whole group instruction, small group instruction, and independent "hands on" play based opportunities.

Transitional Kindergarten gives children the opportunity to access the California Preschool/Transitional Kindergarten Learning Foundations in a classroom that implements developmentally appropriate instruction in small groups using "hands on" play based learning experiences. Domains covered include: Math, Language and Literacy, Science, Social-Emotional Development, History Social-Science, Health, Visual Performing Arts, and Physical Development. Foundational Reading skills include: Concepts of print, Phonological Awareness with emphasis on sound awareness, sound/symbol association and manipulation of sound units), Oral Language Development, Vocabulary Development and Listening Comprehension. Math foundational skills include the academic language of mathematics, Numeric Sequence and Representation, Number Concepts (count, compare, classify and order objects), Concept of Addition and Subtraction, Sort and Classify objects based on attributes including common Geometric Shapes.

Assessments and teacher observations are used to monitor student's development and progress throughout the year. Teachers meet with parents on a regular basis to share students' progress and to discuss how parents can support their child's learning and development at home. At a very young age, we emphasize school-readiness goals as measured by the DRDP 2015 (Desired Results Developmental Profile) for Pre-K and the DRDP-K for our transitional kindergarten (TK) students.

Family involvement is very important to a child’s success therefore, active participation in a child's educational journey is encouraged both at school and at home. Home visits, conferences, family projects, parent training and other home/school partnership activities are regularly scheduled throughout the year. We recognize that communication between home and school is essential in helping children succeed therefore all efforts are exerted to encourage family involvement. This includes ensuring that all communication is provided in the home language of our students.

17 ACADEMIC CALENDAR AND SCHEDULES - 2025-26 SCHOOL-YEAR CALENDAR

VAUGHN | NEXT CENTURY LEARNING CENTER

DRAFT 26-27 School Calendar

4 Independence Day
Summer Vacation

July/julio 2026

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
						0

January/enero 2026

S	M	T	W	Th	F	S
					1	2
3				ESY	ESY	9
10	ESY	ESY	ESY	ESY	ESY	16
17	18	ESY	ESY	ESY	ESY	23
24	ESY	ESY	ESY	ESY	SD	30
31						0

1 New Year's Day
18 Martin Luther King Jr Holiday

4 FIRST DAY OF SCHOOL

August/agosto 2026

S	M	T	W	Th	F	S
						1
2	SD	SD	SD	4	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					18

February/febrero 2027

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						
						19

15 President's Day

7 Labor Day Holiday

September/septiembre 2026

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			21

March/marzo 2027

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			18

22-26 Spring Break

5-9 Fall Break

October/octubre 2026

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
						17

April/abril 2027

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
						22

11 Veteran's Day Holiday
26-27 Thanksgiving Day Holiday

November/noviembre 2026

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
30						17

May/mayo 2027

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					20

31 Memorial Day

21-31 Winter Vacation

December/diciembre 2026

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		14

June/junio 2027

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			14

18 LAST DAY OF SCHOOL
21 Juneteenth Holiday (observed)

TOTAL DAYS 180

	SCHOOL CLOSED (Holiday/Vacation)	ESY	EXTENDED SCHOOL YEAR - No Afterschool Program
M	MINIMUM DAY	SD	STAFF DEVELOPMENT

18 ACADEMIC CALENDAR AND SCHEDULES - SAMPLE DAILY SCHEDULES

PANDALAND (TK-1st Grade):

Grade TK				Grade K			
Subject	**Start**	**End**	**Min.**	**Subject**	**Start**	**End**	**Min.**
Morning Business	8:00	8:30	30	Breakfast	8:00	8:30	30
Breakfast	8:30	9:00	30	Morning Business	8:30	8:40	10
ELA (IELD)	9:00	9:35	35	SEL (IELD)	8:40	9:00	20
Recess	9:35	9:55	20	ELA (IELD)	9:00	10:10	70
Math (IELD)	9:55-	10:20	25	Recess	10:10	10:30	20
SEL (IELD)	10:20	10:35	15	Restroom/ Cool Down	10:30	10:40	10
ELA (IELD)	10:35	10:45	10	Math (IELD)	10:40	11:30	50
Lunch (25 min. Recess, 25 Min Eat)	10:45-	11:35	50	DELD	11:30	12:10	40
Restroom/Cool Down	11:35	11:55	20	Lunch (25 min. Recess, 25 Min Eat)	12:10	1:00	50
DELD	11:55	12:25	30	Restroom/Cool Down	1:00	1:10	10
Open Centers	12:25	1:00	45	Writing (IELD)	1:10	1:25	15
Music/Movement/ PE (IELD)	1:00	1:35	35	Student Success Block	1:25	1:50	25
Daily Wrap-Up	1:35	1:50	15	Daily Wrap-Up	1:50	2:00	10
Instructional Minutes Total			**290**	**Instructional Minutes Total**			**290**

Grade 1			
Subject	**Start**	**End**	**Min.**
Journal	8:00	8:10	10
ELA (IELD)	8:10	9:20	70
Recess	9:20	9:40	20
Mindfulness	9:40	9:45	5
SEL	9:45	10:05	20
Math (IELD)	10:05	11:10	65
Lunch (25 min. Recess, 25 Min Eat)	11:10	12:00	50
Mindfulness	12:00	12:05	5
Phonological Awareness	12:05	12:15	10
Writing (IELD)	12:15	12:30	15
DELD	12:30	1:10	40
Science/HSS (IELD)	1:10	1:50	40
Student Success Block	1:50	2:10	20

Daily Wrap-Up	2:10	2:20	10
Instructional Minutes Total			**310**

G3 (2nd & 3rd Grade):

Grade 2			
Subject	**Start**	**End**	**Min.**
ELA (IELD)	8:15	9:55	100
Recess	9:55	10:15	20
DELD	10:15	10:55	40
Student Success Block	10:55	11:35	40
Lunch (25 min. Recess, 25 Min Eat)	11:35	12:25	50
Math (IELD)	12:25	1:55	90
SEL/Science/HSS/ PE (IELD)	1:55	2:40	45
Instructional Minutes Total			**315**

Grade 3			
Subject	**Start**	**End**	**Min.**
Math (IELD)	8:15	9:45	90
SEL/Science/HSS/ PE (IELD)	9:45	10:30	45
Recess	10:30	10:50	20
ELA (IELD)	10:50	11:50	60
Student Success Block	11:50	12:30	40
Lunch (25 min. Recess, 25 Min Eat)	12:30	1:20	50
ELA (IELD)	1:20	2:00	40
DELD	2:00	2:40	40
Instructional Minutes Total			**315**

MAINLAND (4th & 5th Grade):

Grade 4			
Subject	**Start**	**End**	**Min.**
ELA (IELD)	8:00	9:30	90
Recess	9:30	9:50	20
Math (IELD)	9:50	11:20	90
Lunch 20 min. Recess 20 Min Eat	11:20	12:00	40
HSS/Science/PE	12:00	12:50	50
Student Success Block	12:50	1:30	40
DELD	1:30	2:00	30
SEL	2:00	2:20	20
AR & Clean Up	2:20	2:36	16

Instructional Minutes Total	336

Grade 5			
Subject	**Start**	**End**	**Min.**
Morning Business	8:00	8:10	10
DELD	8:10	8:40	30
Math (IELD)	8:40	9:50	70
Recess	10:30	10:50	20
ELA (IELD)	10:10	11:40	90
Student Success Block	11:40	12:10	40
Lunch 20 min. Recess 20 Min Eat	12:10	12:50	40
HSS/Science/PE	12:50	2:00	70
SEL	2:00	2:20	20
AR & Clean Up	2:20	2:36	16
Instructional Minutes Total			**336**

Elementary Minimum Day Schedule:

Grade TK, 1 Sample Minimum Day			
Subject	**Start**	**End**	**Min.**
Morning Business	8:00	8:10	10
ELA (IELD)	8:10	9:20	70
Math (IELD)	9:20	10:30	70
Lunch 25 min. Recess 25 Min Eat	10:30	11:20	50
PE	11:20	12:00	40
DELD	12:00	12:30	30
Instructional Minutes Total			**220**

Grade 2, 3 Sample Minimum Day			
Subject	**Start**	**End**	**Min**
Morning Business	8:15	8:25	10
ELA (IELD)	8:25	9:35	70
Math (IELD)	9:35	10:45	70
Lunch 25 min. Recess 25 min. Eat	10:45	11:35	50
PE	11:35	12:15	40
DELD	12:15	12:45	30
Instructional Minutes Total			**220**

Grade 4, 5 Sample Minimum Day			
Subject	**Start**	**End**	**Min.**
Morning Business	8:00	8:10	10

ELA (IELD)	8:10	9:20	70
Math (IELD)	9:20	10:30	70
Lunch 20 min. Recess 20 min. Eat	10:30	11:10	40
PE	11:10	12:00	50
DELD	12:00	12:30	30
Instructional Minutes Total			**230**

MIT (6th-8th Grade):

REGULAR DAY:

Grade 6				**Grade 7**				**Grade 8**			
CLASS	START	END	MIN	CLASS	START	END	MIN	CLASS	START	END	MIN
Advisory	8:00	8:30	30	Advisory	8:00	8:30	30	Advisory	8:00	8:30	30
Passing	8:30	8:33	3	Passing	8:30	8:33	3	Passing	8:30	8:33	3
Per. 1	8:33	9:25	52	Per. 1	8:33	9:25	52	Per. 1	8:33	9:25	52
Passing	9:25	9:28	3	Passing	9:25	9:28	3	Passing	9:25	9:28	3
Per 2	9:28	10:20	52	Per 2	9:28	10:20	52	Per 2	9:28	10:20	52
Nutrition	10:20	10:35	15	Nutrition	10:20	10:35	15	Nutrition	10:20	10:35	15
Passing	10:35	10:38	3	Passing	10:35	10:38	3	Passing	10:35	10:38	3
Per 3	10:38	11:30	52	Per 3	10:38	11:30	52	Per 3	10:38	11:30	52
Passing	11:30	11:33	3	Passing	11:30	11:33	3	8th Grade Lunch	11:30	12:00	30
FLEX	11:33	12:06	33	FLEX	11:33	12:40	67	Passing	12:00	12:03	3
6th Grade Lunch	12:06	12:36	30	7th Grade Lunch	12:40	1:10	30	FLEX	12:03	1:10	67
Passing	12:36	12:39	3	Passing	1:10	1:13	3	Passing	1:10	1:13	3
FLEX	12:39	1:10	31	Per 4	1:13	2:05	52	Per 4	1:13	2:05	52
Passing	1:10	1:13	3	Passing	2:05	2:08	3	Passing	2:05	2:08	3
Per 4	1:13	2:05	52	Per 5	2:08	3:00	52	Per 5	2:08	3:00	52
Passing	2:05	2:08	3								

Per 5	2:08	3:00	52				
TOTAL			375	TOTAL	375	TOTAL	375

MINIMUM DAY:

Grade 6				Grade 7/8			
CLASS	START	END	MIN	**CLASS**	**START**	**END**	**MIN**
Advisory	8:00	8:20	20	Advisory	8:00	8:20	20
Passing	8:20	8:23	3	Passing	8:20	8:23	3
Per 1	8:23	9:01	38	Per 1	8:23	9:01	38
Passing	9:01	9:04	3	Passing	9:01	9:04	3
Per 2	9:04	9:42	38	Per 2	9:04	9:42	38
Nutrition	9:42	9:57	15	Nutrition	9:42	9:57	15
Passing	9:57	10:00	3	Passing	9:57	10:00	3
Per 3	10:00	10:38	38	Per 3	10:00	10:38	38
6th Grade Lunch	10:38	11:08	30	Passing	10:38	10:41	3
Passing	11:08	11:11	3	Per 4	10:41	11:19	38
Per 4	11:11	11:49	38	7/8th Grade Lunch	11:19	11:49	30
Passing	11:49	11:52	3	Passing	11:49	11:52	3
Per 5	11:52	12:30	38	Per 5	11:52	12:30	38
TOTAL			225	TOTAL			225

MIT GRADE LEVEL SAMPLE BELL SCHEDULES:

Grade 6							
REGULAR DAY				**MINIMUM DAY**			
CLASS	START TIME	END TIME	MINUTES	CLASS	START TIME	END TIME	MINUTES
Advisory	8:00	8:30	30	Advisory	8:00	8:20	20

Passing	8:30	8:33	3	Passing	8:20	8:23	3
ELA 6	8:33	9:25	52	ELA 6	8:23	9:01	38
Passing	9:25	9:28	3	Passing	9:01	9:04	3
HISTORY 6	9:28	10:20	52	HISTORY 6	9:04	9:42	38
Nutrition	10:20	10:35	15	Nutrition	9:42	9:57	15
Passing	10:35	10:38	3	Passing	9:57	10:00	3
MATH 6	10:38	11:30	52	MATH 6	10:00	10:38	38
Passing	11:30	11:33	3	Lunch	10:38	11:08	30
FLEX	11:33	12:06	33	Passing	11:08	11:11	3
Lunch	12:06	12:36	30	SCIENCE 6	11:11	11:49	38
Passing	12:36	12:39	3	Passing	11:49	11:52	3
FLEX	12:39	1:10	31	ELECTIVE*	11:52	12:30	38
Passing	1:10	1:13	3	*Sample electives in each grade may include but are not limited to: 6th: PE, music, Art, Flex includes- intervention, world art, beginning guitar, leadership, robotics 7th: Music, PE, art, consumer math, Flex includes - intervention, STEM, Journalism, Leadership, robotics 8th: music, PE, art, Consumer math, Flex includes- intervention, Gateway, Air & Space, Leadership, STEM NOTE: Students who are English Language Learners have ELD (Designated ELD) instead of an Elective as well as Integrated ELD in every core class			
SCIENCE 6	1:13	2:05	52				
Passing	2:05	2:08	3				
ELECTIVE*	2:08	3:00	52				
		TOTAL	375			TOTAL	225

Grade 7							
REGULAR DAY				**MINIMUM DAY**			
CLASS	**START TIME**	**END TIME**	**MINUTES**	**CLASS**	**START TIME**	**END TIME**	**MINUTES**
Advisory	8:00	8:30	30	Advisory	8:00	8:20	20

Passing	8:30	8:33	3	Passing	8:20	8:23	3
ELA 7	8:33	9:25	52	ELA 7	8:23	9:01	38
Passing	9:25	9:28	3	Passing	9:01	9:04	3
HISTORY 7	9:28	10:20	52	HISTORY 7	9:04	9:42	38
Nutrition	10:20	10:35	15	Nutrition	9:42	9:57	15
Passing	10:35	10:38	3	Passing	9:57	10:00	3
MATH 7	10:38	11:30	52	MATH 7	10:00	10:38	38
Passing	11:30	11:33	3	Passing	10:38	10:41	3
FLEX	11:33	12:40	67	SCIENCE 7	10:41	11:19	38
Lunch	12:40	1:10	30	Lunch	11:19	11:49	30
Passing	1:10	1:13	3	Passing	11:49	11:52	3
SCIENCE 7	1:13	2:05	52	ELECTIVE	11:52	12:30	38
Passing	2:05	2:08	3	*Sample electives in each grade may include but are not limited to: 6th: PE, music, Art, Flex includes- intervention, world art, beginning guitar, leadership, robotics 7th: Music, PE, art, consumer math, Flex includes - intervention, STEM, Journalism, Leadership, robotics 8th: music, PE, art, Consumer math, Flex includes- intervention, Gateway, Air & Space, Leadership, STEM NOTE: Students who are English Language Learners have ELD (Designated ELD) instead of an Elective as well as Integrated ELD in every core class			
ELECTIVE	2:08	3:00	52				
		TOTAL	375			TOTAL	225

Grade 8							
REGULAR DAY				**MINIMUM DAY**			
CLASS	**START TIME**	**END TIME**	**MINUTES**	**CLASS**	**START TIME**	**END TIME**	**MINUTES**
Advisory	8:00	8:30	30	Advisory	8:00	8:20	20

Passing	8:30	8:33	3	Passing	8:20	8:23	3
ELA 8	8:33	9:25	52	ELA 8	8:23	9:01	38
Passing	9:25	9:28	3	Passing	9:01	9:04	3
HISTORY 8	9:28	10:20	52	HISTORY 8	9:04	9:42	38
Nutrition	10:20	10:35	15	Nutrition	9:42	9:57	15
Passing	10:35	10:38	3	Passing	9:57	10:00	3
MATH 8	10:38	11:30	52	MATH 8	10:00	10:38	38
Lunch	11:30	12:00	30	Passing	10:38	10:41	3
Passing	12:00	12:03	3	SCIENCE 8	10:41	11:19	38
FLEX	12:03	1:10	67	Lunch	11:19	11:49	30
Passing	1:10	1:13	3	Passing	11:49	11:52	3
SCIENCE 8	1:13	2:05	52	ELECTIVE	11:52	12:30	38
Passing	2:05	2:08	3	*Sample electives in each grade may include but are not limited to: 6th: PE, music, Art, Flex includes- intervention, world art, beginning guitar, leadership, robotics 7th: Music, PE, art, consumer math, Flex includes - intervention, STEM, Journalism, Leadership, robotics 8th: music, PE, art, Consumer math, Flex includes- intervention, Gateway, Air & Space, Leadership, STEM NOTE: Students who are English Language Learners have ELD (Designated ELD) instead of an Elective as well as Integrated ELD in every core class			
ELECTIVE	2:08	3:00	52				
		TOTAL	375			TOTAL	225

VISA (9th-11th Grade):

Regular Day (Monday, Thursday, Friday)				Tuesday Block				Wednesday Block			
	Start Time	**End Time**	**Minutes**		**Start Time**	**End Time**	**Minutes**		**Start Time**	**End Time**	**Minutes**
1	8:30 AM	9:24 AM	54	1	8:30 AM	10:00 AM	90	3	8:30 AM	10:00 AM	90
Break	9:24 AM	9:32 AM	8	Break	10:00 AM	10:08 AM	8	Break	10:00 AM	10:08 AM	8
Passing	9:32 AM	9:39 AM	7	Passing	10:08 AM	10:15 AM	7	Passing	10:08 AM	10:15 AM	7
2	9:39 AM	10:33 AM	54	Advisory	10:15 AM	11:45 AM	90	4	10:15 AM	11:45 AM	90
Passing	10:33 AM	10:38 AM	5	Lunch	11:45 AM	12:15 PM	30	Passing	11:45 AM	11:50 AM	5

3	10:38 AM	11:32 AM	54	Passing	12:15 PM	12:20 PM	5	Advisory	11:50 AM	12:00 PM	10
Passing	11:32 AM	11:37 AM	5	2	12:20 PM	1:50 PM	90	Single Lunch	12:00 PM	12:35 PM	35
Advisory	11:37 AM	12:18 PM	41					Passing	12:35 PM	12:40 PM	5
Lunch	12:18 PM	12:48 PM	30					5	12:40 PM	2:10 PM	90
Passing	12:48 PM	12:53 PM	5					Passing	2:10 PM	2:15 PM	5
4	12:53 PM	1:47 PM	54					6	2:15 PM	3:45 PM	90
Passing	1:47 PM	1:52 PM	5								
5	1:52 PM	2:46 PM	54								
Passing	2:46 PM	2:51 PM	5								
6	2:51 PM	3:45 PM	54								
Total Instructional Min			397	Total Instructional Min			282	Total Instructional Min			392

VISA GRADE LEVEL SAMPLE BELL SCHEDULES:

9th GRADE*											
Regular Day (Monday, Thursday, Friday)				**Tuesday Block**				**Wednesday Block**			
	Start Time	**End Time**	**Minutes**		**Start Time**	**End Time**	**Minutes**		**Start Time**	**End Time**	**Minutes**
Biology	8:30 AM	9:24 AM	54	Biology	8:30 AM	10:00 AM	90	Physical Education	8:30 AM	10:00 AM	90
Break	9:24 AM	9:32 AM	8	Break	10:00 AM	10:08 AM	8	Break	10:00 AM	10:08 AM	8
Passing	9:32 AM	9:39 AM	7	Passing	10:08 AM	10:15 AM	7	Passing	10:08 AM	10:15 AM	7
Digital Literacy	9:39 AM	10:33 AM	54	Advisory	10:15 AM	11:45 AM	90	Math I	10:15 AM	11:45 AM	90
Passing	10:33 AM	10:38 AM	5	Lunch	11:45 AM	12:15 PM	30	Passing	11:45 AM	11:50 AM	5
Physical Education	10:38 AM	11:32 AM	54	Passing	12:15 PM	12:20 PM	5	Advisory	11:50 AM	12:00 PM	10
Passing	11:32 AM	11:37 AM	5	Digital Literacy	12:20 PM	1:50 PM	90	Lunch	12:00 PM	12:35 PM	35
Advisory	11:37 AM	12:18 PM	41					Passing	12:35 PM	12:40 PM	5
Lunch	12:18 PM	12:48 PM	30					Chinese I	12:40 PM	2:10 PM	90
Passing	12:48 PM	12:53 PM	5					Passing	2:10 PM	2:15 PM	5
Math I	12:53 PM	1:47 PM	54					English 9	2:15 PM	3:45 PM	90
Passing	1:47 PM	1:52 PM	5								
Chinese I	1:52 PM	2:46 PM	54								
Passing	2:46 PM	2:51 PM	5								
English 9	2:51 PM	3:45 PM	54								

Total Instructional Min			397	Total Instructional Min			282	Total Instructional Min			392

10th GRADE*											
Regular Day (Monday, Thursday, Friday)				**Tuesday Block**				**Wednesday Block**			
	Start Time	**End Time**	**Minutes**		**Start Time**	**End Time**	**Minutes**		**Start Time**	**End Time**	**Minutes**
AP European History	8:30 AM	9:24 AM	54	AP European History	8:30 AM	10:00 AM	90	Dance (Fulfills Physical Education)	8:30 AM	10:00 AM	90
Break	9:24 AM	9:32 AM	8	Break	10:00 AM	10:08 AM	8	Break	10:00 AM	10:08 AM	8
Passing	9:32 AM	9:39 AM	7	Passing	10:08 AM	10:15 AM	7	Passing	10:08 AM	10:15 AM	7
English 10	9:39 AM	10:33 AM	54	Advisory	10:15 AM	11:45 AM	90	Math II	10:15 AM	11:45 AM	90
Passing	10:33 AM	10:38 AM	5	Lunch	11:45 AM	12:15 PM	30	Passing	11:45 AM	11:50 AM	5
Dance (Fulfills Physical Education)	10:38 AM	11:32 AM	54	Passing	12:15 PM	12:20 PM	5	Advisory	11:50 AM	12:00 PM	10
Passing	11:32 AM	11:37 AM	5	English 10	12:20 PM	1:50 PM	90	Lunch	12:00 PM	12:35 PM	35
Advisory	11:37 AM	12:18 PM	41					Passing	12:35 PM	12:40 PM	5
Lunch	12:18 PM	12:48 PM	30					Creative Writing	12:40 PM	2:10 PM	90
Passing	12:48 PM	12:53 PM	5					Passing	2:10 PM	2:15 PM	5
Math II	12:53 PM	1:47 PM	54					Chinese II	2:15 PM	3:45 PM	90
Passing	1:47 PM	1:52 PM	5								
Creative Writing	1:52 PM	2:46 PM	54								
Passing	2:46 PM	2:51 PM	5								
Chinese II	2:51 PM	3:45 PM	54								
Total Instructional Min			397	Total Instructional Min			282	Total Instructional Min			392

11th GRADE*											
Regular Day (Monday, Thursday, Friday)				**Tuesday Block**				**Wednesday Block**			
	Start Time	**End Time**	**Minutes**		**Start Time**	**End Time**	**Minutes**		**Start Time**	**End Time**	**Minutes**
Acc Math III	8:30 AM	9:24 AM	54	Acc Math III	8:30 AM	10:00 AM	90	Chemistry	8:30 AM	10:00 AM	90

Break	9:24 AM	9:32 AM	8	Break	10:00 AM	10:08 AM	8	Break	10:00 AM	10:08 AM	8
Passing	9:32 AM	9:39 AM	7	Passing	10:08 AM	10:15 AM	7	Passing	10:08 AM	10:15 AM	7
Symphony	9:39 AM	10:33 AM	54	Advisory	10:15 AM	11:45 AM	90	AP English Language	10:15 AM	11:45 AM	90
Passing	10:33 AM	10:38 AM	5	Lunch	11:45 AM	12:15 PM	30	Passing	11:45 AM	11:50 AM	5
Chemistry	10:38 AM	11:32 AM	54	Passing	12:15 PM	12:20 PM	5	Advisory	11:50 AM	12:00 PM	10
Passing	11:32 AM	11:37 AM	5	Symphony	12:20 PM	1:50 PM	90	Lunch	12:00 PM	12:35 PM	35
Advisory	11:37 AM	12:18 PM	41					Passing	12:35 PM	12:40 PM	5
Lunch	12:18 PM	12:48 PM	30					U.S. History	12:40 PM	2:10 PM	90
Passing	12:48 PM	12:53 PM	5					Passing	2:10 PM	2:15 PM	5
AP English Language	12:53 PM	1:47 PM	54					BioMed-Medical Intervention	2:15 PM	3:45 PM	90
Passing	1:47 PM	1:52 PM	5								
U.S. History	1:52 PM	2:46 PM	54								
Passing	2:46 PM	2:51 PM	5								
BioMed-Medical Intervention	2:51 PM	3:45 PM	54								
Total Instructional Min			397	Total Instructional Min			282	Total Instructional Min			392

12th GRADE*											
Regular Day (Monday, Thursday, Friday)				**Minimum Day**				**Wednesday Block**			
	Start Time	**End Time**	**Minutes**		**Start Time**	**End Time**	**Minutes**		**Start Time**	**End Time**	**Minutes**
Math Analysis	8:30 AM	9:24 AM	54	Math Analysis	8:30 AM	10:00 AM	90	Aerospace	8:30 AM	10:00 AM	90
Break	9:24 AM	9:32 AM	8	Break	10:00 AM	10:08 AM	8	Break	10:00 AM	10:08 AM	8
Passing	9:32 AM	9:39 AM	7	Passing	10:08 AM	10:15 AM	7	Passing	10:08 AM	10:15 AM	7
ERWC	9:39 AM	10:33 AM	54	Advisory	10:15 AM	11:45 AM	90	AP Spanish Language	10:15 AM	11:45 AM	90
Passing	10:33 AM	10:38 AM	5	Lunch	11:45 AM	12:15 PM	30	Passing	11:45 AM	11:50 AM	5
Aerospace	10:38 AM	11:32 AM	54	Passing	12:15 PM	12:20 PM	5	Advisory	11:50 AM	12:00 PM	10
Passing	11:32 AM	11:37 AM	5	ERWC	12:20 PM	1:50 PM	90	Lunch	12:00 PM	12:35 PM	35
Advisory	11:37 AM	12:18 PM	41					Passing	12:35 PM	12:40 PM	5

Lunch	12:18 PM	12:48 PM	30					AP Government	12:40 PM	2:10 PM	90
Passing	12:48 PM	12:53 PM	5					Passing	2:10 PM	2:15 PM	5
AP Spanish Language	12:53 PM	1:47 PM	54					Chinese 4	2:15 PM	3:45 PM	90
Passing	1:47 PM	1:52 PM	5								
AP Government	1:52 PM	2:46 PM	54								
Passing	2:46 PM	2:51 PM	5								
Chinese 4	2:51 PM	3:45 PM	54								
Total Instructional Min			397	Total Instructional Min			282	Total Instructional Min			392

**Please note that students who are English Learners have a Designated ELD block in their course list instead of one of their other classes. Integrated ELD is provided in all classes.*

19 ACADEMIC CALENDAR AND SCHEDULES - Instructional Days and Minutes 2025-26

Grades	Grade Offered	Number of Regular Days	Number of Instruction Min. Per Regular Day	Number of Early Dismissal Days	Number of Instructional Min. Per Early Release Day	Number of Minimum Days	Number of Instructional Minutes Per Minimum Day	Number of Other Days	Number of Instructional Min. Per Other Day	Total Number of Instructional Days	Minutes Required by State Law	Total Number of Instructional Minutes	Number of Instructional Minutes Above/Below State Req'd
TK	Y	122	275	0	0	58	200	0	0	180	36000	45150	9150
K	Y	122	275	0	0	58	200	0	0	180	36000	45150	9150
1	Y	122	310	0	0	58	230	0	0	180	50400	51160	760
2	Y	122	315	0	0	58	220	0	0	180	50400	51190	790
3	Y	122	315	0	0	58	220	0	0	180	50400	51190	790
4	Y	122	336	0	0	58	230	0	0	180	54000	54332	332
5	Y	122	336	0	0	58	230	0	0	180	54000	54332	332
6	Y	119	375	0	0	61	231	0	0	180	54000	58716	4716
7	Y	119	375	0	0	61	231	0	0	180	54000	58716	4716
8	Y	119	375	0	0	61	231	0	0	180	54000	58716	4716
9	Y	91	397	0	0	54	282	35	392	180	64800	65075	275
10	Y	91	397	0	0	54	282	35	392	180	64800	65075	275
11	Y	91	397	0	0	54	282	35	392	180	64800	65075	275
12	Y	91	397	0	0	54	282	35	392	180	64800	65075	275

21 PROFESSIONAL DEVELOPMENT

Ongoing professional development activities:

- New teachers are given opportunities to use substitute release hours for observation, learning walks,

induction training or for attendance at PD offered outside or at Vaughn.
- Teachers participate in ongoing team planning scheduled at least once a week.
- Teachers will participate in weekly professional development.
- Teachers participate in ongoing collaborative coaching.
- Teachers participate in grade level/department planning scheduled at least twice a month.
- Induction training is provided for new teachers in partnership with LACOE with Vaughn providing the mentors who provide support in the areas of planning and preparation, classroom environment, classroom management, and instruction.
- Certificated staff participates in a Winter retreat to reset and target goals in preparation for the Spring semester
- Out of classroom certificated staff participates in professional development as needed.

Paraprofessionals /Supervision Assistants

At Vaughn, paraprofessionals play a vital role in enhancing the educational experience by working closely with teachers to support and extend the instructional program. One of their primary responsibilities includes leading small group instruction, which allows for more individualized attention and tailored support to meet the diverse needs of our students.

In addition to paraprofessionals, Vaughn employs campus aides who are essential in fostering a safe, nurturing, and well-organized school environment. These individuals contribute significantly to the positive school climate by assisting with campus supervision, supporting student well-being, and strengthening school-community relationships.

Both paraprofessionals and campus aides collaborate with teachers in promoting positive student behavior and maintaining classroom discipline. Their presence allows educators to focus more effectively on instruction, while ensuring that all students receive the support and guidance they need to thrive academically and socially.

Instructional Volunteers

- Student Teachers: Vaughn partners with institutions of higher education (IHE) to place student teachers at our school each semester. The student teachers partner with an exemplary mentor teacher who provides the guidance and support they need to become a successful educator. A significant percentage of student teachers are hired by Vaughn once they have completed their credential requirements.

- University Counseling and MSW Interns: Institutions of higher education partner with Vaughn to offer internship placements with our counselors and social workers. Counseling and social work interns provide small group/individual counseling sessions, facilitate lunchtime activities and conduct observations to support school/community needs.

- Chinese visiting scholars: Chinese scholars in our classroom enriches the academic environment by bringing diverse perspectives, fostering cross-cultural dialogue, and deepening our collective understanding of global issues. Their unique insights, grounded in different educational and cultural experiences, enhance critical thinking, broaden worldviews, and prepare all students to engage more meaningfully in an increasingly interconnected world. Chinese visiting scholars offer Vaughn the sharing exchange of instructional techniques and practices along with lessons in Chinese language and the arts.

Defining and Understanding Practices/Relationships

Vaughn provides an employee handbook to all staff on an annual basis. This handbook includes school policies,

as well as operational and organizational matters. In addition to teacher coaching, Vaughn is currently working to establish a teacher evaluation process anticipated to begin roll out in the 25-26 school year.

Professional Development

Vaughn has fully implemented a professional development plan for teachers and staff that supports instructional practices, targets identified needs and aligns with the education program set forth in the charter and LCAP. Ongoing professional development is provided by Vaughn staff, contracted providers and educational partners (i.e.: Staff development for educators, Houghton Mifflin Harcourt, McGraw-Hill, LACOE (LA County of Education), ISSN (International Studies Schools Network, through Asia Society) CSUN, UCLA) and is implemented and monitored as follows:

Ongoing Professional Development

- Annual staff development calendar - Vaughn designs the instructional calendar to assure that there are 4 pupil-free days each year for a certificated staff retreat and a weekly minimum day, currently Tuesday, for governance committees and staff development purposes.
- Individualized professional growth opportunities – These are provided based on individual teacher's needs. Each administrator and/or instructional coach provides on-going one-on-one assistance, training and monitoring. Beginning teachers are also provided a one-to-one mentor through the Induction program while working to clear their credential.
- Administrators, teachers and support staff also attend on-going training offered by the Los Angeles County Office of Education. A professional partnership has been established with institutions of higher education which provide long-term, on-going staff development opportunities and mentoring for both administrators and teachers. As part of our partnership, these institutions also invite our staff to all of their lecture series and training offered by distinguished scholars and staff. ISSN provides intensive staff coaching annually to our high school, middle school teachers and elementary teachers.
- Data Teams – Vaughn's administrative team meet at the beginning of the school year to disaggregate standardized test results. Staff members are provided additional opportunities to review results at faculty meetings and at grade level team meetings. These reviews are utilized to guide and direct long-term and short-term planning of curricular goals. In addition, teachers and the administrative team meet on Tuesdays during scheduled shortened days and at grade level/department meetings to disaggregate internal assessment data in order to formulate plans for providing students with targeted and explicit instruction and to identify areas for improvement.
- Travel study – Administrators, teachers, support staff and students are provided opportunities through the Vaughn Foundation for hands-on experience through domestic and global travel. These experiences provide clear and powerful lenses and pathways to the educational systems and programs of our local and distant world. Participating adults and students gain global competency and explore new perspectives through student exchange programs and first-hand observation.
- Professional development agendas are initiated by the following groups:
- Leadership Team - analyze student achievement data (formal and informal), analyze observation data, identify individual and grade level needs.
- Support Staff Team – analyze student achievement data (formal and informal) and social/emotional needs, analyze student referrals, observe staff and student interactions, as well as analyze family and community needs.

22 RECRUITMENT OF CREDENTIALED TEACHERS

Staff Selection

Our Human Resources department collaborates with our Personnel Subcommittee members, who are members of the Business Committee, to coordinate all selection and employment procedures for certificated personnel.

1. Human Resources
    a. Research and establish job descriptions, qualifications, and compensations
    b. Assure equal opportunities and open process
    c. Announce openings
    d. Recruit applicants through various means (school's website, EDJoin, university contacts, job fair, etc.)
    e. Request resumes, copies of credentials, and letters of reference
    f. Verify previous employment and references
    g. Form a pool of potential candidates to be invited for interviews
    h. Review completed employment packet (e.g. W4, I9, etc.)
    i. Check fingerprinting and criminal record clearance, legal status, applicable credential, employment documents, medical clearance, certification of completed mandated reporter required training.
    j. Rate-in and determine compensation
    k. Offer contract
    l. Issue benefit packet
    m. Establish time reporting (hand-punch identification)
2. Payroll Department
    a. Receive all pay-related information
    b. Calculate the late start pay rate (if needed)
    c. Verify CalSTRS status (Classic or PEPRA)
3. Personnel Subcommittee
    a. Participate in job interviews for candidates at their sites and/or schoolwide positions.
4. Interview Team
    a. Review candidates' files and portfolios
    b. Interview candidates
    c. Observe demo (if applicable)
    d. Make recommendation for candidate to be hired
    e. Provide ratings via rubric for all candidates interviewed

Staff Assignment and Preparation

Vaughn currently employs a sufficient number of highly qualified teachers and staff to support its goals and vision. The school has established clear employment policies and practices that outline the qualification requirements for all personnel. All contracted teachers are required to meet the standards set forth by applicable regulations and the Williams legislation.

New staff members participate in an orientation prior to the start of the school year, during which school policies, mandated regulations, classroom expectations, and available coaching support are reviewed. Staff hired mid-year meet with representatives from the Human Resources and Payroll departments to receive the same information. Additionally, staff work in collaborative teams to ensure consistency in instructional practices, curriculum alignment, and expectations for all learners.

At the beginning of the school year, three pupil-free days are scheduled, during which a dedicated certificated staff retreat is held. This retreat centers on the strategic goals established by the administrative team and

guiding committees. In addition to targeted professional development aligned with identified school needs, time is allocated for collaborative team and departmental work. Teachers engage in annual curriculum planning, including the development of pacing guides and instructional frameworks to ensure alignment and coherence across the academic year.

PROFESSIONAL DEVELOPMENT PLAN 2025-2028

Over the course of the upcoming charter term, we are committed to developing and delivering high-impact professional learning that builds shared understanding and capacity for implementation across our school. This work is guided by data from classroom observations, stakeholder feedback, and student outcomes. Each topic below represents an area where we seek to deepen instructional practice, expand staff knowledge, and ensure implementation with consistency and fidelity across all campuses and grade levels.

We believe that **structured student talk time** is essential for building cognitive engagement and academic discourse in all content areas. To support this, we will train all teachers in evidence-based practices such as Kagan Cooperative Learning structures and accountable talk protocols. These strategies will be integrated into lesson design expectations and monitored during instructional walk-throughs to promote equitable student participation and oral language development.

Differentiated instruction and **support for diverse learners**—including students with disabilities, English learners, and gifted students—remains a top priority. Professional development will focus on instructional planning that leverages student data to provide access and rigor for all learners. Teachers will be trained to use tiered tasks, flexible grouping, and scaffolds for language and content, as well as universal design for learning (UDL) principles. We will also ensure alignment with IEP goals, ELD standards, and GATE enrichment strategies.

We will strengthen our use of **Thinking Maps** as a visual language for learning across disciplines and grade levels. All teachers will receive training to embed Thinking Maps in daily instruction as tools for organizing information, analyzing texts, and supporting writing across content areas. Fidelity of implementation will be supported through coaching, classroom modeling, and integration into curriculum maps.

As we continue to expand **co-teaching models**, particularly in inclusive settings, we will provide all general education and special education teachers with training in effective co-teaching structures. This includes clear role definition, joint planning, and instructional delivery models such as station teaching, parallel teaching, and team teaching. The goal is to foster authentic collaboration that maximizes student learning and educator impact.

Our identity as an International Studies Schools Network (ISSN) member reinforces our commitment to preparing globally competent students. We will **revisit the four global competencies**—investigate the world, recognize perspectives, communicate ideas, and take action—and provide training on how to authentically embed them into instruction. Teachers will be supported to design interdisciplinary units and performance tasks that align with global themes and real-world issues.

To raise student achievement in mathematics, we will engage teachers in **math-focused training** that emphasizes conceptual understanding, problem-solving, and math discourse. Professional development will include unpacking standards, analyzing student work, and using formative assessment data to inform instruction. Math leaders will support implementation through lesson study cycles, coaching, and PLC collaboration.

Supporting positive behavior and social-emotional growth is integral to student success. We will enhance staff capacity to **provide responsive and proactive behavior support** through training on positive behavior

intervention systems (PBIS), de-escalation strategies, and trauma-informed practices. We will also incorporate the work of Jessica Minahan, specifically "The Behavior Code," to help educators better understand and respond to students with anxiety and behavioral challenges.

We recognize the importance of a **vertically aligned, structured writing program** in grades TK–8. Over the charter term, we will build out a schoolwide articulation plan for writing instruction that includes common language, strategies, rubrics, and expectations. Teachers will receive professional development in writing instruction aligned to genre, purpose, and grade-level standards, with an emphasis on student models, conferencing, and revision.

Finally, we are committed to **strengthening family communication and support**. Training will focus on building teacher capacity to engage in two-way communication with families, including how to navigate challenging conversations and foster trust. Teachers will learn to use communication tools effectively, provide timely academic updates, and partner with families as key stakeholders in student learning.

These professional learning priorities will be supported through a multi-year plan that includes onboarding for new staff, differentiated support for returning educators, and integration into PLC and coaching cycles. Our goal is to ensure that every educator at our school has the tools, training, and support needed to implement these strategies with excellence and impact.

23 MEETING THE NEEDS OF ALL STUDENTS - ENGLISH LEARNERS

Vaughn has adopted its own English Learner Master Plan. The Master Plan was developed to ensure that all English Learners at Vaughn attain optimal linguistic and academic success.

Vaughn identifies potential English Learner students upon entering school and provides them with an effective English acquisition program that affords meaningful access to the school's academic core curriculum. Instructional plans for English Learners (EL) are based on sound educational theory; are supported by trained teachers and appropriate materials and resources; and are periodically evaluated to make sure the program is successful.

Vaughn will identify potential English Learner students in a timely manner. Vaughn will provide English Language Learners (ELL's) with an effective English language acquisition program that affords meaningful access to the school's academic core curriculum. Instructional plans for ELLs are:

1. Based on scientifically researched-based, sound educational theory;
2. Adequately supported with trained teachers and appropriate materials and resources; and
3. Periodically evaluated to make sure the program is successful and modified when deemed necessary to assist ELLs in meeting state academic achievement standards

Approximately 700 of our K-12th grade students are English learners with a great percentage enrolled in our K-8th grades. Typically, less than five percent of our enrolled students remain English Learners by the time they enter ninth grade. All English learners have access to all programs, services and resources provided to every student schoolwide. In addition, Vaughn provides sheltered English instruction in an Accelerated English Proficiency Program to ensure the smooth, successful transition into academic English courses. English Learners have access to appropriate English Language Development (ELD) instruction. Along with daily, systematic implementation of structured ELD instruction, skills and knowledge in English language development for English learners (included in the Common Core Reading/Language Arts State Standards and the English Language Proficiency Assessments for California (ELPAC) are integrated into the daily instructional delivery of all core and non-core classes.

During the enrollment intake and annually thereafter, students are assessed with the state-adopted test for English learners (ELPAC). Designated ELD program assessments will be administered 3 times a year at each reporting period as appropriate to elementary and secondary students. Students are clustered based on English proficiency levels for daily Designated ELD instruction and for placement on Master Schedules. Academic language is continuously developed and explicitly taught as its own area of study and within all subject areas. It is further developed through the English/ language arts team-teaching program during the regular instructional day and across all subject/content areas.

Vaughn provides newcomers with additional support as needed including after school tutoring, small group instruction, inclusion and pull-out instruction, one-to-one coaching and other extended learning opportunities. Instructional delivery techniques emphasize the use of sheltered content instruction (SDAIE) to simultaneously develop their language and literacy skills while engaging in the full range of academic content learning. SDAIE strategies are presented as appropriate for all ELL students, as they strive to develop both basic to advanced literacy levels.

These strategies include but are not limited to:

- Effective use of contextual clues
- Simplifying input
- Checking frequently for understanding
- Appropriate lesson design including content and language objectives, cooperative learning opportunities, Understanding by Design structured components
- Planning and implementing student-centered, actively engaged, developmentally appropriate lessons
- Planning and utilizing developmentally appropriate questioning

Academic English acquisition calls for the development of a more advanced level of literacy so that students may achieve deep learning of the more complex knowledge and skills embedded in and defined by grade-level content standards. Strategies will include:

- Scaffolding- teachers observe their students and gradually make them accountable for their own thinking by modeling, demonstrating, bridging, contextualizing abstract concepts, building schema, developing meta-cognition and self-monitoring, re-reading text and presenting material in a variety of ways.
- Complex Reading- teachers help students practice and apply academic language proficiency through frequent oral reading containing advanced vocabulary, choral reading, tutorial reading, reader's theater, classroom community reading, cooperative and independent reading of advanced materials and research.
- Complex Writing- teachers help students practice and apply academic language proficiency through writing of topical drafts, by utilizing concept maps, special-interest writing, writing with a scribe, quick writes, essay writing, process writing, academic journals and by providing explicit language lessons.
- Academic language is continuously developed and explicitly taught as its own area of study within all subject areas. Lesson plans for all grades/content areas are required to incorporate both content and language objectives.

IDENTIFICATION, ASSESSMENT, AND NOTIFICATION

ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS FOR CALIFORNIA (ELPAC)
Vaughn properly identifies, assesses, and reports all students who have a primary language other than English.

1. A Home Language survey (HLS) is used at the time of initial enrollment to help determine the student's primary language

2. Within 30 calendar days of initial enrollment, each student whose home language is other than English, as determined by the HLS, is assessed for English proficiency by means of the ELPAC. The assessment is conducted following all of the publisher's protocols and instructions.

3. Parents/guardians of English learners are notified of their child's initial English language proficiency assessment results. Parents/guardians of initial fluent English-proficient students are also notified of their child's English language proficiency assessment results.

Within 30 days after the beginning of the school year (or during the school year, within two weeks of child being placed in program), parents/guardians of English learners are notified of:

A. Their child's initial English language proficiency level
B. How such level was assessed
C. Their child's language designation
D. Descriptions of program options, educational strategies, and educational materials to be used in different options
E. Program placement
F. Exit criteria
G. For English learners with a disability [with an Individualized Education Program (IEP)], how such a program will meet the objectives of the IEP.
H. The expected rate of graduation from secondary school

Parents/guardians of English learners are informed annually, not later than 30 days after the beginning of the school year, of:

A. Their child's English proficiency level
B. How such level was assessed
C. The status of the child's academic achievement
D. Their child's language designation
E. Descriptions of program options and educational materials to be used in different options
F. Program placement
G. Exit criteria
H. English learners with a disability (on IEPs), how such program will meet the objectives of the IEP
I. The expected rate of graduation from secondary school

Each English learner is annually assessed for English language development and academic progress. All currently enrolled English learners are assessed for English language proficiency by administering the ELPAC during the summative assessment window. The results of these assessments are analyzed at both the individual and group levels to identify areas of strength and areas needing additional support. Based on this data, targeted instructional strategies are implemented to accelerate student progress toward English language proficiency. These strategies include differentiated classroom instruction, focused intervention blocks, small-group supports, and access to supplemental resources. Additionally, results inform professional development for teachers and coaching support, ensuring that instructional practices are aligned with student needs and that English learners receive the appropriate level of support to make measurable progress toward proficiency.

Each English learner with disabilities is assessed for English language development using state approved accommodations, modifications or alternate assessments for ELPAC and as specified in the pupil's IEP or 504

Plan.

Parents/guardians of English learners are notified annually of their child's English language proficiency assessment results within 30 days following receipt of testing results from the test contractor.

After receiving program option information, parents are informed of their right to apply for a Parental Exception Waiver. A parent who wishes to place his/her child in an alternative program, one that utilizes instruction in English and another language, must request such a program by means of a Parental Exception Waiver. Parental Exception Waiver forms are available upon parent request for kindergarteners and newly enrolled students. To request a waiver, parents must personally apply for and complete the waiver. If parents of 20 or more students at a grade level request waiver, the school will offer an alternative program. If parents of fewer than 20 students at a grade level have requested waivers, Vaughn will consult with its sponsoring district to provide the parent with a list of schools in the surrounding area that provide the selected program. The parent has the right to transfer their child to another school to participate in that program. The parent must be informed that transportation to another school will not be provided by Vaughn.

RECLASSIFICATION

Criteria Used for Reclassification- Vaughn reclassifies a pupil from English Learner classification to fluent English proficient by following the criteria that are identified in the California Education Code and recommended by the State Board of Education (SBE). The minimum criteria to be considered for reclassification are:

Required Criteria K-12 (California Education Code Section 313[d])	Criteria
● English Language Proficiency Assessment (ELPAC)	● Overall score of 4
● Pupil's performance in basic skills must demonstrate that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.	● Must Score in the 40th percentile or above in the i-Ready Reading Overall assessment (Grades K-12) or ● Must Score Standard Met or Exceeded in English Language Arts on the SBAC (Grades 3-12) or ● Must Score Basic or Above on Lexile Grades 3-12 or ● Must Score Benchmark or Above in all measures on Universal Screeners (Grades K-2)
● Teacher Evaluation	● Teacher evaluation that includes, but is not limited to, the pupil's academic performance in Language Arts/English– Must receive an average report card grade of 2.5/C or better

● Parental Opinion and Consultation	● The parent is consulted and provided an opportunity to agree/disagree with the recommendation to reclassify the student

Reclassifying Students with Disabilities- The reclassification criteria applies to Dually identified students being considered for reclassification; however, a California Alternative Assessment-ELA score that is identified by the state as Basic or higher may substitute for SBAC-ELA if the student takes that assessment. The IEP team should be consulted when reclassifying an EL with disabilities. IEP teams should verify that in addition to meeting the criteria for reclassification, students with ELD goals in their IEPs have mastered those goals before the students are reclassified. Students that are Dually identified and are under alternate curriculum take the Alternate ELPAC Assessment. In order for students to be considered for reclassification students must score an overall score of 3.

Vaughn will update information in its database system and will update and maintain information in the pupil's permanent cumulative record.

Vaughn will continue to monitor RFEP students' progress for a minimum of two years or until the student is able to successfully demonstrate proficiency in the state's standardized test in English for two years. The site administrator, EL Coordinator, and curriculum coordinator coordinates the monitoring of reclassified students. All RFEP students are monitored on an ongoing basis in elementary and secondary every 10-week period for a minimum of two years following reclassification. If a student is not making satisfactory progress after reclassification, the site administrator and coordinator meets with the classroom teacher(s) to develop an instructional plan with identified supports. Appropriate support measures may include, but are not limited to, any of the following: Student/teacher/parent conference, tutoring, placement in reading, writing, or math support class, after-school academic support, intervention/intersession classes, extended year opportunities. Vaughn Next Century Learning Center will continue to maintain high academic standards, increase achievement, and work toward proficiency in English-Language Arts for all limited-English proficient students.

STANDARDS, ASSESSMENT, AND ACCOUNTABILITY

Vaughn implements multiple means of assessing the effectiveness of programs for English learners, including:

1. Analyzing and monitoring English language proficiency growth on annual ELPAC results including our long-term (5yrs +) EL's
2. Analyzing and monitoring English language proficiency growth on the Designated ELD program multiple times a year
3. Analyzing the academic achievement results of English learners in the areas of language arts, math, SBAC
4. Analyzing the academic achievement results of Reclassified English learners in the areas of language arts and math, on SBAC
5. Analyzing the Lexile achievement results of English Learners and Reclassified English learners in grades 2-12
6. Analyzing the academic achievement results of English learners and reclassified EL's in all content areas on in-house writing Benchmark assessments for grades 9-12
7. Analyzing A-G completion rate for EL's 8. Analyzing the graduation rate of English learners

Vaughn has established procedures to monitor EL program implementation and to modify the program as

needed to ensure that each English learner achieves full proficiency in English and academic achievement at grade level as rapidly as possible. On-going data analysis regularly scheduled on our calendar provides staff the opportunity to review, plan and act on results from multiple assessments including: ELPAC, SBAC, English 3D, Designated ELD unit assessments, Lexile assessments, basal/text chapter and unit tests, projects, and other formal and informal assessments. ELD focused classroom walk-throughs, use of checklists and observations from our grade level Administrators, Instructional Coaches, and Curriculum Coordinators also help us identify not only the EL student needs but the teacher needs as well.

Vaughn will utilize data dashboard analysis, articulation feedback, surveys and/or tools, to conduct in-depth analysis and to help us develop a needs assessment and identify goals to guide systemic support for improving the achievement of our EL students. This information will be integrated into our LCAP and Charter petition goals.

STAFFING AND PROFESSIONAL DEVELOPMENT

All teachers assigned to provide English language development or access to core curriculum instruction for English learners are appropriately authorized.

Vaughn will provide high-quality professional development to classroom teachers, administrators, and other school personnel that is:

- Designed to improve the instruction and assessment of English learners
- Designed to enhance the teacher's ability to understand and use curricula, assessment measures, and instructional strategies for English learners
- Based on research demonstrating the effectiveness of the professional development in increasing the pupil's English proficiency or the teacher's subject matter knowledge, teaching knowledge, and teaching skills
- Of sufficient intensity and duration to have a positive and lasting impact on the teacher's performance in the classroom

On-going staff development focused on identified, targeted strategies and needs to assist our EL students are presented throughout the year and regularly monitored for sustainability

PARENT OUTREACH AND INVOLVEMENT

Vaughn will provide outreach services and inform parents with limited English proficiency with important information regarding school matters to the same extent as other parents.

A. Vaughn will provide parents with information on school and parent activities and send all notices, reports, statements and records and hold all meetings in English and Spanish for the purpose of formulating and responding to the parents' needs and concerns

B. Vaughn will hold informational meetings to inform parents on how they can be involved in the education of their children and be active participants in assisting their children to:

    a. Attain English proficiency

    b. Achieve at high levels in core academic subjects

c. Meet challenging state academic content and achievement standards expected of all students

ENGLISH LEARNER ADVISORY COMMITTEE

Vaughn will have a functioning English Learner Advisory Committee (ELAC) that meets the following requirements:

A. Parent members are elected parents or guardians of English learners

B. Parents of English learners constitute at least 50% of the committee members

C. Vaughn's English learner Advisory Committee will report to Vaughn's Partnership Committee as necessary

D. The ELAC will advise Vaughn's administration and staff on:

   a. The development of the LCAP, Charter, LCAP Federal Addendum

   b. The school's English Learner program along with the program's goals, objectives and services

   c. The development of the school's master plan for educational programs and services for English learners

   d. The development and conducting of a school-wide needs assessment

   e. The development of a plan to ensure compliance with applicable teacher and instructional aide requirements

   f. The development of a plan to ensure regular school attendance

   g. Review and comment on the school district's reclassification procedures

   h. Review and comment on the written notifications required to be sent to parents and guardians

E. Vaughn will provide training and materials, planned in consultation with committee members, appropriate to assist members in carrying out their legal advisory responsibilities.

Addressing the Needs of "At-Risk" and Long-Term English Learners

Vaughn Next Century Learning Center serves a large population of English Learners and seeks to increase the number of EL students who reclassify as fully English Proficient. Moreover, Vaughn is committed to increasing the number of "At-Risk" and Long Term EL students who achieve full English proficiency and to raising the number of English Learners demonstrating readiness to successfully participate in the core English Language Arts curriculum.

***Implementation and alignment of the English 3D program in grades 4-12:** The English 3D program has been implemented at Vaughn's middle and high school campuses (grades 6-12) to serve as a designated ELD support for LTEL students. The English 3D program was implemented at Vaughn's upper-elementary (grades 4 and 5) as a means of providing an additional tier of ELD support, particularly for those students classified as "At Risk." Frequent data analysis using multiple measures such as internal assessments, universal screeners and formative assessments. This frequent and ongoing analysis of student performance and progress will take place in grade level team meetings, as well as at the administrative level, to ensure that students have been

appropriately placed and that they receive effective ELD instruction that will allow them to fully participate in the core instructional program. In grades 6-12, English 3D serves as the only designated ELD option in support of the core instructional program. To the extent that it is possible and as appropriate, LTEL students at Vaughn's middle and high school campuses will be placed in English 3D program, and data dashboards will be monitored frequently both to inform instructional practice in service of EL students and to articulate areas of growth and areas of strength across the grade 4-12 "At Risk" and LTEL population.

***Professional development to support the implementation of the English 3D program in grades 4-12:** Vaughn has contracted with Houghton Mifflin Harcourt (HMH) to provide on-site professional development and two days of in-class instructional coaching to support teachers, administrators, and support staff directly responsible for the implementation of the English 3D program.

***After-school tutoring services specifically designed to support "At Risk" EL and LTEL students:** In response to stakeholder feedback and to support clear instructional needs, Vaughn will continue to support supplemental after-school academic tutoring for "At-Risk" EL and LTEL students.

***Frequent monitoring of "At Risk" EL and LTEL students with disabilities:** A significant percentage of Vaughn's LTEL population also have an IEP and receive special education services. Vaughn's Curriculum and Instruction committee will convene on a monthly basis, and the Language Appraisal Team (LAT) will monitor and support EL students, in particular those EL students with disabilities, through the analysis of student performance data, teacher/staff referrals, and other relevant quantitative or qualitative data. Decisions to pursue reclassification when appropriate will follow through the appropriate process to ensure all criteria is met and an IEP team is making the decision to reclassify.

24 MEETING THE NEEDS OF ALL STUDENTS - GIFTED AND TALENTED (GATE) STUDENTS AND STUDENTS ACHIEVING ABOVE GRADE LEVEL

Vaughn is continually working to further develop and implement a GATE Program in which identified students are provided with qualitatively differentiated instruction and services. GATE coordinators and administrators at every campus assist in the search and find process annually.

The identification of students who are gifted and talented is performed by a variety of methods. We contract with LAUSD to conduct GATE assessments. Our GATE committee screens referrals and assists in determining eligibility under alternative categories such as High Achievement and Specific Academic areas. Gate coordinators and campus administrators help monitor the academic progress and emotional well-being of identified and referred GATE students. The Otis-Lennon School Ability Test (OLSAT) universal screening process is utilized annually at G3 to identify students who are GATE eligible at the 2nd grade level.

Vaughn fully understands that students classified as gifted/talented display a wide set of characteristics, including underachievement. The following include some of the strategies, services and practices offered to ensure that our gifted students receive appropriate learning opportunities aligned to their needs:

- Gifted/talented students are provided various intervention strategies including classroom program modifications, counseling and accelerated and enrichment activities.
- Gifted students are provided access to challenging curriculum.
- Creating a learning environment in which gifted/talented learners can use their strengths to develop interpersonal and intrapersonal abilities, risk new ideas of thought and action, and feel challenged. Gifted students are provided leadership opportunities and activities that develop and enhance their skills

(Student/Leadership Council (Gr. 4-12), Mentors/Tutors (Gr. 9-12), Clubs, World Council (Gr. 9-12). High interest special programs and classes will be offered such as robotics, coding, music (choir, orchestra, band), journalism in Grades 6-12, visual and performing arts (theater, music, dance, digital art, art), sports in Grades 2-12. High interest field trips are also organized and provided to all GATE students (current trips have included JPL, museums, Lego fairs and robotics competitions, Music Center performances, science fairs, college visits)

- GATE coordinators and selected teachers have received training to acquire the knowledge and understanding of the cognitive, social, and emotional characteristics and needs of gifted/talented students. Vaughn will continue to send staff to conferences/workshops offered by LAUSD, California Association for the Gifted, Central Cities Gifted Children's Association, SDE's National Conference on Differentiated Instruction and those offered by CSUN. Our Curriculum committee will continue to schedule staff development training on meeting the needs of gifted students school wide.

- Developing students' creativity in all aspects of thinking and expressing talent through authentic products, projects and presentations. Lessons plans across all subjects and grades incorporate critical questioning and involve students in public speaking activities.

- Providing opportunities to develop the skills of higher-level cognitive thinking, integration of multiple intelligences, self-direction, and self-evaluation by utilizing assignments that include reflection, meta-cognitive journaling, error analysis and elaboration of responses. Modifying instructional strategies to implement the core content standards appropriate to meeting the individualized needs of all gifted/talented students. Extension, enrichment, and challenge materials are integrated alongside project-based assignments to support differentiated instruction and promote deeper learning.

- Underachieving gifted students are monitored by GATE coordinators and school site administrators and are targeted for intervention as necessary. Gate students identified as lacking appropriate social cognition skills or experiencing emotional problems are referred and receive counseling as appropriate.

- Challenging resources and technology suggested for use are budgeted and provided.

Our Curriculum and Instruction Committee annually assesses all special population programs school wide to survey and identify ways to implement improvements to each program including GATE.

25 MEETING THE NEEDS OF ALL STUDENTS - STUDENTS ACHIEVING BELOW GRADE LEVEL

Students who are achieving significantly below grade level are identified through frequently scheduled data analysis opportunities (i.e. Universal Screeners, Lexile, GPA, course/subject marks at progress reporting periods, etc.) which involves the classroom teacher(s), school site administrators, instructional coaches, intervention staff and special education staff. Students who are achieving substantially below grade level at all grade levels will be provided with maximum opportunities to learn. Interventions may include the following:

- Re-teaching and explicit learning opportunities through small group and individualized instruction during teaming, during additional instructional blocks and through instructional pathways on computer programs such as iReady.

- Targeted, explicit instruction provided by teachers, intervention staff and/or resource personnel.

- Afterschool, before school, and/or Saturday tutoring

- Support through our home-school connection activities. Licenses are available for language arts and math software for use at school and in the home.
- 3 weeks of intersession instruction available to all TK - 8 grade students
- 2 intersession periods (winter & summer) available for high school students in need of credit recovery
- Strategic Intervention Support Classes for 6th - 12th grade in English and Math (i.e., Read 180, English Language Development, and math intervention.)
- Connections to community-based services that support their learning
- Continued use of Tier 1 strategies that support all learners.

Monitoring of student progress is the responsibility of the classroom teacher(s), the intervention staff and the school site administrators. Support personnel assist by providing on-going feedback on student progress. Regular progress monitoring is scheduled to assess a student's response to the interventions implemented. Frequency of monitoring varies on individual student needs.

26 MEETING THE NEEDS OF ALL STUDENTS - SOCIO-ECONOMICALLY DISADVANTAGED INCOME STUDENTS

As a school wide Title 1 school, Vaughn provides every student the full range of programs, services, and resources which include:

- A rigorous curriculum
- Early intervention, enrichment and accelerated studies
- Varied intervention approaches and support for students that are achieving substantially below grade level
- Varied instructional approaches and services for students achieving significantly above grade level at all grade levels
- Use of technology as a teaching and learning tool
- Mandatory intersession for all students (Grades TK-8). Credit Recovery is offered for 9- 12th grade during Intersession
- Multiple periodic assessment and monitoring of academic and language progress
- Expanded Learning available until 6:00 pm and an extended school year of 195 -200 days.
- Highly qualified staff and intensive teacher training and professional growth
- Health services including eye exams, hearing tests, school-based counseling, etc.
- Full support team includes psychologists, counselors, behavior specialist assistant, school social workers, case manager assistants, resource teachers, early intervention specialists, and staff from collaborating agencies
- On site libraries and/or online sites for access to books for all students
- Family & Community Center services, as well as, parents in decision-making committees
- Universal preschool program for neighborhood children ages 2.5-3 years of age

Vaughn identifies Socio-Economically Disadvantaged Income Students through the Direct Certification process and via the National School Lunch Program application. With an overwhelming majority of Vaughn's TK-12 students identified as socio-economically disadvantaged (95.13% in 2024-25), progress monitoring for this particular group of students falls in line with the process by which all Vaughn students are supported, namely through our robust instructional program, access to wrap-around social and emotional support services,

a clear RTI process, and consistent parent/family engagement. All members of the Student Support and Progress Team collaborate with teachers and support staff to monitor student progress. At the elementary level, universal screeners are administered every trimester (at minimum) to measure student progress and identify students that may be in need of further support or intervention. The data analysis process is used as a vehicle for teachers and support staff to initiate a referral if a particular student demonstrates need. Vaughn supports socioeconomically disadvantaged students by offering a robust mental health team to address trauma and provide ongoing social-emotional care. Each site has medical assistants and expanded learning opportunities to ensure students are safe and supported beyond the school day, particularly when families face scheduling challenges. Additionally, Vaughn partners with outside agencies and employs case managers to connect families with essential community resources and wraparound support services.

26.1 MEETING THE NEEDS OF ALL STUDENTS - STUDENTS WITH DISABILITIES

Vaughn is an Option Three independent charter school under LAUSD's Charter Operated Programs (COP). Although Vaughn may be independent in certain elements (i.e curriculum, fiscal), it is still under LAUSD's Special Education Local Planning Area (SELPA) for any and all special education federal, state, and district mandates. These include mandates related to Individuals with Disabilities Education Improvement Act (IDEA) compliance procedures and timelines, as well as district-mandated requirements such as using the Welligent System to document IEPs and track special education services. Through LAUSD's COP, Vaughn has an understanding of how it will collaborate with the district when it comes to special education fiscal responsibilities, due process procedures, continuum of placement options, provision of related services, and meeting compliance requirements.

Per IDEA, SWDs should be educated with their non-disabled peers in a general education classroom to the maximum extent possible, with necessary supports and services provided to ensure their success. Vaughn strives to provide all students, especially SWDs, with an inclusive educational experience by making all general education programs, supports, and services accessible. This is accomplished through the development and implementation of a Multi-Tiered System of Supports (MTSS) framework to support the needs of all students to ensure access and equity. Through a "whole-child" approach, a multidisciplinary team looks at the academic, social-emotional and behavioral needs of all students through continuous and systematic review of school-wide data. Vaughn ensures access to high quality Tier 1 classroom instruction to all students via highly qualified educators. When students need more than Tier 1 classroom instruction, as indicated by universal assessment practices, students are provided with a continuum of evidence-based interventions and other layered supports.

Through MTSS, Vaughn addresses the needs of all students, including SWDs. Students with Individualized Educational Programs (IEPs) and Section 504 Plans are part of the Vaughn community of students and can receive tiered interventions through the continuum of supports offered by Vaughn's general education program as determined by need. This framework allows Vaughn to:

- Conduct regular universal screening that supports the early identification of students that may be in need of special education or Section 504 referral (Child Find). Through this practice, Vaughn makes data-based decisions on how best to support students.
- Provide timely, systematic, and targeted interventions to determine a student's response to instruction and intervention. This further supports Child Find efforts and aids special education teams in building an assessment plan with pertinent areas to assess based on data. While the provision of systematic and targeted interventions shall not delay Vaughn's obligation to assess for special education programs and services, it does provide data to support an evaluation process as soon as it is warranted. It also provides students with needed interventions while going through the evaluation process.
- Monitor student progress to ensure SWDs are accessing grade level curriculum and/or meeting expectations on other school-wide frameworks such as PBIS and SEL. Not meeting academic, social-

emotional, and/or behavioral expectations may also trigger Child Find actions. For SWDs with IEPs or 504 Plans, it would trigger further or ongoing support via their existing plans.

In addition to the general education program, SWDs are provided a Free and Appropriate Public Education (FAPE) in accordance with their IEPs and Section 504 Plans. Vaughn offers the following continuum of options and instructional practices to implement FAPE, from least to most restrictive:

- General education program and supplementary aids
    - General education staff implement accommodations
- General education program with supplementary aids and services
    - General education staff implement accommodations
    - Specialized staff provide a service such as Language and Speech services (outside of the general education classroom)
- General education program with Resource Specialist Program (RSP)
    - General education and special education staff provide support through collaborative teaching and planning (within the general education class)
    - Special education staff provide pull-out services (outside of the general education classroom) for designated days and times to provide more intensive academic instruction
- General education program with RSP and other related services
    - In addition to collaborative teaching and planning, and pull-out RSP services, the student may receive other related services such as…
        - Language and Speech (LAS) services
        - Occupational Therapy (OT) services
        - Designated Instructional Services (DIS) Counseling
        - Educationally Related Intensive Counseling Services (ERICS)
        - Behavior Intervention Development (BID)
        - Behavior Intervention Implementation (BII)
        - Adapted Physical Education (A.PE)
        - Deaf and Hard of Hearing (DHH) services

If students with disabilities need more intensive support and services, Vaughn conducts a comprehensive evaluation to determine the need and discuss more restrictive settings through an IEP meeting. Vaughn seeks consultation from COP partners and collaborates with the district to provide more restrictive settings such as Special Day Programs and Non Public School Options through a Fee-for-Service agreement.

Search and Serve Activities

Under IDEA and Section 504 of the Rehabilitation Act of 1973, Vaughn must locate, identify, and evaluate all children suspected of having a disability. Vaughn engages in the following actions to comply with the federal Child Find obligation:

- Per SELPA requirements, Vaughn's website contains a special education section that informs parents about the program and the person/designee to contact. Vaughn's website also contains a section on information regarding Section 504.
- Following a SELPA requirement, Vaughn distributes and posts special education publications for all parents. Vaughn also distributes and posts information about Section 504 for all parents.
- Following a SELPA requirement, Vaughn plans and provides school-level professional development to general and special education staff on topics such as Child Find.
- Community Outreach events - Vaughn engages in recruitment of students for enrollment purposes where parents are given information on school programs and services.
- School events - Vaughn hosts events such as orientation, Meet & Greet, Back-to-School Night, and Parent Forums where Vaughn staff (i.e general and special education teachers, administrators, school counselors,

school psychologists, Section 504 Designees) provide information on school programs, services, and who to contact if any questions or concerns arise.

- Parent and staff referrals - Following a SELPA requirement, a Request for Special Education Assessment Form is provided to parents and staff in person or electronically when a verbal or written request is made. Following a federal mandate, a Request for Section 504 Evaluation and Consent form is provided when parents or staff have concerns regarding a physical or mental impairment.
- Student Support and Progress Team - Vaughn staff (i.e. school nurse, school psychologists, special education teachers, general education teachers, school counselors, school social workers, coordinators, administrators, behavior specialists) meet regularly to analyze school-wide data and discuss students. If through data-analysis and discussions, a disability is suspected, the team will move forward to request an evaluation as mandated by federal Child Find obligations.
- Agency Collaboration and Referral - As part of Child Find, Vaughn support personnel will guide the parents of children younger than three years of age or in Vaughn's preschool program to seek early intervention when a developmental delay is suspected. Per IDEA, Part C, states have an obligation to evaluate and provide early intervention services through an Individualized Family Service Plan (IFSP) for children under three or through an IEP for children in preschool programs. LAUSD SELPA may provide this support and further information to Vaughn families through their Early Childhood Special Education Office. Families may also be connected to a local community-based non-profit agency such as the North Los Angeles County Regional Center.

27 MEETING THE NEEDS OF ALL STUDENTS - OTHER STUDENT GROUPS

FOSTER YOUTH

Upon enrollment, office managers will notify school administration and the homeless/foster youth liaison to ensure these students are immediately and appropriately enrolled as mandated by state regulations. Additionally, the homeless/foster youth liaison will periodically pull CALPADS reports to identify any existing Vaughn students identified under the category of foster. The foster youth liaison will consult with guardian(s) and to identify services currently being provided to the student. If the school social worker determines additional academic or social emotional in-house support is necessary, the student will be referred through the case management referral process. The school social worker, case managers, and school psychologists will work as a multi-disciplinary team to monitor foster youth.

HOMELESS STUDENTS

As enumerated in the McKinney-Vento Act, the state of California defines homeless children and youths as individuals who lack a fixed, regular, and adequate nighttime residence. Per CDE guidelines, this definition also includes:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason
- Children and youth who may be living in motels, hotels, trailer parks, shelters, or awaiting foster care placement
- Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings, or
- Migratory children who qualify as homeless because they are children who are living in similar circumstances listed above

All new and returning Vaughn students and families are provided with a Student Residency Questionnaire prior to the start of each school-year. Any student meeting one or more of the above listed criteria will be identified appropriately in CALPADS.

We have a large number of identified homeless students who receive all opportunities and interventions that are offered to all Vaughn students. In addition, Vaughn provides a one-stop shop of health and social services. Vaughn provides families with access to basic needs (clothing, food), transportation, drop-in counseling, assistance in applying for employment or basic aid, family activities, adult education classes, referral services and a host of social service programs provided in collaboration with non-profit and community agencies. We have Case Managers, Case manager assistants, Full time MSWs, School Psychologists, a Family and Community Center Coordinator, a Family Liaison, and a Homeless and Foster Youth Liaison that work with the families to connect and build trust.

Element 2 – Measurable Pupil Outcomes and
Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

"The measurable pupil outcomes identified for use by Charter School. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by Charter School, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by Charter School." **(Ed. Code § 47605(c)(5)(B).)**

"The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card." **(Ed. Code § 47605(c)(5)(C).)**

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

VAUGHN NCLC shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(d)(1), 60605.)

VAUGHN NCLC shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

VAUGHN NCLC agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. VAUGHN NCLCshall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. VAUGHN NCLC hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as VAUGHN NCLC. Upon request, VAUGHN NCLC shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

1-2 MEASUREABLE GOALS OF THE EDUCATION PROGRAM + PERFORMANCE TARGETS ALIGNED TO STATE PRIORITIES

Measurable Goals and Objectives + Performance Targets Aligned to State Priorities

*Please refer to the complete LCFF State Priorities table provided in Element 1

3 MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

*Please refer to the complete LCFF State Priorities table provided in Element 1

Other Performance Targets

*Please refer to the complete LCFF State Priorities table provided in Element 1

5 METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

The assessment process at Vaughn is composed of a variety of measures that allow us to monitor the learning of our students and accurately meet individual learner needs.

Vaughn has implemented iReady Diagnostic for the past three years after coming out of the pandemic as an internal assessment and Verified Data source. i-Ready is an adaptive online instructional program that provides personalized learning in reading and math, along with diagnostic assessments to inform targeted instruction. Testing windows are determined at the beginning of each school year to ensure that adequate time is allowed between each testing session. Professional development time is allotted for data analysis after each session of testing. In-depth analysis of individual student performance, class performance, and grade level performance allows for teachers to monitor students' progress towards Common Core State Standards.

An additional benchmark that is used by Grades 9-12 is the Star Assessment by Renaissance which is administered 3-4 times per year. This assessment measures students reading comprehension via online, adaptive software. PD sessions are held to allow teachers time and training needed to analyze data and use reports to best meet the needs of all learners.

To ensure alignment with state standards and ongoing progress monitoring, Vaughn administers SBAC Interim Assessments—including both IABs and ICAs—through the CAASPP platform. Results are accessed and analyzed using the California Educator Reporting System (CERS), which provides detailed insights into student performance across key academic areas. This data informs instruction, supports timely interventions, and helps track student growth throughout the year.

Moreover, teachers frequently engage students in more discrete, daily/weekly forms of assessment. These range from a simple exit ticket to a basic quiz to measure student progress in understanding of content or mastery of skills. With increased access to technology, Vaughn teachers frequently utilize Google Apps for Education (Google Suite), to create a range of interactive quizzes, daily checks, exit tickets, or other digital measures of student progress in learning. Assessment using digital tools offers a significant benefit relative to timely analysis of student performance, individual or whole group analytics, and the means by which data can be quickly collected, organized, and analyzed allows teachers to identify trends in student performance.

The State adopted test for English Learners (ELPAC) test is administered each year in the spring to monitor the growth of our English Language Learners progress towards proficiency.

Vaughn's EL Coordinator works in conjunction with the Curriculum and Administrative teams TK-12 in order to promote program alignment. The site administrator, instructional coaches, and curriculum coordinators at each site are responsible for the monitoring of EL students, and, in addition to collaboration between the site administrator and curriculum coordinator, the middle and high school EL students are supported by ELD teachers. Our Elementary sites also have access to an ELD Teacher who is housed at our Mainland campus. Analysis takes place after every grading period and after state testing, verified data assessments, internal benchmarks, and universal screening results are received to see if EL students have met the criteria to be reclassified. An assigned administrator is responsible for reviewing all RFEP candidates school wide, of ensuring that all criteria have been met, and that all associated documentation and communication have been completed.

In order to inform our parents as to how their students are meeting learning goals, Vaughn holds Parent Forums for understanding assessment and how to interpret the results of various internal and state adopted assessments. We have also held ELPAC Parent Forums that help students understand how to interpret scores and understand language proficiency levels. Additionally, parent conferences are held two times a year and assessment data is shared with parents at these conferences. High school students lead their parent conferences which allows for self-reflection on progress and increased parent engagement and attendance. Specific parent meetings for parents of ELs are held throughout the year to ensure that they are informed as to how ELs are supported at our school.

In grades K-5, universal screening for progress towards basic reading and mathematics skills occur every 6-8 weeks with data reviews held shortly after to examine needs of grade level and individual classes. Results of the universal screening are analyzed by teachers and support staff to assure that students receive the academic support needed. Response to Intervention needs are discussed and planned during these meetings.

At the elementary level unit assessments are administered in English Language Arts and Mathematics on a regular basis. At the secondary level unit assessments are administered in content specific courses. Weekly assessments that have been aligned by grade level teams are administered. The mid-chapter and chapter tests that are administered have been aligned to CCSS. Grade levels have created rubrics for writing that are used for assessment of agreed upon writing focus for each unit of English Language Arts study. Teachers regularly meet to discuss these assessments and make decisions regarding instruction based on the results. At all levels project based learning is used to assess students understanding of essential standards.

At the 5th, 8th, and 12th grade level, students will engage in CAST testing annually.

At the high school level AP testing occurs in May and results are received in July and analyzed at the beginning of the following school year.

Assessment data pertaining to Students with Special Needs is examined and compared to performance of general education peers. Resource teachers, general education teachers, and administrators use assessment data to create individualized education plans, and to make decisions about the level of support needed.

Vaughn's curriculum and instruction, as well as assessments and school-wide learner outcomes, are aligned to the Common Core State Standards. Unit plans are shared with curriculum coordinators/instructional coaches who can assist with resources. Our teachers work collaboratively with the instructional coaches and curriculum coordinators to develop units that will give students an opportunity to demonstrate their learning and understanding. In addition, our curriculum coordinators and instructional coaches help ensure that units

are aligned to the CCSS and provide multiple access points to learning.

In all content areas, there is specific focus on academic vocabulary and academic discussions. In math instruction, (elementary) students are using iReady Personalized Instruction to address individual student needs. In ELA instruction, (elementary) teachers are using iReady Individualized Instruction and Accelerated Reader, Handwriting without Tears, and Boom Cards.

At the secondary level, MATHia, Delta Math, and iReady are all utilized to support students needing intervention in the mathematics classrooms. Albert-IO, supplementary novels and iReady are all additionally used in ELA to support students with intervention.

Vaughn offers co-teaching and co-instruction in specific content core classes to support at promise and special need students. At the secondary level, Vaughn offers Intensive ELA and Math instruction to students with moderate to severe academic needs in addition to tier 3 students.

Student and school performance gains are achieved through regular reviews of results (achievement data and student work) followed by targeted adjustments to curriculum and instruction. Teachers are most effective when they seek feedback from students and their peers and use that feedback to adjust approaches to design and teaching. Teachers, schools, and districts benefit by "working smarter" through the collaborative design, sharing, and peer review of units of study.

Vaughn teachers carefully analyze the results of all students including those in designated subgroups. Teams identify potential interventions to meet the needs of students. Instructional coaches/curriculum coordinators support teachers with creating sub-groups within iReady all ELLs and students with IEP students to track their progress.

Determination of Performance Levels

All teachers are using Aeries Grade book which helps to track and monitor students' progress towards standards. Informal formative assessments are embedded into all classes and occur on a regular basis throughout the week. Weekly assessments allow teachers and students to track progress and to make necessary changes to instruction in subsequent weeks. We continue to work towards common grade-level percentages allocated to assignments, tests and classroom work, so that there is uniformity in grading. At the elementary level, grade levels teams determine categories and agree upon weighting for the basis of grading as a team, so that there is uniformity in understanding what is included in the grade determinations.

Some of the formative and summative assessments that are used include class work, homework, in-class assignments, performance tasks, culminating tasks, and projects.

At the secondary, departments and grade-levels discuss grading policies and grading scales. There are regular team level and department discussions on grading practices and requirements, including aligning rubrics and grade books.

Teachers who collaborate in lesson planning reflect the CCSS with CCSS aligned content objectives and CCSS ELD aligned language objectives in their unit/lesson plans. There are frequent grade level meetings to analyze student performance on assessments and to align grading expectations for those assessments. Our team teachers also analyze grades, student performance and assessments periodically to determine appropriateness of grades, and to improve student understanding. Teachers grade student work based on detailed rubrics or culminating tasks rubrics.

In addition, iReady is used to measure student growth through adaptive diagnostics that assess performance relative to grade-level expectations and generate individualized learning pathways based on student needs.

Students who are achieving significantly below grade level are identified through frequently scheduled data analysis which involves the classroom teacher(s), grade level administrator, intervention teachers and special education staff. Students who are achieving substantially below grade level at all grade levels will be provided with maximum opportunities to learn which include the following receive re-teaching and explicit learning opportunities through small group and individualized instruction during teaming, during additional instructional blocks and through blended learning time. Students also receive targeted, explicit instruction provided by intervention teachers and resource personnel.

6 DATA ANALYSIS AND REPORTING

Weekly assessments are analyzed by teachers to inform instruction in subsequent weeks. Teachers use these assessments to make changes to student groupings, to differentiate lessons, and to reteach. Teachers track assignments by standard so they can monitor student's progress towards individual standards throughout the school year.

Benchmark and interim assessments are used school wide to monitor overall student learning. Soon after iReady diagnostics are administered PDs are held in order for teachers to analyze data and make instructional decisions in regards to this data. It is during this time that instructional groups are realigned to ensure students' mastery of content. Teachers plan small group activities, co- teaching, and re-teaching based on results of these assessments.

Vaughn utilizes the SBAC Interim Assessment Blocks (IABs) and the Comprehensive Interim Assessments (ICAs), accessed through the CAASPP Interim Assessment system and the California Educator Reporting System (CERS), to provide CAASPP-aligned assessments throughout the year. These tools support teachers in delivering standards-based instruction by offering timely, formative data that reflects student performance on grade-level expectations. The data from these assessments is analyzed regularly to monitor student progress, identify areas of need, and inform instructional planning and targeted interventions.

To plan for the new school year, curriculum maps and formal assessments are revised to better support students' needs as a whole.

Exit Slips are frequently used at the end of lessons to check for understanding and if the learning objective was reached. This and other forms of formative assessment such as journals, quizzes, and student self-evaluation are used consistently to assess student understanding and to modify instruction and content delivery.

At the elementary level teachers use data from universal screeners in reading and math, weekly assessments, unit assessments, and formative assessments to assure that students are placed within teaming groups to best meet their personal needs. Data reviews occur every 6-8 weeks and students are placed depending on specific needs. It is during data reviews that targeted and intensive intervention groups are created. Teachers also meet weekly with their team to discuss student's progress and to modify placement if needed. When reviewing data during articulation meetings teachers develop smart goals with their teams.

Yearly staff trainings are held to ensure that all teachers know technical aspects of administering ELPAC, CAASPP and iReady assessments.

Monitoring of Student Growth

School leaders and staff make decisions and implement strategies that focus on all students achieving the expected academic standards through:

- Grade Level Teams/Department Chairs: Teachers form grade or department teams. The grade-level team is supported by an administrator, an instructional coach, a Resource Specialist (assigned to the grade level) and an elected Teacher Leader. The grade level or department team meets regularly to review student progress, share promising practices, discuss challenges and develop solutions as a team. Structured team teaching is employed as a means by which small groups of 2-4 teachers will collaborate to serve a cohort of students within a larger grade level population. Decisions made by the grade level include: changes in teaming schematic, periodic student assessment and data analysis, review and purchase of instructional materials, workshop selection and attendance, observation and coaching of peers, sharing instructional practices, alignment of grading practices and development of home-school projects.
- Administrative Team- The Team consists of the CEO, Directors of Instruction, Director of Student Services, Director of Mental Health, Site Directors of each campus, and the Curriculum Coordinators of each campus. The Administrative Team members work closely with individual teachers and teaching teams to provide instructional supervision, assessment monitoring and assistance, student support, assist with parent communication, and research and provide resources and materials. The Administrative Team helps facilitate the decision-making process during Team and Governance Committee meetings to assure continuous focus on achieving established goals.
- The Vaughn Governing Board is provided a report on Curriculum and Instructional regularly at scheduled meetings. Included in these reports are results of all school wide state and in house assessments. Board members receive a summary of assessment results following receipt of results by Vaughn. Board members review and analyze results and make recommendations for improvements to the CEO and to the Curriculum and Instruction Committee.

Vaughn recognizes the need to use assessment results to make changes in the school program and professional development activities. As a result, Vaughn has increased support personnel, paraprofessionals, and behavior specialists. Vaughn has expanded our technology support so that all students are 1:1 with Chromebooks.

At the elementary level, our teachers address the need for re-teaching and tutoring students in a systematic way. After the universal screeners are complete, the data is analyzed again. The teachers and the intervention team meet to decide on students who will receive tutoring during the school day and those who will receive tutoring through our after-school program. Students selected for the tutoring during the school day have a specific skill addressed. Students are tutored for approximately six weeks and at the end of the intervention session they are reassessed and the team reconvenes to follow the next course of action.

At the secondary level, data is analyzed in grade level teams after each reporting period and after major assessments like iReady. The team determines what accommodations, interventions and accelerations can be provided by the general education teachers. Administrators attend these meetings and share information at Administration meetings when further action is required.

Vaughn continues to analyze ELPAC data, and grades during professional development. Strategies are discussed to address the needs of English Learners as well. Professional development opportunities are designed around school-wide needs as determined by data that is a direct result of student assessment and interpretation. In addition, as a result of data, we continue to maintain Instructional Coaches at all sites.

Assessment results are a critical aspect of designing instruction at Vaughn. Data collected from assessments, formative and summative, are shared with students so that students are aware of their progress toward meeting the academic standards and the school wide learner outcomes. In faculty meetings teachers and administrators share iReady, content benchmarks, CAST and SBAC results, which are then used to make class placements and intervention decisions.

Students at the middle school receive progress reports every trimester, and students also have student daily planners. At the high school, progress reports are given every 5 weeks and student-led conferences occur once each semester.

School leaders and staff make decisions and implement strategies that focus on all students achieving the expected academic standards through:

Grade Level Teams/Department Chairs: Teachers form grade or department teams. The grade- level team is supported by an administrator, a Resource Specialist (assigned to the grade level) and an elected Teacher Leader. The grade level meets regularly to review student progress, share promising practices, discuss challenges and develop solutions as a team. Structured team teaching is implemented. Decisions made by the grade level include: changes in teaming schematic, periodic student assessment and data analysis, review and purchase of instructional materials, workshop selection and attendance, observation and coaching of peers, sharing instructional practices, alignment of grading practices and development of home-school projects.

To monitor student progress toward academic standards and schoolwide learner outcomes, teachers incorporate a variety of performance-based assessments. These include, but are not limited to: oral presentations delivered to authentic audiences; written research reports that draw from diverse international online and textual sources; and multimedia expositions or productions that may be shared through online platforms.

Vaughn believes that individualized support is essential to high-quality instruction and integrates a Multi-Tiered System of Supports (MTSS) to address the academic and behavioral needs of all students. As part of MTSS, the Response to Instruction and Intervention (RtI^2) model is implemented as a systematic, data-driven process for identifying students in need of additional assistance and delivering targeted interventions. RtI^2 is not a standalone program or curriculum; rather, it functions as a strategic framework that, when combined with high-quality, differentiated instruction, enhances our ability to meet students where they are. Universal screeners are administered and reviewed every six weeks to monitor student progress, identify learning gaps, and inform instructional decisions at each tier of support.

At the secondary level, all content areas are implementing interim assessments. Some content areas such as Drama and Music include a performance/speaking assessment.

Examples of how departments monitor students' progress toward meeting the academic standards:

- The English department administers a writing benchmark. The department uses a common rubric to assess the writing benchmarks.
- Our science teachers use the same rubric to assess students in writing lab reporting. The math department has been designing common core instructional units that will help identify students' areas of need.
- The social studies department is planning to integrate a thesis paper (10th-12th grade) as part of their curriculum. This will provide students an opportunity to research topics that the students are interested in learning more about.
- Our world language department embeds language specific activities and assessments that will give

students an opportunity to become fluent in a second language.
- The physical education department evaluates students using a fitness level exam that includes a kinesthetic component.
- The senior digital portfolio is an integral part of a student's final year of high school. It integrates knowledge, skills, and concepts from the student's program of study into one culminating digital portfolio presentation that will be delivered to faculty, peers, and community members at the end of a student's senior year.

There is a strong pipeline of information among all stakeholders that is facilitated by our data management system. Vaughn continues to make improvements in data analysis and sharing through Aeries integration of grade books, ELPAC, SBAC, in-house benchmarks, SBAC IABs and ICAs and iReady assessment results. Each campus has a communication and collaboration structure that allows teachers and administrators to communicate regularly as a team and campus. Teachers are empowered to use this data in meaningful ways by having this data regularly available and easily accessible through Aeries, and having multiple opportunities to discuss the data with peers and administrators. These initial curriculum and resource discussions lead to action within governance committees, Curriculum Team and Administration.

Student Feedback

Vaughn values student feedback and encourages its students to play an active role in their education. Students regularly provide feedback through focus groups with administrators/counselors. In addition, there is evidence that student feedback is obtained *through journal writing, homework reflection, exit tickets, and self-reflective rubrics. Students* must grade themselves and grade their peers as a part of the assessment (notebooks). Students oftentimes play an active role in helping the teacher create the rubric used for assessments (projects).

There are several opportunities for student governance at Vaughn. There is a student council at the elementary level, Leadership at the middle school and ASB at the high school. All provide avenues for student feedback, student-initiated projects and a direct communication avenue for students with teachers and leadership.

Vaughn high school has a Student Advisory Council, which includes a member of each advisory class. The curriculum coordinator holds meetings once every two weeks throughout the school year. The activities of the S.A.C. are reported to each advisory class by its respective representative following every meeting. Students are offered the opportunity to voice their opinions, concerns, questions, ideas, and feedback to S.A.C. representatives during this time in advisory. Every student at the high school has access to their grades online. In grade 6-12, students complete learning reflections on their projects, which serve as a conversation tool with their advisors. Our high school students present their reflections in their senior year, and are encouraged to give suggestions to Vaughn faculty on ways that we can continue to strengthen our instructional and student programs. In addition, we have students who are part of the school governance committee meetings. These students play an active role in providing feedback on our instructional and student programs.

7 GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

Vaughn's grading policy is the product of collaborative work of teachers, administrators and parents. Report card grades are based on: classroom work, short term and long-term assessment results, individual and group projects, homework assignments, and extra credits. The weight of each element differs between elementary, middle and high school.

Assessment strategies include both formative and summative assessments across all campuses. Examples of formative assessments include quizzes, mid-chapter check-ins, journaling, progress on online programs, interactive notebooks, and physical responses such as thumbs up/thumbs down, fist to five, and random calling. Summative assessments include unit/chapter tests, performance tasks, projects, presentations, essays. Rubrics are used to assess student work when appropriate. Diagnostic assessments are used to look further into student performance that is falling below basic levels on universal screeners.

Classwork, homework, notes, labs, and assessments form a basis from which teachers determine a student's grade, progress towards standards, and growth. Additionally, high school uses Turnitin data to determine the basis for grading writing.

At the high school level, the Graduate Portfolio System (GPS) is a collection of projects, assignments, reflections, and college-prep activities amassed by students over the course of their middle and high school education. The purpose and goal of GPS is to demonstrate that the VISA graduate is globally competent, college ready and worthy of graduation from Vaughn International Studies Academy. A rubric for the GPS guides grading.

At the middle school level progress reports are issued every trimester.

All families must do a parent conference at the six-week report card. Then at the 12 weeks, students with a D or F must attend parent conferences again. Parents are encouraged to communicate with teachers and administrators throughout the semester if any academic concerns are present, and this is facilitated by parents' access to online grade books.

After the first report card, anyone with a 2.0 or below is discussed at a team meeting, and any possible interventions or accommodations are discussed. Some students will be moved forward in SSPT Review or initial SSPT. The faculty will also review progress reports and other student data to see if that student should be put into additional interventions or go into the after-school program. At the high school progress reports are given every five weeks and teachers call home for a parent conference if the student's GPA is below 2.0.

Middle School and High School use a letter grade based on the following: Progress Towards Meeting Standard

A = Far Above Standard
B = Above Standard
C = At Standard
D = Below Standard
F = Far Below Standard

Citizenship and Work Habits

O = Outstanding
S = Satisfactory
U = Unsatisfactory
N = Needs Improvement

The Directors of Instruction, in partnership with Site Directors, Curriculum Coordinators and Instructional Coaches ensure that all teachers and proctors have adequate training in order to assure security of all test documents and the integrity of assessments. All state assessments are taken with a credentialed teacher present to ensure integrity.

CAASPP, CAST, and ELPAC are all online assessments with secure browsers, which ensures that tests are secure.

The processes and procedures for involving staff in shared highly responsible actions and accountability to support student learning are effective. The efforts of the Student Support and Progress Team (SSPT), Section 504 teams and IEP teams involve teachers, parents, and support staff to ensure student success.

The SSPT uses school data and referrals from parents and staff to address student needs. The SSPT includes a multidisciplinary team (teachers, mental health staff, school psychologists, special education teachers, nurses, etc..) and parents in regular meetings to decide on best supports and interventions for students who are struggling. The SSPT uses a whole-child approach to develop an action plan that is continuously reviewed and adjusted to determine students' response to instruction and interventions. Students who require more specialized and long-term support are referred for a Section 504 or special education evaluation.

Parents, staff, and multidisciplinary teams (SSPT) may refer students for Section 504 evaluation when students have or are regarded as having a mental or physical impairment that may impact one or more major life activities. A team (i.e. parents, teachers, administrators, mental health staff, intervention support staff, behavior support staff) that is knowledgeable about the student gathers to determine eligibility and develop an accommodations plan that is reviewed regularly.

Parents, staff, and multidisciplinary teams (SSPT) may also refer students for a special education evaluation when a student is suspected of having a disability that may have an educational impact. If an evaluation is warranted, the Director of Support Services coordinates an evaluation process to be conducted by a multi-disciplinary team (i.e. school psychologist, education specialist teacher, school nurse, speech pathologist, occupational therapist, adapted physical education provider). Once assessments are completed within the mandated timeline, currently 60-days, an Individualized Education Program (IEP) meeting is held with mandated participants (parents/guardians, general education teachers, education specialist, assessors and an administrator) and an IEP document is developed to offer a free and appropriate public education (FAPE). Following the initial meeting, IEP teams come together at least annually to review previously established goals, supports, and services to continuously offer FAPE.

A student with an IEP may promote to the next grade level as long as the student is making substantial progress toward IEP goals and on grade level expectations with required support and services. Special education teams may recommend retention for a student with an IEP, only if the purposes of retention help the student reinforce foundational skills in academic areas and to develop social skills. General education staff have the final say, but highly consider special education team recommendations.

The process for involving parents in shared responsibility is by welcoming them to participate in Governing Board and Committee meetings and to encourage them to assist their child's educational program-assisting at the school.

At the secondary level we distribute report cards every ten/six weeks, and we also host student-led parent conferences. Parents are encouraged to observe and participate in their student's educational program. We frequently outreach to parents to help us support their student's success.

At the secondary level, there are guidance counselors at each site who collaborate with teachers, families, students and administrators to ensure students are meeting their educational goals.

At the high school, student-led conferences occur in the fall and in the spring. We focus on student-led

conferencing, which means that students will play a much more active role in discussing their academic progress with their families.

We believe that involvement in this form of conferencing will provide our students an opportunity to take a more active role in the evaluation of their progress and help to make them more accountable for their learning. We believe student-led conferencing creates a partnership between the home and school that is hard to achieve otherwise. We hope the following occurs during our conferences:

- Students will develop a stronger sense of pride in their accomplishments.
- Parents will become greater participants in student conferences.
- Teachers and parents will increase communication with students regarding academic progress.
- Advisory teachers will play a greater role in advising students academically and serving as a school-home liaison.

All sites currently host Coffee with the Leadership, which provides parents with an opportunity to participate in developing student programs. We also have parents who participate in our Vaughn Governance Committees, where parents are encouraged to take active roles in the committees.

At the elementary level, report cards are distributed three times each year with parent conferences two times per year. Teachers share assessment reports with parents to help them understand their student's learning goals. In addition, parents are involved in the retention process. Parents are given the opportunity to request a meeting to review the possibility of retention.

Statement of Policy on Retention of Students

Vaughn NCLC believes that the promotion of students from one grade to another should be based on a student's ability and achievement of expected academic standards. Vaughn recognizes that grade retention is stressful for students and their families and therefore recommends retention in cases where a student has not attained a foundational level of academic achievement, maturity and habits of mind that would likely impede his/her ability to be successful at the next grade level.

The retention of any student will be based on a thorough review of the individual case by the multi-disciplinary Retention Committee and in consultation with the student's family. The final decision to promote or retain a student rests with the Retention Committee.

The Retention Committee

The Retention Committee members include the classroom/homeroom teacher and the site administrator and may also include a RSP teacher, school counselor, intervention teacher, school psychologist and other support staff. For students with disabilities, the related service providers will be included and/or consulted.

Limit on Retention

Except in very extreme circumstances, no student shall be retained more than once and only if that student meets the age criteria for retention.

Parental Notification

Parents of students at risk of not being promoted shall be notified during either the first or second trimester report card conferences. Notification that the student is at risk of retention will be made on the report card.

Process of Review

1. Student is referred for possible retention by the classroom teacher.
2. Student is provided targeted/intensive support in areas of need and may offer additional support through small-group instruction, after school tutoring, ESY intervention, or other supports. Parents will be notified of supports provided at school and of supports recommended to be followed up from the home. Follow-up recommendations may include items such as plans for improved attendance, adequate sleep schedule, dental/vision needs, etc. Parents may be referred for services or invited to attend parent forums provided by Vaughn which include education/training on specific topics supporting identified or targeted needs.
3. The Retention Committee will compile the following documentation/review to assist in making an informed decision regarding appropriate placement for the student, as applicable:
   a. Retention/Promotion Checklist, including Lexile scores, math and language arts NWEA scores, unit test scores for language arts and math, state test scores, CELDT scores, writing samples, records of interventions, teacher observations.
   b. Complete review of academic grades.
   c. Review of student cumulative records, including any referrals/consideration for retention in previous grades.
   d. Attendance and discipline records.
   e. Input from support staff, which may include school counselor, speech teacher, reading intervention teacher, speech therapist, resource teacher, etc.
   f. The Retention Committee makes a decision to retain or promote the student, and makes recommendations for school support for the following academic year. Letters are sent home to parents or guardians.
4. Parents may request a meeting to discuss and/or appeal retention no later than five (5) days after receipt of notice of retention.
5. If a parent appeals a decision, the site administrator will meet with the parent, and subsequently the Retention Committee reviews all relevant documents, any additional information available and consults with relevant additional staff to make final ruling on parent's appeal. The Retention Committee's ruling is final.

Element 4 – Governance

***"The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement."* (Ed. Code § 47605(c)(5)(D).)**

GENERAL PROVISIONS

As an independent charter school, VAUGHN NCLC, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of VAUGHN NCLC.

VAUGHN NCLC shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

VAUGHN NCLC shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating VAUGHN NCLC amends the bylaws, VAUGHN NCLC shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

VAUGHN NCLC shall comply with the Ralph M. Brown Act ("Brown Act"). All meetings of VAUGHN NCLC's governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

VAUGHN NCLC shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. VAUGHN NCLC shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on VAUGHN NCLC's website will satisfy this requirement.

The District reserves the right to appoint a single representative to VAUGHN NCLC governing board pursuant to Education Code section 47604(c).

LEGAL AND POLICY COMPLIANCE

VAUGHN NCLC shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to VAUGHN NCLCs adopted through Board action.

VAUGHN NCLC shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

VAUGHN NCLC shall comply with the Brown Act and the California Public Records Act.

VAUGHN NCLC shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

VAUGHN NCLC shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

VAUGHN NCLC and all employees and representatives of VAUGHN NCLC, including members of VAUGHN NCLC's governing board, members of VAUGHN NCLC or governing board committees and councils, VAUGHN NCLC administrators, and managers, shall comply with federal and state laws, nonprofit integrity

standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. VAUGHN NCLC shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

VAUGHN NCLC shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

VAUGHN NCLC shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with VAUGHN NCLC alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. VAUGHN NCLC shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

VAUGHN NCLC shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

VAUGHN NCLC shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with VAUGHN NCLC, that VAUGHN NCLC does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

VAUGHN NCLC shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 et seq.

VAUGHN NCLC shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

VAUGHN NCLC shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

VAUGHN NCLC, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. VAUGHN NCLC acknowledges that VAUGHN NCLC, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. VAUGHN NCLC shall provide the District with current, complete, and accurate contact information for VAUGHN NCLC, VAUGHN NCLC administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to VAUGHN NCLC's operations, or breach of the Charter, is received or discovered by the District, VAUGHN NCLC, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any

resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

VAUGHN NCLC acknowledges and agrees that persons and entities that directly exercise control over the expenditure of VAUGHN NCLC's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

VAUGHN NCLC shall notify LAUSD Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by VAUGHN NCLC. Unless prohibited by law, VAUGHN NCLC shall notify the CSD in writing of any internal investigations within one week of commencing investigation. VAUGHN NCLC shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, VAUGHN NCLC shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). VAUGHN NCLC shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event VAUGHN NCLC closes, VAUGHN NCLC shall comply with the student records transfer provisions in Element 15. VAUGHN NCLC shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

VAUGHN NCLC shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to VAUGHN NCLC.

VAUGHN NCLC may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, VAUGHN NCLC. (Ed. Code § 47605(n).)

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, VAUGHN NCLC has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. VAUGHN NCLC understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. VAUGHN NCLC agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. VAUGHN NCLC also acknowledges that, as part of its oversight of Vaughn NCLC, the District may conduct program review for federal as well as state compliance.

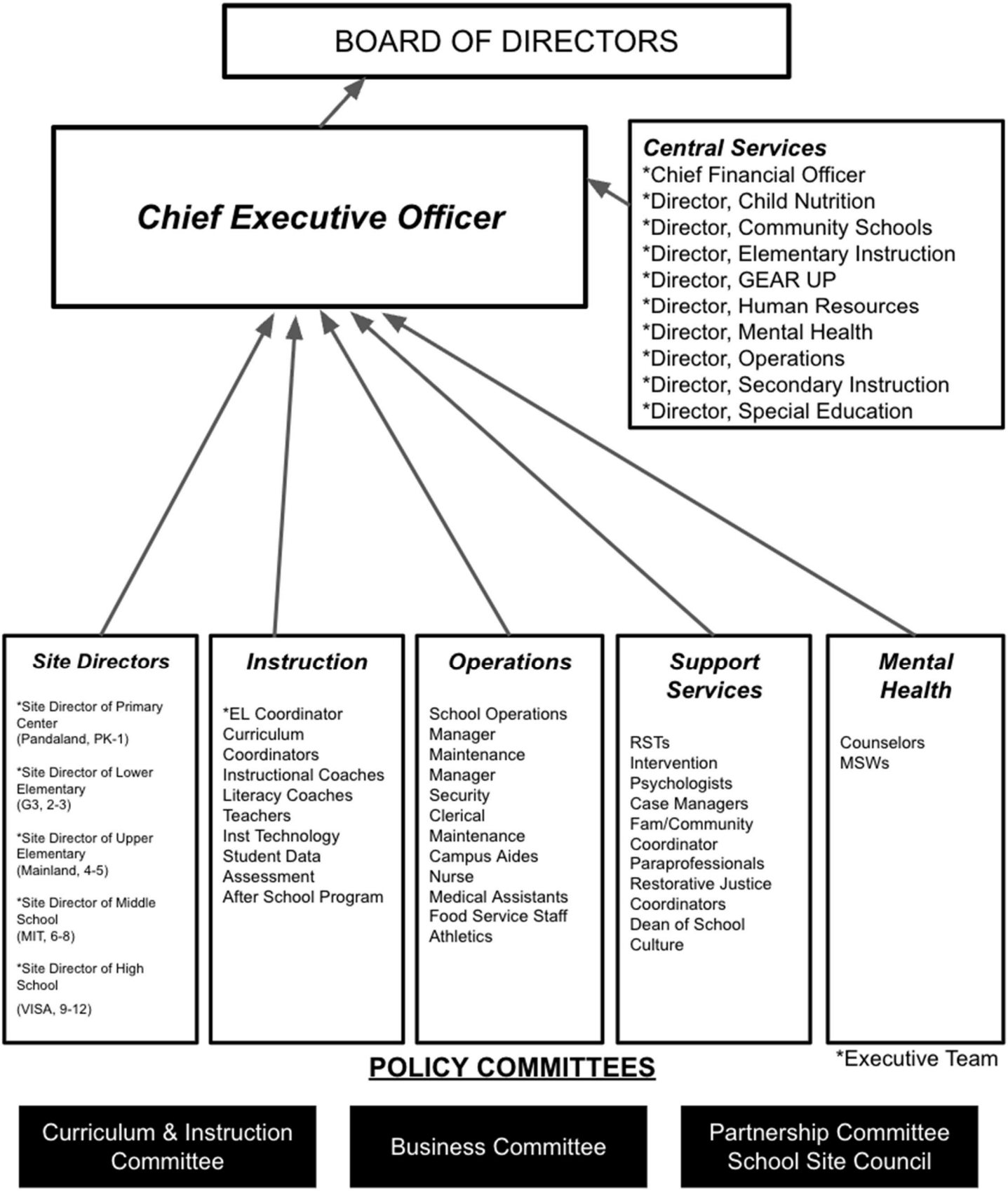
1 GOVERNANCE STRUCTURE

There is a Board of Directors and three Policy Committees so as to ensure inclusiveness, broad- based parent involvement, distribution of leadership and authority, adequate capacity as well as sustainability. These Policy Committees are: Curriculum and Instruction Committee, Business and Operations Committee, and the Partnership Committee.

This structure ensures staff, students, and other stakeholder involvement in all aspects of school policies and operations.

- Vaughn is a nonprofit (501(3)) organization that maintains one (1) charter and one (1) CDS Code.
- Vaughn NCLC has no relationship to any Charter Management Organization (CMO).
- Vaughn has not established any charter school-related LLC, nor has any relationship with any charter school-related LLCs.

ORGANIZATION CHART



POLICY COMMITTEES

- Curriculum & Instruction Committee
- Business Committee
- Partnership Committee School Site Council

Roles and Responsibilities

Vaughn will have an active Board of Directors that is responsible for setting the strategic direction of Vaughn and the oversight of the finances, operations and policies of the school.

The Board of Directors shall perform the following responsibilities in good faith and in a manner such Board members believe to be in the best interest of Vaughn.

1. Review, revise and adopt school-wide mission and vision statement; review, revise and adopt core principles and policy guidelines related to curriculum and instruction, business and operation, and partnership development.
2. Follow a conflict-of-interest policy that ensures that any conflicts of interest or the appearance thereof are avoided or appropriately managed through disclosure, and recusal
3. Recommend and train new Board members; ensure that its Board members have the requisite skills and experience to carry out their duties and that all members understand and fulfill their governance duties acting for the benefit of Vaughn.
4. Adopt employee pay plans and benefit package based on salary parity study, school needs, roles and responsibilities
5. Monitor the regular review of the performance of the CEO and make succession plans when needed
6. Ensure that the CEO and the Board President maintain ongoing communication so that the Board of Directors can effectively carry out its duties.
7. Ensure that Vaughn has effective organizational capacity to carry out its instructional mission, including personnel, materials and facilities
8. Review and approve Vaughn's annual budget; ensure fiscal health through financial monitoring including adoption of interim financial reports, annual audit, investment plan, facilities plan and contracts in accordance with Board-adopted procurement policy.
9. Ensure that Vaughn is fair and inclusive in its hiring and promotion policies for all Board, administrative and employee positions.
10. Serve as Appeal agent related to personnel matters and due process procedures
11. Hears student expulsion cases and makes determination
12. Reviews and updates bylaws as needed.

Chief Executive Officer (CEO)

Leads the overall strategic, operational, and educational direction of Vaughn NCLC, working with the Governing Board to ensure academic excellence, student success, and organizational sustainability. Oversees school programs, compliance, staff development, and community relations to advance the mission and vision of the organization.

Chief Financial Officer (CFO)

Leads the organization's financial strategy and operations, working with the CEO and Governing Board to ensure fiscal integrity, compliance, and sustainability. Oversees budgeting, accounting, reporting, grants, and financial planning to support student achievement and organizational goals.

Director of Child Nutrition

Leads Vaughn NCLC's food service programs, ensuring high-quality, nutritious meals in compliance with federal, state, and local regulations. Oversees operations, staff, menu development, and program efficiency while promoting accountability to students, families, and the community.

Director of Elementary/Secondary Instruction

Provides leadership for elementary curriculum and instruction, supporting teachers, campus directors, and instructional teams to improve student outcomes. Oversees academic programs, professional development, and assessment initiatives to ensure rigorous, equitable instruction across all elementary campuses.

Director of Human Resources
Provides strategic leadership for human resources functions, including talent acquisition, staff development, benefits, compliance, and employee relations. Supports the organization's workforce strategy to ensure alignment with Vaughn NCLC's mission, goals, and legal requirements.

Director of Mental Health
Manages school-based and community mental health programs, supervising counselors, social workers, and restorative justice providers. Coordinates services, monitors compliance, and implements crisis response and social-emotional learning initiatives to support students' mental health and well-being.

Director of Student Support Services
Leads programs that support academic, behavioral, and social-emotional growth for all students, including at-risk populations and students with disabilities. Oversees interventions, compliance with special education and Section 504, and staff development to ensure high-quality student support services.

Site Director
Oversees the operations and leadership of a Vaughn NCLC school site, ensuring a safe, supportive, and effective learning environment. Manages daily operations, staff, schedules, facilities, and resources while supporting academic programs and fostering student growth across all grade levels.

English Learner (EL) Coordinator
Oversees Vaughn NCLC's English Learner programs, ensuring compliance with state and federal regulations and supporting student language development. Provides professional development, coaches teachers, monitors student progress, and engages families to promote English proficiency and academic success.

The role of parents and staff in the governance of the school involve the participation and decision-making responsibilities related to the Policy Committee in which they serve. They include the following:

Curriculum and Instruction Policy Committee
(9 members, 50% parents/community members, 50% staff)

Vaughn recognizes the critical importance of building relationships and partnering with parents in the education of the children it serves. Vaughn empowers its families by valuing their input and actively engaging them in the decision-making process by inviting them to participate in the governance committees of the school. Vaughn takes every opportunity and utilizes multiple avenues to invite parents to participate such as through: compact signing days, orientation meetings, back-to-school nights, parent forums, community board and website posting, flyers sent home. Vaughn especially focuses on encouraging parent involvement through personal interaction at school meetings and/or community events as it recognizes that many parents are not accustomed, shy and/or reticent to participate. Vaughn's Family/Community coordinator and campus Directors through their daily interactions, Coffee with the Director and ELAC meetings; bring parents into school life and encourage them to get involved in the committees by drawing on their areas of interest, expertise and experience. Vaughn ensures that parents are included in the decision-making process by designating that at least 50% of voting members in all governance committees are parents or community members (Partnership's make-up does differ). Parent/community voting members are elected by all members of the pertinent committee. Voting members of the other 50% membership includes certificated and classified employees who are also elected in the same manner.

1. Reviews and recommends instructional materials and textbooks

2. Develops and promotes new programs and provides training
3. Develops and monitors curricular needs for all significant subgroups including English Learner, Special Ed, and GATE
4. Monitors alignment of instructional calendar and provides pacing feedback
5. Monitors and provides feedback on student assessment programs and assessment calendars across campuses
6. Surveys teachers and collects feedback for staff development needs and opportunities
7. Ensure school-wide alignment of PBIS interventions and supports by monitoring implementation across campuses and providing targeted feedback to promote consistency and effectiveness
8. Recommends school calendar
9. Monitors student achievement data and recommends actions based on data

Business and Operation Committee
(9 members, 50% parents/community members, 50% staff):

1. Determines personnel needs
2. Develops, revises and monitors certificated and classified pay plans
3. Designs process of staff evaluations
4. Recruits and selects new certificated staff members, consultants and specialists
5. Reviews and recommends an annual budget plan based on school-wide needs
6. Reviews alterations and improvement plans exceeding $50k, e.g., P.A. system, bathrooms, parking.

Partnership Committee
(12 members, 4 teachers, 1 administrator, 1 other school employee, 4 parents, 2 students):

1. Functions as "School Site Council" for the purpose of Federal Categorical Program
2. Develops, receives input, adopts, disseminates, evaluates and monitors the implementation of our Home-School Compact and Parent/Student Handbooks
3. Conducts parent, family and community climate surveys and needs assessments. Serves as conduit for parent input, feedback and recommendations
4. Provides input regarding Vaughn's charter, LCAP and Federal Addendum, LCFF plan and WASC
5. Coordinates community activities and parent forums
6. Collaborates with the Family Center and Student Leadership Councils
7. Recruits parent and community volunteers.
8. Develops and monitors school uniform policy. (Director and Campus Partnership subcommittee members. When possible, get student input).
9. Advises and monitors school fundraising efforts
10. Review and provide input on policies that affect Vaughn's students, families, and community partners which will be presented to the school board.

2 GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

The Board of Directors will be composed of nine (9) voting members. There are two (2) non-voting student advisory members who participate solely to gain an understanding of the board of directors process and to relay information back to the student body. Student representatives are not official board directors.

1. The six (6) members representing parents and community members will be elected by stakeholders through nomination at large and/or through the Board Nomination Committee. Board member qualification sought to ensure effective governance include:
    a. Knowledge of school community
    b. Commitment of time and effort

c. Expertise (curriculum/instruction, finance, facilities, legal, community development)
d. Parent representation as a priority

2. The term of office is three (3) years with a maximum of three (3) renewable terms. Members can be re-elected after a one-year break in service.
3. The other three (3) members are elected chairpersons of each Policy Committee who may be parents, community representatives or employees including teachers. The term of office is one year and term can be held up to five times.
4. Teachers serve on Policy Committees per school policy as defined in Teachers' Handbook.
5. Each Policy Committee assures campus and/or grade level representation.
6. The two student advisory members are selected by the Student Advisory Council Leadership and high school administration. The advisory students serve up to a 2-year term.

All board directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with the Education Code Section 47604(c).

The governance structure can be revised based on needs and in accordance with laws applicable to charter schools and laws governing nonprofit organizations. Vaughn will consult with the District regarding changes to the governance structure so that the District can determine whether the change requires a charter amendment.

3 GOVERNANCE PROCEDURES AND OPERATIONS

1. The Board of Directors will meet at least six (6) times per year. The annual meeting calendar is established in June of the previous school year. All meetings are to be held at Vaughn's Central Office at 13215 Daventry Street, Pacoima, CA 91331.(Secretary of State filing will be updated to reflect meeting location to be 13215 Daventry Street, Pacoima, CA 91331. Bylaws will be presented to the board with the corrected meeting address for approval at the next Vaughn board meeting. If it is determined that the location can no longer accommodate members of the public wishing to attend the board meetings, then an alternative location on campus will be designated as the new Board meeting room. All meetings are conducted in accordance with the Brown Act requirements.

All Vaughn Board of Directors meetings will be held at 13215 Daventry Street, Pacoima, CA.

In accordance with **AB 2449**, a board member may attend remotely without disclosing their teleconference location if a **quorum of board members is physically present** at the public meeting location and the remote board member qualifies for **"just cause"** or **"emergency circumstances"** as defined by the law.

The public may participate in all scheduled board meetings via **two-way Zoom teleconferencing**, which provides both audiovisual and phone access. **All board meetings are recorded and available upon request.**

2. Policy Committees are scheduled for the first Tuesday of each month during the academic year, beginning in September. However, if there is interest in selecting a different day of the week, committees may be held on an alternative weekday, provided the meeting still takes place during the first week of the month including that day of the week. Meeting time can be staggered (during the day and/or in the evening to accommodate the parents and community members).

3. The Curriculum and Instruction Committee and the Business and Operations Committee consist of nine (9) voting members representing parents, certificated personnel and classified personnel. The Partnership Committee consists of 12 members with the composition of members made up of 4 teachers, 1

administrator, 1 classified employee, 4 parents and 2 students. The Partnership Committee also functions as Vaughn's School Site Council. All members of the policy committees are elected by members at the beginning of each school year.

4. All meetings are conducted in accordance with the Brown Act Open Meeting requirements. Each Committee may form advisory subcommittees for certain tasks. Advisory subcommittees will meet informally and as frequently as needed.

5. Vaughn will comply fully with all requirements of the Brown Act including: All regular meeting agendas are posted on all of Vaughn's campus community boards and on Vaughn's website 72 hours in advance; quorum (majority of elected voting members present) must be established to hold a meeting and to act on any decisions made; any potential interest or conflict must be announced and member announcing conflict must recuse self from voting, Action items noted on agendas can only be acted upon when a quorum is established. A majority of votes is required in order for an action item to pass. In the event of a tie vote, the action item does not pass.

Members of the Board of Directors have adopted to conduct board meetings in accordance with AB2449 ensuring full compliance with the requirements of the Brown Act which includes*, at a minimum*:

- All board meeting are held in person at the location identified on the agenda
- Board members may attend remotely under the "just cause" clause
- The timely posting of a notice of and an agenda for such meetings
- In person quorum requirement;
    - A quorum of the legislative body must participate in person from a single physical location open to the public in order for other members to participate remotely
- Roll call voting requirement;
- Public accessibility of Teleconferencing locations
- Remote attendance limitations:
    - No more than 20% of regular meetings may be attended remotely
    - Just Cause
    - Emergency
- The meeting agenda must provide information on how members of the public can access the meeting and offer public comment.

4 DESCRIBE THE GOVERNING BOARD'S DECISION-MAKING PROCEDURES

1. Board action/voting requirements:
    a. The agenda is generated, publicly posted and shared with the board directors in advance
    b. The staff member or subject matter expert/s present the relevant information, data and recommendation on the agenda item
    c. The board directors engage in discussion pertaining to the agenda item
    d. A board director motions for approval of the agenda item
    e. A board director seconds the motion
    f. Roll call vote conducted for all directors
    g. If the agenda item is approved, implementation follows, if it is denied, the process ends for the agenda item.
    h. The information and voting results are documented in the meeting minutes and archived
2. Quorum Requirements

a. In person quorum requirement; A quorum of the legislative body must participate in person from a single physical location open to the public in order for other members to participate remotely

3. Abstention and teleconference participation
    a. Board directors may abstain from a vote for the following reasons:
        i. Voting would present a conflict of interest violation
        ii. Board director feels they do not have enough information to make a responsible decision
        iii. Due to ethical concerns/affiliations or other considerations
    b. Remote attendance limitations:
    c. No more than 20% of regular meetings may be attended remotely
        i. Just Cause
        ii. Emergency

5 STAKEHOLDER INVOLVEMENT AND DECISION-MAKING PROCESS *(please see Governing Board composition and Member Selection; Governance Procedures and Operations; and Roles and responsibilities for more information regarding: Quorum requirements, Board action (voting) requirements, Abstention and teleconference participation)*

1. The Board of Directors will develop and adopt additional Board policies including attendance. It will elect a Board President who will convene the meetings and post agendas and minutes. The Board also conducts annual election of Officers including Board President, Vice President, Secretary and Treasurer.
2. All Board and Policy Committee meetings will be open unless confidential personnel matters are to be discussed. All meeting agendas are posted on the school website and on all campus community boards. All stakeholders are encouraged to participate. Minutes will be taken and posted.
3. The Board of Directors has the legal and fiduciary responsibility of the school. The Board of Directors will adopt core principles and overarching school-wide policy guidelines that are aligned with our vision and mission. Every Board agenda will include an opportunity to report on items related to governance, curriculum and instruction, business and partnership which align to current discussion and decisions being made across all working and policy committees.
4. The Board of Directors and all Policy Committees including the School Site Council schedule working meetings throughout the year in order to maintain ongoing consultation with all stakeholders (parents, teachers, staff, administrators, and students) to develop and update its LCAP annually. Vaughn administers an annual LCAP survey to gather stakeholder input relative to current LCAP goals and metrics, as well as to provide an opportunity to voice questions, concerns, or ideas for consideration as the annual LCAP update takes shape. The parent survey will be posted and open for online submissions between February and early March each school-year. The broad submission window provides ample time for parents or guardians to access, read, and respond to the survey. The survey is available in both English and Spanish, and families without readily available home access to a computer or internet connection will be able to complete the survey at Vaughn's Family and Community Center. Vaughn faculty and staff review and respond to the LCAP survey during a Tuesday scheduled early in the Spring semester each year. Members of Vaughn's Student Advisory Council work in consultation with administration to gather student input, in particular to ascertain the state of the school's climate and culture. All survey data, both qualitative and quantitative, is collected via Google Forms, which allows for the timely and effective analysis of responses and the identification of trends, areas of strength, and potential areas for continued growth. This data is shared for communal analysis through Vaughn's Administrative Team, Governance Committees (inclusive of parents, students, faculty, and staff), and Vaughn's Board of Directors (also inclusive of parents members and student consultants). Stakeholder comments and recommendations are documented, and representatives of Vaughn's Curriculum and Administrative teams engage in a thorough analysis of all stakeholder feedback while drafting the LCAP annual update and/or any significant changes to existing LCAP goals, metrics, or actions/services. The draft LCAP annual update is presented to Vaughn's Governance Committees for review, and Vaughn's

Board of Directors conducts the final review and recommendation to accept the LCAP for submission. The Policy committees meet a minimum of one time per month and the ELAC committee meets a minimum of four times annually. All members of these committees have the opportunity to participate and contribute to decisions made by representative voting members elected by committee members at the beginning of each school year. Parents and community members are invited to participate in policy committees at the beginning of each school year at mandatory orientations and compact signing day, at the 1st monthly Parent Forum, at Open House and at monthly Coffee with the Director meetings. Flyers are also sent home inviting the public to participate. Parents of identified English Learners are invited to participate in the English Learner Advisory Committee through written notice and digital invitations at the beginning of the year and 10 days in advance of each scheduled meeting throughout the year.

5. Policy Committees will interpret and translate the core principles and overarching policy guidelines established by the Board of Directors into operational policy procedures related to curriculum and instruction, business and operations, and school-family-community partnership, as well as issues addressed by the School Site Council and ELAC. Members of the policy committees make decisions that enable the school to function without interruptions on a day-to-day basis.
6. The Board of Directors will ensure that policy decisions that impact the entire school have followed Brown Act procedures including: public comment and opportunities for discussion so that adequate input can be attained.
7. Translation will be made available to parents and community members as needed, at all Board and Policy Committee meetings. Individuals requiring translation will be allotted additional time (double the time) for public testimony.
8. The school website maintains up-to-date meeting and event information and serves as a central hub for communication to assure maximum stakeholder involvement. Agendas, calendars, announcements, and resources are regularly posted to keep families, staff, students, and community members informed and engaged. This accessible platform ensures that stakeholders have the necessary information to participate in school decision-making, activities, and events.
9. Any stakeholder can request to have an item included on an agenda. All requests are to be submitted to the Board Secretary or Committee Chairperson. The item may be addressed through Public Comment or as an agenda item when item is submitted with sufficient time to be added before the required 72 hour posting.

Element 5 – Employee Qualifications

"The qualifications to be met by individuals to be employed by VAUGHN NCLC." **(Ed. Code § 47605(c)(5)(E).)**

EQUAL EMPLOYMENT OPPORTUNITY

VAUGHN NCLC acknowledges and agrees that all persons are entitled to equal employment opportunity. VAUGHN NCLC shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

VAUGHN NCLCshall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. VAUGHN NCLC shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). VAUGHN NCLC shall maintain current copies of all teacher credentials and make them readily available for inspection.

EMPLOYEE POSITIONS AND QUALIFICATIONS

Administrators

- Chief Executive Officer
- Chief Financial Officer
- Director of Elementary Instruction
- Director of Secondary Instruction
- Director of Special Education
- Director of Mental Health
- Director of Human Resources
- Director of Child Nutrition
- Director of Community Schools
- Director of GEAR UP
- Site Directors
- Curriculum Coordinator
- EL Coordinator

Certificated Staff

- Instructional Coach (instructional support staff)
- Teacher
- Resource Specialist Teacher
- School Social Worker
- School Counselor

- Psychologist
- Dean of School Culture
- Restorative Justice Coordinator
- School Nurse
- Literacy Coach

Classified Staff

- **After School Program**
  - EXL Assistant Site Coordinator
  - EXL Program Coordinator
  - EXL Site Coordinator
  - EXL STEM Specialist
  - EXL Youth Leader
  - Student Support & Enrichment Specialist
- **Maintenance**
  - Custodian
  - Custodian Lead
  - School Maintenance Manager
  - Plant Manager
- **Security**
  - Security
  - Security Assistant
- **Clerical**
  - Accounting Associate
  - Accounts Payable Associate
  - Attendance Clerk
  - Human Resources Generalist
  - Human Resources Manager
  - Medical Assistant
  - Office Assistant
  - Office Manager
  - Payroll Manager
  - School Operations Manager
  - SIS Clerk
  - SIS Manager
  - Special Programs Manager
  - Special Services Clerk
  - SPED Clerk
  - Supply Clerk
- **Campus Aides**
  - Campus Aide
  - Campus Aide Lead
- **Intervention**
  - Behavior Intervention Assistant
  - Behavior Lead Technician
  - College Access Advisor
  - College Advisor
  - Enrichment Assistant
  - GEAR UP Coordinator
  - Intervention Assistant (instructional support staff)
  - Intervention Lead (instructional support staff)
  - Classroom Paraprofessional (instructional support staff)
  - SPED Paraprofessional

- **Case Managers**
    - Case Manager
    - Case Manager Assistant
    - Homeless & Foster Youth Liaison
- **Athletics**
    - Athletics Varsity/JV Coach
- **Instructional Technology**
    - IT Manager
    - Tech Assistant
- **Food Service Staff**
    - Cafeteria Manager
    - Food Service Coordinator
    - Food Service Liaison
    - Food Service Worker
    - Food Service Worker Lead

Chief Executive Officer

Governance:

- Ensures that the Governing Board implements the organizational structure, roles and responsibilities set forth in the approved charter
- Adheres to open meeting requirements and Vaughn's Conflict of Interest Policies
- Provides adequate due process and protects the rights of students, employees, parents and the public in accordance with applicable laws
- Prepares Board meeting agenda with Board President; provides Board informative and Board-requested research reports and school data
- Represent Vaughn in matters related to its charter authorizing district (LAUSD) and other governmental entities

Student Achievement and Educational Performance:

- Provides leadership in achieving academic growth targets for students including progress towards closing the achievement gap
- Provides support in the reclassification of English Learners
- Establishes and monitors Vaughn's internal assessment system and other school data (e.g. Advanced Placement, A-G requirements, graduation rate, etc.) to assure student success
- Implements standards-based instruction to ensure student mastery, and progress toward mastery of the California academic content standards, including the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) applicable to the grade levels served
- Implements differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the individual learning needs of all students
- Fully implements the innovative components of the educational program described in the charter
- Implements and monitors Vaughn's special education program in compliance with all legal and instructional requirements
- Designs, implements and monitors a high-quality professional development plan for teachers and other staff that supports instructional practices, targets identified needs and aligns with the educational program set forth in the charter

Organizational Management and Operations

- Ensures protection of students and staff and complies with applicable legal and charter requirements related to health and safety
- Develops and implements a positive school climate and student discipline system
- Maintains a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns
- Designs and implements a highly developed system for the evaluation of school staff intended to ensure
- that Vaughn's educational program yields high student achievement and complies with all applicable legal requirements
- Establishes procedures to ensure staffing is in compliance with applicable provisions of the law and the charter

related to qualifications, clearance, credentialing, and assignment requirements
- Drafts new charter and negotiates charter renewal
- Maintains Western Association of Schools and Colleges (WASC) accreditation

Fiscal Operations

- Implements Board-approved fiscal policies; reviews and monitors procedures for fiscal soundness, internal control and compliance
- Recommends resource allocation, develops budget for Board consideration and approval, reviews
- investment reports
- Provides leadership to fiscal team in the preparation of reports
- Collaborates with stakeholders in the development of Local Control and Accountability Plan (LACP) and submits LCAP to the appropriate agencies
- Assists Board with audit findings and needed corrections
- Remains informed and responds to grant RFPs, develops and submits grant applications; implements and
- manages governmental and non-governmental grants, bonds and facilities projects; monitors and evaluates subcontractors and consultants who manage construction projects
- Ensures that the school operates consistently within the parameters of federal, state and local laws, policies, regulations and statutory requirements. Completes and submits required reports

Minimum Qualifications:

- Earned Master's Degree in Educational Leadership at a US-accredited university and/or Clear
- Administrative Service Credential issued by the California Commission on Teacher Credentialing (CTC)
- At least eight (8) years of teaching and/or administrative experience in public education institutions including charter schools and/or higher education
- At least five (5) years of administrative experience as site-based administrator (CEO/Principal) of an accredited public school, including charter schools.
- Experience at various levels of a span school (e.g. elementary, middle and high school levels)
- Experience in serving low-income communities, families and students
- Work experience with non-profit organization(s) and social services organizations

Chief Financial Officer

Budgeting

- Collaboration with Vaughn NCLC's Budget Subcommittee, administrators and Governing Board in the annual budget development and adoption process.
- Prepares School's Annual Budget for Board approval.
- Assists in the preparation of Local Control Accountability Plan (LCAP) fiscal portion; completes Consolidation Applications.
- Collaborates with administrators and Human Resource Department in personnel budgeting, FTE and benefits allocations, position control and developments of pay plans.
- Shares budget account balances and financial information with Vaughn NCLC educational partners, including the Governing Board, and ensures proper budget and spending controls are documented and enforced.

Purchasing

- Establishes and enforces Vaughn NCLC's procurement processes and procedures; provides training to Campus Directors, Department Heads, and Purchasing Staff.
- Supervises the review and approval of purchase orders and use of the school's credit card.

Accounting

- Establishes fiscal policies and procedures; maintains a system of internal financial controls to ensure compliance with best practices, generally accepted accounting principles, and local, state, and federal requirements.
- Oversees the implementation and use of Vaughn's accounting software system including budgeting, purchasing and accounting modules; monitors progress and makes ongoing improvement.
- Outsources fiscal modules as needed; collaborates with back-office vendor(s) to maintain and extend capacities to meet current and long-term needs.
- Reviews, monitors, and approves all financial transactions, such as journal entries, cash receipts, vendor payments, contract payments, and bank account reconciliations.
- Establishes and oversees Vaughn NCLC's monthly, quarterly, and year-end financial close processes.

- Prepares, compiles, and analyzes various financial reports, statements, and records, including but not limited to Budget and Interim Financial Reports, Unaudited Actuals, Profit and Loss Statement, Balance Sheet, Depreciation, and Cash Flow, investment reports, grant-funded projects reports, other local, state and federal reports mandated by granting authorities and fiscal reports requested by the Governing Board.
- Monitors cash flow to ensure availability of funds to support needs.
- Investigates and resolves financial issues, errors, discrepancies.
- Oversees the accuracy and timely submission of all required financial reporting, including but not limited to annual tax form (Form 990s), 1099s, California Preschool Quarterly Program Cost Reports.
- Supervises payroll staff; receives from Human Resource Department information needed for payroll accounting; reviews the accuracy of employee salary expense coding for SACS coding alignment from Paycom and accounting software system.
- Conducts monthly payroll close process to ensure accounting accuracy
- Works in collaboration with the Director of Human Resources to ensure alignment of personnel code allocations with a position funding source.

Financial Management

- Participates in Vaughn's monthly Administrators' meetings and other strategic planning meetings to improve organizational fiscal performance
- Oversees and documents the distribution and segregation of duties in the Fiscal and Accounting Team.
- Reviews, interprets, and implements laws, regulations, and policies and makes recommendations for school fiscal and accounting policies and procedures changes as necessary.
- Updates Vaughn's fiscal handbook periodically for Governing Board's approval.
- Leads annual and interim fiscal audits, including authorizing annual district review, independent audit, state and federal audits.
- Prepares bid proposals and reviews vendor bids related to fiscal matters, including audits, liability insurance, and investment consulting.
- Serves as a primary point of contact regarding all financial matters between Vaughn NCLC and the authorizing district (Los Angeles Unified School District), and other local, state, and federal agencies, such as the Los Angeles Office of Education (LACOE), State Department of Education (CDE), Department of Education (DOE) and Internal Revenue Service (IRS).
- Presents to and communicates with the Governing Board, Policy Subcommittees, staff, and other educational partners on various issues relating to Vaughn NCLC's finances.

Other tasks

- This position supervises fiscal, accounting and payroll staff.

Minimum Qualifications:

- Bachelor's Degree in Accounting, Finance, or Business Administration
- Post-Bachelor training and/or coursework in finance, business, or accounting.
- At least eight (8) years of accounting experience in an educational or non-profit agency including a minimum of three (3) years in a supervisory capacity.

Director of Elementary Instruction

Curriculum and Instructional Leadership:

- In collaboration with Vaughn NCLC's elementary curriculum team and administrative team develops a strategic school improvement plan targeting growth in the areas of English Language Arts and Mathematics. Strategies are aligned to performance benchmarks to measure the progress of the improvement plan and ensure students are on track for meeting academic goals.
- Assists Campus Directors in providing instructional coaching to measure the success of the academic plan. Uses the information garnered through these sessions to give feedback and update educational programs, as needed
- In collaboration with the English Language Coordinator implements Vaughn NCLC's school-wide English Learner Instructional Plan, focusing on meeting the identified needs of Vaughn NCLC's elementary English learner population.
- Works alongside program directors in planning, organizing, implementing, and monitoring the following identified instructional subgroups, as they relate to Vaughn NCLC's elementary program: special education, GATE, academic intervention, and after-school programs.

- Collaborates with three elementary school campuses to ensure elementary integration and consistency in educational services, instructional and academic programs, and school-wide accountability for improved student achievement.
- With the support of the elementary campus directors works in developing the student outcomes for Vaughn NCLC's extended school year term. Monitors progress of this term and demonstrates effectiveness of this additional instructional time as it relates to student-centered outcomes.
- Works with Vaughn NCLC's technology team in the implementation of elementary instructional technology initiatives.
- Under the direction of the Chief Executive Officer assists with the preparation for the annual LAUSD oversight visits. As directed by the Chief Executive Officer prepares various elements of Vaughn NCLC's charter school renewal petition.
- In collaboration with the Chief Executive Officer assists in the development of the WASC accreditation report and assists in the planning of the on-site visit.
- Under the direction of the Chief Executive Officer and program directors assists in the completion of required annual compliance reports, such as, but not limited to: LCAP and Federal Addendum.
- As directed by the Chief Executive Officer provides support in ensuring Vaughn NCLC's compliance with California federal, state, and local requirements. Assists CEO in the preparation for program monitoring reviews.

Strategic use of assessment and data:

- Develops the yearly calendar, in collaboration with Vaughn NCLC's elementary site coordinators, to efficiently guide Vaughn NCLC's state and local assessment process. Serves as the point of contact for state and local assessments.
- Provides professional development for staff and administrators to ensure that the assessments are executed per guidelines.
- Demonstrates critical thinking skills and the ability to analyze data, identify trends, and diagnose root causes. Communicates these findings with the curriculum and administrative team.

Management of elementary instructional team:

- With the support of the elementary campus directors builds and leads a highly effective and innovative instructional team composed of elementary curriculum coordinators and instructional coaches.
- Supports elementary instructional leadership staff in the development, implementation and evaluation of academic strategies to achieve goals and objectives.
- Actively listens to other members of the instructional team and can integrate feedback to achieve better results.

Professional learning opportunities:

- Assists in the improvement of new and existing educational programs using professional development as a vehicle to provide staff support.
- Facilitates professional development for school leaders and staff by securing partnerships with outside agencies. Once these partnerships are secured, organizes, plans, and implements the professional development trainings. Develops tools to measure the execution of these strategies and their impact on students.
- Collaborates with elementary campus directors to provide identified site-specific training that enables educators to offer rigorous, authentic, and personalized academic experiences for their students.

Alignment to school's mission & vision:

- Fosters a learning environment that is student-centered, results-oriented, and focused on academic improvements for each student.
- Provides leadership, direction, and support to Vaughn NCLC's school-wide instructional team. Collaborates with key community stakeholders in ensuring adequate resources and supports are aligned to meet individual student needs.

Minimum Qualifications:

- Master's Degree in Education or Educational Leadership
- California Administrative Credential preferred. Working towards California Administrative Credential, acceptable
- California Teaching Credential
- At least five years of teaching experience in a California Public School with a minimum of two years of teaching experience at the elementary/secondary level preferred. Minimum of one year of elementary/secondary teaching experience required

Director of Secondary Instruction

Curriculum and Instructional Leadership:

- In collaboration with Vaughn NCLC's secondary curriculum team and administrative team, develops a strategic school improvement plan targeting growth in the areas of English Language Arts, Mathematics, and college/career readiness. Strategies are aligned to performance benchmarks to measure the progress of the improvement plan and ensure students are on track for meeting academic goals, graduation requirements, and postsecondary success.
- Assists Site Directors in providing instructional coaching to measure the success of the academic plan. Uses the information garnered through these sessions to give feedback and update educational programs, as needed.
- In collaboration with the English Language Coordinator, implements Vaughn NCLC's school-wide English Learner Instructional Plan, focusing on meeting the identified needs of Vaughn NCLC's secondary English learner population.
- Works alongside program directors in planning, organizing, implementing, and monitoring the following identified instructional subgroups, as they relate to Vaughn NCLC's secondary program: special education, GATE, academic intervention, after-school, Advanced Placement, and dual enrollment programs.
- Collaborates with Vaughn's secondary sites to ensure integration and consistency in educational services, instructional and academic programs, and school-wide accountability for improved student achievement.
- With the support of the secondary site directors, works in developing the student outcomes for Vaughn NCLC's extended school year term. Monitors progress of this term and demonstrates effectiveness of this additional instructional time as it relates to student-centered outcomes.
- Works with Vaughn NCLC's technology team in the implementation of secondary instructional technology initiatives.
- Under the direction of the Chief Executive Officer, assists with the preparation for the annual LAUSD oversight visits. As directed by the Chief Executive Officer, prepares various elements of Vaughn NCLC's charter school renewal petition.
- In collaboration with the Chief Executive Officer, assists in the development of the WASC accreditation report and assists in the planning of the on-site visit.
- Under the direction of the Chief Executive Officer and program directors, assists in the completion of required annual compliance reports, such as, but not limited to: LCAP and Federal Addendum.
- As directed by the Chief Executive Officer, provides support in ensuring Vaughn NCLC's compliance with California federal, state, and local requirements. Assists CEO in the preparation for program monitoring reviews.

Strategic Use of Assessment and Data:

- Develops the yearly calendar, in collaboration with Vaughn NCLC's secondary site coordinators, to efficiently guide Vaughn NCLC's state and local assessment process.
- Serves as the point of contact for state and local assessments, including college readiness measures (e.g., PSAT, SAT, ACT, AP exams).
- Provides professional development for staff and administrators to ensure that the assessments are executed per guidelines.
- Demonstrates critical thinking skills and the ability to analyze data, identify trends, and diagnose root causes. Communicates these findings with the curriculum and administrative team to inform instructional strategies and intervention supports.

Management of Secondary Instructional Team:

- With the support of the secondary site directors, builds and leads a highly effective and innovative instructional team composed of secondary curriculum coordinators and instructional coaches.
- Supports secondary instructional leadership staff in the development, implementation, and evaluation of academic strategies to achieve goals and objectives.
- Actively listens to other members of the instructional team and integrates feedback to achieve better results.

Professional Learning Opportunities:

- Assists in the improvement of new and existing educational programs using professional development as a vehicle to provide staff support.
- Facilitates professional development for school leaders and staff by securing partnerships with outside agencies. Once these partnerships are secured, organizes, plans, and implements the professional development trainings. Develops tools to measure the execution of these strategies and their impact on students.

- Collaborates with secondary site directors to provide identified site-specific training that enables educators to offer rigorous, authentic, and personalized academic experiences for their students.

Alignment to School's Mission & Vision:

- Fosters a learning environment that is student-centered, results-oriented, and focused on academic improvements for each secondary student.
- Provides leadership, direction, and support to Vaughn NCLC's school-wide instructional team. Collaborates with key community stakeholders in ensuring adequate resources and supports are aligned to meet individual student needs.

Minimum Qualifications:

- Master's Degree in Education or Educational Leadership
- California Administrative Credential preferred. Working towards California Administrative Credential acceptable
- California Teaching Credential
- At least five years of teaching experience in a California Public School with a minimum of two years of teaching experience at the secondary level preferred. Minimum of one year of secondary teaching experience required

Director of Instruction

Director of Special Education

Academic rigor: standards, rigorous curriculum, quality instruction, faculty development

- Leads RTI teams to develop and implement a systematic, coherent instructional Program for special populations (at-risk, SPED).
- Guides RTI teams to create instructional labs/groups by analyzing data (universal screeners, diagnostic screeners)
- Advocates for additional instructional opportunities for students most in need (labs, tutoring for SST and RTI purposes)
- Implements practices that hold resource teachers accountable for student learning
- Supports resource teachers to improve their instruction through professional development, mentoring, and networking
- Communicates with resource teachers about rigorous curriculum and quality teaching in co-teaching situations and learning centers
- Monitors the implementation of 504 Plans to ensure the participation of special students in quality instruction

Special Education/Section 504 compliance

- Completes mandated special education compliance reports in a timely manner. (SESACS, SER 311)
- Communicates the results and actions of compliance reports with administrators and service providers.
- Addresses compliance issues with special education service providers.
- Maintains accounts of students enrolled in special education programs and under Section 504 plans.
- Communicates with the Special Support Team about special education and Section 504 issues/mandates/trainings, etc.
- Completes Section 504 evaluations within a "reasonable" time frame (~60 days)

Culture of learning: student behavior, school environment, connections to families and communicates personal growth

- Plans personal growth opportunities and completes new learning (district trainings, targeted PD)
- Conducts community outreach and trainings on topics/issues related to special education (SPED Parent Meetings, TLCs, Faculty meetings, clan/department meetings, forums)
- Supports teachers and/or teams in providing academic and/or behavior support to specific students.

Organization

- Supervises schedules of Special Ed staff and personnel needs
- Implements tasks in an organized and timely manner
- Monitors alignment of student needs to organizational structure including time allocation, scheduling, facilities, and personnel
- Communicates with staff on organizational plans and changes

Professionalism

- Attends and participates in all scheduled meetings.
- Completes scheduled work hours and arrives on time.
- Dresses professionally and adheres to Dress Code per Staff Handbook.

- Effectively communicates and collaborates with teachers, support staff, administrators, and parents.

Minimum Qualifications:
- Clear California Special Education Teaching Credential
- Minimum 10 years of teaching or related expertise
- Master's Degree in Education or related field

Director of Mental Health
- Supervise counselors, school social workers, restorative justice providers, mental health providers, and regionalized programs, including but not limited to foster and homeless youth.
- Collaborate with other school and Vaughn NCLC staff (including but not limited to school social workers, restorative justice providers, school counselors, administrators, etc.) to provide coordinated services to students.
- Manage the on-site School-Based Mental Health process by working collaboratively with Vaughn NCLC mental health team personnel as well as local/community agencies providing on-site mental health services. This includes receiving, processing, and tracking student referrals for school-based mental health services
- Serve as liaison between mental health providers and Vaughn NCLC counselors, school psychologists, community liaisons, student outreach specialists, administrators, teachers, and other faculty and staff;
- Develops and revises Vaughn NCLC policies to ensure compliance with all current laws that pertain to mental health.
- Effectively manages assigned Vaughn NCLC mental health team budget
- Collaborates with parents/guardians, educators, and community agencies to assist students with social-emotional and/or mental health support needs.
- Develops and manages student referral and tracking process for school-based and non-school-based mental health services; includes developing and managing a Multi-tiered System of Supports MTSS across all Vaughn NCLC campuses.
- Establish and maintain a network of mental health resources, including individual contact persons, community and public agencies;
- Communicates in a variety of forms, information regarding mental health systems (school-based/non-school-based, public/private) structures, programs, and resources;
- Serves as liaison between Vaughn NCLC and public entities such as the Department of Mental Health, Child Welfare, etc.
- Coordinates and manages the school mental health internship program. This includes coordinating field-work experiences and supervision for interns, maintaining relationships with local universities, interviewing and selecting candidates for internship, coordinating intern training, orientation, correspondence with University Field liaisons and Program heads, monitoring and supervising;
- Facilitates regular Vaughn NCLC MH team meetings and meetings with outside mental health providers as needed.
- Assists Vaughn NCLC leadership and members of the Board with delicate, sensitive projects or issues pertaining to student mental health and child welfare services; prepares special reports for Vaughn NCLC leadership
- Leads the coordination of Vaughn NCLC school-wide mental health and SEL professional Development;
- Develops, coordinates, and supports MH school-wide crisis response teams along with school-specific crisis teams;
- Train and support mental health staff in risk assessment to ensure compliance with the Vaughn NCLC's suicide-prevention plan.
- Analyze data and prepare reports relevant to the position, as needed;
- Participate in job-related community meetings, as needed
- Reviews, evaluates, and maintains clinical and administrative functions and procedures for all services provided to students, including but not limited to intake, training, therapy, assessments, and other services provided;
- Provides and/or coordinates clinical training/consultation to all social work and counseling staff and supervisors as an alternate resource.
- Provides urgent or backup clinical services when needed;
- Participates in administrative meetings to ensure that all decisions and expectations are clearly communicated and properly followed;

- In cooperation with the Director of Support Services ensures that student mental health services are met in the highest quality, ensures delivery of services in accordance with contracted guidelines and Vaughn NCLC's service philosophies;
- Performs managerial duties including interviewing applicants for internships and/or employment, conducting evaluations, recommending salary increases; and developing higher levels of clinical expertise in interns and staff members;
- Performs other duties as assigned.

Minimum Qualifications:

- Three or more years working with students with mental health needs in school settings
- Three or more years of management and/or supervisory experience
- Knowledge of PBIS, class management, active supervision, restorative justice
- A Master's degree from an accredited college or university in social work, special education,
- psychology, counseling, or related mental health field.
- Licensure (ie: LCSW, LMFT or LEP) with the California Board of Behavioral Sciences
- CA Pupil Personnel Services Credential

Director Of Human Resources

Strategic Leadership

- Collaborates with Vaughn NCLC's CEO, Executive Team, and Personnel Subcommittee regarding the design and implementation of employee-related policies and procedures.
- Creates and maintains policies, procedures, and related tools and documents, including an Employee Handbook.
- Communicates changes in policies and procedures to Vaughn NCLC stakeholders, including Governing Board, Leadership Team, and Staff.
- Maintains knowledge of employment legislation and talent management standards, procedures, and practices.
- Participates in Vaughn NCLC's monthly leadership meetings and other strategic planning meetings to improve human resource services.
- Collaborates with Directors of Instruction and Campus Directors in the deployment of human capital to yield positive student outcomes including needs assessments, data analyses, benchmarking and evaluation.
- Coordinates, directs, and evaluates the work of reporting team members. This position supervises six (6) staff members, including Payroll Manager, Payroll Specialist, Payroll Clerk, HR Manager-Certificated Staff, HR Manager-Classified Staff, and HR Staffing Manager

Personnel Management Systems & Processes

- Identifies staffing and recruiting needs; develops and executes best practices for hiring and talent management.
- Develops and maintains effective onboarding and offboarding processes for staff via Paycom to ensure efficiency and accuracy.
- In collaboration with the Payroll Manager leads the implementation and roll-out of HRIS system (Paycom) platforms and initiatives.
- Supervises the management of accurate HR data and personnel files; coordinates regular personnel file audits to ensure proper documentation, and employee classification.
- In collaboration with Vaughn NCLC's Leadership Team and HR Managers manages HR projects, including New Teacher Orientation and both the hiring and termination of staff at the beginning and end of the year.
- Collaborates with the Director of Finance on the annual development of the personnel budget.
- In collaboration with the Director of Finance generates information needed for payroll accounting to ensure alignment of labor code allocations with a position funding source.
- As directed by the CEO and Governing Board creates and updates organizational compensation pay plans. Performs and presents compensation analysis to ensure competitive salary alignment within comparable fields.

Employee Benefits

- Principal point of contact for Vaughn NCLC's Health & Wellness broker. Responsible for reviewing performance of health benefits programs, benefit provider renewal rates, and health benefits broker partnership.
- Works alongside Benefits Broker and Operations Manager in providing supplementary services for Vaughn NCLC staff, such group therapy sessions, and school-wide culture building activities.
- Leads annual open enrollment meeting. Provides benefit plan updates school-wide and works alongside payroll department for electronic employee benefit enrollment via Paycom.

- Reconciles and approves monthly employee benefit invoices to ensure accuracy.

School Partnership

- Manages the semi-annual staff evaluation process. Ensures that staff meet directly with their supervisor to discuss performance.
- Provides training to School Leadership on the areas of personnel management, team culture, and other topics that will assist them in carrying out their responsibilities as they pertain to personnel matters.
- Develops and maintains a toolkit for supervisors with training materials on best practices and resources for effective personnel management.
- Reviews and analyzes exit interviews and other HR data for trends. Provides trend analysis to CEO and School Leadership, as applicable.
- Manages the resolution of complex employee relations issues, leads in the investigation of employee concerns, directs management regarding appropriate employee disciplinary actions to create consistency, and ensures minimal legal risk. Involves legal counsel as appropriate on high risk or complex issues.

Compliance

- Oversee the completion and submission of required reporting to government agencies, auditors, and vendors, including the EEO-1, and Department of Employment Services inquiries.
- Develops and implements strategies to support Vaughn NCLC's compliance of certificated staff with credentialing requirements and appropriate teacher placement.
- Works alongside, Vaughn NCLC's SIS Manager to identify issues and proactively implement systems to reduce credential non-compliance.
- Evaluates employee transcripts, education units, credentials, and other records to assess certificated applicants' eligibility for teaching assignment. When applicable, submits special permit applications, or other employer-sponsored credential documents to the California Commission on Teacher Credentialing.
- Remains current on existing California credentialing requirements, and also remains abreast of any legislative changes.
- Responsible for the oversight and accuracy of Vaughn NCLC's "Every Student Succeeds Act" (ESSA) grid, submitted periodically throughout the year to district authorizer.

Other tasks

- Facilitates professional development, training, and certification activities for HR and Payroll staff.

Minimum Qualifications:

- Bachelor's Degree or higher from an accredited college or university
- Post-Bachelor training and/or coursework in human resource management
- At least eight (8) years of human resource experience in an educational or non-profit agency including a minimum of three (3) years in a supervisory capacity.

Director of Child Nutrition

- Establishes high quality standards for food service
- Enforces food and employee safety policies and procedures that ensures a sanitary and safe environment
- Implements efficient management techniques to ensure all records and supporting documentation are maintained in accordance with local, state, and federal laws and policies
- Establishes standards for procurement, receiving, storing, and inventory of food and non- food supplies
- Ensures Child Nutrition Program compliance with all local, state, and federal laws, regulations, and policies
- Develops cost-effective menus that maintain and enhances nutrition integrity and meets all local, state, and federal guidelines and regulations
- Employs proactive management techniques and implements policies and procedures to ensure the effective and efficient operations of the Child Nutrition Program
- Implements effective personnel policies and procedures in the management of food service staff members
- Develops a marketing plan that promotes program accountability to students, parents, teachers, administrators, support staff, and community
- Implements management information systems that increase the productivity and efficiency of the school food and nutrition operation

Minimum Qualifications:

- Postsecondary education in the field of Food Service Management (Hospitality Management), Community Nutrition and Marketing, and/or equivalent educational experience such as an extensive training program in school nutrition topics from a professional association with a credentialing and certification program
- 8 hours of food safety management training (Certificate renewed every 5 years)

Director of Community Schools

Systems Leadership:

- Develop and implement integrated systems that enhance the delivery of services across Vaughn campuses, ensuring alignment with school goals and community needs.
- Monitor and evaluate Community School Model progress to advance school and community transformation phases.
- Lead the integration of educational, social, and health services within the community school model, ensuring a holistic approach to student and family support.

Communication and Collaboration:

- Foster collaboration between academic, operational, and support services teams to create a cohesive approach to student success and community engagement.
- Foster effective communication among leaders of various interest-holder groups.
- Leverage the work of leadership teams and professional development opportunities to enhance collaboration and capacity.
- Provide strategic support and guidance to the Vaughn Community School Council.
- Regularly liaises on behalf of the school with partners such as LACOE and CDE.

Program and Outcome Management:

- Ensure alignment between the CCSPP outcomes and organizational goals.
- Oversee and ensure the timely and successful submission of all reports required for the implementation of the CCSPP.
- Track program activity and progress and use data and evaluation to strengthen the program.
- Track progress toward CCSPP objectives and milestones, ensuring compliance with state guidelines.

Interest-holder Engagement:

- Collaborate with key interest-holders (students, families, school staff and community members) to implement a community school plan.
- Communicate and build relationships with community partners, interest-holders, and volunteers.
- Serve as a liaison between the organization, school campuses, and community partners to foster trust and collaboration.
- Promote and implement strategies to strengthen school-community relationships.

Budget Management:

- Develop and oversee the program's budget, ensuring alignment with organizational goals and priorities.
- Monitor and analyze expenditures to ensure compliance with funding requirements and fiscal policies.
- Collaborate with finance staff to ensure accurate and timely processing of invoices and payroll related to program activities.

Staff Supervision:

- Recruit, hire, and onboard program staff to meet organizational and program needs.
- Provide consistent supervision, coaching, and professional development opportunities to program staff.
- Set performance expectations and address any performance-related concerns promptly.
- Foster a positive and collaborative work environment that encourages innovation and teamwork.

Minimum Qualifications

- Master’s degree in social work, education, public administration or another related field required.
- Five (5) years of progressive professional work experience leading school-system-based program development and implementation of services for underrepresented populations.
- At least three (3) years working in a leadership position in a public school or school system.

Director of GEAR UP

- Tracks grant outcomes and lead teams to implement strategies that will lead to meeting all grant outcomes, successfully

- Coordinates with Vaughn's Human Resource Department in recruiting and hiring program staff
- Establishes relationships among school administrators and liaisons to communicate program needs, progress, and feedback
- Evaluates, coaches, and supports site-based school coordinators and staff in implementing program activities and events
- Conducts regular staff meetings, site visits/check-ins, and observations of all programmatic elements
- In collaboration with the Director of Secondary Instruction, provides and seeks professional development opportunities for site staff to ensure appropriate support is provided to students and families receiving grant-funded services
- Travels to GEAR UP funded sites located in Los Angeles and the San Fernando Valley areas
- Engages in local and national efforts to raise awareness and market the successes and impact of GEAR UP programs
- Works closely with Director of Secondary Instruction to ensure that systems and protocols are in place for collecting all required paperwork as it pertains to service delivery, compliance, matching requirements, MOUs, and contracts.
- Verifies program employment practices are compliant with all federal, state, and local labor guidelines
- Completes program performance reports as required by the US Department of Education
- Supervises Specially Funded Programs Manager in grant-related procurement tasks
- Works with Student Information Systems to identify tools and procedures in ensuring that appropriate data is gathered to demonstrate success
- Analyzes, verifies, and utilizes data to ensure that program goals and benchmarks are met
- Utilizes data to identify areas of growth and meets with staff to problem-solve and generate viable solutions

Minimum Qualifications

- A Bachelor's degree is required, and a Master's degree in education is preferred.
- Experience in coordinating professional development for secondary school staff.
- Experience working with student/youth support programs and services.
- Excellent verbal/written communication, organization, and time management skills.
- Understanding of GEAR UP requirements, policies, and procedures preferred (training provided).

Site Directors

<u>Utilizes outcome data to establish and implement improvement goals</u>

- Implements practices that hold teachers accountable for the learning of all student groups (including PAR process)
- Supports teachers to improve their instruction through professional development, teaming and observing each other
- Advocates additional instructional opportunities for students most in need
- Communicates regularly with teachers about rigors curriculum and quality teaching
- Monitors teachers' behaviors and the participation of every student in quality instruction

<u>Sets goals, analyzes assessments, disaggregates data, monitors student growth</u>

- Implements academic accountability evidenced by student growth
- Supports teachers in strengthening students' growth targets
- Effectively uses data to assess and diagnose instructional needs, define staff goals for continuous improvement, and collaboratively designs differentiated professional development to meet needs and achieve goals.
- Monitors administrations to multiple assessments and results

<u>Creates a positive safe and supportive learning environment for all student groups by promoting access, equity and respect among all members of the school community</u>

- Implements Student positive behavior support system and school safety procedures
- Support student and staff input and assesses the culture of the school form students' perspectives
- Advocates additional services for students in and out of school time including extra- curricular community partnerships
- Communicates with families to strengthen collaboration and resources
- Monitors culture of learning, student social and emotional needs

<u>Implementing and managing interaction of all of the school's systems to promote teaching and learning</u>

- Plans schedules, enrollment and personnel needs
- Implements tasks in an organized and timely manner
- Supports organizational needs with optimal facilities arrangements
- Advocates for collaborative governance and responsibilities
- Communicates with staff on organizational plans and changes
- Monitors alignment of student needs to organizational structure including time allocation, scheduling, facilities, and personnel

Service to school and profession, attendance at meetings, punctuality, dress code, professional conduct

- Participates in school events
- Initiates important activities to contribute to the profession, such as mentoring new teachers, makes presentations, shares knowledge and resources. Supports cooperation of teacher teams and grade level
- Dependable, consistently attends and participates in scheduled meetings
- Arrives on time. Completion of scheduled work hours
- Consistently dresses professionally, adhere to Dress Code per Staff Handbook
- Demeanor reflects courtesy towards adults and students. Contributes to environment of collegiality, community and professionalism
- Plans and designs program activities and personnel needs
- Implements time-tasks calendar and reporting requirements
- Supports staff to ensure quality of program delivery
- Advocates for alignment of student need to special programs

Minimum Qualifications:

- Clear California Teaching Credential
- Minimum 5 years of teaching or related expertise
- Master's Degree in Education or related field
- Completed Tier 2 California Administrative Credential

English Learner Coordinator

EL Program Management & Compliance

- Coordinate and oversee the administration of all state-required English Learner assessments, including initial ELPAC, summative ELPAC, and alternate assessments.
- Ensure timely identification and classification of English Learners, including parent notifications and documentation.
- Maintain accurate and up-to-date records of EL status, reclassification data, and progress monitoring.
- Ensure compliance with federal, state, and local regulations regarding English Learner programs, including submission of required reports.

Instructional Support & Professional Development

- Design and deliver professional development to teachers and instructional staff focused on effective instructional strategies for English Learners (e.g., integrated and designated ELD, SDAIE strategies, language objectives).
- Collaborate with school leadership to integrate English language development into schoolwide instructional planning.
- Support classroom teachers in differentiating instruction and analyzing EL student data to inform instruction and intervention.

Collaboration & Communication

- Serve as a liaison between the school and families of English Learners.
  Collaborate with Special Education and Intervention teams to ensure EL students with additional needs are appropriately supported.
- Work with administrators to ensure EL supports are reflected in the school's instructional program and strategic planning.
- Plan, facilitate, and host schoolwide English Learner Advisory Council (ELAC) a minimum of three times per year.
- Provide Vaughn Board of Directors with information regarding performance of English Learners and EL programming throughout the academic year.

Monitoring & Evaluation

- Monitor student progress toward English language proficiency and academic achievement.

- Support reclassification procedures and track long-term progress of Reclassified Fluent English Proficient (RFEP) students.
- Analyze EL data to identify trends, evaluate program effectiveness, and inform improvements.

Minimum Qualifications

- Bachelor's degree in Education or related field (Master's preferred).
- Valid teaching credential (California or equivalent); BCLAD or EL Authorization required.
- Minimum 3 years of teaching experience, preferably with English Learners.
- Experience delivering professional development to educators.
- Strong understanding of English language development standards, assessment practices, and instructional strategies.
- Strong interpersonal, organizational, and communication skills.
- Bilingual (Spanish or other language) preferred but not required.

Curriculum Coordinators

Utilizes outcome data to establish and implement improvement goals

- Implements practices that hold teachers accountable for student learning (including PAR process).
- Assists teachers by seeking out and sharing instructional resources and strategies that will enhance classroom instruction and supports teachers to improve their instruction through professional development, teaming and observing each other.
- Facilitates grade-level team/department meetings to analyze assessment data, discuss best practices, identify student needs, and plan differentiated instruction for all learners.
- Assists teachers in development of lessons/units/projects aligned to the Common Core State Standards.
- Develops and implements professional development activities that are aligned to school goals (Transition to Common Core, Instructional Differentiation, Project Based Learning, ELD/EL Instructional Strategies.)

Sets goals, analyzes assessments, disaggregates data, monitors student growth

- Effectively uses data to assess and diagnose instructional needs, define staff goals for continuous improvement, and collaboratively design professional development to meet needs and achieve goals.
- Oversees and monitors implementation of Language Observation Task System (L.O.T.S.) and advocates for meeting growth targets for English Learners.
- Communicates the importance of aligning student needs, student data and instructional differentiation.
- Assists with the administration of multiple assessments (CELDT, NWEA, etc.).

Creates a positive safe and supportive learning environment for all student groups by promoting access, equity and respect among all members of the school community

- Implements student positive behavior support system and school safety procedures.
- Supports teachers and staff input and assesses the culture of the school from students' perspectives.
- Communicates with families to strengthen collaboration and resources.
- Monitors culture of learning, as well as student social and emotional needs.

Implementing and managing interaction of all of the school's systems to promote teaching and learning

- Works with the Curriculum Team to develop the professional development calendar.
- Effectively collaborates with Director and Counselor to develop school matrix for maximum learning opportunities.
- Collaborates with site administrator and faculty to arrange for appropriate placement of special populations.
- Advocates for collaborative governance and responsibilities.
- Communicates with staff on organizational plans and changes.
- Implements tasks in an organized and timely manner.

Service to school and profession, attendance at meetings, punctuality, dress code, professional conduct

- Participates in school events.
- Initiates important activities to contribute to the profession, such as mentoring new teachers, makes presentations, shares knowledge and resources. Supports cooperation of teacher teams and grade levels.
- Dependable, consistently attends and participates in scheduled meetings.
- Arrives on time. Completion of scheduled work hours.
- Consistently dresses professionally adhere to Dress Code per Staff Handbook.

- Demeanor reflects courtesy towards adults and students. Contributes to environment of collegiality, community and professionalism.
- Participates in school events.
- Initiates important activities to contribute to the profession, such as mentoring new teachers, makes presentations, shares knowledge and resources. Supports cooperation of teacher teams and grade levels.
- Dependable, consistently attends and participates in scheduled meetings.
- Arrives on time. Completion of scheduled work hours.
- Consistently dresses professionally adhere to the Dress Code per Staff Handbook.
- Demeanor reflects courtesy towards adults and students. Contributes to environment of collegiality, community and professionalism.

Minimum Qualifications:

- Clear California Teaching Credential
- Minimum 5 years of teaching or related expertise
- Master's Degree in Education or related field
- Working towards completion of Administrative Service Credential preferred

Instructional Coach

In collaboration with the Administrative Team, the duties include but are not limited to:

- Supervise, coach, develop, and evaluate teachers via regular observations, feedback, and coaching as part of Vaughn's teacher development and support system.
- Develop and monitor assessment protocols that accurately evaluate student learning
- Analyze data with teachers/leaders regularly to maximize student performance and ensure student growth
- Supports teachers to improve instruction through teaming and collaborating with peers
- Supports additional instructional opportunities for students most in need
- Support administrative team in planning and leading appropriate professional development for all faculty
- Participate in interim assessment process to ensure teachers are using data to drive instruction; facilitate interim assessment data debriefs with teachers
- Oversee the facilitation of weekly data meetings with teaching teams to drive on the spot reteaching needed to support student learning and achievement
- Facilitates grade-level team/department meetings to analyze assessment data, review student work, discuss best practices, identify student needs, and plan differentiated instruction for all learners
- Assists teachers in the development of targeted Content and Language Objectives (Common Core & ELD Integration)
- Supports in the planning of common curriculum and instruction across the school site such as Advisory and SEL lessons (Secondary sites)
- Assists teachers in the development of lessons/units/projects aligned to the Common Core State Standards
- Assists site leadership team in the development and implementation of professional development activities that align to school goals (Transition to new Standards/Frameworks, Instructional Differentiation, Project Based Learning, ELD/EL Instructional Strategies, etc.)
- Assists teachers by seeking out and sharing instructional resources and strategies that will enhance classroom instruction
- Works with teachers and the leadership to facilitate the collection, analysis, and interpretation of data to improve professional development and inform instructional practice
- Advocates for meeting growth targets for English Learners and students with special needs and promotes the implementation of targeted intervention and differentiation of curriculum for EL learners and students with special needs
- Communicates the importance of aligning student needs, student data and instructional differentiation
- Assists with the administration of multiple assessments (ELPAC, SBAC, etc.)
- Contributes to the analysis of data from universal screeners to make decisions regarding intervention
- Assists with the planning and development of high and realistic goals by analyzing data
- Assesses the culture of the school from students' perspectives and advocates for the academic needs of all students
- Works with the site leadership to develop the professional development calendar

- Works with site leadership to seek out and communicate professional development opportunities for faculty
- Assists site administrator/coordinator(s) and faculty in arranging for appropriate placement of EL students and students with special needs within teams
- Plans personal growth opportunities and engages in new learning
- Attend IEPs, 504 meetings, and SSPTs as needed for academic supports and intervention
- Supports the planning, development, and implementation of a college going culture
- Supports the development of the school community through family outreach, education, and community partnerships

Minimum Qualifications

- At least 5-years of classroom teaching experience preferred
- Strong preference for candidates with experience teaching grade levels represented at school site
- Master's Degree in Education or Curriculum and Instructions preferred but not required

Literacy Coach

- Support the development of high-quality/effective literacy instruction in ELA, in all schools, with particular emphasis on grades K-3, including observing and coaching teachers to improve instructional planning, teaching practice, and the use of data, assessment, and instructional technology
- Collaborate with School Administration to support and refine a comprehensive intervention model
- Collaborate with VNCLC's Elementary leadership to plan and deliver pre-service professional development for new and returning staff members aligned to high priority initiatives and outcomes in the area of literacy
- Work with various teams (administrators, teachers, grade-level) to facilitate analysis of data provided by diagnostics, common assessments, and formative assessments
- Provide training to the School Site Staff in the areas of English Language Development and the ELA/ELD Common Core Standards and Framework
- Work with school administrators to develop policies and school structures that incorporate common teaching strategies in ELA Continuously monitor, track and analyze student achievement data in order to identify needed supports and strategies for all students and for student subgroups

Minimum Qualifications

- A Valid Clear California Multiple Subject Professional Teaching Credential is required.
- Possession of an English Learner Authorization required.
- Completion of a Reading Specialist Credential/Authorization or Reading Certificate within the first year of the role required.
- Verification of three years of successful full-time teaching experience in any grades preschool through adult, exclusive of student teaching, intern teaching, or teaching while holding an emergency or teaching permit required.
- Experience working with TK-3rd grade students, coaching teachers, and delivering professional development preferred

SIS Manager

- Identifies information systems and human resource requirements, and works with other departments to ensure availability of required resources in order to create, update, or maintain a student information system.
- Manages and maintains CALPADS, inclusive of submission of reports
- Creates & prints student and class identification labels (i.e., class registration, testing, card shuffling, transcripts, report cards, re-designation, etc.).
- Prepares data and reports needed for State Reporting (CALPADS, CBEDS, CST, CELDT, CAHSEE, NWEA, SBAC, and special requests)
- Verifies accuracy and completeness of information on archive storage media.
- Develops data queries, as requested.
- Participates in the implementation of policies and procedures within the student information system.
- Recommends short-range and long-range plans to the school director in relation to existing and proposed student information software.
- Collaborates with IT department to assure that the student information system is performing as required

- Meets with and makes presentations to school administrators, and other school staff to explain activities involving the student information system.

Minimum Qualifications:
- High School Graduate
- Knowledge of school information system, such as Aeries

IT Manager
- Maintains, configures, upgrades and troubleshoots computers, switches, servers, student servers, wireless controllers, network security, interactive software, firewall/content filter, VMWare VSphere (virtual server manager), and VOIP phone system.
- Meets with current and prospective technology vendors
- Plans IT infrastructure for new buildings, working with service providers both during the upgrade phases and throughout the year when facing issues
- First point of contact when sites drop internet
- Plans and organizes future deployments Vaughn wide Page 233 of 325
- Trains new IT assistants on day-to-day tasks.
- Manages and leads the IT team by delegating priorities to maximize efficiency, assure all emails are addressed, provide tier 2 support for Tech Assistants when they are unable to complete a task.
- Participates in all school emergency and safety plans
- Supports all children in all learning activities

Minimum Qualifications:
- High School Graduate
- Preferably pursuing a degree in the information systems field
- Minimum of five (5) years of experience in technology field

Tech Assistant
- Provide computer/chromebook support for staff and students throughout Vaughn
- Configure and install computers, printers, VOIP Phones and other network devices
- Troubleshoot basic computer, printer, VOIP Phones and other network device problems
- Provide basic desktop support services and troubleshoot simple data communications problems for PC/LAN/WAN customer divisions
- Assist in maintaining and troubleshooting student accounts
- Assists in inventorying computers and related equipment.
- Assists in implementing school/district policies and supporting software security programs
- Assists in implementing school/district Internet policies.
- Maintaining and documenting the helpdesk ticket assigned and escalating to high-level support when necessary
- Maintains users on the Active Directory server and Google Workspace
- Imaging and configuration of various computer models, including Windows, Mac
- Installing and maintaining company software and hardware
- May recommend appropriate hardware and software, assist in their acquisition
- Works under the supervision of the IT Managers and school administration

Minimum Qualifications
- High school diploma, General Education Diploma (GED) or equivalent education required.
- Bilingual (English/Spanish) preferred

Classroom Paraprofessional
- Assist classroom Teacher as directed
- Monitor & Supervise students indoors and outdoors
- Conduct student observations as needed
- Support education program through-out the school day
- Attend educational field trips as needed

- Implement classroom procedures
- Participate in all school emergency and safety plans
- Support all students in all learning activities

Minimum Qualifications
- High School Diploma or GED
- 48 Semester units/60 quarter units OR pass a pre-employment test of 70% or better.
- Current college enrollment if BA not yet earned
- Proficient in reading, writing, and math

College Access Advisor
- Work directly with graduating seniors to ensure a successful transition into their post-secondary institute.
- Provide services to first year college students to ensure a successful first year of college (workshops, advisement, cohort meetings)
- Assist with 1:1 and small group advising sessions for current high school students regarding college process, academics, financial aid, and social-emotional
- Assist with coordinating, recruiting, and executing one day college tours
- Assist with the implementation of Naviance Curriculum for all grade levels
- Assist with facilitating grade appropriate student workshops based on college access information, financial aid, and high school requirements
- Supports in recruitment to AP/Honors/College Classes
- Assist students with college entrance exam registrations
- Checks in with Academic Counselors regarding students' progress, needs, and concerns
- Assists College Counselor with College, FAFSA/Dream Act, and scholarship applications filling and checking, weekly afterschool & Saturday workshops for students and parents
- Provide walk in assistance for students and their parents to fill out financial aid application(s) and review financial aid awards
- Assist with supporting and supervising College Ambassador student group
- Assist in creating school wide college going culture events (College Week, College Fair, College Signing Day, Cash for College Event)
- Assist with providing post-secondary plans for 12th graders
- Assist with planning and proctoring of AP Exams
- Assist the Senior Team with Graduation and Senior Week Activities
- Assist with Grade level specific school activities
- Collaborates with school wide team

Minimum Qualifications
- Bachelor's Degree in Psychology, Sociology, or related field preferred
- Current enrollment in college, if Bachelor's degree not yet earned.
- Must have a minimum of 1-year experience in College awareness program

College Advisor

Program Implementation
- Design, coordinate, and implement student and parent services at target school sites
- programming in areas such as post-secondary education options, financial aid, career exploration through workshops, events, individual and small group counseling and classroom presentation
- Ensure student participants and parents are served from partner schools
- Support with coordination of college field trips and college and career fairs
- Ensure that all objectives are met in a timely and cost-effective manner
- Assist supervisor with planning and program development
- Develop and maintain collaborative relationships with students, parents, school, community, and partner personnel
- Provide walk-in counseling around college and career preparation for cohort students and parents
- Attend community events, forums, and other events that relate to the goals and objectives of the program

- Participate in community meetings, staff meetings, and training workshops that relate to the goals and objectives of the program
- Support with all required program documents
- Complete required reports and update to supervisor in a weekly, bi-weekly, and/or monthly basis
- Assist with the collection and input of evaluation data used to measure ongoing program effectiveness of services and program outcome measures
- Assist Supervisor with coordination of AB540 workshops, coordination of Cash for College events and other college related events

Data Collection

- Collect and maintain program evaluation data
- Keep track of program participation by tracking student grades, attendance and program participation
- Monitor student and parent involvement in GEAR UP activities
- Follow program protocols and maintain accurate records as it relates to documenting services and match contributions

Minimum Qualifications

- Bachelor degree in education, liberal studies or related area
- Minimum 2-3 years' experience providing direct services to students and parents, multicultural populations or under-prepared students
- Demonstrated ability to establish and maintain effective relationships with school personnel, after school personnel, program officers, evaluators, parents, students and community professionals
- Experience working in collaboration with mentoring, after-school, and other activities (such as events, workshops, field trips) that relate to the goals and objectives of the program

EXL Assistant Site Coordinator

Essential Tasks- Program

- Assist in managing day to day operations of the After School and Summer Program
- Assist with student to staff ratio, when necessary, facilitate classes and clubs as needed in the absence of regularly scheduled staff
- Review weekly lesson plans created by staff
- Ensure that only authorized adults sign out students by signing the attendance sheet and noting the sign out time
- Create and facilitate weekly lesson plans that include enrichment activities, social-emotional learning, and physical education activities.
- Perform active supervision of all students at all times during program hours
- Ensure and encourage all students to participate in the activities.
- Implement Vaughn Positive Behavior Intervention Support (PBIS) practices
- Follow program procedures for sign-in/out, early dismissal, and snack time
- Address parents/guardians in a professional manner.
- Alert leadership staff if any issues arise.
- Develop and maintain a record of all lesson plans for enrichment and educational activities.
- Attend training presented by Vaughn Human Resources and the afterschool department.
- Address all Vaughn and staff in a professional manner.
- Wear a staff uniform and display a Vaughn staff badge daily for security purposes.

Essential Tasks- Attendance

- Verify and document attendance data for all after school groups.
- Conduct Early Dismissal and Dismissal procedures.
- Maintain and prepare attendance documents for financial and program audits.

Minimum Qualifications

- High school diploma or the equivalent and passing a local assessment of knowledge and skills test or 48 college semesters or an A.A degree or higher
- Minimum of one year of experience in a supervisory role required, preferably in an afterschool program or school setting
- Ability to be professional, patient, and understanding when interacting with parents, students, and staff

- Possess strong communication skills, both written and verbal
- Team player with a demonstrated ability to initiate and maintain effective and cooperative professional relationships.

EXL Program Coordinator

Program Duties

- Provide overall leadership for the implementation of the ASES program at Vaughn.
- Ensures that all staff understand and are able to execute site-based emergency safety procedures.
- Manage the site budget including personnel payroll and program materials
- Prepare and submit all grant mandated reports (attendance, expenditure).
- Maintain professional relationships and constant communication with school site administrators, school staff and parents regarding program activities.
- Perform other duties as assigned (i.e. behavior support, links to school support personnel, community outreach, conferences with parents/guardians, etc.)

Attendance

- Verify and document attendance data for all after school groups.
- Prepare and submit annual attendance reports for audit and state requirements.
- Conduct Early Dismissal and Dismissal procedures.

Staff Training/Support

- Attend monthly/quarterly grant meetings and trainings as scheduled by Vaughn, LACOE, and the district.
- Supervise and support site staff (program supervisors and program workers).
- Assist in the training and professional development of site staff.
- Schedule and facilitate regular site staff meetings.
- Facilitate conversations and continuous learning opportunities for site staff to strengthen their understanding and approach to engaging and connecting with children in an after-school setting.
- Engage staff and students in designing a site program schedule that reflects the interests & needs of children and the interests & talents of staff.

Staff recruitment/Hiring/Progressive discipline

- Facilitate the recruitment, selection and hiring process for site staff.
- Ensure that staff understand and comply with all ASES/Vaughn policies and procedures.
- Hold individual conferences with staff when any issues with policies and procedures arise with the purpose of providing support and/or appropriate consequences.
- Assist Human Resources department with employee progressive discipline when policies and procedures have been violated.

Minimum Qualifications

- AA Degree or equivalent college units
- At least 2 years experience in an afterschool program setting
- At least 1 year in a supervisory role

EXL Site Coordinator

Essential Tasks- Program

- Manage day to day operations of the After School and Summer Program
- Review and approve weekly lesson plans created by staff
- Ensures that youth leaders are engaging students in safe activities that promote growth in the areas of academics, social emotional, and behavior expectations
- Conduct administrative duties to promote the professional development of staff and to comply with after school grant regulations
- Ensure that only authorized adults sign out students by signing the attendance sheet and noting the sign out time
- Assist with student and staff ratio, when necessary, facilitate classes and clubs as needed in absence of regularly assigned staff

Essential Tasks- Attendance

- Assist with student recruitment to ensure attendance outcomes are met on an annual basis per grant requirements

- Verify and document attendance data for all after school groups
- Conduct Early Dismissal and Dismissal procedures
- Maintain and prepare attendance documents for financial and program audits.

Essential Tasks- Staff Training/Support

- Guide staff with the implementation of program procedures (sign-in/out, snack/meal time, adherence to program schedule of activities)
- Support all staff with the implementation of active supervision, PBIS, and safety procedures.
- Responsible for performing correct record-keeping of student enrollment by preparing attendance registers and ensuring that these tasks align with state reporting attendance
- Facilitate conversations and continuous learning opportunities for site staff to strengthen their understanding and approach to engaging and connecting with children in an afterschool setting
- Engage staff and students in designing a site program schedule that reflects the interests & needs of children and the interests & talents of staff

Essential Tasks – Staff Recruitment/Progressive Discipline:

- Lead or assist with conducting interviews, making hiring recommendations, documenting disciplinary actions and staff evaluations
- Monitor and enforce Vaughn NCLC policies and procedures to provide a safe, respectful and positive working environment
- Maintains confidentiality related to information of students, parents, and personnel

Minimum Qualifications

- Bachelor's degree required.
- Minimum of one-year experience in a supervisory role required, preferably in an afterschool program or school setting
- Ability to be professional, patient, and understanding when interacting with parents, students, and staff
- Possess strong communication skills, both written and verbal
- Team player with a demonstrated ability to initiate and maintain effective and cooperative professional relationships

EXL STEM Specialist

- Plan and facilitate S.T.E.M activities with groups of twenty students
- Actively supervise a group of 20 students and promote safe and structured activities during program hours
- Plan and submit lesson plans weekly.
- Meet with robotics team weekly and prepare students for competitions.
- Take attendance daily, check for accuracy and completeness, and submit to leadership staff
- Assist with the setup and clean up of after-school materials to ensure that the barrow classrooms and shared space are kept clean and in order at all times
- Ensure and encourage all students to participate in the activities
- Organize special S.T.E.M events to highlight student work and promote the expanded learning programs
- Implement Vaughn Positive Behavior Intervention Support (PBIS) practices
- Follow program procedures for sign-in/out, early dismissal, and snack time
- Build and maintain a positive relationship with students, parents, school administrators, and other program staff
- Alert leadership staff if any issues arise
- Attend trainings presented by Vaughn Human Resources and the expanded learning department
- Address all Vaughn and staff in a professional manner.
- Wear a staff uniform and display a Vaughn staff badge daily for security purposes
- S.T.EM. specialists work year-round (After school, Summer Camp, January extended school year, and Spring Break Program).

Minimum Qualifications

- Knowledge of web-based learning, SmartBoards and 1:1 (e.g. tablet devices) classroom settings, programming in various language such as Robot-C, Python, Java, C++
- High school diploma or the equivalent, and Pass a local assessment of knowledge and skills test or 48 college semesters or an A.A degree or higher

- Proficient in reading, writing, and math
- Interest in any of the following: science, technology, engineering or mathematics
- Ability to use good judgment in challenging situations
- Must have access to reliable transportation to arrive at the work site at the scheduled time
- Some weekends may be required in order to attend robotics competitions

EXL Youth Leader

- Provide homework assistance, academic enrichment and physical activity sessions
- Actively supervise a group of 20 students and facilitate safe and structured activities during program hours
- Create and facilitate weekly lesson plans that include enrichment activities, social-emotional learning, and physical education activities
- Collaborate with staff and students to ensure the implementation of engaging, enriching, and safe activities
- Take attendance daily, check for accuracy and completeness, and submit to leadership staff
- Assist with the setup and cleanup of after school materials to ensure that the barrow classrooms and shared space is kept clean and in order at all times
- Ensure and encourage all students to participate in the activities
- Organize special events to highlight student work and promote the afterschool program
- Implement Vaughn Positive Behavior Intervention Support (PBIS) practices
- Follow program procedures for sign-in/out, early dismissal, and snack time
- Build and maintain a positive relationship with students, parents, school administrators and other program staff
- Alert leadership staff if any issues arise
- Attend trainings presented by Vaughn Human Resources and the afterschool department
- Address all Vaughn and staff in a professional manner.
- Wear a staff uniform and display a Vaughn staff badge daily for security purposes

Minimum Qualifications

- High school diploma or the equivalent, and Pass a local assessment of knowledge and skills test or 48 college semesters or an A.A degree or higher
- Proficient in reading, writing, and math
- Ability to use good judgment in challenging situations
- Must have access to reliable transportation to arrive to work site at scheduled time

Student Support & Enrichment Specialist

- Collaborate with Site Coordinators, Program Coordinator, and Program Manager to create a safe, supportive, and engaging after-school learning environment across ELOP programs.
- Support after-school staff with behavior management strategies, including intervention services, de-escalation techniques, and tracking student behavioral data.
- Provide individual and group support services for students, such as counseling, workshops, and skill-building sessions.
- Serve as a liaison between Vaughn's mental health department and Expanded Learning programs for crisis intervention, risk assessments, and threat evaluations.
- Design, plan, and implement enrichment programs tailored to student interests, including contemporary/urban art, music, dance, photography, and sports.
- Promote student participation through outreach, program promotion, and engagement with parents, guardians, and school staff.
- Organize and supervise enrichment events, sports scrimmages, competitions, and showcases during the week, weekends, and seasonal programs.
- Assist enrichment instructors and sports teams in preparing students for events and competitions.
- Select, maintain, and oversee appropriate equipment, materials, and resources for enrichment activities.
- Coordinate with external vendors or community partners when necessary to support program offerings.
- Ensure student safety, well-being, and adherence to Vaughn PBIS practices during program hours and events.
- Maintain accurate records of student progress, attendance, and program participation.
- Collaborate with teachers and administrators to integrate after-school activities with educational goals and support academic growth.

- Stay current on best practices, trends, and advancements in after-school programming, physical education, and youth enrichment.
- Participate in professional development opportunities, trainings, and staff meetings.
- Exercise discretion, independent judgment, and adherence to workplace safety guidelines.
- Perform additional duties as assigned, supporting the year-round Expanded Learning program, including summer, extended school year, and spring break programs.

Minimum Qualifications

- Education Requirement:
    - Possess a bachelor's degree in education or related field plus one year of verifiable work experience with youth or in youth development programs, or
    - Possess a High School Diploma or GED plus three years of verifiable work experience with youth or in youth development programs.
- Current enrollment in college if a Bachelor's degree has not yet been earned.
- Must have a minimum of 1 year experience as a classroom paraprofessional, special education assistant, behavior intervention, or mentoring school-age youth.
- Ability to collaboratively engage with all stakeholders, including students, parents, ELOP after-school staff, and school administrators.
- Interest in youth development programs, encompassing a broad spectrum of activities such as visual and performance arts and sports, as well as mentorship and coaching opportunities.
- Ability to use good judgment in challenging situations.
- Must have access to reliable transportation.

School Operations Manager

- Develop, implement and manage systems and routines in order to create a safe, purposeful and welcoming school environment.
- Assist campus leadership team to set campus vision and identify areas of operational project ownership and campus priorities as well as oversee the ongoing operations of the school.
- Supervise and mentor the campus-based operations
- Manage external relationships with shared campus partners (food services, transportation, etc.).
- Administer the operations of facilities management, student transportation, project management, school security, compliance reporting, and emergency management.
- Develop organizational systems in each school site to reflect their roles in the support of the vision, mission, and values of the organization
- Build the capacity of each school site to manage facilities repairs and maintenance.
- Visit school grounds and interface with school personnel as needed
- Approve all school operational vendors after vetting them by performing verification of licenses, insurance requirements, references, and interviews.
- Develop and refine standard practices for core recurring school operations- related activities and routines (e.g., test administration, student meal tracking, and student enrollment).
- Manage the assignment and distribution of personnel, provide ongoing reviews of organization structure, staffing, and departmental policies and procedures. Oversee the performance evaluation process of all assigned personnel. Evaluate subordinate administrative and assigned personnel.
- Regular attendance, dependability and punctuality in conformance with the standards is essential to the successful performance of this position.
- Meet quarterly with custodial staff to ensure their needs and the needs of the school are met.
- This job description in no way states or implies that these are the only duties to be performed by the employee(s) incumbent in this position. Employees will be required to follow any other job-related instructions and to perform any other job-related duties requested by any person authorized to give instructions or assignments.
- Assist with the coordination of maintenance, repair, and improvements to facilities at each school site
- Prepare and Distribute Food Service communications to the community and staff.
- Assist Food Service Management with the compilation and development of Standard Operating Procedure for the department.

Minimum Qualifications

- Graduation from high school or evidence of equivalent educational proficiency
- 2 or more yrs. of Full-Time, paid experience in management relative to this position
- Supervisor experience
- Ability to adapt to a fast-paced environment
- Possess strong communication skills, both written and verbal
- Basic knowledge of computer programing such as Microsoft Office suite
- Team player with a demonstrated ability to initiate and maintain effective and cooperative professional relationships.

School Maintenance Manager

Facility Maintenance

- Oversee daily maintenance operations across all school sites, ensuring timely response to maintenance issues.
- Develop and manage a preventive maintenance plan for all facilities and equipment.
- Conduct regular inspections of campuses to identify and address safety hazards, structural concerns, or compliance issues.
- Using common hand tools and operating simple power tools in installation, maintenance, repair, and refinishing work.
- Disassembling and assembling, cleaning and sanding, and otherwise preparing equipment, fixtures, or appliances.
- Installs and secures office machines and electronic equipment.
- Repairs, assembles, installs, school equipment and furniture.
- Installs, maintains and makes minor repairs to a variety of blinds, windows, light fixtures, air filters, etc.
- Ensure all mechanical systems (HVAC, plumbing, electrical, etc.) are functioning efficiently and receive routine servicing.

Vendor & Contractor Management

- Solicit, review, and manage contracts with vendors for services such as pest control, HVAC, and other facility-related needs.
- First contact for school alarm system - set up passcodes
- Ensure vendors meet safety, quality, and timeliness standards.
- Monitor contractor performance and ensure work is completed to specifications and within budget.

Compliance & Safety

- Ensure all school sites are compliant with local, state, and federal regulations, including fire, building, and health codes.
- Support schools during inspections, permitting processes, and audits.
- Maintain records of repairs, inspections, warranties, and permits.

Budgeting & Planning

- Work with the School Operations Manager to develop and manage the facilities maintenance budget.
- Track spending and forecast future maintenance needs and capital improvements.
- Recommend cost-saving strategies and long-term improvement plans for facility upkeep.

Minimum Qualifications

- High school diploma or equivalent required; Associate's or Bachelor's degree in facilities management, construction management, or related field preferred.
- Minimum of 2 years of experience in facilities maintenance.
- Experience managing multiple sites and coordinating third-party vendors.
- Strong knowledge of building systems including HVAC, plumbing, electrical, and safety standards.
- Ability to read blueprints, technical manuals, and maintenance instructions.
- Excellent organizational, communication, and problem-solving skills.
- Proficiency in Microsoft Office and maintenance tracking systems preferred.

Office Manager

Essential Tasks- Reception

- Receives visitors and responds to requests for information and assistance as appropriate;
- Explains Vaughn NCLC's procedures to parents, staff, and the public; Exceptionally knowledgeable with the school compact and can accurately relay this information to key stakeholders.
- Serves as the liaison between the office and community organizations.
- Assists with translation to non-English speaking parents and visitors

Essential Tasks- Administrative

- Manages the Main Land office, including direct management of office staff, and provides secretarial support to School Site Administrators;
- Staff management includes training and oversight of clerical staff schedules and duties; Reviews work performed by clerical staff and provides feedback, as necessary. Communicates any office personnel changes to applicable Vaughn NCLC's business departments;
- Maintains, troubleshoots, and orders office equipment as needed; Ensures that all orders have the required documentation including but not limited to, requisition forms, purchase orders, declining budget, invoices, and packing slips, and submits documentation to Vaughn NCLC's accounts payable department promptly
- Maintains control of school facility keys, assigns, and distributes keys to staff as necessary.
- Directs, points and retrieves keys and daily evaluations to/from substitute teachers, and orientates substitutes regarding their assignments;
- Completes and approves Vaughn NCLC electronic time sheets; Submits substitute evaluation forms to the business office;
- Serves as the liaison between third-party substitutes and the school campus; Reviews contracted substitute time sheets for accuracy and provides Vaughn NCLC's payroll department accurate records for invoice verification.
- Prepares transportation requests, and answers questions about field trip activities; Serves as the lead point of contact in the coordination of all student activities and events; Provides Main Land school plant manager pertinent information regarding student events.
- Composes and translates school-wide communications, correspondence, and a variety of newsletters, flyers, emails, forms, rosters and lunch menus; Prepares and generates phone dialers, as needed
- Updates the school's master calendar and interfaces with the website coordinator to keep school website information current;
- Serves as the initial point of contact for all worker compensation claims at the school site; ensures that appropriate paperwork is provided, completed and filed with Vaughn NCLC's HR department on time
- Assists with the preparation of Main Land school payroll data by submitting requested time sheets, calendars, payroll summaries, etc. to designated payroll personnel
- Ensures proper labor compliance notices are posted; Keeps office bulletin current with job openings and applicable campus announcements.

Essential Tasks- Student Records and Admissions

- Maintains student attendance records, including preparation and verification of daily student attendance, entering enrollment information into the attendance system, Aeries, preparing required attendance reports on a daily, weekly and monthly basis;
- Generates ad-hoc queries and reports from the student information system, Aeries, and provides reports to school personnel within the scheduled time frames.
- Responsible for performing correct record-keeping of student enrollment by preparing attendance registers and ensuring that these tasks align with state reporting attendance;
- Maintains confidential student folder and all required records contained therein, verification of enrollment and health eligibility, and transfer or release of documentation;
- Generates and mails student grades and progress reports at the end of each trimester;
- Responsible for assisting the Site Administrator with the school lottery process; ensure that all supplemental documentation for lottery and enrollment applications are submitted as outlined in Vaughn NCLC's charter.
- Assists with school's truancy process and communicates with parents, as needed
- Explains Vaughn NCLC's parent participation policy with key stakeholders and ensures that hours are tracked accordingly.

Other:

- Participates in various meetings such as, but not limited to, committee and office managers' meetings. May be asked to assist with Coffee with the Director meetings and Main Land school staff meetings.
- Maintains confidentiality related to information of students, parents, and personnel
- Supports Vaughn NCLC's school-wide behavior plans, and ensures that school-wide policies are enforced and followed

Minimum Qualifications

- Graduation from high school or evidence of equivalent educational proficiency
- Knowledge of Student Information Systems, Aeries, preferred
- Must have a minimum of two years of clerical experience in a fast-paced environment
- Familiarity with organization and coordination of elementary school office duties preferred
- Ability to be professional, patient, and understanding when interacting with parents, students, and staff
- Possess strong communication skills, both written and verbal
- Team player with a demonstrated ability to initiate and maintain effective and cooperative professional relationships. Management experience preferred
- Commitment to education and knowledge of charter schools a significant plus
- Strong organizational skills; a self-starter who can prioritize and multi-task
- Bilingual in Spanish, preferred

Office Assistant

- Reports to Office Manager
- General Office duties: Communicate with and help parents, students, teachers and visitors
- Gather data from Student Database Software and input information
- Organizing and managing files, acting as receptionists,
- Supporting other staff with organizational tasks for Administrators
- Schedules tours, if needed
- Processes, sorts, checks for accuracy, and files documents in accordance with established systems
- Helps make copies for Teachers
- Distributes intra-system and general delivery mail; maintains routine office records relating to student records, instructional materials, etc.
- Operates the intercom and provides information through the school's public address system.
- Participate in all school emergency and safety plans
- Other duties as assigned

Minimum Qualifications

- High School Diploma or GED
- Excellent written and oral communication skills
- Strong customer service skills
- Working knowledge of Microsoft Office, Google Spreadsheets, and Dropbox
- Ability to collaborate with other staff members

Attendance Clerk

- Assist Office Manager
- General Office duties: Communicate with and help parents, students, Teachers and visitors
- Gather data from Student Database Software and input information
- Record student attendance on Student Database Software
- Call parents regarding absences and tardies.
- Report and monitor Attendance problems to Administrators (i.e. SARB concerns [School Attendance Review Board])
- Maintain records, files, and other information in an organized manner
- Participate in all school emergency and safety plans
- Other duties as assigned

Minimum Qualifications

- High School Diploma or GED
- Excellent written and oral communication skills
- Strong customer service skills
- Working knowledge of Microsoft Office, Google Spreadsheets, and Dropbox
- Ability to collaborate with other staff members

Security

- Patrol assigned areas to monitor and protect school property, facilities, and grounds, ensuring a visible security presence.
- Inspect doors, windows, gates, and other access points to maintain security and prevent unauthorized entry.
- Monitor campus activity and remain alert for safety hazards, police activity, or emergencies; respond immediately according to established protocols.
- Investigate and report unusual incidents, potential safety risks, or suspicious behavior; prepare accurate incident and activity reports.
- Assist with student behavior interventions when safety is a concern, including detaining unauthorized persons or addressing disruptive behaviors, following school policy and legal guidelines.
- Conduct searches of student belongings as requested and in accordance with school policies.
- Participate in emergency preparedness and response planning, including fire drills, lockdowns, and evacuation procedures.
- Promote a safe and positive school climate through proactive engagement with students, staff, and families.
- Assist in maintaining compliance with federal, state, and local safety and security regulations.
- Maintain accurate logs, documentation, and records of security incidents and daily activities.
- Participate in professional development, safety training, and other educational opportunities to enhance security skills and knowledge.
- Perform other duties as assigned to support school safety, emergency response, and the well-being of the school community.

Minimum Qualifications

- Knowledge of site protection methods, fire extinguisher use, and relevant provisions of the California Education Code and Penal Code.
- Ability to operate two-way radio equipment and maintain clear, professional communication.
- Strong written and verbal communication skills for accurate report writing and interaction with staff, students, and law enforcement.
- Ability to work collaboratively with students, staff, parents, the public, and law enforcement personnel.
- Physical ability to walk, stand, and respond quickly for extended periods; agility and strength to protect self and others if necessary.
- Normal hearing and ability to respond to normal voice-range frequencies.
- High level of discretion, integrity, and professionalism when handling confidential or sensitive situations.

Security Assistant

- Guard an assigned area or areas and protect property by making prescribed rounds
- Inspect and check security of doors, windows, and gates
- Prevent entry or report presence on grounds or in buildings of unauthorized persons
- Remain alert for and report police activity, fire hazards
- Investigate/report unusual conditions and take immediate emergency action to reduce danger and prevent possible damage by notifying proper persons
- Prepare incident and other miscellaneous reports pertaining to crimes against school property and offenses against school personnel or students
- May attend and participate in hearings and trials of students
- May intervene with student behaviors that are disruptive to learning environments
- May question suspects/unauthorized personnel and detain students when appropriate
- May control the school traffic, parking and the safe movement of vehicles, issue warning notices, and check vehicles leaving the premises
- Conduct student backpack searches as requested

- Other duties as assigned

Minimum Qualifications
- Knowledge of basic methods of site protection
- Knowledge of various types of fire extinguishers and their correct usage
- Knowledge of pertinent provisions of the Education Code and the Penal Code of California pertaining to the guarding and policing of buildings/ grounds relating to theft and illegal entry of school property
- Ability to operate two-way radio equipment
- Write required reports clearly and concisely
- Work effectively with school personnel, students, the public, and peace officers
- Walk and stand for the assigned period of work hours
- Normal hearing in normal voice-range frequencies
- Agility and strength to protect self from attack

Plant Manager
- Supervises, plans, coordinates, and participates in the cleaning, gardening and operation of a school
- Receives general supervision from a school principal or other site administrator for the cleanliness and operation of the facility
- Supervises and participates in custodial work in cleaning rooms, toilets, halls, walkways, stairways, MPR, libraries, walls, fixtures, and equipment, including sweeping, polishing, mopping, dusting, locker rooms, vacuuming, and disinfecting.
- Selects materials and equipment for cleaning a wide variety of floors, walls, and other surfaces.
- Analyzes custodial needs, processes purchase orders and recommends priorities for the custodial program.
- Prepares, adjusts, and assigns work schedules for regular and special cleaning, and including school-vacation cleanups, and assures that facilities are unlocked and secured as necessary.
- Assigns special custodial duties for various educational, social, and civic activities, and to meet emergencies, and arranges for proper equipment, heating, ventilating, and lighting.
- Operates and supervises the operation of AC and heating systems and related equipment.
- Operates, services, adjusts, and makes minor repairs to power equipment, including yard sweepers, yard vacuums, vacuum cleaners, and related gardening equipment, and supervises the use of such equipment and other operations equipment.
- Inspects the plant and equipment in order to maintain custodial standards and nonhazardous conditions, evaluates employee performance and initiates corrective action, assures safe and efficient operation of equipment, determines the need for maintenance work, and coordinates maintenance services with custodial and school schedules.
- Maintains inspection records, reports need for repairs to the site administrator or to maintenance manager and may make minor repairs.
- Maintains records and submits reports on plant security, vandalism, thefts, emergencies, supplies, operation costs, use of facilities, and related matters.
- Trains and instructs assigned custodial personnel in cleaning methods, use of materials, operation of custodial and gardening recycling procedures, equipment, and related tasks, and may assist Area branch personnel in training new custodians.
- Confers with school personnel, administrators, the public, and students in regard to the utilization of facilities and equipment, site security, special programs and activities, and regulation.
- Orders, receives, checks and disburses custodial and school supplies and equipment; stores and distributes school supplies and equipment; maintains an inventory and maintains related records as required.
- Supervises and participates in watering lawns, shrubs, and trees, involving the operation of manual or automatic irrigation systems
- Supervises the removal of weeds and debris from paved and unplanted areas.
- Supervises and participates in moving audio-visual and other equipment within the school or office site.
- Maintains records of shutoff valves and utility cutoffs, including fire sprinkler systems; checks and operates fire extinguishers
- Assumes responsibility to coordinate tasks assigned during emergency drills
- Performs related duties as required.

Essential Tasks- Staff Training/Support

- Guides custodial staff to review and follow mandated clean up protocols
- Guides custodial staff to learn cleaning schedules
- Ensures that custodial staff follows protocols for proper movement of bulk items

Ability to:

- Supervise, train, and evaluate custodial personnel
- Make and adjust schedules
- Support in follow through of emergency protocols (e.g., Fire, Lockdown, and Earthquake Drills)
- Communicates with school personnel using school walkie and cell phone
- Recognize maintenance needs and initiate appropriate action
- Maintain records and prepare concise reports
- Use and care for operations equipment
- Make minor repairs to facilities and equipment
- Work harmoniously with the school community

Minimum Qualifications

- 2 years of maintenance experience
- High School Diploma or GED
- Strong written and oral communication skills
- Grounds and Building certification – may still apply without it but must be earned within 6 months of employment

Custodian

- Participates in custodial work in cleaning rooms, toilets, halls, stairways, gym, library, walls, fixtures, and equipment (sweeping, polishing, mopping, dusting, vacuuming, and disinfecting)
- Operates, services, adjusts, and makes minor repairs to power equipment (scrubbing machines, vacuum cleaners, yard equipment.)
- Inspects building and equipment in order to maintain custodial standards and non-hazardous conditions.
- Determines the need for maintenance work and coordinates maintenance services with Maintenance office
- Maintain a healthy & safe environment (classroom, bathrooms, grounds, hallways, etc.)
- Participates in removal of weeds and debris from paved and unplanted areas.
- Participates in watering lawns, shrubs, and trees.
- Participates in moving audio-visual and other equipment within the school or office.
- Work effectively with employees, students, and the public.
- Communicate effectively, orally, and in writing.
- Participate in all school emergency and safety plans.
- Support all children in all learning activities.

Minimum Qualifications

- Basic knowledge of computer/cell phone use
- Communicate effectively orally and in writing (English)
- Team player with a demonstrated ability to initiate and maintain effective and cooperative professional relationships.

Custodian Lead

- Assist Plant Manager with all maintenance duties (Cleaning, sweeping, trash emptying, etc.)
- Open/Close campus, including on Saturdays
- Ensure campus is securely locked
- Activate/disarm alarm system
- Turn off fire alarm panel as needed
- Supervise night custodians
- Control building air conditioner
- Communicate with outside vendors
- Change lights/rods

- Operate heavy machinery
- Climb ladders to access roof or high ceilings (up to 16ft)
- Move furniture
- Stack Palettes
- Verify and document attendance data for all night time custodial staff.
- Provide/request supplies for night crew
- Calls on sub worker in absence of employee
- Ensure proper procedures are followed and all safety measures are taken.
- Ensure staff follows work schedule (clock-in/out, takes rest/meal break)
- Follow protocol for employee injuries

Minimum Qualifications

- 2 years of maintenance experience
- Possess strong communication skills
- Knowledge of basic solution mixing
- Work well with others
- Ability to lift up to 30 lbs

Campus Aide

- Monitor & Supervise children indoors and outdoors during varying times (before, during, and afterschool)
- Implement cafeteria, classroom and outdoor procedures
- Follow all assigned schedules
- Support school-wide positive behavior support plan
- Work effectively with employees, students, and the public
- Participate in all school emergency and safety plans
- Support other campus teams as needed/requested (custodial, behavior assistants)
- Performs regularly scheduled non-classroom supervision duties, supervising students in the hallways, indoor assembly areas, outdoor eating areas, and restrooms, on the playground and in other areas to which assigned.
- Enforces activity and safety rules in school buildings and on school property.
- Reports problems of a serious nature, including recurring behavioral problems and safety hazards to the Principal, or another designated certificated employee.
- Works with the school staff in alleviating behavioral problems occurring during supervision periods.
- Assumes responsibilities in inclement weather as assigned by the Principal or other certificated employee.
- Check restrooms in the morning, during breaks, lunch, and after school in accordance with restroom policy as assigned.
- Constant movement throughout the school, i.e. eating area, bathroom area, playground.
- Other responsibilities, as assigned

Minimum Qualifications

- Graduation from high school or its equivalent is required
- Basic knowledge of computer programs (i.e., Microsoft, google drive)
- Communicate effectively orally and in writing (English)
- Team player with a demonstrated ability to initiate and maintain effective and cooperative professional relationships.

Campus Aide Lead

- Supervise the team of campus aides at the designated campus.
- Work with Campus Aide team to create schedules for start and end times/breaks and lunch times.
- Serve as the point person between team Site Administrator and Campus Security.
- Create rotation schedules for team based on critical and high need areas
- Monitor & Supervise children indoors and outdoors during varying times (before, during, and afterschool)
- Follow Cafeteria, classroom and outdoor procedures as directed by Site Director
- Ensure Campus Aide teams follow all assigned schedules
- Support school-wide positive behavior support plan

- Work effectively with, students, campus staff and the public
- Participate in all school emergency and safety plans
- Collaborate with Site Director, and Campus Security to ensure the appropriate support and guidance for Campus Aides

Minimum Qualifications

- HS Diploma or General Education Diploma (GED) or equivalent education required.
- 6 months of Supervisory experience within a school setting
- Bilingual in English/Spanish
- Basic knowledge of computer/cell phone use
- Communicate effectively orally and in writing (English)
- Team player with a demonstrated ability to initiate and maintain effective and cooperative professional relationships.

School Nurse

- Participates with team members for the student's individualized Educational Plan (IEP) and 504 plan, by completing health assessments for initial, annual and triennial evaluations.
- Conducts medical case findings, screenings, referral activities, and follow up related to health defects of selected pupils. Identify health findings which do not fall within the normal range and refer to appropriate resources.
- Interprets the defined health problem, application of school Health law's, current trends, and general health information to the school staff and parents.
- Participates in policy development related to Health Services
- Develops Individual Health Care Plans for students with chronic illness or special health care needs.
- Provides health counseling services to pupils and their families with health-related problems, providing resources as needed.
- Correspond with parents on health needs of their child.
- Conducts, as needed, a program directed toward control of communicable disease in the school and community.
- Conducts health and development assessments for students undergoing initial or triennial evaluation pursuant to special education.
- Monitor's compliance with immunization requirements according to legal mandates and District policy and procedures. Oversees follow-up with noncompliant cases.
- Notifies parents of pupils about illness: Medical, dental, Vision, Mental Health, behavioral issues and provides counseling directed towards pursuit of appropriate action.
- Oversees and provides emergency service for ill or injured pupils at schools.
- Completes accident reports as needed.
- Administers, Monitors, trains staff and supervises Specialized Health Care Services and medication prescribed by physician and performed by Unlicensed Assistive Personnel (UAP), 1:1 Aides, and to Licensed Vocational Nurses (LVN), Health Technicians. Provide resources as needed.
- Acts as a liaison between parents, physician and staff to verify need for home teaching, obtain physician authorization and notify appropriate district Personnel
- Provide health assessments for students upon request of teachers, parents or staff.
- Informs appropriate school personnel of a student with health issues that may need accommodations during the school hours.
- Serves as health education resource person to staff and pupils
- Assists in identification of safety and health hazards on school sites
- Assist with mandated Vision/hearing State screening programs.
- Initiates referrals to parents, school personnel or health resources for intervention, remediation and follow through to Community Resources as needed
- Keeps and maintains accurate health documentation in Aeries or on the Health File.
- Supports the organizational and maintenance of school health office standards
- Monitors and maintains health records for each pupil, including the update of immunization requirements/TB Assessments and Tdap according to legal mandates and district's policy and procedures into student records and or database system.
- Educates on communicable diseases.

- Provides staff Principals, Health Aids, Health technicians with health education in-services as needed.
- Monitors and maintains health services equipment.
- Train and monitor staff to provide appropriate health care procedures for students
- Interpret a school health program to families and the community.
- Maintain confidentiality of student information and records
- Train staff in child abuse reporting requirements and prevention strategies.
- Communicate effectively verbally and in writing.
- Managing paraprofessionals to support inclusive practices
- Has a working knowledge of basic computer applications, interactive boards, and technology available in the classroom
- Is willing to work beyond the parameters of a regular school day to assure the success of the program
- Desires to collaborate closely with students, colleagues, and community in modeling and teaching the values of Vaughn Next Century Learning Center
- Performs other duties as assigned

Minimum Qualifications

- Holds a valid CA School Nurse Services Credential
- Team player with a demonstrated ability to initiate and maintain effective and cooperative professional relationships.
- Strong organizational skills; a self-starter who can prioritize and multi-task
- Specialized medical procedures and techniques typical to students with disabilities.
- Universal precautions and control of infectious disease.

Medical Assistant

- Implements specialized health care procedures, including but not limited to vital signs, blood pressure monitoring, glucose testing, oral suctioning, tracheotomy care, gastronomy tube feedings, oxygen therapy, chest percussion, postural drainage, ventilator care, manual manipulation of respirator bag, ileostomy and colostomy care, and seizure precautions. Turns medically fragile students and operates and maintains various mechanical apparatus used in caring for students, as necessary. Assures that all procedures are provided under specified written provisions approved by a licensed physician and requested by the parent/guardian.
- Responds to medical emergencies and provides first aid to assigned students as well as students in the general population at the assigned site.
- Reports adverse medical conditions of students served, through coordination and consultation with school nurse and/teacher.
- Contacts the physician as needed, under the direction of the credentialed school nurse.
- Administers prescribed medications, as directed; maintains related records.
- Administers medications per Physician's orders and notify School Nurse regarding any medication errors.
- Monitors all health office supplies to ensure personnel can adequately meet student needs.
- Documents all nursing tasks and communication with parents and staff.
- Review student medical files and note follow up needed.
- Maintain student medical records organized.
- Ensure all student immunization are up to today per CA requirements.
- Initiated a school medical file as needed
- Refer children requiring additional health screening/medical attention.
- Contact families to ensure follow up is taking place.
- Conduct a variety of health screening for mandated reporting attendance
- Participates in all school emergency and safety plans.
- Perform generalized activities such as maintaining and organizing student records.
- Assist in collection of records and data, including back tracing relating to COVID-19 positive case(s)
- Monitor and assist students through classroom activities following presentation of instructional materials by the teacher.
- Perform a variety of clerical duties as required.
- Performs duties relating to a student's specific disability, as may be assigned.

- Assist student(s) in a wheelchair, with a walker or on crutches with mobility and structural adaptations (open doors, move desks, identify or move ramps, etc.) and lifting, supporting, loading, pushing, steering, and positioning in wheelchair.
- Assist and instruct students with special physical needs with personal hygiene requirements, eating requirements, and washing hands as needed.
- Assists in maintaining a neat, orderly and safe learning environment.
- Establishes and maintains effective working relationships.
- Maintains confidentiality.
- Handles emergency situations calmly and effectively.
- Performs other duties related to this position.

Minimum Qualifications

- HS Diploma
- Possession of valid licensure or Medical Assistant Certificate in the State of California, including requirement for administration of prescribed medication.
- Possession of a valid CPR and First Aid Certificate.
- At least 1 year experience in the medical field or school environment.
- Knowledge of skilled vocational nursing and medical assistant practices and procedures, appropriate techniques for the physical management and care of medically fragile students; basic arithmetic principles; English usage, spelling, grammar and pronunciation; routine record keeping principles and practices

Teacher

Under the direction of the site director/curriculum coordinator, the duties and responsibilities of the position include:

- Plans and implements lessons in elementary content areas
- Collaborates and co-teaches with grade level team
- Utilizes different instructional strategies based on student needs
- Develops and utilizes various assessments to guide student instruction
- Maintains a safe, nurturing, and structured classroom environment
- Is able to integrate course of study with literature, hands-on activities and technology
- Has a working knowledge of basic computer applications, interactive boards and technology available in the classroom
- Participates in grade level meetings
- Participates in staff development
- Participates in Governing Committees
- Participates in SSPT and IEP meetings
- Communicates with support staff, administrators, team teachers and parents about student progress
- Completes and updates paperwork to ensure that student records are current
- Is willing to work beyond the parameters of a regular school day to assure the success of the program
- Desires to work closely with students, colleagues and community in modeling and teaching the values of Vaughn Next Century Learning Center
- Additional duties may be assigned

Minimum Qualifications

- Must have a valid California Teaching Credential
- Must have a CLAD, BCLAD, or EL Authorization
- Demonstrates subject matter competence in assigned instructional area

Resource Specialist Teacher

- Working collaboratively in a professional learning community with other teachers, support staff, and service providers, in addressing the needs of students, developing effective teaching and learning practices, and developing and implementing best practices.

- Supporting students with academic, behavioral, social, and vocational needs as determined by students' IEPs
- Facilitating appropriate placement of students in special education programs.
- Developing and implementing IEPs
- Facilitating IEP meetings
- Consulting, collaborating and advising school personnel in the areas of special education policies, procedures, materials, resources, assessment, curriculum, and instructional strategies
- Providing staff development on a variety of special education topics
- Maintaining accurate special education records and progress monitoring data
- Participating in the SSPT/Intervention process
- Managing paraprofessionals to support inclusive practices
- Has a working knowledge of basic computer applications, interactive boards, and technology available in the classroom
- Is willing to work beyond the parameters of a regular school day to assure the success of the program
- Desires to collaborate closely with students, colleagues, and community in modeling and teaching the values of Vaughn Next Century Learning Center
- Additional duties may be assigned

Minimum Qualifications

- Must have a valid California Special Education teaching credential or be Intern Credential eligible
- Team player with a demonstrated ability to initiate and maintain effective and cooperative professional relationships.
- Strong organizational skills; a self-starter who can prioritize and multi-task
- Ability and willingness to work with students with disabilities (mild-moderate, moderate-severe) in an inclusive environment implementing co-teaching, co-planning, co-assessment, and consultation.

Intervention Lead

- Collaborate with grade level teachers to facilitate appropriate placement of students in intervention program.
- Consult & collaborate with grade level Teachers to discuss students' progress
- Co-plan with grade level Teachers and Resource Teachers in the areas of language arts in the general education classroom and/or provide Math intervention outside general education classroom for students
- Consult and collaborate with other intervention Teachers in the areas of response to intervention policies, procedures, curriculum, and instructional strategies
- Maintain accurate school-wide intervention crisis lists, data teams, and other types of required documentation needed for SST and/or administration
- Meet at least once per month with other school intervention Teachers to analyze students' assessments and progress
- Actively participate in intervention process (i.e., screening students who receive services by intervention Teacher and consulting with general education Teachers)
- Create and organize 504 plans, documentation, and conduct 504 meetings for qualified students
- Other duties as assigned

Minimum Qualifications

- Bachelor's Degree
- Proficient in reading, writing, and math
- 2 years of experience working with students in a school setting

Intervention Assistant

- Provide effective classroom instruction by integrating the common core state ELA & Math standards appropriate to the subject matter.
- Co-teach and co-plan with general education teachers to support students struggling with grade level content

- Collaborate with curriculum coach and Lead Intervention Support to establish learning groups using universal and diagnostic screening data
- Collaborate with Teachers and Support Staff to provide multi-tiered systems of support
- Utilize different instructional strategies based on student needs
- Utilize various assessments to guide student instruction
- Monitor student progress on academic learning goals
- Facilitate small group instruction – may include afterschool lab support
- Support Lead Intervention Teacher with Section 504 data gathering and monitoring tasks
- Participate in staff development
- Assist general education staff in implementing and reinforcing classroom routines and positive behavior strategies
- Attend educational field trips as needed
- Support all students in all learning activities, including but not limited to, supervision of students during non-instructional periods
- Participate in all school emergency and safety plans
- Additional duties as assigned relative to the position

Minimum Qualifications

- High School Diploma Or GED
- Current college enrollment if Bachelor's degree not yet earned
- 1-year experience working with students in a school setting
- Intermediate understanding of basic office applications including MS Office (Word, Excel, PowerPoint, Outlook)
- Basic knowledge of G-suite software, such as google drive, sheets, forms, calendar, classroom, docs, and gmail.
- Able to establish and maintain professional working relationships
- Excellent oral and written communication skills

Behavior Intervention Assistant

- Provide behavior management intervention services.
- Prevent and de-escalate harmful/disruptive behaviors
- Implement crisis intervention strategies
- Implement differential reinforcement and extinction procedures
- Conduct certain types of assessments (e.g. stimulus preference assessments) as assigned by Behavior Lead Technician
- Assist in collecting and recording behavioral data to track student progress
- Report student progress and make recommendations to the behavior team
- Provide and track services in a timely and accurate manner
- Collaborate with support and school staff to develop, implement, and modify behavior intervention plans
- Attend ongoing trainings as assigned
- Maintain confidentiality at all times
- Additional duties as assigned

Minimum Qualifications

- Possess a High School Diploma, and Pass a local assessment of knowledge and skills test or 48 college semesters units or an A.A degree or higher
- Must have a minimum of 1-year experience as a classroom paraprofessional, special education assistant, behavior intervention, or adult assistant.

Behavior Lead Technician

- The Behavior Lead Technician provides consultation and coaching to behavior assistants, school staff,
- and parents for the purpose of providing targeted and individualized behavioral supports to students
- with behavioral needs. The technician collaborates with certificated support staff to develop plans and
- actions for students with significant behavioral needs.
- Coordinate meetings with staff, parents, and service providers to discuss behavior observations and develop action plans

- Collaborate with a variety of service providers and agencies to coordinate services and implement behavior intervention plans
- Collaborate with multidisciplinary teams to develop Behavior Intervention Plans as part of IEPs and Section 504 Plans
- Train, manage, and support Behavior Intervention Assistants (BIA)
- Monitor BIA documentation and implementation of Behavior Intervention Plans
- Collaborate with special education teams and school psychologists in the development of Functional Behavioral Assessments (FBAs)
- Data gathering via Insights to Behavior
- Provide Behavior Intervention Development (BID) services to students with IEP's (BCBA)
- Develop and present FBA's (BCBA)

Minimum Qualifications

- 3 or more years working with students with behavioral needs in school settings
- Knowledge of ABA techniques, PBIS, classroom management, active supervision, Education Code regarding behavior, and alternatives to suspension practices
- Trained in nonviolent crisis intervention
- Registered Behavior Technician (RBT) training
- Minimum of 30 units of college level coursework in psychology, sociology, behavioral or social sciences
- Must be enrolled in an accredited university program to continue education toward a Master's Degree in ABA

Psychologist

- Conducts state and federally mandated psycho-educational assessment of students referred for special education consideration, including initial evaluations, reevaluations and triennials.
- Conducts mandatory classroom observation of students being considered for special education services due to suspected learning disabilities.
- Conducts Designated Instruction and Services (DIS) counseling, individually and/ or in small group, to students requiring this service according to their Individual Education Plan (IEP).
- Prepares comprehensive, written psycho-educational case study reports for initials and triennials.
- Participates in initial and triennial review IEP team meetings for students.
- Recommends to the IEP team goals and objectives for students with special needs in the areas of social emotional and behavior, and assists in the development of goals and objectives in other areas as needed.
- Participates in other IEP team meetings as requested or deemed appropriate such as 30-day transfer review meetings and meetings in which a change of placement to a more restrictive setting is under consideration for a student with special needs, etc.
- Collaborate in school-wide initiatives that support academic Response to Instruction (RTI), social emotional (SEL), and behavioral (PBIS) well-being of students.
- Participates in the Student Study and Progress Team (SSPT) process, regarding Child Find and pre-referral procedures.
- Collaborates regarding Functional Behavior Assessments (FBAs).
- Collaborate with IEP team members with development and evaluation of behavior intervention plans as needed.
- Participates in Section 504 Plan meetings, as needed.
- Provides crisis intervention, suicide, and threat assessments to the general population of students.
- Serve as mandated reporter with the Department of Children and Family Services (DCFS), both by telephone and in writing, on behalf of students when any type of abuse is suspected (physical, emotional, sexual or neglect).
- Participate in the school governance committee.
- Participates in ongoing professional development.
- Other duties/responsibilities as assigned.

Minimum Qualifications

- Master's Degree in Educational or School Psychology and a valid California Pupil Personnel Services Credential
- Effective oral and written communication skills, leadership skills, and the ability to promote problem-solving and consensus-building activities among others.
- Bilingual (Spanish) desirable

Dean of School Culture

- Implementing School-Wide Positive Behavior Intervention and Supports (PBIS) in alignment with Restorative Justice practices
- Developing the infrastructure needed to provide a three-tiered PBIS approach to support student behavior at school site in alignment with Vaughn NCLC Discipline Policy
- Assists administration in responding to student behavior (including both desirable and undesirable behaviors); applies incentives and consequences in accordance with the school's Vaughn NCLC Discipline Policy
- Assisting with the development of site specific policies in alignment with Vaughn NCLC Discipline Policy
- Overseeing, follow up with, and manage data collection database that tracks student disciplinary referrals
- Utilizing data to identify and consult with administration to prescribe appropriate interventions including alternatives to suspension
- Maintaining appropriate documentation and records
- Conducting training and provide direction to assist school site in the implementation of PBIS including Restorative Justice approaches that emphasize a proactive problem-solving model to support student discipline
- Provides relevant workshops and other learning experience for students and parents
- Advocates for regular opportunities to celebrate student success both academically and behaviorally
- Contributes to the development -- and supports the implementation -- of a site specific social and emotional learning program, which will include a strong focus on community-building through Circles and lessons on habits of success
- Provides classroom coaching as necessary to model best practices as a part of the teacher coaching cycle in support of Positive Behavior Support initiatives including Restorative Justice, circles, and SEL practices
- Attending SSPTs, 504s and IEPs for students with high discipline infractions
- Reinforces school-wide rules, policies, and expectations in and outside of the classroom
- Ensures the rights of all students are observed and protected through the use of appropriate and respectful communication, proper de-escalation techniques, and the use of nonviolent crisis intervention strategies when required
- Investigating and managing reporting with regards to student incidents
- Facilitating parent, teacher and student conferences relating to student concerns i.e, phone calls, in-person meetings, emails
- Engages in ongoing learning through regular professional development and collaboration
- Consulting with teachers, administration, and counselors regarding behavior concerns by serving as a resource on student behavior management strategies
- Reinforces the school's mission with faculty, staff, students, parents and community members; exudes excellence, optimism, and a belief that, with the right support, every student can graduate from high school ready for college and for fulfilling careers
- Providing supervision and support as needed for students on campus before, during and after school
- Upholding professional obligations, including but not limited to, participating in staff development, participating in Governing Committees, and meeting with the Vaughn Mental Health Team
- Engaging in other job related duties as assigned
- Responding to crisis situations as necessary
- Making referrals to other internal and external community resources, support groups, and social service agencies as appropriate

Minimum Qualifications

- Single Subject or Multiple Subject Teaching credential
- BA Degree
- At least 3 years of teaching experience in the classroom

Restorative Justice Coordinator

- Implementing School-Wide Positive Behavior Intervention and Supports in alignment with Restorative Justice practices

- Developing the infrastructure needed to provide a three-tiered Restorative Justice approach to support student behavior at school site in alignment with Vaughn NCLC Discipline Policy
- Assisting with the development of site-specific policies in alignment with Vaughn NCLC Discipline Policy
- Conducting training and provide direction to assist school site in the implementation of Restorative Justice approaches that emphasize a proactive problem-solving model to support student discipline
- Utilizing data to identify and consult with administration to prescribe appropriate interventions including alternatives to suspension
- Maintaining appropriate documentation and records
- Providing supervision and support as needed for students on campus before, during and after school
- Assisting with investigating and managing reporting with regards to student incidents
- Facilitating parent, teacher and student conferences relating to student concerns
- Attending SSPTs, 504s and IEPs for students with high discipline infractions
- Consulting with teachers, administration, and counselors regarding behavior concerns by serving as a resource on student behavior management strategies
- Responding to crisis situations as necessary
- Making referrals to other internal and external community resources, support groups, and social service agencies as appropriate
- Upholding professional obligations, including but not limited to, participating in staff development, participating in Governing Committees, and meeting with the Vaughn Mental Health Team
- Provides relevant workshops and other learning experience for students and parents
- Contributes to the development -- and supports the implementation -- of a site specific social and emotional learning program, which will include a strong focus on community-building through Circles and lessons on habits of success
- Provides classroom coaching as necessary to model best practices as a part of the teacher coaching cycle in support of Restorative Justice, circles, and SEL practices
- Reinforces school-wide rules, policies, and expectations in and outside of the classroom
- Ensures the rights of all students are observed and protected through the use of appropriate and respectful communication, proper de-escalation techniques, and the use of nonviolent crisis intervention strategies when required
- Investigating and managing reporting with regards to student incidents
- Engages in ongoing learning through regular professional development and collaboration
- Reinforces the school's mission with faculty, staff, students, parents and community members; exudes excellence, optimism, and a belief that, with the right support, every student can graduate from high school ready for college and for fulfilling careers
- Engaging in other job-related duties as assigned

Minimum Qualifications

- CA Pupil Personnel Services Credential OR California Teaching Credential (Multiple or Single Subject)
- Masters of Social Work degree preferred
- Training in Restorative practices

SPED Paraprofessional

- Co-plan and co-instruct with general and special education staff
- Provide individualized and small group support to address academic, social, behavioral, and vocational goals
- Implement Individualized Education Plan (IEP) goals, adaptations, and services
- Prepare lessons and materials to support IEP goals and objectives
- Document progress towards goals and services provided
- Participate in professional development
- Accompany selected students in educational field trips as needed
- Assist in the implementation of school-wide positive behavior practices, classroom management, and behavior intervention plans
- Supervise students in and out of classroom settings
- Support Resource Specialist Teacher (RST) with service delivery, progress monitoring, testing support, maintenance of student records, and RSP classroom environment

- Participate in all school emergency and safety plans
- Other duties as assigned

Minimum Qualifications
- High School Diploma or GED
- 48 semester college units/60 quarter college units OR pass a pre-employment test with 70% or better.
- Preferably, enrolled in an accredited college
- 2 years of classroom assistant experience or related experience working with school-aged students.

Enrichment Assistant
- Team Teach with all Enrichment Teachers and Enrichment Assistants
- Assist in the development and implementation of lessons that will expose students to visual arts: drawing, ceramics, paintings and other art content.
- Assist Teachers in developing a showcase/display case of student work for the community at least once a year
- Participate in staff development
- Assist Teacher in the maintenance of records of student progress
- Monitor & Supervisor children indoors and outdoors
- Conduct observations as needed
- Implement classroom procedures
- Support educational program through-out the school day
- Attend educational field trips as needed
- Participate in all school emergency and safety plans.
- Support children in all learning activities
- Work effectively with Vaughn staff and students
- Additional duties as assigned

Minimum Qualifications
- High School Diploma Or GED
- Proof of current college enrollment if Bachelor's degree not yet earned

- 1-year experience working with students in a school setting

GEAR UP Coordinator

Program Implementation:
- Act as the main point of contact between staff, teachers, counselors, principal, and GEAR UP Director, at assigned GEAR UP campus sites.
- Collaborate with site administrators, teachers, partners, and GEAR UP Director to coordinate activities and assure effective program delivery
- Work with students, school personnel, and families to address barriers to learning and college access
- Coordinate appropriate services and referrals for students needing additional academic support
- Develop school-college partnerships and attend meetings to create comprehensive strategies for increasing college-going rates among low-income youth
- Establish vertical teams to develop a support system for targeted students and to ease the transition between middle school, high school, and college
- Facilitate parent and student workshops
- Coordinate college field trips, program culminations, press events, open houses, community events, etc.

Staff Management:
- Coach and support site-based support staff in implementing program activities and events aligned with GEAR UP grant program standards and expectations
- Develop training for parents and teachers regarding the GEAR UP program
- Conduct regular staff meetings, site visits/check-ins, and observations of all programmatic elements to share updates, problem-solve, and provide coaching to staff members
- Travel to meetings, school meetings, and training as scheduled and required

- Adhere to workplace safety guidelines, evaluate the work site for safety concerns to minimize workplace injuries, report workplace injuries via appropriate forms
- Conduct staff evaluations and provide ongoing feedback to employees throughout the year.
- Review employee timesheets and submit the necessary information to the Vaughn NCLC payroll department.
- Coordinate with Vaughn NCLC human resource staff in recruiting and hiring staff

Data Collection:

- Collect and maintain program evaluation data
- Keep track of program participation by tracking student grades, attendance, and discipline reports
- Monitor student and family involvement in GEAR UP activities
- Follow program protocols and maintain accurate records as it relates to documenting personnel and campus in-kind match contributions

General Management, Administration, and Operations

- Conduct staff evaluations and provide ongoing feedback to employees throughout the year.
- Travel to GEAR UP school sites
- Attend professional development workshops related to the implementation of the GEAR UP program
- Other duties as assigned

Minimum Qualifications

- Bachelor's degree plus two years minimum experience in community, social/human service, public school system and volunteer work.
- Experience working with youth development, college/career access, youth academic enrichment, and family support programs preferred.
- Experience working with community partnerships
- 1+ year experience working in a supervisory/management position preferred

Case Manager

Family & Student Support

- Meet with referred families to conduct initial family assessments.
- Assist families in accessing community services and available resources.
- Support families with residency and school transitions.
- Develop and implement family service plans to help families achieve their goals.
- Provide translation services (English ↔ Spanish) for parents, school staff, and agencies.
- Assist parents with Medical/Healthy Families application completion and renewal.
- Translate and explain documents and mail for families.
- Provide transportation to parents when necessary.

School & Community Collaboration

- Coordinate school-linked social services for students and families.
- Work with school social workers on student and family cases.
- Serve as a liaison to the Family Center.
- Assist teachers in engaging "difficult-to-reach" parents.
- Coordinate student study team meetings.
- Participate in all school emergency and safety plans.

Program Supervision & Management

- Supervise Case Manager Assistants.
- Conduct home visits and oversee the home visit program.
- Research and recommend resources that meet family needs.
- Communicate effectively with employees, students, and the public.

Student Support & Advocacy

- Support students in all learning activities.
- Work effectively with school staff to ensure students' success.
- Perform other duties as assigned.

Minimum Qualifications

- Bachelor's degree in social work, counseling, education, or a related field (Master's preferred).

- Experience working with students in an educational or social services setting.
- Knowledge of special education laws, Section 504, and Multi-Tiered Systems of Support (MTSS) preferred.

Case Manager Assistant

- Coordinate school-linked social services for families and children.
- Conducts home visits as needed
- Assist families in accessing services in the community
- Assist Teachers reach the "difficult to reach" parents
- Assist families with resident and school changes
- Coordinate Student study team meetings
- Meet with referred families to conduct an initial family assessment
- Research available resources that will meet the families needs.
- Assist with the development of family service plan, helps families reach their goal.
- Serve as liaison to the Family Center
- Assist parents, school staff, and agencies with translation services; English <>Spanish
- Deliver items to parents as needed
- Participate in all school emergency and safety plans
- Support all children in all learning activities
- Other duties as assigned

Minimum Qualifications

- High School Diploma or GED and 48 Semester units/60 quarter units OR pass a pre-employment test of 70% or better.
- Experience working with students, families, and/or community.
- Excellent organizational and intrapersonal skills
- Bilingual: English/Spanish

Homeless & Foster Youth Liaison

- Participate in professional development, meetings, research literary and legislative updates to learn, maintain and implement all up-to-date information on policies and requirements related to Homeless and Foster Youth
- Assist school personnel to identify Homeless and Foster children and youth through outreach and coordination activities with other entities and agencies
- Assist Homeless and Foster children and youth to enroll in, have access to, and receive educational services needed to succeed in school
- Assist Homeless and Foster families, children and youth to receive referrals to health, dental, mental health, and substance abuse services, housing services, and other appropriate services
- Inform Parents or guardians of homeless and foster children and youth of educational and related opportunities available to their children and provide them with opportunities to participate in the education of their children
- Disseminate and provide public notice of the educational rights of homeless students in locations frequented by parents and guardians of such children and youth, and unaccompanied youth
- Inform parents and guardians and unaccompanied youth of transportation services, including transportation to and from the school of origin and assist them in accessing transportation services if needed
- Provide school personnel with pertinent information, professional development and other support
- Maintain and adhere to mandated confidentiality requirements
- Plan and implement activities and procedures designed to ensure the completion of established goals and objectives
- Plan and conduct workshops and meetings with school Social Workers, School Support Team or Administrators as needed

Minimum Qualifications

- High School Diploma or GED
- Bilingual: English and Spanish
- 1 year of experience working with children, families, or community organizations
- Work effectively as a team member but also be able to work independently

- Establish and maintain effective working relationships with a variety of individuals and groups

Human Resources Generalist

Credentialing & Compliance

- Verify, track, and process employee credentials and permits, ensuring compliance with state and federal requirements.
- Maintain HRIS credential data and collaborate with agencies, school districts, and universities.
- Support annual LAUSD and other compliance audits with accurate documentation.

Employee Placement & Compensation

- Evaluate transcripts and experience to determine salary placement for new and returning staff.
- Lead post-graduate pay calculations and issue employment offers
- Process salary adjustments for certificated employees and maintain accurate placement records.

Benefits & Leave Administration

- Administer employee benefits, including annual open enrollment.
- Maintain attendance, leave, and employee database records.
- Provide timely support to staff on benefits-related inquiries.

Recruitment & Onboarding

- Assist with applicant tracking, hiring reports, and job fairs.
- Support creation and updates of recruitment policies and procedures.
- Lead new hire orientation and ensure smooth candidate communication.

Employee Support & Relations

- Provide responsive communication and resolution to employee inquiries.
- Support managers with policy interpretation and HR guidance.
- Assist in process improvements to strengthen HR operations.

Reporting & Documentation

- Prepare HR-related reports for meetings and compliance needs.
- Collaborate with other departments on state and federal reporting.
- Ensure accurate HR records are maintained and accessible.

HR Operations & Projects

- Process verifications of employment and maintain accurate HR files.
- Support workers' compensation claims submission and follow-up.
- Assist HR leadership with special projects, policy updates, and department initiatives.

Minimum Qualifications

- Meet one of the following:
    - Must have a high school diploma or equivalent plus three (3) years of progressive experience supporting in a Human Resources department or
    - Must have a bachelor's degree plus (1) year of progressive experience in jobs related to providing support in a Human Resources department
- Must have strong communication skills
- Must be able to quickly resolve people's problems
- Must be familiar with database systems and common HR applications

Human Resources Manager

Employee Relations & Training

- Serve as primary liaison for employee relations, policy guidance, and investigations.
- Coordinate onboarding, professional development, and training programs.
- Hold regular meetings with principals and managers to address HR matters.

Policy & Compliance

- Ensure HR policies reflect CA and federal laws and best practices.
- Maintain compliance with employment, health, and benefits regulations.
- Prepare documentation and reports for LAUSD and other compliance audits.

Benefits Administration

- Act as main contact for staff benefit inquiries, COBRA, and broker coordination.

- Lead annual benefit updates, including open enrollment and Paycom integration.
- Communicate benefits information clearly and consistently to employees.

Compensation & Contracts

- Collaborate with HR Director on certificated salary allocation files and bonus calculations.
- Prepare and update employment agreements, MOUs, and contracts.
- Ensure fair and accurate salary placement in alignment with policies.

Recruitment & Onboarding

- Support hiring and exit processes, ensuring smooth transitions.
- Lead orientations and represent Vaughn at job fairs and recruitment events.
- Assist with applicant tracking and recruitment reporting as needed.

Credentialing & Compliance

- Verify certificated staff credentials and support renewals or new applications.
- Provide guidance to administrators on credential requirements.
- Maintain accurate credential records for compliance purposes.

Workers' Compensation & Safety

- Serve as point of contact with broker/insurance for claims.
- Track and analyze claims to identify trends and preventive measures.
- Meet with staff and supervisors to review accommodations and return-to-work plans.

HR Operations & Projects

- Maintain employee rosters, trackers, and VOE documentation.
- Support HR leadership with special projects and department initiatives.
- Drive process improvements while ensuring confidentiality and professionalism.

Minimum Qualifications

- Meet one of the following:
    - Must have a high school diploma or equivalent plus five (3) years of progressive experience in jobs related to HR/compliance or;
    - Must have a bachelor's degree plus (1) year of progressive experience in jobs related to HR/compliance
- Knowledge of Education Code provisions as they relate to Charter school employees
- Knowledge of Federal and State employment related laws
- Knowledge of Concepts of employee discipline, supervision, and training
- Ability to support certificated and classified administrators/managers with employee work performance issues
- Ability to plan, organize, and coordinate complex activities

- Ability to formulate and express ideas clearly and effectively both orally and in writing

Payroll Manager

Payroll Administration

- Manage and process schoolwide payroll cycles accurately and on time.
- Review and validate employee timesheets, contracts, and pay adjustments.
- Ensure compliance with federal, state, and local wage and hour laws.

Retirement & CalSTRS Reporting

- Administer and manage CalSTRS reporting and compliance for eligible employees.
- Maintain accurate retirement records and coordinate with CalSTRS and other retirement programs.

Compliance & Recordkeeping

- Maintain payroll records in compliance with audit and legal requirements.
- Implement and update payroll policies and procedures to align with applicable laws.
- Coordinate with auditors, external agencies, and internal leadership on payroll-related matters.

Employee Support & Communication

- Serve as the primary point of contact for staff regarding payroll and retirement questions.
- Educate employees on pay processes, deductions, and benefit contributions.
- Work collaboratively with Human Resources and Finance teams to resolve discrepancies or concerns.

Minimum Requirements

- Bachelor's degree in Accounting, Finance, Business Administration, or related field; or equivalent payroll experience.
- Minimum of 3–5 years of payroll administration experience, preferably in a school district or public agency.
- Knowledge of CalSTRS reporting requirements and retirement plan administration.
- Strong understanding of federal, state, and local payroll laws and regulations.
- Proficiency in payroll software and Microsoft Excel.
- Excellent attention to detail, organizational, and problem-solving skills.
- Strong communication and customer service skills to support employees at all levels.

Accounting Associate

Accounting & Payroll:

- Coding and entering invoice and reimbursement information into the accounting system.
- Reviewing vendor invoices, fulfilling check requests, scanning and storing documents, and maintaining vendor, school employee, and accounting files.
- Responding to staff and vendor inquiries and requests for information.
- Assisting in payroll processing and preparing journal entries as needed.
- Manages deposits and other bank transactions required for bank reconciliations.
- Assisting in year-end accrual entries.
- Assisting in other activities, such as preparing monthly financial statements and completing compliance documents required for government oversight.
- Completing other duties as assigned.

Financial Reporting:

- Assist in preparing all financial reporting to the public chartering agencies of clients.
- Prepare information requested by auditors at year-end. Be able to explain journal entries made.

Staff Support:

- Directly interface with charter school staff to address inquiries and provide process guidance.
- Assist in training school site office managers & assistants on procurement and payroll procedures.
- Visit client sites and assist with ad hoc or special projects as needed.

Minimum Qualifications

- Bachelor's Degree in Accounting, Finance, Business, or related field required.
- 2-3 years of experience in the field is preferred.
- Knowledge of GAAP, business principles, and standard operating practices. Strong accounting background.
- Knowledge of accounting systems required. Knowledge of Netsuite preferred.
- Computer skills and proficiency in Microsoft Office (Word, Excel, PowerPoint).
- Team player with a demonstrated ability to initiate and maintain effective and cooperative professional relationships.
- Strong organizational skills; a self-starter who can prioritize and multi-task.
- Strong writing and communication skills. Strong analytical skills.
- Interest in and commitment to public education.

Accounts Payable Associate

Accounting:

- Coding and entering invoice and reimbursement information into the procurement system.
- Verify invoices for quantity, unit pricing, and applicable discounts
- Reviewing vendor invoices for fiscal compliance.
- Fulfilling check requests in a timely manner.
- Saving and maintaining vendor documents such as contracts, W-9s and other critical documents/schedules.
- Assisting in year-end close.
- Completing other duties as assigned.

Staff Support:

- Directly interface with charter school staff to address inquiries and provide process guidance.
- Assist in training school site office managers & assistants on procurement procedures.
- Visit client sites and assist with ad hoc or special projects as needed.

Minimum Qualifications

- Currently enrolled in college or university required
- Bachelor's degree from an accredited college or university in Business, related field, or equivalent training and experience strongly preferred
- 1 year of experience in the field is preferred.
- Knowledge of GAAP, business principles, and standard operating practices. Strong accounting background.
- Knowledge of accounting systems required. Knowledge of Netsuite preferred.
- Computer skills and proficiency in Microsoft Office (Word, Excel, PowerPoint)

SIS Clerk

- Data Entry, collection, consolidation, review
- Assist with the preparation of data needed for State Reporting (CALPADS, CAASPP, ELPAC, CBEDS, CRDC, CALSAAS and Special Requests)
- Assist with monthly statistical reports
- Assist with entering monthly suspension data in Aeries
- Assist with Aeries trainings
- Assist with the preparation of data needed for school grants
- Basic Query creation and support
- Print labels from the Aeries Database Software (Grades, cum info, etc.)
- Troubleshooting support in various systems: Aeries, ParentSquare, (Administrators, Teachers, Support Staff, Parents and Students)
- Supports Aeries Parent and Student Portal Accounts, Aeries Online Enrollment, Aeries Compact Signing, ParentSquare access
- Assist uploading data to outside agencies
- Assist with accuracy and completeness in all formats needed

Minimum Qualifications

- At least 2 years of experience working with the Aeries database software,
- 1 year experience working in a school clerical office, preferred
- High School Diploma or equivalent
- Type 40 WPM

Special Programs Manager

Program Implementation and Staff Management:

- Track grant outcomes and lead teams to implement strategies that will lead to successfully meeting all grant outcomes
- Establish relationships among school administrators and liaison to communicate needs, progress, and feedback
- Provide support, guidance and oversight to ASES coordinator and staff on implementation of program.
- Coach and support GEAR UP School Coordinator(s) and assist staff in implementing program activities and events
- Coordinate with Vaughn Human Resource staff in recruiting and hiring staff for GEAR UP and ASES program
- Manage day to day tutor program efforts and evaluation of staff
- Make decisions on programming and budget items
- Maintain match documentation records received from each school site
- Communicate with grant consortium schools and school site coordinator(s) on grant-related expenditures
- Complete purchase orders and follow an internal approval process for placing orders
- Reconcile goods received and submits required documentation to the accounting department for payment processing
- Assist in securing required grant documentation, such as matching fund reports, time and effort forms, etc.
- Prepare Board information on specially-funded grant projects

Administrative Support in the Following Areas:

- Support with student enrollment, program policies, and procedures
- Support and submit attendance reports for ASES grant.
- Prepare suspension reports including monthly logs

- Communicate updates related to program and student records policies and procedures with Office Managers
- Help teachers with the tracking of internal fundraising efforts
- Facilitate relationships between parents and school
- Oversee new student enrollment by analyzing the student's needs, all the while ensuring that enrollment procedures are followed
- Collect and review student service data from each school site
- Conduct regular staff meetings, site visits/check-ins, and observations of all programmatic elements to share updates, problem-solve, and provide coaching to staff members
- In collaboration with the GEAR UP Assistant Director, provide and seek professional development opportunities for site staff to ensure appropriate support is provided to GEAR UP, students and families
- Engage in local and national efforts to raise awareness and market the successes and impact of GEAR UP programs

Data Management and Evaluation:

- In collaboration with the Data Team will identify tools and procedures to ensure that appropriate data is gathered to demonstrate a successful program
- Review, verify and utilize data to ensure that program goals and benchmarks are met while problem-solving with staff to overcome challenges
- Ensure timely submission of all required state reports (financial and programmatic) General Management, Administration and Operations:
- Work closely with GEAR UP Assistant Director to ensure that systems and protocols for collecting all required paperwork as it pertains to service delivery, compliance, matching requirements, MOUs, and contracts, are compliant with all federal, state and local laws as it pertains to labor and other employment laws.
- Conduct full-time staff evaluations and provide ongoing feedback to employees throughout the year.
- Conduct program site visits and one on one check in meetings with staff
- Other duties as assigned

Minimum Qualifications

- High School Diploma required, Bachelor's degree in education preferred
- 4+ years of experience working in a supervisory/management position strongly preferred
- Experience in the coordination of professional development for secondary school staff
- Experience working with student/youth support programs and service

Special Services Clerk

- Orally translate during IEP, Section 504, and EL Reclassification meetings for parents/guardians with high levels of accuracy
- Translate official school communications and documents that require high levels of specialized terminology
- Proofread and edit own work using correct spelling, grammar, and punctuation in Spanish and English
- Provide consultation to sites and other departments in appropriate word usage
- Communicate with parents in their primary language via phone calls, emails, and through conferences to set up or wrap up IEP, Section 504, and EL Reclassification meeting tasks.
- Maintain confidential and sensitive information
- Organize, sort, file, copy, scan, and mail pertinent documents
- Operate a computer, related software, and web-based applications (email, calendar, Google Docs and Sheets)
- Participate in mandated trainings and any professional development to further develop translation and clerical skills
- Collaborate with assigned staff to prepare and to complete tasks when collaborative work is required
- Must complete all mandated trainings before beginning employment, and renew yearly.

Minimum Qualifications

- High school diploma, General Education Diploma (GED) or equivalent education required.
- Speak, read, and write in Spanish
- At least one or more year of translation experience
- Experience listening and understanding oral information and translating during meetings

SPED Clerk

Communication & Coordination

- Serve as the primary point of contact for communication regarding students with IEPs and Section 504 plans.
- Coordinate scheduling and distribution of meeting notices, reports, and updates to parents, teachers, and staff.
- Assist in facilitating communication between families, special education staff, and general education staff.

Documentation & Recordkeeping

- Maintain accurate and up-to-date student records, files, and documentation for IEPs and Section 504 plans.
- Track and ensure timely submission of required paperwork for evaluations, meetings, and compliance deadlines.
- Assist with data entry and reporting related to student services and compliance requirements.

Administrative Support

- Prepare and distribute materials for special education meetings, including agendas, forms, and notices.
- Support the Special Education team with clerical tasks, including filing, scanning, and organizing documents.
- Assist with follow-up on parent signatures, forms, and required documentation.

Compliance Support

- Help ensure the school complies with federal and state regulations related to special education and Section 504.
- Alert staff to upcoming deadlines and required actions to maintain compliance.

Minimum Requirements

- High school diploma or equivalent; some college coursework preferred.
- Previous clerical or administrative experience, preferably in an educational or special education setting.
- Strong organizational skills and attention to detail.
- Excellent verbal and written communication skills.
- Proficiency in Microsoft Office Suite and familiarity with student information systems.
- Ability to handle sensitive information with confidentiality and discretion.

Supply Clerk

- Reviews incoming order forms for proper coding, quantities requested, and authorized approvals; inspects and verifies supplies received against invoice and packing slip; initiates requests for vendor corrections
- Prepares School Purchase Order(SPO) form for school purchases as needed
- Reviews procurement form for fiscal compliance
- Collect procurement forms on a timely basis from staff
- Monitors SPO log to ensure full cycle purchasing is completed
- Communicates payment status with staff and vendors
- Monitors student textbooks in Aeries and communicated with families if they are not returned
- Monitors inventory levels and places orders as needed based on student needs
- Receives, and distributes classroom supplies, textbooks, instruments, etc.
- Makes simple computation and compilations of data related to supply budget and invoices
- Collects funds for fundraising and other student activities to submit for deposit
- Supports with fundraising purchasing
- Performs related duties as assigned

Minimum Qualifications

- High School Diploma or GED
- Excellent oral and written communication skills
- Proficient in computer skills
- Team player with a demonstrated ability to initiate and maintain effective and cooperative professional relationships.
- Strong organizational skills; a self-starter who can prioritize and multi-task

Family and Community Center Coordinator

- Plans and coordinates Vaughn Family and Community Center (VFCC) with CEO's guidance
- Effectively designs and develops VFCC program and facility for all stakeholders
- Develops and coordinates organizational system for parent classes on all campus sites
- Acts as school liaison and support system for the external partners providing services at the VFCC

- Coordinates on-site adult education program with community organizations
- Supports Partnership activities between families and staff including Parent Forums, Open House, special events, etc.
- Evaluates and monitors programs providing services based on identified needs
- Markets and publicizes the VFCC services through outreach activities
- Develops parent engagement, leadership and advocacy skills
- Provides referral information to families
- Advocates for a safe and vibrant neighborhood maximizing learning opportunities and improving the quality of life
- Other duties as assigned by the CEO

Minimum Qualifications

- Bachelor degree in education, social service or related field preferred. Commensurate work experience in community development, education, social/human service, public school system and/or volunteer work field may substitute for education requirement
- 4-5 years of experience in working with and leading collaborative community partnerships
- English/Spanish bilingual

School Counselor

- Provides behavioral and educational counseling to individuals and small groups of students
- Assists students in understanding and seeking solutions to social, emotional, or academic problems and issues
- Provides prevention and intervention activities at classroom, small group, individual, and family level
- Provides and conducts homes visits as appropriate
- Responds to crisis situations as necessary
- Develops and maintains a written plan for efficient delivery of school counseling services on current individual data
- Prepares records and reports related to the assignment; prepares letters to parents, reports, referrals, and related documents.
- Communicates with support staff, administrators, teachers and parents about student progress
- Serves as a resource on student behavior management strategies, welfare and attendance problems and concerns
- Supports teachers with the implementation of teacher led social emotional learning curriculum Second Step
- Collaborates with peers, aides, teachers, and administrators to develop school-wide efforts to enhance school climate and build positive behavior supports
- Makes referrals to other community resources, support groups, and social service agencies as appropriate
- Participates in staff development
- Participates in Governing Committees
- Meets with the Vaughn Mental Health Team
- Participates in SST, 504 and IEP meetings for assigned students
- Has a working knowledge of basic computer applications, interactive boards, and technology available in the classroom
- Is willing to work beyond the parameters of a regular school day to assure the success of the program
- Desires to collaborate closely with students, colleagues, and community in modeling and teaching the values of Vaughn Next Century Learning Center
- Additional duties may be assigned

Minimum Qualifications

- Holds a valid CA Pupil Personnel Services Credential with a school counseling authorization
- Masters of Arts degree in Counseling
- Team player with a demonstrated ability to initiate and maintain effective and cooperative professional relationships.
- Strong organizational skills; a self-starter who can prioritize and multi-task

School Social Worker (MSW)

- Provides individual, group, and family treatment to students who are at risk of school failure due to chronic absences, social, behavioral, and emotional problems or address clinical symptoms of trauma, depression, anxiety, and other clinical issues utilizing evidence-based and/or evidence-informed practices. May include providing designated instructional services (DIS) and Educationally Related Intensive Counseling Services (ERICS) as necessary.
- Provides student and parent psycho-education on topics that include mental health, trauma awareness, social skills, conflict mediation, grief, drug prevention, and other social-emotional issues that impact learning.
- Collaborates with administration, teachers and school staff providing mental health consultation to develop strategies for classroom management, and positive behavior support planning and implementation.
- Provides crisis support services (risk assessment, safety planning, brief counseling, linkages) as necessary.
- Conducts staff development to address barriers to learning and restore and maintain a safe and healthy learning environment for students, staff, and parents, including the Impact of Trauma and Learning, Psychological First Aid, Crisis Intervention, and Suicide Prevention Services.
- Supports multi-tiered attendance efforts as necessary.
- Utilizes electronic health records systems (Aeries and Welligent) for documentation pertaining to programmatic requirements, and to comply with federal, state, and Department of Mental Health regulations.
- Collaborates with mental health agencies and their social worker to ensure that that is a working relationship between the student, family, and school.
- Provides community referrals, linkages, and community resources to address student and family needs, and collaborates with the Family and Community Center Coordinator.
- Plans, coordinates, and participates in multidisciplinary teams, including Graduate-level student intern training and supervision program, Positive Behavioral Interventions, and Supports (PBIS), staff development, and faculty meetings.
- Supports the secondary school's Homeless and Foster Youth Liaison and Restorative Justice Coordinator.
- Participates in Governing Committees, Vaughn Mental Health Team meetings and events, Crisis and Threat Assessment Trainings, etc.
- Provides support recovery programs for students and staff in the event of a natural disaster or act of violence/terrorism.
- Other duties as assigned.

Minimum Qualifications

- A valid license as a clinical social worker issued by the California Board of Behavioral Sciences OR immediate registration as an Associate Clinical Social Worker upon date of hire. Must remain in good standing with the California Board of Behavioral Sciences for the duration of the waivers permitted by law, not to exceed six years.
- Earned a master's degree in social work from an accredited college or university accredited by the Council on Social Work Education (CSWE).
- A pupil personnel services credential (PPSC) authorizing service in social work
- At least one year of employment in the field of psychiatric social work while working with school-age children, or one-year field placement in a mental health setting working with school-age children.

Food Service Coordinator

- Supervise all Cafe Managers and Food Services Liaison
- Engage in planning, organizing, training, and monitoring of the food service operations and programs.
- Provide information and assistance to the program staff, and to the public
- Use of computer in daily work activities; update and maintain a variety of records and reports
- Compile data for special projects. Compose a wider variety of reports, letters, and other documents.
- Assist with the procurement of food and supplies following established procedures.
- Maintain all pertinent files and documentation.
- Assist in implementing the regulations and requirements of the various Food Services programs.
- Streamline departmental functions to increase timelines and accuracy in school site operations.
- Support the entire team and build a collaborative and professional working environment amongst all staff members.
- Assist in recruiting hiring and training food service staff

- Secure substitutes for absent employees.
- Manage special programs and events from initial planning to final execution.
- Serves as one of the initial point of contact for all worker compensation claims at the school site; ensures that appropriate paperwork is provided, completed, and filed with Vaughn NCLC's HR department on time
- Maintain confidentiality of policy development and employer-employee relation materials.
- Learn the district organization, operations, policies, and objectives
- Oversees the organization and implementation of food service training, workshops, and conferences to ensure staff members are proficient in new policies, procedures, and professional development requirements. This position ensures compliance with regulations and fosters continuous improvement in service quality.
- Implement and ensure compliance with sanitation practices, housekeeping procedures, safety standards, accident procedures, basic operation of equipment, and all cash handling procedures.
- Analyze situations and take appropriate action regarding routine procedural matters without immediate supervision.
- Deal effectively with a wide variety of situations requiring diplomacy, friendliness, poise, and firmness.
- Perform duties effectively with many demands on time and constant interruptions.
- Maintain confidentiality of privileged information.
- Be flexible and receptive to changing work priorities
- Establish and maintain effective working relationships with those contacted in the course of work
- Establish and maintain supportive, cooperative relations with all school personnel, parents, and students
- Understand and communicate effectively in English both orally and in writing
- Organize tasks, set priorities, and meet deadlines
- Perform simple and complex tasks
- Respond appropriately to direction and changes in the work setting

Minimum Qualifications

- High School Diploma or equivalent required
- Associate Degree preferred
- Post -Secondary training in Food Services is highly preferred
- 2 years experience in management, preferably in food service
- Extensive knowledge of Federal and state guidelines as it pertains to food service policy

Food Service Liaison

- Lead all catering orders, including purchasing food items, and assist in preparation, set-up, and breakdown of set-up.
- Train and on-board all new food service workers using our Food Services online training system.
- Run errands for cafeteria operational needs.
- Transport items between school kitchens when needed. Visit local businesses and shops to purchase necessary food and supplies.
- Maintain and Organize all outdoor storage containers.
- Assist coordinators and director with special projects as needed
- Assist with tasks as needed, working hands-on in the kitchen when needed.
- Assist with cafeteria food production when short of staff.
- Monitor food waste within the department to determine menu changes
- Monitor share tables.
- Use technology to write memos and emails.
- Manage the processing of maintenance work orders and outside equipment services.
- Communicate effectively in oral and written form.
- Present information clearly to supervisors
- Understand and follow oral and written instructions and complete assignments in an independent and timely manner.
- Deal effectively with a wide variety of situations requiring diplomacy, friendliness, poise, and firmness.
- Perform duties effectively with many demands on time and constant interruptions.
- Maintain confidentiality of privileged information.
- Be flexible and receptive to changing work priorities

- Establish and maintain effective working relationships with those contacted in the course of work
- Establish and maintain supportive, cooperative relations with all school personnel, parents, and students
- Understand and communicate effectively in English both orally and in writing
- Organize tasks, set priorities, and meet deadlines
- Perform simple and complex tasks
- Project a positive image of the Food Service department at all times.
- Respond appropriately to direction and changes in the work setting
- Other duties as required.

Minimum Qualifications

- High School Diploma or equivalent preferred
- Post -Secondary training in Food Services is highly preferred
- 2 years experience in a Food Services department
- Basic knowledge of Federal and state guidelines as it pertains to food service policy

Food Service Worker

- Attends in-service training, workshops, etc. for the purpose of gathering information required to perform job functions.
- Cleans linens, utensils, equipment, and storage, food preparation and serving areas for the purpose of maintaining required sanitary conditions.
- Evaluates prepared food for flavor, appearance, and temperature for the purpose of providing items that will be accepted by students and staff.
- Inspects food items and/or supplies for the purpose of verifying quantity, quality and specifications of orders and/or complying with mandated health standards.
- Inventories food, condiments and supplies for the purpose of ensuring availability of items required for meeting projected menu requirements.
- Maintains equipment, storage, food preparation and serving areas in a sanitary condition for the purpose of complying with current health standards.
- Merchandises food and beverage items for the purpose of serving them to students and staff in an efficient manner.
- Monitors kitchen and cafeteria areas (e.g. proper charging procedures for items taken, employee safety, working procedures, etc.) for the purpose of ensuring a safe and sanitary working environment.
- Oversees the preparation, cooking, and serving of food (e.g. regular food items, special diets, students with allergies, etc.).
- Prepares food and beverage items according to standardized recipes and established food preparation procedures.
- Receives food items and/or supplies and places them in designated areas utilizing temperature requirements and food spoilage guidelines
- Reports needed supplies and equipment malfunctions for the purpose of notifying cafeteria manager of needed items and repair and/or replacement.
- Serves the appropriate number of food items for the purpose of meeting mandated nutritional requirements and/or requests of students and school personnel.
- Problem solving may be required to identify issues and select action plans
- Adhere to safety practices; quality cooking; operating equipment such as telephones and computers.

Minimum Qualifications

- High School Diploma
- Current Food Handlers certificate
- Perform basic math; read and follow instructions; and understand multi-step written and oral instructions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: safety and sanitation practices and procedures; and quantity food preparation and handling.
- Ability to work as part of a team; speak and/or signal people to convey or exchange information; handle a variety of items, kitchen and office equipment; and work with interruptions.

Food Service Worker Lead

- Support Cafeteria Manager with employee work schedules
- In the absence of the cafe manager the lead FSW would assume cafe manager responsibilities.
- Plan, schedule, lead and participate in the heating and preparation of a variety of meat and vegetable dishes and baked goods
- May assist in the planning and preparation of catering type meals
- Lead and participate in the serving of foods
- Maintain simple inventory and storeroom records
- Requisition foodstuffs and supplies
- Receive, inspect and confirm the quantity and quality of items delivered
- Assist in the orientation and in-service training of food service personnel
- Maintain the food service facility and equipment in a clean, safe and sanitary condition
- Collect monies and prepare receipts for bank deposits
- Provide technical input into the performance appraisal of food service workers

Essential Tasks - Program and Meal Preparation

- Adhere to Federal Meal Program requirements.
- Support Cafeteria Manager with Supervising portion control, wrapping, arranging, and storage of foods to ensure the efficient use of food and supplies.
- Confer with Food Service representatives, principals, custodians, and vendors.
- Support the Cafeteria Manager in establishing and ordering proper quantities of food and supplies.
- Meet schedules and timelines.

Essential Tasks – Working conditions and physical demands

- Lift, carry, push, pull up to 50 lbs.
- Bend repeatedly, reach overhead, kneel, stoop, and twist or apply pressure with wrists or hands.
- Work inside an area with changing room temperatures both hot and cold, up to 90 degrees Fahrenheit.
- Work with dangerous machinery with moving parts, hot ovens, knives, slicer, mixer and grater
- May be exposed to fumes, chemicals and odors.
- Use protective equipment such as disposable gloves, hair nets, aprons, and support work boots.
- Be in direct contact with students, staff, and public.

Minimum Qualifications:

- Possess a high school diploma or evidence of equivalent educational proficiency.
- Two years of related experience in a commercial, institutional, or school cafeteria setting.
- Possess a SafeServe food safety manager certification (or equivalent alternative).
- Understand and carry out oral and written directions, and effectively communicate with others.
- Must complete at least 10 hours of annual continued education and training per United States Department of Agriculture (USDA) professional standards.
- Establish and maintain cooperative work relationships.

Cafeteria Manager

Essential Tasks – Management of Kitchen & Staff:

- Supervise, train, and direct kitchen staff, assign work schedules, and conduct performance evaluations.
- Participate in staff development activities and managers' meetings.
- Ensuring proper protocols and health standards are followed.
- Ensure that kitchen equipment is kept in good condition initiating requests for repair or replacement.
- Receive, inspect, and confirm the quantity and quality of items delivered.
- Prepare and maintain a variety of reports and records, including inventory, sales, cash, receipts, requisitions, daily reports and production sheets.
- Plan food menus.
- Perform or supervise the counting of cash and the preparation of cash receipts.
- Maintain the cafeteria facility in a clean, safe, and sanitary condition.
- Open, close and secure kitchen facilities.

Essential Tasks – Program and Meal Preparation:

- Serve and sell a variety of foods in a Federal Meal Program to students and staff.
- Adhere to Federal Meal Program requirements.

- Participates in the preparation, cooking, and baking of a variety of foods in a Federal Meal Program.
- Supervise portion control, wrapping, arranging, and storage of foods to ensure the efficient use of food and supplies.
- Confer with Food Service representatives, principals, custodians, and vendors.
- Requisition foodstuff and supplies through district and outside vendors.
- Establish and order proper quantities of food and supplies.
- Meet schedules and timelines.

Essential Tasks – Working conditions and physical demands:

- Lift, carry, push, pull up to 50 lbs.
- Bend repeatedly, reach overhead, kneel, stoop, and twist or apply pressure with wrists or hands.
- Work inside an area with changing room temperatures both hot and cold, up to 90 degrees Fahrenheit.
- Work with dangerous machinery with moving parts, hot ovens, knives, slicer, mixer and grater
- May be exposed to fumes, chemicals and odors.
- Use protective equipment such as disposable gloves, hair nets, aprons, and support work boots.
- Be in direct contact with students, staff, and public.

Minimum Qualifications

- Possess a high school diploma or evidence of equivalent educational proficiency
- 3 years of related experience in a commercial, institutional, or school cafeteria setting.
- Possess a valid food protection manager certificate issued by a an authorized agency
- Possess a SafeServe food certification
- Understand and carry out oral and written directions, and effectively communicate with others.
- Must complete at least 10 hours of annual continued education and training per United States Department of Agriculture (USDA) standards.
- Establish and maintain cooperative work relationships.

Athletics Varsity/JV Coach

- Accepts total responsibility for the specified sports program from grades ninth to twelfth.
- Assists the Site Director in the selection of assistant coaches for that sport.
- Assists in monitoring performance of assistant coaches in his/her charge.
- Provides the following before the season begins:
    - An eligibility list of players for certification purposes
    - A complete schedule of events for the year
    - Proof of physicals and insurance forms on each player before the player's first participation in practice per CIF regulations.
- Accepts responsibility for the enrollment, physical conditioning and supervisor of players in that sport.
- Makes systematic grade, attendance and behavior checks on players to ensure their eligibility.
- Supervises athletes during all games/matches and until the building and facilities are locked and secured after the conclusion of an event.
- Provide the Site Director with a list of students who complete the season in good standing for forwarding to the counselors.
- Assist students to be academically eligible to complete in high school athletics.
- Submits end-of-season report with requested information to the Site Director within one week of the conclusion of the season. (includes accounting of all sports equipment)
- Works with coaches at other levels and other schools to develop a consistent program.
- Accepts responsibility for teaching proper behavior, conduct and decorum on and off the athletic field or court.
- Attends meetings, workshops, and clinics sponsored through CIF.
- Assists in scheduling and ensures team participation in all CIF events and develops full schedules.
- Ensures minimum student athlete participation numbers are maintained as directed.
- Responsible for athletic fields and facilities used by the head coach.
- Demonstrates loyalty to the athletic program.
- Is present and on time for all events, including practice, unless excused or when an emergency arises.
- Services through the complete season for one sport before beginning a new one.
- Ensures that the sportsmanship is at the core of athletic program

Minimum Qualifications

- HS Diploma or GED equivalent
- Resume showing coaching experience (paid or volunteer work)
- Possession of a valid CPR and First Aid Certificate
- Must possess effective coaching techniques
- Must possess knowledge of the rules, regulations, strategies and techniques of the sport
- Must possess the ability to establish and maintain effective working relationships with school administrators, coaches, parents and students

Element 6 – Health and Safety Procedures

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall rquire all of the following:
(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237
(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282 (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school." (Ed. Code § 47605(c)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District's Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan ("Plan"), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School's requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):
- ***Child abuse reporting procedures***
- ***Routine and emergency disaster procedures***
- ***Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations***
- ***Procedures to notify teachers of dangerous students pursuant to Education Code section 49079***
- ***A discrimination and harassment policy consistent with Education Code section 200***

- ***Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel" if applicable***
- ***Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School***
- ***A safe and orderly environment conducive to learning at the Charter School***
- ***The rules and procedures on Charter School discipline***
- ***Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.***

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code section 49475) offered by or on behalf of Charter School.

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest

notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

TRANSPORTATION SERVICES
Effective July 1, 2025, Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

WORKPLACE VIOLENCE PREVENTION PLAN
Effective July 1, 2024, Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan, consistent with the requirements of Labor Code Section 6401.9.

HOMICIDE THREATS
Charter School shall comply with all requirements under Education Code sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All Charter School employees and governing board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and dettraermined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

MENTAL HEALTH EDUCATION
If Charter School offers one or more courses in health education to students in middle or high school, Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code section 51925, et seq.

MENTAL HEALTH INFORMATION
Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code section 49428.5. The poster shall be displayed in

English and any primary language spoken by 15 percent or more of students enrolled at the schoolsite as determined pursuant to Education Code section 48985. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

GUN SAFETY NOTICE

Pursuant to Education Code section 49392, at the beginning of the first semester of each school year, Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Chater School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

ALL GENDER RESTROOMS

Pursuant to Education Code section 35292.5, on or before July 1, 2026, Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

RECESS

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code section 49056, Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, for at least 30 minutes on regular instructional days and at least 15 minutes on early release days. Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

Element 7 – Means to Achieve Racial and Ethnic, Special Education, and English Learners, including Redesignated Fluent English Proficient Pupils Balance

"The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

VAUGHN NCLC shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District's Student Integration Services (collectively the "Court-ordered Integration Program"). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

VAUGHN NCLC has set forth below its initial plan for achieving and maintaining the LAUSD's Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW*)). The written plan lists specific dates and locations of recruitment activities that VAUGHN NCLC will undertake in order to achieve the District's Racial and Ethnic Balance goal. VAUGHN NCLC shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District's goal. Upon request, VAUGHN NCLC shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

1 COURT-ORDERED INTEGRATION

Vaughn is fully committed to continuing its efforts to eliminate factors that contribute to the segregation of racial and ethnic groups or cause undue racial harm.

Without displacing students who reside within our immediate community, Vaughn will actively recruit students from diverse racial and ethnic backgrounds in order to maintain a student population that reflects the demographics of the broader Los Angeles Unified School District.

Our recruitment strategies include:

- Publicizing instructional programs and open enrollment opportunities through our website and in community spaces such as local churches and community centers.
- Posting information on our website, community publications, and flyers.
- Hosting orientation sessions and open houses.
- Providing campus tours.
- Offering outreach and informational sessions in multiple languages, including English and Spanish, to ensure accessibility for all families.

Vaughn's outreach efforts are designed to reach all segments of the community. Specific examples include:

- Multiple scheduled school orientation meetings for families of incoming students and other interested community members. These are offered annually in January and February to accommodate various schedules.

2 RATIO OF STUDENT POPULATIONS

Vaughn Next Century Learning Center is committed to serving a student population that reflects the diversity of the greater Los Angeles Unified School District (LAUSD), including a representative ratio of students in Special Education, English Learners (ELs), and Redesignated Fluent English Proficient (RFEP) students.

To achieve this, Vaughn employs the following strategies:

Inclusive Outreach and Enrollment Practices
Vaughn conducts robust outreach efforts in multiple languages including Spanish and English and through a variety of platforms to ensure that families of English Learners, students with disabilities, and historically underserved communities are fully informed and encouraged to apply. Our enrollment materials are accessible and inclusive, and we ensure that all recruitment and enrollment processes are non-discriminatory.

Community-Based Recruitment
As a school located within the LAUSD boundaries, Vaughn's recruitment strategies target neighborhoods that are demographically aligned with the surrounding district population. This includes areas with high percentages of English Learners and students with disabilities. Vaughn also partners with early education providers and community centers that serve diverse populations to ensure broad access.

Commitment to Serving All Students
Vaughn has a long-standing commitment to inclusion and educational equity. The school does not screen applicants based on language proficiency, special education status, or academic ability. We ensure that English Learners receive designated and integrated English Language Development instruction and are supported through differentiated academic strategies. Students with disabilities are served in the least restrictive environment and provided with the full continuum of services in alignment with their IEPs.

Monitoring and Accountability
Vaughn regularly monitors its enrollment and reclassification data to ensure it is aligned with LAUSD demographic trends. We compare our school's percentages of ELs, RFEPs, and students with disabilities to those in local district schools and make adjustments in outreach and support where necessary.

Through these intentional practices, Vaughn actively cultivates a school community that mirrors the population of LAUSD and upholds the principles of equity, access, and inclusion.

Element 8 – Admission Policies and Procedures

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

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

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

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

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

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

SEXUAL HARASSMENT POLICY NOTICE

VAUGHN NCLC shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoosite.

If VAUGHN NCLC offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If VAUGHN NCLC operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

1 ADMISSION REQUIREMENTS AND 2 STUDENT RECRUITMENT AND ENROLLMENT POLICIES

1. All students residing in the State of California may enroll in accordance with California Law. Due to Vaughn being an elementary charter conversion campus, enrollment preference will be given to students who reside within the Vaughn pre-charter geographic attendance area.

2. Vaughn offers a large Preschool program that serves Vaughn's community and provides a natural pipeline of in-area students interested in transitioning and enrolling in Vaughn's TK and K program. LAUSD's Vaughn Early Education Center also provides a large number of in-area students that seek enrollment in Vaughn's TK and K program. As enrollment trends continue to grow in our TK and K classes, Vaughn will cap TK and kindergarten enrollment at numbers aligned with the enrollment plan within this charter. Vaughn will use an attrition model to accommodate students moving up the grades. This will provide maximum opportunity for students of residence to attend Vaughn from transitional kindergarten to Grade 12 under one charter governance structure.

3. In the event that predicted attrition does not occur (i.e. all students return to Vaughn from grade to grade), then small enrollment growth may occur.

4. For middle and high school, preference will be given to students who have culminated 5th grade from Vaughn's elementary program for entry into 6th grade in Vaughn's middle school program and; for students who culminated 8th grade from Vaughn's middle school program for entry into 9th grade at Vaughn's high school program.

5. For middle school and high school, if there are more applicants than spaces, a lottery will be conducted. Student applicants will be assigned a random number. A third party (e.g. community, University partner) will conduct the lottery. Parents will receive written notification of the date and time of the lottery and will be invited to attend. Parents of students selected in the lottery will be notified by mail, immediately following the lottery.

6. When exceeding capacity for Grades K-5 only, Vaughn will contact the District and provide them with information of waitlist students who live within Vaughn's pre-charter geographic attendance area for assistance with placement at District receiver schools.

7. Vaughn will track enrollment, student data and attendance using a comprehensive internal information data system (Aeries) and statewide system (CALPADS). Vaughn will continue to submit to the District requested data related to student enrollment and attendance. To facilitate student transfers, Vaughn will provide necessary data to receiving schools.

8. Vaughn will adhere to all laws establishing minimum age for public school attendance. Vaughn will not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.

3 ADMISSION PREFERENCES

Elementary

Preference	Rationale
1st – Students who reside within Vaughn Pre-Charter Attendance area (currently within LAUSD)	Vaughn is a conversion elementary school and serves as the school of residence for students who reside within the school's pre-charter attendance boundaries.
2nd - Students who reside within greater LAUSD boundaries	Our charter primarily serves and supports students from the surrounding neighborhoods located within LAUSD boundaries.
3rd – Students who reside outside of the greater LAUSD boundaries	In accordance with California law all residents of the state of California are eligible to attend.

Secondary

Preference	Rationale
1st – Current Vaughn students who complete letter of interest prior to lottery	Our school operates as a single LEA and ensures that all currently enrolled students are given the opportunity to re-enroll each year before the annual lottery is conducted.
2nd – Students who reside within LAUSD boundaries	Our charter primarily serves and supports students from the surrounding neighborhoods located within LAUSD boundaries.
3rd - Students who reside outside of the greater LAUSD boundaries	**In accordance with California law all residents of the state of California are eligible to attend.**

4 ADMISSION TIMELINE AND PROCEDURES

Elementary Campuses

- Distribute applications in February for May lottery. Applications may be turned in until the date

identified in the Enrollment Timeline for that specific year.

- Separate applications of students living in pre-charter boundary and those living outside the boundary.
- Enroll all students that there is room for, enroll all students living in the pre-charter boundary first.
- Contact students who are "no show", meaning they have not attended the school in person for the academic year, and keep spaces open for them up to 4 days (if parent communicates that they will be attending then we can keep the spot if reasonable communication occurs with student whereabouts and intended first day of attendance); after 4 days enroll in-area waiting list applicants first, then proceed to enroll out of area waiting list applicants if there is available space.
- Fill open spaces with student applicants not living in pre-charter boundaries. If there are more applicants than available spaces in entering TK, K, or any other grade up to 5th grade, a lottery will be conducted for outside the resident boundary.
- As spaces become available, applicants are accepted based on their lottery number given to their application. Accepted applicants are called immediately upon space being made available to have them come in to complete the enrollment process. Three attempts will be made to contact interested applicants. If there is no response after the three attempted contacts and within 24 hours of the final contact, then Vaughn will proceed with the applicant next in numerical order.
- If there are more applicants than spaces available, a lottery for Vaughn's elementary program will take place in early May at 9:00 am and is held virtually for incoming elementary grade applicants. Letters of acceptance/ non- acceptance are mailed out within 5 days following the lottery process.
    - Enrollment orientation meetings to receive enrollment packets for non-Vaughn students are held on designated evenings in June. Parents are provided 5 days to complete online registration and compact.
- Waitlist is established by pulling numbers for all applicants at the lottery and maintaining the list based on the order in which they were called. A non-interested party is invited to participate and oversee the fair execution of the process. The waitlist is maintained by the enrollment clerk at each campus and a copy is provided to the Director of each campus.
- After capacity is reached as determined by District School Management Services and students still wish to enroll, the District will be notified and the District will determine next steps.
- After Vaughn has reached its housing capacity and a student who lives in the Vaughn pre- charter boundary wishes to enroll, Vaughn will not "dis-enroll" a student who does not live in Vaughn's pre-charter boundary to make room for the student who wishes to enroll. Vaughn will consult with the District to determine next steps.

<u>Middle and High Campuses</u>

- December: Begin outreach and recruitment procedures for open enrollment
- January: Begin to hold parent and student information meetings; for the high school, enrollment timeline as well as the "letter of intent to enroll" are posted on the school website.
- February: All Vaughn's 5th and 8th grade students who have submitted "letters of intent to enroll" will be placed in Vaughn's continuing Student group. If there are more applicants than available spaces in entering Grades 6 and 9, a lottery will be conducted

for students from Vaughn.

- If spaces in Grades 6 and 9 are still available after continuing students have been enrolled, then a Lottery will be conducted for non-Vaughn's 5th and 8th grade students who have submitted a "letter of intent to enroll".

- Lotteries for Vaughn's middle school and high school programs take place in February at 9:00 am and are held in the Mainland library for incoming 6th grade applicants and any open seats in 7th to 8th grade applicants; and VISA, hosts an online lottery for incoming 9th grade applicants and any open seats in 10th, 11th and 12th. Letters of acceptance/ non-acceptance are mailed out within 5 days following the lottery process.

- Students are placed into groups based on enrollment preferences. Within each group, students are randomly selected, and the entire group is added to the waitlist in order before moving on to the next preference group. This process continues until all groups have been processed.

- For MIT & VISA, compact/enrollment packets become available for the families in March, and are due in late April. MIT & VISA hosts incoming grade-level orientations in July.

- Waitlist is established by pulling numbers for all applicants at the lottery and maintaining the list based on the order in which they were called. A non-interested party is invited to participate and oversee the fair execution of the process. The waitlist is maintained by the enrollment clerk at each campus and a copy is provided to the Director of each campus.

- The above policies are established based on charter law, community needs and prior protocols established

Element 9 – Annual Financial Audits

***"The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority."* (Ed. Code § 47605(c)(5)(I).)**

VAUGHN NCLC shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(c)(I) and 41020 as they may be amended from time to time. VAUGHN NCLC shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

a. Provisional Budget – Spring prior to operating fiscal year
b. Final Budget – July of the budget fiscal year
c. First Interim Projections – November of operating fiscal year
d. Second Interim Projections – February of operating fiscal year
e. Unaudited Actuals – July following the end of the fiscal year
f. Audited Actuals – December 15 following the end of the fiscal year
g. Classification Report – monthly according to VAUGHN NCLC's Calendar
h. Statistical Report – monthly according to VAUGHN NCLC's Calendar of Reports
   In addition:
   - P1, first week of January
   - P2, first week of April
i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

Annual Audit Procedures

Beginning in March, the Board of Directors will engage an independent public accounting firm, certified by the State of California, to audit the school's financial statements in accordance with generally accepted auditing standards and the audit guide issued by the California State Controller.

The CFO is responsible for contracting with an independent auditor to conduct the required annual financial audit. This auditor must be on the California State Controller's list of auditors approved to conduct charter schools audits. The audit report will be reviewed and approved by the Board upon completion, but no later than the audit submission deadline of December 15.

The CFO is responsible for ensuring the endent auditors are submitting the report to the required agencies.

Under the Board's direction, CFO and the CEO will competitively rebid every five years for audit services.

<u>Audit Preparation</u>

- At the start of the financial audit, the independent auditors will submit an exchange schedule outlining the information required to conduct the audit.

- CFO identifies and communicates with the personnel who are responsible for providing the necessary documentation/records for the audit.
- Independent auditor set date and time to conduct fieldwork during which time all requested documents are provided to auditors
- CEO and CFO remain available to respond to inquiries made by auditor during the course of the field work and the preparation of the audited financial statements
- CFO review the audited financial statements for completeness and accuracy prior to their issuance

Audit Remedies and Corrections

- Auditor presents annual completed audited financials to Board
- Board reviews all findings, recommendations and corrections needed and directs staff to remedy corrective actions
- Staff submits remedies and corrections to auditor for review
- Auditor certifies to Board when remedies have been made and are acceptable
- Audit irregularities are corrected within one month and recommendations are implemented for the following fiscal year.

Audit Reporting

- On or before December 15 of each year, a certified, detailed audit report is provided by Audit firm to LAUSD, LACOE, the California State Department of Education, the State Controller's Office and the California State Department of Finance.

Element 10 – Suspension and Expulsion Procedures

"The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:
(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.
(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).
(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information." (Ed. Code § 47605(c)(5)(J).)

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy.. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein,
"involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student's disability?
B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- ***Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form***
- ***Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed***
- ***Copy of parental notice of expulsion hearing***
- ***Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment***
- ***If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA including the Expulsion Analysis page of the pre-expulsion IEP***
- ***If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:***

A. Was the misconduct caused by, or directly and substantially related to the student's disability?
B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the

rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

1 SCHOOL CLIMATE AND STUDENT DISCIPLINE SYSTEM

Vaughn has taken deliberate steps to create a positive school climate by building strong relationships between staff, students, parents and community. All stakeholders support Vaughn's vision that by helping our students prevent and change inappropriate behaviors they will be better prepared to succeed in college and career and enjoy positive life experiences. Identifying and targeting student supports in a timely manner has helped Vaughn address the underlying causes of misbehavior, such as trauma, substance abuse, academic challenges and mental health. Steps have included training staff, providing family workshops, engaging families and community partners, and deploying every resource available to help students develop the academic, social, emotional, and conflict resolution skills needed to progress both academically and socially.

Vaughn has implemented a Positive Behavior Support Plan and school-wide discipline policy that sets high expectations for behavior; provides clear, developmentally appropriate, and proportional consequences for misbehavior; and uses disciplinary incidents to help students learn from their mistakes, improve their behavior, and meet high expectations.

Tiered supports to better manage student behavior by providing different levels of assistance and interventions based on students' different needs are provided schoolwide. In addition, social emotional learning programs and character development programs that address non-cognitive skills, including problem-solving, responsibility and resiliency are helping students develop the skills needed to positively engage in their learning environment. Our school-based mental health team and intervention and special education professionals are central to implementing tiered supports because they help to identify students' needs and provide mental health and academic supports based on those needs. They are also invaluable in helping teachers to deepen their understanding of students' developmental and social-emotional needs and to develop appropriate responses to behavioral issues.

Vaughn staff acknowledges and is aware of the appropriate protections for students with disabilities and strong due process protections for all students. Additionally, Vaughn staff is well aware of the importance and need of consistent instructional opportunity and strives to keep students in school and engaged in learning to the greatest extent possible. Vaughn removes students from the classroom for an in school or out of school suspension as a disciplinary consequence only as a last resort and only for appropriately serious infractions. Vaughn has a large student support team that allows for students to have a place and a support team professional not only to supervise them during times of conflict or crises, but also, to provide them a quiet place to de-escalate and to help them regulate self and reflect on their actions. Students who are removed from class are provided meaningful instruction, and their return to the classroom is made as soon as effectively possible.

Vaughn has committed to the development and implementation of a trauma/resilience-informed MTSS to support all students, including students with disabilities (SWDs), to create a positive, safe, and inclusive learning environment. This is accomplished through a system of multi-tiered Positive Behavior Interventions and Supports and Restorative Practices (PBIS/RP). These supports are in addition to the interventions, goals, accommodations, modifications, placement, or services agreed to in a student's IEP or Section 504 Plan.

When SWDs exhibit behavioral challenges, they must receive timely positive supports and interventions in accordance with Section 504 of the Rehabilitation Act of 1973 and IDEA. Vaughn administration and special education/Section 504 support staff collaborate to determine the most appropriate supports, such as conducting a Functional Behavioral Assessment (FBA), developing a Behavior Intervention Plan (BIP), and including behavioral-related services in student plans.

If disciplinary action is necessary for a SWD, Vaughn administration and special education/Section 504 support staff will use California Education Code as a reference and consider alternatives to suspension. SWDs may be suspended when no other means of correction is feasible or when the student's presence in school poses a safety concern to the school community due to the nature of the act. IEP and Section 504 teams must revisit the current IEP and 504 plan to determine if any revisions to current programs, supports, and services are necessary. Vaughn may conduct an IEP meeting to address behavioral challenges, especially at five and ten cumulative days of suspension. For students with 504 Plans, Vaughn's Section 504 team may conduct a Manifestation Determination Analysis (MDA) at 10 days of suspension or if a change of placement is being considered.

Tiered Behavior Interventions

Tier 1 – School-Wide Positive Behavior Interventions and Supports (PBIS)

At Vaughn, we use a school-wide Positive Behavior Interventions and Supports (PBIS) framework to promote a positive, respectful, and safe learning environment for all students. Our approach focuses on teaching and reinforcing positive behaviors rather than simply reacting to misbehavior. All staff are expected to use positive, skill-specific language to help students understand and practice how to be safe, respectful, and responsible at all times.

Clear expectations for behavior are posted throughout the school in areas like the cafeteria, hallways, playground, restrooms, and auditorium, to guide students in how to act appropriately in each space. In the classroom, teachers collaborate with their students to create shared behavior expectations that foster a supportive and engaging learning environment. Creating these expectations collaboratively helps increase not only the understanding for students, but also their commitment to them.

Additionally, a dedicated PBIS Tier 1 Team, potentially including, but not limited to including admin, Lead Teachers, counselors, interventionists, RJ Coordinator, Dean, teachers, and MSTs leads an annual PBIS rollout to introduce and reinforce behavioral expectations with all students and families. These include social skills lessons, character education activities, and review of behavior expectations for all areas of the school. To recognize and encourage positive behaviors, we offer a variety of incentives, such as a ticket-based system that allows for all staff to provide tickets to students following the behavior expectation and they have the opportunity to gain rewards with them or monthly celebrations to recognize various ways of demonstrating the behavior expectations, amongst others. The team meets consistently throughout the school year to identify schoolwide behavior trends that need to be addressed and creates an action plan to address them.

Finally, all school sites implement an SEL-focused curriculum aimed at teaching and reinforcing coping strategies while building students' social-emotional competencies. These Tier I lessons are further enriched by classroom sessions facilitated by our dedicated mental health team. In addition, the team leads schoolwide

initiatives that promote social-emotional well-being and cultivate a strong sense of community, including campaigns centered around kindness, anti-bullying, suicide prevention, and mental health awareness.

Tier 2 – Targeted Behavior Supports

For students who require additional support beyond what is provided at Tier 1, a dedicated Tier 2 team, composed of school administrators and members of the mental health team, meets regularly to identify and implement appropriate Tier 2 behavioral interventions. These meetings focus on analyzing the function of the student's behavior, reviewing any existing supports, and determining the most effective interventions to address the student's specific needs. Students are identified for Tier 2 support through a combination of data sources, including behavioral data, academic performance, attendance records, and staff or parent referrals. When a referral is received, a case review is scheduled and the team uses this information to make informed decisions about the appropriate level of intervention for each referred student.

The Tier 2 team maintains ongoing collaboration and continuously monitors student progress to ensure the effectiveness of the interventions. Common Tier 2 strategies include: Check-In/Check-Out (CICO): A daily intervention designed to provide students with frequent feedback and adult support; Breaks Are Better: Structured breaks to help students self-regulate and return to class ready to learn; Social Skills Groups: Small group sessions focused on developing interpersonal skills, emotional regulation, and appropriate peer interactions; Success Mentors: Designated adults who build supportive relationships with students to increase engagement and promote positive behavior.

Additional interventions are provided based on individual student needs, with the goal of supporting both behavioral and academic success within a nurturing school environment. These supports may include counseling groups, targeted workshops, tailored classroom lessons, and student check-ins.

Tier 3 – Intensive Behavior Interventions

Tier 3 interventions are designed for students who exhibit persistent, severe, or high-risk behavioral challenges that significantly impact the learning or the safety of themselves and others. These students typically require highly individualized support beyond what is offered at Tiers 1 and 2. While they continue to benefit from the foundational school-wide practices and targeted group interventions, they also receive additional, tailored strategies to address their unique behavioral needs.

A comprehensive assessment is conducted to inform the development of individualized interventions. This includes direct observations, staff interviews, analysis of behavior data, and a thorough review of the student's academic and behavioral history. Based on these findings, a Behavior Intervention Plan (BIP) is created, outlining specific strategies, interventions, and supports to be implemented consistently across settings. These cases are regularly reviewed through Student Support and Progress Team (SSPT) meetings, Section 504 meetings, or IEP meetings where multidisciplinary team members collaborate to evaluate student progress, adjust interventions as needed, and ensure comprehensive support is in place.

Students receiving Tier 3 support may be provided with things like increased adult supervision during high-risk times of the day (e.g., transitions, unstructured activities), one-on-one counseling, accommodations within the classroom environment, support from external mental health or behavioral service providers. The ultimate goal is to help the student develop positive behavioral skills that lead to greater independence, improved relationships, and academic success.

<u>Alternatives to suspension</u>
When a student needs to be removed from a class or environment due to a discipline issue, Vaughn's priority is to ensure the safety and the education of all children as well as safety of staff. Understanding that behavior is a

form of communication, Vaughn seeks to provide social-emotional support to de-escalate students so that they are able to return to their classroom as soon as possible. The student is given an opportunity to reflect on their actions and engage in age-appropriate restorative practices designed to address the specific misconduct. For example, younger students may participate in guided conversations, role-playing, or drawing/writing activities to help them understand the impact of their behavior, while older students may take part in peer mediation, restorative circles, or structured reflection assignments. In all cases, the student continues to receive instruction on school grounds to ensure academic progress, while also being supported in repairing harms caused by their actions and rebuilding positive relationships within the school community.

Professional development

Vaughn provides ongoing staff development on behavior strategies, restorative practices and trauma informed practices for all staff. Vaughn's mental health team helps staff understand certain behavior challenges that may be present due to unmet basic needs, certain disabilities, mental health concerns, and potential suicidal ideation and behaviors. Vaughn teachers are always encouraged to attend training on behavior and discipline offered by the District and County Office of Education. In addition, Vaughn provides customized behavior trainings through agencies (i.e. STAR of CA) to staff in identified high need grade levels or who work with individual students with high level behavioral needs.

As part of this work, Vaughn has also developed a professional development plan focused on teaching, communicating, and modeling the school's discipline policy to the broader community. This includes training for staff on how to clearly articulate policies to students and families, integrating consistent messaging into parent meetings and schoolwide communications, and modeling restorative approaches that reflect the school's values. By aligning staff practice with transparent communication, Vaughn ensures that students, families, and the community understand the school's discipline policy and see it applied consistently and equitably across all settings. Professional development is also determined based on data analysis to ensure that teachers have the skills they need to address the behaviors that are occurring in their classrooms or in common spaces.

A school-wide positive behavior and student discipline program that clearly defines behavior expectations and disciplinary rules and procedures is in place. The collaborative efforts of parents, students, and staff help design and implement Vaughn's behavior and discipline policies and make recommended changes through the Partnership/School Site Council committee. All behavior and discipline policies and procedures are clearly articulated to students and their parents verbally and in writing during the first week of school when Vaughn hosts Home- School Orientations and Back to School Nights. In addition, a student/parent handbook, aligned with our charter petition, with all pertinent school information, including the behavior and discipline policies, – are made available to all parents.

Monitoring of Student Behavior Data

Vaughn monitors student behavior data through the use of EdHandbook, which serves as the centralized platform for documenting and tracking incidents. Teachers and staff enter behavior data regularly, ensuring that information is both timely and accurate. Administrators and support staff review this data on an ongoing basis to identify patterns, trends, and areas of concern.

The review process occurs at multiple levels within Vaughn's tiered system of supports. At the Tier 1 level, data is used to monitor schoolwide trends, reinforce positive behavior expectations, and adjust universal supports. At the Tier 2 level, grade-level teams and intervention staff review data to identify students who may require targeted small-group interventions or additional monitoring. At the Tier 3 level, administrators, counselors, and specialized support staff analyze data to design and implement individualized interventions, often in collaboration with families and external partners.

This multi-layered approach ensures that behavior data is not only collected but actively used to inform decision-making, support early intervention, and guide continuous improvement of Vaughn's schoolwide systems.

2-12 GROUNDS FOR SUSPENSION AND EXPULSION

At all times, staff considers intent and the factors that may have potentially contributed to the inappropriate behavior(s), when considering suspension or expulsion of a student. Opportunities for reflection and the use of restorative practices that help change and replace inappropriate behavior are utilized before suspension is considered. Restorative practices used as an alternative to suspension that provide opportunities and time for de-escalation and/or reflection during the school day, will be used as often as possible provided that there will be adequate supervision and support on the school site. Out of school suspension is recommended only when serious infractions occur and is normally limited to one or two days. In-house suspensions when not including a recommendation for expulsion shall not exceed five (5) consecutive days per suspension, not to exceed 20 days per school year. VAUGHN will follow Education Code recommendations related to suspension and expulsion. A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the school or at any other school or a school-sponsored event at any time including but not limited to:

- While on school grounds
- While going to or coming from school
- During, going to, or coming from a school-sponsored activity

VAUGHN | NEXT CENTURY LEARNING CENTER

MATRIX FOR STUDENT SUSPENSION AND EXPULSION RECOMMENDATION
(State Law: Applicable to School Principals)

Category I Student Offenses with **No** Principal Discretion (except as otherwise precluded by law)	**Category II*** Student Offenses with **Limited** Principal Discretion	**Category III*** Student Offenses with **Broad** Principal Discretion
Principal **shall immediately** suspend and recommend expulsion when the following occur at school or at a school activity off campus. **[E.C. 48915(c)]**	Principal **must** recommend expulsion when the following occur at school or at a school activity off campus **unless** the principal determines that the expulsion is inappropriate. **[E.C. 48915(a)(1)]**	Principal **may** recommend expulsion when the following occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity. **[E.C. 48915(b) and (e)]**
1. Possessing, selling, or furnishing a firearm. E.C. 48915(c)(1); 48900(b)	1. Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1)(A); 48900(a)(1), maybe also 48900(a)(2)	1. Caused, attempted to cause, or threatened to cause physical injury to another person. (**Unless, in the case of "caused," the injury is serious. [See II.1]**) E.C. 48900(a)(1); 48915(b) 2. Possession/Under influence of marijuana (1st offense < 1 oz.) or controlled substance or alcohol or any intoxicant. E.C. 48900(c); 48915(b) 3. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 48915(b)
2. Brandishing a knife at another person. E.C. 48915(c)(2); 48900(a)(1) and 48900(b)	2. Possession of any knife or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(1)(B); 48900(b)	4. Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e) 5. Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e) 6. Possessed or used tobacco. E.C. 48900(h); 48915(e) 7. Committed an obscene act or engaged in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3); 48900(c)	3. Unlawful possession of any controlled substance (except for the first offense of no more than an ounce of marijuana, and over-the-counter and prescribed medication) E.C. 48915(a)(1)(C); 48900(c)	8. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e) 9. Disrupted school (-wide) activities. (suspension only by administrator, no expulsion) E.C. 48900(k)**; 48915(e) 10. Knowingly received stolen school or private property. E.C. 48900(l); 48915(e) 11. Possessed an imitation firearm. E.C. 48900(m); 48915(e) 12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4**; 48915(e)
4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900[n]). E.C. 48915(c)(4); 48900(n)	4. Robbery or extortion. E.C. 48915(a)(1)(D); 48900(e)	13. Engaged in sexual harassment. E.C. 48900.2**; 48915(e) 14. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. E.C. 48900.3**; 48915(e) 15. Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e) 16. Willfully used force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)
5. Possession of an explosive E.C. 48915(c)(5); 48900 (b)	5. Assault or battery upon any school employee. E.C. 48915(a)(1)(E); 48900(a)(1) and 48900(a)(2)	17. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. E.C. 48900(o); 48915(e) 18. **Any behavior listed in Category I or II that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus. E.C. 48915(b)** 19. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e) 20. Engaged in, or attempted to engage in, hazing. E.C. 48900(q); 48915(e) 21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915(e) 22. Aided or abetted the infliction of physical injury to another person (suspension only). E.C. 48900(t); 48915(e)

* For Categories II and III, the school must provide evidence of one or both of the following ***additional findings***: (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct, (2) Due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the pupil or others.
** Grades 4 through 12 inclusive.

9.10.25

6-7 SUSPENSION PROCEDURES FOR BOTH IN-SCHOOL AND OUT OF SCHOOL SUSPENSIONS

Vaughn's Site Directors, CEO and the Directors of Instruction are authorized to suspend a student when deemed necessary. Suspension shall be initiated according to the following procedures:

Investigation Procedures

- **Immediate Safety Check:** Ensure all students and staff involved are safe and remove students from unsafe situations if necessary.
- **Notification:** Inform administration and/or designated staff (e.g., Site Director, Curriculum Coordinator) of the incident.
- **Initial Statements:** Collect initial statements from involved students and staff as soon as possible while details are fresh.
- **Fact-Finding:** Interview all parties involved, including witnesses, to gather a complete picture of the incident.
- **Documentation:** Record all accounts, timelines, and evidence (e.g., written statements, video footage, photos, or physical evidence if applicable).
- **Review of Records:** Examine relevant student records (e.g., behavior history, IEP/504 supports, prior interventions) for context.

- **Analysis:** Compare statements and evidence to identify consistencies, discrepancies, and the root cause of the incident.
- **Determination:** Decide on findings in alignment with school policies, Ed Code, and progressive discipline procedures.
- **Parent/Guardian Communication:** Notify families of involved students about the incident, investigation process, and next steps.
- **Intervention/Consequence:** Implement age-appropriate and restorative responses to address misconduct and repair harm.
- **Follow-Up:** Monitor the situation to ensure resolution, safety, and ongoing support for students involved.
- **Recordkeeping:** File all investigation documents in the student's discipline record in accordance with school policy.

Conference

- Suspension shall be preceded, if possible, by a conference conducted by the campus Director with the student and his or her parent/guardian, and, whenever practical, the teacher or school employee who referred the student to the Administrator. The CEO and/or the Directors of Instruction may conduct the conference in the absence of the campus Director.
- The conference may be omitted if the Administrator determines that an emergency situation exists. An emergency situation involves a clear and present danger to the lives, safety or health of students or school personnel.
- If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.
- At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.
- The conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

Notice to Parents/Guardians

- At the time of the suspension, a campus Director or designee (CEO, Directors of Instruction, or other campus Director) shall make a reasonable effort to contact the parent/guardian by telephone or in person.
- Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension, specific offense committed by the student, and the date of return following suspension, as well as a request for a conference.

In School Suspension – Additional Procedures

- While serving in school suspension, a student will be supervised and provided instruction by credentialed staff members
- Students will serve suspension on one of our campus sites outside of the general ed classroom while supervised at all times.
- Students will have support from all certificated staff members currently rostered to the child in addition to support from additional relevant staff inclusive, but not limited to interventionists, administrators, RST (in the event a student has an IEP/504), Restorative Justice Coordinator and Dean of Culture.
- For in-school suspensions that are related to the following offenses VNCLC will ensure the safety of our school campus by considering additional safety measures such as providing increased supervision in a separate highly monitored space, establishing clear entry and exit procedures and restroom procedures for the student (i.e., escorted by an adult), conducting a threat assessment to determine level of risk to

determine if in-school suspension is the appropriate placement, and having clear plans in place in the case that a student escalates during in-school suspension:

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence;
- Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel;
- Made terrorist threats against school officials or school property, or both.

8-10 SUSPENSION TIME LIMITS, RECOMMENDATION FOR PLACEMENT/EXPULSION

- Suspension, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension, with allowable extensions not to exceed a total of 20 school days per school year.
- Upon a recommendation of placement/expulsion by a campus Director to the CEO, the student and his or her parent/guardian will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the CEO, based on the following:
  - The student's presence will be disruptive to the educational environment
  - The student poses a threat or danger to others.

Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing. Unless postponed for good cause, the hearing shall be held within thirty (30) days after the CEO determines that the Student has committed an expellable offense. Vaughn shall be responsible for the appropriate interim placement of students during and pending the completion of Vaughn's student expulsion process. Students suspended for more than ten (10) days shall continue to receive instructional services and appropriate interventions and modifications so as to enable the student to continue to participate in the general education curriculum although it may be in another setting. Vaughn will request assistance from the District for alternative interim placement when needed and will submit appropriate paperwork as delineated in the MOU.

Reasons for Expulsion

The CEO shall recommend a pupil's expulsion for any Category I offenses as indicated in VNCLC Matrix for Student Suspension and Expulsion Recommendation.

11 EXPULSION PROCEDURES

- The Campus Directors who have the responsibility of grade levels housed on their campus (e.g. Primary Center, Elementary, Middle School, High School) will assemble an Investigative Team who will participate in a fair and thorough investigation of the incident. The team may consist of the School Counselor, l, School Coordinator, Psychologist, MSW)
- The Investigative Team will present collected information including supporting documents to the CEO who determines if the student has committed an offense serious enough to warrant a recommendation for expulsion.
- Students recommended for expulsion are entitled to a hearing. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the CEO has made the recommendation.
- The Administrative Hearing Panel, assembled through the collaboration of the executive team and Site Directors, is responsible for conducting the hearing should consist of at least three (3) members who are not involved in the investigation of the incident.
- The hearing shall be held in closed session unless the student makes a written request for a public hearing three (3) days prior to the scheduled hearing.
- 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.
- Upon mailing the notice of expulsion hearing, it shall be deemed served upon the student. The notice

shall include:
    - The date and place of the expulsion hearing
    - A statement of the specific fact(s), charge(s) and offense(s) upon which the proposed expulsion is based
    - A copy of Vaughn's disciplinary rules which relate to the alleged violation
    - The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or another representative
    - The right to inspect and obtain copies of all documents to be used at the hearing
    - The opportunity to question all witnesses who testify or provide hearsay evidence at the hearing
    - The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.
- Decisions of the Administrative Hearing Panel shall be in the form of written findings of fact and a written recommendation to the Governing Board. This will be completed within ten (10) school days following the conclusion of the hearing. A record of the hearing shall be made.
- A student and his or her parents may appeal an expulsion decision by the Administrative Panel to the Governing Board which will make the final determination. Appeals must be submitted in writing within five (5) school days of the Administrative Panel's decision. The Governing Board will meet within ten (10) days of receipt of the written request for the appeal meeting. Student and parents will be notified of the meeting. Parents/guardians may request one continuance of up to ten school days. Reasonable accommodations will be made, and language support offered, for students and parents/guardians who wish to appeal. Student and parents/guardians may, but are not required to appear during the Governing Board's appeal meeting.

The Governing Board shall issue a written decision on the appeal within three (3) school days of the appeal meeting. The decision of the Governing Board is final.

Students with an IEP or 504 plan

When a student with an IEP or 504 plan engages in misconduct that may result in expulsion, the following procedures will be implemented:

- A Manifestation Determination IEP (MD IEP) meeting will be convened prior to the Expulsion Hearing.
- The MD IEP will include, at minimum, a Vaughn Next Century Learning Center representative, school administrators, the student's general education teacher, special education teacher, parent/guardian, and the student.
- During the MD IEP, all relevant information related to the misconduct and the events leading up to the misconduct will be reviewed.
- The team will address the following questions:
    1. Was the conduct in question caused by, or did it have a direct and substantial relationship to, the student's disability?
    2. Was the conduct a direct result of the school's failure to implement the IEP or 504 plan effectively?
- If the answer is "no" to both questions, the Expulsion Hearing process will proceed.
- If the answer is "yes" to either question, the Expulsion Hearing process will not proceed. Instead, the student's IEP or 504 plan will be updated, and the student will return to school. However, if the team determines that the student's current placement is substantially likely to result in injury to the student or others, the student may be assigned to an alternative educational placement for up to 45 school days.
- Parents/guardians who disagree with the decision of the MD IEP may request a due process hearing.

Written Notice to Expel

The CEO or designee following a decision of the Administrative Panel to expel, as noted above, shall send written notice of the decision to expel, including the Administrative Panel's written findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with VAUGHN NCLC. The CEO or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:
    a. The student's name
    b. The specific expellable offense committed by the student
    c. Directions regarding appealing the expulsion decision.

Disciplinary Records

Vaughn shall maintain records of all student suspensions and expulsions at VAUGHN NCLC. Such records shall be made available to the District upon request.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

Vaughn may, upon finding good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Governing Board and administrative panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five-day notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. Vaughn must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person presiding over the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person presiding over the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her

to the witness stand.

7. If one or both of the support persons is also a witness, Vaughn must present evidence that the witness' presence is both desired by the witness and will be helpful to VAUGHN NCLC. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the person presiding over the hearing from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

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

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the Administrative Panel to expel must be supported by substantial evidence, presented at the hearing, that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Governing Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

If the expulsion hearing panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

12 REHABILITATION PLANS

Pupils who are expelled from Vaughn shall be given a rehabilitation plan upon expulsion as developed by Vaughn's Governing Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. The rehabilitation plan shall include a date not later than one (1) year from the date of expulsion when the pupil may apply to Vaughn for readmission. Vaughn shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

Readmission

Vaughn's Governing Board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Vaughn's Governing Board shall readmit the pupil; unless Vaughn's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the Governing Board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

Reinstatement

Vaughn's Governing Board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Vaughn is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

Notification of the District upon expelling any student, Vaughn shall notify LAUSD Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- completed "Notification of Charter School Expulsion" including attachments as required on the form
- documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Vaughn's policies and procedures were followed
- copy of parental notice of expulsion hearing
- copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- if the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre- expulsion IEP
- if the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
    - Was the misconduct caused by, or directly and substantially related to the student's disability?
    - Was the misconduct a direct result of Vaughn's failure to implement 504 Plan? Notwithstanding the documentation sent to LAUSD Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Vaughn must notify the Superintendent of the student's district of residence within 30 days of the expulsion.

Additionally, upon request of the receiving school district, Vaughn shall forward student records no later than 10 school days from the date of the request as stated in Education Code 49068 (a) and (b).

Vaughn shall facilitate the post-expulsion placement of expelled students.

Element 11 – Employee Retirement Systems

"The manner by which staff members of Charter School will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security." (Ed. Code § 47605(c)(5)(K).)

VAUGHN NCLC shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing VAUGHN NCLC's participation in, and/or coverage of its staff members by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.

If VAUGHN NCLC participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a "government plan" governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of VAUGHN NCLC, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, VAUGHN NCLC shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

If VAUGHN NCLC participates in CalSTRS and/or CalPERS, VAUGHN NCLC shall continue such participation for the duration of VAUGHN NCLC's existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

1 CERTIFICATED STAFF MEMBERS

All eligible full-time certificated VNCLC employees will participate in the State Teachers' Retirement System (CalSTRS). Member contributions on creditable service will be reported to the CalSTRS fund, as required. VNCLC will contribute the employer's portion of all creditable compensation as directed by the CalSTRS fund. The Payroll Manager, with assistance from Hess & Associates, will ensure that earnings and withholdings are submitted in accordance with the retirement plan reporting guidelines. Additionally, the Payroll Manager/CFO will maintain required member documentation and confirm that payments are made on behalf of all eligible employees. Member and employer contributions are paid via the Los Angeles County Office of Education (LACOE) in accordance with CalSTRS procedures. Vaughn shall continue participation in CalSTRS for all eligible certificated employees for the duration of Vaughn's existence under the same CDS code if mandated by applicable legal and retirement plan requirements.

2 CLASSIFIED STAFF MEMBERS

Non-certificated employees will participate in the federal Social Security system. Vaughn shall continue participation in the federal Social Security system for all non-certificated employees for the duration of Vaughn's existence under the same CDS code if mandated by applicable legal and retirement plan requirements.Vaughn does not participate in CalPERS. However, effective September 1, 2025, Vaughn implemented a 457 retirement plan with an employer match for classified full-time staff, which will remain in place for the duration of Vaughn's existence. The Payroll Manager will ensure that deductions processed in accordance with the retirement plan. Additionally, the Payroll Manager/CFO will maintain required member documentation and confirm that payments are made on behalf of all eligible employees.

3 OTHER STAFF MEMBERS

All employees are included in the other two categories above.

Element 12 – Public School Attendance Alternatives

"The public school attendance alternatives for pupils residing within the school district who choose not to attend the charter school." (Ed. Code § 47605(c)(5)(L).)

Pupils of VAUGHN NCLC do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in VAUGHN NCLC, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend VAUGHN NCLC may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another VAUGHN NCLC in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

1 INFORMING PARENTS AND STUDENTS OF PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

In the event that Vaughn reaches its capacity, elementary students living in Vaughn's pre-charter geographic boundary will be able to enroll in neighboring schools or district schools designated by the District. Vaughn will contact District representatives to assist with placement of resident elementary students. Vaughn will direct parents of secondary students that did not get selected in the lottery and reside within the LAUSD, to apply through the District's enrollment process if interested. Vaughn will assist parents that require help with the process or with contact information as requested.

Element 13 – Rights of District Employees

"The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school." (Ed. Code § 47605(c)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

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

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and VAUGHN NCLC arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, ("Dispute") shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys' fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party's attorneys' fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys' fees, costs and/or expenses, or mediator's or arbitrator's fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. ("Proposition 39"), shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

   Unless directed otherwise, all Written Notifications to the District and VAUGHN NCLC shall be addressed respectively as follows:

   Director
   Charter Schools Division
   Los Angeles Unified School District
   333 South Beaudry Avenue, 20th Floor
   Los Angeles, California 90017

   Vaughn Next Century Learning Center
   c/o CEO
   13330 Vaughn Street
   San Fernando, CA 91340

2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

   Unless directed otherwise all Written Notifications to the District and VAUGHN NCLC shall be addressed respectively as follows:

   Director
   Charter Schools Division
   Los Angeles Unified School District
   333 South Beaudry Avenue, 20th Floor
   Los Angeles, California 90017

Vaughn Next Century Learning Center
c/o CEO
13330 Vaughn Street
San Fernando, CA 91340

2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

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

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of VAUGHN NCLC if the District finds, through a showing of substantial evidence, that VAUGHN NCLC did any of the following:

- VAUGHN NCLC committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- VAUGHN NCLC failed to meet or pursue any of the pupil outcomes identified in the Charter.
- VAUGHN NCLC failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- VAUGHN NCLC violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify VAUGHN NCLC in writing of the specific violation, and give VAUGHN NCLC a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

The decision to close VAUGHN NCLC, by the governing board of VAUGHN NCLC must be documented in a "Closure Action". A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and VAUGHN NCLC has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the VAUGHN NCLC voluntarily closes at any stage of the administrative appeal process; the governing board of VAUGHN NCLC votes to close VAUGHN NCLC; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for VAUGHN NCLC closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on "Charter Schools Closure - Requirements and Recommendations" posted on the California Department of Education website. All references to "Charter School" apply to VAUGHN NCLC, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of VAUGHN NCLC or the LAUSD Board of Education, the governing board of VAUGHN NCLC shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how VAUGHN NCLC will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, VAUGHN NCLC shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). VAUGHN NCLC shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of VAUGHN NCLC, VAUGHN NCLC shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in VAUGHN NCLC within 72 hours of the Closure Action. VAUGHN NCLC shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). VAUGHN NCLC shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. VAUGHN NCLC shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which VAUGHN NCLC participates. VAUGHN NCLC shall send written notification of the Closure Action to the SELPA in which VAUGHN NCLC participates by registered mail within 72 hours of the Closure Action. VAUGHN NCLC shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which VAUGHN NCLC's employees participate. Within fourteen (14) calendar days of the Closure Action, VAUGHN NCLC shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. VAUGHN NCLC shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). VAUGHN NCLC shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. VAUGHN NCLC shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of VAUGHN NCLC. VAUGHN NCLC shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. VAUGHN NCLC shall provide a copy of these notifications, if any, to the CSD.

8. All VAUGHN NCLC employees and vendors within 72 hours of the Closure Action. VAUGHN NCLC shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of VAUGHN NCLC
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of VAUGHN NCLC
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of VAUGHN NCLC, by which VAUGHN NCLC shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, VAUGHN NCLC shall provide all employees with written verification of employment. VAUGHN NCLC shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

VAUGHN NCLC shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of VAUGHN NCLC records, including student records. These requirements include:

1. VAUGHN NCLC shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of VAUGHN NCLC. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. VAUGHN NCLC's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

3. VAUGHN NCLC shall prepare and provide an electronic master list of all students to the VAUGHN NCLCs Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the VAUGHN NCLC closure occurs before the end of the school year,

the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. VAUGHN NCLC must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. VAUGHN NCLC will coordinate with the CSD for the delivery and/or pickup of student records.

5. VAUGHN NCLC must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. VAUGHN NCLC must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).

7. VAUGHN NCLC must provide to the CSD the name, title, and contact information of the person designated to maintain all VAUGHN NCLC personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. VAUGHN NCLC must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both VAUGHN NCLC and the designee, individually and separately, shall inform the CSD immediately upon the transfer of VAUGHN NCLC's employee records to the designee.

8. VAUGHN NCLC shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

9. VAUGHN NCLC shall provide to the responsible person(s) designated by the governing board of VAUGHN NCLC to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify VAUGHN NCLC and the authorizing entity of any liabilities VAUGHN NCLC owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the VAUGHN NCLC if it has reason to believe that the school received state funding for which it was not eligible.
VAUGHN NCLC shall ensure completion of an independent final audit within six months after the closure of VAUGHN NCLC that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to VAUGHN NCLC.

This audit may serve as VAUGHN NCLC's annual audit if it meets all of the requirements of the annual audit. VAUGHN NCLC shall pay for the financial closeout audit of VAUGHN NCLC. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or

debt incurred by VAUGHN NCLC will be the responsibility of VAUGHN NCLC and not LAUSD. VAUGHN NCLC understands and acknowledges that VAUGHN NCLC will cover the outstanding debts or liabilities of VAUGHN NCLC. Any unused monies at the time of the audit will be returned to the appropriate funding source. VAUGHN NCLC understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which VAUGHN NCLC participates, and other categorical funds will be returned to the source of funds.

VAUGHN NCLC shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed VAUGHN NCLC with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of VAUGHN NCLC. VAUGHN NCLC closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, VAUGHN NCLC's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of VAUGHN NCLC have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. VAUGHN NCLC, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to VAUGHN NCLC by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and VAUGHN NCLC shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If VAUGHN NCLC is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of VAUGHN NCLC, the corporation shall be dissolved according to its bylaws.

VAUGHN NCLC shall retain sufficient staff, as deemed appropriate by the VAUGHN NCLC governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

VAUGHN NCLC's governing board shall adopt a plan for wind-up of VAUGHN NCLC and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

VAUGHN NCLC shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which VAUGHN NCLC will make the payments.

Prior to final close-out, VAUGHN NCLC shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. Make final federal tax payments (employee taxes, etc.)

c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end VAUGHN NCLC's authorization to operate as a VAUGHN NCLC or cause VAUGHN NCLC to cease operation. VAUGHN NCLC agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should VAUGHN NCLC breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

The governing board of Vaughn shall designate the Board President to conduct and oversee all closure related procedures and activities in the event that a decision has been made to close Vaughn.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its

educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:

  (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

  (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third-party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third-party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising from the Facilities:

  (i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

  (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

  (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

  (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access

requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be $1,000,000 per occurrence/$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of $500,000 per occurrence and $500,000 general aggregate.

6. Professional Educators Errors and Omissions liability coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

7. Sexual Molestation and Abuse coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

8. Employment Practices Legal Liability coverage with limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

9. Excess/Umbrella Liability insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificatesof insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means.

The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days' notice to Charter School. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours' notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). (Ed. Code § 47606.5(b).)