



**VALLEY INTERNATIONAL PREPARATORY HIGH SCHOOL**  
**18827 Roscoe Blvd, Northridge, CA 91324 (818) 306-2136**

**CHARTER SCHOOL RENEWAL PETITION**

**Submission:** August 2025

**Renewal Term:** 2026-2031

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## Assurances, Affirmations, and Declarations

Valley International Preparatory High School (also referred to herein as “VIPHS” 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.

# The Fifteen Charter Elements

## Element 1: The Educational Program

### Applicable Portions of Education Code:

“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, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(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))

### Federal and District Required Language (FDRL)

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

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

## ACADEMIC CALENDAR AND SCHEDULES

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

## MATHEMATICS PLACEMENT

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

## **TRANSITIONAL KINDERGARTEN**

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

## **WASC ACCREDITATION**

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

## **ENGLISH LEARNERS**

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

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

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

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

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

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

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

## **STUDENTS WITH DISABILITIES**

### **Federal Law Compliance**

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

### **Special Education Program**

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

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

### **SELPA Reorganization**

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

### **Use of District's Special 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.

## General Information

The name and title of the contact person for the Charter School is:	Anne Cochran, Executive Director
The contact address for the Charter School is:	18827 Roscoe Blvd, Northridge, CA 91324
The contact phone number for the Charter School is:	(818) 306-2136
The current address of the Charter School is:	18827 Roscoe Blvd, Northridge, CA 91324
This location is in the LAUSD Board District:	Three
This location is the LAUSD Region:	North
The grade configuration of the Charter School is:	9-12
The number of students in the first year will be:	320
The grade level(s) of the students in the first year will be:	9-12
The Charter School’s scheduled first day of instruction in 2026-2027:	August 10, 2026
The total enrollment capacity will be:	400
The type of instructional calendar will be:	Traditional
The regular bell schedule for the Charter School will be:	8:30AM - 3:45PM
The term of this Charter for Middle and High Performing Schools:	July 1, 2026 to June 30, 2031

## Community Need for Charter School

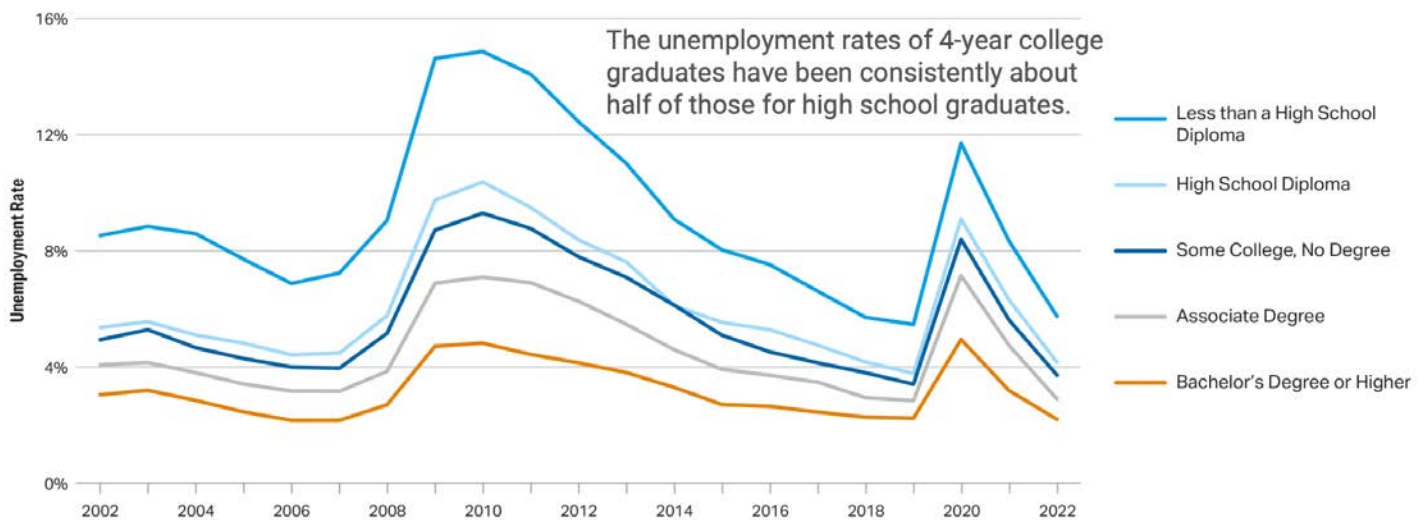
The inequity in college counseling resources between public and private school students is one of the most persistent and overlooked barriers to higher education access in the United States. While affluent students attending private institutions often benefit from personalized, high-touch college counseling that helps them navigate the complex and competitive world of college admissions, students in public schools—particularly those from disadvantaged backgrounds—often lack the individualized support necessary to make informed post-secondary decisions.

This gap is not just an issue of access, but of equity. The American School Counselor Association (ASCA) recommends a counselor-to-student ratio of 250:1, yet California’s public schools are far from meeting this benchmark. In 2021–22, the state’s ratio stood at 509:1, meaning that most public high school counselors are overburdened and unable to provide in-depth, individualized guidance on college readiness, financial aid, and

career planning. Instead, their time is often consumed by academic and socio-emotional counseling, disciplinary matters, and other administrative duties. This results in vast disparities in the quality and depth of college counseling services available to students based on their school’s resources, and vast disparities between public and private school students.

Exacerbating the issue is the fact that most public school counselors receive little-to-no formal training in college counseling during their graduate studies. A Harvard University report in 2012 found that although coursework for school counselors varies by state, specific training in higher education or college counseling is rarely required, if even offered. In fact, less than 10% of counselor graduate programs offer specific coursework in college counseling, according to the National Association for College Admission Counseling (NACAC). This means that even when public school counselors are available to assist students in the college application process, they may lack the specialized knowledge needed to guide students effectively through complex admissions procedures, financial aid applications, and college selection strategies.

This deficit in college counseling has real and measurable consequences. While high school graduation rates have increased in recent years, the percentage of students who actually complete their college degrees—whether in four or six years—is on the decline. Many students who enroll in college struggle to persist through to graduation, often due to poor institutional fit, financial barriers, or a lack of preparedness for the academic and social demands of higher education. Research has shown that adults with only a high school diploma face higher unemployment rates and lower lifetime earnings than their college-educated peers. It is not enough for high schools to simply send students to college—schools must ensure that students are attending institutions that align with their academic, financial, and personal needs, increasing the likelihood that they will persist and ultimately graduate.



Recognizing this critical gap in college counseling access, Valley International Preparatory High School was founded to directly address the inequities in college advising and provide students with the type of comprehensive, individualized support typically only available in private school settings. The VIPHS model ensures that every student, regardless of socio-economic background, receives personalized, high-quality college counseling throughout their high school experience.

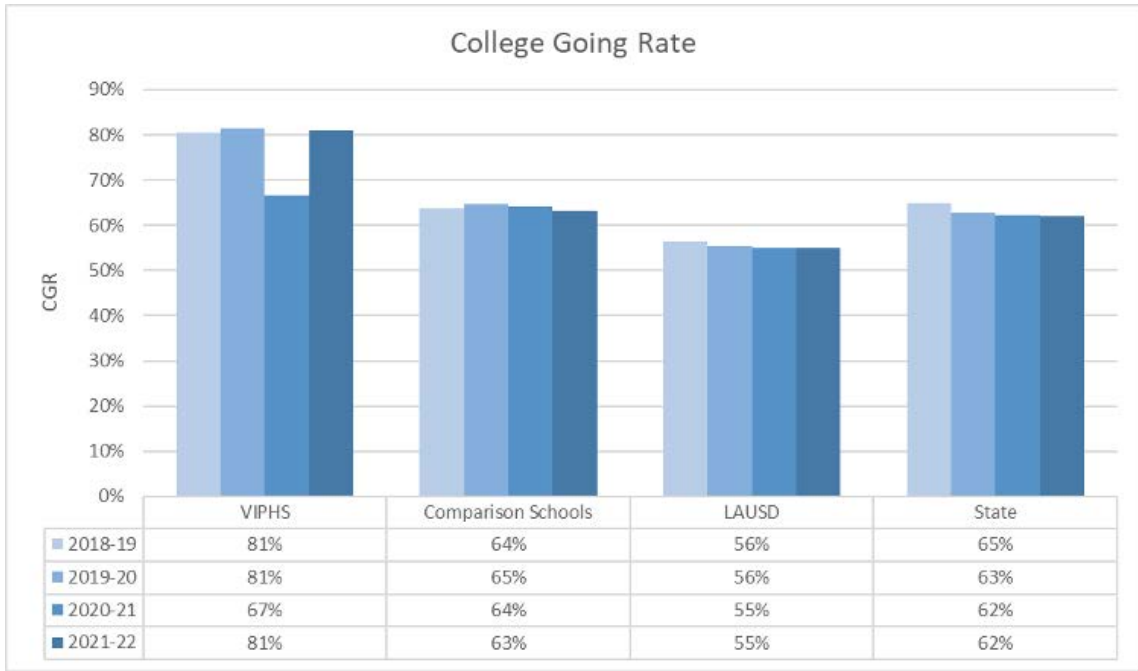
At the core of VIPHS’s mission is the belief that all students deserve access to college choice, targeted support, and an admissions strategy designed around their unique needs and aspirations. Unlike traditional public school models, where a single overburdened counselor may be responsible for hundreds of students, VIPHS places college counseling at the center of its educational philosophy, ensuring that students receive ongoing, structured guidance on post-secondary planning from educators with proven expertise in the field.

The school’s approach is not just about getting students into college, but about ensuring that they attend the “right fit” institution—one that matches their academic profile, social needs, and financial circumstances. Research shows that students who attend a college that aligns with their strengths and personal goals are far more likely to persist and complete their degree. VIPHS actively works with students to identify institutions where they will thrive academically and socially, rather than simply focusing on prestige or admissions rates. VIPHS is led by educators with extensive experience in college advising and post-secondary planning, and its leadership team has a strong record of successfully guiding students through the admissions process, securing financial aid, and placing students at institutions where they are able to succeed.

### **College and Career Indicator**

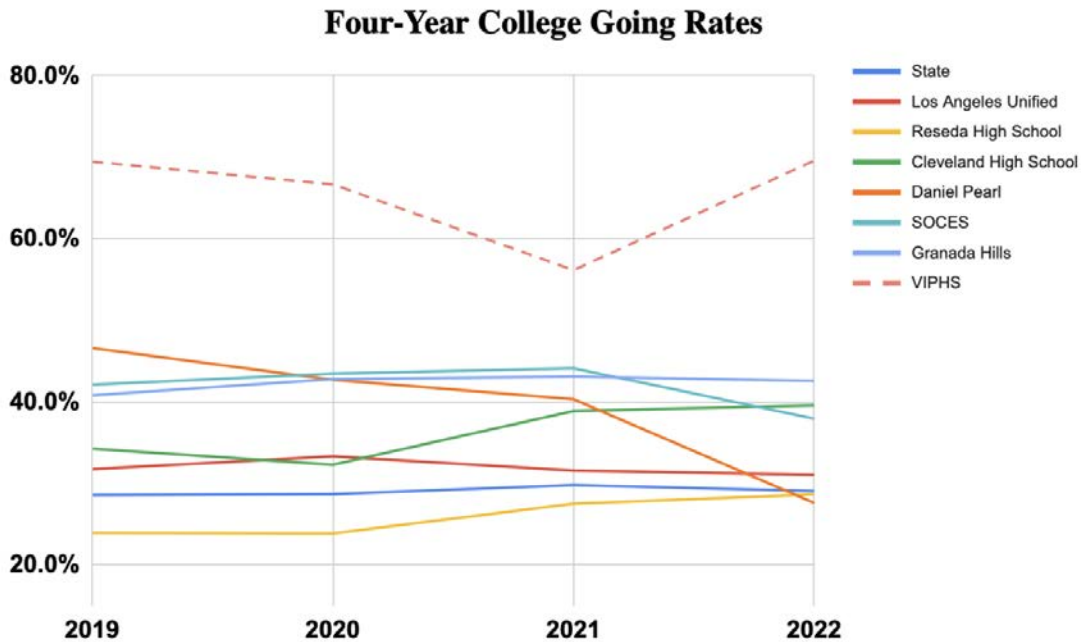
As a result of this strong focus, the data supports that VIPHS has consistently outperformed both local schools and statewide averages in college-going rates, four-year college enrollment, and access to a broad range of post-secondary institutions, ensuring that students are not only enrolling in college but finding the right fit for long-term success and fulfilling a real community need.

One of the most striking indicators of VIPHS’s success is our overall college-going rate, which, over the last four years, has consistently placed us at the top of comparable public schools.. Data from the California Department of Education and the National Student Clearinghouse confirms that VIPHS’s college enrollment rate from the Classes of 2019 to 2022 averaged 77%—significantly higher than the district average (55%) and the state average (63%) over the same period (2022 is the latest year for which verified data is available in DataQuest, but our internally tracked outcomes have remained consistent to these trends).



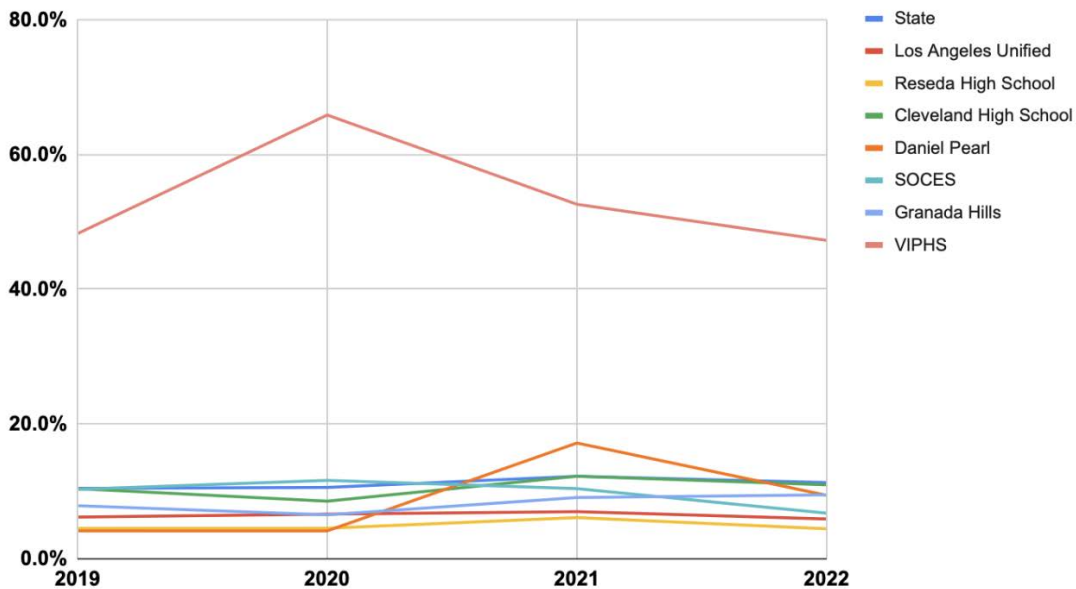
However, college enrollment alone is not enough—ensuring that students persist and graduate with a degree is equally critical. While many public high schools focus solely on getting students accepted to college, VIPHS takes a holistic and individualized approach to college counseling, ensuring that students matriculate to institutions where they are best positioned to thrive academically, socially, and financially.

This commitment is particularly evident in our four-year college enrollment rates. Unlike many high schools where students overwhelmingly attend two-year community colleges as their default option, VIPHS stands out for placing a significantly higher proportion of students directly into four-year institutions. VIPHS is the only public school in the area with a four-year college-going rate that consistently surpasses those of comparable institutions, demonstrating the effectiveness of our personalized college counseling model.



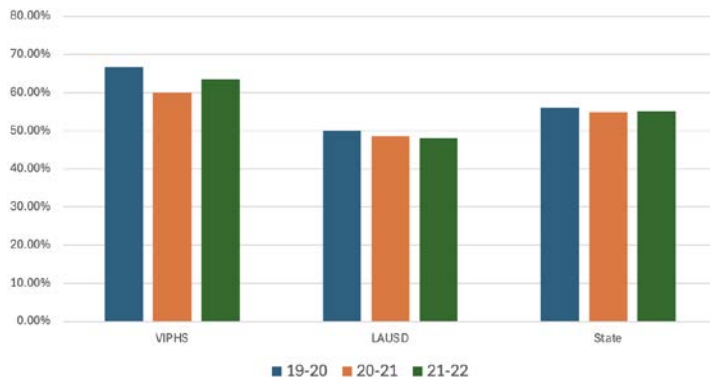
VIPHS’s success is not just about increasing the number of students attending college—it is about expanding opportunities and ensuring students enroll in colleges that match their academic and personal needs. A unique aspect of our college outcomes is the variety of institutions our students attend. While the vast majority of students at other local public schools matriculate into the California public university system (CSUs and UCs), VIPHS students pursue a far broader range of post-secondary options, including out-of-state and private institutions.

**Percentage of College-Goers Enrolled Out-of-State**

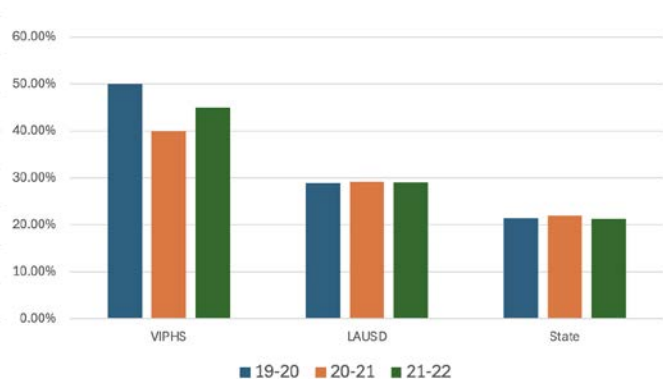


On average, 50% of VIPHS students enroll in out-of-state colleges, a stark contrast to other local high schools, where no more than 18% of students have done so in any given year. This demonstrates that VIPHS provides students with the individualized support necessary to consider and apply to a wider variety of institutions, both in-state and out-of-state. Rather than defaulting to the most familiar or convenient option, our students are empowered to seek schools that offer the best academic, financial, and social fit for their unique goals.

**College Going Rates for Hispanic/Latino Students**



**Four-Year College Going Rates for Hispanic/Latino Students**



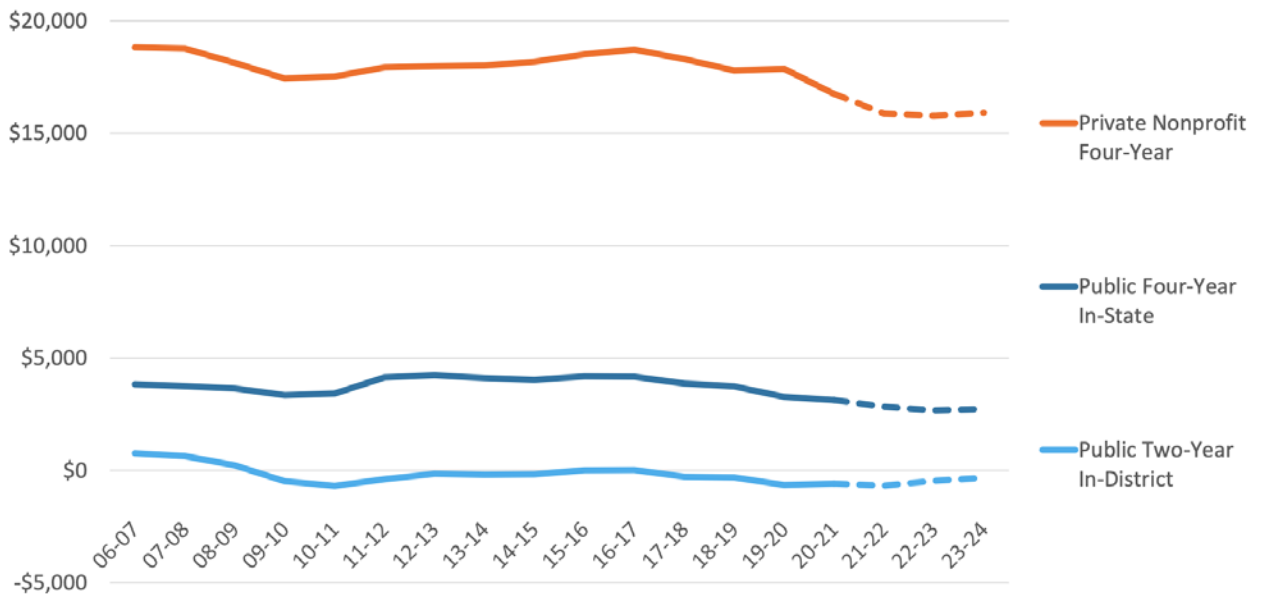
Another compelling indicator of VIPHS’s success and service to its community is the consistently high college-going rate of our Hispanic/Latino students, a numerically significant subgroup at our school in verified DataQuest reports from 2020-2022. These reports demonstrate that VIPHS consistently outperforms both

LAUSD and the state of California in four-year college enrollment and overall college attendance for Hispanic/Latino students.

In the 2019–20 academic year, 50% of Hispanic/Latino graduates from VIPHS enrolled in a four-year college, compared to just 29% in LAUSD and 21% statewide. While all schools experienced a dip during the 2020–21 school year due to the COVID-19 pandemic, VIPHS maintained a four-year college-going rate of 40%—still well above both district and state averages, which remained largely flat through 2021–22. By the 2021–22 school year, VIPHS had rebounded to a 45% four-year college enrollment rate, demonstrating both resilience and a strong college-going culture.

A common misconception is that students who attend private and out-of-state colleges must come from affluent backgrounds, but this assumption ignores the realities of financial aid and the college affordability landscape. In fact, many private and out-of-state institutions offer significant need-based aid and merit scholarships that make them as affordable—or even more affordable—than in-state public universities. Sticker price is not the same as actual cost, and many families mistakenly assume that public colleges are always the most economical choice when, in reality, private institutions can sometimes provide more generous aid packages that reduce the financial burden on lower-income students, and data compiled by the College Board has demonstrated the actual cost of college in real dollars has declined at all types of four-year institutions:

### Average net tuition and fees over time



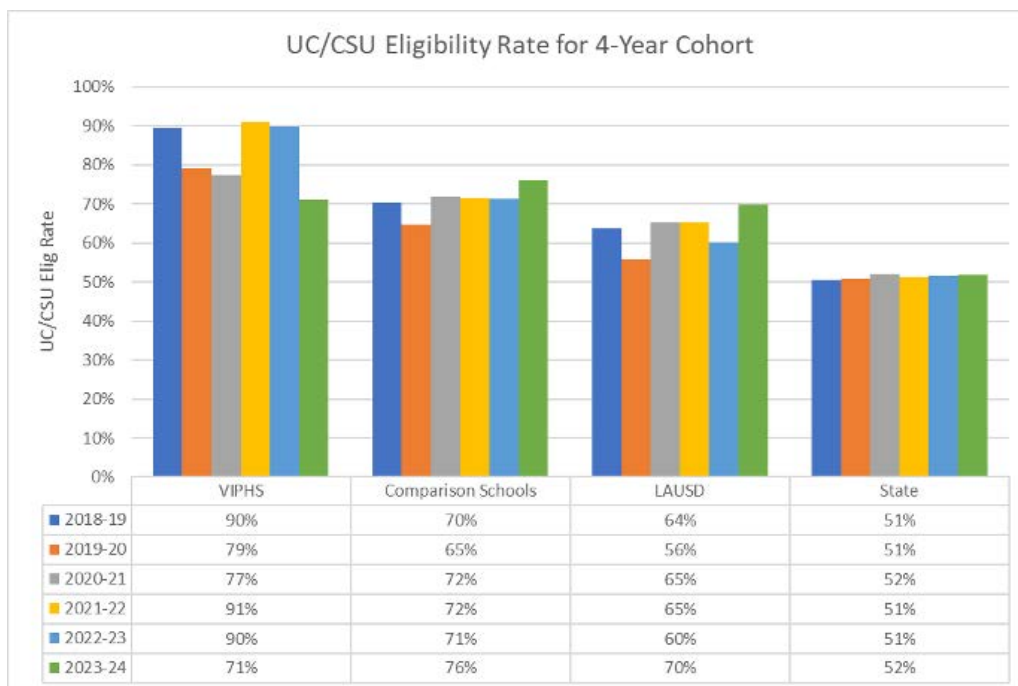
At VIPHS, our college counseling program prioritizes financial fit as much as academic and social fit, ensuring that students explore all available financial aid options before making a decision. Our commitment to equity in post-secondary access is reflected in the fact that many of our students who attend private and out-of-state colleges did so because in many cases, those institutions provided them with better financial aid than local public universities.

This level of college choice and access to out-of-state institutions is a direct result of VIPHS’s comprehensive college counseling program, which ensures that students:

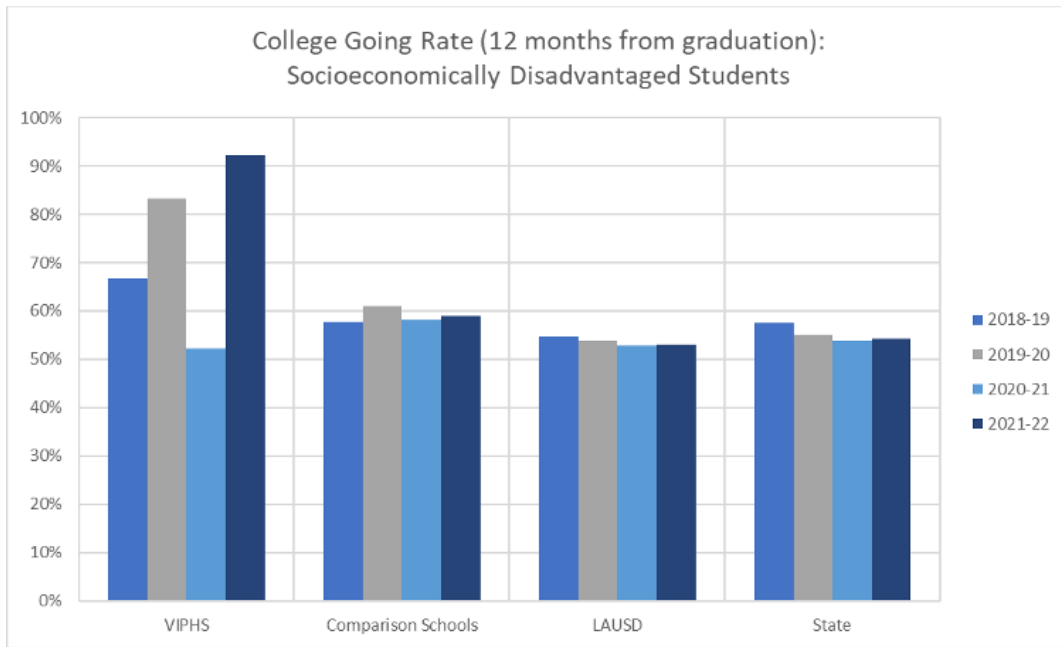
- Explore a broad range of post-secondary options beyond local defaults
- Understand the full financial aid landscape, ensuring affordability is a primary factor in their decision-making
- Receive personalized application guidance that strengthens their candidacy for competitive institutions

Beyond just facilitating college applications, VIPHS actively prepares students for success at the post-secondary level. A critical measure of this is A-G course completion, the set of college-preparatory coursework required for admission to the University of California (UC) and California State University (CSU) systems.

From the Class of 2019 through the Class of 2024, VIPHS has consistently ensured that over 80% of its graduates complete A-G coursework, compared to just over 50% statewide. This means that VIPHS students graduate with the academic preparation necessary to enter a four-year college directly, rather than needing to complete remedial coursework or transition through a two-year college first.



Additionally, socioeconomically disadvantaged students at VIPHS outperform their peers in comparable schools, both in college-going rates and in A-G completion. This highlights our commitment to closing opportunity gaps and ensuring that students from all backgrounds have access to high-quality college advising and academic preparation.



The results from VIPHS demonstrate that a public school with a strong, research-backed college counseling program can achieve levels of success typically seen only in private schools. By keeping college advising at the forefront of our educational model, VIPHS has built a system that not only gets students to college but ensures they are prepared to succeed once they get there.

This is what equity in education should look like—ensuring that all students, regardless of background, receive the support necessary to navigate the complex college admissions process, make informed decisions about their futures, and persist through college to earn a degree. As we look toward the next charter term, VIPHS remains committed to expanding college access, improving post-secondary persistence, and continuing to be a leader in equitable college advising for public school students and fulfilling a community need.

### Highlights of Other California School Dashboard Data

While college counseling is at the heart of VIPHS’s mission, the school’s success is built on a strong foundation of academic excellence. Over the past several years, VIPHS has consistently outperformed state and local benchmarks in English Language Arts (ELA), Mathematics, and College/Career Readiness, ensuring that students are not only well-prepared for the college application process but also academically equipped to thrive in higher education.

		2023				2024			
Group	Indicator	Count	VIPHS Status Score	State Status Score	Difference	Count	VIPHS Status Score	State Status Score	Difference
<b>All Students</b>	<b>ELA</b>	<b>70</b>	<b>72.6</b>	-13.6	86.2	<b>74</b>	<b>71.1</b>	-13.2	84.3
	<b>Math</b>	<b>70</b>	<b>-20.5</b>	-49.1	28.6	<b>70</b>	<b>-25.5</b>	-47.6	22.1
	<b>CCI</b>	<b>65</b>	<b>63.1</b>	43.9	19.2	<b>78</b>	<b>62.8</b>	45.3	17.5
	<b>Science</b>					<b>133</b>	<b>-8.9</b>	-13.5	4.6
<b>SED</b>	<b>ELA</b>	<b>17</b>	<b>-0.4</b>	-42.6	42.2	<b>22</b>	<b>46.3</b>	-40.9	87.2
	<b>Math</b>	<b>16</b>	<b>-91.8</b>	-80.8	-11.0	<b>20</b>	<b>-0.8</b>	-78.2	77.4
	<b>CCI</b>	<b>30</b>	<b>43.3</b>	35.4	7.9	<b>31</b>	<b>51.6</b>	37.4	14.2
	<b>Science</b>					<b>39</b>	<b>-12.2</b>	-19.1	6.9
<b>SWD</b>	<b>ELA</b>	<b>12</b>	<b>-91.3</b>	-96.3	5.0	<b>12</b>	<b>9</b>	-95.6	104.6
	<b>Math</b>	<b>12</b>	<b>-170</b>	-127.3	-42.7	<b>12</b>	<b>-138.7</b>	-124.3	-14.4
	<b>CCI</b>	<b>14</b>	<b>28.6</b>	12.3	16.3	<b>12</b>	<b>25</b>	13.5	11.5
	<b>Science</b>					<b>15</b>	<b>-24</b>	-29	5.0
<b>Latino</b>	<b>ELA</b>	<b>17</b>	<b>51.9</b>	-40.2	92.1	<b>22</b>	<b>35.2</b>	-39.3	74.5
	<b>Math</b>	<b>17</b>	<b>-42.5</b>	-80.8	38.3	<b>21</b>	<b>-57.7</b>	-79.2	21.5
	<b>CCI</b>	<b>15</b>	<b>20</b>	35.5	-15.5	<b>20</b>	<b>55</b>	37.4	17.6
	<b>Science</b>					<b>37</b>	<b>-13</b>	-19.3	6.3

*Green highlight indicates VIPHS performed better than the state average; orange highlight indicates VIPHS performed below the state average*

In both 2023 and 2024, VIPHS outperformed the state average for all students in ELA, Math, and College/Career indicators. This achievement underscores the school’s commitment to high academic expectations, rigorous instruction, and individualized support. Despite being a small school with a focus on personalized learning, VIPHS’s results demonstrate that its academic program is not only effective but also scalable for student success across diverse backgrounds.

A deeper look into performance by student groups further highlights VIPHS’s effectiveness in closing achievement gaps. Although the school’s size means that some subgroups are too small for formal reporting on the state Dashboard, for all student groups with 11 or more students, VIPHS has outperformed the state in the majority of those categories for the past two years. This includes key student populations such as socioeconomically disadvantaged students (SED), students with disabilities (SWD), and Hispanic/Latino students—demographics that historically face systemic barriers to academic achievement and college access.

## **ELA**

In 2024, VIPHS posted the highest Distance from Standard (DFS) in English Language Arts (ELA) among its comparison schools, demonstrating that students are not only meeting but exceeding academic expectations in literacy and critical thinking. Strong ELA performance is a direct reflection of VIPHS’s instructional model outlined later in the petition, which prioritizes:

- Close reading and textual analysis, ensuring students can engage deeply with complex texts
- Evidence-based writing and argumentation, key skills for college-level coursework

- Verbal reasoning and academic discourse, developed through Socratic Seminars and student-led discussions

This focus on higher-order literacy skills translates directly to student success in college, where analytical reading and persuasive writing are essential across disciplines. The school's ability to consistently outperform state and local averages, even among key subgroups, affirms the strength of VIPHS's instructional model.

## **Mathematics**

Beyond strong literacy outcomes, VIPHS also surpasses state performance levels in Mathematics. In both 2023 and 2024, VIPHS surpassed the state average in mathematics performance, demonstrating the school's ability to prepare students for the increasing mathematical demands of college-level coursework and STEM-related careers.

VIPHS's success in mathematics is not only reflected in its overall student performance but also in the achievement of historically underserved groups. Among comparison schools, VIPHS has performed better than the majority of schools for socioeconomically disadvantaged students (SED), students with disabilities (SWD), and Hispanic/Latino students. This demonstrates the school's commitment to ensuring equitable access to high-quality math instruction and closing persistent achievement gaps that often limit post-secondary opportunities for students from underrepresented backgrounds.

Similar to ELA, VIPHS' approach to math is designed to engage students in real-world problem-solving, conceptual understanding, and logical reasoning, rather than rote memorization. The school's approach integrates:

- A focus on conceptual mastery, ensuring that students understand the "why" behind mathematical principles, rather than just computational procedures
- Active learning strategies, such as collaborative problem-solving, inquiry-based exploration, and mathematical modeling
- A personalized approach to instruction, where teachers work closely with students to address learning gaps, strengthen foundational skills, and challenge advanced learners

These instructional methods are particularly important in ensuring all students, regardless of background, develop confidence in their mathematical abilities. Many students who struggle with math do so not because they lack ability, but because they have not been given the opportunity to develop a deep conceptual understanding.

## **English Learner Progress Indicator**

While VIPHS has a small population of English Learners (ELs), our commitment to supporting them is unwavering. Though our EL numbers are too small to be publicly reported on the California Dashboard, VIPHS closely monitors and supports these students to ensure their academic progress and English language development.

At VIPHS, English Learners are served through a Mainstream English Instructional Program that includes both integrated English Language Development (ELD) across all core subjects and designated support periods tailored to individual student needs. As part of this program, VIPHS offers a dedicated EL support period that provides targeted English Language Development, as well as academic assistance in other content areas. This ensures that students not only develop English proficiency but also keep pace with their coursework in all subjects.

Recognizing that some of our EL students are dual-designated as both EL and Special Education, VIPHS also provides additional academic support through a Structured Academic Support (SAS) period, where students receive Resource Specialist Program (RSP) minutes. This multi-tiered system of support ensures that English Learners with additional learning needs are given the tools and assistance necessary to thrive academically.

Despite being a small group, VIPHS monitors EL students closely through a combination of multiple measures that track language development, academic achievement, and progress toward reclassification. These monitoring tools include:

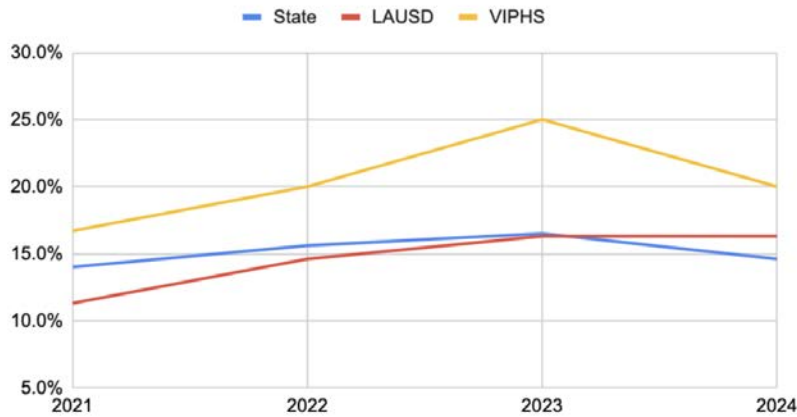
- Home Language Survey to determine primary language use
- Grade and credit accumulation tracking to ensure EL students stay on pace for graduation
- NWEA MAP testing to assess growth in reading and mathematics
- English Language Proficiency Assessments for California (ELPAC) to measure English proficiency and guide reclassification decisions

The effectiveness of VIPHS’s EL program is reflected in reclassification rates that consistently exceed state and district averages. Over the past four years, VIPHS has steadily increased its reclassification rate, demonstrating strong English language development outcomes for our EL students. A key indicator of success is the percentage of students scoring a “4” on the ELPAC, which has outpaced both state and district averages.

**% of EL Students Receiving a "4" on the ELPAC**

	2021	2022	2023	2024
State	14.0%	15.6%	16.5%	14.6%
Los Angeles Unified	11.3%	14.6%	16.3%	16.3%
VIPHS	16.7%	20.0%	25.0%	20.0%

### % of Students with "4" on Summative ELPAC



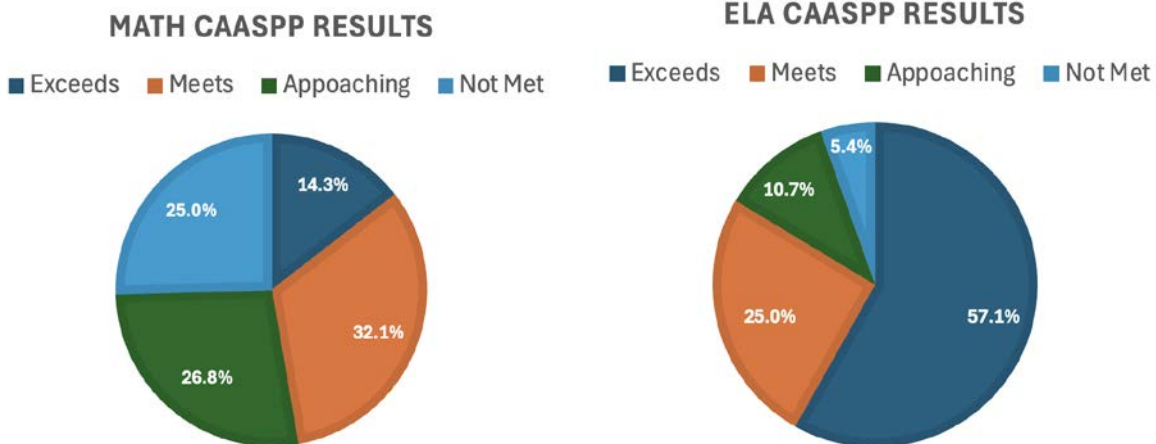
While our enrollment numbers for EL Learners might seem concerning at first glance, VIPHS does engage in concerted efforts and ongoing strategies aimed at improving this scenario.

Firstly, our commitment to inclusivity and accessibility is evident through our bilingual informational outreach. Flyers are prepared in both Spanish and English and distributed throughout the community, ensuring that information about the school is accessible to a broader audience.

We also continue to recruit at independent charter middle schools, including those with high populations of EL learners. These include Valley Charter Middle School (20% EL), Ivy Bound Academy (19.5% EL), Multicultural Learning Center (19.8% EL), and James Jordan Middle School (20% EL), the last of which we've maintained close relations with. For those schools with high populations of Spanish speakers, we included bilingual staff in our presentations along with bilingual materials.

### 2024-2025 CAASPP Results

While not yet posted to the California School Dashboard or publicly available, VIPHS posted strong CAASPP results again in 2024-2025, which we anticipate will continue our trend of outperforming State and District schools, and which will result in strong Dashboard results. These include 46.4% of students meeting or exceeding standards in Mathematics, and 82.1% of students meeting or exceeding standards in ELA.



## Student Population to Be Served

Valley International Preparatory High School (VIPHS) serves students in grades 9-12 who reside primarily in the San Fernando Valley and seek a meaningful high school experience within a small, supportive learning environment. VIPHS offers personalized guidance for college and career readiness, ensuring that all students, regardless of background or initial post-secondary intentions, have the opportunity to explore their future options with full awareness of the possibilities available to them.

VIPHS welcomes students from diverse educational backgrounds, including those who have excelled in traditional academic settings and those who may have faced challenges in finding the right educational fit. Many of our students are drawn to the school's close-knit community, innovative teaching methodologies, and emphasis on strong communication skills and self-reflection.

We are committed to serving the full spectrum of learners, including students with special education needs, English Learners (ELs), and students from historically underrepresented backgrounds. Our college and career guidance process is tailored to each student, ensuring that those who may not have previously considered post-secondary education—including first-generation college students—are provided with the resources and support to make an informed decision about their future.

As a reflection of the San Fernando Valley's rich cultural and economic diversity, our student body is composed of individuals from a broad range of racial, ethnic, and socio-economic backgrounds. VIPHS actively fosters an inclusive learning environment where all students, including those who may need additional academic or social-emotional support, receive the guidance and encouragement necessary to achieve their personal and academic goals.

The school is designed for students with a wide range of educational goals and needs, including those who:

- Thrive in a small learning environment with strong student-teacher relationships and a close-knit community.
- Seek personalized guidance in exploring post-secondary options, including college and career pathways.
- Desire a more individualized and engaging approach to learning, emphasizing communication skills, critical thinking, and self-reflection.
- May not have initially considered college but benefit from a structured process that ensures they make a fully informed decision about their future.
- Come from diverse educational backgrounds, including students who have excelled in traditional settings and those who have faced challenges in larger or less personalized school

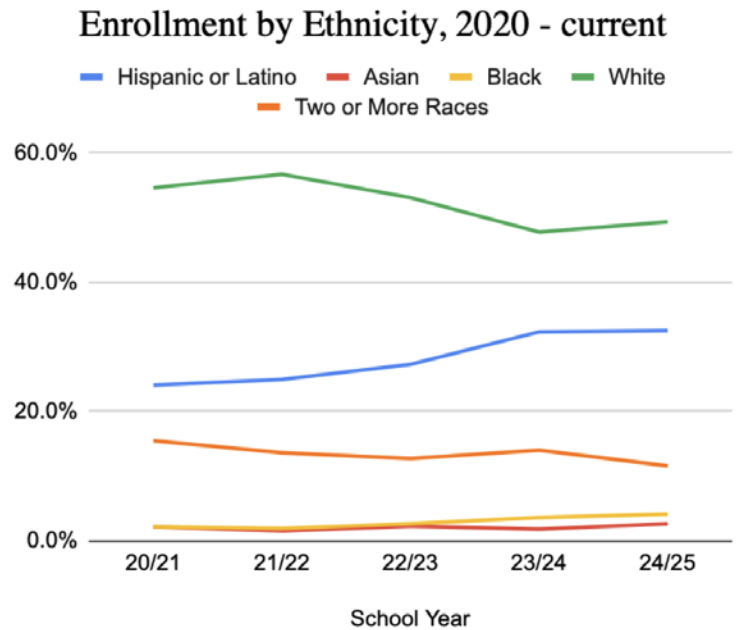
## Enrollment Plan

Grade Level	2026/2027 Enrollment	2027/2028 Enrollment	2028/2029 Enrollment	2029/2030 Enrollment	2030/2031 Enrollment	2031/2032 Enrollment
Ninth	80	85	90	95	100	100
Tenth	80	85	90	95	100	100
Eleventh	80	85	90	95	100	100

Twelfth	80	85	90	95	100	100
<b>Total</b>	<b>320</b>	<b>340</b>	<b>360</b>	<b>380</b>	<b>400</b>	<b>400</b>

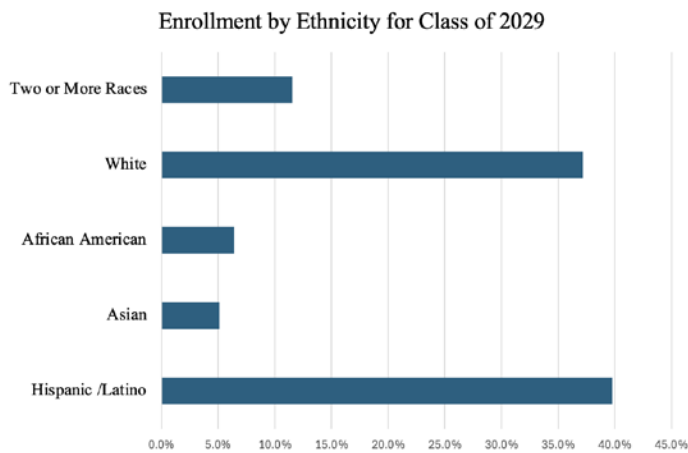
### Demographics

VIPHS is committed to fostering a diverse and inclusive learning environment that reflects the broader Northridge community and the San Fernando Valley. While our demographic makeup has historically been aligned with the local area, we have made intentional efforts to expand access and ensure that students from a wider range of backgrounds have the opportunity to benefit from VIPHS’s unique college-preparatory model.



School Year	Hispanic or Latino	Asian	Black	White	Two or More Races
Northridge	35.0%	19.6%	6.7%	44.4%	9.1%
VIPHS, 24/25	32.5%	2.6%	4.1%	49.3%	11.6%

These efforts are yielding measurable results, with the percentage of Hispanic and Latino students at VIPHS increasing every year since 2020. This trend reflects our ongoing outreach and recruitment efforts to attract a more diverse student body, ensuring that VIPHS continues to serve students from all racial, ethnic, and socioeconomic backgrounds.



The 9th grade class at the time of our renewal submission, the Class of 2029, is our most diverse yet, with Hispanic and Latino students now being the largest subgroup.

Beyond racial and ethnic diversity, VIPHS is particularly focused on increasing socioeconomic diversity by ensuring that students from low-income backgrounds have equitable access to the high-quality college counseling and academic support that our school provides. Through targeted recruitment, financial aid awareness, and partnerships with local middle schools, VIPHS remains committed to expanding educational opportunities for students who may not have traditionally considered a small, college-preparatory school as an option.

While progress is being made, VIPHS recognizes that diversity is an ongoing goal, and we will continue to implement inclusive policies, expand outreach efforts, and create a welcoming school culture where all students, regardless of background, can thrive.

## Goals and Philosophy

### Vision Statement

Valley International Preparatory High School (VIPHS) envisions a diverse and inclusive learning community where all students receive personalized guidance, rigorous academic preparation, and strong communication skills to empower them in making informed choices about their future. Through a small, student-centered environment, VIPHS ensures that every graduate is prepared for college, career, and life beyond high school.

### Mission Statement

The mission of VIPHS is to provide students with a challenging and engaging educational experience that fosters critical thinking, self-reflection, and effective communication. Through a comprehensive advisory program and individualized college counseling, students are supported in keeping all post-secondary options

open. Regardless of their background or initial educational goals, VIPHS ensures that students graduate fully informed, confident, and prepared to pursue their chosen path.

### **An “Educated Person in the 21st Century.”**

An educated person in the 21st century is not just someone who has acquired knowledge, but someone who can think critically, communicate effectively, and navigate an increasingly complex information landscape. At VIPHS, we define an educated person as someone who is prepared for both college and career, not just by meeting academic benchmarks, but by developing the ability to analyze problems, collaborate with others, and make informed, thoughtful decisions about their future.

In today’s world, the ability to critically engage with technology and media is just as essential as traditional academic skills. AI and social media have fundamentally altered how information is created, shared, and consumed. An educated person must be able to discern credible sources from misinformation, understand the ethical implications of emerging technologies, and think critically about the way digital platforms influence public discourse. At VIPHS, we actively address these challenges through our curriculum, advisory discussions, and a schoolwide commitment to fostering media literacy.

At the same time, we believe that true engagement with learning requires focus and presence. That’s why VIPHS maintains cell-phone-free classrooms, ensuring that students develop deep concentration skills and engage meaningfully in discussions, collaboration, and problem-solving—skills that are essential for success in both higher education and the workplace.

Ultimately, an educated person today is not defined solely by their academic achievements but by their ability to think independently, engage with diverse perspectives, and confidently navigate a world shaped by rapid technological change—skills we prioritize in every aspect of our educational program at VIPHS.

### **How Learning Best Occurs**

Learning best occurs when students are actively engaged, supported in their individual learning needs, and given opportunities to apply knowledge in meaningful ways. At VIPHS, we recognize that students learn most effectively in a small learning community, where they feel known, supported, and challenged. Research, including Maslow’s hierarchy of needs, confirms that students perform at their highest levels when they feel emotionally safe and socially connected, which is why VIPHS prioritizes strong student-teacher relationships, personalized advisory support, and a school culture that fosters belonging and academic confidence

### **The Benefits of Small Learning Communities**

VIPHS intentionally maintains a small school and small class sizes, recognizing that strong relationships between students, teachers, and advisors are fundamental to academic success. Research on small learning environments has shown that students in smaller high schools have higher academic achievement, stronger attendance, and more positive attitudes toward learning compared to their peers in larger schools. Similarly, small schools improve student engagement, behavior, and teacher collaboration, all of which are critical for student success.

Additionally, research on social group sizes suggests that human cognitive capacity limits the number of meaningful social relationships we can maintain to about 150 individuals. At VIPHS, grade-level enrollment is

intentionally kept at approximately 100 students, fostering a strong sense of community where every student is recognized as an individual.

## **Varied Instructional Approaches**

Rather than relying on a single instructional model, VIPHS incorporates a diverse range of research-supported methodologies to accommodate different learning styles, reinforce key concepts, and develop critical thinking skills:

### **1. Discussion-Based and Inquiry-Driven Learning**

Constructivist learning theories, particularly the work of Piaget and Vygotsky, emphasize that learning occurs best through active engagement, social interaction, and student-driven exploration. VIPHS integrates these theories into its Socratic Seminars, peer critiques, and collaborative group discussions, where students must articulate and refine their thinking through dialogue. This model particularly benefits English Learners and students from diverse linguistic backgrounds, as it provides frequent opportunities for oral language practice and cognitive engagement.

### **2. Project-Based Learning (PBL)**

John Dewey's philosophy of experiential learning underpins VIPHS's commitment to Project-Based Learning (PBL). Most courses incorporate at least one intensive project per semester, allowing students to apply knowledge in real-world contexts, collaborate on interdisciplinary problems, and develop deeper understanding. Research on PBL has found that it increases student engagement, improves retention of knowledge, and fosters problem-solving skills, particularly among students who struggle with traditional lecture-based instruction.

### **3. Direct and Explicit Instruction**

While VIPHS encourages inquiry-based learning, direct instruction is also used strategically, particularly for students with special learning needs and those requiring additional academic support. Research on explicit instruction emphasizes the importance of clear explanations, guided practice, and frequent checks for understanding, particularly for students needing structured interventions.

### **4. Literacy**

Literacy - the ability to read, write, speak, listen, and think effectively - enables adolescents to learn and to communicate clearly in and out of school. Being literate enables people to access power through the ability to become informed, to inform others, and to make informed decisions. Adolescents need to have strong literacy skills so that they can understand academic content, communicate in a credible way, participate in cultural communities, and negotiate the world. In addition to a cultural component, therefore, building literacy addresses empowerment and equity issues.

Research over the past ten years demonstrates that student performance at the high school level can improve when teachers infuse their content-focused instruction with literacy support. However, another barrier to literacy is that many high school teachers maintain the assumption that their job is to focus on content areas, not to teach reading or writing, and many feel that they lack the expertise to teach reading. Consequently, many teachers end up

planning content instruction so that it minimizes reading and writing instruction, and without the key support and practice opportunities needed to strengthen skills, students end up reading and writing less.

However, teachers at VIP are expected to actively incorporate reading, writing, and the strategies and scaffolds needed for students to improve their overall literacy into all subject areas. While professional development is provided on literacy strategies during beginning of year and embedded PD, below are five principles that outline VIP's beliefs about literacy and literacy instruction:

- Adolescents deserve access to a wide variety of reading material that they can and want to read.
- Adolescents deserve instruction that builds both the skill and desire to read increasingly complex materials.
- Adolescents deserve assessment that shows them their strengths as well as their needs and that guides their teachers to design instruction that will best help them grow as readers.
- Adolescents deserve expert teachers who model and provide explicit instruction in reading comprehension and study strategies across the curriculum.
- Adolescents deserve teachers who understand the complexities of individual adolescent readers, respect their differences, and respond to their characteristics.

### **Technology, Media Literacy, and the Modern Information Environment**

In the 21st century, an educated person must be able to critically evaluate information, especially in a world shaped by AI, social media, and digital misinformation. VIPHS actively addresses these challenges by teaching media literacy, ethical reasoning, and digital responsibility. Studies have shown that students often struggle to distinguish credible sources from misleading information, underscoring the need for direct instruction in evaluating digital content, recognizing bias, and navigating AI-generated material.

At the same time, research in cognitive science has shown that constant digital distractions hinder deep learning and memory retention. To promote focus and engagement, VIPHS maintains cell-phone-free classrooms, ensuring students develop sustained attention, strong interpersonal skills, and the ability to engage deeply in their learning.

### **The Role of Parental Involvement in Learning**

Decades of research confirm that parental involvement is one of the strongest predictors of student success. Studies have found that students whose families are engaged in their education tend to earn higher grades, have better attendance, and are more likely to enroll in college. At VIPHS, parental involvement is embedded into the school's culture through:

- Advisory meetings, where families receive regular updates and guidance on student progress.
- Individualized college and career counseling, ensuring families are active participants in post-secondary planning.
- Parent education workshops, providing tools to support student learning at home

At VIPHS, we recognize that learning is not one-size-fits-all. By combining a small learning community, varied instructional methodologies, intentional technology use, and strong parental involvement, we ensure that all

students—regardless of background—have the opportunity to engage deeply with learning, develop essential critical thinking skills, and graduate prepared for their future.

## **How VIPHS’s Goals Foster Self-Motivated, Competent, and Lifelong Learners**

Valley International Preparatory High School (VIPHS) is committed to developing students who are self-motivated, competent, and lifelong learners by providing a rigorous, student-centered education that encourages intellectual curiosity, critical thinking, and personal growth. The school’s goals ensure that students develop the skills, habits, and mindsets needed to thrive beyond high school, whether in college, career, or other pursuits.

### **1. Cultivating Self-Motivation Through Ownership of Learning**

We believe that students become self-motivated and lifelong learners when their education is both personally meaningful and intellectually engaging. Rather than relying solely on external motivators such as grades or compliance, VIPHS cultivates intrinsic motivation by helping students understand the purpose behind their learning and empowering them to take ownership of their academic journey.

**Advisory and College Counseling: Goal-Setting and Self-Direction:** One of the central structures that supports self-motivation is our four-year Advisory Program, which serves not only as a space for community-building but also as a venue for intentional reflection and long-term planning. Beginning in 9th grade, students learn foundational executive functioning skills such as time management, organization, and task initiation. In 10th grade, advisory shifts toward early college and career exploration, including the use of tools like the Holland Codes and interest inventories. Juniors begin formal college research, learn to interpret admissions data, and reflect on personal values and goals. Seniors receive comprehensive college counseling and application support—including help with essays, financial aid, and post-secondary planning.

This vertically aligned sequence ensures that every student engages in deliberate, scaffolded goal-setting across all four years of high school. By the time they graduate, students have not only envisioned a future for themselves but have actively participated in shaping it. This forward-looking structure builds self-efficacy, encouraging students to take initiative and see the long-term relevance of their daily academic work.

**Student-Driven Inquiry: Ownership Through Engagement:** VIPHS fosters motivation by positioning students not as passive recipients of information, but as active participants in the construction of knowledge. Our instructional model prioritizes student-driven inquiry, with a strong emphasis on discussion-based and project-based learning (PBL). In humanities courses, students debate complex ethical and philosophical issues, examine primary sources, and defend arguments in Socratic seminars. In STEM courses, they conduct labs, analyze data, and apply scientific principles to real-world challenges. Through AP Capstone, students develop independent research projects on topics of personal interest, learning how to ask good questions and pursue answers with academic rigor.

This approach nurtures curiosity, creativity, and a sense of intellectual autonomy. Students are more likely to be motivated when they see that their questions matter, their ideas are valued, and their efforts lead to authentic outcomes.

**Reflection and Metacognition: Internalizing the Learning Process:** Equally important to motivation is the development of metacognitive skills—the ability to reflect on one’s own thinking, monitor progress, and adjust

strategies when needed. At VIPHS, reflection is embedded throughout the learning process. Teachers incorporate regular opportunities for students to complete self-assessments, learning reflections, and goal-setting exercises, both in academic courses and during advisory.

For example, students may reflect on the strengths and weaknesses of their approach to a group project, revisit a failed assessment to identify misunderstandings, or write about how they overcame a challenge in their personal statement for college. In AP Seminar and AP Research, students explicitly evaluate their own thought process as part of the performance tasks, developing an academic vocabulary for discussing growth, bias, and reasoning.

By engaging in intentional reflection, students develop the capacity to take responsibility for their learning—setting goals, seeking feedback, and pushing themselves toward improvement without external pressure. These habits are essential not only for academic success but for success in life beyond high school.

## **2. Developing Competence Through Critical Thinking and Real-World Application**

we believe competence emerges when students can critically engage with complex ideas, apply their learning to unfamiliar contexts, and communicate their thinking with clarity and purpose. Our academic program is intentionally designed to build these capacities, preparing students not just for college admissions, but for meaningful participation in the world beyond high school.

**Rigorous Academics with Real-World Connections:** Students at VIPHS experience rigorous academics that are deeply connected to real-world issues. Whether it's analyzing contemporary political movements through the lens of history, applying principles of chemistry to current environmental challenges, or exploring personal identity through literature, students are asked to draw connections between classroom content and the world they inhabit. Assignments are often interdisciplinary and framed around authentic questions. A project in an environmental science class, for instance, might ask students to evaluate a local water conservation policy, requiring them to synthesize scientific data, policy analysis, and persuasive writing. In this way, students begin to see their education not as a series of disconnected tasks, but as a framework for understanding and engaging with the broader world.

**Technology and Media Literacy:** As we prepare students for an increasingly complex and digitized information landscape, technology and media literacy are woven throughout our curriculum. At VIPHS, students are taught how to evaluate digital content, distinguish credible sources from misinformation, and navigate the challenges of artificial intelligence and algorithm-driven media. In AP Seminar and AP Research, students develop advanced research skills, learning to select sources critically, recognize bias, and construct original arguments grounded in credible evidence. Across disciplines, teachers explicitly model how to use online resources and AI tools responsibly, helping students understand that these technologies are not replacements for thinking, but instruments to support it. Our students are encouraged to reflect on how they consume and contribute to information in the digital age, equipping them with the discernment necessary for academic success and informed citizenship.

**Emphasis on Communication Skills:** Communication is another core component of competence at VIPHS. Students are routinely expected to articulate their ideas in writing, in discussion, and through formal presentations. In literature and history classes, students engage in structured debates and Socratic Seminars, learning how to listen carefully, respond respectfully, and support their positions with evidence. In science and math, students explain their reasoning as they work through problems or present experimental findings to peers.

Through these experiences, they develop the ability to speak clearly, think on their feet, and consider alternative viewpoints. Group projects further reinforce these skills, requiring students to navigate collaboration, shared accountability, and differing perspectives—all essential skills for college and career readiness.

### **3. Instilling a Lifelong Love of Learning**

Finally, a lifelong learner is someone who continues to seek knowledge beyond the classroom, who embraces curiosity, and who sees each new question or challenge as an opportunity for growth. At VIPHS, we actively cultivate this mindset across all grade levels and subject areas, ensuring that students leave high school not just prepared for college, but prepared to keep learning long after their formal education ends.

**Intellectual Curiosity** In our classrooms, students are not asked to memorize facts for their own sake but are instead encouraged to ask why something matters, how it connects to other ideas, and where it leads them next. Teachers design lessons that emphasize exploration, creativity, and adaptability, allowing students to pursue their interests within the structure of rigorous coursework. Whether conducting independent research in AP Seminar, developing a performance piece in a theater class, or analyzing real-world data in AP Statistics, students are constantly pushed to investigate ideas that excite them and to take ownership of their learning.

**Exposure to a broad range of perspectives, disciplines, and texts:** VIPHS maintains a strong commitment to interdisciplinary learning and cultural literacy, helping students understand that knowledge is not confined to silos, and that the most meaningful insights often emerge at the intersection of different fields and experiences. In humanities courses, students read literature from around the world and engage in critical conversations about identity, equity, and power. In science and social studies, they are introduced to ethical dilemmas and complex systems that resist simple answers. This exposure reinforces a central tenet of lifelong learning: that the world is constantly changing, and that success depends on the ability to remain open, informed, and engaged.

**A culture of reflection and continuous improvement:** students are given frequent opportunities to reflect on their progress—not only in terms of academic performance, but in terms of personal growth and goal attainment. Advisory classes regularly include check-ins, goal-setting sessions, and guided discussions that help students assess how they’re growing as thinkers, collaborators, and citizens. In academic classes, teachers provide formative feedback that emphasizes revision and refinement, helping students understand that learning is not a one-time event, but a process that unfolds over time. These reflective habits are crucial to developing the mindset that growth is always possible—and always worth pursuing.

Ultimately, VIPHS’s emphasis on self-motivation, competence, and intellectual curiosity ensures that students graduate not only with a strong academic foundation, but with the skills, habits, and mindset needed to thrive in an unpredictable future.

### **Annual Goals**

(Ed. Code § 47605(c)(5)(A)(ii), Ed. Code § 5205, & Ed. Code § 52060(d))

At the time of charter submission, the only significant subgroup in a particular grade level are white students. However, because of our enrollment trends showing an increasing number of Hispanic/Latino students, we are including them as a population with targeted annual goals in the event we reach an enrollment level where they will be counted in the state’s accountability dashboard and reporting systems.

**LCFF State Priorities**  
(Charter Term Commencing July 1, 2026)

**GOAL #1**

VIPHS will ensure that all students have access to a rigorous, standards-aligned curriculum delivered in small class sizes that includes a variety of Advanced Placement courses, diverse academic and arts electives, and extracurricular opportunities. This curriculum will be delivered by highly effective, fully credentialed teachers, thereby preparing students for a wide range of post-secondary educational opportunities.

State Priorities:  
X 1     4    X 7  
X 2     5    X 8  
 3     6

Local Priorities:  
N/A

**Specific Annual Actions to Achieve Goal**

- Recruit and retain high-quality teachers and ensure they are appropriately assigned to classes, while maintaining teacher-to-student ratio of 1:25 or less for each course section.
- Administration will conduct ongoing review of curriculum and instruction and get feedback from students, parents, and teachers to make curricular adjustments.,
- Use technology to support continual monitoring of student credit accumulation, grades, and college applications.
- Expand opportunities for academic support and enrichment through intervention classes, counseling services, and assistance with online course providers.
- Provide high quality professional development in-house and assist teachers in accessing outside PD like AP Summer Institute in order to meet students’ diverse learning needs and improve learning outcomes.

**Expected Annual Measurable Outcomes**

**Outcome #1:** ESSA Compliance for Teachers in Core Subjects

**Metric/Method for Measuring:** Teacher credentialing. 100% of students will be taught by appropriately credentialed teachers.

Applicable Student Groups	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students	100%	100%	100%	100%	100%	100%

**Outcome #2:** Adjusted Cohort Graduation Rate 95% or higher

**Metric/Method for Measuring:** Graduation Rate

Applicable Student Groups	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students	94.59%	>95%	>95%	>95%	>95%	>95%
White	97.7% State: 89% District: 86.5%	Meet or exceed state and district average	Meet or exceed state and district average	Meet or exceed state and district average	Meet or exceed state and district average	Meet or exceed state and district average

Hispanic/Latino	85.7% State: 84.9% District: 86.3%	Meet or exceed state and district average	Meet or exceed state and district average	Meet or exceed state and district average	Meet or exceed state and district average	Meet or exceed state and district average
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**Outcome #3: California A-G Satisfaction Rate 80% or higher**  
**Metric/Method for Measuring: Student Credit Accumulation**

Applicable Student Groups	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students	77.1%	>80%	>80%	>80%	>80%	>80%
White Students	88.6% S: 51.2% D: 66%	Meet or exceed state and district average	Meet or exceed state and district average	Meet or exceed state and district average	Meet or exceed state and district average	Meet or exceed state and district average
Hispanic/Latino	64.2% S: 37.7% D: 54.3%	Meet or exceed state and district average	Meet or exceed state and district average	Meet or exceed state and district average	Meet or exceed state and district average	Meet or exceed state and district average

**Outcome #4: AP Students Taking At Least One AP Exam 75% or Higher**  
**Metric/Method for Measuring: AP Exam Order**

Applicable Student Groups	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students	79.5%	>75%	>75%	>75%	>75%	>75%
White Students	92.4%	>75%	>75%	>75%	>75%	>75%
Hispanic/Latino	85.3%	>75%	>75%	>75%	>75%	>75%

**Outcome #5: Four-Year College Acceptance Rate for High School Completers 80% or higher**  
**Metric/Method for Measuring: College acceptance data**

Applicable Student Groups	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students	85.7%	>80%	>80%	>80%	>80%	>80%
White	93.2%	>80%	>80%	>80%	>80%	>80%
Hispanic/Latino	57.1%	>80%	>80%	>80%	>80%	>80%

**Outcome #5: Maintain low student-teacher ratio**  
**Metric/Method for Measuring: Student-teacher ratio**

Applicable Student Groups	Baseline (24/25)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students	≤ 19:1	≤ 25:1	≤ 25:1	≤ 25:1	≤ 25:1	≤ 25:1
White	≤ 19:1	≤ 25:1	≤ 25:1	≤ 25:1	≤ 25:1	≤ 25:1
Hispanic/Latino	≤ 19:1	≤ 25:1	≤ 25:1	≤ 25:1	≤ 25:1	≤ 25:1

**GOAL #2**

VIPHS commits to fostering a comprehensive support system that promotes college readiness by providing an engaging, emotionally supportive, and physically safe environment. This will include proactive mental health services, a well-maintained and healthy campus, and resources that nurture students' growth and well-being.

State Priorities:

- X 1     4     7  
 2    X 5     8  
 3    X 6

Local Priorities:

N/A

**Specific Annual Actions to Achieve Goal**

- Maintain a safe, clean, and welcoming physical school environment. Regularly assess facilities and upgrade facilities when needed.
- Maintain an effective counseling program, keep counselor-to-student ratios below amount recommended by American School Counselor Association, and designate the Director of Counseling as Homeless and Foster Youth liaison.
- Survey stakeholders for feedback on school culture and mental health support
- Plan and implement an effective advisory program
- Provide engaging student activities and opportunities for academic enrichment.
- Use marketing and recruitment efforts to build a diverse student body with families from various socioeconomic and ethnic backgrounds

**Expected Annual Measurable Outcomes**

**Outcome #1:** Maintain Low Suspension / Expulsion Rate

**Metric/Method for Measuring:** Suspension rate reported on CA School Dashboard

Applicable Student Groups	Baseline (2024)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students	1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%	≤ 1%

**Outcome #2:** Maintain High Average Daily Attendance

**Metric/Method for Measuring:** Average Daily Attendance

Applicable Student Groups	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students	93.9%	≥ 94%	≥ 94%	≥ 94%	≥ 94%	≥ 94%
White	92.0%	≥ 94%	≥ 94%	≥ 94%	≥ 94%	≥ 94%

Hispanic/Latino	94.1%	≥ 94%	≥ 94%	≥ 94%	≥ 94%	≥ 94%
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**Outcome #3:** Maintain high rates of student satisfaction

**Metric/Method for Measuring:** Level of overall satisfaction as measured by school experience survey

Applicable Student Groups	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students	94%	≥ 80%	≥ 80%	≥ 80%	≥ 80%	≥ 80%
White	95%	≥ 80%	≥ 80%	≥ 80%	≥ 80%	≥ 80%
Hispanic/Latino	89%	≥ 80%	≥ 80%	≥ 80%	≥ 80%	≥ 80%

**Outcome #4:** Maintain positive perception of school safety

**Metric/Method for Measuring:** Percentage of students indicating they feel safe in school on school experience survey

Applicable Student Groups	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students	85.4%	≥ 80%	≥ 80%	≥ 80%	≥ 80%	≥ 80%
White	87%	≥ 80%	≥ 80%	≥ 80%	≥ 80%	≥ 80%
Hispanic/Latino	85.2%	≥ 80%	≥ 80%	≥ 80%	≥ 80%	≥ 80%

**Outcome #5:** Maintain positive perception of school inclusivity

**Metric/Method for Measuring:** Percentage of students indicating they feel the school is inclusive of students from different backgrounds.

Applicable Student Groups	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students	88.8%	≥ 80%	≥ 80%	≥ 80%	≥ 80%	≥ 80%
White	90.2%	≥ 80%	≥ 80%	≥ 80%	≥ 80%	≥ 80%
Hispanic/Latino	87.5%	≥ 80%	≥ 80%	≥ 80%	≥ 80%	≥ 80%

**GOAL #3**

VIPHS aims for all students to meet or exceed state standards in ELA and Mathematics. Success will be measured by performance on the CAASPP, where VIPHS will meet or exceed both state and district averages, as well as comparable local schools. Additionally, VIPHS will make adequate yearly progress measured by internal verified assessments, aiming for at least one year of academic progress annually.

State Priorities:

- 1     4     7  
 2     5     8  
 3     6

Local Priorities:

N/A

**Specific Annual Actions to Achieve Goal**

- Provide all teachers with necessary instructional materials and technology in order to meet diverse learning needs and support literacy and numeracy
- Administer NWEA MAP tests to all students in fall and spring of each academic year and use educational software like Read 180, DeltaMath, and others to differentiate and support students who are achieving below grade level.
- VIPHS will maintain an effective special education program that includes in-house case managers/RSP providers and DIS counseling, and contracted services providers for all other services.

**Expected Annual Measurable Outcomes**

**Outcome #1:** Exceed state and district average performance in English Language Arts

**Metric/Method for Measuring:** CAASPP results on CA School Dashboard

Applicable Student Groups	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students	82.1% S: 47% D: 43%	Meet or exceed state and district averages	Meet or exceed state and district averages	Meet or exceed state and district averages	Meet or exceed state and district averages	Meet or exceed state and district averages
White	92.6% S: 60.2% D: 66.2%	Meet or exceed state and district averages	Meet or exceed state and district averages	Meet or exceed state and district averages	Meet or exceed state and district averages	Meet or exceed state and district averages
Hispanic / Latino	70.6% S: 36.7% D: 37.4%	Meet or exceed state and district averages	Meet or exceed state and district averages	Meet or exceed state and district averages	Meet or exceed state and district averages	Meet or exceed state and district averages

**Outcome #2:** Exceed state and district average performance in Mathematics

**Metric/Method for Measuring:** CAASPP results on CA School Dashboard

Applicable Student Groups	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students	46.4% S: 35.5% D: 32.8%	Meet or exceed state and district averages	Meet or exceed state and district averages	Meet or exceed state and district averages	Meet or exceed state and district averages	Meet or exceed state and district averages
White	51.9% S: 49.6% D: 58.5%	Meet or exceed state and district averages	Meet or exceed state and district averages	Meet or exceed state and district averages	Meet or exceed state and district averages	Meet or exceed state and district averages
Hispanic / Latino	29.4% S: 23.9% D: 26.5%	Meet or exceed state and district averages	Meet or exceed state and district averages	Meet or exceed state and district averages	Meet or exceed state and district averages	Meet or exceed state and district averages

**Outcome #3:** Exceed state and district average reclassification rate

**Metric/Method for Measuring:** ELPAC results. Currently do not have enough EL students to be reported on CA School Dashboard.

Applicable Student Groups	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students	44.4% S: 14.3% D: 16.3%	Meet or exceed state and district averages	Meet or exceed state and district averages	Meet or exceed state and district averages	Meet or exceed state and district averages	Meet or exceed state and district averages
White	50% S: 18.3% D: 18.2%	Meet or exceed state and district averages	Meet or exceed state and district averages	Meet or exceed state and district averages	Meet or exceed state and district averages	Meet or exceed state and district averages
Hispanic / Latino	42.8% S: 13.3% D: 15.8%	Meet or exceed state and district averages	Meet or exceed state and district averages	Meet or exceed state and district averages	Meet or exceed state and district averages	Meet or exceed state and district averages

**Outcome #4:** Maintain GPA for IEP students that indicates success in general education curriculum

**Metric/Method for Measuring:** GPA of IEP students

Applicable Student Groups	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
IEP Students	2.77	2.5 GPA or higher	2.5 GPA or higher	2.5 GPA or higher	2.5 GPA or higher	2.5 GPA or higher

**Outcome #4:** Maintain GPA for EL students that indicates success in general education curriculum

**Metric/Method for Measuring:** GPA of EL students

Applicable Student Groups	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
EL Students	2.83	2.5 GPA or higher	2.5 GPA or higher	2.5 GPA or higher	2.5 GPA or higher	2.5 GPA or higher

**Outcome #5:** Achieve Adequate Yearly Progress

**Metric/Method for Measuring:** AYP as measured by NWEA MAP testing

Applicable Student Groups	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students	AYP Met	At least half of students meet growth targets set in NWEA MAP, which indicates adequate yearly progress.	At least half of students meet growth targets set in NWEA MAP, which indicates adequate yearly progress.	At least half of students meet growth targets set in NWEA MAP, which indicates adequate yearly progress.	At least half of students meet growth targets set in NWEA MAP, which indicates adequate yearly progress.	At least half of students meet growth targets set in NWEA MAP, which indicates adequate yearly progress.
White	AYP Met	At least half of students meet growth targets set in NWEA MAP,	At least half of students meet growth targets set in NWEA MAP,	At least half of students meet growth targets set in NWEA MAP,	At least half of students meet growth targets set in NWEA MAP,	At least half of students meet growth targets set in NWEA MAP,

		which indicates adequate yearly progress.	which indicates adequate yearly progress.	which indicates adequate yearly progress.	which indicates adequate yearly progress.	which indicates adequate yearly progress.
Hispanic / Latino	AYP Met	At least half of students meet growth targets set in NWEA MAP, which indicates adequate yearly progress.	At least half of students meet growth targets set in NWEA MAP, which indicates adequate yearly progress.	At least half of students meet growth targets set in NWEA MAP, which indicates adequate yearly progress.	At least half of students meet growth targets set in NWEA MAP, which indicates adequate yearly progress.	At least half of students meet growth targets set in NWEA MAP, which indicates adequate yearly progress.

**GOAL #4**

VIPHS will actively engage parents and guardians in the educational process, enhancing communication, collaboration, and participation in school governance, decision-making, and learning support, to foster a home-school community that champions student success and well-being.

State Priorities:  
 1     4     7  
 2     5     8  
 3     6

Local Priorities:  
 N/A

**Specific Annual Actions to Achieve Goal**

- VIPHS will implement and maintain a variety of services including Parent Square, phone communications, and Mailchimp in order to ensure that families are continually informed about their student’s progress and can be involved in the school’s program.
- VIPHS will maintain an effective school site council that acts in an advisory capacity to administration and which meets twice a semester and is made up of parents, students, teachers, & administrators.
- VIPHS will administer an annual school experience survey for both students and parents/guardians. Questions will be used by leadership, SSC, and teachers to adjust programmatic offerings to better serve families and respond to their concerns.
- VIPHS will schedule regular events like workshops for parents on supporting learning at home, “college knowledge,” “Coffee with the Principal,” and open houses that invite parents and guardians to participate actively in the school community.
- Monitor changes in student academic performance, attendance, and well-being as indirect measures of effective home-school collaboration, investment, and communication.

**Expected Annual Measurable Outcomes**

**Outcome #1:** Level of overall satisfaction as indicated by parent experience survey  
**Metric/Method for Measuring:** Annual school experience survey

Applicable Student Groups	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Families	97%	≥ 80%	≥ 80%	≥ 80%	≥ 80%	≥ 80%

**Outcome #2:** Overall parent participation in / attendance at a school-related event  
**Metric/Method for Measuring:**

Applicable Student Groups	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Families	82%	≥ 80%	≥ 80%	≥ 80%	≥ 80%	≥ 80%

**Outcome #3:** Parent Square engagement / open rate  
**Metric/Method for Measuring:**

Applicable Student Groups	Baseline (24/25)	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students	78.1%	≥ 70%	≥ 70%	≥ 70%	≥ 70%	≥ 70%

### Instructional Design, Innovative Components, and Key Features

VIPHS’s educational program is designed to provide students with a rigorous, engaging, and student-centered experience that prepares them for success in both college and career. At the heart of this approach is the belief that high school should develop a strong foundation of knowledge across all disciplines, ensuring that students graduate with the critical thinking, analytical, and communication skills necessary to adapt to a rapidly changing world. This commitment to a liberal arts education forms the core of the VIPHS curriculum, emphasizing breadth and depth of knowledge in humanities, sciences, mathematics, and the arts.

The liberal arts framework is not only an academic approach but also a philosophy about how education prepares students for lifelong learning and adaptability. By engaging with a diverse range of disciplines, students learn to make interdisciplinary connections, approach problems from multiple perspectives, and develop intellectual curiosity. This aligns with research on college and career readiness, which underscores the importance of students possessing both specialized expertise and broad-based knowledge to thrive in post-secondary education and the workforce.

VIPHS’ educational model is based on the work of Dr. David Conley and the “Four Keys to College and Career Readiness.” The Four Keys are not a linear process or a set program, but instead should be thought of as a conceptual set of skills and strategies that are used to evaluate how holistic a school’s programs are, as well as provide a common language for discussing teaching, learning, and college readiness.

At the heart of this model is the phrase “Think, Know, Act, Go,” which defines the four areas of focus of the “Four Keys” in VIPHS’ educational model:

THINK	KNOW	ACT	GO
Key Cognitive Strategies	Key Content Knowledge	Key Learning Skills and Techniques	Key Transition Knowledge and Skills
Problem Formulation	Structure of Knowledge	Ownership of Learning	Contextual

Hypothesize Strategize	Key Terms and Terminology Factual Information Linking Ideas Organizing Concepts	Goal Setting Persistence Self-Awareness Motivation Help-Seeking Progress Monitoring Self-Efficacy	Aspiration Norms/Culture
<b>Research</b> Identify Collect	<b>Attitudes Toward Learning</b> Challenge Level Value Attribution Effort	<b>Learning Techniques</b> Time Management Test Taking Skills Note Taking Skills Memorization/Recall Strategic Reading Collaborative Learning Technology	<b>Procedural</b> Institutional Choice Admissions Process
<b>Interpretation</b> Analyze Evaluate	<b>Technical Knowledge and Skills</b> Specific College and Career Readiness Standards		<b>Financial</b> Tuition Financial Aid
<b>Communication</b> Organize Construct			<b>Cultural</b> Postsecondary Norms
<b>Precision and Accuracy</b> Monitor Confirm			<b>Personal</b> Self-Advocacy and Institutional Context

VIPHS integrates Conley’s Four Keys—Think, Know, Act, and Go—into all aspects of its curriculum, instructional practices, and student support systems. This framework ensures that the school not only delivers rigorous academic content but also fosters the cognitive, behavioral, and navigational skills students need to be successful in post-secondary education and beyond.

**Think: Developing Key Cognitive Strategies**

VIPHS prioritizes the development of higher-order thinking skills, ensuring that students learn to analyze, evaluate, and create rather than simply memorize. Through discussion-based learning, inquiry-driven lessons, and project-based assessments, students engage with content in ways that require them to synthesize information, draw conclusions, and defend their reasoning. This is particularly evident in the school’s emphasis on Socratic Seminars, research-based assignments, and interdisciplinary projects, which challenge students to think critically, communicate effectively, and support their ideas with evidence.

**Know: Mastery of Core Academic Knowledge**

While VIPHS values innovative instructional strategies, it firmly believes that a strong base of academic knowledge is essential for student success. The school’s liberal arts approach ensures that students receive a well-rounded education across all disciplines, including the humanities, sciences, mathematics, and the arts. This broad foundation provides students with the content mastery needed for college-level coursework while also fostering intellectual curiosity and a capacity for lifelong learning.

VIPHS teachers emphasize depth over breadth, ensuring that students develop a deep understanding of key concepts rather than merely covering large amounts of material superficially. Courses are designed to integrate real-world applications, hands-on learning experiences, and opportunities for students to engage with complex problems, reinforcing the idea that knowledge is not static but a tool to be applied in new and dynamic ways.

**Act: Building Learning Skills and Self-Motivation**

Beyond content knowledge, VIPHS ensures that students develop the self-regulation, organization, and resilience necessary for independent learning. The school actively teaches executive functioning skills, time management, and self-advocacy, helping students become active participants in their education.

The VIPHS advisory program plays a critical role in supporting students' ability to set goals, reflect on their progress, and develop the skills necessary for academic and personal success. Advisors work closely with students to help them build academic discipline, problem-solving abilities, and a growth mindset, ensuring that they can adapt to challenges and take ownership of their learning journey.

### **Go: Preparing for Post-Secondary Success**

VIPHS understands that for students to successfully transition to college or career, they must be able to navigate complex systems, advocate for themselves, and make informed decisions about their future. To this end, the school provides comprehensive college and career counseling through its advisory program and through individual appointments, ensuring that all students—including first-generation college-goers—receive personalized guidance on post-secondary options, financial aid, and application processes.

### **Using Conley's Four Keys for Continual School Improvement**

Conley's framework is not just a model for student success but also a tool for ongoing school improvement. VIPHS regularly evaluates how well its educational program aligns with these key areas, ensuring that instruction remains rigorous, engaging, and relevant.

The school employs data-driven decision-making, student feedback, and teacher collaboration to refine instructional strategies and academic supports. Professional development is centered around enhancing cognitive skill development, strengthening interdisciplinary connections, and equipping students with self-management strategies. By continuously reflecting on how Think, Know, Act, and Go are embedded into the school's practices, VIPHS ensures that its educational model remains both research-supported and responsive to student needs.

At VIPHS, education is about more than just preparing students for a test or a single career path—it is about developing well-rounded, self-motivated individuals who can think critically, engage meaningfully with the world, and continue learning throughout their lives. The school's commitment to a liberal arts education ensures that students build a strong foundation across disciplines, while its integration of Conley's Four Keys provides a clear and research-backed roadmap for academic and personal growth.

Through rigorous coursework, inquiry-driven learning, strong advisory support, and comprehensive college and career readiness programming, VIPHS fosters students who are not only prepared for their next steps but also equipped with the intellectual and practical skills to navigate an ever-changing world.

### **Curriculum and Instruction**

At the time of this renewal petition, VIPHS offers the following classes. For each class, it's corresponding A-G category is listed, along with whether the class is core / non-core and college-preparatory.

## Social Sciences

**World History (A, Core, College-Preparatory):** World History explores the major political, social, economic, and cultural developments that have shaped human civilization from ancient times to the present. Students analyze historical themes such as empire-building, revolution, globalization, and social movements, making connections between past events and contemporary issues. The course emphasizes critical thinking, primary source analysis, and historical argumentation, equipping students with the skills to evaluate historical narratives and diverse perspectives.

**AP World History (A or G, Non-Core, College-Preparatory):** AP World History is a college-level course that examines global history from 1200 CE to the present, focusing on themes such as trade, imperialism, technology, and cultural exchange. Students engage in comparative analysis, document-based questioning, and long-form historical argumentation to develop advanced research and writing skills. The course prepares students for the AP World History exam, challenging them to think critically about continuities and changes in global history while making evidence-based historical claims.

**AP United States History (A or G, Core, College-Preparatory):** AP U.S. History provides an in-depth examination of American history from pre-colonial times to the present, focusing on the nation's political, economic, and social evolution. Students engage with primary sources, historiographical debates, and thematic essays, developing critical analysis and historical writing skills. The course emphasizes historical argumentation and synthesis, preparing students for the AP U.S. History exam while fostering a deeper understanding of the forces that have shaped the United States.

**AP Human Geography (G, Non-Core, College-Preparatory):** This college-level geography course explores the relationship between humans and their environment, focusing on population trends, cultural patterns, urban development, and economic systems. Students analyze spatial data, maps, and case studies to understand globalization, migration, resource distribution, and the impact of human activity on the planet. The course prepares students for the AP Human Geography exam and equips them with the ability to critically interpret geographic and demographic information.

**Government (One Semester, A, Core, College-Preparatory):** This semester-long course on American government explores the foundations of the U.S. Constitution, the functions of the three branches, civil liberties, and the role of political institutions. Students analyze landmark Supreme Court cases, political ideologies, and public policy debates, fostering civic awareness and engagement. The course emphasizes research, debate, and argumentation skills, preparing students to be informed and active participants in democracy.

**Economics (One Semester, A, Core, College-Preparatory):** Economics introduces students to fundamental microeconomic and macroeconomic principles, covering supply and demand, market structures, personal finance, and global trade. Students examine the impact of government policies, inflation, and economic growth, applying concepts to real-world financial decisions. The course emphasizes data interpretation and critical thinking, helping students develop financial literacy and economic reasoning skills.

**AP Psychology (G, Non-Core, College-Preparatory):** AP Psychology is a college-level course that explores human behavior and mental processes, covering topics such as biological psychology, cognition, development, personality, and psychological disorders. Students engage with scientific research, case studies, and

experimental design, applying psychological concepts to real-world scenarios. The course prepares students for the AP Psychology exam, emphasizing critical thinking and the application of psychological theories.

**Psychology (G, Non-Core, College-Preparatory):** This introductory psychology course examines the scientific study of behavior and thought processes, covering foundational topics such as perception, learning, memory, personality, and mental health. Students explore case studies, psychological experiments, and real-world applications of psychology in everyday life. The course provides a strong foundation for understanding human behavior while developing research and analytical skills.

**Sociology (G, Non-Core, College-Preparatory):** Sociology explores the structures and dynamics of human society, focusing on topics such as culture, socialization, deviance, race and ethnicity, gender roles, and social institutions. Students analyze sociological theories, conduct research, and examine case studies to understand how societal forces shape individual and group behavior. The course encourages critical thinking about social issues and helps students develop a sociological perspective on contemporary problems.

**Speech and Debate (G, Non-Core, College-Preparatory):** Speech and Debate is a dynamic course that develops students' public speaking, critical thinking, argumentation, and research skills. Through structured speechwriting, debate formats, and rhetorical analysis, students learn to craft persuasive arguments, engage in formal discourse, and effectively present ideas with confidence and clarity. The course covers a variety of speech and debate formats, including Lincoln-Douglas, Public Forum, and Parliamentary debate, as well as persuasive, informative, and extemporaneous speaking. A key component of the course is competitive application, and all students are required to attend at least one speech or debate tournament per semester, where they will gain real-world experience presenting arguments in high-pressure, timed settings. Students who wish to compete more frequently may participate in the optional extracurricular Speech and Debate Team, which travels to weekend tournaments and offers opportunities for higher-level competition and recognition at the regional and state level.

**Ethnic Studies (One Semester – Core, College-Preparatory, Required for Class of 2030 and Beyond):** Ethnic Studies examines the histories, cultures, and contributions of diverse racial and ethnic groups in the United States, with a particular focus on historically marginalized communities. Through historical analysis, literature, contemporary media, and personal narratives, students explore themes of identity, power, resistance, and social justice. This course encourages critical discussions about race, intersectionality, and civic engagement, helping students develop a deeper understanding of their own identities and the diverse perspectives that shape society.

**Personal Finance (One Semester – Core, College-Preparatory, Required for Class of 2031 and Beyond):** Personal Finance provides students with practical financial skills necessary for real-world success, covering topics such as budgeting, saving, credit, loans, investing, taxes, and financial decision-making. Students learn how to manage personal finances, avoid debt pitfalls, understand interest rates, and plan for major life expenses such as college tuition, car ownership, and retirement. This course equips students with foundational financial literacy skills, ensuring they graduate with the knowledge to make informed and responsible financial decisions in adulthood.

## English Language Arts

**English 9 (B, Core, College-Preparatory):** English 9 is a foundational course in literary analysis, composition, and communication skills, designed to prepare students for the academic demands of high school and beyond. Students engage with a diverse selection of novels, short stories, poetry, and drama, analyzing how literary elements contribute to meaning. Writing instruction focuses on expository, narrative, and persuasive essays, with an emphasis on clear thesis development, textual evidence integration, and strong argumentative structure. Vocabulary development and grammar instruction are embedded throughout the course, ensuring that students build a strong linguistic foundation for future English studies.

**Honors English 10 (B, Core, College-Preparatory):** Honors English 10 is an accelerated course that deepens students' analytical reading and academic writing skills. Students explore a range of literary genres, including classical and modern literature, nonfiction essays, and plays, with a focus on historical and cultural contexts. Writing assignments emphasize sophisticated literary analysis, rhetorical strategies, and argumentation, requiring students to develop independent interpretations and engage with secondary sources. The course also hones public speaking and discussion skills, preparing students for the intellectual rigor of upper-level English courses.

**Honors English 11 (B, Core, College-Preparatory):** This course provides an advanced study of American literature, tracing key literary movements and themes from colonial writings to contemporary works. Students analyze how historical and social contexts have shaped American storytelling, engaging with texts by authors such as Hawthorne, Douglass, Fitzgerald, Morrison, and Angelou. Writing assignments emphasize synthesis and comparative analysis, challenging students to draw connections between texts and historical events. Research-based writing is a major component of the course, as students learn to integrate scholarly sources into their analytical essays with proper citation and commentary.

**AP English Literature and Composition (B, Core, College-Preparatory):** AP English Literature is a college-level course that challenges students to engage deeply with complex literary works spanning multiple time periods, cultures, and genres. Through close reading and discussion, students examine narrative structure, character development, thematic complexity, and authorial intent in texts by writers such as Shakespeare, Austen, Ellison, and contemporary authors. Writing assignments focus on literary criticism, comparative analysis, and timed AP-style essays, refining students' ability to construct insightful, evidence-based arguments. The course prepares students for the AP English Literature exam, which can earn them college credit and advanced placement in university English programs.

**Creative Writing (G, Non-Core, College-Preparatory):** Creative Writing is an exploration of self-expression through fiction, poetry, and personal narrative. Students engage in workshop-style discussions, receiving peer and instructor feedback to refine their writing. The course emphasizes developing voice, experimenting with narrative structure, and mastering literary techniques such as imagery, dialogue, and characterization. Throughout the semester, students build a portfolio of original work, culminating in a polished short story, poetry collection, or creative nonfiction piece.

**Poetry (G, Non-Core, College-Preparatory):** This course provides an in-depth study of poetic forms, styles, and themes, encouraging students to both analyze and create poetry. Students explore classic and contemporary poets, examining how meter, rhyme, figurative language, and structure shape meaning. In addition to analytical

essays, students write original poems, experimenting with free verse, sonnets, haiku, spoken word, and other forms. The class incorporates performance and recitation, allowing students to engage with poetry as a dynamic and expressive art form.

**Shakespeare on the Stage and Screen (G, Non-Core, College-Preparatory):** This unique course blends literary analysis, theatrical performance, and film studies to explore the works of William Shakespeare. Students read and analyze Shakespearean plays, focusing on characterization, themes, and historical context, while also examining modern film adaptations and stage performances. A major component of the course is performance-based learning, where students rehearse and act out scenes, developing a deeper understanding of Shakespeare's language and dramatic techniques. By studying both textual interpretations and cinematic adaptations, students gain insight into how Shakespeare's works remain relevant and adaptable across centuries.

**Dramatic Writing (G, Non-Core, College-Preparatory):** Dramatic Writing is a scriptwriting course where students develop original works for stage and screen. The class covers story structure, dialogue, character arcs, and screenplay formatting, guiding students through the process of writing, revising, and staging their scripts. Students analyze classic and contemporary scripts while crafting their own short plays, screenplays, and monologues. The course culminates in a staged reading or filmed production of student-written pieces, offering practical experience in dramatic storytelling.

## Mathematics

**Algebra 1 (C, Core, College-Preparatory):** Algebra 1 serves as the foundation for all higher-level math courses, covering essential concepts such as linear equations, inequalities, functions, polynomials, and quadratic equations. Students learn to model real-world problems using algebraic reasoning, develop graphing skills, and apply mathematical concepts to practical situations. The course emphasizes problem-solving, critical thinking, and mathematical communication, ensuring students build a strong algebraic foundation for future coursework in geometry and beyond.

**Geometry (C, Core, College-Preparatory):** Geometry introduces students to the properties and relationships of geometric figures, including points, lines, angles, polygons, circles, and three-dimensional solids. The course emphasizes logical reasoning, formal proofs, and spatial visualization, helping students develop strong deductive and inductive reasoning skills. Students explore transformations, coordinate geometry, trigonometry, and real-world applications, preparing them for higher-level mathematics and standardized testing.

**Algebra 2 (C, Core, College-Preparatory):** Building upon Algebra 1 and Geometry, Algebra 2 deepens students' understanding of functions, polynomials, complex numbers, logarithms, exponential equations, and probability. The course introduces trigonometry, sequences and series, and data analysis, reinforcing the algebraic skills necessary for higher-level math courses like AP Pre-Calculus and AP Statistics. Through problem-solving and applied learning, students develop fluency in manipulating algebraic expressions and functions.

**AP Pre-Calculus (G, Non-Core, College-Preparatory):** AP Pre-Calculus prepares students for the rigors of college-level mathematics, covering topics such as trigonometry, vectors, matrices, conic sections, and advanced function analysis. The course develops students' ability to model real-world scenarios using functions and equations, emphasizing problem-solving, graphing, and analytical reasoning. AP Pre-Calculus serves as the

gateway to higher-level mathematics, including AP Calculus and STEM-related college courses, while preparing students for advanced placement opportunities.

**AP Calculus (G, Non-Core, College-Preparatory):** AP Calculus AB is a college-level course that introduces students to differential and integral calculus, including limits, derivatives, integrals, and their applications. Students engage in conceptual understanding, algebraic manipulation, and graphical interpretation of calculus principles, applying them to motion, optimization, and area accumulation problems. The course prepares students for the AP Calculus AB exam, equipping them with the skills needed for success in STEM-related college majors and careers.

**AP Statistics (G, Non-Core, College-Preparatory) :** AP Statistics provides students with a foundation in data collection, analysis, probability, and inferential statistics, emphasizing real-world applications in business, science, psychology, and social sciences. Students develop skills in interpreting data sets, designing experiments, and making informed predictions, using statistical reasoning to analyze uncertainty and variability. The course prepares students for the AP Statistics exam and builds critical thinking skills applicable to a wide range of fields, including data science, economics, and healthcare.

## Sciences

### Life Science:

**Biology (D, Core, College-Preparatory):** Biology is a comprehensive introduction to the study of life, emphasizing cell structure and function, genetics, evolution, ecology, and human biology. Through hands-on laboratory experiments, students explore biological processes, conduct dissections, analyze genetic data, and study ecological interactions. The course develops scientific inquiry skills, reinforcing concepts through microscopy, model building, and real-world applications in medicine and environmental science.

### Physical Science:

**Chemistry (D, Core, College-Preparatory):** Chemistry is a lab-intensive course that explores atomic structure, chemical reactions, thermodynamics, stoichiometry, and the periodic table. Through experimental design and quantitative analysis, students gain hands-on experience with chemical equations, solution chemistry, and energy transformations. The course reinforces mathematical problem-solving and scientific reasoning, preparing students for advanced study in chemistry and related fields.

OR

**Physics (D, Core, College-Preparatory):** This course provides an introduction to the fundamental laws of physics, covering motion, forces, energy, waves, and electromagnetism. Students engage in hands-on experiments, data analysis, and mathematical modeling to understand the real-world applications of physics. Emphasizing critical thinking and problem-solving, this course prepares students for advanced physics courses and STEM-related careers.

### Science Electives:

**AP Biology (G or D, Non-Core, College-Preparatory):** AP Biology is a college-level course that explores molecular and cellular biology, genetics, evolution, physiology, and ecosystems in depth. The course follows

the College Board's AP curriculum, emphasizing conceptual understanding, inquiry-based learning, and statistical analysis of experimental data. Laboratory investigations include enzyme activity, DNA transformation, photosynthesis, and population dynamics, preparing students for the AP Biology exam and future studies in STEM fields.

**Marine Science & Zoology (G, Non-Core, College-Preparatory):** This course provides an in-depth look at marine ecosystems and animal biology, exploring topics such as oceanography, marine conservation, animal behavior, and physiological adaptations. Students examine marine food webs, climate change effects, and biodiversity, conducting hands-on investigations, dissections, and field studies. This course is ideal for students interested in marine biology, environmental science, and veterinary sciences.

**AP Physics - Algebra Based (G, Non-Core, College-Preparatory):** AP Physics is a college-level course that explores mechanics, motion, force, energy, momentum, and electricity, with a strong emphasis on problem-solving and laboratory investigations. Using algebra and trigonometry, students analyze physical systems, conduct hands-on experiments, and develop skills in graphing, data interpretation, and theoretical modeling. The course prepares students for the AP Physics 1 exam and future studies in engineering, architecture, and applied sciences.

**AP Environmental Science (G, Non-Core, College-Preparatory):** AP Environmental Science is an interdisciplinary course that explores the relationship between humans and the environment, covering ecology, energy resources, pollution, climate change, and conservation efforts. Students conduct field studies, lab investigations, and data analysis, examining solutions to real-world environmental challenges. The course prepares students for the AP Environmental Science exam and careers in sustainability, environmental policy, and ecological research.

**AP Chemistry (G or D, Non-Core, College-Preparatory):** AP Chemistry is a rigorous, college-level course that investigates atomic theory, bonding, kinetics, equilibrium, and thermodynamics. The course emphasizes inquiry-based laboratory work, requiring students to design and conduct experiments, analyze quantitative data, and solve complex chemical problems. This course prepares students for the AP Chemistry exam and further study in medicine, engineering, and materials science.

## **Foreign Language**

VIPHS offers Spanish classes to satisfy the foreign language requirement. Upon request, VIPHS may approve a student completing their foreign language requirement through another accredited institution such as an online school or community college if a student has a compelling reason for and interest in a different foreign language than Spanish. VIPHS does not accept American Sign Language as satisfying the foreign language requirement.

**Spanish 1 (E, Core, College-Preparatory):** Spanish 1 introduces students to the fundamentals of the Spanish language, including basic grammar, vocabulary, pronunciation, and conversational skills. Emphasizing real-world communication, students develop listening, speaking, reading, and writing proficiency through role-playing, dialogues, and interactive activities. The course also explores Hispanic cultures, traditions, and geography, providing a cultural context for language learning. By the end of the course, students will be able to engage in simple conversations, describe people and places, and express preferences in Spanish.

**Spanish 2 (E, Core, College-Preparatory):** Building upon the foundational skills of Spanish 1, this course expands students' vocabulary, grammatical structures, and communication abilities. Students engage in more complex conversations, write structured paragraphs, and analyze short readings in Spanish. The course emphasizes verb conjugation, sentence structure, and language immersion, helping students enhance their fluency and comprehension skills. Cultural exploration continues with a deeper focus on Spanish-speaking countries, literature, and current events.

**Spanish 3 (E or G, Non- Core, College-Preparatory):** Spanish 3 refines students' proficiency in spoken and written Spanish, with an emphasis on fluency, advanced grammar, and literary analysis. Students engage in debates, write essays, and study authentic Spanish-language texts, improving their ability to express complex ideas and opinions. The course incorporates film, music, and media from Spanish-speaking cultures, providing a real-world context for advanced language skills. By the end of the course, students will be able to converse with greater confidence, interpret nuanced texts, and write with grammatical accuracy in preparation for higher-level Spanish study.

## **Visual and Performing Arts**

### *Introductory Level Classes*

Students at VIPHS may satisfy their F requirement through any of the following introductory level courses.

**Guitar Studio (F, Core, College-Preparatory):** Guitar Studio introduces students to basic guitar techniques, music notation, and chord progressions. Designed for beginners, the course covers fingerpicking, strumming patterns, and reading tablature, while also exploring music theory, songwriting, and performance skills. Students practice both solo and ensemble playing, developing the confidence to perform in front of an audience. By the end of the course, students will have the ability to play contemporary and classical pieces, improvise basic melodies, and accompany songs with rhythm guitar.

OR

**Stage Tech (F, Core, College-Preparatory):** Stage Tech is a hands-on course in theatrical and musical production, focusing on lighting, sound, set construction, and stage management. Students gain experience in designing and operating technical elements for live performances, working behind the scenes to bring theatrical productions and concerts to life. Topics include rigging, special effects, audio engineering, and costume/set design. This course is essential for students interested in technical theater, event production, and the entertainment industry.

OR

**Introduction to Theatre (F, Core, College-Preparatory):** This course introduces students to acting techniques, stage presence, and dramatic interpretation. Students explore monologues, scene work, improvisation, and movement, gaining confidence in public speaking and performance. Through script analysis and character development, students learn to bring theatrical works to life on stage. The course also includes an overview of theatre history, playwriting, and stage production, preparing students for advanced theatre coursework and live performances.

OR

**Visual Art (F, Core, College-Preparatory):** Visual Art introduces students to the fundamentals of drawing, painting, and design, exploring composition, color theory, shading, and perspective. Students experiment with various artistic mediums, including pencil, ink, acrylic, and mixed media, while learning about art history and artistic movements. This course provides a strong foundation for students interested in pursuing advanced art classes.

### *Advanced Arts Classes*

Students who demonstrate aptitude for and interest in the arts can also satisfy the “F” requirement through the following classes. Students are not required to take any of the previous classes for their F requirement if they take any of the following.

**Music Lab (F, Non-Core, College-Preparatory):** Music Lab is a collaborative, performance-based course where students play in a band setting, learning to rehearse, arrange, and perform music across various genres. Students develop instrumental and vocal skills, work on songwriting and improvisation, and explore studio recording techniques. The course emphasizes teamwork, stage presence, and musical creativity, culminating in live performances. Open to guitarists, bassists, drummers, vocalists, keyboardists, and other instrumentalists, this class allows students to develop their musicianship in a dynamic, real-world environment.

**Jazz Combo (F, Non-Core, College-Preparatory):** Jazz Combo is an advanced ensemble course for students interested in jazz performance and improvisation. Students explore jazz theory, chord progressions, and ensemble techniques, performing swing, bebop, Latin, and fusion styles. The course emphasizes aural skills, solo improvisation, and jazz history, helping students develop a deeper appreciation of the genre. Musicians collaborate in small group settings, learning to improvise over chord changes and interpret lead sheets. This course is ideal for students who want to expand their musicianship and perform in professional-style jazz ensembles.

**Advanced Theatre (F, Non-Core, College-Preparatory):** Advanced Theatre builds on foundational acting skills, focusing on complex character development, directing, and full-length production work. Students perform in ensemble scenes, one-act plays, and dramatic adaptations, refining their ability to interpret scripts, collaborate with a cast, and command the stage. The course includes directing opportunities, script analysis, and theatrical critique, challenging students to take on leadership roles in performance and production.

**Drawing & Painting (F, Non-Core, College-Preparatory):** This course focuses on advanced techniques in fine art, allowing students to refine their skills in realistic and abstract drawing, watercolor, acrylic, and oil painting. Students create detailed compositions, explore personal artistic styles, and study influential artists. The course encourages creative expression and portfolio development, preparing students for AP Studio Art or independent artistic projects.

**AP Studio Art (F, Non-Core, College-Preparatory):** AP Studio Art is an intensive, portfolio-based course for students serious about pursuing art at a collegiate or professional level. Students create a sustained investigation (body of work) that demonstrates artistic growth and conceptual depth, developing a personal artistic voice. The course emphasizes self-directed projects, critique sessions, and experimentation with diverse mediums, preparing students to submit their work for the AP Art and Design Portfolio exam.

**Yearbook (F, Non-Core, College-Preparatory):** Yearbook is a multimedia course in publication design, journalism, and photography, where students create, edit, and produce the school's yearbook. Students develop skills in graphic design, digital photo editing, typography, and page layout using industry-standard software. The course also covers photojournalism, interviewing, and storytelling, providing students with experience in documenting school culture through visual and written media.

## **Advisory Program**

The VIPHS Advisory Program is a structured, grade-level specific course designed to provide academic, social-emotional, and college and career support throughout a student's high school journey. Advisory serves as a dedicated space for students to receive guidance tailored to their developmental needs, ensuring they are equipped with the skills, resources, and knowledge necessary to thrive in high school and beyond.

Each advisory class is led by a faculty advisor who supports students in setting academic goals, tracking their progress, and navigating key milestones in their high school careers. The program is intentionally scaffolded, with each grade level focusing on themes appropriate to students' academic progress and post-secondary planning needs.

**Advisory 9 (core, non-college-preparatory):** The transition to high school can be a challenging adjustment, and 9th-grade advisory focuses on developing strong executive functioning skills that will serve students throughout their academic careers. Topics include:

- Time management, organization, and study skills
- Note-taking and test preparation strategies
- Goal-setting and personal accountability
- Building positive relationships with peers and teachers
- Understanding high school graduation requirements and the A-G college eligibility requirements

This foundational year ensures that students develop the habits necessary for long-term academic success.

**Advisory 10 (core, non-college-preparatory):** As sophomores gain confidence in their academic routines, the focus shifts toward college and career exploration while reinforcing the importance of staying on track with credits and graduation requirements. Key topics include:

- Self-assessments to identify interests, strengths, and career pathways
- Preliminary information about college-choice and career pathways
- Understanding financial literacy and the basics of college affordability
- Comprehensive sex education, including healthy relationships, consent, and personal well-being
- Monitoring academic progress and maintaining credit accumulation

10th-grade advisory provides students with early exposure to post-secondary options while addressing important personal and academic development topics.

**Advisory 11 (core, non-college-preparatory):** As students enter their junior year, advisory takes a deep dive into college planning, ensuring students understand application processes, standardized testing, and financial aid opportunities. Key areas of focus include:

- Researching colleges, majors, and career pathways
- Understanding college entrance requirements, including SAT/ACT policies, AP coursework, and GPA calculations
- Drafting résumés and building extracurricular involvement for competitive college applications
- Preparing for college visits, admissions interviews, and summer enrichment programs
- Introduction to financial aid, including FAFSA, CSS Profile, and scholarship searches

Students leave 11th grade with a clear understanding of their post-secondary options and a roadmap for the college application process in their senior year.

**Advisory 12 (core, non-college-preparatory):** Senior year advisory provides comprehensive guidance through the college application process, ensuring that students have the support they need to successfully apply to, gain admission to, and enroll in their best-fit colleges. The curriculum includes:

- Personal statement and college essay writing workshops
- Navigating the UC, CSU, Common App, and private college application processes
- Understanding Early Decision, Early Action, and Regular Decision deadlines
- Completing financial aid applications (FAFSA, CSS Profile) and scholarship searches
- Reviewing and comparing college acceptances, financial aid packages, and enrollment decisions

VIPHS ensures that every student has access to personalized, high-touch college advising through advisory, further reinforcing the school’s commitment to college readiness and equity in post-secondary opportunities.

## **Enrichment Programs**

For students seeking advanced coursework and opportunities for intellectual growth, VIPHS offers a range of college-level enrichment programs designed to prepare students for the rigor of higher education.

### **AP Capstone Program: AP Seminar and AP Research**

VIPHS is proud to offer AP Capstone, a prestigious, research-based program developed by the College Board that equips students with critical thinking, independent research, and presentation skills. AP Capstone consists of two courses:

- **AP Seminar (B or G, Non-Core, College Preparatory):** AP Seminar is the foundational course in the AP Capstone program, designed to equip students with the skills necessary to analyze complex issues, evaluate diverse sources, and communicate nuanced arguments. Over the course of the year, students engage in the critical examination of real-world problems from multiple perspectives—political, cultural, ethical, economic, and scientific. They learn how to assess the credibility and relevance of sources, recognize bias, and synthesize information to support their positions with evidence-based reasoning.

The course places a strong emphasis on collaborative inquiry and communication. Students work in teams to investigate a central issue, generate original research questions, and present their findings in both written and oral formats. Individual assessments include written argument essays, oral presentations, and the development of original research proposals. Through these experiences, students

develop college-level proficiencies in research literacy, argument construction, academic writing, and public speaking.

- **AP Research (G, Non-Core, College-Preparatory):** AP Research is the culminating course in the AP Capstone sequence, allowing students to build on the analytical and communication skills developed in AP Seminar by conducting an independent, in-depth research project on a topic of their choosing. Over the span of the academic year, students formulate a college-level research question, design an appropriate methodology, and engage in sustained investigation using primary and secondary sources.

The course mirrors the structure of a college thesis or undergraduate capstone project. Under the guidance of a faculty advisor, students produce a 4,000–5,000 word academic paper that demonstrates their ability to synthesize information, evaluate evidence, and present original arguments supported by data or qualitative research. The project culminates in an oral presentation and defense, where students must articulate their findings and respond to questions from a panel.

In addition to developing advanced research and writing skills, AP Research fosters independence, perseverance, and academic integrity. Students learn how to manage a long-term project, navigate ethical considerations in research, and engage with complex problems in a meaningful and scholarly way.

Students who successfully complete both courses, along with four additional AP courses, may earn the AP Capstone Diploma, a distinction that is highly regarded in college admissions.

**Dual Enrollment with Pierce College:** VIPHS partners with Los Angeles Pierce College to offer students the opportunity to enroll in college-level courses while still in high school. These dual enrollment courses vary each semester based on student interest and instructor availability but may include subjects such as college writing, psychology, business, computer science, and sociology.

- Dual enrollment provides students with early exposure to college coursework, allowing them to:
- Earn both high school and college credit
- Experience the expectations and workload of a college environment
- Strengthen their college applications and academic résumés
- Save time and money by earning transferable college credits before graduation

These enrichment opportunities allow VIPHS students to go beyond traditional high school coursework, explore advanced subjects, and develop the skills needed to excel in post-secondary education. Dual enrollment courses are counted as **10 credits** at VIPHS and are coded as “**G**.” In some cases, a dual enrollment course may substitute for and/or satisfy an A-F requirement as well.

## **Intervention Programs**

VIPHS recognizes that each student learns at their own pace, and some may require additional academic support and intervention to stay on track. The school has developed a structured intervention system that ensures students receive the necessary assistance to master core concepts, recover credits, and build confidence in their learning abilities.

**Math Lab (non-core, non-college-preparatory):** Math Lab is a supportive, skills-based course taken concurrently with a core math class to reinforce foundational concepts and strengthen problem-solving abilities. Designed for students who need extra practice with algebraic reasoning, geometry concepts, or mathematical fluency, Math Lab provides:

- Targeted instruction to supplement the core math curriculum
- Personalized practice on foundational math skills
- Small-group support and one-on-one guidance from instructors

By offering structured reinforcement alongside their regular math class, Math Lab helps students build confidence, close skill gaps, and improve their overall mathematical proficiency.

**Structured Academic Support or “SAS” (non-core, non-college-preparatory):** VIPHS offers a Structured Academic Support (SAS) period, where students receive targeted intervention in key subject areas. This period is designed to assist students who:

- Need extra support in core academic subjects
- Are falling behind on credit accumulation
- Require specialized instruction as part of an Individualized Education Plan (IEP)

For students with learning differences, SAS also serves as a dedicated period for receiving Resource Specialist Program (RSP) services, ensuring they receive personalized instruction tailored to their needs.

**English Language Development (non-core, non-college-preparatory):** For English Learners (ELs), VIPHS provides a dedicated support period focused on English Language Development (ELD). This program includes:

- Language development instruction to improve fluency, grammar, and comprehension
- Academic support in other content areas, ensuring EL students succeed across all subjects
- Small-group interventions tailored to individual student progress

This ensures that all EL students receive structured, consistent language support, even though VIPHS has a small EL population.

## **Independent Study**

VIPHS does not offer a separate, standalone independent study program; however, the school recognizes that certain circumstances may require students to engage in short-term independent study. To accommodate students who must be absent for medical reasons or other approved extenuating circumstances, VIPHS provides a Board-approved temporary independent study option to ensure continuity of learning.

Students approved for independent study enter into a Master Agreement, which allows them to complete coursework remotely for a maximum of 14 calendar days or ten school days. During this period, students are expected to complete assigned work, maintain communication with teachers, and submit required coursework on schedule.

This short-term independent study option is designed to support students in remaining academically on track while managing medical or urgent personal needs. Because VIPHS values classroom engagement, discussion-

based learning, and direct teacher interaction, long-term independent study is not offered as an alternative to in-person instruction.

## Suggested Course Sequence

The following table lays out the suggested sequence of courses students take to satisfy high school graduation requirements. However, every student may take a unique path to graduation and our counseling department will closely monitor student credit accumulation and progress, working closely with students and their families to assist in course selection.

Subject Area	9th Grade		10th Grade		11th Grade		12th Grade	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
<b>History / Social Science</b>	World History A	World History B			AP United States History A	AP United States History B	Government	Economics
<b>ELA</b>	English 9A	English 9B	English 10A	English 10B	English 11A	English 11B	AP English Literature A	AP English Literature B
<b>Math</b>	Algebra 1A	Algebra 1B	Geometry A	Geometry B	Algebra 2A	Algebra 2B		
<b>Lab Science</b>	Biology A	Biology B			Chemistry or Physics A	Chemistry or Physics B		
<b>Foreign Language</b>	Spanish 1A	Spanish 1B	Spanish 2A	Spanish 2B				
<b>Visual and Performing Arts</b>	Any introductory levels arts class A	Any introductory level arts class B	Fall section of three additional F or G electives	Spring section of three additional F or G electives	Fall section of two additional F or G electives	Spring section of two additional F or G electives	Fall section of four additional F or G electives	Fall section of four additional F or G electives
	<i>OR</i>	<i>OR</i>						
<b>Academic Electives</b>	Any introductory level academic elective	Any introductory level academic elective						
<b>Advisory</b>	Grade level advisory		Grade level advisory		Grade level advisory		Grade level advisory	
	60 credits		60 credits		60 credits		60 credits	
<b>240 Credits</b>								

## Graduation Requirements

The graduation requirements at VIPHS are aligned with the California A-G requirements. While a “D” grade is accepted for high school graduation, VIPHS counseling works with students to retake A-G courses that are below a “C” to increase their chances of satisfying A-G requirements.

Subject Area:	Required:	Recommended:
<b>A. Social Science</b>	Three years (30 credits, five credits per semester for all courses) <ul style="list-style-type: none"> <li>● One year of world history</li> <li>● One year of US / AP US History</li> <li>● One semester of Economics</li> <li>● One semester of Government</li> </ul>	Additional fourth year of an AP or other social science elective.
<b>B. English Language Arts</b>	Four years (40 credits, five credits per semester for all courses) <ul style="list-style-type: none"> <li>● English 9</li> <li>● English 10</li> <li>● English 11 or AP Seminar</li> <li>● English 12 or AP English Literature</li> </ul>	AP or other ELA electives recommended
<b>C. Mathematics</b>	Three years (30 credits, five credits per semester for all courses) Must reach or surpass Algebra 2 in the following sequence: (Algebra 1 -> Geometry -> Algebra 2 -> Pre-Calculus or AP Statistics -> AP Calculus A/B [Pre-Calc is pre-requisite])	Fourth year of sequence recommended
<b>D. Science</b>	Two years (20 credits, five credits per semester for all courses) <ul style="list-style-type: none"> <li>● Biology</li> <li>● Physics or Chemistry</li> </ul>	Third and fourth year of AP or other science elective recommended
<b>E. Foreign Language</b>	Two years (20 credits, five credits per semester for all courses) Spanish 1-2 <b>Note:</b> VIP does not allow students to take American Sign Language as a foreign language, unless they have already completed one year prior to transferring to the school.	Third year of foreign language recommended

<b>F. Visual and Performing Arts</b>	One year (10 credits, five credits per semester for all courses) Fall and spring credit must be from same course	Additional years recommended depending on student's desired college major
<b>G. College Preparatory Elective</b>	One year (10 credits, five credits per semester for all courses) Fall and spring credit must be from same course	Additional years recommended depending on student's desired college major
<b>OTHER</b>	From the recommended column, an additional 80 credits of various electives	N/A
<b>TOTAL:</b>	240 credits	N/A

### Alternative Pathways

In collaboration with a student's Individualized Education Program (IEP) team, VIPHS will offer a 180-credit basic high school graduation pathway for eligible Students with Disabilities, in line with the state's required minimum courses. This pathway is considered only within the context of an IEP meeting, where the student's academic progress, post-secondary options, and long-term goals are carefully reviewed.

Before making this decision, VIPHS ensures that:

- Parents and students fully understand the implications of the 180-credit pathway, particularly that it does not meet A-G requirements for direct admission to UC/CSU schools.
- The student's strengths, needs, and post-secondary aspirations are thoroughly discussed.
- The IEP team determines that the 180-credit pathway is the most appropriate and supportive option for the student's success.

This pathway modifies the standard credit requirement while maintaining essential coursework in core academic areas, allowing students to graduate with a high school diploma while receiving the necessary accommodations and support.

Recognizing that higher-level mathematics requirements may not align with the needs of all students, VIPHS will also establish an Algebra 2 waiver policy for students who meet California's statewide minimum math requirements for high school graduation but may not require Algebra 2 for their intended career or post-secondary pathway.

Under this policy:

- Families may request to waive the Algebra 2 requirement through a formal process.

- The student must still complete at least two years of mathematics, including Algebra 1, as required by California law.

Families must acknowledge and understand that not completing Algebra 2 impacts the student’s eligibility for certain four-year universities, particularly UC/CSU schools. This waiver ensures that students who may struggle with advanced mathematics—or who plan to pursue vocational training, community college, or other post-secondary pathways that do not require Algebra 2—can still earn their diploma without unnecessary academic barriers.

In addition to Students With Disabilities, the alternative pathway to graduation may also be offered to the following student groups through a well-defined Student Support Team process, led by our counseling department. Similar to Students With Disabilities, these options will only be used after parents/guardians are fully informed of the implications of using the 180-credit pathway and involve a signed agreement acknowledging this has been explained:

- Foster care students
- Homeless students
- Former juvenile court students
- Military families
- Migratory and newcomer families

## **Curricular and Instructional Materials**

At VIPHS, teachers are expected to develop unit plans and individual lessons that align with the appropriate state and national standards, ensuring that all students receive a rigorous and meaningful education. Rather than relying on a single textbook or resource, teachers pull from a variety of instructional materials to create engaging and dynamic learning experiences that appeal to a diversity of learning styles. This approach allows educators to incorporate multiple perspectives, differentiate instruction, and provide students with both traditional and contemporary resources that enhance critical thinking, research skills, and content mastery.

Below is an overview of the curricular and instructional materials commonly used within departments:

### **English**

- “Language of Literature,” McDougal Littell
- “The Language of composition: Reading, Writing, Rhetoric,” Bedford St-Martin
- “Critical Passages: Teaching the transition to college writing,” Teacher’s College Press
- Common-core aligned chosen novels and various resources
- Read 180
- “They Say, I Say: The moves that matter in academic writing,” W.W. Norton

### **Social Studies**

- “Traditions and Encounters,” McGraw Hill
- “History Alive: World History,” “History Alive: Government,” “History Alive: US History,” TCI
- “The American Pageant,” Cengage
- Brown University’s “Choices” program
- Stanford History Education Group (SHEG)

### **Mathematics**

- DeltaMath
- Desmos Activities
- Math-based Kahoot Activities
- Geogebra Activities
- Khan Academy Activities
- College Preparatory Mathematics

### Science

- Pivot Interactives online labs
- “Biology,” McGraw Hill
- “Earth Science,” Holt, Rhinehart, and Winston
- “Chemistry,” Houghton Mifflin
- “Physics,” Holt, Rhinehart, and Wilson

### Arts:

- “Exploring Theatre,” Glencoe-Hill
- “Art in Focus,” Glencoe-Hill
- Performing Arts Glencoe-Hill,
- “Basic Music Theory,” Sol-Ut Press

### Foreign Language:

- Avancemos Levels 1-3

## Instructional Methods Used to Deliver Curriculum

As previously outlined in the section on how learning best occurs and the school’s overall instructional design, Valley International Preparatory High School (VIPHS) grounds its educational approach in research-based instructional strategies that promote deep learning, critical thinking, and student engagement. The school’s pedagogical philosophy is built on the premise that students thrive in student-centered environments where learning is purposeful, instruction is responsive, and content is relevant to their lives and goals. VIPHS emphasizes interdisciplinary connections, academic rigor, and differentiated support, ensuring that all students—regardless of background or starting point—are prepared for success in college, career, and beyond.

To this end, VIPHS teachers draw on a rich toolkit of instructional methods, each carefully implemented to meet diverse learner needs and maintain high expectations. These strategies include:

**Explicit Direct Instruction (EDI):** EDI serves as the foundation for introducing new material, particularly in subjects where procedural mastery or sequential understanding is essential. Teachers at VIPHS use structured lesson plans that follow the EDI model: they begin with clear learning objectives, followed by teacher modeling (“I do”), guided practice (“We do”), and independent practice (“You do”). Throughout the lesson, instructors incorporate frequent checks for understanding, cold-calling, and embedded formative assessments to ensure that all students are keeping pace. EDI is especially effective for building foundational knowledge in math, science, and writing, and helps eliminate ambiguity for students who benefit from a high degree of clarity and scaffolding.

**Inquiry Based Learning:** In many of VIPHS’s humanities and science courses, teachers cultivate curiosity by designing units around essential questions and open-ended problems. Instead of providing answers up front, teachers encourage students to explore, hypothesize, and draw their own conclusions

based on research and evidence. For example, in science classes, students may conduct labs or simulations to test their own theories, while in AP Seminar and AP Research, students craft their own research questions and investigate real-world issues. This approach fosters intellectual independence, academic risk-taking, and a sense of ownership over learning.

**Discussion-Based Teaching:** VIPHS classrooms are dynamic spaces where students are regularly expected to speak, listen, and respond to one another's ideas in academic conversation. Through structured formats such as Socratic Seminars, academic debates, and small-group discussions, students practice articulating their positions, supporting them with evidence, and respectfully engaging with opposing viewpoints. Teachers provide sentence frames, discussion norms, and pre-reading tasks to ensure that all students, including English Learners and those with processing challenges, can participate meaningfully. These discussions are used not only to deepen understanding of texts and concepts, but to develop communication, reasoning, and collaboration skills that are essential for both college and civic life.

**Project-Based Learning:** VIPHS incorporates PBL in various subjects, with projects designed to require interdisciplinary thinking, extended inquiry, and authentic application of knowledge. For example, in AP Environmental Science, students might work in teams to propose solutions to a local environmental issue, combining science, policy analysis, and persuasive communication. In theatre, students may research historical contexts while preparing for a performance. Projects typically include milestones, checkpoints, and opportunities for peer and teacher feedback, culminating in a presentation or product that students share with an authentic audience. PBL supports deeper learning and helps students build time management, collaboration, and presentation skills, while allowing for creativity and exploration.

**Differentiation Strategies:** At the core of VIPHS's commitment to equity is the belief that students learn best when instruction is responsive to their current skill level, interests, and learning profiles. Teachers use pre-assessments, MAP data, and formative checks to group students strategically, offer tiered assignments, and provide flexible pathways toward mastery. For example, in an English class, some students may analyze a literary text through guided discussion while others independently develop comparative analyses. In math, students may access scaffolded practice, enrichment challenges, or visual supports based on need. This ensures that each student experiences both challenge and support, and is continually pushed toward growth.

**Purposeful Use of Technology:** Technology is integrated intentionally—not as a form of instructional delivery or a replacement for analog tools, but as a tool to enhance access, engagement, and real-world relevance. Students regularly use Google Workspace (Docs, Slides, Classroom), research databases, educational simulations, and discipline-specific platforms (such as Desmos in math or music composition software in arts). Teachers use digital tools to differentiate instruction, track student progress, and encourage collaboration. For example, students may use Jamboard for brainstorming, Flipgrid for oral presentations, or online discussion boards to extend conversations beyond the classroom. Importantly, technology use is taught with a focus on digital literacy and academic integrity, preparing students to navigate information responsibly.

**College Readiness Strategies:** As a college-preparatory school, VIPHS embeds college readiness throughout the curriculum—not only through advanced coursework such as AP classes and dual enrollment, but through the consistent use of college-level thinking and communication tasks. Students learn to write research papers with proper citation, conduct independent inquiry, manage long-term assignments, and revise work through multiple drafts. AP Capstone courses (Seminar and Research) develop critical academic skills like synthesis, argumentation, and evidence-based reasoning. Meanwhile, advisory and core content classes reinforce habits such as self-advocacy, organization, and goal-setting, which are essential for success in both college and the workplace.

**Formative and Summative Assessment:** Assessment at VIPHS is seen not as a judgment, but as a tool for learning and reflection. Teachers use a combination of traditional tests and quizzes, performance-based tasks, essays, student self-assessments, and portfolios to measure student understanding. Frequent formative assessments allow teachers to adjust instruction in real time, while summative assessments provide opportunities for students to demonstrate mastery in multiple ways. Rubrics are commonly used to provide transparency and guide revision, and students are encouraged to reflect on their progress toward learning goals.

**Culturally Responsive Teaching:** VIPHS is intentional in selecting texts, case studies, historical narratives, and learning materials that reflect the diverse identities, histories, and experiences of its students. Teachers design lessons that affirm students’ cultural backgrounds and encourage them to draw connections between course content and their lived experiences. For example, English classes may pair canonical works with contemporary texts from underrepresented voices, while social studies may examine systems of power and resistance across cultures. Teachers are trained to be reflective and equity-focused, ensuring that all students feel seen, valued, and engaged in rigorous academic work.

By integrating these high-impact instructional strategies, VIPHS ensures that students are actively engaged, challenged, and prepared for college, career, and lifelong learning.

### **How Instructional Methodologies Ensure Success**

With administrative oversight, teachers at VIPHS design unit plans and daily lessons that are explicitly aligned with the appropriate state standards, ensuring that students develop the skills and knowledge required for academic success. Rather than relying on a single textbook or curriculum source, VIPHS educators curate and integrate multiple instructional materials to meet the diverse needs of learners. By combining primary and secondary texts, digital platforms, laboratory experiences, and project-based assignments, the curriculum engages students in meaningful, real-world applications of content while reinforcing mastery of the required standards.

In English Language Arts (ELA) and Literacy, instruction is structured around the Common Core State Standards (CCSS), emphasizing critical reading, analytical writing, argumentation, and research skills. Students engage with complex literary and informational texts, developing evidence-based reasoning and rhetorical analysis through Socratic Seminars, close reading strategies, and interdisciplinary writing assignments. Teachers use leveled texts, graphic organizers, and explicit direct instruction (EDI) to support students at all proficiency levels, including English Learners (ELs), ensuring that they develop strong reading comprehension and academic language.

Mathematics instruction at VIPHS is designed to develop deep conceptual understanding, procedural fluency, and problem-solving skills, fully aligned with the Common Core State Standards for Mathematics. Instructional methodologies include inquiry-based learning, explicit direct instruction, and real-world application tasks, reinforcing students' ability to model mathematical concepts, analyze patterns, and apply critical reasoning to complex problems. Courses such as AP Pre-Calculus, AP Statistics, and AP Calculus provide students with opportunities to extend their mathematical knowledge beyond state standards, preparing them for advanced studies in STEM fields. For students who require additional support, Math Lab serves as a concurrent intervention course, reinforcing foundational skills while students engage with core coursework.

In alignment with the Next Generation Science Standards (NGSS), VIPHS emphasizes inquiry-driven, hands-on science instruction that promotes critical thinking, experimentation, and scientific literacy. Laboratory-based courses in Biology, Chemistry, Physics, and AP Science offerings incorporate phenomena-based learning and the three-dimensional NGSS framework—crosscutting concepts, disciplinary core ideas, and science and engineering practices—ensuring that students actively engage in scientific inquiry and problem-solving. Through experimentation, data analysis, and collaborative research students build a strong scientific foundation applicable to real-world challenges.

For English Learners (ELs), VIPHS ensures full implementation of the California English Language Development (ELD) Standards through both integrated and designated ELD instruction. All core content teachers use scaffolding techniques, academic discourse strategies, and targeted vocabulary development to support ELs within their subject areas. Additionally, VIPHS offers a dedicated EL support period where students receive explicit language instruction focused on literacy, fluency, and content-specific vocabulary development. EL progress is closely monitored through grades, NWEA MAP assessments, and ELPAC scores, ensuring that students receive the necessary interventions and support for successful reclassification.

By integrating standards-based instruction with differentiated methodologies, interdisciplinary connections, and rigorous academic expectations, VIPHS ensures that students are not only meeting but exceeding California's content and performance standards. The school's instructional model supports all learners—whether they require additional academic interventions, specialized language instruction, or opportunities for advanced study—ensuring equitable access to a high-quality education.

### **WASC Accreditation**

At the time of this renewal petition, VIPHS is already fully WASC accredited, having received a six-year accreditation status with mid-cycle report in its 2022 Three-Year Self-Study visit. Our mid-cycle report was approved on May 28, 2025, ensuring another three years of accreditation.

### **Credit Monitoring and Recovery**

VIPHS maintains a comprehensive system for tracking student progress toward graduation and A-G completion, ensuring that every student remains on track to meet their academic goals. The counseling department conducts a formal credit check every semester, carefully reviewing each student's transcript to assess their progress toward both high school graduation and college eligibility requirements. For students who are not on track, counselors meet with students and their families to develop a personalized plan for credit recovery, which may involve retaking courses at VIPHS, enrolling in public summer school programs, or using accredited online coursework to fulfill necessary requirements.

In addition to close administrative monitoring of credits, VIPHS encourages students to actively participate in tracking their own academic progress through their advisory class. During advisory, students engage in self-monitoring exercises, reviewing their completed credits, identifying potential areas of concern, and setting academic goals for the upcoming semester. This student-centered approach fosters a sense of accountability and independence, helping students develop the skills necessary for post-secondary academic planning.

For students who are struggling academically, VIPHS has a well-defined Student Success Team (SST) process, through which teachers can refer students for intervention and additional support. The SST process involves collaborative problem-solving among teachers, counselors, and administrators, identifying barriers to student success and implementing targeted academic and behavioral interventions. This may include structured academic support periods, additional tutoring, modifications to coursework, referral for special education assessment, or referrals to external resources when necessary.

### **Transferability of Courses and Credits**

VIPHS informs its parents/guardians of the transferability of courses and credits upon enrollment or exit in the families’ home language. As part of both the enrollment and exit process, families meet with the registrar and/or guidance counselor, who evaluate their transcripts and inform them of the transferability of courses and credits.

All VIPHS courses are accredited by the Western Association of Schools and Colleges, are approved through UC Doorways, and are transferable to schools throughout the United States. Students who graduate from VIPHS and earn a C or better in the required courses will meet the UC/CSU “A-G” subject area requirements unless otherwise noted in their Individualized Education Plan.

VIPHS accepts credits from accredited institutions throughout California and the United States. Upon enrollment, transcripts are reviewed by the registrar and counseling department to determine the transferability of credits. Students and families will be notified if any coursework does not meet VIPHS graduation requirements or UC/CSU “A-G” subject area requirements.

### **Academic Calendar and Schedules**

VIPHS operates on a modified block schedule that balances consistent instructional time with extended periods for deeper engagement, project-based learning, and individualized support. The schedule consists of seven academic periods, plus an advisory period, allowing students to experience both daily subject exposure and extended instructional blocks for in-depth learning.

On Mondays, all seven academic periods meet, with each class running for 53 minutes, ensuring that students have regular contact with each of their courses. On Tuesdays and Thursdays, only the "A" periods meet for 95-minute blocks, while on Wednesdays and Fridays, "B" periods meet for 95-minute blocks, with an additional 45-minute grade-level advisory period. VIPHS does not incorporate early dismissal schedules during the year.

<b>Mondays</b> <b>“Full Days”</b> <b>371 Instructional Minutes</b>	<b>Tuesdays and Thursdays</b> <b>“A Days”</b> <b>380 Instructional Minutes</b>	<b>Wednesdays and Fridays</b> <b>“B Days”</b> <b>330 Instructional Minutes</b>
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<b>1A</b>	8:30 - 9:23	<b>1A</b>	8:30 - 10:05	<b>1B</b>	9:20 - 10:55
<b>2A</b>	9:28 - 10:21	<b>2A</b>	10:13 - 11:48	<b>2B (Advisory)</b>	11:03 - 11:48
<b>3A</b>	10:26 - 11:19	<b>Lunch</b>	11:48 - 12:22	<b>Lunch</b>	11:48 - 12:22
<b>4A</b>	11:24 - 12:17	<b>3A</b>	12:27 - 2:02	<b>3B</b>	12:27 - 2:02
<b>Lunch</b>	12:17 - 12:51	<b>4A</b>	2:10 - 3:45	<b>4B</b>	2:10 - 3:45
<b>1B</b>	12:56 - 1:49				
<b>3B</b>	1:54 - 2:47				
<b>4B</b>	2:52 - 3:45				

**Sample High School Schedule:** Since all students at VIPHS follow the same modified block schedule, the following is a sample ninth-grade schedule for an English Learner student to illustrate how students experience the academic day. Designated ELD occurs as a class on the student’s schedule. This schedule reflects the seven-period structure, block rotations, and advisory period that are central to VIPHS’s instructional model.

<b>Mondays “Full Days” 371 Instructional Minutes</b>			<b>Tuesdays and Thursdays “A Days” 380 Instructional Minutes</b>			<b>Wednesdays and Fridays “B Days” 330 Instructional Minutes</b>		
<b>1A</b>	8:30 - 9:23	Biology	<b>1A</b>	8:30 - 10:05	Biology	<b>1B</b>	9:20 - 10:55	Spanish 1
<b>2A</b>	9:28 - 10:21	English 9	<b>2A</b>	10:13 - 11:48	English 9	<b>2B</b>	11:03 - 11:48	Grade Level Advisory
<b>3A</b>	10:26 - 11:19	Visual Art	<b>Lu nch</b>	11:48 - 12:22		<b>Lunch</b>	11:48 - 12:22	
<b>4A</b>	11:24 - 12:17	Algebra 1	<b>3A</b>	12:27 - 2:02	Visual Art	<b>3B</b>	12:27 - 2:02	World History
<b>Lunch</b>	12:17 - 12:51		<b>4A</b>	2:10 - 3:45	Algebra 1	<b>4B</b>	2:10 - 3:45	English Language Development (Designated)
<b>1B</b>	12:56 - 1:49	Spanish 1						
<b>3B</b>	1:54 - 2:47	World History						
<b>4B</b>	2:52 - 3:45	English Language Development (Designated)						

The first year of the charter term, 2026/2027, will abide by the following calendar, beginning school on August 17th and ending June 9th.

Fall Semester, 2026					Spring Semester, 2027					
Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
	1 Tu A Day	1 Th A Day	1 Su	1 Tu A Day	1 Fr <small>New Year's Day</small>	1 Mo Full Day	1 Mo Full Day	1 Th	1 Sa	1 Tu A Day
	2 We B Day	2 Fr B Day	2 Mo Full Day	2 We B Day	2 Sa	2 Tu A Day	2 Tu A Day	2 Fr	2 Su	2 We B Day
	3 Th A Day	3 Sa	3 Tu A Day	3 Th A Day	3 Su	3 We B Day	3 We B Day	3 Sa	3 Mo Full Day	3 Th A Day
	4 Fr B Day	4 Su	4 We B Day	4 Fr B Day	4 Mo	4 Th A Day	4 Th A Day	4 Su	4 Tu A Day	4 Fr B Day
	5 Sa	5 Mo Full Day	5 Th A Day	5 Sa	5 Tu	5 Fr B Day	5 Fr B Day	5 Mo Full Day	5 We B Day	5 Sa
	6 Su	6 Tu A Day	6 Fr B Day	6 Su	6 We	6 Sa	6 Sa	6 Tu A Day	6 Th A Day	6 Su
	7 Mo <small>Labor Day</small>	7 We B Day	7 Sa	7 Mo Full Day	7 Th	7 Su	7 Su	7 We B Day	7 Fr B Day	7 Mo Full Day
	8 Tu A Day	8 Th A Day	8 Su	8 Tu A Day	8 Fr	8 Mo Full Day	8 Mo Full Day	8 Th A Day	8 Sa	8 Tu A Day
	9 We B Day	9 Fr B Day	9 Mo Full Day	9 We B Day	9 Sa	9 Tu A Day	9 Tu A Day	9 Fr B Day	9 Su	9 We B Day
10 Mo PD	10 Th A Day	10 Sa	10 Tu A Day	10 Th A Day	10 Su	10 We B Day	10 We B Day	10 Sa	10 Mo Full Day	10 Th PD
11 Tu PD	11 Fr B Day	11 Su	11 We <small>Veterans Day</small>	11 Fr B Day	11 Mo Full Day	11 Th A Day	11 Th A Day	11 Su	11 Tu A Day	11 Fr PD
12 We PD	12 Sa	12 Mo Full Day	12 Th A Day	12 Sa	12 Tu A Day	12 Fr B Day	12 Fr B Day	12 Mo Full Day	12 We B Day	
13 Th PD	13 Su	13 Tu A Day	13 Fr B Day	13 Su	13 We B Day	13 Sa	13 Sa	13 Tu A Day	13 Th A Day	
14 Fr PD	14 Mo Full Day	14 We B Day	14 Sa	14 Mo Full Day	14 Th A Day	14 Su	14 Su	14 We B Day	14 Fr B Day	
15 Sa	15 Tu A Day	15 Th A Day	15 Su	15 Tu A Day	15 Fr B Day	15 Mo <small>Presidents' Day</small>	15 Mo Full Day	15 Th A Day	15 Sa	
16 Su	16 We B Day	16 Fr B Day	16 Mo Full Day	16 We B Day	16 Sa	16 Tu A Day	16 Tu A Day	16 Fr B Day	16 Su	
17 Mo Full Day	17 Th A Day	17 Sa	17 Tu A Day	17 Th A Day	17 Su	17 We B Day	17 We B Day	17 Sa	17 Mo Full Day	
18 Tu A Day	18 Fr B Day	18 Su	18 We B Day	18 Fr B Day	18 Mo <small>Martin L. King Day</small>	18 Th A Day	18 Th A Day	18 Su	18 Tu A Day	
19 We B Day	19 Sa	19 Mo Full Day	19 Th A Day	19 Sa	19 Tu A Day	19 Fr B Day	19 Fr B Day	19 Mo Full Day	19 We B Day	
20 Th A Day	20 Su	20 Tu A Day	20 Fr B Day	20 Su	20 We B Day	20 Sa	20 Sa	20 Tu A Day	20 Th A Day	
21 Fr B Day	21 Mo <small>No School</small>	21 We B Day	21 Sa	21 Mo	21 Th A Day	21 Su	21 Su	21 We B Day	21 Fr B Day	
22 Sa	22 Tu A Day	22 Th A Day	22 Su	22 Tu	22 Fr B Day	22 Mo Full Day	22 Mo Full Day	22 Th A Day	22 Sa	
23 Su	23 We B Day	23 Fr B Day	23 Mo	23 We	23 Sa	23 Tu A Day	23 Tu A Day	23 Fr B Day	23 Su	
24 Mo Full Day	24 Th A Day	24 Sa	24 Tu	24 Th	24 Su	24 We B Day	24 We B Day	24 Sa	24 Mo Full Day	
25 Tu A Day	25 Fr B Day	25 Su	25 We	25 Fr <small>Christmas Day</small>	25 Mo Full Day	25 Th A Day	25 Th A Day	25 Su	25 Tu A Day	
26 We B Day	26 Sa	26 Mo Full Day	26 Th <small>Thanksgiving Day</small>	26 Sa	26 Tu A Day	26 Fr B Day	26 Fr	26 Mo Full Day	26 We B Day	
27 Th A Day	27 Su	27 Tu A Day	27 Fr	27 Su	27 We B Day	27 Sa	27 Sa	27 Tu A Day	27 Th A Day	
28 Fr B Day	28 Mo Full Day	28 We B Day	28 Sa	28 Mo	28 Th A Day	28 Su	28 Su	28 We B Day	28 Fr B Day	
29 Sa	29 Tu A Day	29 Th A Day	29 Su	29 Tu	29 Fr B Day		29 Mo	29 Th A Day	29 Sa	
30 Su	30 We B Day	30 Fr B Day	30 Mo Full Day	30 We	30 Sa		30 Tu	30 Fr B Day	30 Su	
31 Mo Full Day		31 Sa		31 Th	31 Su		31 We		31 Mo <small>Memorial Day</small>	

	PD Days, No Students		Weekends
	Scheduled Breaks / Holidays	Bell Schedule Type	Instructional Days

The table below lays out the number of times each bell schedule meets, the total instructional minutes for that bell schedule over the year, and the total number of instructional minutes that the school offers, which exceeds the required 175 days and 64,800 minutes for high school:

Bell Schedule	# in Year	Minutes in Schedule	Total Minutes
Full Days	33	371	12243
A Days	75	380	28500
B Days	73	330	24090
<b>Total Days</b>	<b>181</b>	<b>Total Minutes:</b>	<b>64833</b>

Here is the same table in the required Instructional Days and Minutes Calculator table provided on the CSD website:

Grades	Grades Offered	Number of "Full Days"	Number of Instr. Minutes Per "Full Day"	Number of "A Days"	Number of Instr. Minutes Per "A Day"	Number of "B Days"	Number of Instr. Minutes Per "B Day"	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	Select Y/N	N/A								0	36000	0	-36000
1	Select Y/N	N/A								0	50400	0	-50400
2	Select Y/N	N/A								0	50400	0	-50400
3	Select Y/N	N/A								0	50400	0	-50400
4	Select Y/N	N/A								0	54000	0	-54000
5	Select Y/N	N/A								0	54000	0	-54000
6	Select Y/N	N/A								0	54000	0	-54000
7	Select Y/N	N/A								0	54000	0	-54000
8	Select Y/N	N/A								0	54000	0	-54000
9	Yes	33	371	75	380	73	330			181	64800	64833	33
10	Yes	33	371	75	380	73	330			181	64800	64833	33
11	Yes	33	371	75	380	73	330			181	64800	64833	33
12	Yes	33	371	75	380	73	330			181	64800	64833	33

## Professional Development

VIPHS is committed to continuous professional growth for its educators, ensuring that all staff members are equipped with the latest instructional strategies, classroom management techniques, and subject-specific expertise to support student success. Professional development (PD) is designed to be ongoing, embedded, and responsive to the evolving needs of teachers and students, reinforcing the instructional philosophy outlined in the charter.

At the start of each school year, VIPHS hosts five full days of intensive professional development (reflected in the calendar above), where the leadership team provides training on curriculum implementation, instructional strategies, differentiation, and school-wide initiatives. These sessions ensure that all faculty members begin the year with a clear understanding of school goals, expectations, and best practices.

Professional development at VIPHS is not confined to the beginning of the school year—it is integrated into the academic calendar through a combination of formal PD sessions, collaborative planning opportunities, and teacher-driven initiatives.

To foster collaboration and peer learning, the administration schedules common prep and planning periods for teachers within the same discipline whenever possible. This allows faculty members to share best practices, align curriculum, and problem-solve together outside of structured PD sessions.

In addition, VIPHS has established a dedicated Google Classroom for professional development, serving as a central hub for PD materials, resources, and discussions. This platform allows the leadership team to streamline communication, maintain a running record of PD sessions, and provide teachers with easy access to instructional support materials throughout the year.

Key areas of ongoing professional development include, but are not limited to:

**Implementation of the Instructional Program:** Each year, the leadership team delivers targeted PD to ensure that teachers are effectively implementing the instructional strategies and classroom management

philosophy identified in the charter. This includes training on Explicit Direct Instruction (EDI), inquiry-based learning, differentiation, and culturally responsive teaching.

**Data-Driven PD Based on Student Performance:** PD sessions are informed by verified student assessment data, allowing teachers to refine their instruction based on real-time student needs. For example, after reviewing assessment results, the leadership team identified a group of students performing well above national norms, alongside a subset scoring below the 20th percentile. This analysis directly shaped the 2024-2025 year’s PD focus on differentiation, ensuring that teachers are equipped with strategies to support both high-achieving students and those needing additional intervention.

**Lesson Tuning Protocol for Collaborative Feedback:** “Lesson tuning” is a collaborative process where teachers present their lesson plans to colleagues for structured feedback and constructive criticism. This approach fosters a culture of continuous improvement, allowing educators to refine instructional strategies, enhance student engagement, and align lessons with best practices and academic standards. During a Lesson Tuning Protocol session, a teacher presents a lesson plan to a group of peers, typically focusing on a specific instructional challenge, learning objective, or assessment strategy. The presenting teacher may highlight areas where student engagement could be improved, where differentiation strategies could be strengthened, or where assessment alignment might need adjustment. Colleagues then provide thoughtful, targeted feedback, offering practical suggestions, alternative approaches, and fresh perspectives. The process is structured and non-evaluative, creating a collaborative and supportive environment where teachers can reflect on and refine their instructional practices.

**Support for Programmatic Changes and New AP Courses:** As VIPHS expands its AP course offerings, the school invests in teachers’ professional growth by covering the cost of AP Summer Institute training for instructors of new AP courses. Additionally, teachers are encouraged to pursue self-directed professional development, with the opportunity to request reimbursement for conferences, workshops, and other external training that enhance their instructional practice.

**Teacher-Driven PD Based on Feedback and Needs:** VIPHS values teacher input in shaping professional development, ensuring that PD sessions are meaningful, practical, and responsive to faculty concerns. The leadership team gathers feedback through:

- The formal observation cycle, where administrators identify instructional strengths and areas for growth.
- A weekly "Weekly Recap" form, which allows teachers to provide anonymous feedback on school operations, instructional challenges, and PD needs. This ensures that professional development remains relevant, teacher-driven, and adaptable to real classroom experiences.

### PD Calendar for 2025-2026

	Monday August 10	Tuesday August 11	Wednesday August 12	Thursday August 13	Friday August 14
AM Session 9-11AM	<b>Welcome Back: Review Schoolwide</b>	<b>Grades That Mean Something:</b>	<b>Best Approaches for Group Work</b>	<b>Annual Mandatory Trainings</b>	<b>Planning and classroom set-up</b>

	<p><b>Priorities and Charter Renewal Overview</b></p> <p>Kick off the year with a whole-staff session to reconnect, review key schoolwide initiatives, and align around our shared priorities. We'll walk through the charter renewal process and what it means for our work this year, introduce new staff members, and set the tone for a purposeful, collaborative year ahead.</p>	<p><b>Authentic Assessments in the Age of AI</b></p> <p>Build on our equal interval grading model by designing assessments that truly reflect student thinking. We'll explore the Key Cognitive Strategies, examine what makes an assessment authentic, and create course-wide rubrics that align grading with meaningful, AI-resistant student work.</p>	<p>Explore practical strategies for structuring group work that promote meaningful participation, academic thinking, and student accountability. We'll look at how to form groups, assign roles, scaffold discussion, and ensure all voices are heard—whether working in pairs, small groups, or whole-class settings.</p>	<ul style="list-style-type: none"> <li>• Bloodborne Pathogens</li> <li>• Youth Suicide Prevention</li> <li>• Mandated Reporter</li> </ul>	
<p>PM Session 12-2PM</p>	<p><b>Less Tech, More Thinking: Planning for Human-Centered, Authentic Learning</b></p> <p>Explore strategies for reducing unnecessary screen time and designing meaningful analog learning experiences. We'll use the SAMR model to evaluate tech use, reflect on when analog is better, and begin shifting toward more authentic, human-centered assessments.</p>	<p><b>Moving from Classroom Management to Campus Management</b></p> <p>Explore how shared systems and routines can create a more consistent, calm, and supportive school culture. We'll identify key campus-wide expectations—from passing period norms to cell phone handling—and collaborate on structures that support all staff in reinforcing them consistently.</p>	<p><b>Advisory Planning Time</b></p> <p>Grade-level advisory teams will meet with their assigned admin lead to plan and map out advisory for the year. This is dedicated time to align on themes, key activities, scheduling, and supports to ensure a meaningful and consistent advisory experience for all students.</p>	<p><b>Individual Check-ins with Observation Cohorts:</b> Administrators who will be conducting observations meet with teachers for 30 minute check-ins where teachers share their goals for the year aligned with the CSTP rubric.</p>	<p><b>Planning and classroom set-up</b></p>
<p>Flex Time 2-3:30PM</p>	<p><b>Planning and classroom set-up</b></p>	<p><b>Planning and classroom set-up</b></p>	<p><b>Planning and classroom set-up</b></p>	<p><b>Planning and classroom set-up</b></p>	<p><b>Planning and classroom set-up</b></p>

### Additional PD Days

**Special Education PD (August 20th):** As part of VIPHS's commitment to inclusive education, the school conducts an annual professional development session on special education best practices. This session includes a comprehensive review of eligibility categories under IDEA (Individuals with Disabilities Education Act),

ensuring that all teachers understand how students qualify for special education services and what legal and instructional supports are required. Teachers also explore best practices for inclusion, accommodations, and modifications. This training equips faculty with the knowledge and tools to support Students with Disabilities (SWD) effectively while fostering an inclusive classroom environment.

**MAP Testing Group Data Analysis (September 24tg):** In late September or early October, VIPHS faculty engage in a structured data analysis session focused on the results of the fall administration of NWEA MAP testing. Using our data tuning protocol, teachers work collaboratively to examine student performance trends, identify areas of strength, and determine gaps that need to be addressed in instruction. Teachers set individual classroom goals, grade-level targets, and instructional priorities based on the data, ensuring that differentiation strategies are effectively implemented. This session allows teachers to align their teaching with student needs, using evidence-based decision-making to drive lesson planning and intervention efforts.

**Six Week Lesson Tuning Cycle (2/18 - 3/25):** To enhance instructional effectiveness and refine lesson delivery, VIPHS faculty participate in a six-week lesson tuning cycle during the spring, structured in three cohorts. Each teacher selects a lesson to present for feedback using the Lesson Tuning Protocol. After receiving constructive critique from peers, teachers revise the lesson, implement it in their classrooms, and then reflect on its effectiveness the following week. This process allows for iterative lesson improvement, ensuring that instructional practices are continuously refined based on peer insights and real-time classroom outcomes.

**School Experience Survey Data Analysis (April 22nd):** Each year, VIPHS administers a School Experience Survey to gather feedback from students, parents, and staff regarding the overall educational environment, instructional quality, school culture, and student engagement. During this professional development session, faculty review survey results, identify key trends, and discuss areas for growth. The team examines both strengths and concerns, using the data to inform school-wide decision-making and refine instructional practices.

**Formal Observations:** As part of VIPHS's commitment to professional growth and instructional excellence, each teacher receives one formal observation per semester. The process consists of three key phases:

1. **Pre-Observation Meeting** – Prior to the scheduled classroom visit, the teacher meets with an administrator—typically the Principal, Assistant Principal, or another instructional leader—for a collaborative pre-observation conference. During this meeting, the teacher shares the context and objectives of the lesson to be observed, including how it connects to state standards, unit goals, and student learning targets. The teacher may also identify specific instructional strategies they plan to use (such as inquiry-based questioning, formative checks, or differentiation methods) and articulate particular areas where they would like targeted feedback. This helps ensure the observation is both aligned with instructional goals and tailored to the teacher's professional learning interests. Administrators also review student data or work samples, where available, to better understand classroom dynamics and instructional intent.

This meeting is also an opportunity to confirm how success will be measured, what kinds of evidence the administrator should look for, and what tools (e.g., rubrics, protocols) are being used to support student learning. The tone is collegial and constructive, reinforcing that the observation is a two-way process rooted in mutual respect and shared accountability for instructional quality.

2. **Classroom Observation:** The observation itself typically lasts the full class period (approximately 95 minutes on a block schedule day), allowing the administrator to gain a comprehensive view of the lesson arc and student engagement. During this time, the observer collects evidence in several domains, including:
  - Clarity of instructional objectives and expectations
  - Classroom culture and management
  - Use of instructional strategies matched to lesson content
  - Student participation and engagement
  - Adaptation for diverse learners, including students with IEPs or language needs
  - Formative assessment techniques used to check for understanding

Rather than relying on a checklist alone, administrators take **detailed, descriptive notes** on teacher talk, student responses, pacing, transitions, and group dynamics. The observer looks for alignment between what was planned and what is happening in the moment, paying close attention to how students are responding and interacting with the content. When appropriate, the administrator may briefly confer with students or review materials being used during the lesson.

3. **Debrief Discussion** – Following the observation, the administrator and teacher meet for a comprehensive debrief session, typically within a few school days. This conversation centers on evidence-based feedback, with the goal of celebrating strengths, unpacking areas for growth, and building actionable next steps. The administrator shares specific examples from the lesson—quoting student dialogue, describing instructional moves, and highlighting moments where learning was visibly taking place.

The debrief is also an opportunity for professional reflection. Teachers are invited to share their thoughts on what went well, what they might do differently, and how student learning could be further supported. The administrator and teacher work together to identify 1–2 concrete action items or instructional refinements. These may include trying a new questioning technique, reworking a formative assessment, or incorporating more scaffolds for specific student groups.

These conversations often lead into broader discussions about unit design, classroom culture, differentiation, or equity. Where appropriate, administrators may connect teachers with resources, instructional coaches, or peer colleagues who can support the implementation of new strategies. Notes and next steps from the debrief are documented and revisited during future coaching cycles or informal walkthroughs to reinforce continuity and follow-through.

The VIPHS observation process reflects a developmental, not evaluative, model of educator support. It is rooted in the belief that high-quality instruction is a craft that requires intentional practice, honest feedback, and supportive collaboration.

## **Recruiting Qualified Staff**

To attract exceptional teachers, VIPHS employs a proactive, multi-faceted recruitment strategy that targets both experienced educators and emerging talent from teacher credentialing programs.

The school regularly posts job openings on EdJoin, a widely used platform for education-related hiring in California, ensuring that vacancies reach a broad pool of credentialed applicants. EdJoin also has a search tool by which we can contact appropriately credentialed teachers directly. Additionally, VIPHS actively builds relationships with top teacher preparation programs at local universities, including UCLA's Center X, CSUN's Teacher Preparation Program, Loyola Marymount University, and other credentialing institutions. By networking with faculty advisors and using online outreach, VIPHS remains connected to high-caliber teacher candidates who are well-prepared to meet the demands of modern, research-based instruction.

Through intentional outreach and strategic hiring practices, VIPHS ensures that all faculty members are credentialed, highly qualified, and aligned with the school's instructional model, fostering a strong, innovative, and collaborative teaching staff that supports student achievement.

Once a new staff member has been vetted, VIPHS provides all faculty members, including new staff, a comprehensive "VIPHS Teacher Handbook," which serves as a foundational resource outlining the school's instructional program, expectations, and research-backed pedagogical approaches. This handbook is designed to ensure consistency in instructional delivery, classroom management, and professional responsibilities, providing clear guidance on lesson planning, assessment practices, student engagement strategies, and differentiation techniques. In addition to articulating the school's educational philosophy, the handbook includes references to best practices in teaching and learning, aligning with evidence-based methodologies such as Explicit Direct Instruction (EDI), inquiry-based learning, and data-driven instruction. By equipping teachers with a well-defined instructional framework and practical implementation strategies, the handbook supports professional growth and instructional excellence, reinforcing VIPHS's commitment to high-quality, student-centered education.

## **Meeting the Needs of All Students**

### **English Learners**

VIPHS follows a systematic process to identify English Learners (ELs) upon enrollment, and has adopted LAUSD's English Learner Master plan in structuring its EL program. As required by state and federal regulations, all students complete a Home Language Survey, which determines whether a language other than English is spoken in the home. If a student is identified as a potential English Learner, the school administers the initial English Language Proficiency Assessments for California (ELPAC) to assess their listening, speaking, reading, and writing skills. Based on the results of this assessment, along with a review of academic history and parent input, students are classified as EL or IFEP and placed into the appropriate instructional program to support their language acquisition.

VIPHS provides a structured, research-based English language acquisition program that consists of both Designated and Integrated English Language Development (ELD). Designated ELD instruction occurs in a dedicated ELD course, where students receive targeted instruction in academic vocabulary, grammar, reading comprehension, and writing strategies. This course is led by a qualified teacher with an appropriate EL authorization, ensuring that instruction aligns with the California English Language Development Standards. A significant component of this course is the Houghton Mifflin Harcourt Read 180 curriculum, which provides individualized reading instruction, adapted texts, and interactive literacy tools. Half of the designated ELD class is spent in whole-group instruction focused on language development and academic support, while the other half allows for self-paced, adaptive literacy work through Read 180.

Ensuring that EL students have meaningful access to the full curriculum is a core priority at VIPHS. Integrated ELD occurs in all core subject areas, where general education teachers incorporate language development strategies into their instruction. Teachers utilize leveled texts, graphic organizers, and scaffolding techniques to support EL students in accessing the curriculum. Google Translate, bilingual dictionaries, and adaptive reading programs such as Newsela allow students to engage with complex content at an appropriate language level. Teachers are also trained to evaluate students for content knowledge separately from language proficiency, ensuring that EL students can demonstrate their understanding without being penalized for developing English skills.

To monitor and support EL students' progress, VIPHS relies on multiple academic performance measures, including NWEA MAP testing results, credit accumulation, course grades, and teacher feedback. MAP testing provides valuable insight into students' reading comprehension and mathematical proficiency, allowing educators to identify areas where additional support may be needed. Credit accumulation is closely monitored to ensure that EL students remain on track for graduation, while ongoing teacher assessments and classroom performance data help pinpoint students who may require targeted interventions. Those who demonstrate slower-than-expected progress receive individualized support through Structured Academic Support (SAS) periods, additional small-group instruction, and literacy interventions. Faculty use this data to tailor instruction, ensuring that EL students receive the necessary supports to accelerate their language acquisition while maintaining academic progress in core subjects.

VIPHS conducts an annual evaluation of its English Learner (EL) program to ensure that EL students are making measurable progress in both language acquisition and academic achievement. A key component of this evaluation is closely tracking the school's reclassification rate, as reclassification serves as a strong indicator of program effectiveness. Additionally, VIPHS includes the GPA of EL students as a performance target in the Local Control and Accountability Plan (LCAP) to monitor their success in the general education curriculum. By analyzing academic performance trends, reclassification data, and student outcomes, the school is able to adjust instructional supports and intervention strategies to continuously improve outcomes for EL students.

The process for reclassifying EL students to Reclassified Fluent English Proficient (RFEP) follows state guidelines and considers multiple measures to determine whether a student has acquired the English proficiency necessary to succeed without language-based support. Reclassification is based on a combination of factors, including Summative ELPAC testing results, academic performance in core classes, and input from teachers and families. Family input plays a vital role in the decision-making process, ensuring that parents and guardians are involved in determining whether their child is ready for full immersion in the general education curriculum without additional language development support.

To ensure that both EL and RFEP students continue to succeed, VIPHS has a structured monitoring system that tracks their progress through multiple measures, including NWEA MAP testing, grades, and credit accumulation. RFEP students are monitored for at least two years after reclassification to ensure that they maintain academic success without designated language support. Additionally, the school actively monitors Long-Term English Learners (LTELs) and students at risk of becoming LTELs, identifying those who may require additional interventions. Teachers and administrators analyze student performance data, provide targeted academic coaching, and offer additional literacy and language development support to ensure that all EL students, regardless of their proficiency level, remain on a trajectory toward full English fluency and academic achievement.

## **Gifted and Talented (GATE) Students and Students Achieving Above Grade Level**

VIPHS does not formally identify Gifted and Talented Education (GATE) students, but the school does take previous GATE designation into account when scheduling students to ensure they are placed in courses that provide an appropriate level of challenge. Rather than using a separate GATE program, VIPHS focuses on ensuring that all students who demonstrate high academic ability or advanced achievement receive the support and opportunities they need to excel.

To meet the educational needs of students achieving above grade level, VIPHS employs differentiation within the classroom, a robust selection of Advanced Placement (AP) courses, rigorous teacher-designed electives, and dual enrollment options. Teachers are trained to use flexible grouping, complex problem-solving tasks, and independent research opportunities to ensure that students working at an advanced level remain engaged and challenged. Additionally, VIPHS offers the AP Capstone program, an intensive, research-based curriculum that cultivates critical thinking and college-level inquiry skills. Students may also choose to enroll in dual enrollment courses through Pierce College, giving them access to college-level coursework and early exposure to post-secondary academic expectations.

As with all students at VIPHS, the progress of high-achieving and previously identified GATE students is closely monitored. The school conducts semesterly credit accumulation reviews to ensure students remain on track for graduation while also using NWEA MAP testing to assess academic growth. This allows faculty and counselors to determine whether students need additional support, enrichment opportunities, or access to more advanced coursework.

While VIPHS does not formally designate a GATE coordinator, parents with questions about the academic program or opportunities for high-achieving students should contact the school counselor or principal. They can provide guidance on course placement, enrichment options, and pathways for students seeking more rigorous academic challenges.

## **Students Achieving Below Grade Level**

The school uses multiple data points to identify students in need of additional assistance, including grades, credit accumulation, and NWEA MAP testing results. These assessments provide a comprehensive picture of student performance, helping educators pinpoint specific areas of academic struggle and determine the most effective interventions.

Once students are identified as needing additional support, VIPHS analyzes MAP testing data to determine individual strengths and weaknesses, allowing teachers to implement targeted interventions. Students who continue to struggle despite initial classroom supports may be referred to the Student Success Team (SST) process, where a collaborative team—including teachers, counselors, and administrators—works with the student and family to develop a personalized intervention plan. If multiple intervention strategies fail to result in adequate progress, the student may be referred for a formal evaluation for special education services, ensuring that all students receive the appropriate level of academic and learning support.

Interventions for students performing below grade level take place both in the classroom and through structured support programs. VIPHS teachers use differentiated instruction, targeted scaffolding, and possibly alternative assessment strategies, to meet students where they are while still holding them to high academic standards.

Additionally, students who need extra time and direct academic assistance may be enrolled in the Structured Academic Support (SAS) class, where they receive focused support on core subjects, individualized tutoring, and additional practice with essential skills. The SST process further ensures that students receive consistent monitoring and personalized interventions, allowing teachers to adjust instructional strategies as needed.

Student progress is closely tracked through grades, credit accumulation, MAP testing growth scores, and statewide assessments such as CAASPP results. By reviewing this data regularly, VIPHS ensures that students performing below grade level receive timely, targeted interventions and that their academic growth is continually monitored. This multi-tiered support system allows students to progress at their own pace while receiving the necessary assistance to close learning gaps and meet their full potential.

### **Socioeconomically Disadvantaged / Low Income Students**

Recognizing that financial barriers can impact a student’s educational experience, long-term planning, and post-secondary success, VIPHS has developed a structured system of supports that addresses the unique challenges faced by students from low-income backgrounds.

To identify students in this group, VIPHS administers a family income survey as part of the free and reduced lunch program. This process allows the school to determine which students qualify as socioeconomically disadvantaged and may need additional academic, social, or financial resources. While economic status does not necessarily correlate with academic performance, VIPHS takes a proactive approach to ensuring that students in this group have the same access to enrichment opportunities, college planning guidance, and extracurricular experiences as their more financially privileged peers.

The school actively monitors student progress through multiple data points, including NWEA MAP testing results, credit accumulation, and course grades, to ensure that financial hardship does not become a barrier to academic success. VIPHS provides individualized counseling and advisory support, where staff members work with students and families to connect them with scholarship opportunities, financial aid resources, and fee waivers for, standardized tests and college applications. By ensuring that students are aware of and able to access financial aid programs, grants, and other post-secondary funding opportunities, VIPHS has successfully sent a significantly higher percentage of socioeconomically disadvantaged students to college than the national average. This is a testament to the school’s commitment to guiding students through the complexities of financial aid, college admissions, and the broader “college gameboard.”

To maintain ongoing support, VIPHS faculty, counselors, and administrators closely monitor the academic progress and college readiness of students in this group. By tracking MAP growth data, reviewing credit accumulation, and conducting regular check-ins, the school ensures that students are not only academically supported but also fully prepared for life after high school—with the financial and institutional knowledge necessary to successfully navigate the transition to college and career pathways.

### **Students in Other Student Groups**

#### **Foster Youth and Students Experiencing Homelessness**

VIPHS is committed to creating a stable, supportive, and inclusive learning environment for all students, particularly those who face significant instability due to foster care placement or homelessness. Recognizing the

unique challenges these students face, VIPHS provides individualized support, strong social-emotional resources, and connections to community-based services to ensure their well-being and academic success.

Students in these groups are identified through enrollment paperwork, family surveys, and direct referrals from teachers, counselors, or outside agencies. As part of the enrollment process, VIPHS screens for foster status and housing instability in compliance with the McKinney-Vento Homeless Assistance Act and relevant foster care legislation. Additionally, teachers and staff receive training to recognize signs of housing instability or foster care-related challenges, ensuring that students in need of support are quickly connected with resources.

While VIPHS does not have the in-house funding for extensive direct services, the school fosters a strong social-emotional environment where all students have access to trusted adult mentors, small class sizes, and personalized academic and college guidance. For current students in this category, the school works closely with community-based organizations, county resources, and nonprofit groups to help students access housing assistance, mental health services, and financial support for school-related expenses such as transportation, technology, and extracurricular participation. Additionally, VIPHS ensures that foster youth and homeless students are prioritized for Structured Academic Support (SAS) periods and receive flexibility with attendance policies to accommodate their unique circumstances.

The progress of foster youth and students experiencing homelessness is monitored through multiple measures, including academic performance (grades, credit accumulation), attendance records, and social-emotional well-being. The school counselor serves as the primary point of contact for coordinating services and checking in with students regularly. Additionally, advisory teachers and staff members maintain ongoing communication with students to ensure they feel supported and connected to the school community. By leveraging personalized relationships, external partnerships, and a commitment to social-emotional wellness, VIPHS ensures that foster youth and students experiencing homelessness have the stability and support they need to succeed academically and beyond.

## **Sharing Promising Practices**

VIPHS is committed to collaborating with both traditional public and charter schools to share best practices that enhance student learning, college readiness, and inclusive education. The school actively participates in professional networks, statewide conferences, and educational organizations to contribute to and learn from the broader education community.

As an Option 3 participant in the LAUSD Special Education Local Plan Area (SELPA), VIPHS engages in ongoing collaboration with other charter schools to share strategies for supporting students with disabilities. This participation allows VIPHS to both share its own experiences and benefit from the expertise of other schools, ensuring continuous improvement in how special education and academic support services are provided.

VIPHS faculty and leadership also attend the California Charter Schools Association (CCSA) Conference most years, engaging in presentations, workshops, and networking sessions focused on innovative instructional practices, school leadership, and charter school policy. The school is also committed to expanding its college counseling expertise and sharing best practices in college access and financial aid guidance by participating in College Board Forum and NACAC (National Association for College Admission Counseling) events, as the budget permits. These national conferences provide opportunities to exchange insights on increasing college

enrollment for underrepresented students, strengthening advising programs, and staying ahead of trends in higher education access.

Through these strategic partnerships, professional conferences, and special education collaborations, VIPHS ensures that its best practices are shared with other schools serving similar grade levels, fostering innovation and student success across the broader educational landscape.

### **“A Typical Day”**

A visitor stepping onto the VIPHS campus on any given day would immediately notice an engaged, dynamic learning environment where students take an active role in their education. From the moment students arrive, they are immersed in a college-preparatory culture that blends rigorous academics with a personalized, supportive atmosphere.

The day begins with students attending their first class, fully engaged in a structured yet flexible instructional model that balances direct instruction with inquiry-based learning. In an AP Seminar class, students might be analyzing multiple perspectives on a contemporary issue, debating the credibility of sources, and preparing evidence-based arguments. Down the hall, a math class is engaged in problem-solving discussions, where students work collaboratively to apply abstract concepts to real-world scenarios, guided by Explicit Direct Instruction (EDI) techniques.

By mid-morning, classrooms across campus reflect the school’s commitment to differentiation and student-centered learning. Science classes might be conducting hands-on experiments, utilizing the Next Generation Science Standards (NGSS) approach, where students engage in data collection, analysis, and hypothesis-driven inquiry. In an English class, students participate in a Socratic Seminar, discussing how a novel connects to broader themes of ethics, demonstrating their ability to think critically and articulate their thoughts with confidence.

Visitors would also see students in advisory periods meeting with their advisors to track their academic progress, discuss college goals, and receive guidance on time management and executive functioning skills—reinforcing VIPHS’s focus on preparing students for post-secondary success.

Lunch is a lively yet inclusive time, where students gather in the courtyard, discussing current events, upcoming projects, and extracurricular activities. Many students take advantage of this time to meet with teachers for extra help, collaborate on group assignments, or prepare for upcoming speech and debate tournaments.

In the afternoon, block schedule classes allow for extended engagement with complex subjects. A visitor to a history classroom might see students engaging in a project-based learning activity, analyzing primary sources to construct their own historical narratives. In a visual arts studio, students refine their latest works, discussing artistic techniques and receiving peer critiques in preparation for an upcoming exhibit. Meanwhile, in a music lab, students might be rehearsing for a performance, collaborating in small groups to arrange pieces that reflect their unique styles.

By the time the final bell rings, students are not just passive learners but active participants in their own education. Many remain after school for club meetings, AP study sessions, or college application workshops, demonstrating their commitment to both academic and personal growth. A visitor leaving VIPHS at the end of the day would walk away with a clear sense that the school is a place where rigorous academics, creative inquiry, and strong student-teacher relationships come together to create an environment where every student is challenged, supported, and prepared for success beyond high school.

## **Element 2: Measurable Pupil Outcomes**

**and**

## **Element 3: Method by which Pupil Progress Toward Outcomes will be Measured**

### **Applicable Portions of Education Code:**

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for pupil subgroups served by the charter school, as that term is defined in 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, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(c)(5)(B))

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

### **Federal and District Required Language (FRDL)**

### **MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

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

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

### **STANDARDIZED TESTING**

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

### **NOTE:**

Elements 2 and 3 are combined into one section in order to support petition clarity, coherence, and consistency. Address in this unified section both summative assessment (including state standardized assessments) and formative assessment. See below.

The FSDRL includes a specific assurance that the charter school must

### **NOTE:**

“meet all statewide standards and conduct the pupil assessments required pursuant to Ed. Code section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.” (Ed. Code § 47605(d)(1)). In addition, the FSDRL for this Element includes the following provision: “Charter School shall meet all statewide content and performance standards and targets.” (Ed. Code §§ 47605(d)(1), 60605.) All provisions of this Element, as well as all other Elements, are expected to be consistent with the FSDRL.

## Measurable Goals of the Educational Program

VIPHS has established clear and measurable goals to ensure high academic achievement, student growth, and a strong school community. As outlined in Element 1, the school’s annual goals are aligned with the eight state priorities, largely focusing on ensuring that students meet or exceed the academic performance of their peers in other schools and fostering a supportive, inclusive community. These goals encompass academic achievement, student engagement, school climate, and college and career readiness, with measurable outcomes reflected in state assessments, student surveys, and other performance indicators.

Beyond these state-mandated goals, VIPHS has unique educational objectives that reflect its mission of expanding college access and preparing students for post-secondary success. While college acceptance rates are included in the LCFF goals, VIPHS takes a broader approach by tracking the range and diversity of college options available to students. Specifically, the school monitors out-of-state acceptances and matriculations, as well as the variety of institutions to which students gain admission and choose to enroll. These data points help assess the extent to which VIPHS is truly broadening opportunities for its students beyond the local public university system.

Rather than setting fixed numeric targets, VIPHS uses this data as an evaluative tool to continuously refine and improve its college counseling program—the central component of the school’s mission and vision. By presenting this information to the Board and including it in LAUSD oversight artifacts, the school is able to assess trends in student decision-making, the impact of counseling strategies, and the effectiveness of efforts to encourage students to consider a wide range of college opportunities. This flexible, data-driven approach ensures that VIPHS remains responsive to student needs, helping all graduates make informed, well-supported college choices that align with their academic and personal aspirations.

## Measurable Pupil Outcomes: Summative Assessment Performance Targets

### Performance Targets Aligned to State Priorities

While the LCFF table in Element 1 addresses this requirement, we are including the following table for easy reference and clarity. This table outlines the specific performance targets (pupil outcomes) for all students and significant student groups, aligning with the eight state priorities identified in Education Code § 52060(d). By presenting this information here, we ensure that VIPHS’s academic, engagement, and school climate goals remain transparent and accessible.

State Priority	Summary of related goals in LCFF	Metrics for All Students	Metrics for Subgroups
	Ensure all teachers are appropriately	100% of teachers	N/A - goals and metrics

<b>1. Basic Services</b>	credentialed, instructional materials align with state standards, and facilities are maintained in good condition.	appropriately credentialed; annual review of instructional materials; compliance with facilities inspection reports.	apply to all subgroups.
<b>2. Implementation of State Standards</b>	Monitor and support the implementation of Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) across all subject areas.	Annual review of curriculum alignment; professional development participation; teacher implementation surveys.	N/A - goals and metrics apply to all subgroups.
<b>3. Parental Involvement</b>	Engage parents and guardians in decision-making processes and provide meaningful opportunities for involvement in school programs.	Annual parent surveys; parent participation in school events and governance committees.	All school outreach via Parent Square provided in home language for linguistically diverse families.
<b>4. Student Achievement</b>	Maintain strong student performance on state assessments, maintain high AP exam participation and pass rates, and track college acceptance and matriculation rates.	CAASPP proficiency rates; AP participation and pass rates; college acceptance and matriculation data.	Performance monitored by subgroup; targeted interventions for ELs, socioeconomically disadvantaged, and foster youth.
<b>5. Student Engagement</b>	Maintain high attendance rates, reduce chronic absenteeism, and ensure high student retention and graduation rates.	Maintain 95%+ attendance rate, graduation rate >95%.	EL and foster youth attendance monitored; intervention for students at risk of dropping out.
<b>6. School Climate</b>	Foster a positive school climate by improving student perceptions, maintaining low suspension rates, and addressing social-emotional learning needs.	>80% satisfaction in school experience survey results; maintain suspension rate <2%.	N/A - goals and metrics apply to all subgroups.
<b>7. Access to a Broad Course of Study</b>	Ensure equitable access to a broad and rigorous curriculum, including AP courses, dual enrollment opportunities, and career/technical education pathways.	Increase in AP enrollment and dual enrollment participation; elective variety maintained.	AP and dual enrollment opportunities monitored for equity among subgroups.
<b>8. Other Student Outcomes</b>	Measure student progress through multiple assessments, including MAP testing, CAASPP, and subject-specific performance tasks.	MAP testing growth data; subject-specific assessments; student portfolios.	Individualized growth targets set by system for all subgroups. Monitoring of subgroup performance via NWEA MAP reports.

### Other Performance Targets

Performance Target	Data Used to Evaluate

Maintain Effective College Counseling Program	<ul style="list-style-type: none"> <li>● Internal records regarding acceptance and matriculation</li> <li>● Naviance / National Clearinghouse Data</li> <li>● CA DataQuest Postsecondary Reports</li> </ul>
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**Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment**

VIPHS employs a system to monitor student progress by utilizing a combination of internal assessments, classroom-based evaluations, and a structured intervention process to identify and address student needs effectively.

**“Verified Data” Assessments:** To measure student progress in Mathematics and English Language Arts (ELA), VIPHS administers NWEA MAP assessments twice per year—once in the fall and once in the spring—across all grade levels. These computer-adaptive assessments provide detailed insight into individual student growth, helping teachers identify specific skill gaps, strengths, and areas in need of intervention. The goal is for at least half of students to meet their individualized growth targets as set by MAP testing, which is an indicator of adequate yearly progress. MAP data is also used to inform differentiation strategies within the classroom and to identify students in need of additional academic support.

In addition to verified data, the school uses A-G credit accumulation as another metric by which to measure mastery of the academic standards.

Grade	Fall	Spring
9	<ul style="list-style-type: none"> <li>● NWEA MAP Tests in ELA and Math</li> <li>● A-G Credit accumulation</li> </ul>	<ul style="list-style-type: none"> <li>● NWEA MAP Tests in ELA and Math</li> <li>● A-G Credit accumulation</li> </ul>
10	<ul style="list-style-type: none"> <li>● NWEA MAP Tests in ELA and Math</li> <li>● A-G Credit accumulation</li> </ul>	<ul style="list-style-type: none"> <li>● NWEA MAP Tests in ELA and Math</li> <li>● A-G Credit accumulation</li> </ul>
11	<ul style="list-style-type: none"> <li>● NWEA MAP Tests in ELA and Math</li> <li>● A-G Credit accumulation</li> </ul>	<ul style="list-style-type: none"> <li>● NWEA MAP Tests in ELA and Math</li> <li>● A-G Credit accumulation</li> </ul>
12	<ul style="list-style-type: none"> <li>● NWEA MAP Tests in ELA and Math</li> <li>● A-G Credit accumulation</li> </ul>	<ul style="list-style-type: none"> <li>● NWEA MAP Tests in ELA and Math</li> <li>● A-G Credit accumulation</li> </ul>

**Classroom-Based Summative Assessments:** Beyond standardized internal assessments, VIPHS teachers regularly measure student mastery of state standards through unit tests, projects, essays, and other performance-based assignments. Teachers use rubrics and data-driven grading practices to ensure that students demonstrate not only content knowledge but also critical thinking, problem-solving, and application of skills. These ongoing assessments provide real-time feedback to both students and teachers, allowing for adjustments in instruction and targeted reteaching when necessary.

**Classroom-Based Formative Assessment:** In addition to formal internal assessments like NWEA MAP testing, VIPHS teachers utilize ongoing formative assessments to monitor student understanding, adjust instruction in real time, and ensure mastery of state standards. These formative assessments are embedded into daily instruction and provide immediate feedback on student learning.

**Checks for Understanding:** Teachers regularly use quick, low-stakes assessments to gauge student comprehension during lessons. These include:

- Cold-calling and class discussions to assess verbal reasoning and engagement.
- Exit tickets where students summarize key takeaways from the lesson.
- Think-Pair-Share activities, allowing students to articulate their understanding before whole-class discussion.
- Hand signals or response cards for quick, informal feedback on comprehension.

**Written and Performance-Based Formative Assessment:** Teachers frequently assess student learning through short, informal written tasks and performance-based activities, such as:

- One-minute essays or reflections on lesson content.
- Graphic organizers and concept maps to demonstrate connections between ideas.
- Peer review and self-assessments that encourage metacognition and revision.
- Quick quizzes (both digital and paper-based) to check for retention of key concepts.

**Differentiated Formative Assessment:** To accommodate diverse learners, teachers use differentiated formative assessment strategies, such as:

- Scaffolded questioning that adjusts based on student responses.
- Choice boards and tiered tasks, allowing students to demonstrate understanding in multiple ways.
- Socratic seminars and debates, assessing critical thinking and reasoning.

**Student Support and Intervention:** For students who are not making adequate progress, VIPHS has a well-defined Student Success Team (SST) process, as outlined in Element 1, which allows teachers to refer students for additional intervention. Students identified through MAP testing, grades, or teacher observation may receive support through Structured Academic Support (SAS) periods, targeted tutoring, or modifications in instructional strategies. This data-driven intervention model ensures that struggling students receive the resources and assistance they need to succeed.

## **Data Analysis and Reporting**

VIPHS is committed to data-driven decision-making to ensure continuous improvement in student learning, school operations, and overall program effectiveness. The school collects, analyzes, and reports a variety of academic performance, school climate, and operational data to inform instruction, guide intervention, support college counseling, and engage stakeholders in understanding school outcomes.

VIPHS gathers and monitors a range of academic and college readiness data, including NWEA MAP testing results, credit accumulation, California School Dashboard indicators, CAASPP results, ELPAC scores, and college acceptance and matriculation trends. These data points provide insight into student growth, proficiency in core subjects, and overall college preparedness. Additionally, the school collects survey results and attendance data to assess the school climate and student engagement, ensuring that VIPHS remains a supportive, student-centered environment where all learners have the resources they need to succeed.

The school uses this data to inform curriculum and instruction, guide tiered intervention strategies, and support enrichment opportunities. Teachers and administrators analyze MAP testing results, classroom performance, and standardized assessments to identify patterns in student learning, areas of strength, and opportunities for instructional improvement. When students struggle, data plays a critical role in determining whether they need additional support through the SST process, Structured Academic Support (SAS), or other targeted interventions. Similarly, when students demonstrate exceptional performance, data is used to place them in advanced courses, recommend AP enrollment, or offer enrichment opportunities such as dual enrollment at Pierce College.

Beyond classroom instruction, VIPHS uses data to evaluate and refine the overall educational program and school operations. School leadership, including the administration, executive team, and governing board, regularly reviews assessment results, credit accumulation trends, college matriculation data, and student feedback to make informed decisions about curriculum design, resource allocation, and school policies. This process ensures that VIPHS remains responsive to the needs of its students while upholding its mission to prepare all learners for post-secondary success.

Data also serves as a key tool for communicating school performance to stakeholders. Throughout the year, school leadership presents key data findings to the governing board, providing updates on student achievement, school climate, and program effectiveness. Additionally, VIPHS sends an annual data update to families, outlining progress on key performance metrics such as test scores, college admissions, and student engagement. By making data transparent and accessible, VIPHS ensures that students, families, and staff are actively engaged in the school's ongoing efforts to drive academic excellence and student success.

## **Grading, Progress Reporting, and Promotion/Retention**

VIPHS maintains a flexible yet standards-driven grading policy designed to reflect student mastery of course material while supporting motivation, learning, and accountability. While teachers have the autonomy to tailor their grading policies based on the rigor and expectations of their courses, all grading practices must adhere to five core principles:

- **Core Principle 1:** Grades will not be used as punishments or as rewards.
- **Core Principle 2:** Grades will be reflective of a student's academic achievement and mastery of course material. Grades that reflect work habits and behavior will make up no more than 10% of a student's grade and be framed in positive terms.
- **Core Principle 3:** Grading policies will be set up to support student motivation to learn and complete assignments.
- **Core Principle 4:** Grading policies should aim to give students useful, timely, actionable information about their progress towards mastery of course material.
- **Core Principle 5:** Grading scales must use equal intervals, meaning the difference between each grade band must be mathematically consistent.

Teachers are expected to design grading scales and policies for their courses that ensure grades serve as an accurate measure of proficiency, avoiding the use of zeros as punitive measures and minimizing the impact of non-academic factors on student performance. Grading policies are reviewed by administration at the beginning of every year to ensure alignment and compliance.

VIPHS provides continuous access to student progress through its live gradebook system in School Pathways, which allows parents and students to view real-time updates on academic performance. In addition to this ongoing transparency, teachers conduct direct outreach two to three times per semester for students in danger of failing, ensuring that families are aware of academic concerns and able to intervene early. Official report cards are mailed home at the end of each semester, providing a formal record of student achievement.

Promotion and retention at VIPHS are structured around credit accumulation requirements. To remain on track for graduation, students must earn 60 credits per year with a grade of D or higher. However, in alignment with A-G college entrance requirements, students are strongly encouraged to retake any course in which they earned below a C, ensuring they remain competitive for college admissions and meet post-secondary eligibility standards. While students who fail to meet the 60-credit annual benchmark may require remediation, VIPHS guides families to pathways for credit recovery, including summer school and online coursework.

## Element 4: Governance

### Applicable Portions of Education Code:

*“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))*

### Federal and District Required Language (FRDL):

#### GENERAL PROVISIONS

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

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

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

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

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

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

#### LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.

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

Charter School shall comply with the Brown Act and the California Public Records Act.

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

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

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

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

#### TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

#### RESPONDING TO INQUIRIES

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

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

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

#### NOTIFICATION OF THE DISTRICT

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

#### STUDENT RECORDS

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

#### PARENT ENGAGEMENT

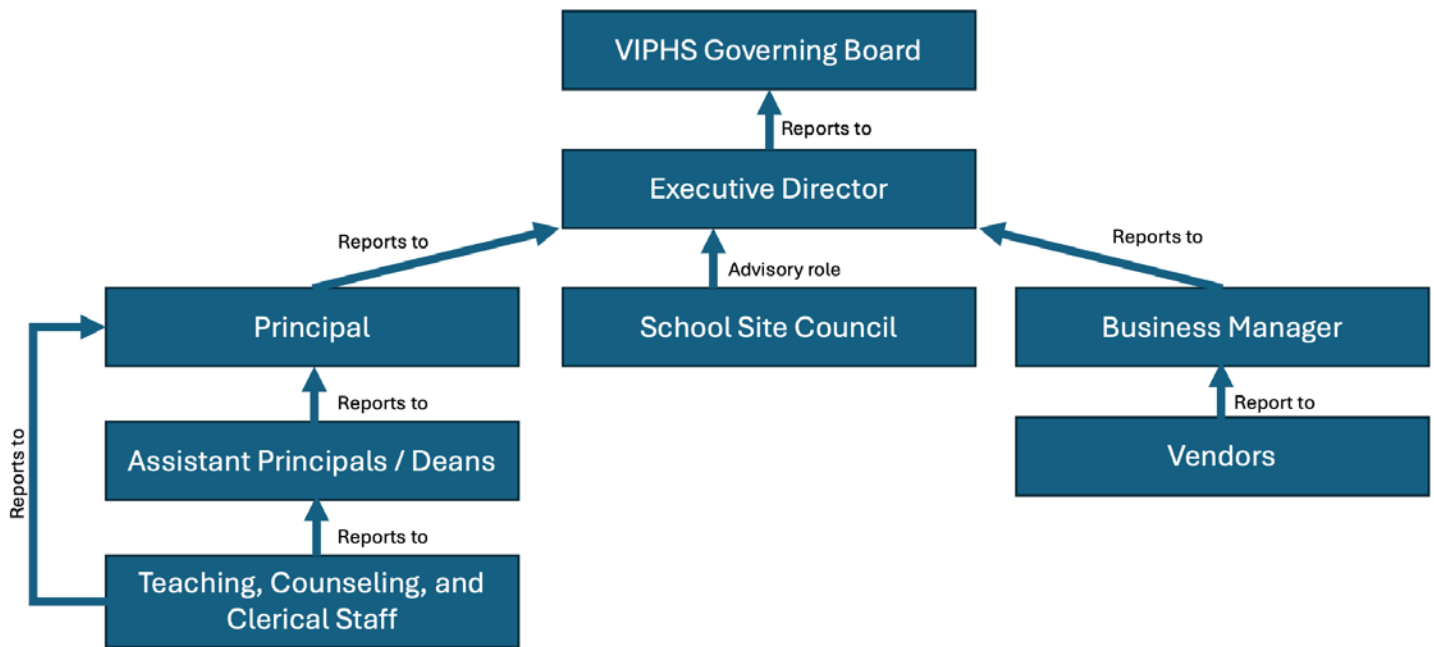
Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment,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

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

#### FEDERAL PROGRAM COMPLIANCE

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

## Governance Structure



VIPHS operates under the governance of Parents in Partnership, a 501(c)(3) nonprofit organization, which serves as the governing board of the school. This board ensures that VIPHS remains academically, operationally, and financially sound, while upholding its mission and vision. The governing board provides policy direction and oversight, while the executive leadership—including the Executive Director, Principal, and Business Manager—manages the day-to-day operations, academic programs, financial health, and strategic initiatives of the school.

The VIPHS Governing Board monitors the fiscal, academic, and operational health of the school. Comprised of a Board President, Treasurer, Secretary, and other Board Members, the board is responsible for policy development and oversight, ensuring that the school complies with local, state, and federal regulations. The board also provides financial management and accountability, overseeing the budget and resource allocation to guarantee fiscal responsibility. In addition, the board monitors the academic program to ensure that VIPHS remains faithful to its charter and continues to support student success and college readiness. A key function of the board is to evaluate the Executive Director’s performance annually, assessing leadership effectiveness and alignment with the school’s long-term objectives.

The Executive Director serves as the visionary leader of VIPHS, collaborating with the governing board to develop and implement strategic plans that advance the school’s mission. In addition to overseeing day-to-day operations, the Executive Director plays a critical role in advocacy, representing the school to stakeholders, community partners, and local educational organizations. As the primary spokesperson for the school, the Executive Director manages external communications, outreach, and engagement efforts. A significant aspect of this role includes budget management, ensuring financial stability through effective resource allocation. The Executive Director also leads fundraising initiatives, securing additional funding to support academic programs and student services. Ensuring compliance with all applicable laws, charter requirements, and regulations, the Executive Director keeps the board informed on key performance indicators, challenges, and strategic goals, acting as both a leader and advisor to guide the school's continued success.

The Principal is responsible for overseeing the school’s daily operations and academic program, ensuring a rigorous, student-centered learning environment. This role involves curriculum development and implementation, ensuring that instructional programs are aligned with state standards and the needs of all learners. The Principal also leads data analysis efforts, supervising the collection and evaluation of student performance data to identify areas for growth and drive continuous improvement. A strong focus on staff development and evaluation allows the Principal to mentor and support teachers, fostering a culture of high expectations and professional growth. Additionally, the Principal plays a pivotal role in creating a positive learning environment, prioritizing student well-being, inclusivity, and social-emotional development. Ensuring that VIPHS remains compliant with charter school regulations, the Principal works closely with both the Executive Director and governing board to maintain high academic and operational standards.

The Business Manager plays a crucial role in ensuring the financial health and operational efficiency of the school. Working in close collaboration with the Executive Director, the Business Manager assists in implementing and managing the school’s budget, ensuring that spending aligns with strategic priorities and compliance requirements. This role includes monitoring monthly cash flow, tracking expenses, and generating financial reports to provide a clear picture of the school’s financial position. The Business Manager also oversees financial transactions and ensures proper vendor management, working with VIPHS’s back-office service provider, external auditors, and other financial partners. By maintaining accurate financial records and ensuring compliance with state and federal fiscal regulations, the Business Manager supports VIPHS in maintaining long-term financial stability and responsible resource allocation.

## **Governing Board Composition and Member Selection**

### **Composition**

The VIPHS governing board operates under Parents in Partnership, a 501(c)(3) nonprofit organization, and is responsible for ensuring that the school remains financially stable, academically successful, and aligned with its charter. The board is composed of a diverse group of professionals with expertise/experience in various areas, including education, finance, law, and budget management, ensuring a broad range of perspectives and skill sets to guide decision-making.

The governing board consists of a minimum of five members, including the Board President, Treasurer, and Secretary. This leadership structure allows for checks and balances while ensuring that all policy, financial, and academic decisions are made with the long-term sustainability and mission of the school in mind. The board’s composition reflects a commitment to strong oversight and strategic planning, with members nominated and selected based on their ability to contribute to the fiduciary, operational, and educational success of the school.

Having board members with diverse backgrounds and expertise supports effective governance by ensuring that key school functions—such as budget oversight, legal compliance, fundraising, and academic performance monitoring—are evaluated through multiple professional lenses. Additionally, board members provide community representation, ensuring that VIPHS remains responsive to the needs of students, families, and stakeholders.

### **Board selection and membership**

VIPHS follows a structured and strategic approach to board member selection to ensure that the board remains effective, representative, and aligned with the school's long-term goals.

The governing board terms outlined in the bylaws specify that board members serve three-year terms, with a limit of two consecutive terms (for a total of six years). The founding directors' terms were initially staggered to ensure continuity, but all subsequent board members adhere to the three-year cycle with staggered seat transitions to maintain leadership stability. Additionally, vacancies on the board may be filled through board appointment, and a Charter Authorizer Representative may be appointed per California Education Code Section 47604(b).

The Board President serves as the leader and primary representative of the VIPHS governing board, ensuring that board operations run efficiently and that the school remains aligned with its mission, vision, and strategic goals. The President is elected by the governing board and serves a one-year term, with the possibility of reappointment based on board approval.

A key responsibility of the Board President is to facilitate and preside over all board meetings, ensuring that discussions remain focused and productive while addressing the board's fiduciary, academic, and policy responsibilities. In collaboration with the Executive Director and fellow board members, the President helps establish meeting agendas, prioritizing topics such as academic oversight, financial health, compliance, and long-term planning to support the school's continuous improvement.

As the primary liaison between the governing board and the Executive Director, the President plays a crucial role in ensuring clear and consistent communication regarding strategic goals, policy approval, and school operations. This partnership helps maintain alignment between governance decisions and the day-to-day functioning of VIPHS, reinforcing a strong oversight structure while allowing the school's leadership to operate effectively.

In addition to internal governance, the Board President ensures that all board decisions comply with applicable laws, the school's charter petition, and best practices for nonprofit governance. By upholding the board's bylaws and operational policies, the President plays an essential role in maintaining transparency, accountability, and legal compliance. The President also contributes to board leadership and development, mentoring fellow board members, facilitating professional growth opportunities, and engaging in succession planning to ensure that the governing board remains strong and effective.

This system provides continuity in leadership while also allowing for new perspectives and expertise to be introduced regularly. The board conducts an annual review of its composition and, when necessary, identifies areas where additional expertise or representation may be needed. If a board member resigns or a gap in expertise is identified, the board initiates a selection process to fill the vacancy in a timely manner.

Potential board members are selected based on qualifications that align with the school's needs, including experience in education, finance, legal affairs, nonprofit governance, community engagement, and fundraising. Additionally, candidates should demonstrate a commitment to the school's mission and a willingness to actively participate in governance responsibilities.

The selection process begins with nominations from existing board members or external recommendations. Interested candidates are interviewed by the board, with an emphasis on assessing their professional expertise, understanding of charter school governance, and ability to contribute to strategic decision-making. After the interview process, final candidates are voted upon by the existing board members, and newly appointed members participate in an onboarding process to familiarize them with school operations, policies, and governance expectations.

## **Governance Procedures and Operations**

The governing board of VIPHS operates in accordance with the Brown Act and other applicable transparency laws to ensure open and effective governance. The board meets at least six times per year, with additional special meetings as necessary, at a designated location within the boundaries of the school's authorizer. Each year, the board sets its annual calendar of meetings, which is then made available to the public. In compliance with legal requirements, meeting agendas are posted at least 72 hours before regular meetings and 24 hours before special meetings in a location accessible to the public and on the school's website. This ensures that stakeholders have ample opportunity to review meeting topics and participate in the governance process. The board also maintains meeting minutes, which are made publicly available online and upon request.

VIPHS is committed to full compliance with the Brown Act, ensuring that all meetings are open to the public and that no decisions are made outside of publicly noticed meetings. All Board members receive Brown Act training and governance training from the Charter Schools Development Center. To further enhance transparency, the school provides multiple avenues for public engagement through either in-person or remote attendance. During meetings, members of the public are encouraged to address the board, and time is allotted for public comment on agenda and non-agenda items.

The board's decision-making procedures follow the guidelines outlined in the governing bylaws. A majority of the directors in office constitutes a quorum for conducting business. Decisions are made based on a majority vote of those present at a properly noticed meeting, unless a greater vote threshold is required by law or the bylaws. Board members may not vote by proxy, ensuring that decisions are made by actively engaged members. Additionally, if a meeting is conducted via teleconference, all legal requirements are followed, including posting agendas at all teleconference locations, ensuring public access, and taking votes by roll call. Teleconferencing procedures comply fully with the Brown Act to maintain transparency and accessibility for stakeholders.

## **Stakeholder Involvement**

While the governing board provides overall policy and fiscal oversight, parents and staff contribute through participation in advisory groups, school site councils, and feedback surveys. Teachers and staff are regularly consulted on curriculum, student support initiatives, and operational decisions, ensuring that educational policies reflect the expertise of educators working directly with students.

Each year, VIPHS shares an annual data update with stakeholders, outlining key academic and operational performance metrics. To ensure broad input, the school collects two separate surveys: a general school experience survey measuring overall stakeholder satisfaction and a specific LCAP feedback survey focused on goal-setting, budget priorities, and program effectiveness. These survey results are used to inform school

leadership and guide improvements. Additionally, the LCAP update is presented to the School Site Council each spring, where parents, teachers, and students provide further feedback before the plan is finalized.

VIPHS actively involves both parents and teachers in discussions about the educational program and instructional strategies. Parents provide input through the School Site Council and surveys, ensuring that family perspectives help shape curriculum decisions and student support services. Teachers engage in ongoing professional development and one-on-one coaching conversations, providing direct feedback on instructional effectiveness, student engagement strategies, and curriculum implementation. Additionally, staff members have the opportunity to submit feedback through a “Weekly Recap” form, an anonymous submission process that allows them to voice concerns, suggestions, or operational recommendations without requiring formal meetings.

The VIPHS website serves as a central hub for communication and transparency, ensuring that stakeholders have easy access to key information. The school regularly posts copies of board meeting agendas and minutes, ensuring compliance with public transparency requirements. Additionally, a dedicated transparency page called “Information and Documentation” that houses all publicly required documents, including audit reports, the School Accountability Report Card (SARC), the Local Control and Accountability Plan (LCAP), and the budget overview for parents. This online repository ensures that families and the broader school community remain informed about the school’s operations and governance decisions.

In addition to the website, VIPHS provides regular updates through multiple communication channels. The school sends out a weekly newsletter, the VIP Voice, which highlights important school updates, events, and student and staff achievements. To ensure effective and accessible communication, VIPHS also utilizes ParentSquare for announcements and reminders, with messages sent in families' preferred home languages to enhance accessibility and engagement.

The School Site Council at VIPHS is a volunteer-based organization, open to teachers, students, and parents who express interest in participating. The council serves as a forum for collaborative discussions on school initiatives, academic policies, and budget allocations, particularly regarding the LCAP and other school improvement efforts. As an inclusive body, the School Site Council ensures that a diverse range of perspectives are considered in school planning, reinforcing VIPHS’s commitment to shared decision-making and community engagement. School site council meets approximately twice a semester, or four times a year.

## **Element 5: Employee Qualifications**

### **Applicable Portions of Education Code:**

“The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code § 47605(c)(5)(E))

### **Federal and District Required Language (FDRL)**

#### **EQUAL EMPLOYMENT OPPORTUNITY**

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

#### **ESEA/ESSA AND CREDENTIALING REQUIREMENTS**

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(1). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

## **Employee Positions and Qualifications**

### **Executive Director**

#### **Job Description**

The Executive Director serves as the chief executive officer of VIPHS, responsible for providing strategic leadership, ensuring operational efficiency, and upholding the school’s mission and vision. Reporting directly to the governing board, the Executive Director oversees academic, financial, and administrative functions, ensuring that the school remains fiscally responsible, academically rigorous, and compliant with all legal and charter requirements.

#### **Key responsibilities include:**

- Strategic Leadership & Governance – Collaborates with the governing board to develop and implement long-term strategic goals and ensure alignment with the school’s mission.
- Financial Management & Fundraising – Develops and oversees the annual budget, monitors monthly cash flow, and ensures fiscal responsibility. Leads fundraising efforts to support academic programs and school initiatives.
- Advocacy & External Relations – Serves as the public face of VIPHS, representing the school in community partnerships, charter networks, and education policy discussions.

- Human Resources & Staff Development – Recruits, hires, and supports school leadership and administrative staff, ensuring that personnel policies align with best practices in education.
- Board Liaison & Reporting – Provides regular reports to the governing board on academic performance, financial health, and school climate, ensuring data-driven decision-making.

### **Minimum Qualifications**

- Bachelor’s degree, preferably in education, public administration, business, or a related field.
- Five years of leadership experience in education, nonprofit management, or a related field.
- Experience managing budgets, operations, and compliance in an educational or nonprofit setting.
- Strong knowledge of charter school laws, financial oversight, and strategic planning.

### **Desirable Qualifications**

- Master’s degree or higher, preferably in education leadership, business administration, or public policy.
- Experience in fundraising, grant writing, and securing external funding sources.
- Background in advocating for charter schools and navigating public education policy.
- Demonstrated ability to work with a diverse school community and foster partnerships with stakeholders.

## **Principal**

### **Job Description**

The Principal is the instructional and operational leader of VIPHS, responsible for ensuring that the school’s academic program, staff development, and student experience align with the school’s mission, vision, and strategic goals. The Principal works closely with the Executive Director, faculty, and staff to cultivate a student-centered, rigorous learning environment while managing day-to-day school operations, curriculum implementation, and compliance with state and charter regulations.

### **Key responsibilities include:**

- Instructional Leadership & Curriculum Development – Oversees the implementation of curriculum, ensuring alignment with state standards and VIPHS’s instructional philosophy. Supports teacher collaboration and professional development to enhance classroom instruction.
- Data-Driven School Improvement – Leads data analysis efforts to track student progress through MAP testing, CAASPP, and other performance indicators, using the results to guide curriculum adjustments and intervention programs.
- Teacher Support & Evaluation – Provides coaching, mentorship, and formal evaluations for teachers and staff. Facilitates professional learning communities and ensures instructional excellence through ongoing observations and feedback cycles.
- School Culture & Student Support – Creates a positive, inclusive school climate, reinforcing student engagement, discipline policies, and social-emotional learning initiatives. Oversees student behavior policies and works with staff to ensure a safe and supportive environment.

- Operational & Compliance Oversight – Ensures that school operations, safety procedures, and academic programs comply with charter requirements, state education codes, and accreditation standards.
- Parent & Community Engagement – Works with families to build strong relationships, support student success, and address concerns proactively. Represents the school in community partnerships and parent engagement events.

### **Minimum Qualifications**

- Bachelor’s degree
- Five or more years of classroom teaching experience and demonstrating instructional expertise and leadership.
- Single subject teaching credential.
- Strong knowledge of curriculum design, instructional strategies, and assessment practices.
- Experience in teacher mentorship, coaching, or professional development leadership.

### **Desirable Qualifications**

- Master’s degree, preferably in educational leadership, administration, or a related field.
- Administrative credential preferred but not required if candidate demonstrates strong educational leadership experience.
- Single subject teaching credential preferred but not required.
- Background in charter school operations, student support programs, and school-wide improvement planning.
- Demonstrated ability to work with a diverse school community and foster collaborative partnerships.

## **Business Manager**

### **Job Description**

The Business Manager at VIPHS plays a critical role in maintaining the financial health and operational efficiency of the school. Working closely with the Executive Director, the Business Manager oversees budget implementation, financial reporting, and vendor management, ensuring that all fiscal operations align with charter regulations, compliance requirements, and the school's strategic goals. This position requires strong financial acumen, organizational skills, and the ability to coordinate with external partners, such as the school’s back-office service provider, auditors, and district officials.

### **Key responsibilities include:**

- Budget Management & Financial Oversight – Assists the Executive Director in developing and managing the school’s budget, ensuring responsible allocation of resources. Monitors monthly cash flow, expenditures, and budget forecasts to maintain financial stability.
- Financial Compliance & Reporting – Ensures that all financial practices comply with state, federal, and charter school regulations. Prepares and submits financial reports, funding applications, and compliance documentation as required.

- Vendor & Contract Management – Manages relationships with external vendors, service providers, and contractors, ensuring that contracts are cost-effective, compliant, and aligned with the school’s operational needs. Coordinates with the back-office service provider to oversee payroll, accounts payable, and financial audits.
- Grant & Fund Development Support – Assists in the management of grant funds, ensuring that all expenditures align with grant requirements. Supports fundraising efforts, donor outreach, and external funding initiatives in collaboration with school leadership.
- Operational Support & Collaboration – Works closely with the Executive Director and school leadership team to ensure that financial decisions align with VIPHS’s academic mission and long-term sustainability.

### **Minimum Qualifications**

- Bachelor’s degree, preferably in business administration, finance, accounting, or a related field.
- Experience in budget management, financial reporting, or school operations.
- Strong knowledge of California school finance regulations, charter school funding, and compliance requirements.
- Proficiency in financial management software, spreadsheets, and data analysis.

### **Desirable Qualifications**

- Master’s degree in business administration (MBA), public administration, or finance.
- Experience working in a charter school, nonprofit, or education-based financial role.
- Familiarity with grant management, fundraising, and financial audits.
- Strong interpersonal skills with the ability to collaborate with school leadership, vendors, and external partners.

## **Assistant Principal**

### **Job Description**

The Assistant Principal supports the Principal in implementing VIPHS’s instructional program and ensuring that all students receive a high-quality, engaging education. As a key instructional leader, the Assistant Principal works closely with teachers, students, and families to enhance curriculum implementation, support professional development, and promote a positive school culture. Unique to VIPHS, Assistant Principals are expected to teach at least one class, serving as a model classroom to demonstrate best practices in instruction, classroom management, and student engagement.

### **Key responsibilities include:**

- Instructional Leadership & Teacher Development – Works alongside the Principal to mentor teachers, conduct classroom observations, and provide coaching and feedback. Supports the professional development program, ensuring teachers have access to research-based instructional strategies and effective classroom management techniques.

- Curriculum & Assessment Implementation – Assists with curriculum alignment to state standards, ensuring consistency and effectiveness across subject areas. Supports the administration of MAP testing and CAASPP assessments, helping teachers analyze data to drive instructional improvements.
- Model Classroom & Teaching Excellence – Serves as a demonstration teacher, generally leading at least one class to exemplify high-impact instructional strategies. Provides colleagues with real-time examples of effective lesson planning, classroom engagement, and student-centered instruction.
- Student Support & School Culture – Works with the Principal to promote a positive, inclusive school climate, fostering student engagement, discipline policies, and intervention programs that support student success.
- Parent & Community Engagement – Supports family communication efforts, participating in parent meetings, student progress discussions, and school-wide events to ensure strong family-school collaboration.
- Administrative & Compliance Support – Assists in maintaining compliance with charter school regulations, ensuring that academic policies, instructional goals, and school operations align with state and local requirements.

### **Minimum Qualifications**

- Bachelor’s degree in education, curriculum and instruction, or a related field.
- Five or more years of classroom teaching experience, with a proven record of instructional excellence.
- Strong background in curriculum development, assessment, and teacher mentorship.
- Single subject teaching credential.
- Experience in instructional coaching, professional development, or department leadership.

### **Desirable Qualifications**

- Master’s degree in educational leadership, administration, or curriculum and instruction.
- Administrative credential preferred but not required if the candidate demonstrates strong educational leadership experience.
- Experience leading teacher training, professional learning communities (PLCs), or academic intervention programs.
- Demonstrated success in using data to drive student achievement and instructional improvements.
- Ability to foster a collaborative, student-centered learning environment while balancing instructional and administrative responsibilities.

## **Operations Manager / Dean of Students**

### **Job Description**

The Dean of Operations at VIPHS plays a critical role in ensuring the smooth and efficient functioning of the school’s physical infrastructure, student safety, and disciplinary systems. This position requires a detail-oriented, proactive leader who can oversee facilities management, emergency preparedness, and student behavior policies while collaborating with school leadership, staff, and external vendors to support a safe and structured learning environment.

**Key responsibilities include:**

- Facilities & Physical Plant Management – Oversees the maintenance, repairs, and operational efficiency of the school’s buildings and grounds. Works with vendors and service providers to ensure that classrooms, common areas, and outdoor spaces remain clean, safe, and conducive to learning.
- Student Safety & Emergency Preparedness – Develops and implements safety procedures, emergency response plans, and risk management strategies. Ensures compliance with local, state, and federal safety regulations. Coordinates fire drills, lockdown drills, and staff training on crisis response protocols.
- Student Discipline & Behavioral Support – Serves as the lead administrator for student behavior and discipline, ensuring that behavioral expectations, restorative practices, and disciplinary policies are consistently enforced. Works with teachers to support positive behavior interventions and collaborates with counselors and families when necessary.
- Operational Logistics & Compliance – Manages school-wide operational logistics, including arrival/dismissal procedures, transportation coordination, and event security. Ensures that all operations-related policies align with charter, district, and state requirements.

**Minimum Qualifications**

- Experience in school operations, student discipline, or facilities management.
- Strong understanding of student behavior management, conflict resolution, and school safety procedures.
- Ability to coordinate with multiple stakeholders, including school leadership, teachers, families, and external vendors.

**Desirable Qualifications**

- Bachelor’s and/or Master’s degree
- Experience implementing restorative justice practices in a school setting.
- Background in emergency response planning and crisis management.
- Familiarity with California education law, school safety compliance, and risk assessment procedures.

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**Teacher****Job Description**

Teachers at VIPHS play a critical role in delivering a rigorous, engaging, and student-centered education that aligns with the school’s mission and instructional philosophy. As classroom leaders, teachers are responsible for planning and delivering high-quality instruction, assessing student learning, and fostering an inclusive, supportive learning environment where all students can thrive. Teachers are also expected to collaborate with colleagues, use data to drive instruction, and engage in professional development to continuously improve their practice.

**Key responsibilities include:**

- Curriculum & Instruction – Develops and implements standards-aligned lesson plans that challenge students and promote critical thinking, creativity, and academic mastery. Utilizes varied instructional strategies to support diverse learning styles and ensure accessibility for all students.
- Student Assessment & Data Use – Regularly assesses student progress using a variety of formative and summative assessments, including projects, written assignments, performance tasks, and standardized measures. Uses NWEA MAP, CAASPP results, and classroom assessments to guide instructional decisions and intervention strategies.
- Classroom Management & Student Support – Establishes a positive, structured classroom environment, fostering respect, collaboration, and high expectations for all students. Implements differentiation strategies to support students at varying levels, including those identified as English Learners, students with disabilities, and gifted learners.
- Collaboration & Professional Development – Participates in department meetings, lesson tuning protocols, professional learning communities (PLCs), and peer observations. Engages in ongoing professional development and instructional coaching to refine best practices and improve student outcomes.
- School Engagement & Communication – Maintains open communication with students, families, and school leadership, providing timely updates on academic progress and areas for improvement. Actively participates in school events, advisory programs, and extracurricular opportunities to contribute to the broader VIPHS community.

### **Minimum Qualifications**

- Bachelor’s degree in education or a relevant subject area.
- Valid California teaching credential.
- Strong knowledge of content standards, instructional strategies, and assessment practices.
- Commitment to differentiated instruction and equitable educational opportunities for all students.

### **Desirable Qualifications**

- Master’s degree in education, curriculum design, or a related field.
- Experience with standards-based grading, project-based learning, or inquiry-driven instruction.
- Background in using technology to enhance student learning and engagement.
- Experience working in a charter school or small learning community.
- Fluency in Spanish or another language spoken in the school community is a plus.

## **Counselor**

### **Job Description**

The School Counselor at VIPHS plays a vital role in supporting students' academic, social-emotional, and postsecondary success. As a key member of the student services team, the counselor provides individualized academic advising, college and career counseling, and social-emotional support, ensuring that all students have the resources and guidance needed to thrive. The counselor works closely with students, families, teachers, and

administrators to create a supportive and inclusive school environment, while also ensuring compliance with state and federal student support regulations.

**Key responsibilities include:**

- Academic Counseling & Graduation Planning – Monitors student credit accumulation and A-G completion, ensuring students remain on track for graduation and postsecondary opportunities. Conducts one-on-one meetings with students and families to develop personalized academic plans.
- College & Career Counseling – Leads a comprehensive college counseling program, helping students explore college and career pathways, complete applications, and access financial aid opportunities. Coordinates college rep visits, workshops, and informational sessions for students and families.
- Social-Emotional Support & Crisis Intervention – Provides individual and group counseling for students struggling with social-emotional challenges, mental health concerns, or personal issues that impact academic success. Refers students to external support services when necessary.
- Student Intervention & Support Services – Collaborates with teachers and administration to identify students in need of additional support through the SST (Student Success Team) process. Works with the special education team to ensure appropriate accommodations and supports for students with 504 plans or IEPs.
- Parent & Community Engagement – Serves as a liaison between the school and families, keeping parents informed about academic progress, college readiness, and student well-being. Coordinates family workshops on mental health, college applications, and financial aid literacy.
- Compliance & Record-Keeping – Maintains accurate records of student counseling sessions, academic plans, and intervention strategies, ensuring adherence to FERPA, state regulations, and school policies.

**Minimum Qualifications**

- Pupil Personnel Services (PPS) credential in school counseling.
- Knowledge of college admissions, financial aid, and career planning.
- Experience working with diverse student populations and providing social-emotional support.

**Desirable Qualifications**

- Experience in academic advising, A-G requirements, and college access programs.
- Master’s degree in school counseling, educational psychology, or a related field.
- Background in mental health support, trauma-informed counseling, or crisis intervention.
- Familiarity with Naviance, Common App, FAFSA, and other college planning tools.
- Bilingual proficiency, especially in Spanish or another language spoken by the school community.

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**Special Education Teacher**

**Job Description**

The Special Education Teacher at VIPHS plays a dual role in providing direct instruction and case management for students with Individualized Education Programs (IEPs). This position ensures that students receive the

specialized academic support, accommodations, and services necessary to succeed in the general education curriculum while also facilitating compliance with federal and state special education regulations. In addition to managing IEP processes, the Special Education Teacher leads a Structured Academic Support (SAS) class, where students receive targeted intervention, executive functioning skill development, and additional support across their coursework.

**Key responsibilities include:**

- Case Management & IEP Implementation – Develops, monitors, and updates IEPs in collaboration with students, families, general education teachers, and related service providers. Ensures that all accommodations and modifications are being implemented effectively in the classroom.
- Structured Academic Support (SAS) Instruction – Teaches a dedicated support class, providing students with individualized academic assistance, organization strategies, and self-advocacy skills to help them navigate their coursework.
- Collaboration with General Education Teachers – Works closely with classroom teachers to ensure accommodations and modifications are appropriately integrated into the general education setting. Provides instructional support and coaching to help differentiate lessons for diverse learners.
- Compliance & Documentation – Maintains accurate and up-to-date records of student progress, IEP timelines, and required reports to ensure compliance with IDEA (Individuals with Disabilities Education Act) and Section 504 regulations.
- Family & Student Advocacy – Communicates regularly with students and families to discuss progress, address concerns, and ensure that support services align with student needs. Facilitates IEP meetings and transition planning to promote student success beyond high school.
- Progress Monitoring & Data-Driven Decision-Making – Uses formal and informal assessments to track student growth, adjust instructional strategies, and recommend additional interventions when needed.

**Minimum Qualifications**

- Bachelor’s degree
- Valid California Education Specialist Credential (Mild/Moderate or Extensive Support Needs).
- Strong knowledge of IEP development, differentiated instruction, and special education laws.
- Experience working with students with diverse learning needs and disabilities.

**Desirable Qualifications**

- Master’s degree
- Experience leading academic support or resource classes.
- Familiarity with assistive technology, Universal Design for Learning (UDL), and behavioral intervention strategies.

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**Attendance Officer**

**Job Description**

The Attendance Officer at VIPHS plays a key role in monitoring student attendance, conducting outreach to families, and implementing positive interventions to improve student attendance and engagement. Recognizing that consistent attendance is critical to academic success, this position works closely with students, families, teachers, and administrators to identify barriers to attendance and implement Positive Behavioral Interventions and Supports (PBIS) strategies to encourage consistent school participation.

**Key responsibilities include:**

- Attendance Monitoring & Record-Keeping – Tracks and maintains accurate student attendance records, identifying patterns of chronic absenteeism or tardiness. Ensures that attendance data is reported accurately and in compliance with state and district regulations.
- Family & Student Outreach – Conducts proactive outreach to students and families when attendance concerns arise, offering support and resources to address underlying issues such as transportation challenges, health concerns, or family circumstances.
- PBIS & Intervention Strategies – Helps implement attendance improvement strategies rooted in PBIS, reinforcing positive attendance habits through recognition programs, early intervention strategies, and student incentives.
- Collaboration with Student Support Teams – Works with teachers, school counselors, and administration to develop personalized attendance improvement plans for students struggling with attendance. Refers students to the SST (Student Success Team) process or additional support services when needed.
- Compliance & Reporting – Ensures compliance with California attendance laws, including SARB (School Attendance Review Board) processes if applicable. Prepares attendance data reports for administration, board meetings, and state reporting requirements.

**Minimum Qualifications**

- High school diploma or equivalent (Bachelor’s degree in education, social work, or counseling preferred).
- Experience working in student support services, attendance monitoring, or school administration.
- Strong communication skills with the ability to build relationships with students, families, and staff.
- Knowledge of California attendance policies and intervention strategies.

**Desirable Qualifications**

- Background in PBIS (Positive Behavioral Interventions and Supports) or restorative practices.
- Experience working with at-risk student populations and connecting families to community resources.
- Bilingual proficiency, especially in Spanish or another language spoken by the school community.

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**Registrar**

**Job Description**

The Registrar at VIPHS is responsible for managing student enrollment, maintaining accurate academic records, and ensuring compliance with state and district reporting requirements. As the primary record-keeper for student data, the Registrar plays a key role in facilitating student enrollment, transfers, transcripts, and

graduation tracking. This position requires attention to detail, strong organizational skills, and the ability to handle sensitive student information with confidentiality and accuracy.

**Key responsibilities include:**

- Student Enrollment & Records Management – Oversees student registration, enrollment, and withdrawals, ensuring that all records are accurate and up to date. Maintains student files, including transcripts, immunization records, and other required documentation.
- Transcript Processing & Graduation Tracking – Manages student transcripts, grade changes, and credit verification, ensuring that students remain on track for graduation and A-G completion. Assists counselors and administrators in monitoring credit accumulation and eligibility for diplomas.
- State & District Reporting Compliance – Ensures that all student records align with California Department of Education requirements, including CALPADS reporting, attendance records, and student demographic data submissions.
- Records Requests & Verification – Processes transcript requests, verification of enrollment, and records transfers for students moving into or out of VIPHS. Responds to inquiries from colleges, employers, and other educational institutions regarding student records.
- Collaboration with School Leadership – Works closely with the school counselors, administration, and attendance office to ensure student data accuracy and support academic planning efforts.
- Family & Student Support – Assists students and families with enrollment procedures, transcript requests, and information about academic requirements.

**Minimum Qualifications**

- High school diploma or equivalent (Bachelor’s degree preferred).
- Experience in student records management, school administration, or data entry.
- Strong knowledge of student information systems (SIS), record-keeping regulations, and data privacy laws (FERPA).
- Ability to work collaboratively with staff, students, and families in a fast-paced school environment.

**Desirable Qualifications**

- Experience working in charter schools or public education settings.
- Familiarity with California education laws, CALPADS reporting, and student enrollment policies.
- Proficiency in student information systems such as Aeries, PowerSchool, or similar platforms.
- Bilingual proficiency, especially in Spanish or another language spoken in the school community.

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**Receptionist**

The Receptionist at VIPHS is the first point of contact for students, families, staff, and visitors, ensuring a welcoming and professional front office environment. This position is responsible for managing front desk operations, handling inquiries, coordinating communication, and providing administrative support to school leadership. The Receptionist plays a crucial role in maintaining a positive school culture by ensuring that all interactions are handled with efficiency, professionalism, and friendliness.

**Key responsibilities include:**

- Front Desk & Visitor Management – Greets and assists students, parents, staff, and visitors, ensuring adherence to school security and check-in procedures. Provides accurate information about school events, policies, and resources.
- Phone & Email Communication – Answers and directs incoming calls and emails, ensuring that inquiries are addressed or referred to the appropriate staff members.
- Attendance & Student Services Support – Assists with student check-ins and check-outs, late arrivals, and early dismissals, following school policies. Helps the Attendance Officer with documentation and parent communication regarding absences and tardies.
- Administrative Support – Assists with data entry, filing, and document preparation, supporting school leadership and staff with clerical tasks as needed.
- Office Organization & Supplies Management – Maintains front office cleanliness and supply inventory, ensuring that staff have access to essential materials.

**Minimum Qualifications**

- High school diploma or equivalent.
- Strong customer service skills and ability to interact with students, parents, and staff in a professional and courteous manner.
- Proficiency in Microsoft Office, Google Suite, and office management systems.
- Ability to multitask and handle a fast-paced school environment.
- Strong written and verbal communication skills.

**Desirable Qualifications**

- Experience working in a school office or educational setting.
- Familiarity with student information systems (SIS) and attendance tracking software.
- Bilingual proficiency, especially in Spanish or another language spoken by the school community.
- Background in handling confidential student information in compliance with FERPA and school policies.

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**Custodian****Job Description**

The Custodian at VIPHS is responsible for maintaining a clean, safe, and well-functioning school environment, ensuring that students and staff have a healthy and comfortable learning space. This position plays a crucial role in daily cleaning, minor repairs, and general upkeep of the school's classrooms, offices, restrooms, and common areas. The Custodian works closely with the Dean of Operations to address facilities needs, safety concerns, and event preparations, contributing to the overall efficiency and security of the school.

**Key responsibilities include:**

- Daily Cleaning & Maintenance – Performs routine cleaning and sanitization of classrooms, hallways, restrooms, offices, and common areas, including sweeping, mopping, vacuuming, dusting, and emptying trash. Ensures that school facilities remain hygienic and in compliance with health standards.
- Safety & Security Support – Monitors the physical condition of the school, reporting or addressing safety hazards, broken fixtures, and potential maintenance concerns. Assists in ensuring that emergency exits, hallways, and school grounds remain clear and accessible. Works with the Dean of Operations to implement safety protocols and address urgent facility concerns.
- Minor Repairs & Maintenance – Conducts basic maintenance and repair tasks, such as fixing light fixtures, replacing air filters, unclogging drains, and performing minor painting or carpentry work. Works under the direction of the Dean of Operations to prioritize maintenance tasks.
- Collaboration with Administration & Vendors – Coordinates with external vendors and service providers to ensure timely repairs and maintenance. Supports the Dean of Operations in overseeing vendor work and ensuring contract compliance.
- Supply & Inventory Management – Monitors and replenishes cleaning supplies, paper goods, and maintenance equipment, working with the Dean of Operations to ensure proper stock levels and cost-effective ordering.

### **Minimum Qualifications**

- High school diploma or equivalent.
- Experience in custodial, janitorial, or facilities maintenance work.
- Knowledge of cleaning procedures, safety protocols, and basic repair techniques.
- Ability to work independently and manage time efficiently.
- Physical ability to lift, carry, and move equipment and materials as needed.

### **Desirable Qualifications**

- Experience working in a school or educational facility.
- Familiarity with OSHA safety regulations and school maintenance standards.
- Ability to perform light plumbing, electrical, or carpentry repairs.
- Bilingual proficiency, especially in Spanish or another language spoken by the school community.

## Element 6: Health and Safety Procedures

### Applicable Portions of Education Code:

*“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:*

*(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237.*

*(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, 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)).*

### Federal and District Required Language (FDRL):

#### 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.

#### IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

#### 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.

#### 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 Charter 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.

#### 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.

#### 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**

### **Applicable Portions of Education Code:**

“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))

### **Federal and District Required Language (FDRL):**

#### **COURT-ORDERED INTEGRATION**

Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

### **Court-Ordered Integration**

VIPHS is is deeply committed to building and maintaining a diverse student population that reflects the broad racial, ethnic, linguistic, and socio-economic diversity of the greater Los Angeles community. Our school embraces the LAUSD goal of a 70:30 or 60:40 racial/ethnic balance and has developed a multi-pronged, equity-focused recruitment and outreach plan to achieve and sustain that balance. While our demographics have historically included a higher percentage of white students than the district average, we have seen a steady increase in enrollment among Hispanic and Latino students each year since 2020 and the demographics are more or less reflective of the community in which we reside (Northridge). We attribute this shift in part to deliberate, targeted outreach and a commitment to ensuring our messaging and school culture are inclusive and welcoming to all students and families.

We believe that the promise of a college-preparatory education—delivered in a small school setting with a robust advisory program and personalized college counseling—should be accessible to students of all backgrounds. Our goal is not just to enroll a demographically diverse student body but to ensure that all students feel seen, supported, and prepared for success beyond high school.

## Annual Outreach and Recruitment Activities

VIPHS conducts a range of outreach and recruitment activities throughout the year, with a concentrated effort during lottery season. These events are designed to meet families where they are—both physically and culturally—and to ensure that prospective students and their caregivers are fully informed about our program offerings, mission, and supports.

Our core strategies include:

1. **Frequent Open Houses** – We host multiple open houses throughout the enrollment season. All events include bilingual materials in English and Spanish, and at least one staff member are available to speak with families in Spanish. These events emphasize the college counseling and advisory supports we offer, which particularly resonate with families of English Learners and first-generation college students.
2. **Participation in “Meet the High Schools” Nights** – As noted in our CA Dashboard Guiding Questions response, we prioritize attendance at “Meet the High Schools” nights hosted by LAUSD middle schools—especially those with a high percentage of English Learner (EL) students. These events allow us to connect directly with families who may not otherwise consider a small charter high school and to dispel myths about accessibility and affordability. We also ensure that bilingual representatives of the school participate in these events.
3. **Social Media:** The school maintains active Facebook and Instagram accounts managed by adult staff members, which are used to share announcements, event highlights, and student achievements. In addition, VIPHS operates a student-run TikTok account under the supervision of faculty advisors. This platform allows students to showcase campus life from their perspective, helping prospective families see the diversity, creativity, and opportunities available at the school. Across all platforms, social media content is curated to highlight the inclusive culture and wide-ranging programs that make VIPHS a unique and welcoming environment for all students.
4. **Meet the Community Night** – We host a "Meet the Community" evening, where prospective families are invited to campus to connect with current VIPHS students, teachers, and parents. We ensure that student ambassadors from diverse backgrounds are represented at these events, giving visitors a clear picture of our inclusive school culture.
5. **VIP Ambassadors Program** – Prospective families who visit campus during the school day are welcomed by student VIP Ambassadors who conduct tours and answer questions. We intentionally select a representative group of students for this program, including bilingual speakers and students from historically underrepresented communities.
6. **Mailing to Local Churches and CBOs** – Each year, we send bilingual brochures and flyers to churches, community-based organizations, and family centers in neighborhoods surrounding our school. These materials highlight our small class sizes, personalized college counseling, and open access model.
7. **Community Partnerships** – In 2024–2025, we partnered with the local YMCA, which not only gave us access to new outreach avenues but also allowed our students to engage with YMCA programs as participants. These mutually beneficial partnerships help build trust and raise awareness about our school within underserved communities.

In all of our recruitment activities, materials are offered in both English and Spanish, and messaging is crafted to emphasize inclusive, personalized support—not just academic rigor. This strategy is particularly effective for

families of English Learners, Special Education students, and those navigating the school choice process for the first time.

### **Reflecting LAUSD's Special Populations**

VIPHS is also committed to enrolling a population of Special Education and English Learner students, including Redesignated Fluent English Proficient (RFEP) students, that mirrors the broader LAUSD population. Although our total enrollment is relatively small, and thus our subgroup numbers often fall below Dashboard thresholds, we have consistently prioritized the inclusion and success of these students.

Our recruitment efforts deliberately highlight our supports for English Learners and students with IEPs, including:

- A Structured Academic Support (SAS) course aligned with IEP goals;
- A dedicated English Learner support period focused on both English Language Development and academic success;
- Integrated ELD strategies used across all classrooms, including scaffolded texts, graphic organizers, and differentiated instruction;
- Inclusion of bilingual staff and current EL/RFEP students in outreach events and campus tours;
- Targeted recruitment from independent charter middle schools with high EL populations, where we can position VIPHS as a welcoming and supportive next step.
- Annual outreach to district middle schools, although we have yet to receive any responses to our requests to share information about our school with LAUSD students.

We also closely monitor reclassification trends and have maintained high reclassification rates (relative to the state and district) for four consecutive years by aligning our internal assessments, academic supports, and teacher development with best practices in English language instruction. While we do not yet meet the threshold for Dashboard reporting in the EL category, we internally track reclassification rates and use this data to inform both program improvements and recruitment strategies.

## **Element 8: Admission Policies and Procedures**

### **Applicable Portions of Education Code:**

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

### **Federal and District Required Language (FRDL):**

#### **DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

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

#### **HOMELESS AND FOSTER YOUTH**

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

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

#### **NON-DISCRIMINATION**

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

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

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student’s records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to

parents/guardians or students age 18 and older when the parent/guardian or student inquires about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

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

## PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

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

## SEXUAL HARASSMENT POLICY NOTICE

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

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

## Admission Requirements

As a public charter school, VIPHS is open to any student eligible to attend public school in California, regardless of race, ethnicity, national origin, gender, disability status, sexual orientation, language proficiency, academic achievement, or any other protected characteristic. The school does not charge tuition and does not require admission tests, interviews, or essays as a condition of enrollment.

In the event that the number of students submitting valid Intent to Enroll forms exceeds the school's available capacity, Valley International Preparatory High School (VIPHS) will conduct a public random lottery in accordance with Education Code § 47605(e)(2), and will apply the following admission preferences in the order listed below:

1. **Students who reside within the boundaries of the Los Angeles Unified School District (LAUSD):** As required by law, students who live within LAUSD are given the highest priority for admission to ensure the school primarily serves the local community.
2. **Siblings of currently enrolled students:** VIPHS gives second priority to siblings of students currently enrolled at the school. This preference is intended to support families by simplifying logistics and fostering greater family engagement. For many working parents and guardians, having siblings attend the same school reduces commute time, aligns schedules, and makes it easier to participate in school

events and maintain consistent communication with staff. In addition, enrolling siblings helps to strengthen the school community and contributes to student stability and belonging.

All preferences are applied in a manner that is non-discriminatory and compliant with state and federal law. Preferences are only applied after the open enrollment period has ended and before the lottery is conducted. No other preferences will be applied beyond those listed above.

## **Student Recruitment**

Consistent with VIPHS' commitment to build a diverse and inclusive learning community, the school engages in deliberate and strategic recruitment efforts to reach students who have historically faced barriers to educational access and success—including students with a history of low academic performance, students from socioeconomically disadvantaged backgrounds, and students with disabilities.

Our outreach strategy begins with an understanding of the equity gaps that exist within the public school system, particularly around access to high-quality college counseling, advanced coursework, and personalized academic support. As part of its core mission to close these opportunity gaps, VIPHS intentionally targets outreach efforts in communities and school settings where students may be underperforming or underrepresented in traditional college-preparatory pathways.

Each fall and winter during the school's open application period, VIPHS staff conduct targeted outreach at local middle schools and community events, including requests to be included LAUSD-hosted "Meet the High Schools" nights, and documents our attempts to be included. The school prioritizes attendance at events hosted by Title I middle schools and charter schools with high percentages of English Learners and students with disabilities. These events provide opportunities to speak directly with families and students who may benefit from a smaller, more personalized learning environment.

To make the school accessible to all families, outreach materials—including brochures, flyers, and digital content—are produced in both English and Spanish and distributed through community centers, libraries, and faith-based organizations. The school has also partnered with organizations such as the local YMCA to both share information about enrollment and provide enrichment programming that helps bridge gaps in access for low-income and at-risk youth.

Importantly, the school's messaging focuses not only on academic achievement, but also on support structures for students who may have struggled in prior school settings. VIPHS highlights its Structured Academic Support (SAS) program, dedicated special education services, and flexible, student-centered instructional strategies that allow students of all ability levels to access rigorous content. For students with disabilities, presentations include information about how VIPHS collaborates with families and IEP teams to support meaningful inclusion, academic progress, and preparation for postsecondary success.

VIPHS also uses its social media platforms (Instagram, Facebook, and TikTok) to share authentic stories of student success across a wide range of backgrounds. Posts highlight students participating in AP classes, arts and music programs, advisory projects, and college visits. By sharing these stories publicly, the school signals that it is a welcoming and supportive space for students from all walks of life.

Finally, VIPHS trains its staff and student ambassadors to engage thoughtfully and inclusively with all families. School tours, open houses, and one-on-one information sessions are designed to be conversational and reassuring, especially for families unfamiliar with the charter school system or hesitant to consider college-prep environments due to past academic struggles.

These strategies reflect VIPHS's broader philosophy: that every student deserves access to a high-quality, personalized education, and that the path to college and career should be open, supportive, and achievable for all—especially those who have been historically underserved.

## **Lottery Preferences and Procedures**

In order to determine the number of applicants and whether a lottery is necessary, VIPHS holds an open application period each year from August 1 through the last day of February. During this time, families may submit an "Intent to Enroll" form, which can be completed online via the school's website or in person at the school office. The form collects only basic demographic and contact information—it does not ask about academic records, discipline history, special education status, or any other information that could be used to screen or exclude students in violation of public school admissions law.

Once a family submits the intent to enroll form, they receive a confirmation email acknowledging receipt. This email includes the date, time, and location of the March lottery, as well as a list of upcoming campus tours and informational sessions designed to help families learn more about the school's academic program, community, and college-preparatory mission. If families complete the intent-to-enroll in-person and indicate they do not have access to email, a handout with all of the same information will be provided.

All completed intent to enroll forms are entered into School Pathways, VIPHS's secure student information system, which is programmed to conduct a randomized lottery. The public lottery is held on the first school day of March, and is conducted in compliance with California Education Code and nonsectarian, nondiscriminatory practices. Families and the public may attend via Zoom or in-person. An administrative staff member oversees the lottery execution and certifies the results to ensure fidelity.

Following the lottery, families are contacted via email (or via phone if they previously indicated they did not have access) with either an offer of admission or a waitlist notification. If the number of students applying exceeds the school's capacity, a waiting list is created through the same lottery process. Families are given seven days to either accept or decline the enrollment offer. They can do this via verbal confirmation, email, or by completing a Google Form that is included in the enrollment offer. During the seven day period, school staff attempts to contact all families the school hasn't heard from after three days via phone and email to ensure they are aware of their enrollment offer. School staff work diligently throughout the spring and summer to confirm acceptances, manage the waitlist, and fill open spots as they become available, maintaining timely communication with families at each step of the process.

The order of enrollment offers and waitlist is documented and continually updated with notes on communication, outreach, and progress. This documents the fair execution of lottery and waitlist procedures. This admissions process ensures that VIPHS remains accessible, transparent, and legally compliant while preserving its commitment to serving a diverse and college-bound student population.

## Element 9: Annual Financial Audits

### Applicable Portions of Education Code:

“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)

### Federal and District Required Language (FRDL):

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(c)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
- P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
- j. Other reports as requested by the District

A “reasonably comprehensive” petition should include, in addition to the FSDRL, the following:

### Annual Audit Procedures

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of Charter Schools as published in the State Controller’s K-12 Audit Guide. The Business Manager and Executive Director are responsible for contracting with an independent auditor to conduct the required annual financial audit and

obtains Board approval. This auditor must be on the California State Controller's list of auditors approved to conduct charter school audits.

The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed, presented to and approved by the governing Board of VIPHS, and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

### **Audit Exceptions & Deficiencies to be Resolved**

The school's audit committee will review any audit exceptions or deficiencies and report to the VIP Board with recommendations on how to resolve them. The Executive Director will review any audit exceptions or deficiencies and determine the means for resolving any such exceptions or deficiencies. Audit exceptions and deficiencies shall be resolved in conference with the independent auditor to the satisfaction of the auditing agency and the LAUSD. All audit exceptions and deficiencies will be resolved as determined by the state law. Procedures and/or processes that caused the exceptions and/or deficiencies will be modified to meet the auditor's specifications and such modifications will be sent to the district within three months of the auditor's report.

VIP will provide LAUSD with the final audit results within 60 days of completion of the audit report.

## Element 10: Suspension and Expulsion Procedures

### Applicable Portions of Education Code:

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil

to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)” (Ed. Code § 47605(c)(5)(J)).

### Federal and District Required Language:

#### 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.

## School Climate and Student Discipline System

At Valley International Preparatory High School (VIPHS), our discipline philosophy is deeply rooted in the belief that all students thrive best in environments that are respectful, inclusive, consistent, and restorative. In alignment with LAUSD's Discipline Foundation Policy and the School Climate Bill of Rights, VIPHS fosters a school culture that emphasizes positive relationships, student voice, and proactive behavior supports, rather than punitive measures. We believe that discipline should be educational in nature—designed not just to correct behavior, but to help students develop the skills necessary to navigate school, relationships, and life beyond high school.

Our approach integrates School-Wide Positive Behavior Intervention and Support (SWPBIS), Restorative Justice (RJ) practices, and a tiered intervention model that meets students where they are, providing increasing levels of support as needed. We actively train our staff in these frameworks and ground all our practices in equity, accountability, and empathy.

## PBIS

At Valley International Preparatory High School (VIPHS), our PBIS framework is rooted in the belief that a positive, structured, and restorative school climate enhances learning and fosters both academic and personal growth. Our system is aligned with LAUSD's Discipline Foundation Policy and is implemented school-wide through clearly defined expectations, proactive strategies, and restorative approaches.

We begin by explicitly teaching behavioral expectations at the start of the year through grade-level advisory periods and continued reinforcement in classrooms. All staff are trained to model and reinforce positive behaviors using affective statements and questions, and expectations are posted in classrooms and reinforced daily. Our behavior expectations are designed around respect, responsibility, and readiness to learn.

VIPHS follows a three-tiered PBIS intervention model consistent with national best practices:

- **Tier 1: Universal Supports** include schoolwide behavior norms, restorative practices, positive reinforcement strategies, and teacher consistency in classroom management. Teachers are expected to implement engaging and student-centered classroom management plans that prioritize relationships and proactive systems. Students demonstrating appropriate behavior are recognized regularly through verbal praise, advisory-based shout-outs, and periodic celebrations like Festival Friday. Our advisory curriculum also integrates SEL content to strengthen students' self-regulation and interpersonal skills.

Our positive reinforcement systems also extend to attendance, where we host ongoing “attendance races” between grade levels, issue perfect attendance certificates, and celebrate strong attendance through the weekly VIP Voice newsletter and bulletin board shout-outs.

- **Tier 2: Targeted Interventions** are provided to students who need additional support. This includes behavior contracts, parent-teacher-administrator conferences, targeted advisories, and check-ins with our Dean of Operations or counseling staff. When necessary, students are referred to the Student Support Team (SST), which includes representation from counseling, administration, special education, and teachers. The SST meets regularly to design targeted, student-specific plans with measurable goals.
- **Tier 3: Intensive, Individualized Supports** are for students whose behaviors do not improve with Tier 2 interventions. These may include functional behavioral assessments (FBA), behavior intervention plans (BIP), individualized counseling referrals, or restorative conferencing. Behavior contracts developed at this level are shared with students and families and closely monitored by staff. In rare cases, progressive discipline, including suspension, may be used—but always after all restorative and supportive options have been exhausted.

## Restorative Practices

Restorative practices are a cornerstone of Valley International Preparatory High School’s approach to building community and addressing student behavior. VIPHS implements restorative practices not only as an alternative to punitive discipline, but as a comprehensive philosophy that centers relationships, accountability, and empathy. Our goal is to ensure that every student feels a sense of belonging and responsibility to the school community, and that when harm occurs—whether to individuals or to the learning environment—it is acknowledged, repaired, and used as an opportunity for growth.

VIPHS has intentionally embedded restorative practices at all levels of school life, from daily advisory activities and community-building circles to formal restorative conferences in response to conflict or behavioral issues. The school’s restorative framework is aligned with LAUSD’s School Climate Bill of Rights and the District’s commitment to humanizing school discipline.

Restorative practices at VIPHS begin with a proactive focus on relationship-building and community cohesion. Advisory periods—held twice a week—serve as the primary structure for restorative community-building circles, where students and staff engage in open dialogue, reflect on shared values, and build the trust necessary for conflict resolution later on. These sessions foster an inclusive culture where students develop communication, perspective-taking, and conflict resolution skills.

Staff are expected to use affective statements and restorative questions when addressing minor infractions or interpersonal conflicts. Rather than defaulting to punishment, staff are trained to ask questions like:

- “What happened?”
- “Who was affected by what you did?”
- “What can be done to make things right?”

These questions form the foundation of restorative conversations that encourage reflection, accountability, and empathy. Teachers are trained annually in these strategies and are supported in implementing them consistently through peer modeling, PD sessions, and coaching from administrators.

## **Responsive Restorative Interventions**

When behavioral concerns arise that impact individuals or the school community, VIPHS conducts restorative meetings, documented using a standardized log that includes details about the incident, participants involved, the restorative conversation, and any agreements made. These meetings are facilitated by administrators, counselors, or trained staff, and involve:

- The student(s) who caused harm;
- The student(s) or community members affected;
- A neutral facilitator;
- Optional inclusion of families, depending on the severity of the incident.

The focus of these meetings is to repair relationships, not to shame or isolate the student. Students are guided to take responsibility, understand the impact of their actions, and work collaboratively to determine how best to restore trust and re-integrate into the classroom community. Consequences, when appropriate, are framed as opportunities to rebuild rather than punish—such as writing letters of apology, completing service tasks, or developing a personal behavior reflection plan.

This process is especially useful in cases of conflict between students, classroom disruptions, or harm caused to the learning environment. Restorative agreements are recorded, monitored, and revisited if necessary, with the goal of reinforcing student agency and repairing community trust.

## **Training and Professional Development**

All staff at VIPHS receive annual professional development on restorative practices, as documented in the teacher handbook and school's PD calendar and materials. Trainings include:

- The philosophy of Restorative Justice;
- De-escalation strategies;
- Facilitation of community-building circles and one-on-one restorative conversations;
- Best practices for responding to harm in a way that supports both the person harmed and the student who caused the harm
- This training is reinforced throughout the year in weekly staff communications, observation debriefs, and peer collaboration.

Finally, data plays a critical and continuous role in the implementation and refinement of our PBIS model at VIPHS. The school's Dean of Operations, Principal, and Attendance Officer work collaboratively to track and analyze behavior and attendance data using our Student Information System (SIS), School Pathways. This platform allows us to log and monitor behavioral incidents, tardies, absences, and truancy trends in real time, giving us a comprehensive picture of student engagement and identifying areas where support may be needed.

Behavior and attendance data are reviewed in several structured ways:

- Weekly internal check-ins between the Dean of Operations and the Principal help identify emerging trends in student behavior, including repeated low-level infractions, spikes in absences, or potential signs of disengagement.

- Monthly SST (Student Success Team) meetings bring together staff from multiple departments (including general education teachers, special education staff, counselors, and administration) to discuss individual students of concern. The team reviews behavior logs, class participation, attendance history, and academic progress to determine the need for Tier 2 or Tier 3 interventions.
- Behavioral contracts and support plans are monitored through this system as well, allowing staff to track whether agreed-upon behavior goals are being met and to make adjustments in response to data trends.

On a schoolwide level, data is used to evaluate the effectiveness of our PBIS interventions. For example, if a specific type of behavior (e.g., class disruption, cell phone violations) increases in a particular grade level or time of year, staff may respond with re-teaching expectations through advisory, adjusting supervision during transitions, or planning targeted advisory lessons on digital responsibility or classroom focus.

In addition to behavior and attendance data, VIPHS uses student perception surveys to monitor the overall health of school climate and identify areas for improvement. These surveys are administered annually and include questions about students' sense of safety, connectedness, and respect on campus. The results help the school leadership assess the effectiveness of PBIS and restorative practices, and guide adjustments to advisory curriculum, staff professional development, and student support services. Feedback from these surveys is also reviewed by the Governing Board and incorporated into the school's LCAP stakeholder engagement process.

VIPHS also closely monitors its performance on the California School Dashboard, which provides publicly available metrics on chronic absenteeism, suspension rates, academic performance, and college/career readiness. These indicators are disaggregated by student group and help the school evaluate whether its discipline and climate strategies are equitable and effective. Trends in suspension or absenteeism rates, in particular, help inform updates to the school's tiered intervention systems and influence the development of annual goals for student engagement and well-being. The Dashboard serves as both a benchmark for accountability and a tool for continuous improvement.

This data-driven approach ensures that student behavior is not responded to arbitrarily or punitively, but rather through a structured, informed system that seeks to understand root causes and implement appropriate, equitable, and student-centered solutions. Data analysis also informs the school's annual goal-setting around school climate and discipline, which is reviewed by school leadership and shared with the Governing Board as part of the school's continuous improvement efforts.

Through these structures, VIPHS ensures that behavior management is consistent, transparent, and aligned with our mission of creating a nurturing college-preparatory learning environment.

## **In-School Suspension**

Valley International Preparatory High School (VIPHS) may assign students to in-school suspension (ISS) as a non-exclusionary disciplinary response to minor behavioral infractions. ISS allows students to remain on campus in a supervised, structured, and supportive environment, maintaining access to instructional materials while also engaging in reflection and behavior restoration.

Students assigned to ISS will serve their time in the Dean, Counselor, or Principal's office, depending on availability. These locations were selected intentionally to foster supportive relationships between students and staff and to help students view the experience as an opportunity for growth, rather than punishment.

ISS supervision is provided by the Dean of Operations, the school Counselor, or the Principal, all of whom are trained in restorative practices and behavior intervention strategies. Students are expected to engage productively during their time in ISS, completing assigned classwork and participating in reflective or restorative exercises as determined appropriate by the supervising staff.

To ensure instructional continuity, teachers will provide copies of classwork, homework, and clear directions so that students do not fall behind. Supervising staff are available to answer questions, clarify instructions, or relay concerns back to the teachers, supporting student engagement and minimizing disruption to their academic progress.

Families will receive written notification of the in-school suspension, consistent with the procedures for out-of-school suspensions. This notice will include the reason for the ISS assignment, the duration, and any expectations for behavior or re-entry. If the student is in foster care, experiencing homelessness, or otherwise under the care of an educational rights holder or county agency, all legally required parties—including the ERH, social worker, and/or attorney—will also be notified, ensuring compliance with state law and the rights of vulnerable student populations.

In-school suspension is used sparingly and is limited to a maximum of two consecutive days per incident, with a cap of no more than five days total per academic year. This ensures that the intervention remains targeted, purposeful, and non-punitive, and is consistent with VIPHS's overall emphasis on restorative, student-centered discipline practices.

VIPHS recognizes that certain offenses—such as hate violence, harassment or threats against pupils or staff, and terrorist threats—are considered serious and are precluded from in-school suspension under the California Education Code for traditional public schools. These violations typically fall under Education Code §48900.3, 48900.4, and 48900.7, which call for more serious disciplinary review.

At VIPHS, we approach such offenses on a case-by-case basis, with the safety of all students, staff, and visitors as our top priority. The school may consider in-school suspension as a response to these offenses only when:

- The student does not pose an ongoing or immediate threat to campus safety;
- There is a reasonable belief that a restorative and supervised intervention may support the student's growth and accountability;
- The offense did not involve physical violence or credible threats of harm, and was instead based on language, social media conduct, or an interpersonal conflict that can be meaningfully addressed through direct intervention;
- The student has no recent history of similar behavior, and there is a strong relationship with staff members who can support re-engagement.

When ISS is used in these limited cases, students are placed in close, adult-supervised settings (typically the Dean's or Counselor's office), where they do not interact with the general student body. The assigned space is monitored, and staff ensure that the student is supervised at all times while engaging in reflective assignments and receiving support.

This approach allows VIPHS to respond to serious but non-violent or first-time incidents with intentionality, protecting the school community while still offering the student a chance to take responsibility and re-enter in a

supported, non-punitive manner. If at any point it becomes evident that the student's presence on campus poses a risk, the school will pursue out-of-school suspension or other appropriate disciplinary responses in line with Education Code and the LAUSD Matrix.

### **Grounds for Suspension and Expulsion**

Valley International Preparatory High School (VIPHS) exercises its disciplinary jurisdiction in accordance with California Education Code §§ 48900–48915, which outline when and where a school may hold a student accountable for behavioral violations.

Disciplinary jurisdiction at VIPHS applies to student conduct occurring:

- While on school grounds at any time;
- While going to or coming from school, including travel by foot, public transportation, or private vehicle;
- During the lunch period, whether on or off campus;
- During, or while going to or coming from, a school-sponsored activity or event, including field trips and extracurricular programs;
- And, in certain cases, off-campus or outside of school hours only when student conduct has a direct and negative impact on the school environment, student safety, or the rights of other students.

In all instances, VIPHS responds to incidents within the boundaries of due process and with the goal of supporting student growth and community restoration, consistent with its discipline philosophy and state law.

# Suspension

Category I Student Offenses with <b>No</b> Principal Discretion (except as otherwise precluded by law)	Category II* Student Offenses with <b>Limited</b> Principal Discretion	Category III* Student Offenses with <b>Broad</b> Principal Discretion
Principal <b>shall immediately</b> suspend and recommend expulsion when the following occur at school or at a school activity off campus. [E.C. 48915(c)]	Principal <b>must</b> recommend expulsion when the following occur at school or at a school activity off campus <b>unless</b> the principal determines that the expulsion is inappropriate. [E.C. 48915(a)(1)]	Principal <b>may</b> recommend expulsion when the following occur at any time, including, but not limited to, <b>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.</b> [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. <b>(Unless, in the case of "caused," the injury is serious. [See II.1])</b> E.C. 48900(a)(1); 48915(b) 2. Possession/Under influence of marijuana (1 <sup>st</sup> 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. <b>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.</b> 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.

VIPHS uses the LAUSD Matrix for Student Suspension and Expulsion Recommendation as a guiding framework to ensure that all disciplinary decisions are made in compliance with California Education Code and reflect progressive discipline principles. The matrix outlines three categories of student offenses—those requiring mandatory expulsion recommendations, those requiring limited discretion, and those allowing for broad discretion—and provides clear parameters for how school administrators should respond. Please refer to the matrix above for all offenses for which students must be suspended (i.e., non-discretionary suspension) and for all offenses for which a student may be suspended (i.e., discretionary suspension).

In alignment with this matrix, VIPHS ensures that disciplinary action is both legally compliant and proportionate, with all available alternatives to suspension or expulsion considered first. For Categories II and III, the school documents and evaluates the use of other means of correction, and considers whether the student's continued presence poses a safety concern. This process ensures that any recommendation for exclusionary discipline is data-informed, procedurally sound, and supported by restorative and supportive interventions whenever possible. By adhering to the matrix, VIPHS maintains a discipline system that is fair, consistent, and aligned with both state law and LAUSD expectations.

For suspensions of 10 school days or fewer, Valley International Preparatory High School (VIPHS) follows procedures that comply with California Education Code § 48911 and the requirements of Goss v. Lopez (1975) to ensure the student's constitutional due process rights are protected.

Prior to the suspension, the student is provided with oral or written notice of the specific charges, including the school rule or Education Code violation they are alleged to have committed. The school administrator or designee explains the evidence supporting the allegation, and the student is given an opportunity to respond and present their version of events. This is typically done through a pre-suspension conference, conducted by the Dean of Operations or Principal.

If the student denies the charges, the administrator will explain the basis for the decision, review any relevant documentation, and allow the student to respond to the evidence. The administrator will then determine whether the suspension is warranted, based on the facts and after considering any mitigating circumstances.

This process is followed before the suspension is imposed, unless the student's presence poses a clear and present danger to others or significantly disrupts the instructional environment, in which case the student may be removed immediately and provided the required notice and opportunity to be heard as soon as reasonably possible.

All short-term suspensions are documented, and students are allowed to make up any missed work. The school notifies the student's parent or guardian in writing, including information about the reason for the suspension, the length, and the right to request a meeting with school staff. If the student is in foster care, homeless, or otherwise identified as a vulnerable student under state law, the school ensures that the student's Educational Rights Holder and, if applicable, DCFS or county liaison are also informed.

For suspensions that exceed 10 school days and all proposed expulsions, Valley International Preparatory High School (VIPHS) implements a formal process consistent with state and federal due process protections, including the requirements of Education Code §§ 48915–48918 and applicable case law. These procedures are designed to ensure that students and families receive timely notice, a meaningful opportunity to be heard, and a fair and impartial hearing process.

When a suspension longer than 10 days or an expulsion is being considered, VIPHS provides the student and their parent or guardian with a timely, written notice that includes:

- The specific charges and facts supporting the disciplinary action;
- A clear explanation of the student's basic rights, including the right to examine evidence, the right to bring legal representation or an advocate, the right to call witnesses, and the right to present testimony and other evidence in their defense.

This notice is delivered in a manner reasonably calculated to ensure receipt (e.g., personal delivery, certified mail, or email), and if the student is in foster care, homeless, or under the supervision of a juvenile court, the school ensures that the student's Educational Rights Holder, caseworker, and/or county liaison are included in all communications and proceedings, consistent with Education Code § 48853.5.

The student is then provided with a disciplinary hearing before a neutral and impartial hearing officer or panel, convened within a reasonable number of days from the date of the notice. At this hearing, the student has a fair opportunity to:

- Be represented by legal counsel or a designated advocate;
- Present relevant testimony, documents, and other evidence;

- Call witnesses on their behalf;
- Confront and cross-examine any adverse witnesses or evidence presented by the school.

All hearings are recorded or transcribed, and a written summary of the findings and final recommendation is issued following the conclusion of the hearing. The final decision regarding expulsion is made by the VIPHS Governing Board, based on the hearing record and recommendation. Parents or guardians are notified in writing of the outcome, including information about the right to appeal.

## **Expulsion**

VIPHS' list of expellable offenses is aligned with California Education Code §48900–48915 and the LAUSD Matrix for Student Suspension and Expulsion Recommendation. This alignment ensures that VIPHS upholds the same standards for school safety, student rights, and legal compliance as other public schools within the district. The matrix, which is referenced and included in this charter petition, guides all expulsion decisions to ensure consistency, fairness, and adherence to progressive discipline practices.

VIPHS distinguishes between mandatory and discretionary expulsion recommendations, as outlined below:

### **Mandatory Recommendation for Expulsion**

In accordance with Education Code § 48915(c), VIPHS will immediately suspend and recommend a student for expulsion when the student commits any of the following offenses at school or at a school-sponsored event:

- Possessing, selling, or otherwise furnishing a firearm (as defined in federal law), unless the student had prior written permission from a certificated school employee;
- Brandishing a knife at another person;
- Unlawfully selling a controlled substance;
- Committing or attempting to commit sexual assault or committing a sexual battery;
- Possession of an explosive.

If a student is found to have committed any of these offenses, the Principal or designee shall recommend expulsion without exception, unless it is determined that the expulsion is inappropriate due to the particular circumstances.

### **Discretionary Recommendation for Expulsion**

Per Education Code § 48915(a) and 48900, VIPHS may recommend a student for expulsion for the following offenses, provided additional findings are made that:

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct;
- Due to the nature of the act, the student's presence causes a continuing danger to the physical safety of others.

Discretionary expulsion offenses include, but are not limited to:

- Causing serious physical injury to another person, except in self-defense;
- Possession of a knife or other dangerous object of no reasonable use to the pupil at school;
- Unlawful possession of any controlled substance (except for the first offense involving possession of not more than one ounce of marijuana or possession of over-the-counter medication);
- Robbery or extortion;
- Assault or battery on a school employee;
- Harassment, threats, or intimidation against students or staff.

Each case is evaluated individually, with consideration of the student’s intent, age, disciplinary history, and the impact on the school community. Prior to making a discretionary recommendation for expulsion, VIPHS will exhaust other means of correction, including restorative interventions, behavioral support plans, counseling, and SST referrals, unless the student’s conduct poses an imminent threat to safety.

VIPHS adheres to the LAUSD matrix as a tool for guiding these decisions, and ensures that all expulsion recommendations are thoroughly documented, procedurally sound, and compliant with due process. The school’s commitment to early intervention and restorative practices means expulsion is used only in rare cases when it is clearly warranted under law and necessary to protect the learning environment.

There are no deviations from Education Code in the list of expellable offenses, and VIPHS’s practices reflect a balance between school safety and student rehabilitation, always keeping the best interests of the student and community in mind.

### **Out-of-School Suspension Procedures**

VIPHS implements a suspension process that is fair, thorough, and legally compliant, ensuring that all students are afforded due process protections. All investigations into potential suspendable offenses are conducted with a commitment to objectivity and fairness. The investigating administrator—typically the Dean of Operations, Principal, or Executive Director, all of whom are authorized to suspend students—will promptly gather evidence, interview relevant witnesses, and document findings in a structured and impartial manner. Efforts are made to include the student’s perspective in the fact-gathering process, as students are given the opportunity to submit a written statement.

Before any suspension is issued, the student is provided with adequate notice and a meaningful opportunity to be heard. This includes an in-person conference where the student is informed of the specific charges and the evidence supporting the proposed suspension. The student is then given an opportunity to explain their side of the story and present any mitigating information. If an in-person conference cannot occur due to logistical or safety concerns, the school will provide oral or written notice and follow up with a full written explanation of the charges and evidence.

Parents or guardians are also notified of the suspension decision through an in-person meeting, phone call, or email, followed by a formal written notice that includes:

- The specific violation(s) of school policy or Education Code;
- A summary of the evidence;
- The duration of the suspension;

- The student’s rights during suspension, including the ability to make up missed work;
- Information about the right to appeal the decision.

For foster youth, homeless students, or those with an Educational Rights Holder, VIPHS ensures that DCFS social workers, legal representatives, and/or designated liaisons are also informed promptly and provided with the same written documentation.

If a parent or student wishes to appeal a suspension, they may do so by submitting a written or verbal appeal to the Executive Director within five (5) calendar days of the initial suspension notice. Upon receiving an appeal, the Executive Director will:

- Review the disciplinary file and available evidence;
- Interview relevant parties as needed, including the student, staff, and witnesses;
- Render a decision and communicate it to the family either in person, by phone, or in writing. All verbal appeals are followed up with written documentation of the school’s findings and final determination.

Suspension is used only when necessary and always in accordance with California Education Code § 48911(g) and federal protections under IDEA and Section 504 of the Rehabilitation Act. The school maintains strict limits on the duration of suspension to ensure fairness and consistency across student populations.

For general education students, the maximum number of days a student may be suspended for a single offense is five (5) school days, and the maximum cumulative number of suspension days within one academic year is ten (10).

For students with an Individualized Education Program (IEP) or a Section 504 Plan, these same limits apply. However, additional procedural safeguards are required to ensure that disciplinary actions do not deny the student access to a free appropriate public education (FAPE).

If a student with an IEP or 504 Plan is suspended for more than 10 cumulative days in a school year, VIPHS will conduct a Manifestation Determination Review (MDR) within 10 days of the decision to suspend beyond the 10-day threshold. This meeting will include relevant school personnel, the parent/guardian, and, where applicable, the student’s attorney or advocate. The team will review whether the behavior in question:

- Was caused by, or had a direct and substantial relationship to, the student’s disability; or
- Was the direct result of the school’s failure to implement the IEP or 504 Plan.

If the behavior is found to be a manifestation of the student’s disability, the school will not impose additional suspensions or removals and will instead revise the student’s Behavior Intervention Plan (BIP) or IEP, if necessary. If it is not a manifestation, the suspension may proceed, but the student will continue to receive educational services during the suspension period.

During the suspension term, students will receive digital or paper copies of assignments and instructional materials from each of their teachers. Teachers will either send assignments directly to the student’s email or provide them through the school’s Learning Management System (Google Classroom). For students who lack reliable internet or device access at home, paper copies and alternative arrangements will be made to ensure equitable access.

Students are encouraged to maintain communication with their teachers during the suspension through email or Google Classroom messaging, where they can ask clarifying questions, receive guidance, and submit completed work. Teachers are expected to respond in a timely manner to support ongoing engagement and academic continuity.

When a student is recommended for expulsion, they may be suspended pending the outcome of the expulsion hearing.. A suspension pending expulsion may initially last up to five (5) consecutive school days, as with any standard suspension.

If the administrative team determines that the student's continued presence on campus would pose a clear and present danger to the safety of others or to the integrity of the educational environment, the Principal or Executive Director may extend the suspension while the expulsion process is underway. In accordance with Education Code, the maximum allowable extension is an additional 30 consecutive school days, provided that the expulsion hearing is held within the required timelines (no later than 30 school days after the initial suspension, unless a continuance is granted).

During this extended suspension period, VIPHS ensures that the student continues to receive meaningful access to education. The student will be assigned an interim placement, which may include:

- Daily or weekly check-ins with a designated staff member (e.g., Dean, Counselor, or a support teacher);
- Access to digital or paper copies of assignments from each teacher;
- Ongoing communication through Google Classroom and email;
- The opportunity to submit work and receive feedback remotely;
- Support services or accommodations required by an IEP or 504 Plan, as applicable.

If necessary, the school may also explore short-term enrollment in an independent study plan or an off-site educational arrangement, depending on the nature of the offense and the needs of the student, while still ensuring that any placement complies with due process rights and offers access to standards-aligned instruction.

Throughout the suspension pending expulsion, VIPHS remains in communication with the student's family and/or Educational Rights Holder (ERH), and all services are documented to demonstrate that the student's educational rights are upheld until a final expulsion decision is rendered.

## **Expulsion Procedures**

VIPHS views expulsion as a last resort, used only when student behavior poses a significant threat to the safety or integrity of the school community and after other means of correction have been deemed ineffective or inappropriate. All expulsion proceedings are conducted in strict accordance with California Education Code §§ 48900–48926, federal due process protections, and in alignment with LAUSD expectations for procedural fairness, particularly for students with disabilities, English Learners, foster youth, homeless students, and other vulnerable populations.

Before a formal recommendation for expulsion is made, the student and parent/guardian are provided with adequate notice of the charges and a meaningful opportunity to respond. This includes:

- A written summary of the incident and alleged violation(s), including the specific section(s) of the Education Code involved;
- An opportunity to meet with the school administrator (typically the Principal or Dean of Operations) to discuss the incident and present the student’s version of events;
- For foster youth, homeless students, or those with an Educational Rights Holder (ERH), notice is also provided to the appropriate social worker, liaison, and/or legal advocate.

This initial stage allows for informal resolution in cases where expulsion may not ultimately be pursued and ensures that no student is recommended for expulsion without an opportunity to be heard.

The authority to formally recommend expulsion at Valley International Preparatory High School (VIPHS) rests with the Governing Board, based on a careful and collaborative review process initiated by the Principal and/or Dean of Operations, and later the Executive Director. When a serious behavioral incident occurs, the school leadership team conducts a thorough investigation, gathering and reviewing all available evidence including incident reports, teacher and staff statements, student interviews, video surveillance (if applicable), and the student’s disciplinary and academic history. The review also considers prior interventions—including behavior contracts, SST meetings, restorative conferences, and family outreach—and evaluates whether these interventions have been implemented with fidelity and effectiveness.

Before initiating any expulsion proceedings, VIPHS adheres to the standards outlined in California Education Code §§ 48900–48915, which direct schools to determine whether:

1. Other means of correction have repeatedly failed to bring about proper conduct, or
2. The student’s continued presence at school poses a clear and present danger to the physical safety of themselves or others.

This determination is made after considering not only the severity of the incident, but also the student’s individual context, including disability status, English Learner designation, trauma history, and socio-emotional support needs. Wherever possible, the school prioritizes non-punitive interventions and gives the student an opportunity to reflect, repair harm, and demonstrate growth.

If, after this thorough review, the Principal and/or Dean of Operations determine that expulsion may be warranted, they submit a formal recommendation to the Executive Director, who independently reviews the case file and confirms that all legal, procedural, and ethical considerations have been met. The Executive Director assesses whether the behavior falls under mandatory or discretionary expellable offenses per the Education Code, and ensures that all required documentation and interventions are in place.

Once the Executive Director decides to move forward with the expulsion process, they provide the student and family with formal written notice of the school’s intent to recommend expulsion, as well as the VIPHS Governing Board so they can begin selecting a hearing panel. The notice includes a summary of the alleged behavior, the specific Education Code violations, and an overview of the student’s rights throughout the disciplinary process.

Families are also informed in writing of the upcoming expulsion hearing, their right to bring counsel or an advocate, and the availability of translation services or reasonable accommodations, if needed. This notice includes:

- The specific charges against the student;
- The date, time, and location of the hearing;
- A list of procedural rights, including the right to:
  - Bring legal counsel or another advocate;
  - Present testimony, evidence, and witnesses;
  - Cross-examine adverse witnesses;
  - Request reasonable accommodations for disability or language support;
  - Receive translated documents and interpreter services, where needed.

In cases involving allegations of sexual assault or battery, the school follows enhanced procedures in accordance with Education Code § 48918.1, ensuring that the alleged victim and accused are not required to appear together, and that alternative methods of testimony (e.g., video or written statements) are available to avoid retraumatization.

While an expulsion hearing is pending, VIPHS remains responsible for both the safety of its school community and the continued education of the student in question. In cases where the student’s continued presence on campus is determined to pose a clear danger to the physical safety of students or staff, the school may assign the student to an interim alternative educational placement. This determination is made by the Principal in consultation with the Executive Director and, where appropriate, the school counselor or special education team.

Interim placements are designed to maintain educational continuity while ensuring campus safety. Depending on the specific circumstances, this placement may take one of several forms:

- Home instruction, where the student receives assignments and periodic academic check-ins from credentialed teachers;
- Online learning, supported by access to digital materials and regular communication with school staff;
- Non-Classroom Programming, such as supervised instruction in a separate, non-classroom environment on campus (e.g., the Dean’s office), with adult supervision and academic oversight.

VIPHS ensures that during any interim placement, the student continues to receive access to grade-level academic content and is supported in making progress toward their educational goals. Teachers provide assignments aligned to the current curriculum, and students retain access to school technology platforms such as Google Classroom and email, allowing for asynchronous learning and feedback.

For students with disabilities, additional federal protections under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act apply. If a student with an Individualized Education Program (IEP) or 504 Plan is suspended for more than 10 cumulative school days in a school year, the school is required to conduct a Manifestation Determination Review (MDR) within 10 school days of the decision to remove the student. This meeting is facilitated by the student’s IEP team, which includes the parent/guardian and relevant school personnel. The MDR is used to determine:

- Whether the conduct in question was caused by, or had a direct and substantial relationship to, the student’s disability; or

- Whether the conduct was the direct result of a failure to implement the IEP or 504 Plan.

If the behavior is found to be a manifestation of the student’s disability, the school cannot proceed with the expulsion. Instead, the IEP team must review and revise the student’s behavior intervention plan and, if necessary, adjust the placement or services to better support the student’s needs. If the behavior is not found to be a manifestation, the expulsion process may continue; however, the student is still entitled to ongoing educational services that allow them to make progress in the general curriculum and toward their IEP goals during the expulsion period.

The expulsion hearing itself must take place within 30 school days of the initial suspension or the decision to pursue expulsion, unless the parent or guardian requests a reasonable postponement. To preserve fairness and impartiality, hearings are adjudicated by a neutral hearing officer or panel appointed by the VIPHS Governing Board. This panel may include trained administrators, credentialed educators, school counselors, or external professionals with no prior involvement in the investigation, disciplinary decision, or recommendation for expulsion.

The panel’s role is to ensure the student and family receive a meaningful opportunity to be heard in a setting that honors due process rights. The panel hears evidence from the school, the student, and any witnesses, reviews documentation, and considers whether the conduct meets the legal standard for expulsion under Education Code. The hearing is conducted in a manner that protects the rights of all involved and is sensitive to the needs of students who may require:

- Translation services or interpretation;
- Accommodations for disabilities;
- Alternative testimony arrangements, particularly in cases involving alleged sexual assault or battery, in accordance with Education Code § 48918.1.
- After considering all evidence and testimony, the hearing panel issues a written recommendation to the Governing Board, outlining its findings and a proposed disciplinary outcome.

During the hearing, all parties are given a meaningful opportunity to be heard. The school presents its evidence, including witness testimony, written reports, and other documentation, while the student and their parent/guardian may respond to the allegations, present their own evidence, call witnesses, and cross-examine opposing witnesses. Students may also choose to remain silent without this being used against them.

To ensure full participation, reasonable accommodations and language support are provided as needed. This includes access to interpreters for families who speak a language other than English, as well as accommodations for students with disabilities, in compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. Parents and students are informed of their right to be represented by legal counsel or another advocate throughout the process, and VIPHS makes every effort to support families who need help navigating the disciplinary system.

The hearing is conducted in a non-adversarial, trauma-informed manner, with an emphasis on clarity, emotional safety, and procedural fairness. School staff are trained to approach disciplinary matters—especially those involving vulnerable student populations such as foster youth, students with disabilities, or English Learners—with a sensitivity to each student’s individual experiences and background. In cases involving allegations of

sexual assault or battery, additional safeguards are followed, including alternative arrangements for testimony to prevent retraumatization and ensure compliance with Education Code § 48918.1.

At the conclusion of the hearing, the panel enters a private deliberation, during which they review all evidence and testimony presented. They determine whether the student committed the offense in question and whether the offense qualifies as a mandatory or discretionary expellable act under California Education Code §§ 48915 and 48900. The panel then issues a written recommendation, which includes:

- Findings of fact;
- A determination regarding the appropriateness of expulsion under applicable law;
- Any relevant mitigating or aggravating factors;
- A recommendation for or against expulsion.

This written recommendation, along with the full hearing record, is submitted to the Governing Board of Parents in Partnership, the entity that holds final decision-making authority. The Board reviews the hearing panel's findings to ensure that the process was properly followed, that the evidence supports the conclusions, and that all legal requirements were met. The Governing Board must issue a final written decision within five (5) school days of the hearing's conclusion. This decision is then provided to all relevant parties, including the student, parent or guardian, and—where applicable—the student's Educational Rights Holder (ERH), county social worker, or legal representative.

### **Recordkeeping and Accessibility**

VIPHS maintains a complete, confidential, and securely stored record of all expulsion proceedings, in compliance with all state and federal data privacy laws. The records include:

- Audio recordings or transcripts of the hearing;
- A list of witnesses called and their statements;
- All exhibits and documentary evidence presented;
- The hearing panel's written findings and recommendation;
- The Governing Board's final expulsion decision.

These records are kept on file for the legally required duration and are made available upon written request to the student and their parent or guardian. In the case of foster youth or students involved with the court system, VIPHS will release records to the Educational Rights Holder, social worker, or legal counsel, as permitted by law, in order to facilitate continued educational support and coordination of services.

### **Appeals Process**

Students and families who disagree with the expulsion decision have the right to submit an appeal in writing to the Executive Director within ten (10) calendar days of the date of the final written expulsion decision. Upon receipt of an appeal, VIPHS convenes an appeals panel composed of individuals who were not involved in the original investigation, hearing, or Governing Board decision, ensuring an impartial review.

The appeals process includes:

- Timely notice to the family of the date, time, and format of the appeal review;
- The opportunity to submit additional written materials or statements;
- A review of the hearing record to determine whether due process was followed and whether the decision was supported by substantial evidence;
- Reasonable accommodations and language assistance as needed;
- A written decision issued within ten (10) school days of the appeal review.

The appeal panel has the authority to affirm the expulsion, reverse it, or remand the case for further review if procedural errors or new evidence warrant a reconsideration. Families are notified in writing of the outcome, and the student's educational status is updated accordingly.

This process ensures that students and families have access to a fair, transparent, and responsive system, one that honors their rights while preserving the safety and integrity of the school community. VIPHS remains committed to upholding not only the letter of the law but the ethical responsibility to support students through even the most challenging disciplinary situations with care, clarity, and compassion.

## **Rehabilitation**

When expulsion is deemed necessary, it is accompanied by a structured rehabilitation plan designed to address the underlying causes of the behavior and to facilitate the student's successful return to the school community.

### **Development of the Rehabilitation Plan**

Upon the issuance of an expulsion order, VIPHS assembles a multidisciplinary team to develop a personalized rehabilitation plan for the student. This team may include:

- The Executive Director or designee
- The Principal or Dean of Operations
- The student's academic counselor
- Special education staff (if applicable)
- The student and their parent/guardian

The rehabilitation plan is tailored to the individual needs of the student and aims

- Address the specific behavior that led to the expulsion
- Identify and mitigate contributing factors
- Outline clear, achievable goals for behavioral and academic improvement
- Ensure access to necessary support services

Components of the plan may include, but are not limited to:

- Regular counseling sessions
- Participation in anger management or social skills programs
- Academic tutoring or credit recovery programs
- Community service requirements
- Regular check-ins with a designated staff member

In alignment with AB 1230, VIPHS ensures that no financial or transportation barriers impede the student's ability to complete the rehabilitation plan. All services recommended are provided at no cost to the student or family, and assistance with transportation is offered when necessary.

### **Term of Expulsion**

The duration of the expulsion is determined based on the severity of the offense and in accordance with California Education Code § 48916:

- For mandatory expulsion offenses (e.g., possession of a firearm), the term is set at one calendar year from the date of expulsion, with the possibility of early readmission based on demonstrated progress.
- For discretionary expulsion offenses, the term does not exceed the last day of the semester following the semester in which the expulsion occurred.

The specific duration is communicated to the student and parent/guardian at the time of expulsion, along with the conditions required for readmission.

### **Monitoring and Support During Expulsion**

Throughout the expulsion period, VIPHS maintains regular contact with the student and family to monitor progress on the rehabilitation plan. The assigned counselor or case manager conducts periodic reviews to:

- Assess compliance with the rehabilitation plan
- Provide additional support or resources as needed
- Adjust the plan to address emerging needs or challenges

These ongoing interactions ensure that the student remains engaged in their educational journey and is adequately prepared for reintegration.

### **Readmission Procedures**

A formal review for readmission is scheduled no later than 30 days before the end of the expulsion term. The student and parent/guardian are notified in writing of the review date and are invited to submit evidence of progress, such as:

- Completion certificates from counseling or educational programs
- Letters of recommendation or character references
- Academic transcripts or progress reports
- Personal statements reflecting on growth and learning

The readmission review is conducted by the original rehabilitation plan team, which evaluates:

- The extent to which the student has met the goals outlined in the rehabilitation plan
- Any ongoing concerns regarding behavior or safety
- The student's readiness to return to the school environment

In accordance with AB 1230, VIPHS ensures that students are not denied readmission due to factors beyond their control, such as financial constraints or lack of access to services. If the student has made substantial progress and no longer poses a threat to the school community, readmission is granted.

### **Post-Readmission Support**

Upon readmission, VIPHS provides a structured transition plan to support the student's reintegration, which may include:

- Assignment of a mentor or advisor for regular check-ins
- Continued counseling or support services
- Academic support to address any learning gaps
- Regular communication with the parent/guardian to monitor progress

This comprehensive approach ensures that the student is supported academically, socially, and emotionally, reducing the likelihood of future disciplinary issues.

## Element 11: Employee Retirement Systems

### Applicable Portions of Education Code:

“The manner by which staff members of the charter schools [sic] will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(c)(5)(K))

### Federal and District Required Language:

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

### Certificated Staff Members

VIPHS does not participate in the California State Teachers’ Retirement System (CalSTRS) or the California Public Employees’ Retirement System (CalPERS) for any certificated staff. Instead, VIPHS offers all employees alternative retirement savings options designed to support long-term financial security while maintaining the school’s fiscal flexibility.

All employees, including certificated staff, are eligible to contribute to:

- CalSavers, the state-sponsored retirement savings program, which allows employees to make Roth or Traditional IRA contributions through automatic payroll deduction, or through contributions initiated by the employee.
- A 403(b) retirement plan, administered through Vanguard, which enables employees to contribute pre-tax dollars toward their retirement savings.

Participation in either or both of these plans is voluntary and facilitated through the school’s payroll provider, EdTec.

The school’s Business Manager, in collaboration with the Executive Director, is responsible for ensuring that employees are informed of their options during onboarding and open enrollment, and that appropriate arrangements for contributions and payroll deductions are maintained and compliant with applicable state and federal regulations. VIPHS will continue to support these retirement options for its employees throughout the term of the charter.

## **Classified Staff Members**

VIPHS does not participate in CalPERS, but classified staff have the same access to the employee retirement savings options outlined in the previous section.

## **Other Staff Members**

Not applicable.

## **Element 12: Public School Attendance Alternatives**

### **Applicable Portions of Education Code:**

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(c)(5)(L)).

### **Federal and District Required Language (FDRL):**

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

VIPHS will communicate to all prospective and current parents and students that VIPHS is a school of choice, and parents may choose to send their children to a different school. Parents and students are informed of their alternatives during the Charter School enrollment process.

## **Element 13: Rights of District Employees**

### **Applicable Portions of Education Code:**

“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))

### **Federal and District Required Language (FDRL):**

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

### Applicable Portions of Education Code:

“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))

### Federal and District Required Language (FDRL):

#### GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

#### PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director  
Charter Schools Division  
Los Angeles Unified School District  
333 South Beaudry Avenue, 20th Floor  
Los Angeles, California 90017

Director/Principal

[Charter School Name]

[Charter School Address]

2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

#### NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director

Charter Schools Division

Los Angeles Unified School District  
333 South Beaudry Avenue, 20th Floor  
Los Angeles, California 90017

Director/Principal

[Charter School]

[Charter School Address]

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Please use the address below for written notifications to the school pursuant to the procedures set forth in the FSDRL for this Element

Valley International Preparatory High School, % Executive Director  
18827 Roscoe Blvd.,  
Northridge, CA 91324

## Element 15: Charter School Closure Procedures

### Applicable Portions of Education Code:

“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))

### Federal and District Required Language (FDRL):

#### REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

#### CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

#### CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter Schools Closure - Requirements and Recommendations” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

## Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

## Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence

4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

#### Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each

student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

## Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at

the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

#### Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

In the event that the charter school closes, the following positions will serve as the charter school's closure agents:

- Executive Director
- Principal
- Business Manager
- Registrar
- Dean of Operations

## **Additional Provisions**

### **Federal and District Required Language (FRDL):**

#### **FACILITIES**

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

#### **District-Owned Facilities**

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

· Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

· Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

· Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

· Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:

(i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

(ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

· Minimum Payments or Charges to be Paid to District Arising from the Facilities:

(i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

(ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

· Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

(i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School

shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

### **Non-District-Owned Facilities**

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

## INSURANCE

### Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District

and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

### **Evidence of Insurance**

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

### **Hold Harmless/Indemnification Provision**

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person

or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

## **FISCAL MATTERS**

### **District Oversight Costs**

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

### **Cash Reserves**

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

### **Third Party Contracts**

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

### **Special Education Revenue Adjustment/Payment for Services**

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

### **Student Body Funds**

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

### **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).)