

VAUGHN

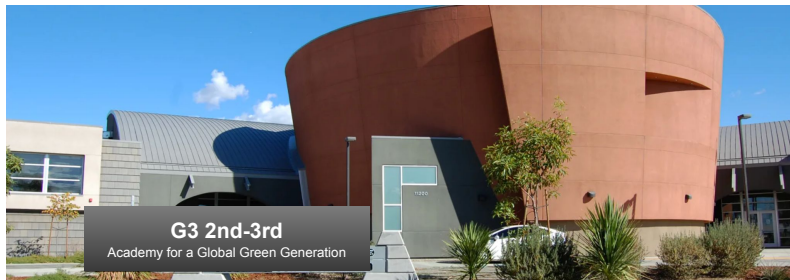
NEXT CENTURY LEARNING CENTER



Pandaland PK-1



M.I.T. 6th-8th
Middle School for International
Studies and Technology



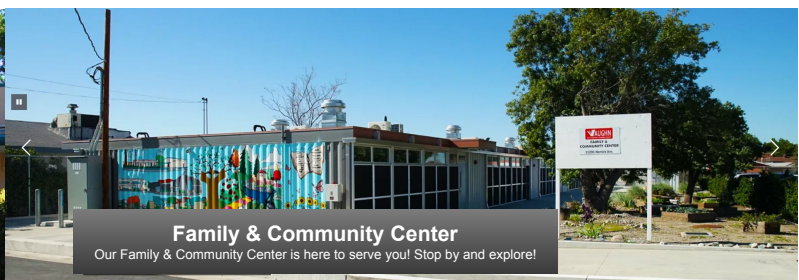
G3 2nd-3rd
Academy for a Global Green Generation



V.I.S.A. 9th-12th
Vaughn International Studies Academy



Mainland 4th-5th



Family & Community Center
Our Family & Community Center is here to serve you! Stop by and explore!



Vaughn Central
Vaughn Central is the main office hub for all of
our campuses and operations

“The Little School that Could”
Western Association of Schools and Colleges
Full Self-Study Report
April 23-26, 2023

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Vision Statement

Vaughn's vision is that all graduates will be college/career ready, digitally literate and globally competent.

Mission Statement

The mission of Vaughn is to provide all students with an exceptional education that will enable them to be college/career ready, as well as globally and digitally competent.

Graduate Profile/Student Learning Outcomes (SLOs)

- Academically prepared to successfully engage in post-secondary coursework and/or career.
- Literate and prepared for the 21st Century with mastery of skills essential to communication and learning both in English and in one or more languages other than English.
- Proficient thinkers and problem solvers with a capacity for mathematical analysis, scientific processing, and logical reasoning.
- Aware of global dynamics with the ability to become fully enfranchised and participatory global citizens.
- Collaborative team members, receptive to the views of others.
- Effective users of technology with the ability to use a multitude of digital tools for communication, presentation, and data analysis.

Board of Directors

Jonathan Ochoa	President		Hazel Martinez	Student Member
Steve Holle	Vice President		Maurisio Rodriguez Nunez	Student Member
Luis Cervantes	Secretary		Maritza Gallegos	Member
Karina Cisneros	Member		Fidel Montes	Member
Anthony Jackson	Member		Yohana Martinez	Member

Schoolwide Administration



Fidel Ramirez
CEO



Sadie Edemann
Director of
Elementary
Instruction



Heather Yoshioka
Director of
Secondary
Instruction



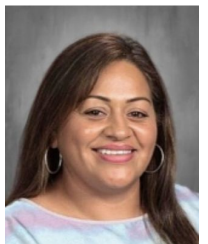
Ivelle Garcia
Director of
Student Support
Services



Ana Martinez
English Learner
Coordinator
























Hazel Tercero
Director of
Mental Health



Griselda Ortiz
Director of
School Climate

School Site Leadership

Pandaland Campus	PreK-1st Grade	<div>     </div> <div> <p>Katia Handal <i>Director</i></p> <p>Ruby Aparicio <i>Coordinator</i></p> <p>Lilia Moncada <i>Lead Teacher</i></p> <p>Charise Winslow <i>Lead Teacher</i></p> </div>
G3 Campus	2nd-3rd Grade	<div>    </div> <div> <p>Cinthia Rodriguez <i>Director</i></p> <p>Margarita Rochin <i>Coordinator</i></p> <p>Karla Osorto <i>Lead Teacher</i></p> </div>
Mainland Campus	4th-5th Grade	<div>    </div> <div> <p>Irene Muro <i>Director</i></p> <p>Alejandro Nevarez <i>Coordinator</i></p> <p>Juana Hubbard <i>Lead Teacher</i></p> </div>
MIT Campus	6th-8th Grade	<div>      </div> <div> <p>Sandra Contreras <i>Director</i></p> <p>Raquel Valadez <i>Coordinator</i></p> <p>Kishauna Lamotte <i>Instructional Coach</i></p> <p>Sara Santa Cruz <i>Instructional Coach</i></p> <p>Annette Montanaro <i>Dean of School Culture</i></p> </div>
VISA Campus	9th-12th Grade	<div>       </div> <div> <p>Leslee Velasquez <i>Director</i></p> <p>Alicia Burnett <i>Coordinator</i></p> <p>Ryan Shoji <i>Instructional Coach</i></p> <p>Alma Nunez <i>Instructional Coach</i></p> <p>Evelyn Larios <i>Restorative Justice Coordinator</i></p> <p>Omar Padilla <i>Dean of School Culture</i></p> </div>

WASC Leadership

Fidel Ramirez	CEO
Heather Yoshioka	WASC Coordinator
Sadie Edemann	WASC Coordinator
Evelyn Larios	WASC Focus Group Lead
Irene Muro	WASC Focus Group Lead
Ruby Aparicio	WASC Focus Group Lead
Pargol Mirkhani	WASC Focus Group Lead
Alex Castellanos	WASC Focus Group Lead
Sandra Contreras	WASC Focus Group Lead
Cinthia Rodriguez	WASC Focus Group Lead
Kishauna LaMotte	WASC Focus Group Lead
Griselda Ortiz	WASC Focus Group Lead
Dr. Katia Handal	WASC Focus Group Lead

Home Groups				
EL	GATE	SPED	PBIS	R&I
Lynette Aceves	Claudia Banuelos	Vivienne Adams	Jonathan Alami	Hayk Alciyan
Vicky Becerra	Alex Castellanos	Lara Anahi	Andrea Alvarez	Henry Aldrete
Mila Brotz	Teodora Dayoan	Zania Avalos	Jessyann Ceron	Sonia Cortez
Andy Carbonell	Jamie Dewaele	Suzie Bornstein	Callan Cueva	Michael Ewart
Selenne Duarte	Caitlin Feury	Yessenia Flores	Nadine Gamboa	Juana Hubbard
Ifeyinwa Egbuonu	Tania Gutierrez	Erika Galan	Savannah Gentle	Rudy Casarez
Josiah Fernandez	Joe Harmon	Caterina Galvez	Katia Handal	Hudd Huddleston
Sara Friel	Eileen Heinrich	Ivette Garcia	Lilian Luna	Carmynna Jurado
Clara Harmandjian	Mayensi Hernandez	Monica Gonzalez	Ilze Mattson	Alina Kheyfets
Alvin Licari	Olivia Hondrogiannis	Emillia Hall	Annette Montanaro	Kishauna LaMotte
Julia Luna	Natalie Mann	Zachary Kash	Cindy Rivera	Erika Morales
Ana Martinez	Patrick McCord	Michelle Lang	Nessa Roffredo	Marissa Morales
Maria Martinez	Alejandro Nevarez	Lisa Madrigal	Cindy Rubio	Irene Muro
		Nkiru Nwadiwe	Katie Shepley	Allahna Murphy
		Maria Olea	Jackson Thompson	Ana Osta

A: Organization Focus Group

Leads: Evelyn Larios, Irene Muro

Member First Name	Member Last Name	Site	Title
Alejandro	Nevarez	Mainland	Curriculum Coordinator
Blanca	Mejia	G3	Campus Aide
Evelyn	Larios	VISA	Restorative Justice Coordinator
Irene	Muro	Mainland	Site Leader
Leslie	Escoto	Pandaland	Paraprofessional
Linda	Enriquez	G3	Yard Supervisor
Maria	Renteria	VISA	SPED Paraprofessional
Yureni	Bravo	G3	Supply Clerk

B: Curriculum Focus Group

Leads: Ruby Aparicio, Pargol Mirkhani

Member First Name	Member Last Name	Title	Title
Alma	Nunez	VISA	Lead Teacher/ Instructional Coach
Charise	Winslow	Pandaland	Lead Teacher/ Instructional Coach
Damian	Cisneros	Pandaland	Special Education Paraprofessional
Maria	Schramm	Mainland	Teacher
Monica	Gonzalez	VISA	Resource Teacher
Alma	Nunez	VISA	Instructional Coach
Charise	Winslow	PL	Lead Instructional Coach
Ruby	Aparicio	PL	Coordinator
Pargol	Mirkhani	MIT	Teacher
Rudy	Casarez	MIT	Parent

C: Learning and Teaching Focus Group

Leads: Alejandro Castellanos, Sandra Contreraz

Member First Name	Member Last Name	Site	Title
Alejandro	Castellanos	VISA	504/Intervention Support Lead
Belinda	Carranza	Mainland	Teacher
Deyse	Andres	MIT	SPED Paraprofessional
Larissa	Bermudez	G3	TA
Mercy	Macharia	G3, Mainland, MIT	Lead RST
Sandra	Contreraz	MIT	Site Leader
Sofia	Renteria	Pandaland	Special Needs Paraprofessional
Vanessa	Saucedo	MIT	ELD paraprofessional

D: Assessment & Accountability Focus Group

Leads: Cinthia Rodriguez, Kishauna LaMotte

Member First Name	Member Last Name	Site	Title
Adam	Wills	Pandaland, VISA, Vaughn Central	Lead Resource Specialist Teacher
Amanda	Uncapher	Mainland	Teacher
Cinthia	Rodriguez	G3	Site Director
Kara	Ewart	Mainland	Teacher
Karla	Osorto	G3	Lead Teacher/ Instructional Coach
Kishauna	LaMotte	MIT	Teacher
Luis	Fragoza	G3	504 designee
Ryan	Shoji	VISA	Lead Teacher/ Instructional Coach

E: School Culture & Support for Student Personal, Social-Emotional, and Academic Growth Focus Group

Leads: Griselda Ortiz, Katia Handal

Member First Name	Member Last Name	Site	Title
Alma	Nava	Community and Family Center	Family and Community Center
Ben	Delgado	Mainland, MIT	At-Promise Youth Specialist
Ernie	Flores	MIT	Security Assistant
Griselda	Ortiz	Vaughn-Wide	SCTG Director
Julio	Aviña	Vaughn Central	Assistant Operations Manager
Katia	Handal	Pandaland	Site Leader
Kyra	Huete	VISA	School Social Worker
Maria	Franco	Vaughn-Wide	Homeless and Foster Youth Liaison
Maria	Haro	MIT	Yard Supervisor
Nancy	Tiet	VISA	Academic Counselor
Alex	Henriquez	Vaughn-Wide	SCTG Coordinator

PREFACE



Western Association of Schools and Colleges *Full Self-Study Report* *April 23-26, 2023*

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TIMELINE

Month	Meeting Tasks
August 2022	<ul style="list-style-type: none"> → Admin Team WASC Overview → Gathering Evidence for Prompts
September 2022	<ul style="list-style-type: none"> → Admin Team WASC Updates → Board Meeting WASC Overview Presentation → Committee Meeting WASC Overview Presentation → Gathering Evidence for Prompts
October 2022	<ul style="list-style-type: none"> → Admin Team WASC Updates → Committees: Task 1 Reflect on Progress towards Critical Areas identified on last WASC self-study cycle. → Task 2 Gather Data for Analysis by Home and Focus Groups → Leadership Team Engaged in Vision & Mission planning for upcoming tasks
November 2022	<ul style="list-style-type: none"> → Admin Team WASC Updates → Task 2 Analyze Data to determine initial critical learner needs → Determine Focus Group Leads on their task
December 2022	<ul style="list-style-type: none"> → Continue progress on previous tasks
January 2023	<ul style="list-style-type: none"> → Train Focus Group Leads on their task → Task 3 Evaluate Quality of School Program based on WASC Criteria Categories (Focus Groups)

TIMELINE

Month	Meeting Tasks
February 2023	<ul style="list-style-type: none"> ➔ Home Groups Evidence Collection (2/6/23, 2/14/23) ➔ Focus Groups Refine Narrative ➔ Determine Areas of Growth ➔ Determine Action Plan Steps ➔ Final Draft of Self Study Report
March 2023	<ul style="list-style-type: none"> ➔ Final Draft of Self Study Report & Action Plan reviewed by Home Groups for accuracy and completeness ➔ Final edits and revisions to Self Study Report & Action Plan ➔ WASC Self Study Uploaded (13th)
April 2023	<ul style="list-style-type: none"> ➔ Prepare for Self Study Visiting Committee ➔ WASC Self Study Visit (23rd-26th)
May 2023	
June 2023	
August 2023+	<ul style="list-style-type: none"> ➔ Implementation of Action Plan

Story of the Process and Tools Used

The WASC self-study process has been designed and enhanced through collaboration between faculty, staff, students, and parents. All stakeholders have been an integral part of this process and have become the support system for accomplishing the outcomes outlined in our self-study. In the fall of 2022, the WASC committee, consisting of administrators, teachers, coordinators, and our teacher librarian, began the process of updating our self-study report. Vaughn used different forums to collect input from a variety of stakeholders. Input was gathered at committee meetings, Local Control Accountability Plan (LCAP) meetings, Coffee with the Principal parent meetings, Leadership meetings, faculty meetings, board meetings, and department meetings. Parents, students, and community representatives were present and provided input regarding the needs of the students. In the fall of 2022, the WASC committee reviewed the school's mission and vision statements and the student learning outcomes (SLOs) based on the self study visit report in 2015. Our self-study journey continued in the fall of 2022 with a faculty and staff online survey to elicit members for our focus groups. Five focus groups were then created that reflected a balanced representation from various departments as well as classified, certificated, non-classroom teachers, and assistants. Focus and home group meetings were held during professional development days and after school in the spring of 2023 in order to examine student achievement in the areas of Organization, Curriculum, Instruction, Assessment, and Culture. The groups began the process of reviewing data, identifying areas of growth and strength, and developing an action plan to meet student learner outcomes. LCAP and Federal Addendum, the members examined our progress in the Critical Areas for Follow-Up from the 2015 self-study report. The work of the focus groups and home groups were written and shared through Google Drive in order to make the information accessible to faculty and staff members. Over the course of the fall and spring of 2022-2023, focus and home groups continued their analysis of the school-wide program. The Action Plan was developed by using feedback from the stakeholders, data analysis from the California Dashboard, Federal Addendum, LCAP, and student work, as well as our self-study findings. The Leadership Team and governance committees will continue to monitor and adjust the Action Plan as needed. The Action Plan will guide and focus the development, structure, and analysis of the work to focus primarily on the instruction and student support needed to be successful in our learning environment.

CHAPTER 1

Progress Report



Western Association of Schools and Colleges
Full Self-Study Report
April 26-29, 2023

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LCAP/SPSA Process

The LCAP and Federal Addendum is driven by the collective vision and goals established by the LCAP. The LCAP is built at the district level with stakeholder involvement and data analysis, such as perception data, grade data, high stakes test scores, etc.... The goals outlined in the LCAP and Federal Addendum are typically paralleled. Elected and nominated LBHS parents, students, faculty, staff, and administration form the School Site Council (Partnership Committee) which are involved in reviewing data, editing and approving the LCAP and Federal Addendum. Once reviewed and approved by the School Site Council (Partnership Committee), the LCAP and Federal Addendum is then submitted to the school board where it is reviewed and approved in a board meeting.

Significant School Changes

There have been significant changes at Vaughn since the last full self-study and site visit. A big piece of the story has been major changes in leadership for various reasons that have impacted our programs.

First and foremost, in the 2017-2018 school year Vaughn hired a new Chief Executive Officer, Fidel Ramirez, to succeed our long time Director, Anita Zepeda, upon her retirement. During the 17-18 School Year the new CEO and retiring Director worked alongside one another to ensure a smooth transition. Subsequently in the 18-19, 19-20, and 21-22 school years our retired Director served as consultant to the leadership team and continues to be contracted to consult on legal cases and tasks that the leadership requests support with. This gradual transition has ensured that continuity of leadership has been maintained and has allowed for a successful transfer of leadership to the new CEO who now fully leads Vaughn.

Additionally, Vaughn has seen transition of many of our longtime site directors to retirement or other ventures. At our high school, Stan Leandro, who led our VISA site since it's inception retired in the Fall of 2021. Our longtime teacher and leader Leslee Velasquez now holds the position of VISA Site Director. The retirement of our longtime administrator Dr. Anarosa Estevez who led our G3 site occurred in the Spring of 2021. Dr. Estevez was succeeded by a dynamic leader who came to Vaughn from a neighboring charter school, Cinthia Rodriguez. Finally, our longtime employee Karen Muehlberger who led our Mainland campus for many years made the choice to pursue another opportunity closer to her home in the Spring of 2022. Irene Muro was chosen to lead the Mainland campus as Site Director starting in July 2022.

Many school wide positions also saw changes and include many additions as well. Our Chief Academic Officer position was bifurcated into two positions, Director of Elementary Instruction and Director of Secondary Instruction. This change has allowed for increased support and focus on our two distinct levels. Our previous CAO left Vaughn in the Spring of 2019 and subsequently Sadie Edemann and Heather Yoshioka were hired to be the Director of Elementary Instruction and Director of Secondary Instruction respectively. Furthermore at the school wide level our Business Manager position was changed to be two distinct positions, Director of Human Resources and a Chief Financial Officer. This change has allowed our business department to be more responsive and to meet the increasing needs of our staff and compliance requirements. Finally, we added a Director of Mental Health in the Fall of 2021 in order to align and ensure effective allocation of our increasing mental health services across our organization.

Over the past six years Vaughn has secured many new programs, services, and staff to support our students. We have added new Counselors, Restorative Justice Coordinators, MSWs, TAs, Paraprofessionals, Lead Teachers/Instructional Coaches, Campus aides, Security staff, Operations staff, Program Leads, office staff, and many more. Vaughn has also secured grants that support and greatly impact our instructional program. In the Spring of 2020 Vaughn was awarded the School Climate Transformation Grant for a length of 5 years in the amount of \$. This grant has allowed Vaughn to see growth in our PBIS systems and supports across all five of our campuses. Additionally, Vaughn was able to secure a large multi million dollar Gear Up Grant when the original agency that was heading the grant was no longer able to administer the grant. This has led to Vaughn being able to provide and coordinate a variety of experiences and resources for our secondary students and students all around the greater Los Angeles area at 11 schools. Vaughn was also awarded a large CTEIG grant which brought state of the art equipment to our CTE programs in the area of engineering, medical science, and digital arts.

Significant School Changes

Vaughn has restructured our SPED Department over the past six years in order to meet the needs of our growing population of students who require additional support. Our SPED Director, Ivette Garcia, previously oversaw our Mental Health Department and our after school ASES program. In order to ensure our SPED Director was not spread too thin she now can focus on the SPED Department solely as our Director of Mental Health now oversees the Mental Health Department and our Special Programs Manager now oversees the after school ASES program. The addition of two Lead RSTs has also led to great improvement in IEP compliance and management which also provides our RSTs with support that was crucial especially for new hires who are learning so much in regards to not only teaching but also IEP writing, assessment, and leading IEP meetings.

Our EL program has evolved to provide additional supports to our emerging bilingual students over the past 8 years. We now have a dedicated EL Coordinator whose focus is alignment and improvement of our EL program school wide. We have partnered with a consulting group that supports our PD and coaching surrounding EL supports and best practices. We have also increased the number of ELD teachers starting at our Mainland campus (4th-5th grades) where we see an increase in students who are at risk for becoming LTELs. We have also added five EL paraprofessionals who support our campuses to serve our newcomers and our emerging bilingual students in general.

Another area that has seen significant changes since our last site visit is our staff evaluation program. Formerly our system, PAR, was a very extensive process with many moving parts that resulted in some stagnation for the majority of our veteran staff members. Additionally, the previous system was a merit based system that resulted in staff bonuses for meeting certain targets on evaluation scores. In the fall of 2019, the Directors of Instruction met with a cohort of staff to potentially revamp the PAR system to be a more growth based developmental system. The result of this was a recommendation that the PAR program be changed. This was then shared with staff and the resulting system is now being implemented for the first time starting in August of 2022 since the pandemic and related school closures put a hold on implementation. The basis evaluation on progress towards individual staff set professional goals that align with Vaughn school wide goals. The new Teacher Development System (TDS) includes more frequent informal visits to classrooms by coaches that support staff with development towards goals through the observation and feedback cycle. The intention of TDS is that staff will continue to develop their skills and competencies through their careers versus meeting a target that could lead to a sense of achievement that could hinder further development.

Vaughn has seen changes in curriculum that support the implementation of CCSS across content areas. The elementary level moved to adopt a new math curriculum in the Fall of 2021. This new curriculum supports students development of mathematical thinking and is more aligned with the expectations reflected in the math standards and mathematical practices. Due to the pandemic assessment measures were impacted and Vaughn is moving forward with a baseline using the Spring 2022 summative assessment data. Additionally, the secondary level adopted the Carnegie Math curriculum to support math instruction. Math continues to be a focus for our school.

Significant School Changes

In the Fall of 2021 Vaughn moved from the Measures of Academic Progress (NWEA) assessment system to the iReady (Curriculum Associates) assessment. The reason for this move was that the MAP assessment was challenging to effectively use the data from and we wanted a system that allowed staff to not only easily understand results but then to be able to effectively respond to the results through adjustments to classroom instruction or through the implementation of interventions directly targeted at a students are a need or areas where there are opportunities for additional challenge. iReady has allowed for increased use of the diagnostic data we gather and teachers engage in regular data analysis to determine next steps for student support

Vaughn has also seen significant changes to facilities over the past six years. We have added a buildings at all of our sites. We added additional spaces and upgraded old bungalows that were a remnants of the Northridge Earthquake. All of the additions and renovations have helped create world class facilities that support students and programs. We are currently engaged in building of a new building at our Mainland campus that will provide a new main office, administration and support staff offices, classrooms, library, multipurpose space, and state of the art nutrition facilities.

Prior to the pandemic and closures Vaughn's technology was advanced by any measure and we had many grade levels with 1 to 1 Chromebooks namely grades 3-12. We now have 1 to 1 Chromebooks at all grade levels from TK-12th grade. We have continued to upgrade and enhance our technology access, programs, security, and maintenance now that we have returned from the pandemic school closures. Additionally, we continue to provide our families with Vaughn sponsored hotspots if they indicate they have a need. This ensures our students can access the internet for homework and studying regardless of their family income. Vaughn also now allows our seniors to keep their Chromebooks upon graduation so that they have a device they can use to support their post secondary endeavors.

Our PBIS program has evolved extensively through the support of our School Climate Transformation Grant team. We were able to bring on a School Climate Transformation Grant Director, a PBIS Consultant, and five Coordinators that work with our five sites to assess, align, and transform PBIS practices. We have adopted a program, Educator's Handbook" that allows us to enter and use behavior referral data. Each site has a Tier 1 PBIS Team that works to guide each site in the development of their PBIS systems that align to the broader Vaughn PBIS school wide system. In the 22-23 School Year sites added a Tier 2 PBIS Team that is focused on implementing evidence based interventions to support students who need additional support beyond Tier 1 practices. Additional training on best practices in regards to PBIS implementation has been occurring in conjunction with our PBIS consultant and through various conferences and the SCTG program.

The Schoolwide Directors are now meeting one time per week in order to align our programs and to ensure that we are developing our MTSS systems across our sites. This has been invaluable to streamline efforts to reduce confusion, achieve a more balanced perspective, look at varied data, and to avoid doubled up efforts in regards to PD, leader PD, and meetings ect.

Progress Towards Identified Critical Areas for Follow-up

2015-16 Full Self-Study Identified Critical Areas for Follow-Up

Schoolwide Critical Area for Follow-up #1: Vaughn will develop a comprehensive professional development program that will improve the quality of teachers content knowledge and increase strategies for the delivery of instruction.

Current Action Steps	Progress
<ol style="list-style-type: none"> 1. Establish annual staff development plans to help teachers develop expertise in ELA & Math CCSS, in differentiating instruction, and in utilizing technology to improve teaching and student learning. 2. Teachers will be provided with opportunities and time to attend in-house and outside conferences/ workshops, that are aligned to identified staff development focus areas 3. A Trainer of Trainer model will be established and implemented to provide training, coaching and collaborative, ongoing feedback and that will be sustained over time. 4. Professional development for staff will include a large variety of applications that will develop and facilitate digital literacy and instructional support 	<ul style="list-style-type: none"> • Yearly PD Calendar provides structure for both schoolwide and site specific PD to be implemented. • PD offerings align to school wide improvement goals. • Conferences are offered to staff when they align with school wide goals. • Staff may request to attend conferences that they feel would develop their professional practice. • Significant funding has been set aside in LCAP and various funding sources to support PD efforts. • Leader PD has been a focus of progress as this was a missing gap that was identified over the past 7 years. • PD during Covid school closure was focused on developing technological skills that now benefits teachers in person instruction. • Teachers receive PD based on ELD observations conducted • ELD teachers receive 1:1 support to improve curriculum implementation

Progress Towards Identified Critical Areas for Follow-up

2015-16 Full Self-Study Identified Critical Areas for Follow-Up

Schoolwide Critical Area for Follow-up #2: Vaughn will demonstrate growth in the number of students meeting or exceeding standards on the English Language Arts SBAC baseline established in 2014-2015. The critical area of focus will be in reading with specific focus on demonstrating understanding of literary and non-fictional texts, and in producing clear and purposeful writing.

Current Action Steps	Progress
<ol style="list-style-type: none"> 1. A CCSS aligned ELA curriculum will be utilized to instruct students based on their grade level and differentiated to accommodate their instructional and English language proficiency levels. Students who are performing below grade level standards will receive strategic instructional support and/or intensive interventions based on their assessed academic and language needs. 2. ELA, CCSS aligned instructional materials and resources will be adopted and purchased to assist in the delivery of appropriate ELA skills. The adopted materials/resources will be introduced, reinforced and monitored for strategic, scaffolded and thorough implementation. 3. Tech based ELA academic support and extended learning opportunities will continue to be provided through the use of supplemental software programs such as: My Access, Read 180, System 44, Scholastic Reading Counts, Ticket to Read, BrainPop, Grammar Use and Mechanics (G.U.M.), and Vocabulary Spelling City. 4. Vaughn will continue to utilize instructional practices that have proven effective in supporting student learning such as: <ol style="list-style-type: none"> a. Vertical Articulation across all grade levels and content areas with a focus on writing and literacy development and cross-curricular writing. b. On-going articulation and skill development in understanding and implementing the use of the new ELD standards and CCSS framework 5. ELD/CCSS aligned pacing plans & assessments appropriate to all students' served will be developed and implemented <ol style="list-style-type: none"> a. Universal Access components and ancillary materials to core curriculum will be utilized when appropriate to assist all students in accessing content 	<ul style="list-style-type: none"> • Adoption of Wonders ELA/ELD at Elementary and StudySync in Grades 6-8 (CCSS Aligned) • Programs to support academic development and intervention available and easily accessible (iReady, Lexia, DreamBox, Reading Rangers, BrainPOP, English 3D, Read180, System 44, Reading Counts) • Pacing Plans aligned to CCSS and revised throughout the year by grade levels/departments • Students whose performance indicator was Exceeded Standard had sustained growth between 2014-15 to 2018-19. • Students whose performance indicator was Nearly Met was 30% overall. • Fourth-grade students whose performance indicator was Met Standard grew between 2014-15 to 2018-19. • Percentage of 5th grade students whose performance indicator was Met Standard grew 2014-15 to 2018-19 • Percentage of 4th grade students whose performance indicator was Exceeded Standard grew 2014-15 to 2017-18 • 11th grade experienced growth in Exceeded Standard in 2021-2022 • Met Standard/Exceeded Standard consistently above 50% for 11th Grade

Progress Towards Identified Critical Areas for Follow-up

2015-16 Full Self-Study Identified Critical Areas for Follow-Up

Schoolwide Critical Area for Follow-up #2: Vaughn will demonstrate growth in the number of students meeting or exceeding standards on the English Language Arts SBAC baseline established in 2014-2015. The critical area of focus will be in reading with specific focus on demonstrating understanding of literary and non-fictional texts, and in producing clear and purposeful writing.

Current Action Steps	Progress
<p>a. Teachers will systematically use assessments to determine mastery of ELA/ELD and academic content standards (including NWEA for school wide benchmark monitoring).</p> <p>b. All teachers will follow pacing plans and deliver formative and summative assessments to determine students' progress towards mastery of standards (as scheduled per grade/content area):</p>	<ul style="list-style-type: none"> Regular time on Tuesdays set aside to analyze assessment data (iReady and Interims) in order to adjust instruction and plan for reteach as needed. Formative and summative assessments drive instructional adjustments on a short term (daily, weekly basis) and interim basis (every 6-8 weeks). <p>Continued Areas for Growth</p> <ul style="list-style-type: none"> Increased support for students whose performance indicator was Did Not Meeting Standard. Vertical articulation between grades / sites with a focus on writing development Alignment between SBAC data and I-Ready data. All grade levels use interim SBAC prompts for direct monthly practice. Implement a math intervention program that targets standard based skills

Progress Towards Identified Critical Areas for Follow-up

2015-16 Full Self-Study Identified Critical Areas for Follow-Up

Schoolwide Critical Area for Follow-up #3: Vaughn will increase in students that are meeting or exceeding standards on the CCSS/SBAC Mathematics baseline scores established in 2014-2015.

Current Action Steps	Progress
<ol style="list-style-type: none"> All students will have access to the Common Core State Standards Mathematics curriculum based on their identified academic skill and English language proficiency levels. Students who are performing below grade level standards will receive strategic instructional support based on their assessed language and instructional needs. Tech based academic support and extended learning opportunities will be provided through the following software programs: DreamBox, BrainPop, IXL, ALEKS, Khan Academy, Moving with Math Learning System Vaughn will continue to utilize instructional practices which support students in the development and mastery of the Common Core State Standards in Math: <ol style="list-style-type: none"> Teachers will utilize the CCSS mathematics curriculum framework and SBAC blueprints to develop and implement math lessons appropriately aligned to students' levels. Administration will continue to provide teachers with professional development to further support the implementation of the CCSS, as well as support materials and resources aligned to the CCSS. Teachers will plan and utilize projects, performance tasks, and constructed and expanded response items to provide students with opportunities to apply mathematical reasoning in solving real-world problems. Teachers and administrators will develop and format quizzes and tests to align with CCSS item types in mathematics. In addition, teachers will assess students using SBE materials adopted to support student performance on the SBAC. Teachers will continue to work and collaborate in grade/department level teams to further develop, differentiate and incorporate new CCSS and ELD standards into instructional planning and lesson delivery. Teachers will systematically use assessments to determine individual and school-wide student mastery of CCSS Math Standards. Northwest Evaluation Association Measures of Academic Progress (NWEA-MAP) interim assessments will be used to measure individual student achievement, as well as school wide achievement and growth over time. 	<ul style="list-style-type: none"> Math intervention provided on a need basis Integrate programs that supplement classroom lessons using tech: iReady, BrainPop, Flocabulary, IXL, Delta Math, Mathia, etc. Interim assessment through Illuminate/SBAC/iReady are utilized every year to determine mastery Diagnostics and assessments are used to inform lesson delivery. Math Shelf is being used in Prek-1st grade classrooms to support math growth. Student success block is scheduled 4 times a week to provide support and additional intervention to students who might need extra academic support. DRDPs (prek-TK) are completed 2 times a year to keep track of student development progress. Interim assessment through Illuminate/SBAC/iReady are utilized every year to determine mastery Some math intervention provided by teachers to struggling students... Built in intervention time, that includes teacher focus groups and iReady time. 1-2 Annual Math PD's per year Ensemble PD provided to reinforce student structured talk routines for all subjects iReady math curriculum incorporates structured student discussions Math Intervention lab provided to qualifying students based on MTSS data Weekly team planning provided in schedule Illuminate Benchmark testing 3 times a year Interactive daily warm-ups and exit tickets such as PearDeck, Skies, Blookey, Kahoots, Quizziz, etc. Math interventionist that support in the classroom to do smaller group instruction Students are able to do test corrections on all assessment to demonstrate mastery of standards learned Implement Educastic assessments to take formative/summative assessments with the same rigorous questions or problems similar to SBAC.

Progress Towards Identified Critical Areas for Follow-up

2015-16 Full Self-Study Identified Critical Areas for Follow-Up

Schoolwide Critical Area for Follow-up #4: Vaughn will improve 21st Century Learning Skills through the increased use of technology aligned to College Career Readiness (CCR) skills and the CCSS.

Current Action Steps	Progress
<ol style="list-style-type: none"> 1. Increase the number of laptops/computers in the classroom to provide daily access and practice 2. Teachers will use technology as an instructional tool to enhance teaching and student learning of core subjects. 3. Students will use technology for research and to complete projects aligned to CCSS/NETS 4. Teachers will use the district's Student Information System (AERIES) and other electronic learning assessment tools (benchmarks) to analyze student data and make data-driven decisions to meet individual student academic needs. 	<ul style="list-style-type: none"> • 1:1 Chromebooks for every student TK-12th Grade • PreK classroom has tablets for access to online programs • Smart TVs utilized for instruction with the help of CLEVER and additional digital resources • Students exposed to technology at an early stage (since PK) • Teachers/ Staff use all available components of AERIES that we have access to: • Technology used as an instructional tool (SKIES, Google Classroom, digital manipulatives, interactive whiteboards) • Use AERIES and Educator's Handbook to analyze student data and make informed decisions • Illuminate is used as a benchmark for essential standards • Teachers are technologically literate • Families received Hot Spots for access to the internet at home to complete school work. • Loaner laptops available when students need them. • IT Dept on campus daily to support student IT needs, • All teachers are well versed in using tech to present highly engaging lessons. • Students and families trained and able to access student performance and current academic grades in Aeries. • Educators Handbook data used to gather behavioral target needs. • Use of Google Classroom, all teachers are Google Certified, smart boards in every classroom, tablets, biomed equipment, physics equipment • Students are using technology to complete projects to showcase understanding (e.g. slides, digital scrapbooks, etc.) • GoGuardian suite allows teachers and staff to support students in appropriate use of technology in the classrooms.

CHAPTER 2

Student & Community Profile



Western Association of Schools and Colleges
Full Self-Study Report
April 26-29, 2023

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History & Background

Community

Vaughn Next Century Learning Center (“Vaughn”), located in the city of Pacoima, is a large urban public school operating within the Los Angeles Unified School District (LAUSD). In 1993, tired of being helpless and hopeless with low student achievement a pattern, Vaughn became the first conversion charter school in the nation and was authorized by LAUSD. Vaughn currently has 29-years of experience operating as a successful independent charter school. The charter was renewed in 1998, 2003, 2008, 2013, and again in 2018. This previously failing elementary public school is now a, community-based, K-12 charter school whose primary focus is to insure that all students are college/career ready and globally and digitally competent.

It operates five contiguous campuses:

Conversion Elementary (Mainland 4-5)
(13330 Vaughn Street, San Fernando, CA 91340, operational 1993)

Middle School of International Studies and Technology (MIT, 6-8)
(12353-13247, Eustace Street, San Fernando, CA 91340, operational 2000)

School Readiness Center (Pandaland, PK-1)
(13241 Vaughn Street, San Fernando, CA 91340, operational 2003)

Vaughn International Studies High School (VISA, 9-12)
(11505 Herrick Avenue, Pacoima, CA 91331, operational in 2008)

Language Academy for a Global and Green Generation (G3, 2-3)
(11200 Herrick Avenue, Pacoima, CA 91331, operational 2012)

We recently added new facilities to build capacity for our growing enrollment and to upgrade facilities that were outdated and ill equipped to meet the needs of our students and families. We opened new STEAM Pods on our School Readiness Center and Green Global Academy campuses in 2016 and 2017. Additionally, we have replaced temporary portables on our Conversion Elementary campus with state of the are pods that are constructed from recycled shipping containers. At our high school campus we added two large buildings with multiple classrooms that primarily are dedicated to our CTE programs and another building that is dedicated to arts and humanities. On our middle school campus we replaced a one story building that didn’t provide enough space for the middle school population with a brand new three story building that includes a music room, large, multipurpose room, and numerous classrooms. Currently, we are in the process of building a new literacy, nutrition, and administration building on our original Conversion Elementary campus in partnership with our authorizer LAUSD. We look forward to the opening of this new addition to our facilities in the Fall of 2023.

All campuses are governed under one charter. Vaughn was awarded the California Distinguished Schools Award in 1996 and the National Blue Ribbon Schools Award in 1997. We recently received a Bronze Award by the US and World News Report on the Top High Schools in the nation.

History & Background

Family and Community Trends

Vaughn NCLC is located in the neighborhood of Pacoima in the San Fernando Valley area of the city of Los Angeles. The area began as a rural farming community, but by the 1950s, it fully transitioned to a suburb for manufacturing companies. Pacoima transformed from over 70% African American in 1970 to over 85.6% Latino today. Gang violence rocked the neighborhood in past years but churches, schools, social service agencies and law enforcement, helped bring in services and instituted gang-injunctions that helped bring it to much lower levels experienced today. Manufacturing layoffs in the 1990s and the more recent recession caused a rise in poverty from which the neighborhood rebounded from in the early 2000's. The Pacoima area has also been identified as an empowerment zone due to its high levels of unemployment, poverty, reported crimes and density in population. Most recently the Covid-19 pandemic hit our community hard. The population has experienced high poverty levels, homelessness, rising crime, and increased mental health concerns in response

Education



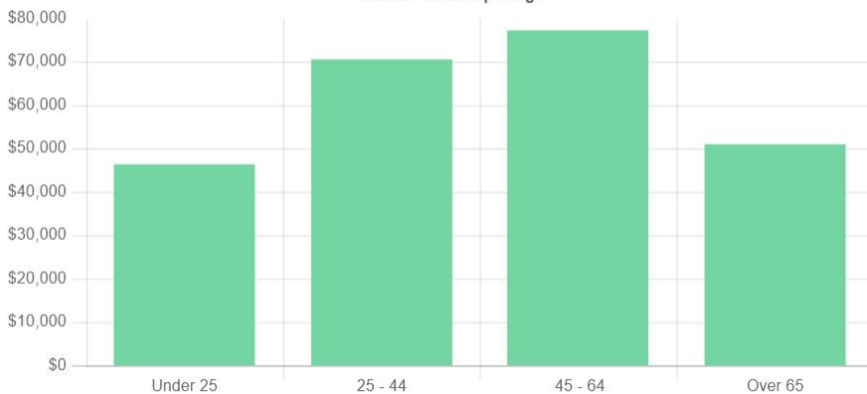
No High School	22.82%
Some High School	45.6%
Some College	17.39%
Associate Degree	4.01%
Bachelor's Degree	8.17%
Graduate Degree	2.02%

Marital Status



Never Married	42.31%
Married	43.99%
Separated	2.88%
Widowed	4.85%
Divorced	5.96%

Median Income per Age



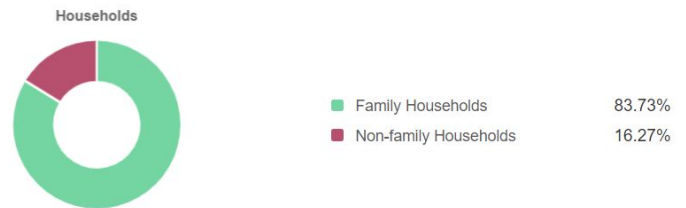
Income Change

Average Household Income	\$74,269	9.1%
Median Household Income	\$69,864	8.4%
People below Poverty Level	10,825	-9.8%
People above Poverty Level	61,055	0.4%

History & Background

There are a total of 16,634 households in Pacoima, each made up of around 4 members. Family establishments represent 83.73% of these Pacoima households, while non-family units account for the remaining 16.27%. Additionally, 48.29% of households have children and 51.72% of households are without children.

		Y-o-Y Change
Total Households	16,634	-1.0%
Average People Per Household	4	-0.3%
Family Households	13,927	-0.8%
Non-family Households	2,707	-2.0%

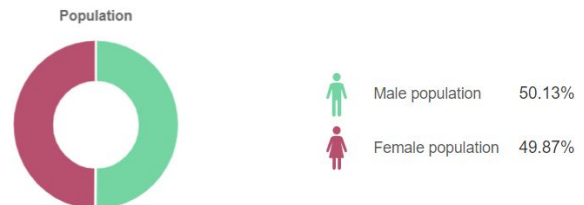


		Y-o-Y Change
Households with Children	8,032	-1.4%
Households without Children	8,603	-0.6%



There are 73,228 residents in Pacoima, with a median age of 35. Of this, 50.13% are males and 49.87% are females. US-born citizens make up 55.54% of the resident pool in Pacoima, while non-US-born citizens account for 22.36%. Additionally, 22.1% of the population is represented by non-citizens. A total of 69,092 people in Pacoima currently live in the same house as they did last year.

		Y-o-Y Change
Total Population	73,228	-1.2%
Male Population	36,712	1.1%
Female Population	36,516	-3.5%



		Y-o-Y Change
Median Age	35	0.0%
Citizen US Born	40,667	1.2%
Citizen not US Born	16,374	-3.7%
Not Citizen	16,186	-4.6%



		Y-o-Y Change
Moved from Abroad	177	-26.3%
Moved from Same County	2,850	-20.9%
Moved from Same State	303	16.5%
Moved from Different State	103	66.1%
Same House as Last Year	69,092	-0.3%



Demographic data shown in this section was gathered from the latest **U.S. Census Bureau** release, the 2020 American Community Survey. The information is updated yearly, as soon as new data is made available by the US Census Bureau.

Pacoima, CA Household Income, Population & Demographics | Point2. (n.d.).

<https://www.point2homes.com/US/Neighborhood/CA/Los-Angeles/Pacoima-Demographics.html>

History & Background

Parent and Community Organizations

Since its inception, Vaughn NCLC was established as a charter with parents and community as key contributors. Vaughn recognizes and includes parent, family and community as an integral and valuable resource in its development and in its very being. Our strategy is to strengthen our families and utilize them as resources that support student learning and further the development of not only our school, but also that of the community as a whole. Throughout the years we have been able to build strong relationships with our families and to establish it as a hub for education and for an extensive array of services. Our campus is open during regular school hours and after hours offering services to families and the community. We offer day and evening adult classes, a community computer center, an onsite county health clinic, monthly family forums that cover topics on school information and on areas identified by parents of interest or need, coffee with the directors meetings and entertainment events. Our on-site Family Center (currently changing location while we complete construction) is a one-stop shop of health and social services. It provides families with basic needs (clothing, food), drop-in counseling, transportation, emergency housing assistance, and a host of social service programs provided in collaboration with non-profit and community agencies. Although the center was previously located on the main campus, a great number of the activities and classes are provided at our primary center and at our G3 and high school campuses. Families often volunteer services to the school which include assisting in the classrooms, morning valet service, assisting in fundraising events and volunteering at the Center.

Vaughn develops parent leadership skills by including them in trainings, in opportunities to participate and in presenting at parent forums or workshops, by sending them to conferences, and including them as members of our governance committees. We strive to have 50% of our parents as voting members of our governance committees. Our Vaughn Board also includes parents as members.

History & Background

Parent and Community Organizations

In keeping with its commitment to community development and the belief that “It takes a village”, Vaughn has partnered with several neighborhood and community organizations including:

- ★ Sycamores Child and Family Services – Mental Health Services, individual child and family therapy provided onsite and offsite.
- ★ El Nido Family Center – child/family counseling, drug counseling, referral services, parenting classes; provided onsite and offsite
- ★ El Centro de Amistad – child/family counseling, referral services, gang diversion programs, drug counseling, mental health services; provided off-site
- ★ Luminarias -
- ★ Phoenix House -
- ★ Educare -
- ★ Think Together -
- ★ Los Angeles County Health Services – County health clinic, teen health services are provided at the clinic center located onsite
- ★ Los Angeles County Health Services – Provide free, on-site immunization and health fairs several times annually
- ★ Meeting Each Need with Dignity (MEND)-food, clothing, service learning support, referral services; provided offsite
- ★ San Fernando Valley Children and Family Guidance Center-individual student and family mental health services; provided offsite
- ★ Los Angeles Educational Partnership (LAEP)-parenting classes, early childhood services, search and find services; provided onsite
- ★ World Vision-educational supplies & materials
- ★ Our House Grief Support Center-student & family grief counseling; provided onsite
- ★ San Fernando Valley Partnership-student & family drug counseling and services; provided onsite San Fernando Boys and Girls Club-tutoring & enrichment; provided offsite
- ★ Pacoima Community Initiative Partners-various community service agencies; provided offsite
- ★ Los Angeles Police Department-Foothill Department – parent and student workshops, behavior support
- ★ GRYD – Gang diversion program; provided on and off-site
- ★ UCLA Physician Volunteers – provide free physicals for our sports programs; provided on-site
- ★ Do It Yourself Girls (DIY-Girls)-provides engineering education and experiences to students with a focus on exposing females to the career path. Services are provided through enrichment classes and during our intersession periods
- ★ Kadima –provides music classes to students and perform free concerts for the community
- ★ Councilwoman Monica Rodriguez - provides a forum and support for community concerns and improvements
- ★ Brian Gallagher, Senior Transportation Engineer for the City of Los Angeles – provides a forum for concerns and actively supports solutions to the streets surrounding our schools

History & Background

School/Business Relationships

California State University Northridge (CSUN) - Vaughn has established a long-term professional development partnership with the Center for Teaching and Learning (CTL) at California State University, Northridge (CSUN). Staff members from CTL and the university along with staff from Vaughn collaborate to develop a professional development plan specific to Vaughn's identified needs and focus areas. Vaughn staff is also invited to participate in other professional development and speaker series offered by the university. Additionally, we are a training site for the university where student teachers are partnered with Vaughn staff every semester for mentoring. CSUN's engineering department has provided much support and has sponsored Vaughn staff in training and in mentoring for robotics and computer programming. They were instrumental in helping Vaughn receive a substantial grant for our Project Lead the Way program.

Vaughn's partnership with the Outreach and Recruitment Department at CSUN also supports the "I'm going to College" Program which includes structured lessons on preparing for college that is introduced in 4th grade and continues in middle school. Students become university students for a day and attend classes at the CSUN campus. Students and their families also return to campus to attend on a Saturday for a day of family college bound activities.

Los Angeles County Office of Education (LACOE) and Ventura County Office of Education (VCOE) - Both LACOE and VCOE have provided extensive staff development and induction services to Vaughn staff. Staff development has been inclusive of not only academic support but also of training required for our business and organizational needs. LACOE has been instrumental in providing us support through our Program Improvement plans and VCOE has assisted us high with teacher and leadership training.

Los Angeles Mission College - Vaughn has established a partnership with our local community college, Los Angeles Mission College with the goal of blending high school and college into a coherent educational program, making it possible for all students to earn two years of college credit at the same time that they are earning a high school diploma. The courses offered to our students by Los Angeles Mission College are taught by a college instructor or an employee of the school who has been qualified by a local college.

International Studies Schools Network (ISSN) – Vaughn is a member of the ISSN in a partnered effort to internationalized the curriculum and provide our students with multiple perspectives that will allow them to become active and informed global citizens. ISSN is a national network of design-driven public whose goal is to develop college-ready, globally competent high school graduates. Its mission, which is aligned to Vaughn's, responds to two intertwined imperatives facing American education. *"The first is overcoming the chronic problem of poor academic performance among low-income and minority students. The second is preparing students for work and civic roles in a globalized environment, where success increasingly requires the ability to compete, connect, and cooperate on an international scale."*- Asia Society. The ISSN school design includes intensive professional development and coaching annually for our staff. The training focuses on developing lesson design that integrates subject matter with authentic global issues/studies.

History & Background

School/Business Relationships

University of Southern California (USC) – Vaughn has established a long-term agreement and relationship with the university for the benefit of both institutions. USC assigns 1-2 year interns working on completing their MSW program. We are able to provide mentoring to the MSW candidates while they in turn, provide Vaughn with much needed wrap-around social and mental health services for our families.

Gear-Up Grant -

LA's Best, 21st Century Community Learning Center, ASES, ELOP Grants – Vaughn has been a recipient of these after-school program grants which provide after school services daily up until 6:00pm for students in grades K-8. These programs allow our students to stay at school longer in a safe and supervised environment where they can receive homework support, tutoring and enrichment services.

Staff Description

Over the past five years the Vaughn staff has grown significantly to accommodate the needs of our students especially in response to the Covid-19 pandemic which continues to present challenges to our students, staff, and community. Prior to the pandemic we were experiencing issues with hiring staff in hard to staff areas however we have seen an overall increase in difficulty in hiring staff in all areas now that we have returned in person.

All credentialed staff is identified as highly qualified to teach and serve in the capacity or subject matter in which they are placed. In 2020-21 96.8% of our teaching staff held a Clear or Preliminary Credential and 0% Intern Credential. We do have several staff that is now on intern credential in the 2022-23 school year and all are enrolled in university intern programs. All staff is certified to work with English Learners. We have been able to retain our teaching staff over the years. Many of our new teachers were hired due to growth although we have recruited and added teachers in our hard to staff areas including math, science and special education.

Subject Area	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
Self-Contained Class	77.0	76.0	0.0	0.0	1.0	0.0	0.0	0.0
Art	1.4	1.4	0.0	0.0	0.0	0.0	0.0	0.0
Career Technical Education	1.7	1.7	0.0	0.0	0.0	0.0	0.0	0.0
Computer Education	0.8	0.8	0.0	0.0	0.0	0.0	0.0	0.0
Drama/Theater	0.3	0.3	0.0	0.0	0.0	0.0	0.0	0.0
English Language Arts	9.5	9.5	0.0	0.0	0.0	0.0	0.0	0.0
Foreign Languages	2.9	2.9	0.0	0.0	0.0	0.0	0.0	0.0
History/Social Science	3.8	3.8	0.0	0.0	0.0	0.0	0.0	0.0
Mathematics	7.3	7.3	0.0	0.0	0.0	0.0	0.0	0.0
Music	0.8	0.8	0.0	0.0	0.0	0.0	0.0	0.0
Other Instruction-Related Assignments	13.3	11.6	0.0	0.0	0.7	1.0	0.0	0.0
Physical Education	2.8	2.8	0.0	0.0	0.0	0.0	0.0	0.0
Science	4.6	4.6	0.0	0.0	0.0	0.0	0.0	0.0

Staff Description

We have five schoolwide Directors, 5 site Directors, five Curriculum Coordinators, 8 Lead Teachers, and one consultant that serve as Administrators at Vaughn. Our Guidance staff includes a Mental Health Director, four Psychologists, twelve Counselors, five Social Workers (MSW), and one Lead Behaviorist.

We employ 188 Certificated Staff Members.

Our 6 Preschool teachers hold Early Childhood Certificates and Bachelor's Degrees

We currently have an internal Substitute list that contains the names of teachers that hold a 30-Day Credential at a minimum. Individuals on this list are called to provide coverage when a teacher is absent or requires long-term coverage due to an FMLA leave. We do have substitutes that are highly qualified that we use when considering long-term coverage. Additionally, we contract with three entities that provide credentialed substitutes to fill the need in case our Vaughn substitutes are booked.

We have 363 classified employees that include support staff (case managers, behavior assistants, intervention assistants, office staff, custodial, food service, supervision aides, teacher assistants and afterschool staff). Classified staff that provides direct support hold a Bachelor's Degree at a minimum and all teacher assistants and afterschool staff are required to be on a Career Track and enrolled in college.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20 Number	2020-21 Number
Permits and Waivers	0	
Misassignments	2.4	
Vacant Positions	0	
Total Teachers Without Credentials and Misassignments	2.4	

Last updated: 6/30/22

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20 Number	2020-21 Number
Credentialed Teachers Authorized on a Permit or Waiver	0	
Local Assignment Options	0	
Total Out-of-Field Teachers	0	

Last updated: 6/30/22

Class Assignments

Indicator	2019-20 Percent	2020-21 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.7	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	

Facilities

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: September 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: September 2021

Overall Rating	Good
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Last updated: 1/24/22

WASC Accreditation History

Vaughn NCLC applied for accreditation for the first time on September 15, 2006. On July 5, 2007 Vaughn was granted interim accreditation status through June 30, 2010 from the Accrediting Commission for Schools of the Western Association of Schools and Colleges. In 2010, after a successful 3-year review, Vaughn received a six-year accreditation. We received a Midterm Review visit in spring of 2013 where accreditation was reaffirmed through the end of 2016. In 2016, Vaughn received a six-year accreditation. A Midterm Review visit was conducted in 2018 where accreditation was reaffirmed through the end of 2021. Due to the Covid-19 Pandemic our Self-Study Review was pushed back until the 2022-23 School Year.

Schoolwide Learner Outcomes/ Graduate Profile

Upon Graduation, Vaughn students will be:

- Academically prepared to successfully engage in post-secondary coursework and/or career.
- Literate and prepared for the 21st Century with mastery of skills essential to communication and learning both in English and in one or more languages other than English.
- Proficient thinkers and problem solvers with a capacity for mathematical analysis, scientific processing, and logical reasoning.
- Aware of global dynamics with the ability to become fully enfranchised and participatory global citizens.
- Collaborative team members, receptive to the views of others.
- Effective users of technology with the ability to use a multitude of digital tools for communication, presentation, and data analysis.

LCAP Educational Partner Input

In all of our processes at Vaughn, we engage with staff, parents, students, community members and the board. Earlier this year in Spring 2022, we started the process of gathering information through a school climate survey that was sent out to all staff, students, and parents. We additionally surveyed all staff with regards to our schoolwide successes and needs in alignment with our current LCAP and elicited feedback with regards to planning for our future LCAP goals in the early Spring of 2022. During our committee meetings, staff was able to analyze each LCAP goal area as well as feedback from our Vaughn faculty, to identify priorities for our new LCAP. Parents and students are also involved in our committee meetings and board meetings and were able to provide feedback as well as help to identify patterns and areas of need for our school. In addition to input on goals and successes and areas of growth educational partners engage in feedback regarding specific budget actions that support the identified goals ensuring that alignment occurs. In each step of the process, we reported our findings to the board of directors and took into consideration their feedback on the development of the LCAP in alignment with our charter and student achievement.

LCAP GOALS

Vaughn Next Century Learning Center’s goals that address local and state priorities include:

1. Maintain high academic standards, increase achievement, and work toward proficiency in English-Language Arts and Mathematics for all students
2. Maintain high academic standards, increase achievement, and work toward proficiency in English-Language Arts for all limited-English proficient students
3. Maintain high academic standards and increase achievement for all students with special needs
4. Cultivate a positive school culture and system of supports for student personal and academic growth
5. Ensure Vaughn graduates will be globally competent, digitally literate, and will be prepared with the 21st-century skills necessary to succeed in life, college, and career
6. Provide and maintain Basic Services for all students

Goal 1: Measurable Outcomes

Metric	Baseline	21-22 Outcome	Desired Outcome for 2023-24
The percentage of students that meet or exceed standard in grades 3-8 and 11, as measured by the annual SBAC in ELA, will increase the majority of the years of the charter.	11.7 points below standard (Increased 3.5 points)	Spring 2022 SBAC Results available late summer 2022	The percentage of students meeting or exceeding standard will "increase" or "increase significantly" according to the Status and Change matrix (CA Dashboard). This means we will increase at least 3 points annually.
The percentage of students that meet or exceed standard in grades 3-8 and 11, as measured by the annual SBAC in Math. will increase the majority of the years of the charter.	44 points below standard (Increased 5.9 points)	Spring 2022 SBAC Results available late summer 2022	The percentage of students meeting or exceeding standard will "increase" or "increase significantly" according to the Status and Change matrix (CA Dashboard). This means we will increase at least 3 points annually.
The percentage of students that meet or exceed standard in grades 5, 8 and 11, as measured by the annual CAST in Science. will increase the majority of the years of the charter.	Spring 2022 CAST Results	CAST results available Early Fall 2022	The percentage of students meeting or exceeding standard will "increase" or "increase significantly" according to the Status and Change matrix (CA Dashboard). This means we will increase at least 3 points annually.
The percentage of students that demonstrate growth annually in ELA (Reading), as measured by Vaughn's internal CCSS aligned assessment system, will increase the majority of the years of the charter.	2021-2022 Baseline	43% Met or Exceeded 100% of Typical Growth Goal	4% Increase from 2021-2022 Baseline
The percentage of students that demonstrate growth annually in Math, as measured by Vaughn's internal CCSS aligned assessment system, will increase the majority of the years of the charter.	2021-2022 Baseline	38% Met or Exceeded 100% of Typical Growth Goal	4% Increase from 2021-2022 Baseline

Goal 1: Actions

- | | |
|--------------------------------------------------------------|--------------------------------------------------------------|
| <input type="checkbox"/> Directors of Instruction | <input type="checkbox"/> Extended School-Year (ESY) |
| <input type="checkbox"/> IT Managers (Full Time) | <input type="checkbox"/> CSR (Class Size Reduction) Teachers |
| <input type="checkbox"/> Curriculum Coordinators | <input type="checkbox"/> Staff Development |
| <input type="checkbox"/> Lead Teachers | <input type="checkbox"/> Tutoring |
| <input type="checkbox"/> Technology Access and Support | <input type="checkbox"/> Intervention Support Staff |
| <input type="checkbox"/> IT Assistants | <input type="checkbox"/> Paraprofessionals |
| <input type="checkbox"/> Enrichment Staff | <input type="checkbox"/> Assessment Software Suite |
| <input type="checkbox"/> Nursing Staff | |
| <input type="checkbox"/> Teachers (Non-class size reduction) | |

Goal 2: Measurable Outcomes

Metric	Baseline	21-22 Outcome	Desired Outcome for 2023–24
The percentage of English Learners who reclassify as English Proficient will increase the majority of the years of the charter.	9.4%	.1%	RFEP rates will be equal to or greater than the state RFEP rate.
The percentage of Long-Term English Learners who demonstrate adequate progress on the ELPAC will increase the majority of the years of the charter.	46.5%		The percentage of LTELs who demonstrate adequate progress on the ELPAC will meet or exceed state percentages annually.
EL performance relative to "Status and Change," as indicated by the English Learner Progress Indicator (ELPI), will be maintained, increased, or significantly increased the majority of the years of the charter.	2023 ELPI		Our ELPI outcomes will maintain a status of "Medium" or higher annually.
The number of parents participating in ELAC (English Learner Advisory Council) will increase the majority of years of the LCAP.	20-21 ELAC Attendance = 16 parents on average (4 meetings)	21-22 ELAC Attendance = 25 parents attended on average (4 meetings)	Increase over the 2022 Baseine.

Goal 2: Actions

- | | |
|---------------------------------------------------|------------------------------------------------------------|
| <input type="checkbox"/> EL Support Staff | <input type="checkbox"/> Curriculum Coordinators |
| <input type="checkbox"/> EL Program Consulting | <input type="checkbox"/> Lead Teachers |
| <input type="checkbox"/> Directors of Instruction | <input type="checkbox"/> Paraprofessionals |
| <input type="checkbox"/> Supplemental Materials | <input type="checkbox"/> Intervention Teachers (Full Time) |

Goal 3: Measurable Outcomes

Metric	Baseline	21-22 Outcomes	Desired Outcome for 2023–24
The percentage of SPED students that meet or exceed standard in grades 3-8 and 11, as measured by the annual SBAC in ELA, will increase the majority of the years of the charter.	90 points below standard (Increased 5.9 points)	Spring 2022 SBAC Results available late summer 2022	The percentage of students meeting or exceeding standard will "increase" or "increase significantly" according to the Status and Change matrix (CA Dashboard). This means we will increase at least 3 points annually.
The percentage of SPED students that meet or exceed standard in grades 3-8 and 11, as measured by the annual SBAC in Math. will increase the majority of the years of the charter.	123.7 points below standard (Maintained -2.2 points)	Spring 2022 SBAC Results available late summer 2022	The percentage of students meeting or exceeding standard will "increase" or "increase significantly" according to the Status and Change matrix (CA Dashboard). This means we will increase at least 3 points annually.
The percentage of SPED students that demonstrate growth annually in ELA (Reading), as measured by Vaughn's internal CCSS aligned assessment system, will increase the majority of the years of the charter.	2021-2022 Baseline	36% Met or Exceeded 100% of Typical Growth Goal	4% Increase from 2021-2022 Baseline
The percentage of SPED students that demonstrate growth annually in Math, as measured by Vaughn's internal CCSS aligned assessment system, will increase the majority of the years of the charter.	2021-2022 Baseline	31% Met or Exceeded 100% of Typical Growth Goal	4% Increase from 2021-022 Baseline

Goal 3: Actions

- ☐ Directors of Instruction
- ☐ Curriculum Coordinators
- ☐ Lead Teachers
- ☐ SPED Support Staff
- ☐ SPED Support Services
- ☐ SPED Staff Development

Goal 4: Measurable Outcomes

Metric	Baseline	21-22 Outcomes	Desired Outcome for 2023–24
Annual school-wide attendance will be maintained at 97% or greater as measured by state-defined average daily attendance procedures.	19-20 Baseline	93.6%	97% or higher
The suspension and expulsion rate, as a percentage of enrolled students, will be maintained at 2% or less annually.	.4%	1.3% (preliminary data)	Maintaining less than or equal to 2% expulsion/suspension rate annually.
The School Climate Survey overall school satisfaction rate will increase annually.	78.6%	74.35%	See growth year over year in overall survey feedback growing to 85% or higher by 2023-24.
The number of Office Discipline Referrals reported in Educators Handbook will decrease between 2021 and 2024.	2021-22 Baseline	1,657 ODRs (Office Discipline Referrals)	Decrease from 2021-2022 Baseline

Goal 4: Actions

- | | |
|-------------------------------------------------------|---------------------------------------------------|
| <input type="checkbox"/> Case Management Staff | <input type="checkbox"/> Nursing Staff |
| <input type="checkbox"/> School Psychologist Team | <input type="checkbox"/> School Culture Staff |
| <input type="checkbox"/> School Counseling Team | <input type="checkbox"/> School Social Workers |
| <input type="checkbox"/> Security Services | <input type="checkbox"/> SEL Curriculum |
| <input type="checkbox"/> Behavior Support Team | <input type="checkbox"/> Attendance Support Staff |
| <input type="checkbox"/> Campus Support Team | |
| <input type="checkbox"/> Mental Health Administration | |
| <input type="checkbox"/> Parent Engagement | |

Goal 5: Measurable Outcomes

Metric	Baseline	21-22 Outcomes	Desired Outcome for 2023–24
Vaughn's High School graduation rate will be maintained at 90% or greater annually.	97.3%	99%	Maintain a graduation rate of 90% or higher.
The percentage of Vaughn's High School graduates who complete the A-G requirements will increase the majority of the years of the charter.	65.5%	70%	See annual increase in percentage. 10% increase over 3 years.
The percentage of students who demonstrate that they are "Ready" or "Conditionally Ready" to meet the College Readiness Standards, as measured by the 11th grade EAP in ELA, will increase the majority of the years of the charter.	32.5%	63% (SBAC ELA Met or Exceeding - preliminary data)	See annual increase in percentage. 10% increase over 3 years.
At least 90% of Vaughn graduates will be accepted into institutions of higher learning based on college acceptance notification.	92%	97%	Maintain college acceptance rates at 90% or higher annually.
The percentage of students who complete at least one CTE pathway will increase the majority of the years of the charter.	27.6%	27.6%	See annual increase in percentage. 10% increase over 3 years.
The percentage of students who successfully complete both a CTE pathway and A-G completion will increase the majority of years of the charter.	23.1%	23.1%	See annual increase in percentage. 10% increase over 3 years.
The percentage of AP exam takers with a qualifying score of 3 or higher will increase the majority of the years of the charter.	34.2%		See annual increase in percentage. 10% increase over 3 years.
The percentage of parents/guardians participating in student/parent conferences K-12 will be maintained at 90% or greater annually.	83%	83%	Maintain 90% participation or higher annually.
The High School cohort dropout rate will be maintained at 5% or less annually.	0.6%	0.6%	Maintain dropout rate of 5% or less annually.
The Middle School dropout rate will be maintained at 1% or less annually.	0%	0%	Maintain 1% or less dropout rate at middle school annually.
College-Career Indicator (CCI) The percentage of students designated as "prepared" (per the CA Dashboard CCI) will be "maintained," "increase," or "significantly increase" from scores established in 2018	54.1%		The percentage of students meeting or exceeding standard will "increase" or "increase significantly" according to the Status and Change matrix (CA Dashboard). This means we will decline or increase by 1.9% or less annually.

Goal 5: Actions

- | | |
|--------------------------------------------------------------|--------------------------------------------------------|
| <input type="checkbox"/> College Readiness and Support | <input type="checkbox"/> Summer Intersession |
| <input type="checkbox"/> Data Management | <input type="checkbox"/> Summer Bridge Program |
| <input type="checkbox"/> Directors of Instruction | <input type="checkbox"/> College/Career Counselor |
| <input type="checkbox"/> Curriculum Coordinators | <input type="checkbox"/> Campus Support Staff |
| <input type="checkbox"/> Lead Teachers | <input type="checkbox"/> Technology Access and Support |
| <input type="checkbox"/> Field Trips | <input type="checkbox"/> IT Managers |
| <input type="checkbox"/> Extended School-Year (ESY) | <input type="checkbox"/> Science Camp |
| <input type="checkbox"/> CSR (Class Size Reduction) Teachers | |

Goal 6: Measurable Outcomes

Metric	Baseline	21-22 Outcomes	Desired Outcome for 2023–24
100% of teachers will be Highly Qualified. (Teacher Certification)	100%	Awaiting State metrics	100%
Vaughn NCLC will remain 100% compliant in providing all pupils with access to standards aligned instructional materials.	100%	100%	100%
100% of Vaughn NCLC-owned facilities are in good or excellent repair.	100%	100%	100%

Goal 6: Actions

- ☐ Business Services
- ☐ Security Services
- ☐ Data Management
- ☐ Directors of Instruction
- ☐ Student Supplies
- ☐ Technology Access and Support
- ☐ Maintenance & Operations

School Programs

ELA: In Elementary, there is prescribed minimum number of minutes that are dedicated to core language arts instruction. Similarly at secondary all students are enrolled in and ELA course in grades 6-12. Vaughn's focus at primary levels is to provide high quality foundational skills instruction while instilling a love of reading and continued vocabulary development. As students move through our program the focus becomes more how we use reading and writing to learn and communicate ideas effectively. Language Arts proficiency at all levels and with all students needs improvement particularly in the areas of reading and writing. Vaughn will continue to partner with outside vendors, such as Kagan, HMH Intervention Solutions, and McGraw-Hill, to provide workshops targeting academic language development, integrated and designated ELD, cooperative learning, and technology enhanced curriculum to support language development and production across disciplines. In addition, Vaughn will continue to send teams of teachers and curriculum leads to conferences and workshops that focus on language development and classroom strategies to support English Learners, such as the CAFE annual conference (California Association of Bilingual Education) and ongoing LACOE sponsored workshops (ex. Integrated ELD in the Content Areas). We funded three additional lead teachers to focus on literacy instruction and support (1 at the primary level, and 2 at the secondary level).

MATH: Math continues to be an area of growth for our students. During the past year we were able to fund two math focused coaches at the secondary level in order to support our teachers and staff in mathematics instruction. Additionally, we adopted a math curriculum that is highly rated by EdReports and supports our elementary teachers to more fully develop all students mathematical reasoning through discourse, discovery, and strong mathematical routines and habits.

EL/SPED: Our English Learners and Special Education students need continued strategic supports and differentiated instruction in order to perform and achieve at higher levels. Daily Integrated and Designated ELD is incorporated into our student's instructional day. Structured Student Talk Routines are a focus of continued support for our classrooms during the instructional day. Continued PD is needed and requested by staff to increase skills and instructional techniques that better prepare them to serve identified subgroups. Vaughn will continue to foster a variety of co-teaching models across grades K-12. Moreover, Vaughn has engaged in the practice of conducting bi-annual vertical articulation meetings (end of Spring and beginning of Fall) to foster conversations that will guarantee the continuity and alignment of accommodations, knowledge of student strengths and areas for growth (both academic and social), and collaboration between RSTs, paraprofessionals, and general education teachers.

Vaughn's instructional leadership, including the EL program coordinator, lead teachers, the Directors of Instruction, and Administrative teams worked closely to develop and execute a professional development plan that focused heavily on effective differentiation of instruction, English Language Development (ELD), project based learning, cooperative learning, and technology integration. Each of the aforementioned actions/services were targeted, specifically, at servicing not only the identified English Learner population, but the wider population of students that had been recently reclassified as well. Vaughn continues to pursue a broad, proactive strategy targeting English language skill development across the PK-12 curriculum.

School Programs

CLASSROOM SUPPORTS: Teacher assistants were deployed at the Kindergarten level to support early literacy, and library assistants were placed at each site to support reading/literacy. The iReady Reading and Math Diagnostic , as well as SRI (Scholastic Reading Inventory) were employed as formative measures of student performance, and results were analyzed to better inform instructional practice. Moreover, Vaughn's Directors of Instruction, in collaboration with Lead Teachers, Coordinators, and Site Directors, have taken concrete steps to align designated and integrated ELD instruction. The institution of the English 3D curriculum in grades 4-12 has supported this effort. In particular, English 3D has been adopted, deployed and supported at Vaughn as a means of serving students considered at-risk of remaining designated as English Learners in grades 4-5, while the curriculum has been used in middle and high school as an intensive support for English Learners in need of structured, purposeful designated ELD. Over each of the previous 5-years, Vaughn has contracted with Houghton Mifflin Harcourt (owner of English 3D) to provide targeted professional development and job embedded coaching for teachers engaged in teaching with the English 3D curriculum. The English 3D curriculum has allowed grades 4-12 to align the designated ELD program, and the job embedded coaching and PD provided by HMH has helped the school to calibrate expectations for program delivery across the span. In the 2019-2020 school year Vaughn also contracted with consultants Ensemble Learning in order to conduct a program evaluation and to make a 3-5 year plan for improving our ELD program overall. In addition we have hired three additional ELD teachers (one at Mainland to service 4th and 5th graders, one at MIT, and one at VISA). We have also added one EL Paraprofessional at each campus in order to provide support to our newcomers, assist with assessments, and to provide support with integrated and designated ELD.

SEL: Trained staff with the skills to support and deliver social-emotional interventions and services especially in areas of behavior and mental health are needed. Vaughn continues to coordinate the efforts of the student support services team, the mental health team, administrators, instructional leaders, faculty, staff, parents, and student leaders to ensure that an effective school-wide Positive Behavior Support System, as well as restorative approaches to student discipline, remains at the forefront across the K-12. Many of the actions and services relative to this outcome have been focused upon Vaughn's middle school, as students in grades 6-8 have historically needed additional support socially and emotionally (in-line with the historical behavior patterns of this age group). Vaughn continues to coordinate the efforts of the student support services team, the mental health team, instructional leaders, faculty, staff, parents, and student leaders to ensure that an effective school-wide Positive Behavior Support system, as well as restorative approaches to student discipline, remain at the forefront across the TK-12. Several of the actions and services enumerated for this goal directly pertain to Vaughn's middle school, as students in grades 6-8 have historically demonstrated a need for additional support socially and emotionally (in-line with historical behavior patterns of this age group). Vaughn has elected to invest heavily in resources to support students and to secure a safe space for learning to occur. The middle school counseling team works closely with the Dean of School Culture, school psychologists, and behavior assistants to meet the needs of students, in particular those individuals that are considered "at risk." In addition, Vaughn deployed campus aides to assist with the monitoring and supervision of students throughout each campus.

School Programs

The campus aides provide vital support by maintaining a positive adult presence at each campus during passing periods, recess, lunch, before and after school. Vaughn hired an additional counselor to serve as a Restorative Justice Coordinator at the high school campus. The RJC worked with the high school Director, Coordinator, Counseling team, and Faculty to institutionalize and model effective restorative practices across grades 9-12. In addition, the RJC has been instrumental in the development and initial implementation of a student court model, wherein high school student advisory council representatives serve as models for a restorative approach to student discipline, dispute resolution, and the building of trusting, reciprocal relationships between adults and students in a school setting. Moreover, Vaughn maintained a Dean of School Culture at the middle school campus as a continued measure of support for grades 6-8. The DSC continues to build a peer mentor program at the middle school campus, in addition to supporting faculty and administration with the development, adoption, and implementation of restorative practices such as community circles. Both the RJC and DSC participate in the schools efforts to align and continue to build a culture of effective Positive Behavior Support at Vaughn NCLC.

MENTAL HEALTH: As we have moved through the global pandemic Vaughn has seen an increased need for mental health support for our students, staff, and community. To this end we have invested heavily in our mental health supports. We conducted a needs assessment that interested parties were a part of in order to determine what our system strengths and areas for growth were. As a result, we added a Director of Mental Health in order to lead the team of professionals that has grown to respond to the needs of our students. The mental health director has also been tasked with evaluating current staffing and systems in order to create efficient systems that maximize the staff we have in order to meet our community needs.

TECHNOLOGY: Technology Integration and Digital Literacy: Vaughn continues to develop internal capacity relative to instructional technology. Students at Vaughn have a 1:1 device initiative by deploying Chromebook carts to each TK to 12th grade student. Furthermore, maintenance and modernization of the networking capabilities across all campuses continues to be a focus area in order to support high levels of instructional technology. Internet accessibility is a focus in order to ensure that all students could effectively engage with the instructional program regardless of in-person or virtual.

MTSS: Intervention support was increased at each school site level. Intervention Teachers (Full Time): The intervention teachers are integral to the school's MTSS model, and they work to directly support students most in need of intensive remediation, development, and/or support in literacy and numeracy, among other academic needs. Teacher leads were also targeted at each site level to help enhance instructional strategies. Teacher Leads: The teacher leads promote the alignment and articulation of the school-wide instructional program, work to coordinate efforts to provide professional development for teachers addressing CCSS implementation in all content areas, SBAC and other internal formative measures, and they directly support teachers with classroom observations and feedback. Moreover, the teacher leads operate as instructional coaches, supporting EL program alignment and articulation school-wide. Assessment System (NWEA): The NWEA MAP serves as one of several additional measures (SRI, etc.) to identify students in need of literacy intervention(s) and to monitor the progress of English Learners in ELA and Mathematics.

School Programs

NGSS/STEAM: Vaughn continues to incrementally roll-out NGSS through targeted training, internal capacity building, and on/off site workshops and conferences. In addition, Vaughn has continued to invest significantly in CTE college/career pathways in Engineering and Biomedical Science.

PROJECT BASED LEARNING: Vaughn continues to maintain a long-standing relationship with the International Studies Schools Network (ISSN), and, as mentioned in previous sections relative to STEAM, NGSS, and Science, Vaughn contracts with ISSN to provide time, resources, and at least 7-8 instructional coaching days for teachers representative of the T K-12 span and from all disciplines. The goals for each of these coaching days are as follows: 1) provide time and training to build teacher understanding of Project Based Learning 2) capitalize on opportunities to collaborate with grade level and/or department peers within or across content disciplines 3) encourage the development of authentic, real-world units of study that incorporate the critical elements of Project Based Learning not only as a product of learning, but rather as a vehicle and process by which learning will occur 4) provide intensive coaching with access to an experienced Instructional Coach, Vaughn Instructional Leaders (Site Directors, Curriculum Coordinators and Lead Teachers), and Vaughn Peer Mentors (Vaughn teachers with considerable experience in PBL). Vaughn contracted with the International Studies Schools Network to provide time, resources, and instructional coaching for over 40 teachers representing grades K-12. Of this cohort, nearly half were identified as “capacity builders,” meaning that these individuals had been identified as “teacher leaders” that continue to receive training not only addressing pedagogy and content development, but also “trainer of trainers” resources relative to instructional coaching across disciplines and grade levels.

CTE PATHWAYS: Vaughn offers 3 pathways (Biomed, Engineering, and Digital Arts) that students can participate in when they arrive at VISA. Pathways are open to all students and there are no prerequisites for entry.

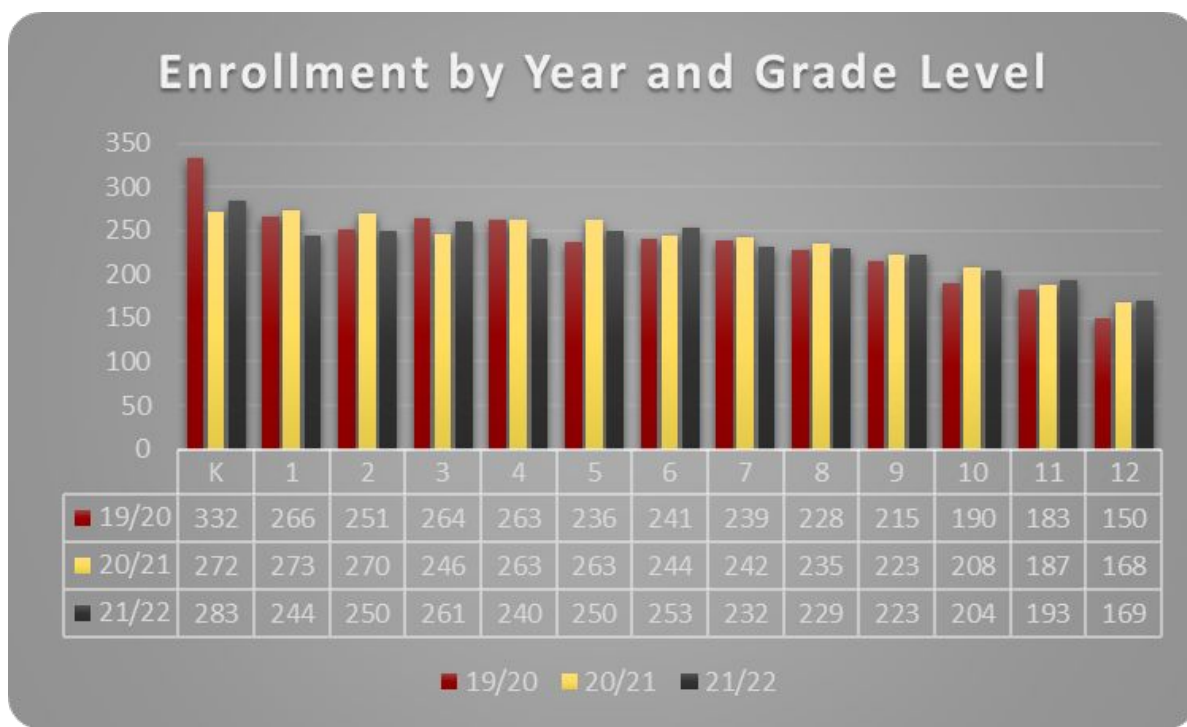
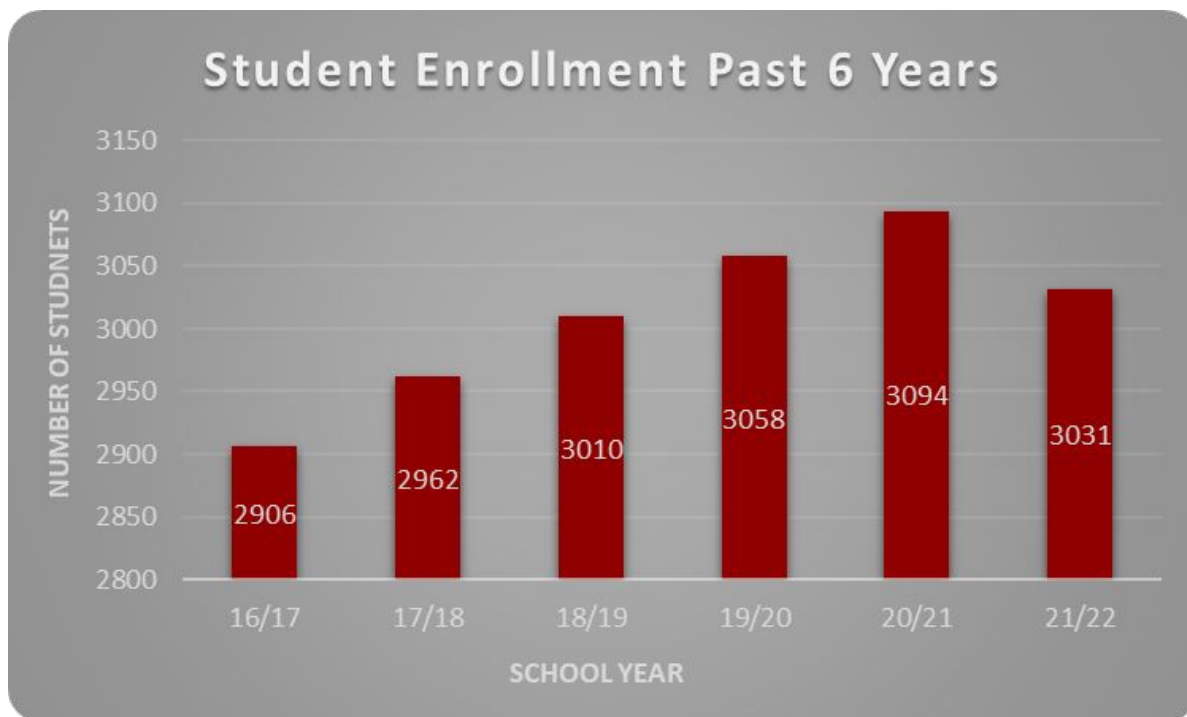
STAFF DEVELOPMENT: Staff Development to support faculty and staff in the service of Vaughn students. Staff development to target areas related to differentiation of instruction, serving English Language Learners, Project Based Learning and authentic assessment, formative assessment, integration of technology for multi-modal instruction, etc Staff Development is aligned with our schoolwide goals.

TUTORING: Vaughn faculty were recruited to provide after school tutoring services to students demonstrating academic remediation or support in literacy and/or numeracy. In particular, tutoring benefited English Learners and recently reclassified students.

AFTERSCHOOL PROGRAMS: Vaughn offers afterschool programming M-F until 6 p.m. at all of our sites. For grades K-3 programming is run in house using ASES and ELOP funding. For grades, 4-12 Vaughn contracts with Think Together to provide afterschool services. Afterschool programming is available on a first come first served basis with a goal to provide high quality extended day care that combines academic supports, SEL, and a safe fun nurturing environment.

ENROLLMENT

General Enrollment



ENROLLMENT

Enrollment: Subgroups

Percent of Students Eligible for FRL



Percent of Students English Learners



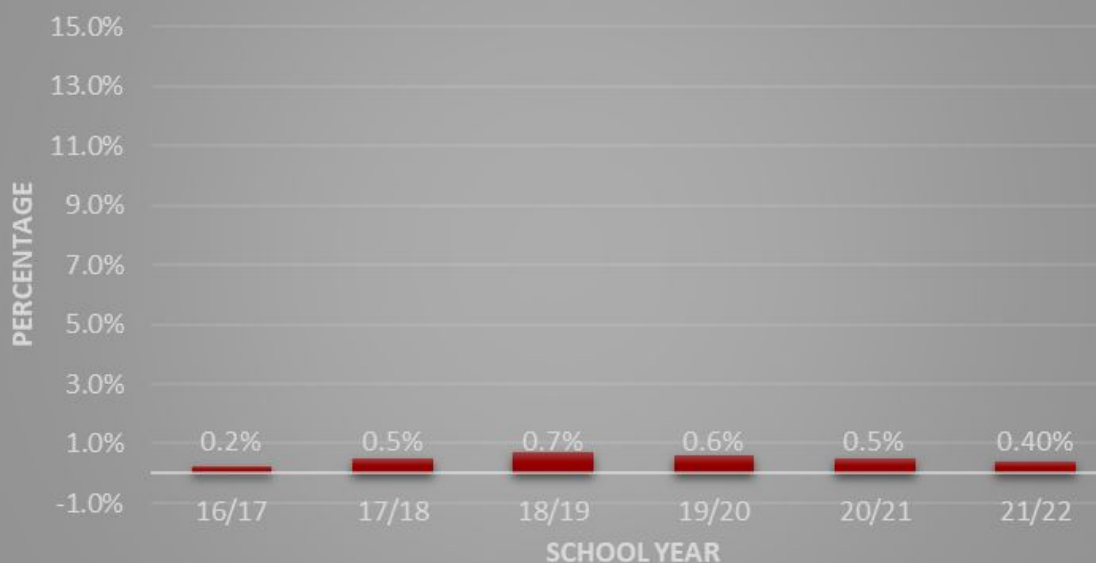
ENROLLMENT

Enrollment: Subgroups

Percent of Students With Disabilities



Percent of Students Foster Youth



ENROLLMENT

Enrollment: Subgroups

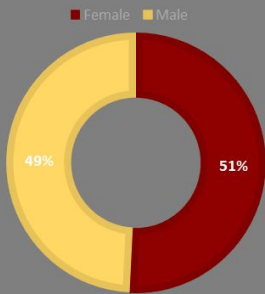
Percent of Students Homeless Youth



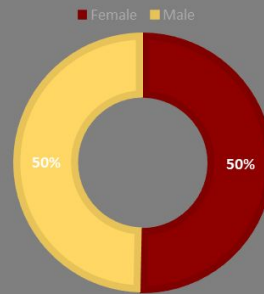
ENROLLMENT

Enrollment: Gender

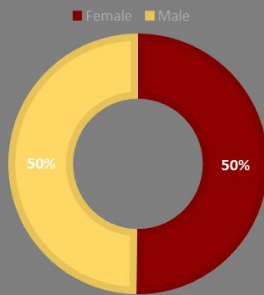
19/20 MALE FEMALE BREAK-DOWN



21/22 MALE FEMALE BREAK-DOWN

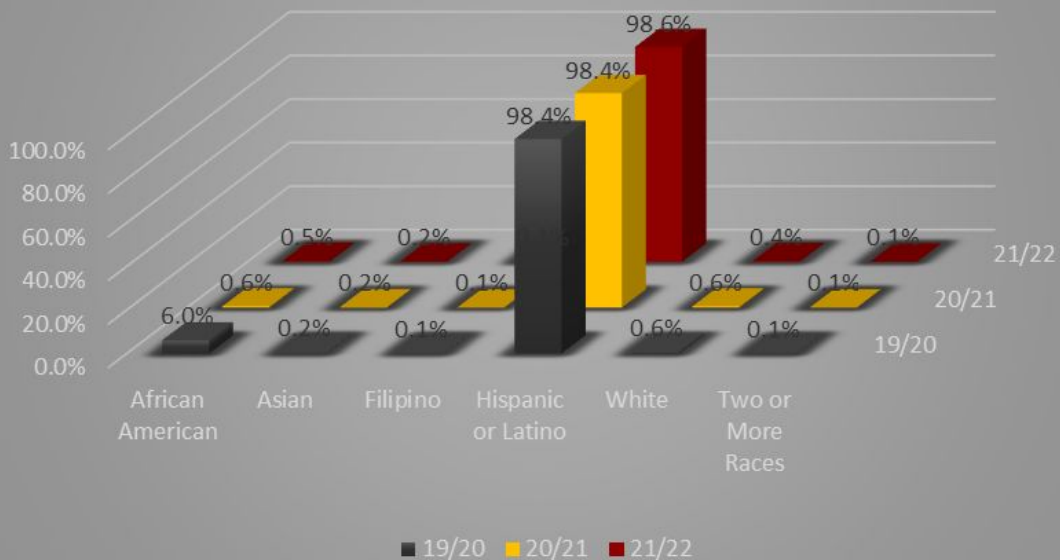


20/21 MALE FEMALE BREAK-DOWN



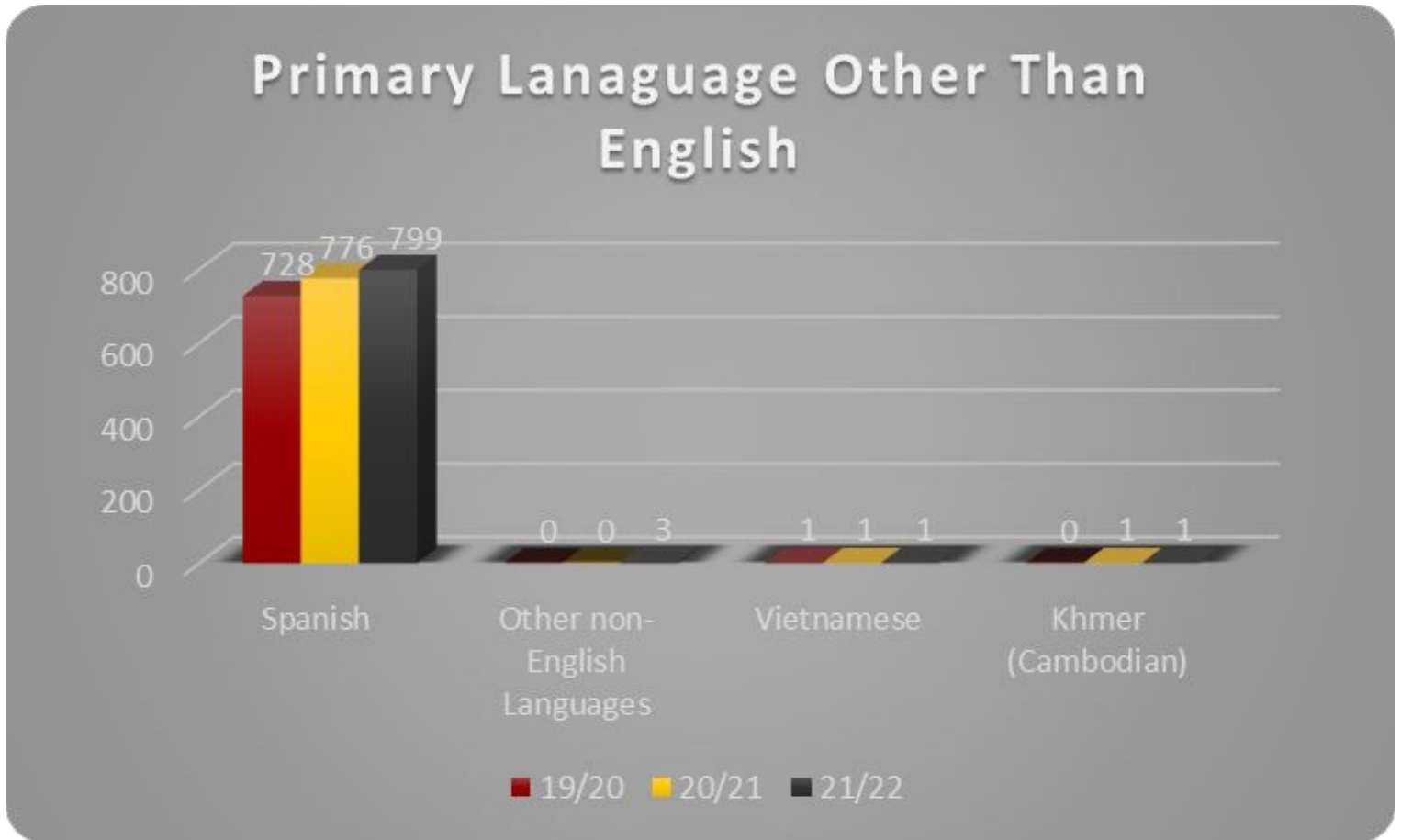
Enrollment: Race

Enrollment by Race



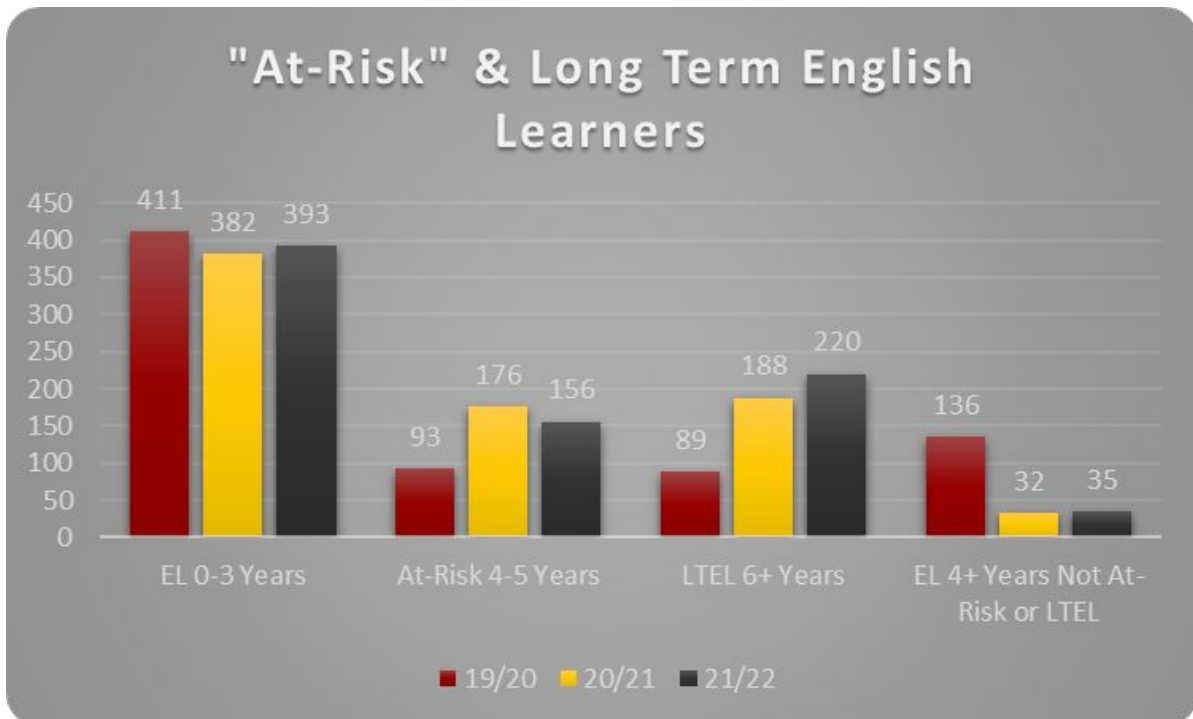
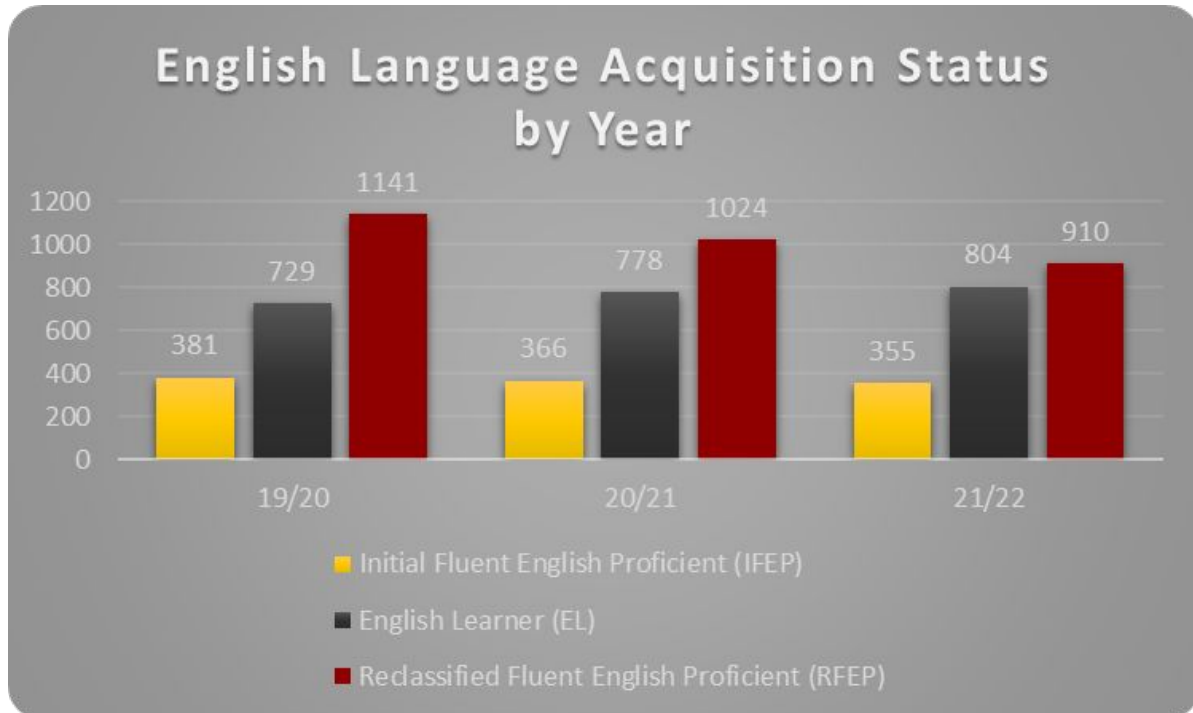
ENROLLMENT

Enrollment: Primary Language other than English



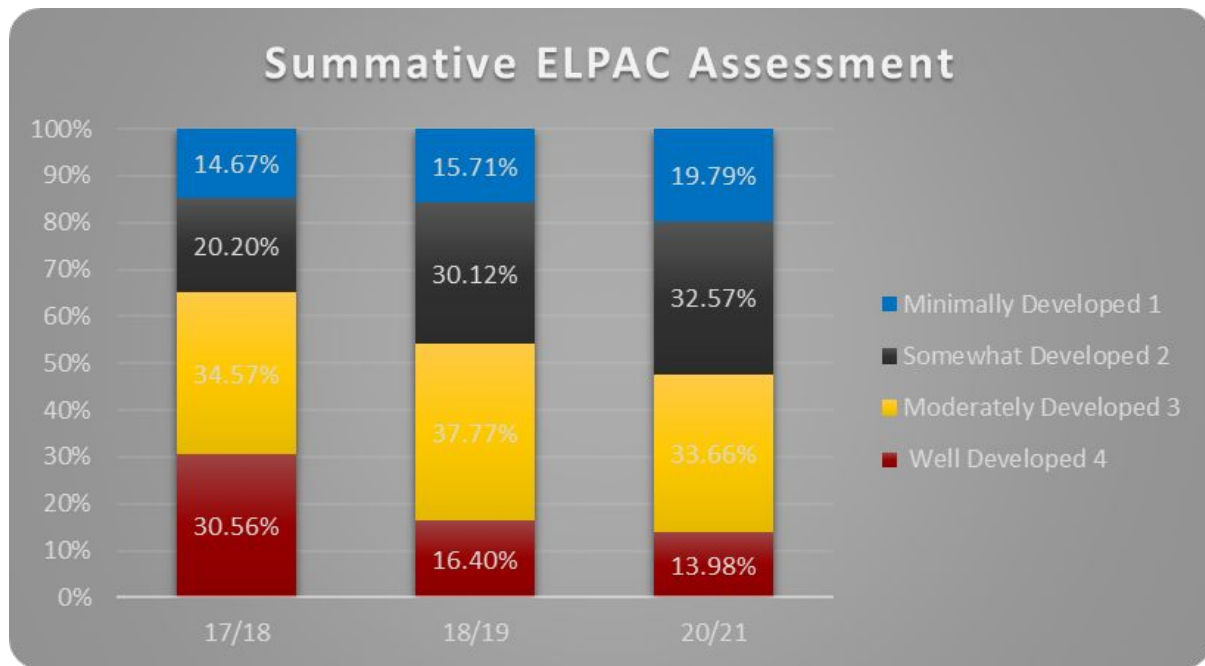
PRIORITY #4 ASSESSMENT

Language Acquisition



PRIORITY #4 ASSESSMENT

ELPAC Results



Number of Students and Mean Scale Scores

Mean Scale Scores	K	1	2	3	4	5	6	7	8	9	10	11	12	All
# of Students Enrolled ⁽ⁱ⁾	126	81	112	99	75	82	71	35	35	31	14	9	7	777
# of Students Tested ⁽ⁱ⁾	125	79	112	98	75	81	70	35	35	30	13	9	7	769
# of Students Tested with Scores ⁽ⁱ⁾	125	79	112	98	75	81	70	35	35	30	13	9	7	769
Mean Scale Score - Overall	1412.7	1425.1	1462.7	1485.1	1518.0	1523.3	1535.6	1547.7	1590.0	1571.7	1578.4	*	*	N/A
Mean Scale Score - Oral Language	1433.0	1450.1	1478.8	1499.3	1531.8	1529.7	1544.2	1551.1	1610.8	1583.3	1585.8	*	*	N/A
Mean Scale Score - Written Language	1365.0	1399.5	1446.1	1470.4	1503.6	1516.5	1526.5	1543.9	1568.8	1559.5	1570.3	*	*	N/A

Percentage of Students at Each Performance Level

Overall Performance

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Level 4 ⁽ⁱ⁾ Percentage of students by grade for level	8.00%	1.27%	3.57%	11.22%	20.00%	19.75%	25.71%	28.57%	45.71%	33.33%	23.08%	*	*	15.73%
Level 3 ⁽ⁱ⁾ Percentage of students by grade for level	34.40%	24.05%	41.96%	42.86%	53.33%	41.98%	50.00%	42.86%	42.86%	16.67%	61.54%	*	*	40.05%
Level 2 ⁽ⁱ⁾ Percentage of students by grade for level	40.80%	37.97%	39.29%	36.73%	21.33%	32.10%	14.29%	20.00%	11.43%	43.33%	15.38%	*	*	31.21%
Level 1 ⁽ⁱ⁾ Percentage of students by grade for level	16.80%	36.71%	15.18%	9.18%	5.33%	6.17%	10.00%	8.57%	0.00%	6.67%	0.00%	*	*	13.00%

Oral Language Performance

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Level 4 ⁽ⁱ⁾ Percentage of students by grade for level	20.80%	15.19%	27.68%	35.71%	54.67%	51.85%	61.43%	51.43%	68.57%	40.00%	46.15%	*	*	39.01%
Level 3 ⁽ⁱ⁾ Percentage of students by grade for level	36.80%	37.97%	38.39%	48.98%	37.33%	40.74%	24.29%	34.29%	31.43%	40.00%	46.15%	*	*	37.45%
Level 2 ⁽ⁱ⁾ Percentage of students by grade for level	27.20%	36.71%	27.68%	8.16%	4.00%	2.47%	10.00%	5.71%	0.00%	16.67%	7.69%	*	*	16.12%
Level 1 ⁽ⁱ⁾ Percentage of students by grade for level	15.20%	10.13%	6.25%	7.14%	4.00%	4.94%	4.29%	8.57%	0.00%	3.33%	0.00%	*	*	7.41%

PRIORITY #4 ASSESSMENT

ELPAC Results

Written Language Performance

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Level 4 ⓘ Percentage of students by grade for level	1.60%	0.00%	0.89%	3.06%	2.67%	3.70%	2.86%	11.43%	20.00%	13.33%	7.69%	*	*	4.29%
Level 3 ⓘ Percentage of students by grade for level	15.20%	20.25%	24.11%	12.24%	25.33%	18.52%	27.14%	28.57%	42.86%	20.00%	30.77%	*	*	21.33%
Level 2 ⓘ Percentage of students by grade for level	51.20%	12.66%	38.39%	52.04%	44.00%	53.09%	50.00%	37.14%	25.71%	43.33%	46.15%	*	*	42.52%
Level 1 ⓘ Percentage of students by grade for level	32.00%	67.09%	36.61%	32.65%	28.00%	24.69%	20.00%	22.86%	11.43%	23.33%	15.38%	*	*	31.86%

Listening

Domain Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Well Developed ⓘ Percentage of students by grade for level	25.60%	26.58%	24.11%	33.67%	54.67%	12.50%	10.00%	2.86%	29.41%	6.67%	0.00%	*	*	24.25%
Somewhat/Moderately ⓘ Percentage of students by grade for level	56.00%	65.82%	70.54%	52.04%	38.67%	77.50%	80.00%	82.86%	67.65%	90.00%	92.31%	*	*	65.19%
Beginning to Develop ⓘ Percentage of students by grade for level	18.40%	7.59%	5.36%	14.29%	6.67%	10.00%	10.00%	14.29%	2.94%	3.33%	7.69%	*	*	10.56%

Speaking

Domain Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Well Developed ⓘ Percentage of students by grade for level	22.40%	11.39%	26.79%	75.51%	70.67%	87.50%	75.36%	88.24%	97.14%	79.31%	92.31%	*	*	55.82%
Somewhat/Moderately ⓘ Percentage of students by grade for level	61.60%	68.35%	63.39%	17.35%	24.00%	6.25%	20.29%	2.94%	2.86%	13.79%	7.69%	*	*	34.77%
Beginning to Develop ⓘ Percentage of students by grade for level	16.00%	20.25%	9.82%	7.14%	5.33%	6.25%	4.35%	8.82%	0.00%	6.90%	0.00%	*	*	9.41%

Reading

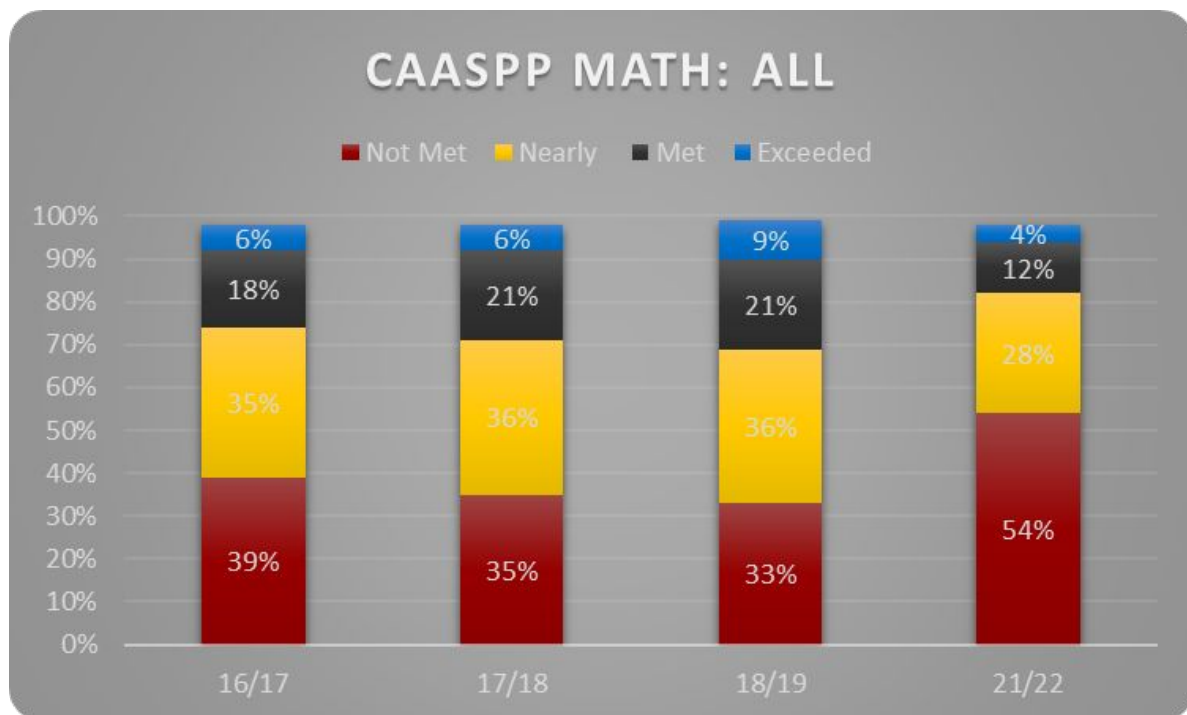
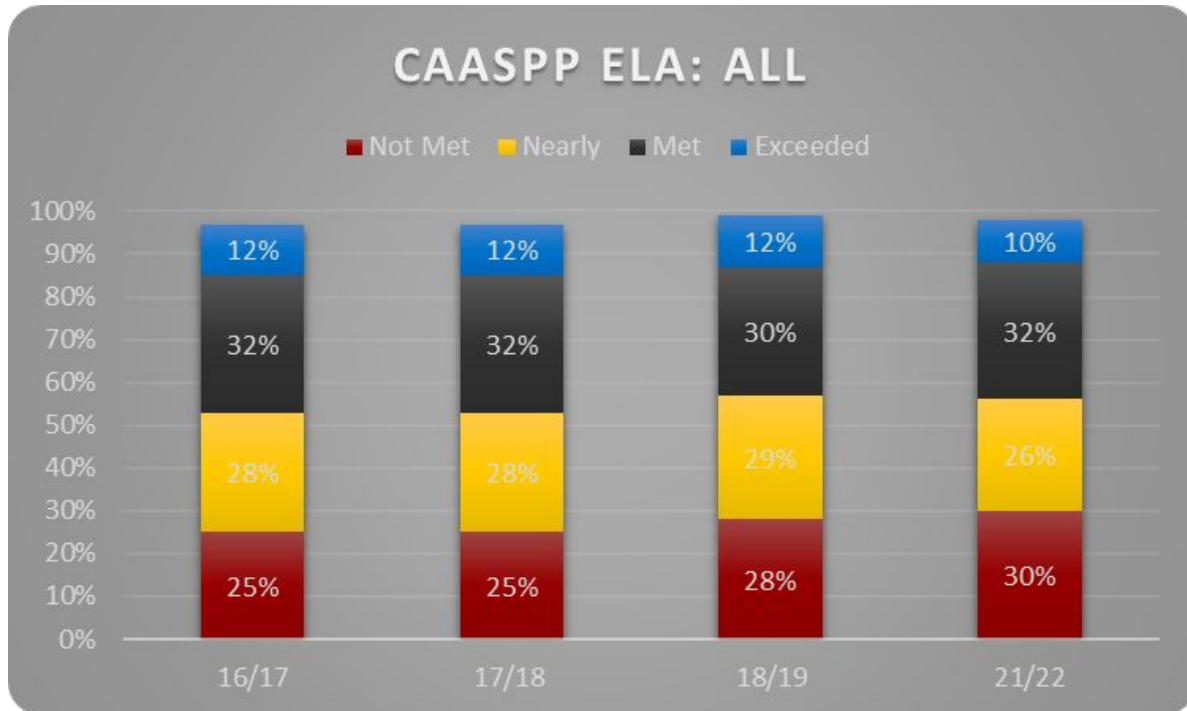
Domain Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Well Developed ⓘ Percentage of students by grade for level	4.00%	11.39%	4.46%	2.04%	2.67%	8.97%	5.97%	15.15%	26.47%	18.52%	8.33%	*	*	7.55%
Somewhat/Moderately ⓘ Percentage of students by grade for level	73.60%	15.19%	61.61%	48.98%	62.67%	57.69%	43.28%	42.42%	44.12%	44.44%	83.33%	*	*	52.98%
Beginning to Develop ⓘ Percentage of students by grade for level	22.40%	73.42%	33.93%	48.98%	34.67%	33.33%	50.75%	42.42%	29.41%	37.04%	8.33%	*	*	39.47%

Writing

Domain Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Well Developed ⓘ Percentage of students by grade for level	9.60%	0.00%	2.68%	5.15%	16.44%	6.25%	18.57%	22.86%	5.71%	3.33%	0.00%	*	*	8.63%
Somewhat/Moderately ⓘ Percentage of students by grade for level	44.00%	55.70%	54.46%	82.47%	69.86%	81.25%	72.86%	71.43%	94.29%	86.67%	84.62%	*	*	66.67%
Beginning to Develop ⓘ Percentage of students by grade for level	46.40%	44.30%	42.86%	12.37%	13.70%	12.50%	8.57%	5.71%	0.00%	10.00%	15.38%	*	*	24.71%

PRIORITY #4 ASSESSMENT

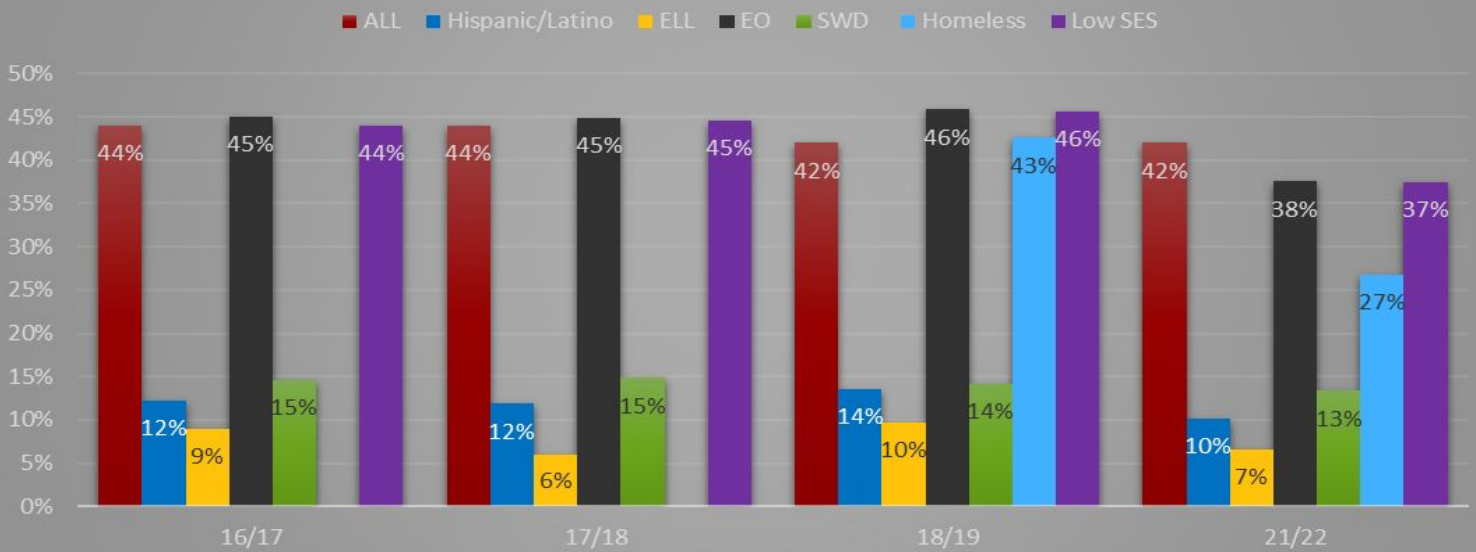
CAASPP



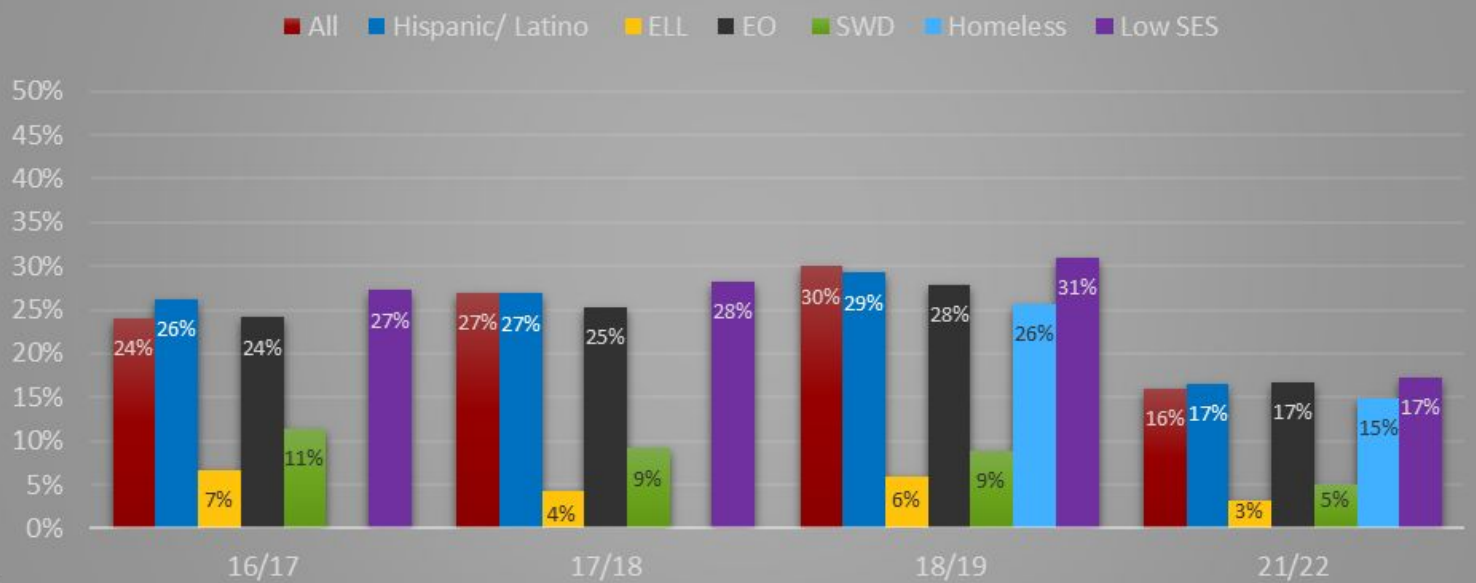
PRIORITY #4 ASSESSMENT

CAASPP

CAASPP ELA: SUBGROUPS

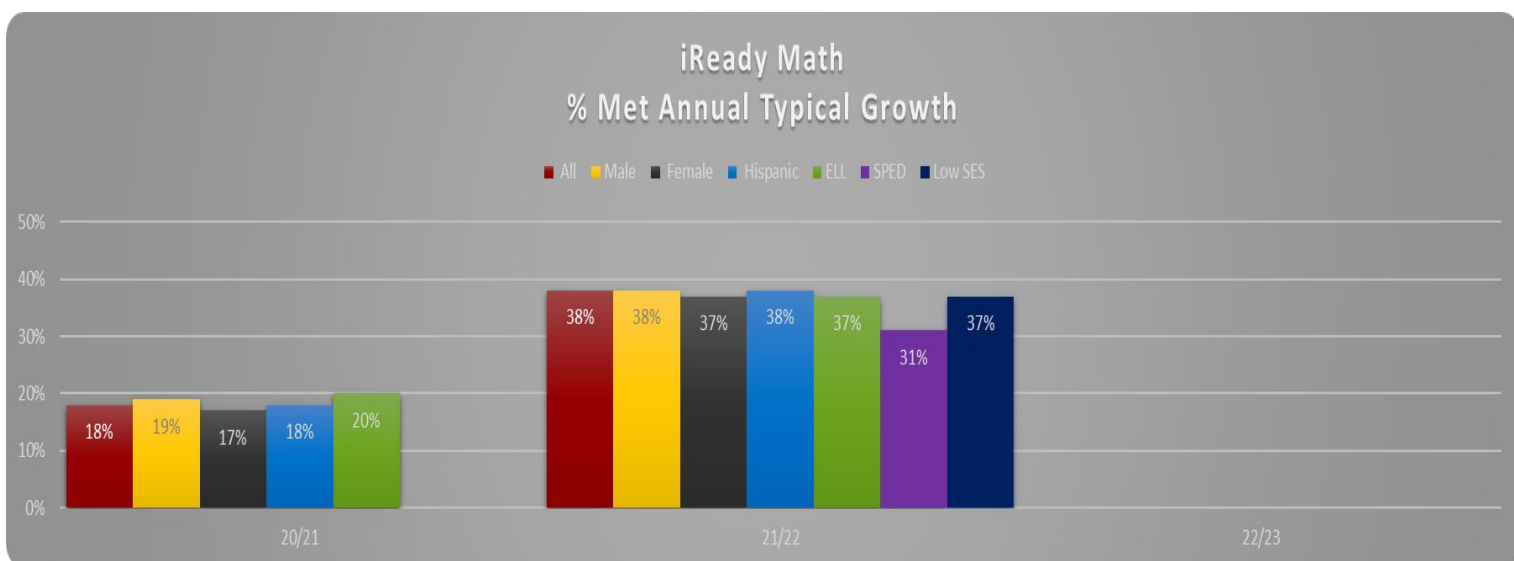
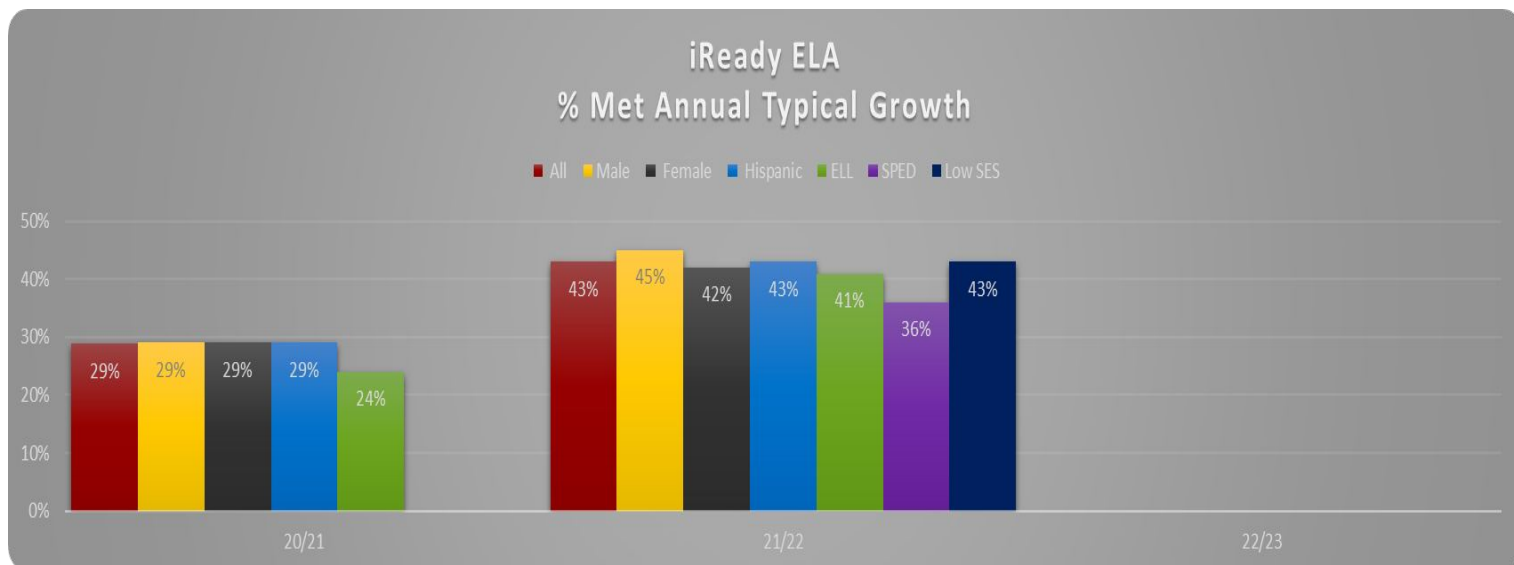


CAASPP MATH: SUBGROUPS



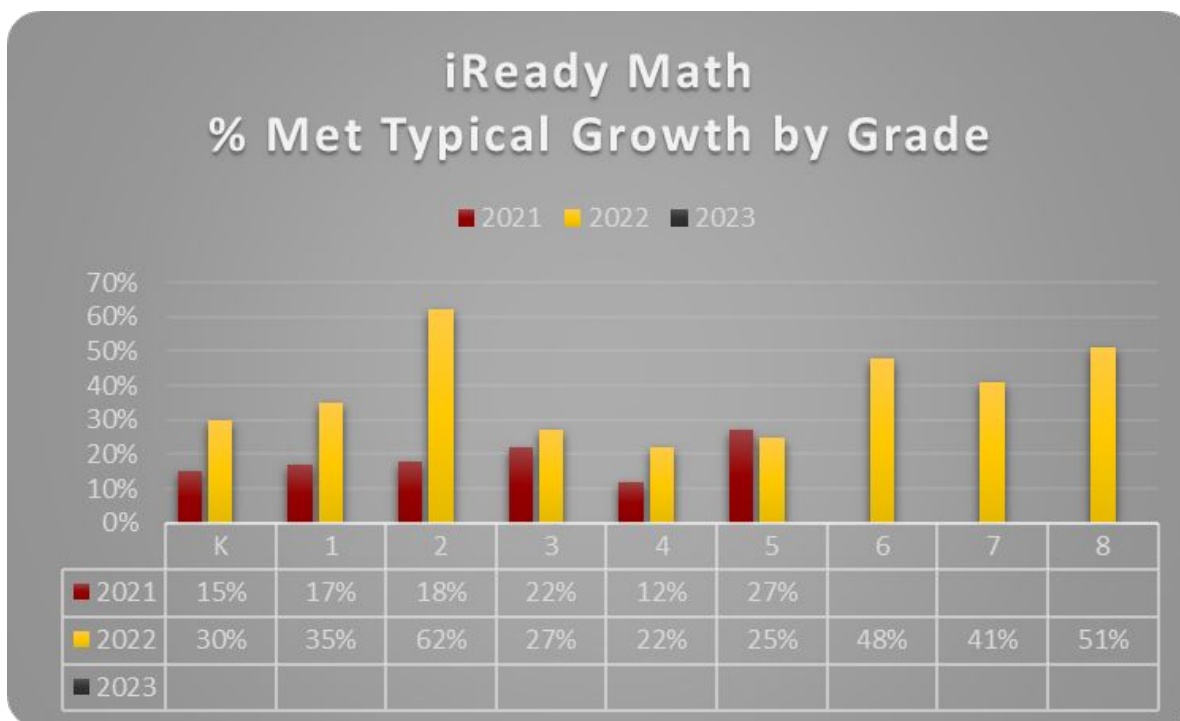
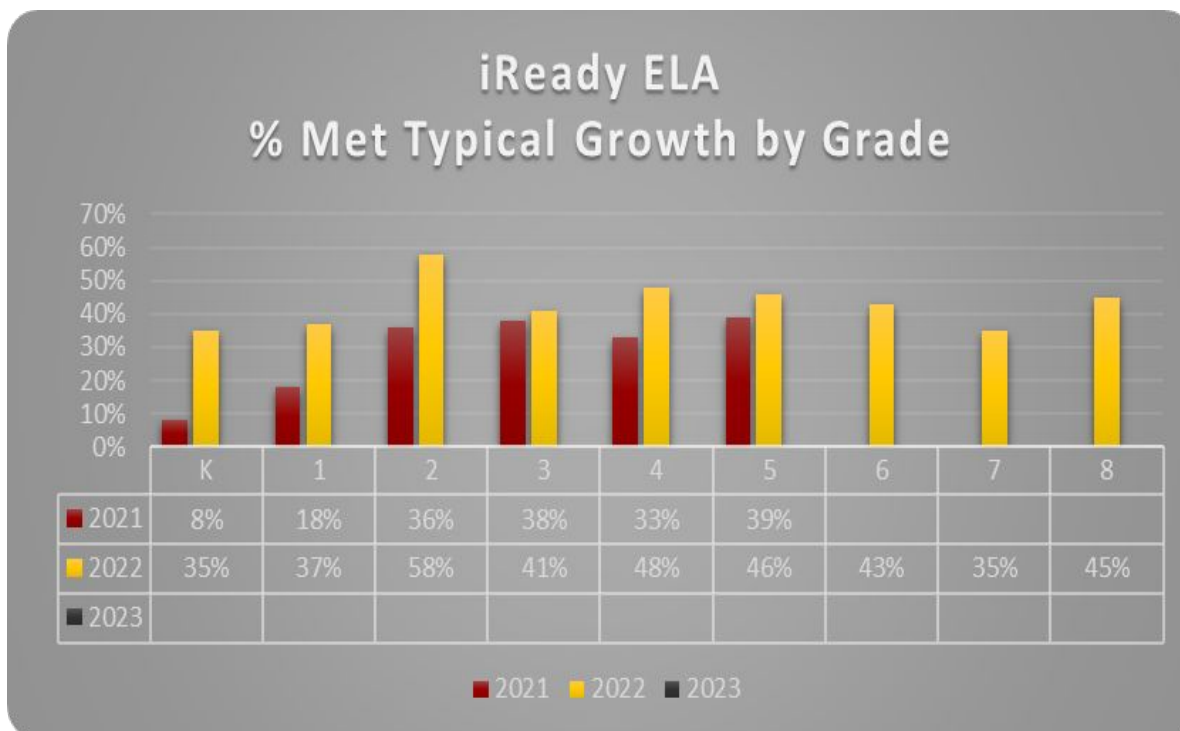
PRIORITY #4 ASSESSMENT

iReady Diagnostic



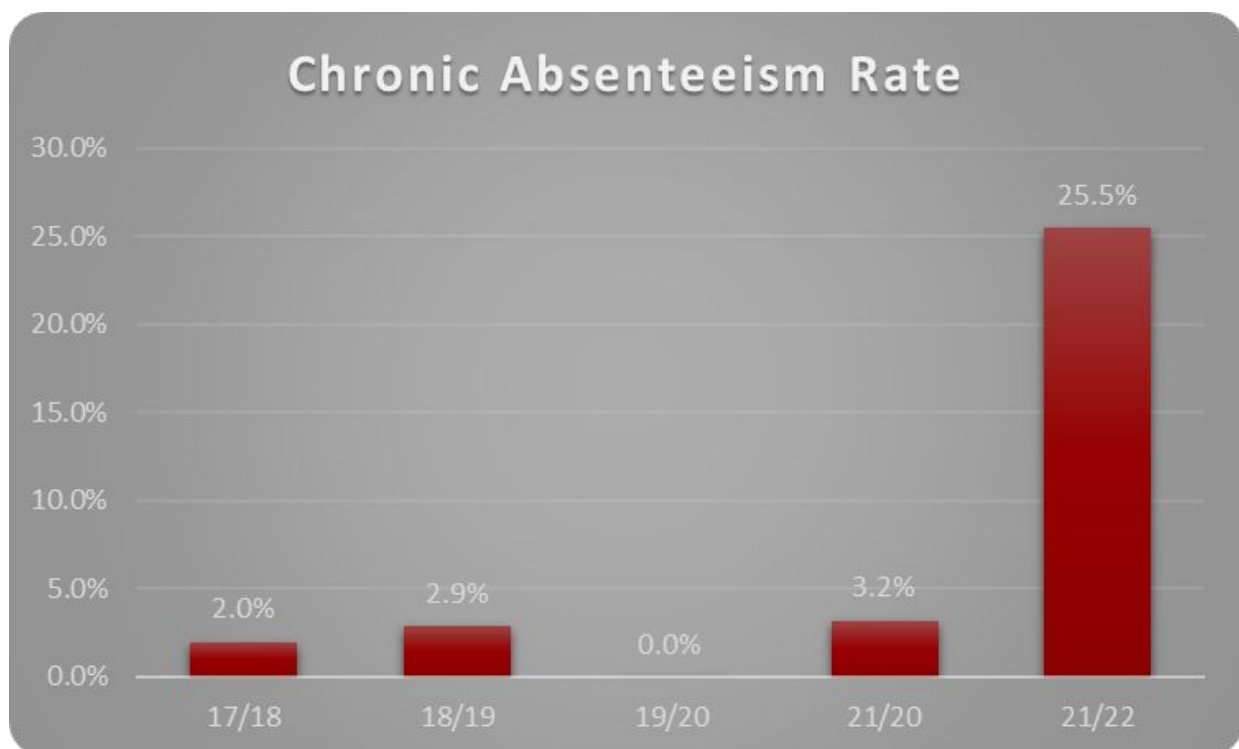
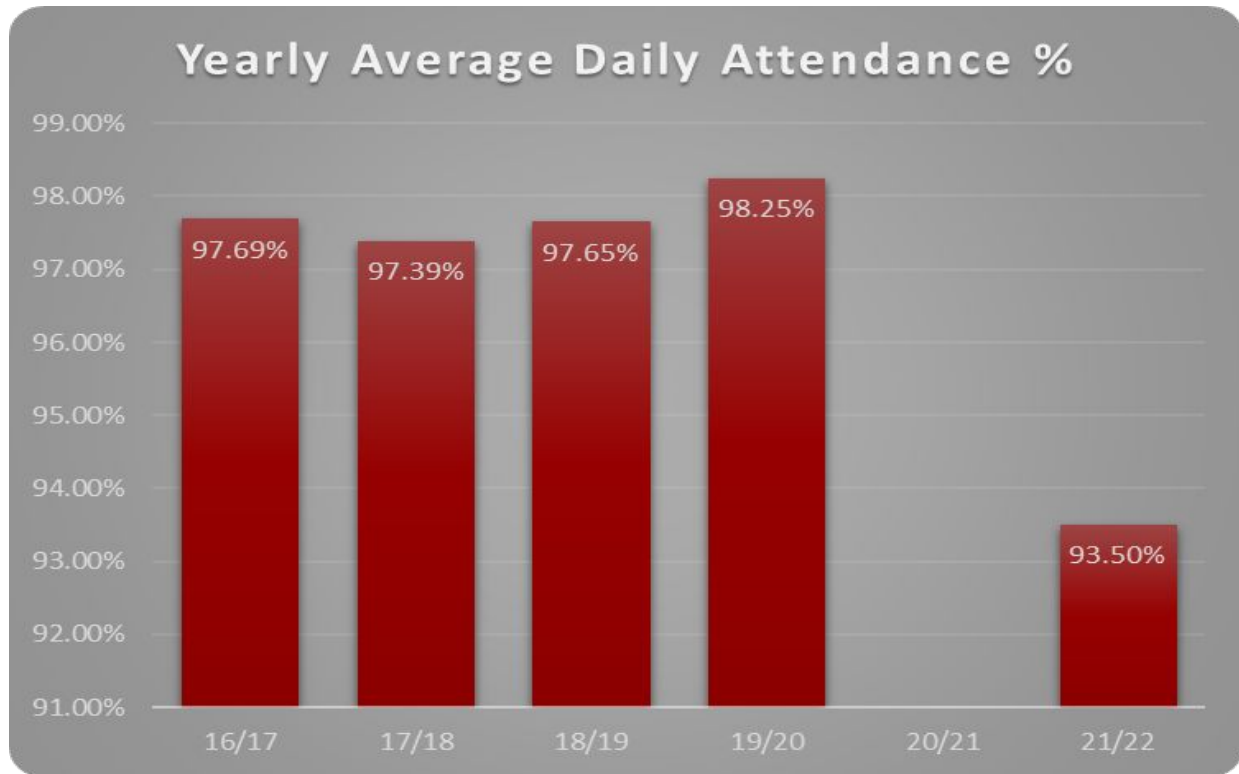
PRIORITY #4 ASSESSMENT

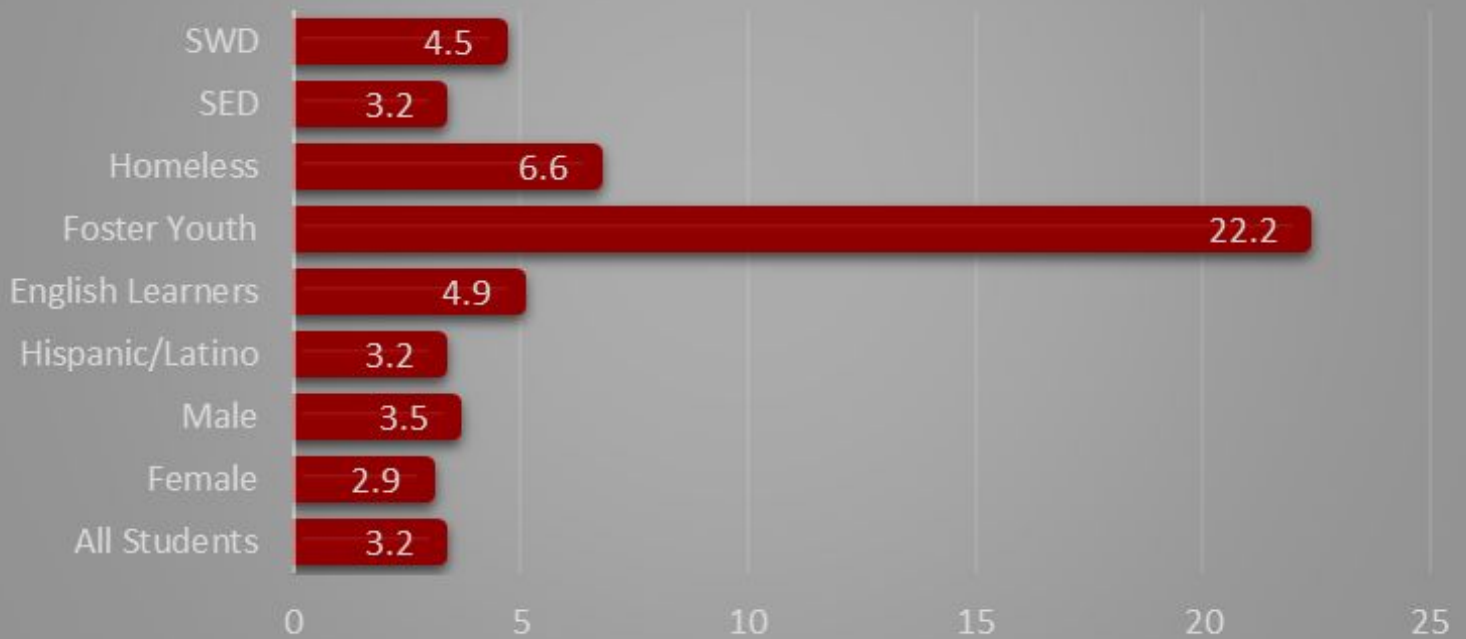
iReady Diagnostic



PRIORITY #5 PUPIL ENGAGEMENT

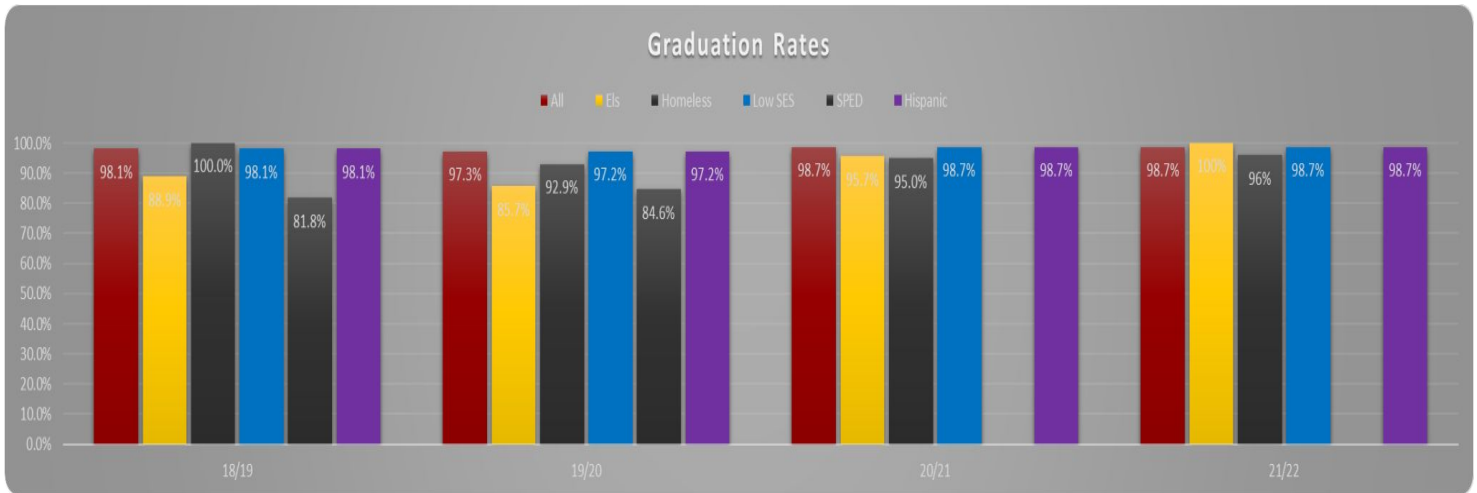
Attendance



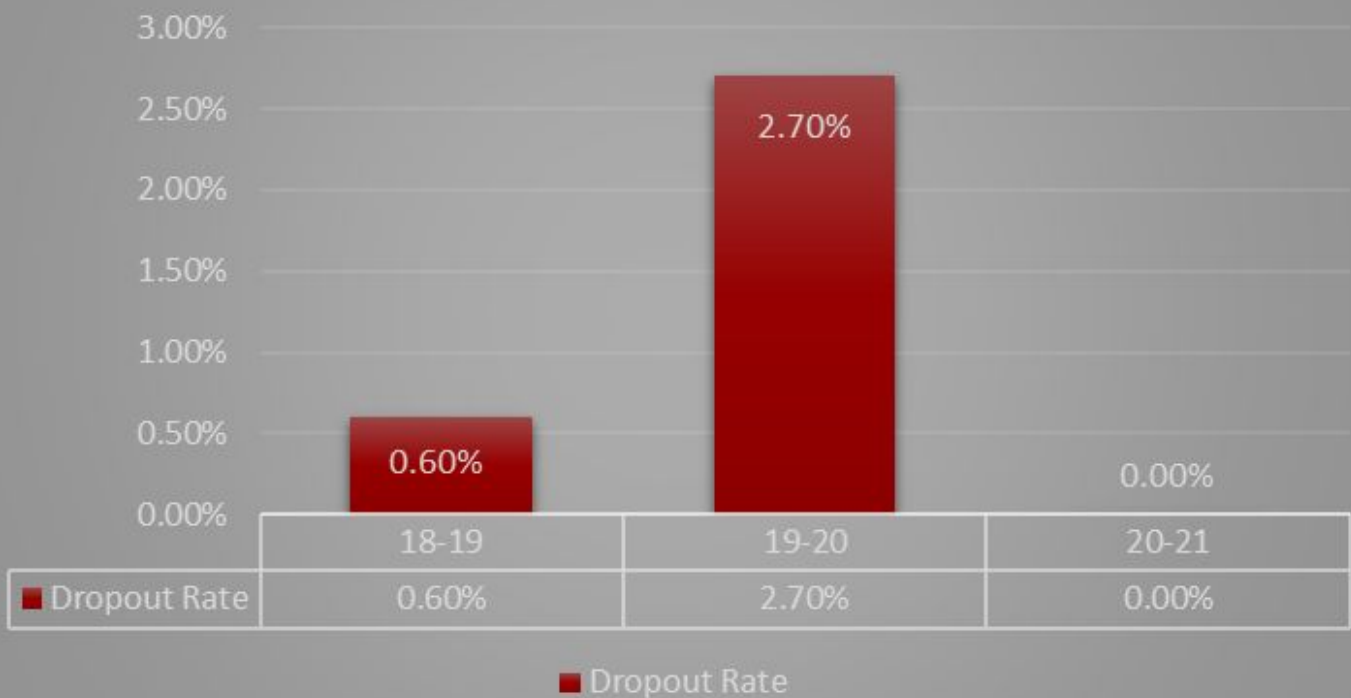
PRIORITY #5 PUPIL ENGAGEMENT**Attendance****20-21 Chronic Absenteeism by Subgroup**

PRIORITY #5 PUPIL ENGAGEMENT

Graduation Rate



Dropout Rate



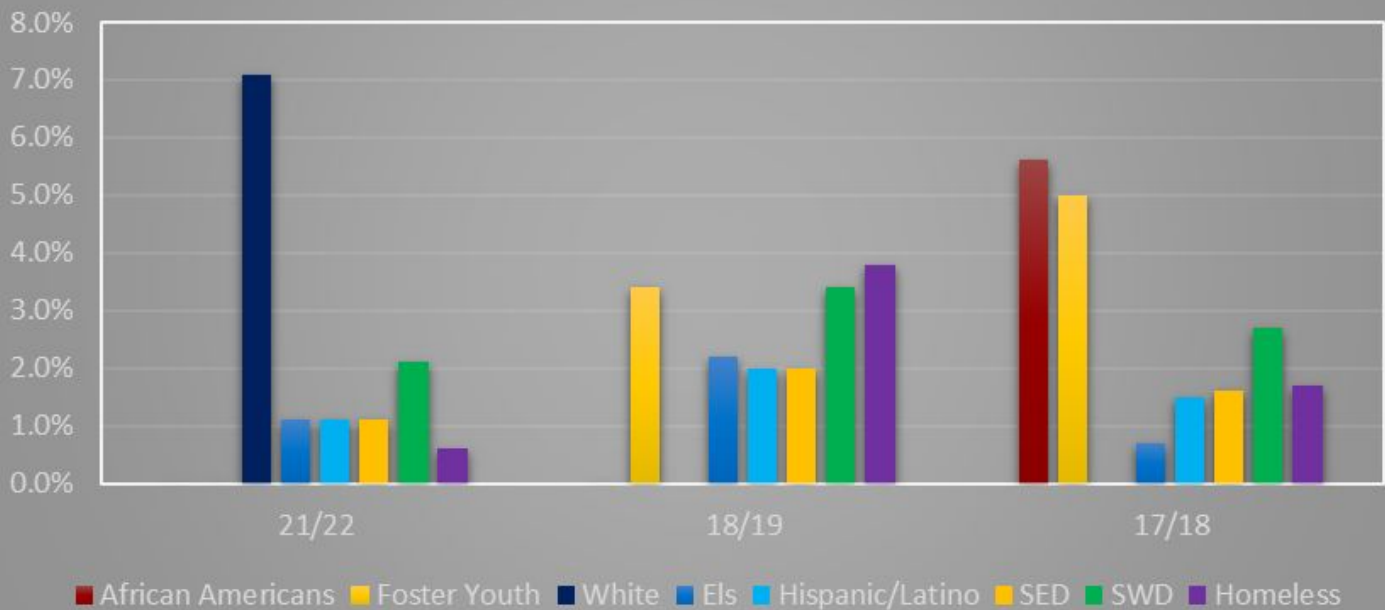
PRIORITY #6 SCHOOL CLIMATE

School Climate

Suspension & Expulsion Rates

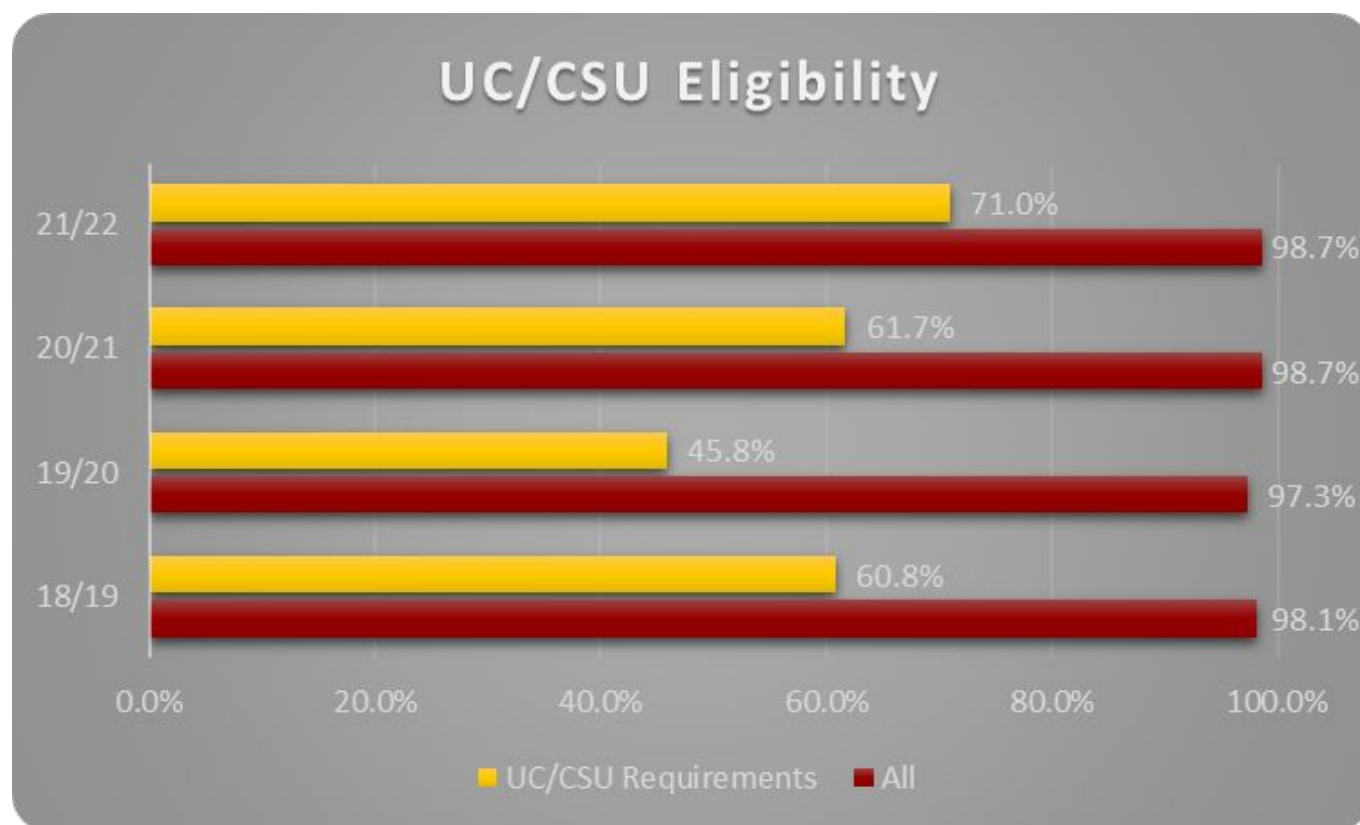


Suspensions By Subgroup



PRIORITY #7 COURSE ACCESS

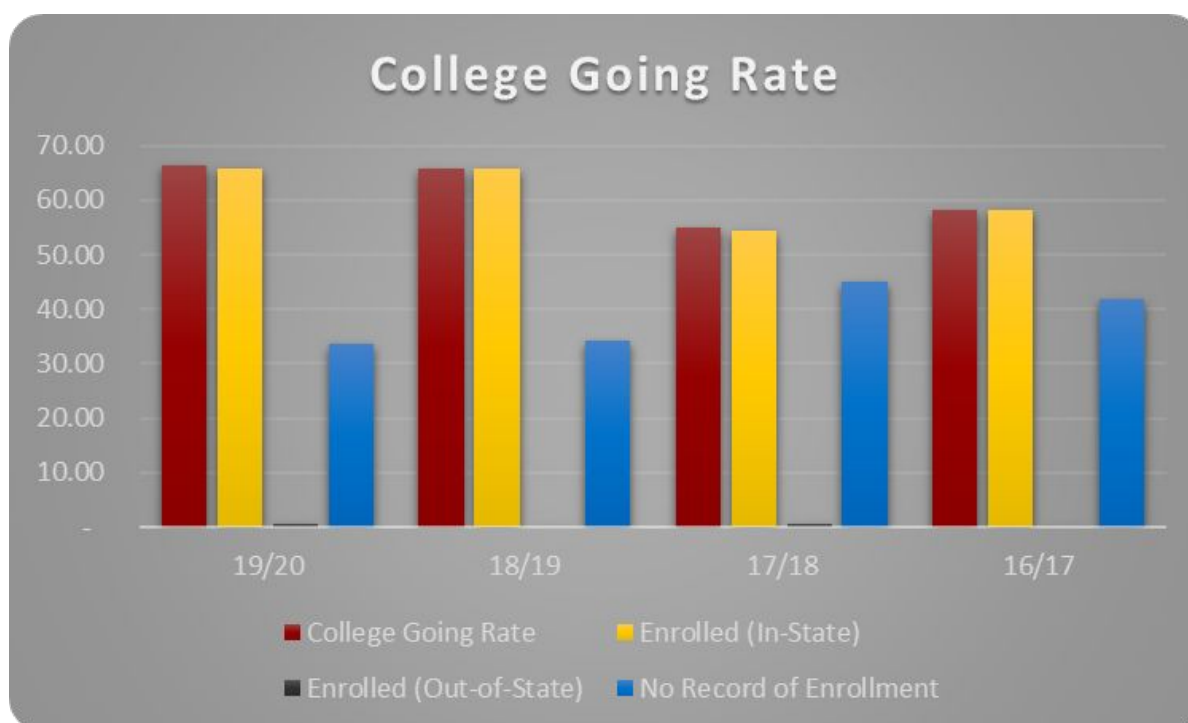
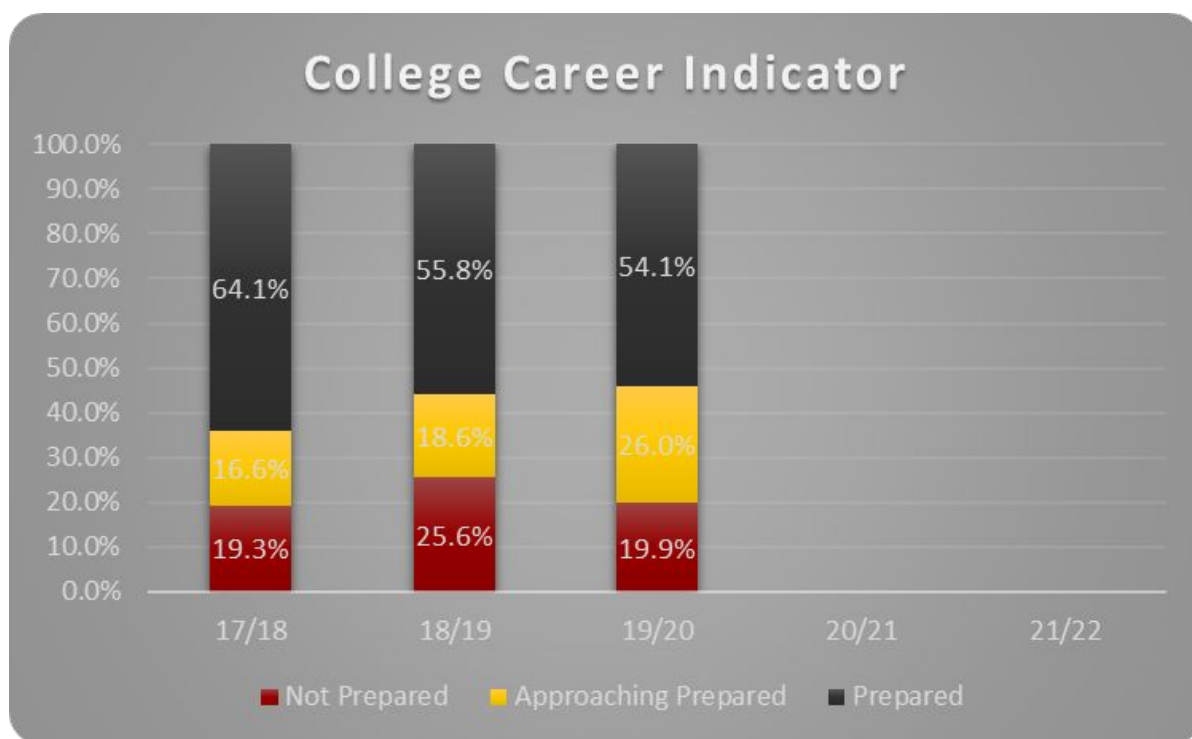
Access to a Broad Course of Study



AP Courses Offered & Enrollment 21-22	Courses Taught	Female Enrollment	Male Enrollment	Total Course Enrollment
AP Comp Science	1	5	18	23
AP English Language	2	44	11	55
AP Spanish Language	2	29	116	45
AP European History	1	37	15	52
AP US Govt & Politics	1	20	12	32
AP US History	1	32	22	54
AP Calculus AB	1	16	19	35

PRIORITY #7 COURSE ACCESS

College Career Readiness



PERCEPTION DATA SCHOOL CLIMATE - Overall

SCORING LEGEND

LEAST
FAVORABLE

0-39.99%

NEUTRAL

40-59.99%

FAVORABLE

60-79.99%

MOST
FAVORABLE

80-100%

Site: Schoolwide

(1) ▾

OVERALL SCHOOL
CLIMATE SCORE IS

408.9

OVERALL SCHOOL CLIMATE
SATISFACTION RATE IS

74.35%

SCHOOL CLIMATE IS
SEEMED AS

Favorable

WHEN COMPARED TO SCHOOLWIDE,
SCHOOL CLIMATE SCORE IS

Same as Schoolwide

SITE SCORE FOR
STUDENT SURVEY IS

129.63

SITE RATE FOR
STUDENT SURVEY IS

72.02%

STUDENTS SEE SCHOOL
CLIMATE AS

Favorable

SCORES BY SURVEY SECTIONS

CONNECTEDNESS	72.15%
SAFETY	69.22%
EXPECTATIONS & BEHAVIORS	70.53%
PARTICIPATION & LEADERSHIP	67.07%
BULLYING	74.13%
HIGH QUALITY SCHOOLING	75.44%
FUTURE ORIENTATION (VISA ONLY)	74.89%

HIGHEST RANKING INDICATORS

This school teaches students the rules and how they are expected to act.

Students at this school spread rumors, gossip, or lies about me online.

In my class (in-person or virtual), my teachers tell me how I can make my work better.

LOWEST RANKING INDICATORS

Students at this school are kind to one another.

I feel that students treat adults with respect at this school.

I have a voice in decision making at this school.

STUDENT SURVEY

SITE SCORE FOR
PARENT SURVEY IS

120.17

SITE RATE FOR
PARENT SURVEY IS

80.11%

PARENTS SEE SCHOOL
CLIMATE AS

Most Favorable

SCORES BY SURVEY SECTIONS

PARENT ENGAGEMENT	82.14%
PARENT INVOLVEMENT	83.38%
SAFETY	80.15%
RESOURCE AVAILABILITY	81.55%
HIGH QUALITY SCHOOLING	82.29%
FUTURE ORIENTATION (VISA ONLY)	69.00%

HIGHEST RANKING INDICATORS

My child is clearly informed about the consequences of breaking school rules.

I attend events at my child's school, like parent-teacher conferences and school performances.

This school maintains me well informed about their behavior expectations, homework policies, and di...

LOWEST RANKING INDICATORS

I feel bullying is not a problem at this school.

Reports of bullying are taken seriously at this school.

I feel my child's unique needs are assessed and addressed by the school.

PARENT SURVEY

SITE SCORE FOR
STAFF SURVEY IS

159.1

SITE RATE FOR STAFF
SURVEY IS

72.32%

STAFF SEE SCHOOL
CLIMATE AS

Favorable

SCORES BY SURVEY SECTIONS

CONNECTEDNESS	76.84%
EXPECTATIONS & BEHAVIORS	74.26%
PARTICIPATION & LEADERSHIP	69.34%
BULLYING	73.20%
RESOURCE AVAILABILITY	76.53%
SAFETY	67.25%

HIGHEST RANKING INDICATORS

I feel staff at this school always stop bullying when they see it.

I feel the unique needs of all students are continuously assessed and addressed by this school.

This school provides quality counseling or other services to help students with social or emotional nee...

LOWEST RANKING INDICATORS

Staff at this school work together to maintain an organized and supportive environment for all studen...

This school provides effective training in safety procedures to staff (e.g., lockdown training or fire drills.

Truancy is not a problem at this school.

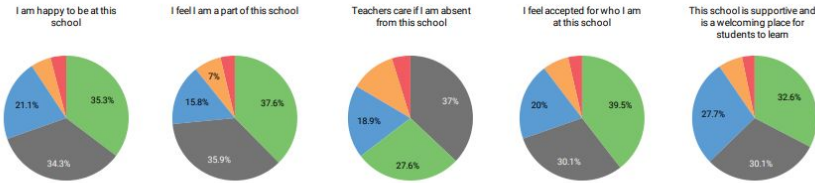
STAFF SURVEY

PERCEPTION DATA SCHOOL CLIMATE - STUDENTS

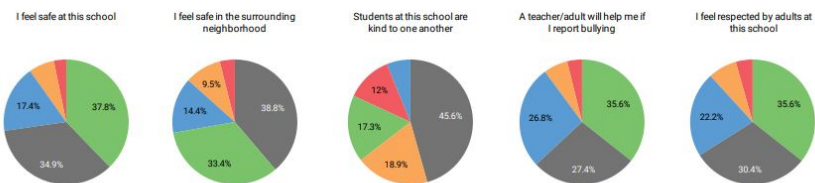


LEGEND Strongly agree Agree Neutral Disagree Strongly disagree Not applicable

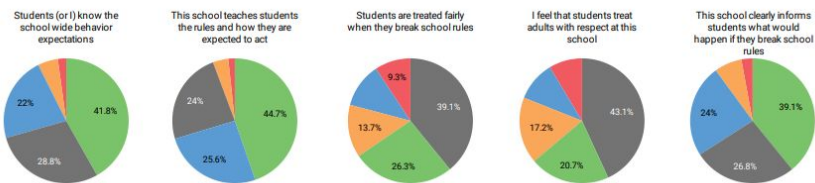
CONNECTEDNESS



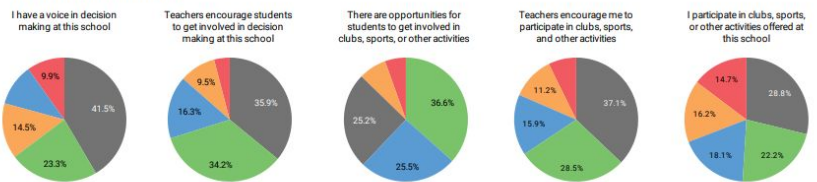
SAFETY



EXPECTATIONS & BEHAVIORS

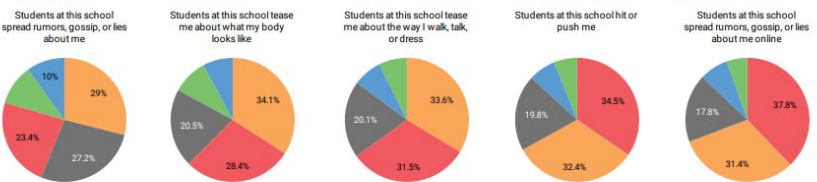


PARTICIPATION & LEADERSHIP

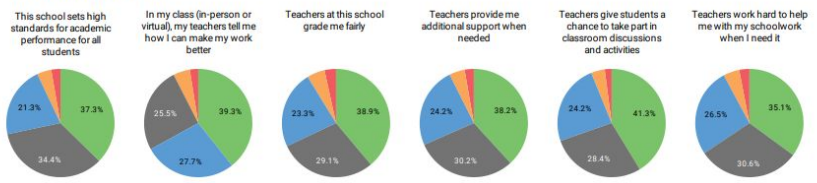


BULLYING

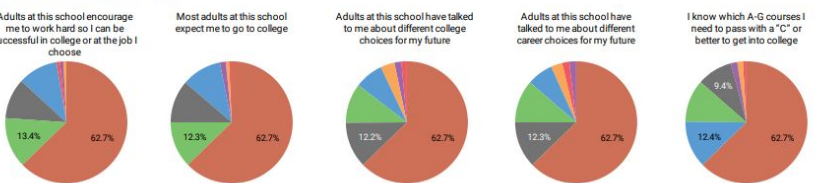
** Most favorable answers to questions in this section are Strongly Disagree and Disagree **



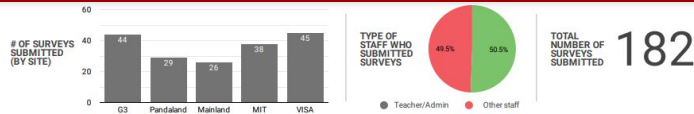
HIGH QUALITY SCHOOLING



FUTURE ORIENTATION (VISA Only)

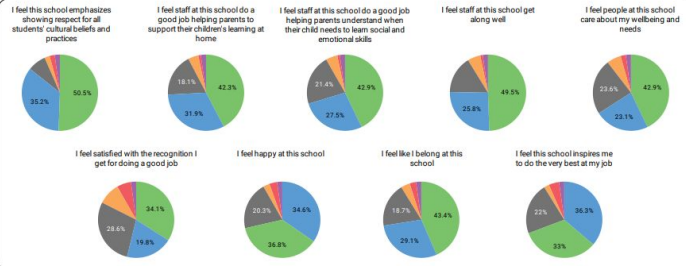


PERCEPTION DATA SCHOOL CLIMATE - STAFF

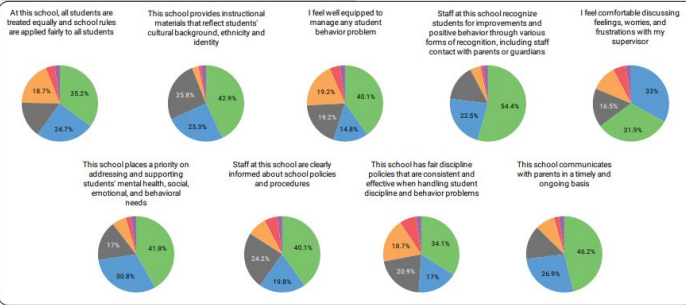


LEGEND: Strongly agree, Agree, Neutral, Disagree, Strongly disagree

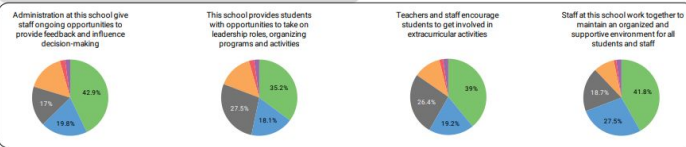
CONNECTEDNESS



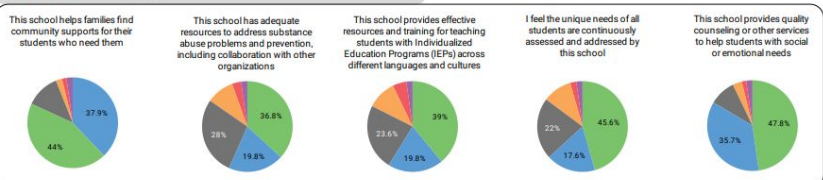
EXPECTATIONS & BEHAVIORS



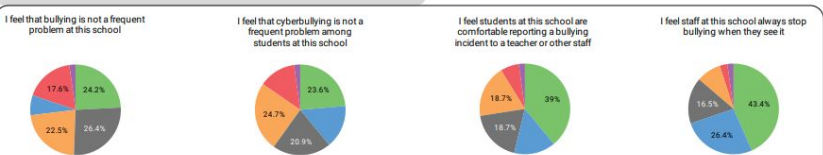
PARTICIPATION & LEADERSHIP



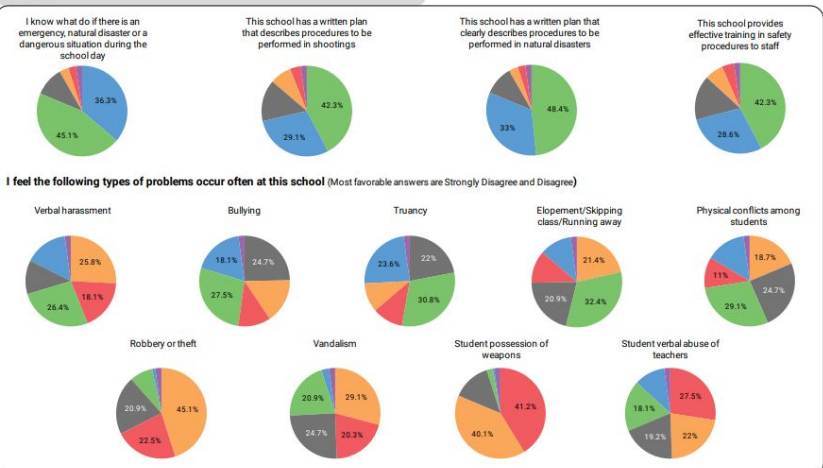
RESOURCE AVAILABILITY



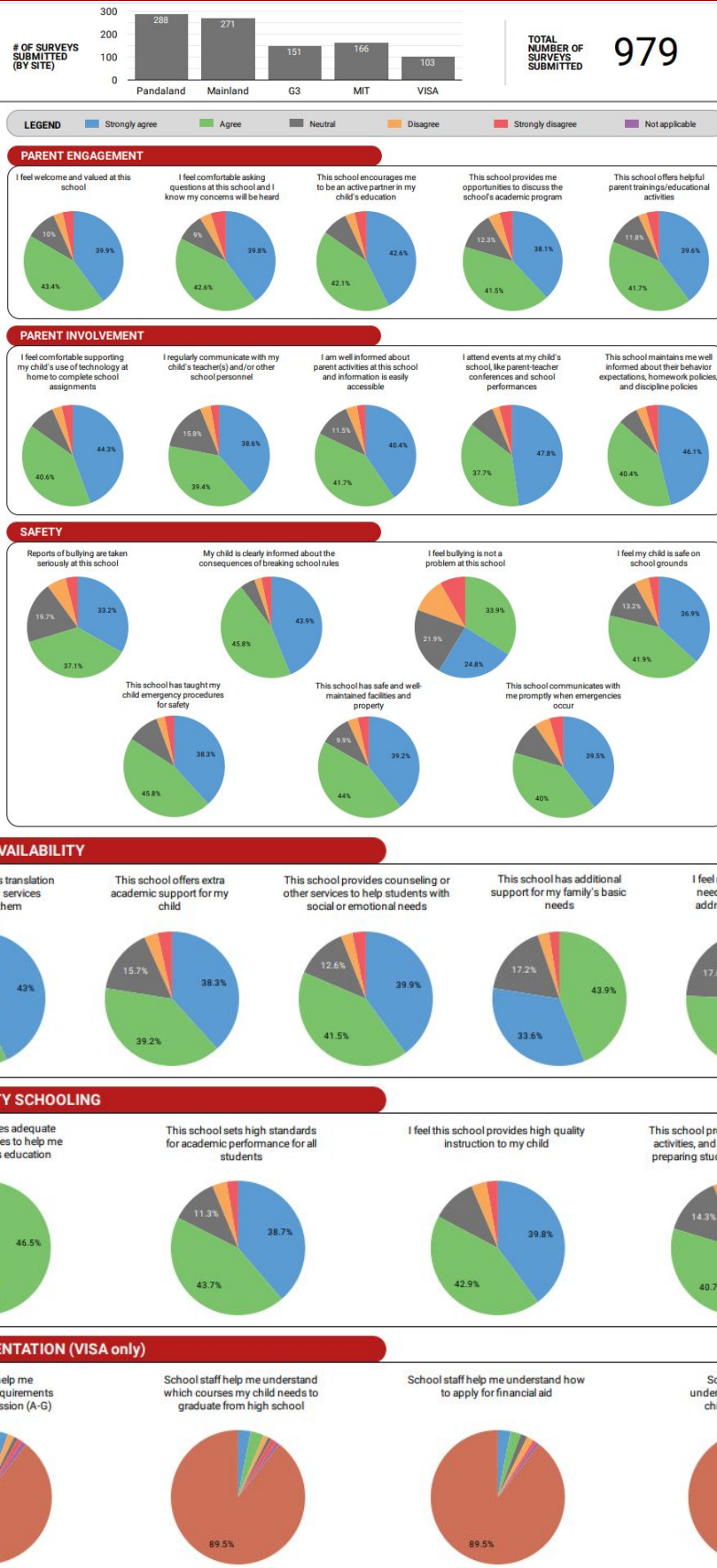
BULLYING



SAFETY



PERCEPTION DATA SCHOOL CLIMATE - PARENTS



PERCEPTION DATA SCHOOL CLIMATE - Summary

The School Climate Survey was administered in the 2022 Spring semester to students, parents, and staff. Students in grades 3rd through 12th were invited to complete the 100% online survey with a 78.8% participation rate. The student survey was composed of seven domains with a maximum of 180 points possible.

The survey achieved a score of 129.63 points (72.02%), which based on our scoring methodology means that students perceive the school climate as Favorable. Students gave the High-Quality Schooling domain the highest rate (75.4%), while the Participation & Leadership domain received the lowest rate (67.07%).

Students recognized the efforts made by the school to establish clear expectations of scholars. Results showed they have a clear understanding of school rules and how they are expected to act to display good behavior. Furthermore, the survey shows students feel the classroom structures allow them the opportunity for them to take part in classroom discussions and activities, showing a sense of trusting and supportive classroom environments. Additionally, students acknowledge they receive clear feedback from teachers in regards to ways they can be more successful in their schoolwork.

Although we celebrate the areas in which the school is doing well, it is extremely important for us to analyze and address the areas for growth identified by surveyed students. As we returned to in person instruction we have seen an increase in unwanted behaviors. Students are exhibiting heightened levels of anxiety, frustration, lack of social interaction skills, and disregard of others. The social emotional needs of students are at an all-time high. We have seen all these factors amongst others translate into a lack of strong relationships both amongst students and between students and staff. With that being said, although students recognize they have a clear understanding of the behavior expectations the school has established, the survey results show students do not feel the student body treats adults with respect or each other with kindness. Furthermore, it also brings to light that the spreading of rumors, gossip, or lies online is a problem amongst our students.

School leaders at all levels have acted to address some of these concerns. At the elementary level they have begun using community building circles among students and have adopted the use of conflict resolution mats to help support building the skills amongst students to appropriately resolve conflict. At the secondary level schools implemented the ACE program provided by the EduCare Foundation. The program focused on four SEL components: character development, personal management, emotional intelligence, and interpersonal skills. We are confident that as the year progresses and we continue implementing programming to support the needs of our students and providing community building opportunities amongst the school community, we will see these results shift in a positive way.

Profile Summary: Implications of Data

Demographics:

- After experiencing consistent enrollment growth ~7% per year, we have seen a decline in enrollment post Covid.
- The percentage of student eligible for free/reduced lunch has remained relatively stable between 2016 (97.7%) and 2022 (97.5%).
- Our EL population experienced a slight dip in enrollment between 2016 and 2022 but has been increased ~.4% year over year since 2018.
- The percentage of SWD enrolled has increased 2% between 2016 (6.5%) and 2022 (8.5%).
- Our foster youth enrollment has remained relatively stable since the 2016 (0.2%) school year till now (0.4%).
- Homeless population enrollment has decreased slightly from 2016 (13.2%) to 2022 (10.3%)

Parent Engagement:

- Parents have many opportunities to participate and partner with Vaughn through the school year. We have seen significant increases in the number of parents using our Parent Square Platform to receive information and to communicate with teachers and school staff.
- According to the annual School Climate Survey parents agree (80.11%) that Vaughn provides a most favorable school climate for their students. Parents feel that parent engagement is favorable (82.14%) and parent involvement is similarly favorable (83.38%)

Student Academic Performance:

- There was a significant increase in percentage of students scoring proficient on the ELA CAASPP assessment between 2014 and 2018.
- Math scores on the CAASPP assessment between 2014 and 2018 were relatively stagnant with no significant increases year over year.
- In ELA there are significant performance gaps in the SWD and EL subgroups in comparison with all students.
- In Math all five significantly subgroups had low performance in comparison to the state.
- The percentage of students who RFEP

Pupil Engagement:

- Our Average Daily Attendance has historically been very high ~97% or higher however we have seen a dip in this rate for 2020-22 (93.5%) and current year ADA is trending around 93% as well.
- Chronic Absenteeism rates have drastically increased from 2.9% student's chronically absent in 2018-19 to 25.5% student's chronically absent in 2021-22. This is largely due to the Covid 19 Pandemic quarantines however our current year chronically absent rates are trending high as well.

Profile Summary: Implications of Data

School Climate:

- Suspension and Expulsion rates have been relatively low with numbers less than 2% prior to the pandemic and 1.5% in 2022
- Based on School Climate Survey data there is a 72.02% favorable rating for school climate. The highest rated indicators include 75.4% agree that Vaughn provides high quality schooling, and 74.89% of student agree that VISA provides adequate preparation for future endeavors.

Access to a Broad Course of Study

- UC/CSU Eligibility has been steadily increasing since the 2019-20 school year after experiencing a dip from 2018-19 (60.8%) to 2019-20 (45.8%). While this is promising we still have work to do to align our UC/CSU Eligibility rates to our Graduation rates.
- Vaughn offers seven different AP courses and there are 9 sections offered.

Perception:

- Students feel that the school teaches them how to behave and interact appropriately with others, and teachers encourage them to do their best.
- Parents appreciate and value engagement and school events, they feel well informed about policies, updates and changes.
- Staff feel that they take into consideration the needs of the whole child and provide quality services including SEL, mental health counseling, and behavioral interventions

Profile Summary: Preliminary Student Learner Needs

Upon review of the school's demographic and performance data, Vaughn has identified three preliminary critical learner needs

Increasing the ELA and Math achievement for all students, increasing the A-G passage rates, and developing a robust MTSS system are aligned with the School-wide Student Learner Outcomes.

1. Increase the achievement of all students in English Language Arts and Mathematics
 - Close the achievement gap in English Language Arts for identified underperforming subgroups (EL, SWD)
 - Increase the proficiency rate for SBAC Math across all subgroups
2. Improve the rate of all students meeting UC/CSU requirements by graduation
 - Provide intervention programs with periodic monitoring process for students to be ontrack for graduation
3. Align MTSS systems to ensure that all students are able to get what they need out of our programs based on their individual needs.
 - Use data consistently to drive programs and make adjustments to instruction
 - Establish MTSS teams at each site to streamline the efforts of using data and making decisions
 - Establish clear Tier 1 First, Best Instruction guidelines to ensure all students have access to high quality core instruction across our organization
 - Establish an MTSS matrix of interventions with entry and exit criteria for academics, attendance, behavior, mental health, and other services

CHAPTER 3

Self-Study Findings



**Western Association of Schools and Colleges *Full
Self-Study Report***
April 26-29, 2023

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Category D: Assessment p175

Category E: Culture p190

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by school wide learner outcomes and the academic standards.

A1.1 Vision – Mission – Schoolwide Learner Outcomes – Profile

The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

Findings	Supporting Evidence
<p>Vaughn developed its vision and mission based directly on its student and community profile data, identified needs and guided by current research findings on what students will need to succeed in the future. Vaughn serves an urban area encompassing 5.97 square miles in Pacoima (zip codes: 91331, 91340). In 2014, this area had 96,965 residents, half of whom were under the age of 18. In the past decade, the population rose by 42% with Latinos accounting for the largest number of births and new residents.</p> <p>Presently, our community serves residents of the following backgrounds: 91% Hispanic, 5% African-American, 2% Asian-Pacific Islander, 2% other. Though efforts to designate Pacoima as an Enterprise Empowerment Zone succeeded, it is clear that economic and educational needs remain significant.</p> <p>Vaughn Street School was built in 1950 with the goal of serving 600 elementary children (K-6th). Since the early 1970s, low student achievement had been a pattern. In 1993, tired of being helpless and hopeless, Vaughn Street School became the first conversion charter school in the nation. It was authorized by LAUSD and was renamed the Vaughn Next Century Learning Center ("Vaughn"). Vaughn's charter serves as the school's overarching single school plan. The charter has been renewed five times (1998, 2003, 2008, 2013, 2018). This previously failing elementary public school is now a community-based, Pre K-12th grade charter school that serves 3,050 district students.</p> <p>In addition to academic success, Vaughn has succeeded in overcoming many facilities challenges. Currently, it is operating five contiguous campuses under one charter and is not a CMO. Vaughn has chosen to remain one family and grow slowly and qualitatively. Vaughn was awarded the California Distinguished Schools Award in 1996 and the National Blue Ribbon Schools Award in 1997.</p>	<p>LA Dept. of City Planning, City-Data.com.</p> <p>2010 U.S. census</p> <p>Vaughn's charter</p> <p>Vaughn's enrollment data</p>

Vaughn plays an essential role in the community by providing quality education to resident students. Vaughn recognizes that to be an educated person in the 21st Century, our students need to possess the knowledge, skills, and habits of mind necessary to work and live in the 21st Century global environment. Vaughn adopted and is implementing a Graduate Profile System (GPS).

The mission of Vaughn is to provide all students with an exceptional education that will enable them to be college/career ready, as well as globally and digitally competent.

Vaughn's vision is that all graduates will be:

- Academically prepared to successfully engage in post-secondary coursework and/or career.
- Literate and prepared for the 21st Century with mastery of skills essential to communication and learning both in English and in one or more languages other than English.
- Proficient thinkers and problem solvers with a capacity for mathematical analysis, scientific processing, and logical reasoning.
- Aware of global dynamics with the ability to become fully enfranchised and participatory global citizens.
- Collaborative team members, receptive to the views of others.
- Effective users of technology with the ability to use a multitude of digital tools for communication, presentation, and data analysis.

The primary goals in our current charter include:

- **Goal #1:** Vaughn NCLC will maintain high academic standards, increase achievement, and work toward proficiency in English-Language Arts and Mathematics for all students.
- **Goal #2:** Vaughn NCLC will maintain high academic standards, increase achievement, and work toward proficiency in English Language Arts for all limited-English proficient students.
- **Goal #3:** Vaughn graduates will be globally competent, digitally literate, and will be prepared with the 21st century skills necessary to succeed in life, college, and career.
- **Goal #4:** Vaughn NCLC will cultivate a positive school culture and system of support for student personal and academic growth.

Vaughn operates five campuses which are governed under one charter:

School Readiness Center, Pandaland (Pre-K—1)

13241 Vaughn Street, San Fernando, CA 91340, operational 2003

Site Director: Dr.Katia Handal

Green Global Generation Academy, G3 (Grades 2-3)

<p>11200 Herrick Avenue, Pacoima, CA 91331, operational 2012 Site Director: Cinthia Rodriguez Vaughn Elementary , Mainland (Grades 4-5) 13330 Vaughn Street, San Fernando, CA 91340, operational 1993 Site Director: Irene Muro Middle School for International Studies and Technology, MIT (Grades 6-8) 13330 Vaughn St., San Fernando, CA 91340, operational 2000 Site Director: Sandra Contreras Vaughn International Studies Academy, VISA (Grade 9-12) 11505 Herrick Avenue, San Fernando, CA 91340, operational 2008 Site Director: Leslee Velasquez</p>	
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A1.2 Development/Refinement of Vision, Mission, School-wide Learner Outcomes

Indicator: The processes to ensure involvement of representatives from the entire school, business, industry, and community in the development/refinement of the vision, mission, and schoolwide learner outcomes are effective.

Findings	Supporting Evidence
<p>Each year the school community (the Board, governing committees, faculty, parent/community groups) reviews the school mission, vision, and school wide student outcomes multiple times:</p> <ul style="list-style-type: none"> It is reviewed at the beginning of school year at the staff retreat, Board meetings and committee meetings Reviewed in January just before the beginning of the second semester at the midyear staff retreat, open Board meeting, and committee meetings Monthly – Parent/community forums/trainings March, April – Self-study in preparation for the district oversight visit and discussion with district staff during site visit <p>Vaughn’s action plans and LCAP objectives that support the school’s mission, vision and student outcomes are generated from the school-wide ongoing review/evaluation listed above.</p> <p>The integrated system of meetings calendared throughout the year as part of our governance and operation structure has allowed us to have ongoing discussions and multiple opportunities for input from all stakeholders.</p>	<p>Staff retreat agenda</p> <p>Board meeting minutes</p> <p>Committee meeting minutes</p> <p>Parent Forums – agendas</p> <p>LAUSD oversight visit reports</p>

A1.3 Understanding of Vision, Mission, and Schoolwide Learner Outcomes

Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, and the schoolwide learner outcomes.

Findings	Supporting Evidence
<p>Parents, community members, and students understand and are committed to Vaughn’s vision, mission and school-wide student outcomes. The great majority of students enter Vaughn for the first time in Pre-K and remain with us until they graduate from 12th grade; this fourteen-year relationship forges a long-term partnership with families that solidify a collective vision and a mission that includes common goals and aspirations for all of our students. Various means are utilized to ensure the maintenance of a strong and consistent partnership. Some efforts include:</p> <ul style="list-style-type: none"> • Home-school compact signing in the beginning of each school year • Monthly parent forums • Home visits by teacher teams • Coffee with the Leadership Teams • Back to School Nights and Open House • Parent-teacher conferences (with committed efforts for 100% participation) • Small group family and community workshops • School and Community Events (health fairs, college fairs, Family Nights, student performances, etc.) Vaughn is an independent charter school that has its own governing board of directors consisting of members of the community and three governance committees, Curriculum and Instruction, Business and Operations, and the Partnership committee, as well as a non-policy related committee named the Bureau of Student & Family Affairs. The board and committee members include parents, administrators, teachers, and other community volunteers. Vaughn recognizes that to be educated in the 21st Century, our students need to possess the knowledge, skills, and habits of mind necessary to work and live in the 21st Century global environment. Vaughn’s mission is to provide all students with an exceptional education that will enable them to be college/career ready, as well as globally and digitally competent. The degree of understanding and commitment of all of our stakeholders can be demonstrated and measured by the success of our students and evident from our test results. These positive outcomes are the direct result of our vision and mission and school-wide learner outcomes, and are monitored and evaluated continually. <p>Major stakeholders, parents, students, community members show their support belief in the vision, mission, and outcomes through their participation and involvement in school policy and operations.</p> <p>Though Vaughn operates five (5) campuses, it is governed by one charter with a well-defined democratic structure. Decision making is inclusive and broad participation is encouraged. The school’s vision/mission, student outcomes based on identified student needs, and objectives/strategies/actions/metrics</p>	<p>Monthly Governance Committee meetings</p> <p>Monthly Board Meetings</p> <p>Parent and student representation at the various committees</p> <p>Home-school compact</p> <p>Parent forum agenda</p> <p>Home visit schedules</p> <p>Parent-teacher conferences</p> <p>Parent activities agendas</p> <p>Parent surveys</p>

<p>of our LCAP are regularly discussed at:</p> <ul style="list-style-type: none"> • Board meetings • Committee meetings • Parent forums • Instructional team discussions (Department, Grade level, PBIS Campus) • Administrative team discussions • Schoolwide Director's Meetings • Mental Health Team and PBIS Meetings • ELAC Meetings <p>Recommendations for revisions are prepared by administrative staff and are put the agenda for an open Board meeting for deliberation, revision, and adoption.</p>	
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A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the school wide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single school wide action plan and its relationship to the Local Control and Accountability Plan.

A2.1 Understanding the Role of the Governing Board and District Administration

Indicator: The school community understands the governing authority's role, including how stakeholders can get involved.

Findings	Supporting Evidence
<p>The governance structure can be revised based on needs and in accordance with laws applying to charter schools and laws governing nonprofit organizations. The Board of Directors is composed of nine members. Six of these members representing parents and community members are elected by stakeholders through nomination at large and/or through the Board Nomination Committee. The term of office is three years with a maximum of three renewable terms. The other three members are elected chairpersons of each Policy Committee who may be parents, community representatives or employees, including teachers. The term of office is one year and the term can be renewed for a maximum of five years total.</p> <ol style="list-style-type: none"> 1. The Board of Directors meet at least six times per year. All meetings are conducted in accordance with the Brown Act Open Meeting requirements. 2. Policy Committees meet the first Tuesday of each month. Meeting time can be staggered (during the day and/or in the evening to accommodate 	<p>Vaughn's charter</p> <p>Article of Incorporation</p> <p>By Laws</p> <p>Board meeting minutes</p> <p>LAUSD Oversight Visit Reports</p>

the parents and community members). All meetings are conducted in accordance with the Brown Act Open Meeting requirements. Each Committee may form smaller working groups for certain tasks. Working groups meet informally and as frequently as needed.

3. Newly hired teachers are not required to serve in any Policy Committee during their first year of service; however, they must serve on other student activity task forces
4. Each Policy Committee must assure grade level representation.
5. Vaughn complies with the Brown Act.
6. Members of the Vaughn Board, administrators, managers and employees, and any other Committees of the school comply with federal and state laws; nonprofit integrity standards and Vaughn's conflict of interest policy (see policy statements below).
7. The District reserves the right to appoint a single representative to the Vaughn Board pursuant to Education Code section 47604(b).

Decision-Making Process

1. The Board of Directors will develop and adopt additional Board policies including attendance. It will elect a Board President who will convene the meetings and post agendas and minutes. The Board also conducts annual elections of Officers including Board President, Vice President, Secretary and Treasurer.
2. Each Policy Committee will have an elected Chairperson and/or Co-Chairperson. Each Committee will post its agenda 72 hours before scheduled meetings.
3. All Board and Policy Committee meetings will be open unless confidential personnel matters are to be discussed. Minutes will be taken and posted.
4. The Board of Directors has the legal and fiduciary responsibilities for the school.
5. The Board of Directors will adopt core principles and overarching school-wide policy guidelines that are aligned with our vision and mission.
6. Policy Committees will interpret and translate the core principles and overarching policy guidelines established by the Board of Directors into operational policy procedures related to curriculum and instruction, business and operation, and school-family-community partnerships. Policy Committees will make decisions that enable the school to function without interruptions on a day-to-day basis.
7. The Board of Directors will ensure that policy decisions that impact the entire school have followed Brown Act procedures including: public comment and opportunities for discussion so that adequate input can be attained.
8. Translation will be provided to the parents at all Board and Policy Committee meetings.
9. Any stakeholder can request to have an item included on an agenda. All requests are to be submitted to the Board or Committee Chairperson.

Roles and Responsibilities

Vaughn will have an active Board of Directors that is responsible for setting the strategic direction of Vaughn and the oversight of the finances, operations and policies of the school. The Board of Directors shall perform the following responsibilities in good faith; in a manner such Board members believe to be in the best interest of Vaughn.

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

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

- Reviews and monitors instructional outcomes of all students and makes recommendations for services and interventions
- Monitors student assessment program

- Advises on intervention efforts
- Advises on instructional pacing calendar
- Reviews and recommends instructional materials and textbooks
- Advises on staff development activities
- Advises on new programs and provides training
- Designs report cards.
- Recommends school organization schematic including school calendar, instructional minutes, class size and schedules
- Advises on development of afterschool programs

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

- In collaboration with HR determines personnel needs.
- Develops, revises and monitors certificated and classified pay plans.
- Designs process of staff evaluations and collaborates with PAR Team.
- Recruits and selects new certificated staff members, consultants and specialists.
- Develops an annual budget plan based on school-wide needs.
- Adjusts expenditures depending on availability of funds.
- Determines housing, furniture and equipment needs.
- Review facilities requests, e.g., use of facilities by civic groups.
- Develops alteration and improvement plans, e.g., P.A. system, bathrooms, parking.
- Reviews technology needs and develops a technology plan aligned with instructional needs identified by the Curriculum and Instruction committee.
- Monitors technology budget and ensures all equipment is inventoried, assigned, set-up, and functioning correctly.

Partnership Committee (50% parents/community members, 50% staff):

- Develops and monitors the implementation of our Home-School Compact.
- Coordinates community activities and parent forums.
- Collaborates with the Family Center, Student Leadership Council and Secondary Student Government Leadership Team.
- Coordinates participation of business partners and student mentors.
- Recruits parent and community volunteers.
- Organizes and monitors parent participation and home visits.
- Enforces and monitors school uniform policy.
- Develops and implements Student Discipline Plans.
- Develops and monitors school fundraising efforts and distribution of profits.
- Coordinates activities, personnel, and implementation of grant programs.
- Plans, organizes and coordinates school/community events
- Coordinates student exchange needs and activities

The governing board is made up of nine people that are all elected. There are six representatives from the community, including three parents. The elected chair of the Budget Committee, Curriculum Committee, and Partnership Committee also serve as voting members of the governing board. The CEO, fiscal support staff, and student representatives serve in an advisory capacity. Their task is to make presentations at the meetings to inform and advise the board. For parents and/or community members the term of office is three years with a maximum of three renewable terms. For teachers the terms of office depends on getting elected to committee chair.

The Board of Directors meets a minimum of six meetings annually. Usually, meetings are held on the 2nd Wednesday of the month. All meeting agendas, including special meetings, are posted on the website 72 hours in advance in accordance to the Brown Act. Vaughn also makes the board of directors' governance structure available online. All meetings are open to the public.

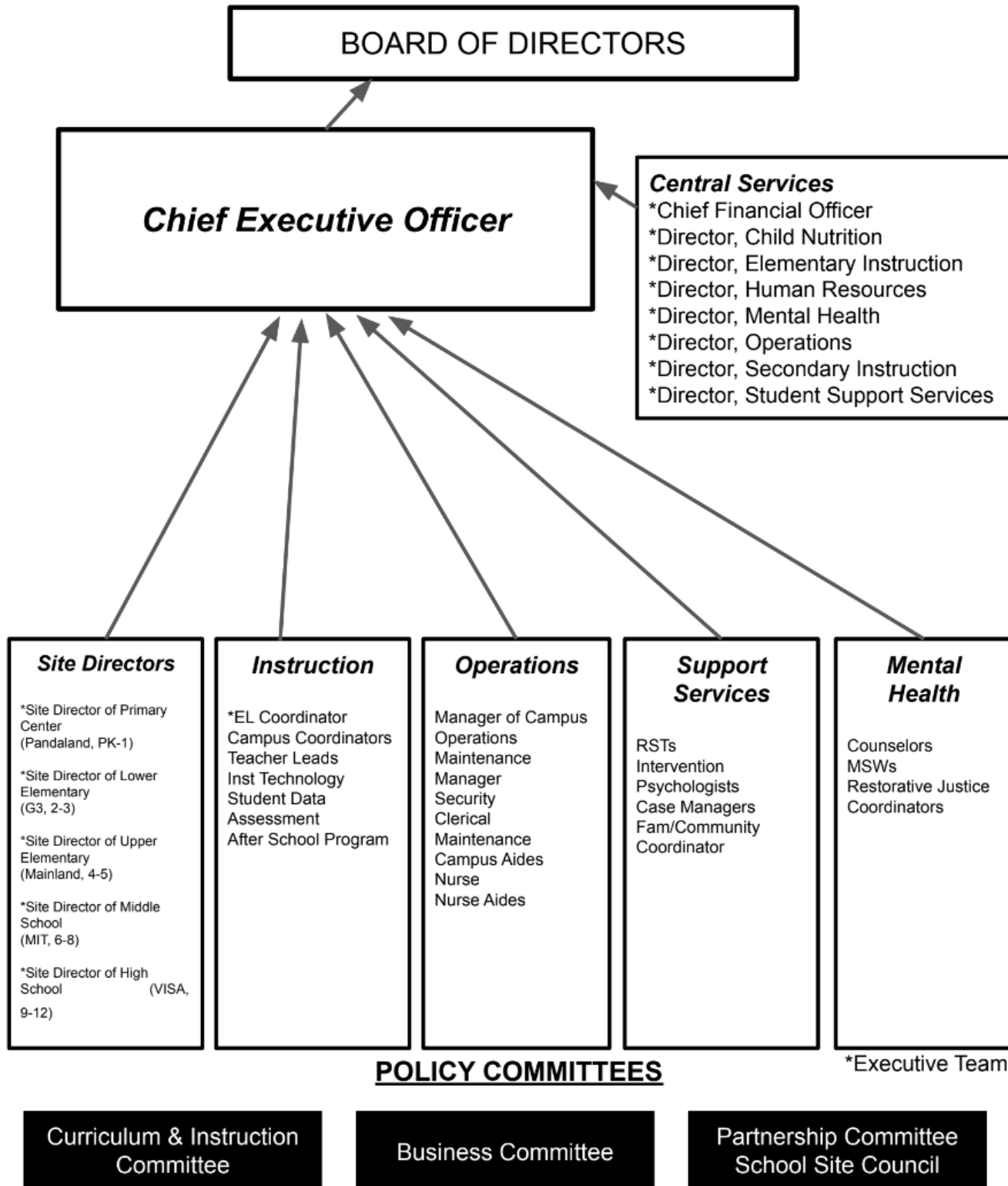
The Board of Directors monitors results of school policies and delegates implementation of policies through the committees. There is annual review of school data including student outcomes, LCAP, investments, fiscal reports, compliance reports, safe schools policy, and the wellness policy.

Vaughn's organizational structure clearly defines the relationship between the governing board and the responsibilities of the professional staff. The understanding is maintained through leadership evaluation, transparent communication, engagement and support.

Vaughn builds a strong culture of collaboration and works toward common goals among staff. Vaughn's Teacher Development System includes regular classroom walkthroughs by school leaders, discussion of targeted focus areas, timely feedback and support to teachers and teaching teams, articulation on student academic growth and individual teacher's instructional practices, ongoing professional development and communication of school wide and site goals.

Monthly governance reports and Board communications are shared at Faculty meetings to keep staff informed of updates and directives.

ORGANIZATION CHART



A2.2 Relationship between Governing Board and School

Indicator: The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

Findings	Supporting Evidence
<p>The governing board re-assesses its policies and improvement plan including LCAP to assure that current policies, program offerings and operations are connected to Vaughn's vision, mission, and school wide learner outcomes.</p> <p>The Vaughn Board, which is composed of dedicated individuals of diverse backgrounds and talents, meets regularly to monitor academic (standardized tests and periodic benchmark assessments), operational, and fiscal policies and practices, LCAP goals and progress toward attaining these goals. The Board is knowledgeable of Vaughn's internal accountability system and holds senior staff accountable. The governing board members have clear understanding and acceptance of the roles and responsibilities, ethics, the Brown Act, school mission and priority goals.</p> <p>The Board of Directors members have clear understanding and acceptance of the roles and responsibilities, ethics, the Brown Act, school mission, and priority goals. The governing board reassesses its policies and improvement plan including LCAP to assure that current policies, program offerings and operations are connected to Vaughn's vision, mission, and school wide learner outcomes.</p> <p>Vaughn maintains long-term and very close working relationships with parents and community organizations that support Vaughn students, families and staff from PK-12 to assure that these stakeholders consistently receive information as to how they can participate in the Vaughn's governance board and/or committees, including the development and implementation of our LCAP, e.g.</p> <ul style="list-style-type: none"> Families are informed of goals, functions, school-wide and individual student progress (e.g. Parent Forums, online access to grades, parent conferences, report cards, automated calls from the school, and regular updates from teachers, etc.) Parents/guardians are engaged in school policy setting and functions (e.g. participation in committees, communication with Board Members, parent volunteers, parent workshops and adult classes, etc.) 	<p>Board meeting minutes</p> <p>Committee meeting minutes</p> <p>School performance data</p> <p>Campus Facility minutes</p> <p>Teacher Development System</p> <p>Parent forum agendas</p> <p>LCAP on our website</p> <p>Committee meeting minutes</p>

A2.3 Uniform Complaint Procedures

Indicator: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

Findings	Supporting Evidence
<p>The Uniform Complaint Procedures (UCP) brochure is included in the Vaughn Parent and Student Handbook, which is distributed to all parents and students</p>	<p>UCP Policy</p>

<p>at the beginning of the year. The UCP brochure and policy is posted in each of the site Main Offices and the administrative offices throughout campus. Additionally, the UCP policy and related documents are posted on our school website. School staff directs parents to the UCP information when issues or problems are not resolved at the school site level. Training on UCP procedures occurs each year for school administration.</p> <p>The governing board has a well-developed system in place to ensure that Vaughn provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy in student and employee discipline and parent complaint resolution.</p> <p>The Home-School Compact outlines Vaughn’s expectations and standard for student behavior. Vaughn also provides meaningful opportunities to be heard and provides a clearly delineated appeal process to parents and families.</p> <p>Grievance Procedures for Parents and Students: Vaughn designates at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Vaughn alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Vaughn notifies all its students and employees of the name, office address, and telephone number of the designated employee or employees.</p> <p>Vaughn adopts and publishes grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504. Vaughn also implements specific and continuing steps to notify 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 the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.</p>	<p>UCP Brochure</p> <p>UCP Website Posting</p>
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A3. Leadership: Data informed Decision Making and Continuous School Improvement Criterion

Based on multiple sources of data , the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

A3.1 Broad-Based and Collaborative

Indicator: The school’s planning process is broad-based, collaborative, and has the commitment of the stakeholders, including the staff, students, parents, and business community.

Findings	Supporting Evidence
<p>School leaders and staff make decisions and implement strategies that focus on all students achieving the expected academic standards.</p> <p>Grade Level Teams/Department Chairs: The team consists of teachers from grade or department teams. The grade-level team is supported by an administrator, lead teacher/Instructional coach, a resource specialist (assigned to the grade level) and an elected Teacher Leader. The grade level meets regularly to review student progress, share promising practices, discuss challenges and develop solutions as a team. Structured team teaching is implemented. Decisions made by the grade level include: changes in teaming schematic, periodic student assessment and data analysis, review and discussion of best practices to support the ELL and Special Needs students, review and purchase of instructional materials, workshop selection and attendance, observation and coaching of peers, sharing instructional practices, alignment of grading practices and development of home-school projects.</p> <p>Administrative Team - The team consists of the Chief Executive Officer, School Wide Directors/Managers, Directors of each campus, Curriculum Coordinators of each campus, and two part-time Administrative Consultants. The Administrative Team members work closely with individual teachers and teaching teams to provide instructional supervision, assessment monitoring and assistance, student support, assist with parent communication, and research and provide resources and materials. The Administrative Team helps facilitate the decision-making process during Team and Governance Committee meetings to assure continuous focus on achieving established goals.</p> <p>The Vaughn School Board is provided a report on Curricular and Instructional matters at every scheduled meeting. Included in these reports are results of all school wide, state, and in-house assessments.</p> <p>Board members receive a summary of assessment results following receipt of state results by Vaughn. The Board then reviews and analyzes results and makes recommendations for improvements to the Chief Executive Officer and the committees. The Partnership Committee discusses with parent/community members at its monthly meeting and other home-school events. The Business Committee chair shares recommendations for budgetary matters, personnel specific updates, and updates regarding facilities.</p>	<p>Board meeting minutes</p> <p>Committee meeting minutes</p> <p>Grade Level/Department/Team meeting minutes</p> <p>Parent forums</p>

A3.2 School Plan Correlated to Student Learning

Indicator: The school’s Single Plan for Student Achievement/Federal Addendum is directly correlated to the analysis of student achievement data about the critical learner and career readiness needs; school wide learner outcomes; and academic, college, and career standards and aligned to the district LCAP.

Findings	Supporting Evidence
<p>Vaughn utilizes our approved charter as the overarching single plan supported by annual LCAP and Federal Addendum updates. Our LCAP encompasses the Federal Addendum which describes the actions we are taking as a school that align with funding provided for our unduplicated student population. The LCAP and Federal Addendum are reviewed, revised, and updated yearly. This overarching single plan on student achievement is supported by ongoing work in the following:</p> <p><u>Variety of In-House Assessment Strategies</u></p> <p>Teachers collect various types of student formative assessment data to determine if students are achieving stated goals. The data includes:</p> <ul style="list-style-type: none"> • Daily formative assessment – homework, in-class assignments, exit tickets, observations, quizzes, notes and journal prompts • Formal summative assessment – iReady, unit or chapter tests, interim assessments, writing samples, projects, presentations, and portfolios • Informal, ongoing assessment – class participation, student responsiveness, checking for understanding • In addition to academic assessment, teachers also evaluate students' progress in self-discipline, citizenship, initiative and effort. Student progress data is used to determine the following actions: <ul style="list-style-type: none"> • Modification of curricular materials • Evaluation of instructional objectives • Intervention planning • Development of coursework • Allocation of resources • Professional development needs <p><u>Monitoring of Student Progress and LCAP</u></p> <p>All grades have scheduled diagnostic assessments (iReady, SRI/Lexile) as delineated in our LCAP. The assessments are used to collect and measure achievement data. Publisher recommended measures are utilized to quantify learning and identify levels of proficiency and growth. For Grades K-5, assessments in language arts and math are administered as dictated by completion of units of study and pacing plans including iReady Diagnostic Assessment 2-3x's a year. PD time is set aside to analyze assessment results and to plan for reteach and adjusted instruction. For Grades 6-12 assessment in English and Math is administered every 10 weeks (NWEA 3 times a year, Lots, 2 times, and SRI/Lexile 3 times). Department meetings and shortened days are scheduled to analyze test results and to develop a plan of action.</p>	<p>Performance data reports</p> <p>Assessment schedule</p> <p>LCAP</p> <p>iReady Benchmarks</p> <p>illuminate Interims</p> <p>SBAC Interims</p>

A3.3 Collective Accountability to Support Learning

Indicator: The school leadership and staff demonstrate shared decision making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that

support student learning.

Findings	Supporting Evidence
<p>Budget development begins each year immediately following the January announcement of the Governor’s K-12 State Budget Proposals and is continually being refined through the May Revise to the Final State Budget Act. Budgeted resources are consistent with Vaughn’s goals as identified by the governing board. All allocation plans of special funds (e.g. Title 1, EPA, Special Education, etc.), school wide functional budget categories by functions, and the actual budget support the implementation and continuous improvement and attainment of student outcomes as delineated in the charter (our single plan) and the LCAP. Resource allocation processes include:</p> <ul style="list-style-type: none"> January – Budget Subcommittee analyzes revenue streams and prioritizes needs that are identified by stakeholders March – Budget Subcommittee works with administrative staff to develop a draft budget that includes recommendations to the Board May – Board reviews and adopts preliminary budget and submits to LAUSD September – Board reviews updated needs, directs staff to make needed adjustments October – Board adopts adjusted budget if needed February – After review and discussion of the 2nd interim fiscal report, the Board makes further budget adjustments if needed. <p>School leaders regularly review Vaughn’s current accountability system to assure shared responsibilities among all.</p> <ul style="list-style-type: none"> The administrative team analyzes student achievement results from standardized testing, in-house assessments, observations, as well as parent, student, and staff survey results to assist in further development of our needs assessment. Administrators articulate concerns and strengths with staff at faculty meetings, at grade level meetings in order to come to a consensus on the interpretation of results and to strengthen the identification and development of appropriate goals and actions. Recommendations for professional development are made to the Curriculum and Instruction Committee. The Curriculum and Instruction Committee in collaboration with Administration and site based teams prioritize needs, then plans and organizes strategic delivery of staff development and services for the year. At the end of each school year, administrators and staff leaders meet to analyze and identify needs of staff. Administrators and grade level teams meet to survey, discuss and identify strengths and needs of students, self and our programs. <p>Data is also analyzed and a comprehensive needs assessment is utilized to establish goals for the following year. These goals are communicated to the Curriculum and Instruction committee who work collaboratively with the</p>	<p>Vaughn’s budget</p> <p>Vaughn’s fiscal handbook</p> <p>Interim financial reports</p> <p>Board meeting minutes</p> <p>Committee meeting minutes</p>

Administrative team in developing an annual staff development plan along with associated actions to be taken.

A3.4 Internal Communication and Planning

Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

Findings	Supporting Evidence
<p>The current governing board and committee structure, and the organizational structure work well at Vaughn. Vaughn has made significant progress in the design and implementation of its internal accountability system beyond the accountability measures (e.g. state accountability dashboard, SARC) required by federal, state and charter authorizing entities. Differences in policy development and implementation are resolved through ongoing communication and teamwork.</p> <p>Vaughn has various ways to ensure communication occurs and that there are policies in place for resolving differences. We use our internal email and messaging system to conduct routine and information based communication. We utilize the google drive in order to collaborate and share documents that are crucial for staff. Our administrative team has a folder dedicated to administrative related documents. This ensures that all have access from anywhere to the information that they need. Sites have staff meetings to disseminate information as needed. We have also been able to continue leveraging virtual meetings when appropriate to share information or to conduct training in some circumstances.</p> <p>In our Employee handbook there are clear protocols for addressing employee issues that might arise.</p> <p>Committee chairs share information with the Board at their meetings and similarly committee chairs share overview of the most recent Board meeting at monthly committee meetings. This ensures that interested parties are aware of the workings of both bodies.</p> <p>Administration meets one time per month in order to discuss school wide issues, share best practices, align, and make decisions.</p> <p>School site leadership teams meet to discuss campus concerns, alignment, and shared leadership decisions so that they can maximize their roles at their sites.</p> <p>As a result, the progress made include the following areas:</p> <p><u>Academic Accountability</u></p> <ul style="list-style-type: none"> ● All graduates are working towards meeting Vaughn's graduate profile. ● All Vaughn staff members are developed with a standards-based system including individual goal development, observation and coaching in order to validate skills and knowledge, schoolwide, team-based and 	<p>Performance data reports</p> <p>Vaughn's fiscal handbook</p> <p>Financial statements</p>

<p>individual measures based on student academic growth</p> <ul style="list-style-type: none"> • High graduation rates year over year. (98.7% in 2022 vs. the state 87.4%) • Increase in number of students meeting A-G requirements (77% in 2022 vs. 45.77% in 19-20) • Low suspension rates (1.2% suspension rate compared to the state 3.1%) • High English Learner Progress Rating 55.1% of ELs making progress towards EL proficiency <p><u>Fiscal Accountability</u></p> <ul style="list-style-type: none"> • Vaughn maintains more than 100% cash reserve • Vaughn's investment portfolio that supports student programs and staff compensation reaches \$59 million • Vaughn's annual financial audit indicates no irregularities • Vaughn maintains strong internal control in all its fiscal procedures 	
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A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

A4.1 Qualifications and Preparation of Staff

Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

Findings	Supporting Evidence
<p>Vaughn conforms to the legal requirement that all charter school teachers shall hold a Commission on Teacher Credentialing (CTC) certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold.</p> <p>At Vaughn, staff is placed according to their teaching credential, experience, and authorizations. All certificated staff is given a Teacher Development mentor to help with instructional practices and guidance as needed. Administrators select staff members to attend professional development based upon content and area of need.</p> <p>Vaughn implements a monitoring system and procedures that maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements.</p> <ol style="list-style-type: none"> 1. K-6 teachers – Multiple subject 2. 7-12 teachers – Single subject in all core areas 	<p>Vaughn's charter</p> <p>Personnel policies</p> <p>LAUSD Oversight reports and NCLB roster</p> <p>Credentials</p> <p>Teaching Credential Sponsorship program</p> <p>PAR (Peer Assistance Review) roster</p> <p>RELAY rosters</p>

<ol style="list-style-type: none"> 3. Administrators – Administrative service credential (or working towards Admin Services Credential and MA Degree (except entry level Coordinators) 4. Resource Specialists – Special Education credential issued by CTC 5. Psychologist, counselors – Appropriate credentials issued by CTC 6. All teaching staff members are highly qualified per provisions set forth in Federal and State regulations (ESSA) 7. Paraprofessionals – if funded by Title 1 funds, staff must meet Federal regulations that govern qualifications of paraprofessionals. 8. Job descriptions of all positions are clearly delineated in the staff evaluation matrix (see staff evaluation below) <p>Staff Selection:</p> <p>Our Personnel Subcommittee members, who are members of the Business Committee, coordinate all selection and employment procedures for certificated personnel.</p> <ol style="list-style-type: none"> 1. Full Personnel Subcommittee in collaboration with Human Resources and Administration <ol style="list-style-type: none"> a. Research and establish job descriptions, qualifications, and compensations b. Assure equal opportunities and open process c. Announce openings 2. Search Team/ HR Staffing Specialist (an administrator and Personnel Subcommittee Chairperson) <ol style="list-style-type: none"> a. Recruit applicants through various means (website posting including EDJoin, university contacts, job fair, school website, internal emails etc.) b. Request resumes, copies of credentials, and letters of reference. c. Verify previous employment and references. d. Form a pool of potential candidates to be invited for interviews. 3. Interview/ Demo Team (members of the Personnel Subcommittee representing the grade level where openings occur, two administrators) <ol style="list-style-type: none"> a. Review candidates' files and portfolios. b. Interview candidates. c. Observe demonstration lessons by candidates d. Make selection recommendations to HR 4. Background check and Processing (Administrator responsible for human resources, Business Manager) <ol style="list-style-type: none"> a. Review completed employment packet (e.g. W4, I9, etc.) b. Check finger printing and criminal record clearance, legal status, teaching credential, employment documents, medical clearance, certification of adherence to child abuse reporting requirement and drug-free environment requirement c. Rate-in and determine compensation d. Offer contract 	<p>PD invoices</p>
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<p>e. Establish time reporting (hand-punch identification)</p> <p>f. Issue benefit packet</p> <p>Administrative candidates complete the above process. The Personnel Subcommittee recommends two top candidates to the Chief Executive Officer who makes the final selection.</p>	
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A4.2 Professional Development and Learning

Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college, and career readiness standards and the schoolwide learner outcomes.

Findings	Supporting Evidence
<p>Vaughn has fully implemented a professional development plan for teachers and staff that support instructional practices, targets identified needs and aligns with the education program set forth in the charter and LCAP. Ongoing professional development is provided by Vaughn staff, contracted providers and educational partners (i.e.: Staff development for educators, Pearson, LACOE (LA County of Education), VCOE (Ventura County of Education), ISSN (International Studies Schools Network, through Community Catalyst Partners) CSUN, UCLA) and is implemented and monitored as follows:</p> <p><u>Ongoing Professional Development</u></p> <p>Annual staff development calendar - Vaughn structures the instructional calendar to assure that there are 4 pupil-free days each year for a teacher retreat and shortened days (Tuesdays) for governance committees and staff development purposes.</p> <p>Individualized professional growth opportunities – These are provided based on individual teacher’s needs as indicated on their Teacher Development System growth goals and observation results. Each administrator and/or coach provides on-going one-on-one assistance, training and monitoring. Beginning teachers are also provided a one-to-one mentor through the BTSA program while working to clear their credential.</p> <p>Administrator, Teacher and Support Staff Training Programs - A partnership has been established with the Ventura County Office of Education (VCOE) to provide Vaughn’s administrators with staff development opportunities and training and practicum hours. VCOE also offers Vaughn the opportunity to participate in their high quality staff development series that are calendared annually and are scheduled in the evening so that interested staff can attend. Administrators, teachers and support staff also attend on-going training offered by the Los Angeles County Office of Education. A professional partnership has been established with CSUN which provides long-term, on-going staff development opportunities and mentoring for both administrators and teachers. ISSN provides intensive staff development training annually to our high school and middle school teachers. The Center for Teaching and Learning from California</p>	<p>PD Agendas</p> <p>PD Samples</p> <p>Summer Retreat PD Agenda</p> <p>Winter Retreat PD Agenda</p> <p>Committee meeting minutes</p> <p>Team meeting agendas</p> <p>Performance data reports</p> <p>Staff evaluation</p>

<p>State University, Northridge (CSUN) annually provides our staff with professional development and coaching aligned to our identified PD needs. As part of our partnership, CSUN also invites our staff to all of their lecture series and training offered by distinguished scholars and staff. Vaughn has also contracted with RELAY GSE for ongoing leadership development in order to provide protocols and professional learning in regards to instructional leadership levers of observation and feedback, instructional planning, professional development, school culture, data driven instruction, staff culture, and leading the leaders.</p> <p>Data Teams – Vaughn’s administrators meet at the beginning of the school year to disaggregate standardized test results. Staff members are provided additional opportunities to review results at faculty meetings and at grade level team meetings. These reviews are utilized to guide and direct long-term and short term planning of curricular goals. In addition, teachers and administrators meet on Tuesdays during scheduled shortened days and at grade level/department meetings to disaggregate in-house test data in order to formulate plans for providing students with targeted and explicit instruction and to identify areas for improvement</p> <p>Travel study – Administrators, teachers, support staff and students are provided opportunities through the Vaughn Foundation for hands-on experience through domestic and global travel. These experiences provide clear and powerful lenses and pathways to the educational systems and programs of our local and distant world. Participating adults and students learn global contents and gain new perspectives through first-hand observation and experience.</p> <p>Professional development agendas are initiated by the following groups:</p> <p>Curriculum and Instruction Committee – review school-wide student needs, survey and collect teacher input, survey parents, develop annual school-wide staff development calendar.</p> <p>Administrative Team - analyze student achievement data (formal and informal),analyze Teacher Development System results, identify individual and grade level needs.</p>	
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A4.3 Measurable Effect of Professional Development

Indicator: There are effective operating processes that determine the measurable effect of professional development, coaching and mentoring on student performance.

Findings	Supporting Evidence
Professional development/learning definitely has had a positive impact on teacher quality as measured by teacher development and surveys. Vaughn believes that high quality professional development can raise the level of effectiveness and thus	Vaughn’s salary schedule 2022-2023 Salary

<p>accelerate student achievement growth rate.</p> <p>Vaughn's salary schedule rewards teacher education, not only by their teaching credentials, BCLAD authorization, and formal degrees, but also through units of education beyond the bachelor's degree and professional development courses. The salary schedule is based on the years of experience, units of study, and teacher performance (performance based pay).</p> <p>Intensive professional development also positively impacted student achievement as measured by student achievement data. Additionally, we implement systems to monitor implementation of evidence based practices following professional development opportunities to ensure that staff have the skills and support to change their practice in meaningful and impactful ways. One area that we have been heavily focusing on is implementation of Structured Student Talk Routines in all of our classrooms. Teachers have received significant professional learning in strategies for increasing the amount and structures to promote student engagement and participation. Following the professional learning we have built in coaching to support staff with these specific skills and we have conducted walkthroughs to monitor fidelity of implementation across all sites. The data both qualitative and quantitative drive our next steps in both professional learning and when considering additional support that might be needed. We have seen an increased frequency of SSTRs being implemented and that is representative of a closed loop of professional learning that results in change in our classrooms.</p>	<p>Schedules</p> <p>2022-2023 PreK Salary Schedule</p> <p>High School Sports Coaches Compensation</p> <p>Pay plan-Paraprofessional Example</p> <p>Performance data report</p> <p>PD Calendar</p> <p>SSTR Walkthrough data</p>
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A4.4 Supervision and Evaluation

Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

Findings	Supporting Evidence
<p>Vaughn's supervision and evaluation procedures have produced effective educators. Vaughn defines an effective educator as one who can consistently help students grow academically, socially, and meet grade level standards and beyond. This does not happen by chance! To be able to do so, he/she demonstrates standards-based skills/behaviors that can be observed and measured at differentiated levels and validated by student academic growth. Vaughn believes that substantial incentive pay and high quality professional development can raise the level of effectiveness and thus accelerate student achievement growth rate.</p> <p>Teachers realized that Charlotte Danielson's Framework of professional standards was not completely aligned with our emerging needs. Beginning 2009-2010, the PAR (Peer Assistance Review) Team, with full participation of representatives of teachers, principals and support personnel began to make significant revision of the descriptive rubrics by rewriting and refining them to assure they are evidence and behavior-based. These rubrics continue to be revised to include new standards and best practices that are expected to be implemented and which</p>	<p>Teacher Development System</p> <p>PD Agendas</p> <p>PD Calendars</p>

<p>staff has received training on.</p> <p>In the 19-20 SY, further revisions to our process were put in place just prior to the Covid-19 school closures. We have just this year gotten back to implementation of our new system the Vaughn Teacher Development System which is a model that is based on development and growth of our staff rather than a strong focus on evaluation. Teachers are assigned a coach at the beginning of the academic year. Collaboratively the teacher and coach sets goals for development that are aligned to Vaughn's school wide goals. Staff is observed in short observations minimally one time per month. After the observation, coaches provide feedback and coaching to the staff member. There is a mid year check in with the coach and staff in order to check in on goal progress and to reset year long goals as needed. The year end conference allows the staff member and coach to reflect on progress and to begin conversations regarding the upcoming year.</p>	
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A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

A5.1 Resource Allocation Decisions

Indicator: There is a relationship between the decisions about resource allocations, the school's vision, mission, and student achievement of the schoolwide learner outcomes, the district's LCAP, the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

Findings	Supporting Evidence
100% of Vaughn's resources are allocated to meet our vision, mission and student outcomes including student needs identified in Vaughn's LCAP (Local Control Accountability Plan). Budget development and revision involve not only school leaders but all stakeholders through committees and work groups. Resource allocation has positively impacted student learning through decisions on smaller class size, assistance from support personnel, extensive professional	<p>Vaughn budget</p> <p>Vaughn fiscal handbook</p> <p>Audit reports</p> <p>Fund balance</p>

<p>development, longer school year and longer school days, new facilities, etc.</p> <p><u>Budget Development</u></p> <p>Budget development will begin each year immediately following the January announcement of the Governor’s TK-12 State Budget Proposals and will continually be refined through the May Revise to the Final State Budget Act. Budgeted resources will always be consistent with Vaughn’s goals as identified by the Board of Directors.</p> <ul style="list-style-type: none"> • January – Budget Subcommittee analyzes revenue streams and prioritizes needs that are identified by stakeholders • March – Budget Subcommittee works with Administrative staff to develop a draft budget that includes recommendations to the Board • May – Board reviews and adopts preliminary budget and submits to LAUSD; Board directs staff to develop allocation plans for special funds and school-wide functional budget to be discuss, revise when school opens in August • September – Board reviews updated needs, directs staff to make needed adjustments to allocation plans and functional budget as enrollment stabilizes • October – Board adopts revised/adjusted budget if needed • February – After review and discussion of 2nd interim fiscal report, Board makes further budget adjustments if needed <p><u>Balance Reserves</u></p> <p>Additionally, Vaughn will at all times maintain a funds balance (reserve) of its expenditures (at least one year at 100%) to ensure program sustainability and unforeseen contingencies.</p> <p><u>Cash Flow</u></p> <p>Vaughn prepares a projected 5-year cash flow schedule at the beginning of each charter cycle. The timing of cash receipts and cash disbursements in this schedule is based on historical experience of cash flows for Vaughn and any new information received from funding sources as it relates to the specific school year. This schedule reflects month-to-month cash projections and is compared to actual results on a monthly basis.</p>	<p>Cash flow schedules</p>
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A5.2 Practices

Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (**Note:** Some of this may be more district-based than school-based.)

Findings	Supporting Evidence
Vaughn implements quality business and accounting practices at all times. Its Board adopts a set of fiscal standards, internal control procedures, written fiscal	Vaughn fiscal handbook

<p>handbook that clearly guides all fiscal practices including budget development discussed above</p> <p><u>Fiscal Standards</u></p> <ul style="list-style-type: none"> ● Establish consistent, internal control by using effective budgetary and generally accepted standard accounting principles ● Complete interim financial reports to make sure Vaughn is financially sound (fall, winter and spring Unaudited Actual Reports). ● Monitor ongoing cash flow, expenditures vs. cost allocation. ● Maintain adequate reserve and cash flow in the Los Angeles County Treasury and other financial institutions. ● Review all contracts and bids carefully prior to entering into any agreement. ● Maintain comprehensive liability insurance coverage. ● Make sure that everyone understands his/her role in the accounting system and the necessity for accuracy and adherence to the established fiscal practices related to procurement. <p><u>Internal Control</u></p> <p>Vaughn has developed procedures that delineate a clear line of responsibilities to assure internal control and protection against mishandling of funds. Internal fiscal control procedures include:</p> <ul style="list-style-type: none"> ● Estimate funding based on information provided by the State and authorizer. ● Develop an annual budget by the Governing Board with recommendations from the Business Committee ● Develop cost allocation plan (functional budget) and assign expenditure codes; set up general ledger using general accounting principles (responsible persons: CEO, CFO, CPA). ● Make weekly reconciliation; check weekly balance (CEO , CFO, CPA) ● Track personnel salary and benefits (CFO); reconcile monthly payroll (CPA). ● Track contractors' budget and evaluation (CEO) ● Track equipment and supplies budget; complete equipment inventory (Supply clerk, IT Managers) ● Track fixed costs including utilities, maintenance (CEO, CFO). ● Reconcile accounting and payment errors (CPA). ● Prepare revenue details, cost reports and expenditure details to be reported in Unaudited Actual Reports (CPA, CEO) ● Submit declining balances to CFO, CEO for funds allocated to certain programs, committees and/or grade levels (responsible administrators). <p>Vaughn has developed a fiscal handbook that describes in detail procedures for the following:</p> <ul style="list-style-type: none"> ● Board Authorities, Signatories ● Conflict of Interest Policy 	<p>Audit reports</p> <p>Financial Statements</p> <p>LAUSD Oversight visit report</p> <p>Vaughn's charter</p>
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- Financial Standards, Internal Control, Reporting, Frequency and Reviews
- Budget Development, Adoption, Adjustment, Cash Flow
- Revenues: Capturing, Recording, Reconciliation, Receivables
- Expenditures: Disbursement, Recording, Reconciliation, Payables, Cash Management
- Account Maintenance
- Procurement Guidelines
- Payroll, Timekeeping, Deductions, Taxes
- Salary Allocation, Pay Plans and Increases
- Benefits: Bids, Eligibility, Rates, Reporting
- Contracting Process
- Reimbursement Policies, Travel Authorization
- Investment Policies, Reporting
- Equipment: Inventory, Property Disposal
- Real Estate Acquisitions
- Audit Preparation and Inspection of Records

In addition, Vaughn maintains a comprehension annual budget handbook that contains:

- All transaction and warrant requests from LACOE
- Revenues by object codes; expenditures by object codes
- Board and Committee agendas and minutes
- Insurances and contracts
- Payroll summaries; benefit summaries
- Restricted programs (budget and cost reports)
- Investment reports

Independent Auditors

Each November, the Board of Directors engages an independent public accountant, certified by the State of California, to audit the school's financial statements in accordance with generally accepted auditing standards and the audit guide issued by the Controller of the State of California. The State Controller's Office also conducts audits regularly.

Audit Scope of Work

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 Vaughn's financial information,
- Vaughn's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Vaughn's enrollment process,

<ul style="list-style-type: none"> • Compliance with safety plans and procedures, and • Compliance with applicable grant requirements. <p><u>Audit Preparation</u></p> <ul style="list-style-type: none"> • At the beginning of the financial audit, the independent auditors issue a document request form detailing the information required to conduct the audit • Business Manager and contracted CPA identify and communicate with the personnel who are responsible for providing the necessary documentation/records for the audit • Independent auditor set date and time to conduct fieldwork during which time all requested documents are provided to auditors • CEO, CFO and CPA remain available to respond to inquiries made by auditor during the course of the field work and the preparation of the audited financial statements • CEO, CFO, and CPA reviews the audited financial statements for completeness and accuracy prior to their issuance <p><u>Audit Reporting</u></p> <p>On or before December 15 of each year, a certified, detailed audit report is provided to the Authorizer, LACOE, the California State Department of Education, the State Controller's Office and the California State Department of Finance.</p> <p><u>Audit Remedies and Corrections</u></p> <p>Audit irregularities are corrected within one month and recommendations are implemented for the following fiscal year.</p>	
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A5.3 Facilities Conducive to Learning

Indicator: The school's facilities are adequate to meet the school's vision, mission, schoolwide learner outcomes; the educational program and are safe, functional, and well-maintained.

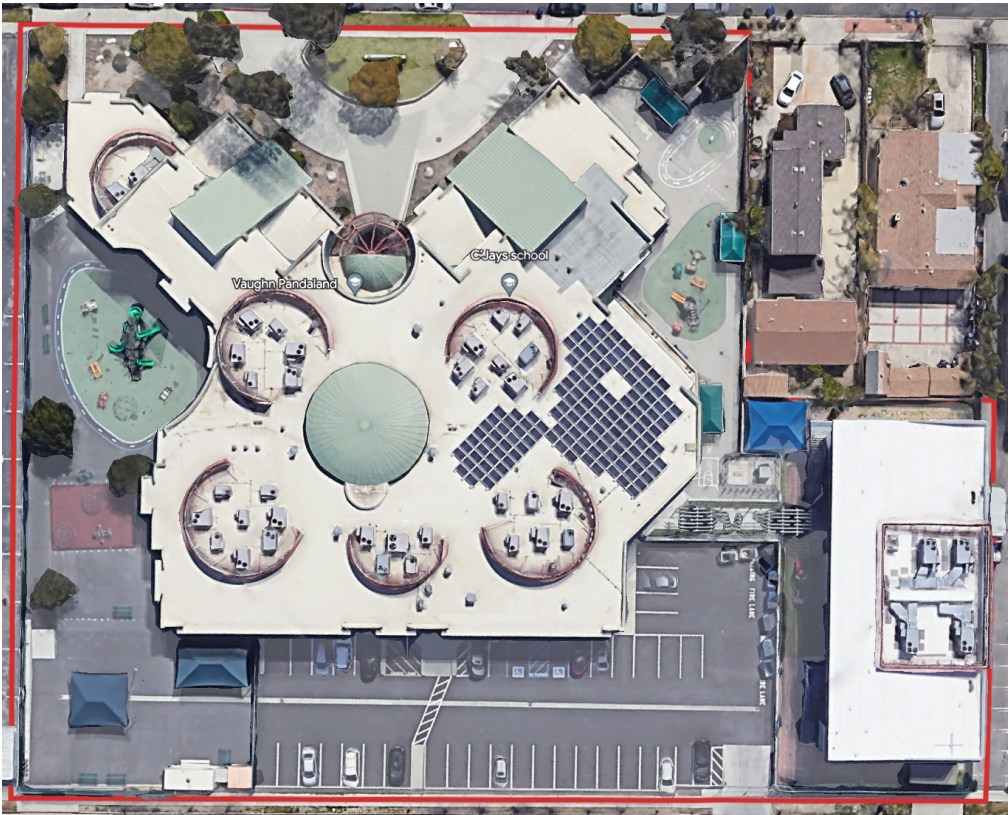
Findings	Supporting Evidence
<p>This previously failing elementary public school is now a community-based, P K-12th charter school that serves 3,090 District students. In addition to academic success, Vaughn has overcome many facilities challenges. Currently, it is operating five contiguous campuses under one charter and it is not a CMO. Vaughn forfeited all start up incentive grants so as to stay as one family and grow slowly with quality in a safe learning environment. Vaughn was awarded the California Distinguished Schools Award in 1996 and the National Blue Ribbon Schools Award in 1997.</p> <ul style="list-style-type: none"> • Mainland - The LAUSD Conversion Elementary campus, K-6 (13330 Vaughn Street, San Fernando, CA 91340, operational 1993) – LAUSD provided 27 teaching stations with enrollment capacity of 1,050 under three-track year-round schedule or 700 under traditional schedule; Vaughn purchased 	<p>Grant deeds of properties</p> <p>DSA project certifications</p> <p>DSA building occupancy</p> <p>Certificates of Occupancy</p>

<p>and installed 16 portables on the conversion campus through the M&O Division beginning 1994.</p> <ul style="list-style-type: none"> ● Vaughn Extension (13245-13247, Eustace Street, San Fernando, Ca 91340, operational 1996 so as to eliminate multi-track year-round schedule) – 100% self-funded. ● M.I.T. - Middle School of International Studies and Technology (12353-12357, Eustace Street, San Fernando, CA 91340, operational 2000) - 100% self-funded ● Panda Land - School Readiness Center (13241 Vaughn Street, San Fernando, CA 91340, operational 2003) - self-funded and a \$3.8 million from Qualified Zone Academy Bond, repaid in full in 2011. ● V.I.S.A. - Vaughn International Studies High School (11505 Herrick Avenue, Pacoima, Ca 91331, operational 2008) – a Prop55 and 1D project with Vaughn matching funds, no debt service from the California School Finance Authority, paid in full in 2010. ● G3 - Elementary Language Academy for a Global and Green Generation (11200 Herrick Avenue, Pacoima, CA 91331, operational 2012) – a Prop 55 project and bond sale through the Qualified School Academy Bond Program for \$8.5 million which will mature in 2020. ● S.T.E.M. Exploratorium (13330 Vaughn Street, San Fernando, CA 91340, operational 2014) – LAUSD Augmentation Grant with Vaughn matching funds (35%/65%) ● Vaughn Central and STEAM Pods Extension – a self-funded project that added 4 large learning pods (12,000 sq. ft.) to each of the 3 campuses (Panda Land, G3, and VISA). In addition, a stand-alone building (6,000 sq. ft.) was built to accommodate central services with instructional services on the first floor and business/human resources on the second floor. (operational 2015) ● FACET (11201 Herrick Ave, Pacoima, CA 91331) - a self-funded project added 4 large pods that are used for our Family and Community Center, our Providence and DCFS Partners, and our IT team. (operational 2016) ● Mainland Learning PODS (P4) (13330 Vaughn St, San Fernando, CA 91340) - a collaboratively funded project in conjunction with LAUSD. Replaced aged out bungalows that were brought in after the Northridge Earthquake in 1994. State of the Art PODS constructed from recycled shipping containers provide light bright learning facilities. (operational 2017) ● VISA Arts and Humanities Building (11505 Herrick Ave, Pacoima, CA 91331)- (operational 2021) This self funded building project added critical space to our high school campus in order to provide a dedicated music room, world languages and history classrooms, and an MPR. (operational 2020) ● MIT Jag Tower (13330 Vaughn St. San Fernando, CA 91340) - Replaced our Panda Village Building with a state of the art three story building that provides –classrooms, a state of the art music room, MPR, and science labs. (operational 2021) ● Mainland Literacy and Nutrition Building (13330 Vaughn St, San Fernando, 	
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CA 91331) - This new building that is a LAUSD/Vaughn Collaboration is replacing the out of date and small original Administrative building that was no longer serving our needs. In it's place will be a two story building that will contain administrative offices, support offices, classrooms, a new kitchen and cafeteria, a library, MPR, and a large stage area for performances, events, and graduation. (estimated operational August 2023)



Pandaland Campus (PreK-1)

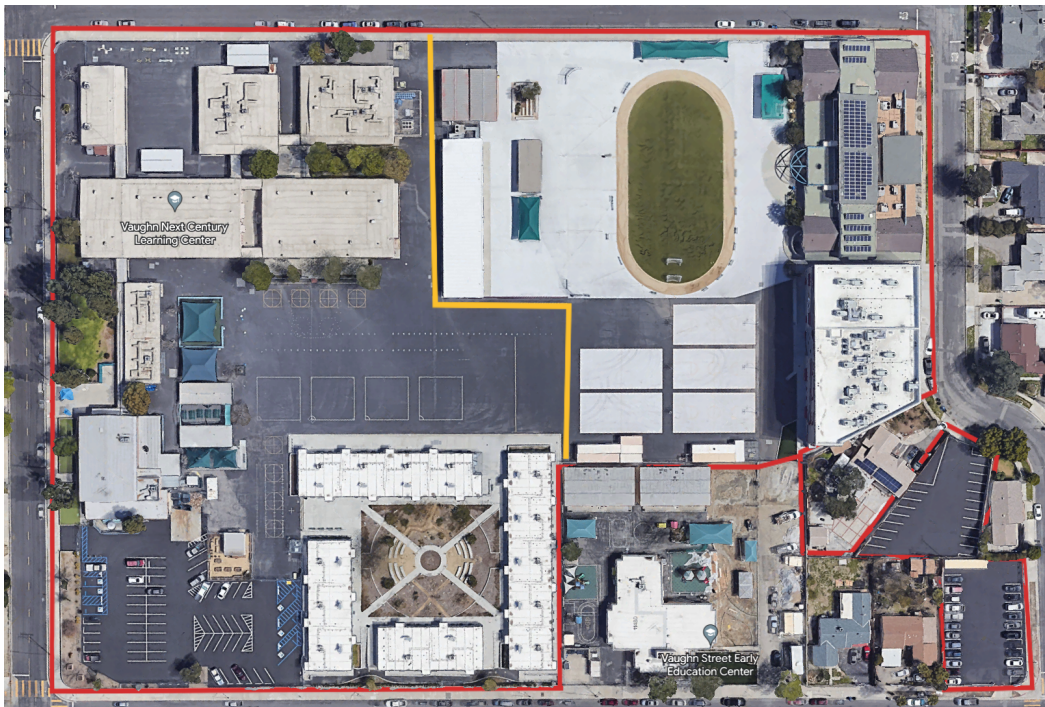


G3 Campus (2-3)



Mainland Campus (4-5)

MIT Campus (6-8)



VISA Campus (9-12)



Vaughn Central Administrative Building



Community and Family Center



A5.4 Instructional Materials and Equipment

Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

Findings	Supporting Evidence
At Vaughn, technology is used as a tool for research, communication, and production for teachers and students. Vaughn employs twelve (12) IT staff members and allocates \$300,000 - \$500,000 per year to provide the needed support. We are at a 1:1 Ratio for Chromebooks for grades TK-12. Vaughn's network provides the infrastructure for all the campuses. Teachers use technology for lesson planning and presentation. Students exercise their higher-order thinking skills through simulations and presentations, their communication and production skills through electronic mail and publishing, and their research skills through the use of electronic references, including the	Vaughn's budget Fixed assets binder Audit reports Equipment inventory Chart of basic technology expectations

<p>Internet. (Please see the following chart below which includes the basic technology expectations per grade level groups).</p> <p>Our key instructional goal is for students to use technology seamlessly and as an integral part of the learning process to enhance their critical thinking, problem solving skills, collaboration, and communication skills. Vaughn also emphasizes the importance of enhancing the usage of technology through consistent and effective lesson delivery across all grade levels and content areas in order to best prepare our students to meet the challenges they will face as 21st Century global citizens.</p> <p>With guidance from our committees we have been able to incorporate technology as follows:</p> <p><u>Students:</u></p> <p>Students are all assigned a Chromebook starting in TK. At the end of their senior year we will allow them to take their Chromebook to support their post-secondary ventures.</p> <p><u>Teachers:</u></p> <p>All teachers at Vaughn have a laptop with internet access in classrooms, offices, staff workrooms and/or computer labs, before, during, and after school. Every classroom teacher has access to a projector or interactive TV linked to an interactive board and connected to a computer as well as a document camera for presentations and classroom instructional activities. All administrators and support staff are provided with a laptop computer.</p> <p><u>Computer Labs and Libraries:</u></p> <p>Vaughn NCLC is divided into five campuses (PK-1, 2-3, 4-8, & 9-12^t) Vaughn has six computer labs primarily located in our secondary campuses. These labs range between 30-35 computers per. Each computer lab is speced out to be able to support teachers with the various programs and softwares for the Arts and Science programs.</p> <p>Each campus has its own library except the Conversion Campus whose 4th – 8th grade students use the library in the Middle School. The libraries are operated by part time library assistants who are responsible for organizing and stocking the library with references, literature, source materials, etc. They may also read to children, help students check out books and assist students with research.</p>	<p>per grade level groups</p>
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The following chart includes the basic technology expectations per grade level groups:

Profiles for Technology Literate Students

Performance Indicators:

All students will have opportunities to demonstrate the following performances:

GRADES PRE K-2

Prior to completion of Grade 2 students will:

1. Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, and other technologies. (1)
2. Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom. (2)
3. Practice responsible use of technology systems and software. (2)
4. Use technology resources (e.g., puzzles, logical thinking programs, and writing tools, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. (3, 4, 5, 6)

GRADES 3-5

Prior to completion of Grade 5 students will:

1. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively. (1)
2. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. (1, 2)
3. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use. (2)
4. Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum. (3)
5. Use telecommunications efficiently and effectively to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests. (4)
6. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities. (5, 6)

GRADES 6-8

Prior to completion of Grade 8 students will:

1. Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. (2)
2. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. (3,6)
3. Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom. (4, 5)
4. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real- world problems. (2, 5, 6)

GRADES 9-12

Prior to completion of Grade 12 students will:

1. Demonstrate and advocate for legal and ethical behaviors among peers, family, and community

regarding the use of technology and information. (2)

2. Routinely and efficiently use online information resources to meet needs for collaboration, research, publication, communication, and productivity. (4, 5, 6)
3. Select and apply technology tools for research, information analysis, problem solving, and decision making in content learning. (4, 5)
4. Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works. (4, 5, 6)

A5.5 Resources for Personnel

Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

Findings	Supporting Evidence
<p>Vaughn has adequate resources to recruit, hire, nurture, provide ongoing professional development, travel study opportunities, provide competitive compensation, health benefits and other benefits, post-retirement health benefits, and pension for a well-qualified staff.</p> <p><u>Pay Plans</u></p> <p>Vaughn adopts differentiated pay plans for groups of staff corresponding to their job descriptions and accountability measures. In addition to base pay and extra compensation for certification and advanced degrees, Vaughn pays contracted teachers the following:</p> <p>Contingency-based pay - Teachers earn extra bonuses for achieving certain goals, such as student attendance.</p> <p>Student Academic Growth Pay</p> <ul style="list-style-type: none"> ● Schoolwide -Achievement goals and graduation rate are established using growth targets set by the State based on CA Dashboard Indicators <p>Expertise compensation - Teachers in leadership roles including grade level chairs, committee chairs, peer reviewers, mentors, faculty representatives, after school club leader and intersession instructors receive additional stipends.</p> <p><u>Health Benefits</u></p> <p>One of Vaughn's primary obligations is to offer its staff the highest quality benefits at the most affordable prices. Vaughn's benefit package is reviewed annually in April/May to analyze projected increases in insurance rates, personnel growth and benefit eligibility.</p> <p>Full time certificated and classified staff members who typically work a minimum of 30 hours per week are eligible for group health and welfare benefits. Full time qualified employees receive the following benefits sponsored fully or in great part by Vaughn:</p> <ul style="list-style-type: none"> ● Medical Insurance ● Dental Insurance 	<p>Personnel records</p> <p>Vaughn's payroll records</p> <p>Vaughn's benefits plan</p> <p>Vaughn's pension reports</p>

<ul style="list-style-type: none"> • Vision Insurance • Life Insurance <p><u>Pension – State Teacher Retirement System</u></p> <p>In general, certificated employees are members of the State Teachers' Retirement System (STRS) and classified employees, part-time, seasonal, temporary, and other employees who are not members of STRS are contributing to Social Security.</p> <p><u>Pension - Full Time Classified Staff</u></p> <p>Vaughn is working on rolling out a 403B retirement option for our full time classified staff that will provide a match based on years of service and current market conditions. This honors our classified staff's contribution to our organization and encourages long term employment. All staff play a critical role in the success of our students and we want to acknowledge and ensure that our dedicated employees are set up for success after they retire from Vaughn.</p>	
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A6. Resources Criterion [Charter Schools only]

The governing authority and the school leadership execute responsible resource planning for the future. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

A6.1 Long-range Financial (and other Resources) Plan and Stakeholder Involvement

Indicator: The school regularly reviews its long-range plan (and other resources) in relation to the school's vision, mission, and school wide learner outcomes. Decisions about resource allocation are directly related to the school's vision, mission, and school wide learner outcomes.

Findings	Supporting Evidence
<p>Each spring, the Business Committee conducts a needs assessment with stakeholders' input and submits recommendations to the Board. The Board works with the Administrative Team to set priorities including long-term needs (e.g. deferred maintenance, new facilities, benefit package, grant-funded programs that need to be sustained, multi-year LCAP implementation, etc.). The Board reviews our long term fiscal plan at least quarterly so as to make modifications.</p> <p>Vaughn has made long-range plans to assure the continual availability of resources to support achievement and meet Vaughn's vision, mission and goals for student outcomes. Vaughn started an investment portfolio in 1998 with \$600,000 to set aside funds for post-retirement health benefits. The one portfolio has grown into 4 portfolios with a total of \$59,316,096 (as of 6/30/2022, unaudited actual). Vaughn's net assets (year ending 6/30/2022, unaudited actual) are \$186,738,828.</p> <p>These processes allow Vaughn to provide long term sustainability of staff and programs. During the 2008 economic downturn and loss of educational</p>	<p>Board meeting minutes</p> <p>Committee meeting minutes</p> <p>Allocation plans of special funds</p> <p>Functional budget</p> <p>LAUSD Oversight Visit Report</p> <p>Audit reports</p> <p>Unaudited actuals</p> <p>Investment portfolios</p>

<p>funding, Vaughn did not implement reduction in force or staff furloughs, did not increase class size, nor did it reduce instructional days.</p> <p><u>Investment Portfolios</u></p> <p>Vaughn maintains four investment portfolios in the following financial institutions</p> <ul style="list-style-type: none"> • Endowment Fund (in Vanguard Fund) • Employee Incentive Fund (in Vanguard Fund) • Building and Capital Fund (in Vanguard Fund) • Board Self-Management Fund/Lock Box Account (in Vanguard Fund) <p><u>Goals:</u></p> <ul style="list-style-type: none"> • Maintain adequate funding support for the school on a long term basis. Uses may include: <ul style="list-style-type: none"> ○ Additional personnel ○ Additional programs ○ Emergency needs ○ Post-retirement health benefits • Assure funds invested will sustain at the same level (i.e. never deplete the principal) • Provide needed matching funds to leverage additional funds <p><u>Investment Strategies, Reporting and Monitoring</u></p> <ul style="list-style-type: none"> • Board determines asset allocations of these funds in consultation with Fund Managers and consultant • Board reviews market trends, investment cycles and receive quarterly updates from Fund Managers and consultants • Board discusses and revises investment strategies, allocation plan as needed (Please see the chart below). 	<p>Board policies on investments</p> <p>Please see the chart below on our investment planning/management</p>
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How do we define risk and how to measure?	Liquidity vs. Illiquidity?	Financial Manager	Diversification and asset allocations?	Impact investing with fiscal returns?
<p>Loss of capital</p> <p>Volatility</p> <p>Draw downs</p> <p>Not meeting goals</p> <p>Time taken to recover</p> <p>Factor-based</p>	<p>Need for cash</p> <p>Investment goals</p> <p>Lock up duration</p> <p>Ceding time control</p> <p>Tolerance level</p> <p>Perceived liquidity among some hedge</p>	<p>Is active</p> <p>Above market rate</p> <p>Take advantage of market cycle</p> <p>Skillful gatekeeper</p> <p>Blend judgment & data</p>	<p>Asset classes</p> <p>Fixed income</p> <p>High yield</p> <p>Add alpha</p> <p>Risk adjusted returns</p> <p>Dynamic asset</p>	<p>Smart investing & doing good</p> <p>Sector exposure</p> <p>Big Society Capital (Social impact bonds)</p> <p>Impact Investment Database</p>

measures	funds	Luck or skill	allocation	
Sources of risks		Performance in 2008 (prior and after)	Can hedge funds diversify?	
Risk model is dynamic				
In constant refresh mode				
Short & long term				

A6.2 Regular Accounting and External Audit Procedures

Indicator: The school has defined regular accounting and external audit procedures.

Findings	Supporting Evidence
<p>Vaughn follows the generally accepted accounting principles and fiscal policies. Vaughn maintains fiscal accounts that are subject to annual independent audit. No audit irregularities were discovered in the past 22 years. See A5 for audit procedures and scope. The Vaughn Fiscal Handbook outlines all protocols and controls related to fiscal matters. The Vaughn Fiscal Handbook is updated regularly to reflect best practices and to meet the needs of changing funding sources and changing org structures.</p> <p><u>Accounts Established</u></p> <p>Revolving account</p> <ul style="list-style-type: none"> • Money market account • Cafeteria account • Donation account <p><u>LACOE Account and Warrant Requests</u></p> <ul style="list-style-type: none"> • Vaughn maintains an account at LACOE to capture and track federal and state funding sources, local revenues funded through LAUSD, and required cash reserves • The account utilizes the LACOE PeopleSoft Accounting System • CFO, assisted by CPA, tracks online revenues received on a bi-monthly basis and provides summary print-outs for CEO • CFO requests funds from this account on an interim basis and deposits funds in Payroll and Revolving accounts as needed • CFO also request funds from this account to be deposited in the Cafeteria account by Cafeteria Manager • CFO requests warrants payable to vendors, contractors, etc. for large payments and payments requested by CEO for the purpose of grant-funded program accounting <p><u>Payroll Account</u></p> <ul style="list-style-type: none"> • Vaughn maintains a Payroll account at the East West Bank, keeping a 	<p>Fiscal handbook</p> <p>Independent Audit Report</p>

<p>minimum balance of deposit of \$350,000</p> <ul style="list-style-type: none"> • Vaughn contracts Paycom Company to provide payroll services • Payroll procedures include: <ul style="list-style-type: none"> ○ During the month – Payroll Manager reviews staff time reporting, track absences and substitute usage, reconcile differences ○ 1st-3rd of the month – Payroll Manager completes payroll reporting to STRS based on current STRS policies ○ 5th-10th – CFO receives, reviews for accuracy and records payroll adjustment requests from Administrators, enters payroll information of new staff; makes release time and FMLA adjustments ○ 11th-13th – Business Manager processes payroll online ○ 14th – Business Manager receives and reviews paychecks; makes corrections if needed and forward to Board designated Administrators for signatures ○ 15th – Assistant Business Manager issues paychecks to staff • Business Manager makes payroll adjustments as needed <p><u>Revolving Account</u></p> <ul style="list-style-type: none"> • Vaughn maintains a Revolving Account at the East West Bank, keeping a minimum balance of \$240,000 • Revolving Account and payment procedures - See Disbursement section above <p><u>Money Market Account</u></p> <ul style="list-style-type: none"> • Vaughn maintains a Money Market Account at the East West Bank for the purpose of better interest earnings with a minimum balance of \$300,000 • Business Manager transfers funds online from Money Market Account to Payroll and/or Revolving Accounts as needed <p><u>Cafeteria Account</u></p> <ul style="list-style-type: none"> • Vaughn maintains a Cafeteria Account at the Bank of America • Cafeteria Manager deposits funds requested and received from Business Manager into this account for the operation of all 4 kitchens (foods, supplies, equipment, contracts, laundry, etc.) • Cafeteria Manager deposits in this account cash received from sale to adults • Cafeteria Manager maintains revenues and payments records in a separate QuickBooks System • Business Manager reviews bank statements and makes reconciliation • Business Manager and CPA reviews Cafeteria Account monthly and merge the Cafeteria QuickBooks records into Vaughn's QuickBooks System • Purchasing and payment procedures: <ul style="list-style-type: none"> ○ Cafeteria Manager orders from approved vendors with guidance from licensed food services contractors ○ Designated cafeteria staff at each kitchen check deliveries and verifies all receipts 	
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<ul style="list-style-type: none"> ○ Cafeteria Manager reviews all invoices, packing slips, and SPOs before submitting payment requests to Director of Community Services ○ Director of Community Services submits checks to CEO for review and second signature <p><u>Donation Account Revenues</u> (include donated funds and fundraised)</p> <ul style="list-style-type: none"> ● Each campus/student activity group has a designated School Group Advisor who collects funds donation and/or raised with campus Site Administrators' oversight ● School Group Advisors submit funds to school-wide Donation Account Manager ● Both Account Advisor and Account Manager verified the amount and signed deposit form ● Account Manager prepared bank deposit slips and deposits funds within 3 days of receipt ● Account Manager records in individual campus/student activity group account journal and provides copies to School Group Advisor and site Administrators ● Account Manager also records revenues on Vaughn's school-wide Donation Account Ledger ● Business Manager or his/her Assistant reconciles bank statements each month <p><u>Expenditures</u></p> <ul style="list-style-type: none"> ● School Group Advisor submits purchase order and/or reimbursement requests (using PO form and Donation Account Reimbursement form) to Site Administrator for approval ● School Group Advisor submits approved request forms to Account Manager with original invoices and receipts attached ● Upon determining the availability of funds in individual account, Account Manager prepares check for signatures by Board-approved signatories ● CFO or his/her Assistant reconciles bank statements each month 	
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A6.4 Budgeting Process — Transparency

Indicator: The school develops and monitors its annual budgeting process to ensure transparency.

Findings	Supporting Evidence
<p>Vaughn's budget process is highly transparent. Resource allocations are aligned with student needs, stakeholders' input and long-term fiscal plan.</p> <p>Budget development will begin each year immediately following the January announcement of the Governor's K-12 State Budget Proposals and will continually be refined through the May Revise to the Final State Budget Act. Budgeted resources will always be consistent with Vaughn's goals as identified by the Board of Directors.</p>	<p>Fiscal handbook</p> <p>Unaudited and audited financial reports</p>

<ul style="list-style-type: none"> January – Budget Subcommittee analyzes revenue streams and prioritizes needs that are identified by stakeholders March – Budget Subcommittee works with Administrative staff to develop a draft budget that includes recommendations to the Board May – Board reviews and adopts preliminary budget and submits to LAUSD September – Board reviews updated needs, directs staff to make needed adjustments October – Board adopts adjusted budget if needed February – After review and discussion of 2nd interim fiscal report, Board makes further budget adjustments if needed 	
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A6.5 Adequate Compensation, Staffing, Reserves

Indicator: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school’s program; and reasonable accumulation of reserves.

Findings	Supporting Evidence
Vaughn continually works at providing a highly competitive salary package (base pay + performance bonuses) that is equal or better than authorizing a district. Staffing is more than adequate considering Vaughn’s smaller class size, and additional support personnel. At all times, Vaughn maintains a funds balance (reserve) of its expenditures for at least one academic year.	LACOE account Bank accounts Audit reports Vaughn’s fiscal handbook LAUSD Oversight Visit Reports

A6.6 Marketing Strategies

Indicator: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

Findings	Supporting Evidence
Vaughn has been historically fully enrolled with an average of 7% enrollment growth each year. Post Covid we have seen a plateau in enrollment with our primary grades seeing the biggest drop. Birth rates in our zip code have dropped significantly and we have seen the results of that. We have maintained full enrollment in our TK program and continually promote our program to our PreK families and through community banners, newspaper ads, community events and parent messages. Vaughn has adequate enrollment (ADA) to sustain current programs and implementation of new initiatives including Common Core, mental health department increases, as well as intervention programs.	Enrollment records Lottery procedures Community outreach & Recruitment MOU’s

<ol style="list-style-type: none"> 1. All students residing in the State of California may enroll in accordance with the California Charter School Law. Due to Vaughn being an elementary charter conversion campus, for elementary, enrollment preference is given to students who reside in the Vaughn pre-charter geographic boundary. For middle and high school, preference (minimum 75%) is given to students who have graduated from Vaughn's 5th grade for entry into the middle school and from Vaughn's 8th grade for preference into the high school. There is an application process for each level: Elementary, Middle School, High School. 2. For middle school and high school, if there are more applicants than spaces, a lottery is conducted. Student applicants are assigned a random number. A third party (e.g. University partners) conducts the lottery. Parents are notified of the date and time of the lottery and are invited to attend. 3. Students who are not selected in the lottery participate in a second round of lottery as space becomes available. Even if students have already enrolled in neighboring District schools, they will participate in the lottery so as to ensure admittance to all who wish to attend. 4. For Grades K-5 only, Vaughn provides to the District the number of waitlist students who live within Vaughn's pre-charter geographic boundary for assistance with placement at District receiver schools. <p>Vaughn partners with several community and educational agencies to generate grant funding to support our programs and school needs. These agencies include CSUN, Community Catalyst Partners, Los Angeles Educational Partnership, GEAR UP, Los Angeles Promise Neighborhood, Project Lead the Way, Los Angeles County of Education, Ventura County of Education, CCSA (California Charter School Association).</p>	
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A6.7 Informing the Public and Appropriate Authorities

Indicator: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

Findings	Supporting Evidence
All Board and Committee meetings are open to the public. Vaughn also posts its financials and audit reports on our website.	Board meeting minutes Website posting

Category A - Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

Summary:
<p>Vaughn's mission and vision was developed based directly on its student and community profile data, identified needs, and is guided by current research findings on what students will need to succeed in the future.</p> <p>Parents, community members, and students understand and are committed to Vaughn's vision, mission and school-wide student outcomes. The great majority of students enter Vaughn for the first time in Pre-K and remain with us until they graduate from 12th grade; this fourteen-year relationship forges a long-term partnership with families that solidify a collective vision and a mission that includes common goals and aspirations for all of our students.</p> <p>The governing board is made up of nine people and are all elected. There are six representatives from the community, including three parents. The elected chair of the Budget Committee, Curriculum Committee, and Partnership Committee also serve as voting members of the governing board. The CEO, support staff, and student representatives serve in an advisory capacity. Their task is to make presentations at the meetings to inform and advise the board. The Board of Directors meets a minimum of six meetings annually. All meeting agendas, including special meetings, are posted on the website 72 hours in advance in accordance to the Brown Act as well as are open to the public.</p> <p>The Board of Directors monitors results of school policies and delegate implementation of policies through the committee, including Peer/Administration Review committee. There is annual review of school data including student outcomes, LCAP, investments, fiscal reports and the wellness policy.</p> <p>The Governing Board monitors the allocation of resources by aligning them to student outcomes. The Board reviews financials and ensures that Vaughn is fiscally strong. The Board also advises School Leadership on fiscal matters, ensuring that both fiscal and human capital resources are aligned with student's needs. Recruitment, professional development, career ladder, compensation, and retention are regularly reviewed and adapted to learner needs.</p> <p>Vaughn builds a strong culture of collaboration and working toward a common goal among staff. Vaughn's TDS (Teacher Development System) includes regular classroom walk through by school leaders, discussion of monthly focus area, immediate feedback to teachers and teaching teams, peer evaluation, student academic growth and individual teacher's instructional practices, ongoing professional development and communication of goals.</p> <p>School leaders and staff make decisions and implement strategies that focus on all students achieving the expected academic standards. Vaughn utilizes our approved charter as the overarching single plan supported</p>

by annual LCAP (Local Control Accountability Plan) updates. This overarching single plan on student achievement is supported by ongoing work in a variety of in-house assessment strategies and monitoring of student progress and LCAP.

The current governing board and committee structure, and the organizational structure work well at Vaughn. Vaughn has made significant progress in the design and implementation of its internal accountability system beyond the accountability measures (e.g. CA Dashboard) required by federal, state and charter authorizing entities. Differences in policy development and implementation are resolved through ongoing communication and teamwork.

Vaughn's supervision and evaluation procedures have produced effective educators. Vaughn defines an effective educator as one who can consistently help students grow academically and socially and meet grade level standards and beyond.

100% of Vaughn's resources are allocated to meet our vision, mission and student outcomes including student needs identified in Vaughn's LCAP (Local Control Accountability Plan). Budget development and revision involve not only school leaders but all stakeholders through committees and work groups. Resource allocation has positively impacted student learning through decisions on smaller class size, assistance from support personnel, extensive professional development, longer school year and longer school days, new facilities, etc.

Vaughn implements quality business and accounting practices at all times. Its Board adopts a set of fiscal standards, internal control procedures, and a written fiscal handbook that clearly guide all fiscal practices including budget development.

At Vaughn, technology is used as a tool for research, communication, and production for teachers and students. Each campus also has its distributed network system, fully equipped computer labs, three to five computers per classroom with Internet access, and access to mobile carts equipped with full-class sets of laptop computers. Teachers use technology for lesson planning and presentation. Students exercise their higher-order thinking skills through simulations and presentations, their communication and production skills through electronic mail and publishing, and their research skills through the use of electronic references, including the Internet.

Vaughn has adequate resources to recruit, hire, nurture, provide ongoing professional development, travel study opportunities, provide competitive compensation, health benefits and other benefits, post-retirement health benefits, and pension for a well-qualified staff.

Vaughn made long-range plans to assure the continual availability of resources to support achievement and meet Vaughn's vision, mission and goals for student outcomes. Vaughn started an investment portfolio in 1998 with \$600,000 to set aside funds for post-retirement health benefits. The one portfolio has grown into 4 portfolios with a total of \$59,316,096 (as of 6/30/2022, unaudited actual). Vaughn's net assets (year ending 6/30/2022, unaudited actual) are \$189,791,232.

Each spring, the Business Committee conducts needs assessment with stakeholders' input and submits recommendations to the Board. The Board works with the Administrative Team to set priorities including long-term needs (e.g. deferred maintenance, new facilities, benefit package, grant-funded programs that need to be sustained, multi-year LCAP implementation, etc.). The Board reviews our long term fiscal plan at least quarterly so as to make modifications.

Vaughn's budget process is highly transparent. Resource allocations are aligned with student needs, stakeholders' input and long-term fiscal plan. Budget development will begin each year immediately following the January announcement of the Governor's K-12 State Budget Proposals and will continually be refined through the May Revision to the Final State Budget Act. Budgeted resources will always be consistent with Vaughn's goals as identified by the Board of Directors.

Vaughn's resource allocations align 100% with identified student needs. The Board directs Vaughn's business and fiscal staff to draft a set of fiscal policies for the Business Committee to review, discuss and make recommendations to the Board. The Board through multiple meetings adopts fiscal policies during open meetings considering public comments and input from stakeholders. The Board revises and updates fiscal policies as needed. Vaughn has developed procedures that delineate a clear line of responsibilities to assure internal control and protection against mishandling of funds.

Personnel follow the fiscal policies and procedures by completing the financial reports and documents and submit to Vaughn Board, LAUSD, LACOE and Ca. Department of Education for review yearly.

The Board of Vaughn is committed to observing and promoting the highest ethical conduct in their performance and responsibilities and duties on behalf of the organization. As the governing body responsible for setting Vaughn's mission and strategic direction, the board is responsible for overseeing its finances, operations, and policies. As such, the board works to ensure that the organization conducts all dealings and transactions with integrity and honesty.

Vaughn conforms to the legal requirement that all charter school teachers shall hold a Commission on Teacher Credentialing (CTC) certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. At Vaughn, staff is placed according to their teaching credential, experience, and authorizations. All certificated staff is given a PAR mentor to help with instructional practices and guidance as needed. Ongoing professional development is provided by Vaughn staff, contracted providers and educational partners.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength

Vaughn is actively participating in the community through various parent forums, school and community events (health fairs, family nights, college fairs, etc.), and parent orientations and conferences.

Vaughn promotes shared governance amongst all stakeholders in the community including parents, students, staff, community, and outside agencies.

Vaughn's TDS (Teacher Development System) includes regular classroom walk through by school leaders, discussion of curricular focus areas, immediate feedback to teachers and teaching teams, peer evaluation, student academic growth and individual teacher's instructional practices, ongoing professional development and communication of goals.

Vaughn has made significant progress in the design and implementation of its internal accountability (Academic and Fiscal) system beyond the accountability measures (e.g. CA Dashboard, ESSA) required by federal, state and charter authorizing entities.

Vaughn conforms to the legal requirement that all charter school teachers shall hold a Commission on Teacher

Credentialing (CTC) certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. Staff is placed according to their teaching credential, experience, and authorizations and all certificated staff is given a PAR (Peer Assistance Review) mentor to help with instructional practices and guidance as needed.

Ongoing professional development is provided by Vaughn staff, contracted providers and educational partners (i.e.: Staff development for educators, Pearson, LACOE (LA County of Education), VCOE (Ventura County of Education), ISSN (International Studies Schools Network, through Asia Society) CSUN, and UCLA).

Vaughn's salary schedule rewards teacher education, not only by their teaching credentials, BCLAD authorization, and formal degrees, but also through units of education beyond the bachelor's degree and professional development courses. The salary schedule is based on the years of experience, units of study, and student performance (performance based pay).

100% of Vaughn's resources are allocated to meet our vision, mission and student outcomes including student needs identified in Vaughn's LCAP (Local Control Accountability Plan). Budget development and revision involve not only school leaders but all stakeholders through committees and work groups.

Vaughn implements quality business and accounting practices at all times. Its Board adopts a set of fiscal standards, internal control procedures, and a written fiscal handbook that clearly guides all fiscal practices including budget development.

Currently Vaughn is operating five contiguous campuses under one charter and has and was awarded the California Distinguished Schools Award in 1996 and the National Blue Ribbon Schools Award in 1997.

Vaughn made long-range plans to assure the continual availability of resources to support achievement and meet Vaughn's vision, mission and goals for student outcomes and to provide long term sustainability of staff and programs.

Vaughn is always fully enrolled with an average of 7% enrollment growth each year and has adequate enrollment (ADA) to sustain current programs and implementation of new initiatives including Common Core, STEAM as well as intervention programs.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: **Areas of Growth**

Research, define and further support effective practices by which to increase school wide learner outcomes and academic standards that align to our mission, vision, and SLO's.

Category B: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the school wide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

B1.1 Current Educational Research and Thinking

The school provides examples that document the effective use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

Findings	Supporting Evidence
<p>Vaughn seeks to prepare all students to master grade level standards, think critically, and be ready for post-secondary learning in college and career. VNCLC has developed an academic curriculum based on the CA Common Core State Standards, Next Generation Science Standards (NGSS), and the California State content standards, and adheres to the CA Curriculum Frameworks. In addition, Vaughn incorporates 21st century skills, collaborative learning, and technology integration at all campuses.</p> <p>Vaughn uses research-based teaching strategies to support student learning across all content areas. Developed by nationally recognized educators Grant Wiggins and Jay McTighe, and published by the Association for Supervision and Curriculum Development (ASCD), Understanding by Design is a framework for improving student achievement. Emphasizing the teacher's critical role as a designer of student learning, UbD works within the standards-driven curriculum to help teachers clarify learning goals, devise revealing assessments of student understanding, and craft effective and engaging learning activities.</p> <p>Project-based learning is highly integrated into Vaughn's secondary school curriculum, and our goal is to further develop this methodology at the elementary level. Students complete both short and long-term projects which become increasingly complex and build on the experiences of previous years. Scoring guides for the different disciplines and grade levels are developed and used consistently.</p> <p>In the classrooms, various cooperative learning strategies are employed including having students work in groups of 2 or more in order to develop both academic and social learning. Research has consistently shown that students learn best when they are fully engaged. Therefore, Vaughn focuses on ensuring that lesson design includes students working in cooperative groups. Teachers utilize Kagan</p>	<p>School matrix</p> <p>Vaughn Professional Development Calendar</p> <p>Articulation Meeting Agendas</p> <p>Curriculum Team Weekly Meeting Minutes</p> <p>Grade Level/</p> <p>Department Meeting Minutes</p> <p>Global Leadership Performance Outcomes</p> <p>Scholastic Reading Counts Reports</p> <p>Pacing Plans</p> <p>Diagnostic Assessments Reports</p>

structures, among other strategies such as structured student talk routines, and instructional coaching to facilitate this process.

Vaughn believes that an educated person in the 21st Century should possess the skills necessary that will enable them to apply a range of problem solving and thinking behaviors when confronted with a situation. Critical thinking is a universal need. Our staff development plans include a long-term commitment to developing the instructional repertoire and expertise to deliver effective teaching so that effective learning occurs. Included in our plans for ongoing staff development training is the use of Thinking Maps, Depth and Complexity, Differentiated Instruction, and Project Based Learning. Vaughn's Directors of Instruction, curriculum coordinators and instructional coaches, and administrators stay current through professional publications and networking.

VNCLC uses flexible scheduling for teachers and students in order to ensure optimal course placement and selection for students. School counselors, the curriculum director, and site curriculum coordinator work together to develop a course matrix that guarantees equitable access to rigorous courses of study and that eliminates the tracking of students by achievement levels.

Vaughn's elementary and secondary program is part of the International Studies School Network (ISSN), which promotes the belief that each student will graduate with the knowledge, skills, and learning experiences to be globally competent. As part of the ISSN, teachers receive coaching support to develop unit plans that focus on the four pillars of global competency:

- Investigate the world
- Recognize perspectives
- Communicate ideas
- Take action

Mathematics:

During the 2013-14 school year, VNCLC began evaluating CA state approved Common Core aligned Math curriculum for all levels K-12. As part of this process, Vaughn teachers and administrators attended a LACOE sponsored instructional materials fair, studied the CA state approved curriculum offered by several vendors, invited specific vendors to present curriculum to the VNCLC Curriculum Committee and elementary/secondary faculties, and engaged in a selection process to determine the best possible option for Vaughn's instructional program. As a result, Vaughn's Curriculum committee opted to adopt the iReady Math series for K-5 beginning in 2021-22, and the Carnegie Learning Curriculum for grades 6-12. For PK we opted to purchase Wonders which allows students to implement and apply skills taught through hands-on materials and literature.

Intervention, enrichment, and differentiation are beneficial for increasing student

learning. Therefore, at the elementary levels PK-K ,Math Shelf, an early math skills focused program is used. At grades (K-5) iReady, an online adaptive program that supports common core mathematics instruction, is used to address individual student's needs. IXL is also used (6-8) to provide math fluency practice at differentiated levels. At the secondary level, Mathia and Cognitive Tutor are used within the Carnegie curriculum to differentiate instruction as well.

English Language Arts/English Language Development:

In order to assist students in achieving the academic standards and Global Leadership Performance Outcomes/ESLRs, teachers are able to visit each other's classrooms and observe their colleagues using a variety of instructional strategies. Additionally, on a consistent basis, our school wide PDs have consisted of strategies on how to build academic vocabulary through sentence framing, understanding and implementing Tiered vocabulary, understanding the new ELD descriptors, facilitating student talk routines, and creating lessons using PBL. Assignments and assessments are built on previous skills and knowledge and are often student centered in that they ask students to draw from their personal experiences and previous knowledge. Because there are common assessments/rubrics at each grade level there is agreement on what constitutes quality student work.

Elementary ELA/ELD program:

Vaughn's Preschool utilizes Imagine It by McGraw Hill in addition to the Preschool Learning Foundations Framework. The elementary grades currently use the state adopted Wonders series and associated ELD by McGraw Hill in conjunction with Common Core crosswalks to ensure that the curriculum aligns with the Common Core State Standards. In order to build a strong foundation we also ensure there is a specific focus at each elementary campus:

Pandaland, Grades PK-1st

- Centers, interest areas (i.e. block building, dramatic play)
- Use of manipulatives
- Music & Movement
- ELD blended with connections to Science and Social Studies
- Intervention Labs
- Physical Education
- After School Tutoring
- Targeted and Intensive Intervention
- Field Trips to Gain Experiences outside of the community

G3, Grades 2nd & 3rd

- Open-classroom structure for teaming
- Art and Music Enrichment
- ELD blended with connections to Science and Social Studies Curriculum
- Mad Science
- Reading Incentive Program
- iReady challenges
- After School Tutoring
- Targeted and Intensive Intervention
- Field Trips to Gain Experiences outside of the community

Mainland, Grades 4 & 5

- Science Lab
- ELD blended with connections to Science and Social Studies Curriculum
- English 3D for students who are “at-risk” of becoming LTELs
- After School Tutoring
- Targeted and Intensive Intervention
- Field Trips to Gain Experiences outside of the community

All elementary grades have a daily block of time which is dedicated for ELA and Designated ELD instruction. Diagnostic assessments and universal screeners. diagnostic tools are used to pinpoint areas of strength and weakness in struggling readers. This data is used for appropriate intervention/support placement.

EL students are scheduled into an Designated ELD block of time daily. Students are grouped based on their English Language Development (garnered from the ELPAC) levels, which help teachers support students according to their EL levels.

For students that struggle with the expectations in ELA/ELD there are a variety of strategies employed by the faculty to provide support. They range from holding parent conferences, SSPT meetings, calling or emailing parents, and strategically arranging seating assignments to optimize peer support, Tier interventions, extra time on assignments, making alterations to instruction, providing intensive ELD support with our ELD Instructor at grades 4-5 etc.

Secondary ELA/ELD Program:

Targeted support is offered through the English 3D program at the secondary (grades 6-12) for our English Learners and Long Term English Learners. Students receive support in writing, reading, speaking, and listening skills. Beginning in the 6th grade, EL students are scheduled into an ELD course based upon their ELPAC

<p>level, lexile level, and assessment data, in addition to their grade-level English course.</p> <p>Quill is a program used at the middle school level to improve writing, specifically targeting the writing process and emphasizing the creation of several drafts and editing. This adaptive tool provides immediate feedback to students and teachers and provides automated suggestions and tips to improve the writing piece.</p> <p>Turnitin.com is used at the high school level to help provide feedback to students on their writing progress. Turnitin gives teachers the ability to use a variety of feedback tools, including voice comments, drag-and-drop comments, and rubric-associated comments to engage students in the writing feedback process.</p> <p>STEAM:</p> <p>Vaughn offers a uniquely designed program of science, technology, engineering and mathematics along with integrated arts (STEAM). This academic program will consist of hands-on, project-based, dynamic activity where analyzing, applying and reconfiguring of knowledge will occur. Classes are design centers offering robotics, multi-media and communication, computer programming and design, and other programs identified as of high interest to our students. Our goal is to expose, fully engage and inspire our boys and girls to enter these fields of study through the application of real-world concepts, critical thinking, problem solving, team building and the development of presentation skills including the ability to effectively discuss and defend ideas. Our expected outcomes are to better prepare our students to be college and career ready and set on a path to become the next generation of scientists, inventors, engineers and entrepreneurs.</p> <p>Science:</p> <p>The focus at Vaughn is for students to have hands-on experimental design, as well as thinking and working like a scientist.</p> <p>At the elementary levels, Vaughn employs the NGSS Standards for instruction and ELD time is blended with connections to Science. The middle school campus incorporates the Common Core Literacy Standards for Science and the Next Generation Science Standards to deliver science instruction and inquiry opportunities. The calendar has been adapted for once a trimester block scheduling to facilitate laboratory work and deeper exploration of concepts. The high school continues this work by offering several course options within the field of science that are both aligned to 21st century career pathways and college preparation. Students are provided with the opportunity to choose from elective courses such as Environmental Science, Biomedical Science, and Biotechnical Science, Engineering, in addition to core lab sciences, such as Biology, Chemistry, and Physics. Students engage in coursework that focuses upon scientific research,</p>	
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<p>inquiry, investigation, data analysis, and ethics.</p> <p>Social studies:</p> <p>Teachers engage students in historical inquiry and investigation. Teachers incorporate both short and long term research projects that call for students to analyze primary source documents and for students to engage in historical reading and writing in line with the History-Social Science Common Core State Standards for Literacy.</p> <p>Project Based Learning particularly effective in this area and the most seamless with incorporation of the Global Leadership Performance Outcomes.</p> <p>Electives:</p> <p>Secondary offers a wide variety of electives, including, but not limited to, Robotics, Project Lead the Way courses in Technology, Engineering and Biomedical Science, Spanish, Symphony, Orchestra. Research is considered in the planning and development of elective course offerings, such as the Exploring Computer Science program. This program was developed at UCLA and targets digital literacy, programming, robotics, human-computer interaction, and technology integration, all of which are 21st century skills that are in line with Vaughn's mission and vision to prepare students for college and career.</p> <p>Special Education:</p> <p>Vaughn offers an inclusive special education program. Each site has a Resource Teacher who co-plans and co-teaches with content specific teachers. In addition, students are also able to participate in Learning Lab electives to provide additional instruction to access grade level standards.</p> <p>World Languages:</p> <p>At the high school, Vaughn offers Mandarin and Spanish (including AP Spanish Language and Culture). Students are highly encouraged to take 4 years of language instruction (within the same language), and the Spanish program was developed as a Spanish for Native Speakers program. Vaughn's high school Student Advisory Council and Curriculum Committee were consulted throughout the development of each World Language program. The Mandarin Chinese program also benefits from sister school relationships in Mainland China, and students are offered the opportunity to apply for a home-stay experience in Beijing and/or Shanghai as a means of further developing their proficiency with Mandarin.</p> <p>High School Intervention Programs:</p> <p>Intervention is strategically scheduled into the school day throughout the day.</p>	
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Students receive targeted support in English Language Arts and Mathematics during each period.	
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B1.2 Academic and College- and Career-Readiness Standards for Each Area

The school has defined academic standards and college- and career readiness standards for each subject area, course, and/or program and, where applicable, expectations within the courses that meet the UC “a-g” requirements.

Findings	Supporting Evidence
<p>Vaughn recognizes that to be an educated person in the 21st Century, our students need to possess the knowledge, skills, and habits of mind necessary to work and live in the 21st Century global environment. Vaughn adopted a Graduate Profile. All Vaughn’s graduates will be:</p> <ol style="list-style-type: none"> 1. Academically prepared to successfully engage in post-secondary coursework and/or career. 2. Literate and prepared for the 21st Century with mastery of skills essential to communication and learning both in English and in one or more languages other than English. 3. Proficient thinkers and problem solvers with a capacity for mathematical analysis, scientific processing, and logical reasoning. 4. Aware of global dynamics with the ability to become fully enfranchised and participatory global citizens. 5. Collaborative team members, receptive to the views of others. 6. Effective users of technology with the ability to use a multitude of digital tools for communication, presentation, and data analysis. <p>In addition to our school-wide graduate profile/ESLRs, all lessons and units are Common Core aligned. The anchor college and career-readiness standards are addressed as well.</p> <p>At the secondary level:</p> <ul style="list-style-type: none"> • History teachers plan using the California State Standards history and Common Core Literacy Standards. Our history teachers at the middle school develop unit plans using G.R.A.P.E.S. (Geography, Religion, Art and Architecture, Politics and Government, Economics, and Social Structures) as a tool for analyzing and understanding history, whereas high school 	<p>Unit Plans Lesson Plans A-G approved courses VISA Graduation Requirements & Graduate Profile Lexile Report (College and Career Readiness lexile report)</p>

<p>social-science teachers focus on the skills of contextualization, corroboration of historical evidence, and the analysis of primary and secondary source documents.</p> <ul style="list-style-type: none"> English classes have integrated the use of technology and informational text per standards. In addition, our 11th and 12th grade English Teachers are trained in the Expository Reading and Writing Curriculum (ERWC) developed by the California State University designed to support college-readiness in English. Science teachers are using the Next Generation Science Standards and have attended professional development on the effective implementation of the Next Generation Science Standards. High School courses are approved by the University of California (see approved course list). The District Curriculum Coordinator and high school Curriculum Coordinator manage the submission of new courses for approval. High school AP courses are approved by The College Board via the AP Course Audit process. Vaughn currently has a Digital Media Arts program that meets the arts standards and will integrate technology standards. This program will help students develop the skills necessary for careers in the arts. Los Angeles Mission College classes are offered at our high school each semester. Vaughn's partnership with L.A. Mission College has helped increase the number of students who are taking college classes while in high school. <p>For elementary:</p> <p>College Career Readiness is provided through implementation of projects and units that promote the use of 21st Century skills. We also partner with our local university CSUN to provide our fourth graders with an "I'm Going To College" program experience where they visit the campus and learn about what it is like to be a college student. We also promote a college going culture by hosting various college spirit days throughout the year.</p>	
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B1.3 Congruence

There is congruence between the actual concepts and skills taught the academic standards, the college- and career-readiness standards, and the school wide learner outcomes.

Findings	Supporting Evidence
<p>Vaughn recognizes that to be an Educated Person in the 21st Century, our students need to possess the knowledge, skills, and habits of mind necessary to work and live in the 21st Century global environment. Vaughn adopted a Graduate Profile.</p> <p>All Vaughn graduates will be:</p> <ol style="list-style-type: none"> 1. Academically prepared to successfully engage in post-secondary coursework and/or career. Vaughn students are exposed to rigorous, A-G approved college preparatory coursework across all disciplines. Students at the high school are offered open access to Advanced Placement courses, college-preparatory elective courses in various college/career pathways (Engineering, Biomedical Science, Digital Media Arts), and students are able to register, at no cost, for community college courses via Vaughn's relationship with L.A. Mission College. Moreover, the implementation of project based learning fuses the academic standards with the college and career readiness standards. 2. Literate and prepared for the 21st Century with mastery of skills essential to communication and learning both in English and in one or more languages other than English. Students at the high school are required to take, at a minimum, 2-years of a World Language, specifically in Spanish for Native Speakers or Mandarin Chinese. Students are exposed to both culture and conversation within the context of both languages, and there is an expectation that students will engage in learning experiences that require students to use these languages in an authentic setting (i.e. Vaughn-China student exchange program (Pre- Covid - we hope to continue this next school year), enrollment in the Advanced Placement Spanish Language in Culture course as a means of preparing students to engage in a diverse, multilingual and multicultural global work-force, etc.) Students develop language skills and English proficiency through oral presentations to authentic, public audiences within the context of project based learning experiences, purposefully designed by teachers to encourage the employment of technology and backed by strong, academic research to persuade, to argue using credible evidence, to debate, and to engage in collaborative conversations. 3. Proficient thinkers and problem solvers with a capacity for mathematical analysis, scientific processing, and logical reasoning. In line with the CA Common Core State Standards in Mathematics, students engage in error analysis, and students are expected to explain and defend their responses to mathematical inquiry. Moreover, students are frequently expected to engage in lab-work via the science curriculum that calls for the development of a unique hypothesis, experimentation, data analysis, and the development and support of a scientific thesis/conclusion. Furthermore, students engage short and long-term research projects that require them to develop questions focused around local/global issues or problems, to 	<p>Lesson Plans</p> <p>Unit Plans</p> <p>Curriculum Maps/Pacing plans</p> <p>PBL Training</p> <p>ISSN fall and spring coaching days, PD, Leadership Coaching</p> <p>Classroom walkthrough observation data</p> <p>A-G Approved Course List</p>

conduct research using primary and secondary documents (both digitally and by using books, photographs, art, periodicals, etc.), and to formulate, organize, analyze, and argue to prove a central thesis within the context of historical or English Language Arts.

4. Aware of global dynamics with the ability to become fully enfranchised and participatory global citizens. Teachers develop units of study, projects, performance tasks, and individual lessons that promote opportunities for students to engage in authentic, real-world applications of the content and concepts presented within the instructional program. Students investigate the world by engaging in research tasks across all academic disciplines. Students recognize different perspectives through projects that include historical or scientific inquiry and debate of controversial issues. Teachers design units of study that incorporate open ended essential questions that will drive students toward developing a unique perspective on a relevant real-world issue/problem. Students communicate ideas by engaging in both digital communications such as Public Service Announcements, speeches, debates, written research projects based upon a student developed thesis, and public displays and defenses of student work, usually involving viewing and critiques by members of the local school community.

5. Collaborative team members, receptive to the views of others. Students engage in collaborative learning frequently within the context of classroom discussions, projects, and individual lessons. Teachers employ strategies, such as Kagan structures, structured student talk routines and instructional strategies to encourage effective and inclusive collaborative discussions that will ensure 100% student engagement. Teachers also develop lessons and projects that require students to function within purposefully designed student groups, differentiated to accommodate the needs of all learners (SPED, EL, GATE, etc.).

6. Effective users of technology with the ability to use a multitude of digital tools for communication, presentation, and data analysis. At all levels of the curriculum and instructional program, students engage in the use of technology, both for the presentation of performance tasks and to acquire new learning. Vaughn has provided 1:1 technology for all our students starting in TK. Collaboration is enhanced by students when they use the Google Suite to complete projects and presentations. Students utilize various technologies to present their work across all disciplines (PowerPoint, Prezi, Google Suite and Google Presentation, Photoshop, etc.), and students perform data analytics using programs like Excel and Google Sheets among other tools. Teachers frequently provide feedback and facilitate peer evaluation and coaching via various Google tools.

B1.4 Student Work — Engagement in Learning

The school's examination of representative samples of student work and snapshots of student engagement in

learning demonstrates the implementation of a standards-based curriculum and the school wide learner outcomes.

Findings	Supporting Evidence
<p>Teachers engage students in meaningful standards-based lessons that promote VNCLC school-wide learner outcomes. Some examples are Project Based Learning (PBL), Kagan Structures, teachers integrating the use of technology during instruction, and the use of Thinking Maps across the curriculum. Teachers also rely on big ideas and essential questions to enhance their units and/or lessons.</p> <p>Students have the opportunity to study the applications of concepts taught in the classroom through field trips. 5th grade students attend Science Camp (will resume next year). At all levels, students apply concepts taught with real-world applications as well as exhibit projects to authentic audiences. Secondary students complete digital portfolios that demonstrate growth which culminates in a portfolio presentation in their senior year.</p> <p>Content and language objectives (dual objectives) are posted in each classroom and evident in student learning tasks. Teachers make objectives clear to students and refer back to them at the beginning, during, and closure of lessons. Students are asked to evaluate their own learning against the objectives and success criteria at the end of lessons and or units.</p>	<p>Teacher lesson plans</p> <p>Digital portfolios</p> <p>Student Work Samples</p> <p>Rubrics</p>

B1.4 Integration Among Disciplines

There is integration among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

Findings	Supporting Evidence
<p>Vaughn incorporates Project Based Learning and interdisciplinary units across all campuses. Integrated units within the humanities have been particularly successful.</p> <p>Vaughn teachers meet to plan and align curriculum across departments and grade levels through shared prep periods, retreat time and collaborative planning sessions facilitated by ISSN instructional coaches. Instructional coaching from our ISSN coach is available to all faculty.</p> <p>All teachers plan with special student populations in mind: English Language Learners, GATE, SPED, SED, Homeless. .</p> <p>Vaughn is using STEAM programs among all campuses to bring science, technology,</p>	<p>Weekly lesson plans, unit plans and curriculum maps/pacing plans</p> <p>PLTW 5-year Biomed and Engineering Pathway Plan and grant materials</p> <p>Vaughn UBD Folder</p>

<p>engineering, the arts, and mathematics integration.. Vaughn currently offers two career pathways via the school's relationship with Project Lead the Way: Engineering and Biomedical Science. Vaughn's middle school offers Project Lead The Way Gateway courses in Automation and Design, as well as VEX robotics, and Biomedical Sciences.</p> <p>For example, Vaughn's 11th grade English teacher collaborated with the Physical Education teacher to develop a physical education course focused on Baseball. The English teacher has been able to guide the physical education teacher in how to support students' writing and communication skills, as well as develop projects in physical education that incorporate research and writing.</p> <p>At the middle school, the 8th grade English Language Arts and History teachers collaborate to develop units that are aligned to address Common Core skills in literacy across both content areas. The 7th grade team collaborated to align their curriculum maps to cover common concepts over the course of the school year.</p>	
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B1.5 Community Resources and Articulation and Follow-up Studies:

The school articulates regularly with feeder schools and local colleges and universities and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Findings	Supporting Evidence
<p>Vaughn NCLC PreK-12:</p> <p>Administrators regularly meet to articulate student needs. Staff articulate regarding student strengths and areas of growth at summer and winter retreats. In addition, we have scheduled vertical articulation meetings focused on identifying content specific and grade level focus strands for the school-year.</p> <p>Local Colleges:</p> <p>Representatives from California State University of Northridge and Los Angeles Community College visit the high school campus in the spring semester. The college representatives discuss placement, entrance exams, and the acceptance process. In addition, Vaughn students visit our local university, California State University of Northridge, as one of our college tours.</p> <p>In the past, we had with Neida Salazar, a special projects coordinator, from California State University, Northridge, who discussed Vaughn's remediation data/CSU entrance results. She also helped ensure that our English teachers enroll in the Expository Reading and Writing Curriculum Professional</p>	<p>SPED articulation that began in June and culminated in July activity (notes)</p> <p>Informal Graduate Survey</p>

<p>Development hosted at CSUN.</p> <p>Graduates:</p> <p>We host our annual college-panel in the fall semester. The graduates who participated in the college-panel shared positive remarks on how Vaughn has prepared them for college. Graduates also visited senior advisory classrooms to share their college-going experience. Graduates have consistently communicated that they would like to see more access to information on scholarships and financial aid options as a component of the instructional and/or advisory programs. Moreover, graduates have expressed their belief that they felt very well prepared for the research and writing expectations at the university level. The sciences, particularly chemistry, have been one area in which Vaughn graduates have struggled, according to alumni interviews.</p> <p>Many of our graduates maintain communication with school counselors, and have shared that the college-career units in their 12th grade English Language Arts class have helped them prepare for college.</p> <p>We have a few graduates who are now working at Vaughn Next Century Learning Center as after-school staff, office clerks, and classified employees and teachers. These graduates have expressed that our school has prepared them for life post-secondary.</p>	
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B2 Equity and Access to Curriculum

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and career goals.

B2.1 Variety of Programs — Full Range of Choices

Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Findings	Supporting Evidence
The high school college adviser and curriculum coordinator use Naviance to design advisory college and career readiness lesson plans. All incoming 9th graders complete a career/college exploration assessment and a college-knowledge survey that will help teachers and counselors identify students' college/career goals. In addition, our 11th and 12th grade English Language Arts teachers have integrated a college unit and a career unit as part of the English	<p>A-G Requirements Course L</p> <p>Course Request Forms</p> <p>PLTW Course</p>

<p>curriculum. Students gain in-depth knowledge of the college-going process with their college counselors and English Teachers in the 11th and 12th grades. All 12th grade students present their post-secondary reflection of their 9-12th grade learning to underclassmen as part of the advisory program as well.</p> <p>Students are expected to fulfill all A-G requirements to graduate. The majority of our courses offered at our high school have been approved as A-G valid by the UC System. We offer higher level courses such as, AP Calculus, Physics, AP Government and AP Language, AP Spanish Language and Culture, AP European History, and AP United States History. In addition, we offer at least two/three community college courses each semester for students.</p> <p>Secondary Course Selection Process: A variety of elective course offerings are open to all students including Project Lead the Way, which is focused on hands-on and real world applications. Students complete an electives/classes and preferences survey. Counselors and coordinators host program/classes and informational meetings to inform all students of programs/class offerings. We emphasize our open access policy to all classes and programs to our students and parents. Counselors meet with every 11th and 12th grade student individually to discuss educational/class options. Project Lead the Way begins in 9th grade and the cohort travels together throughout 12th grade.</p> <p>As part of the high school graduation requirement, students are required to complete 120 community service hours. Many of our students complete their community service hours in local establishments and/or organizations that provide students opportunities to develop and improve in leadership and communication skills.</p> <p>China Cultural Exchange Program:</p> <p>As part of our international studies focus, our high school students are given the opportunity to participate in our cultural and language exchange program to China. This experience gives students an opportunity to apply their learning to real-world experiences. Students visit schools in China, and participate in our home-stay program with Chinese families.</p> <p>We continue to maintain open access to Advanced Placement program courses, and we continue to look at ways to expand our AP course offerings. Students are encouraged to take AP classes, local community college classes and honors courses.</p> <p>Both our middle and high school is part of the Gear-Up program, and this year students are exploring college and career options. The Gear-Up program is providing various resources to help strengthen the college-going culture at the high school. At the high school, there has been an expansion of elective courses</p>	<p>Recruitment Forms and Presentation Materials</p> <p>Advanced Placement Program Course Recruitment Documentation and Parent Forum</p> <p>Advisory College Career Readiness Lesson Plans</p>
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available to students. The goal is to give more students the opportunity to explore potential career and personal interests.

B2.2 Accessibility of All Students to Curriculum

A rigorous, relevant, and coherent curriculum to all students is accessible to all students through all courses/programs offered. The school examines the demographics and situation of students throughout the class offerings. The school's instructional practices and other activities facilitate access and success for all students.

Findings	Supporting Evidence
<p>Vaughn uses the Common Core Standards and Frameworks as the foundation to provide a rigorous, relevant and coherent framework for instruction across the campuses. In addition, science and history teachers also incorporate the NGSS standards. In conjunction with the standards, Vaughn campuses are in various stages of implementation of Project Based Learning to connect global issues to classroom content, and provide relevant learning experiences that include authentic assessment.</p> <p>Teachers regularly meet to plan and align curriculum. Student academic concerns based on assessment and GPA data are analyzed by the grade level teams to determine appropriate interventions and accommodations. Each grade level team analyzes GPA data every six weeks. In addition, iReady data is reviewed after each assessment. Educator's Handbook data is also analyzed to identify behavior trends within the school. Teachers use this data to guide lesson planning and differentiate instruction. All students receive access to common core instruction with appropriate scaffolds as needed. Teachers are encouraged to use universally designed lesson planning techniques that address all the special populations: GATE, EL, Special Education and 504s within the general education setting. Resource teachers and paraprofessionals provide further support to special education students in the general education setting and in the Learning Labs. The intervention team at each site analyzes student data to help support all students' learning in the classroom.</p> <p>The Student Support Services Director and administrators consistently advocate for differentiation, implementation of accommodations and use of best teaching practices for all children. For example, National School Reform Faculty (NSRF) Critical Friends protocols have been used to evaluate accommodations provided on assignments within grade level team meetings. Additionally, we have social workers, psychologists, counselors, deans of school culture, and restorative justice coordinators to support all students.</p>	<p>Curriculum Maps</p> <p>Course matrix</p> <p>Student GPA query list</p> <p>Grade-level and department meeting minutes</p> <p>Educator's Handbook Dashboard</p> <p>Understanding by Design Unit Plans</p> <p>Advisory College Lesson</p> <p>College Workshops materials</p> <p>List of VISA's student-led clubs</p> <p>Students' Graduate Portfolio</p> <p>Distinguished Graduate Speeches and PowerPoint</p>

Vaughn believes in a whole child approach where the school ensures teachers are aware of student demographics, including homelessness, counseling and out-side agency services. Student concerns are addressed at team meetings and evaluation of cumulative records and Aeries records are included. Programs such as Second Step and Character Strong are used to support social emotional learning.

At the Secondary level, Advisory programs are in place to enlist teachers to advocate for students and collaborate with counselors on student academic and social emotional needs.

As a college preparatory high school, VISA expects that students will meet the A-G requirements, which are aligned to our high school graduation requirements. There are no barriers to entrance to A-G Coursework and we encourage students to choose higher level courses such as AP and honors if they feel they would want to take those courses. Our English Learners and Students with an IEP are also guided towards a college path by receiving additional support to meet A-G requirements. This effort is supported by the Directors of Instruction, Site Directors, Curriculum Coordinators, Instructional coaches, counselors and teachers.

We have addressed that all students will have access to rigorous and relevant curriculum by maintaining an open access policy. We are also constantly refining our post-secondary high school transition for our students.

In order to provide preparation for success in college, career, and in life, we provide the following:

- Alumni Visits
- College component part of the advisory program
- Parent and student informational sessions of college process
- Project Based Learning Units focused on providing students with real-world learning tasks and projects
- Student-led clubs that provide students opportunity to develop leadership and communication skills.

Vaughn encourages the development of authentic learning experiences for students, in particular by promoting the use of Understanding by Design and Project Based Learning as vehicles for construction of relevant units of study across all content areas.

Vaughn promotes the incorporation of globally significant and locally relevant issues into the core curriculum as a means of engaging students in real-world learning experiences. This includes planning for public displays of student work, presentations to authentic audiences, and adherence to the tenets of the ISSN/Vaughn Graduate Profile.

B2.3 Student-Parent-Staff Collaboration

Indicator: Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan, and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student’s learning style.)

Findings	Supporting Evidence
<p>The processes and procedures for involving staff in shared highly responsible actions and accountability to support student learning are effective. The efforts of the Student Study Team (SST), and 504 and IEP programs involve teachers, parents, and support staff to ensure student success. When it comes to Individual Education Plans, students have access in two different ways: through the formal Special Education process and through the Student Study Team (SST) process. Our Student Study Team, including administrators, parents, teachers, and counselors, meet to decide on best supports and interventions for students who are struggling.</p> <p>When a student is referred to the Special Education department they go through a formal assessment process that may lead to an IEP that is developed with the help of the school faculty, parents, student, Special Education representative and often the school psychologist. Vaughn’s IEP team constantly monitors student’s progress towards meeting education and transition goals. The team collaborates to develop educational and transition goals that are aligned to the student’s needs.</p> <p>The process for involving parents in shared responsibility is by welcoming them to participate in Governing Board and Committee meetings and to encourage them to assist their child’s educational program-assisting at the school.</p> <p>At the secondary level we distribute, report cards every ten/six weeks, and we also host student-led parent conferences. Parents are encouraged to observe and participate in their student's educational program. We frequently outreach to parents to help us support their student’s success.</p> <p>At the secondary level, there are three guidance counselors per site who collaborate with teachers, families, students and administrators to ensure students' are meeting their educational goals.</p> <p>At the middle and high school, we have student-led conferences in the fall and spring. We focus on student-led conferencing, which means that students will play a much more active role in discussing their academic progress with their families.</p> <p>We believe that involvement in this form of conferencing will provide our students an opportunity to take a more active role in the evaluation of their progress and help to make them more accountable for their learning. We believe student-led conferencing creates a partnership between the home and school that is hard to</p>	<p>Student-led conference forms</p> <p>Parent Conferences</p> <p>Parent/family feedback sheet</p> <p>Coffee with the director meeting agenda</p>

<p>achieve otherwise. We hope the following occurs during our conferences:</p> <ul style="list-style-type: none"> • Students will develop a stronger sense of pride in their accomplishments. • Parents will become greater participants in student conferences. • Teachers and parents will increase communication with students regarding academic progress. • Advisory teachers will play a greater role in advising students academically and serving as a school-home liaison. <p>All sites host Coffee with the Director, which provides parents with an opportunity to participate in developing student programs. We also have parents who participate in our Vaughn Governance Committees, where parents are encouraged to take active roles in the committees.</p> <p>At the elementary level, report cards are distributed three times each year with parent conferences two times per year. Teachers share assessment reports with parents to help them understand their student's learning goals. In addition, parents are involved in the retention process. Parents are given the opportunity to request a meeting to review the possibility of retention. Parents can view a gradebook on Aeries to view assignments and grades throughout the school year.</p>	
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B2.4 Post High School Transitions

The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

Findings	Supporting Evidence
<p>As a college preparatory high school, we expect that our students will meet the A-G requirements, which are aligned to our high school graduation requirements. Our English Learners and students with an IEP are also guided towards a college path by receiving additional support to meet A-G requirements.</p> <p>In addition, students are enrolled in their grade-level advisory class where they explore college and career options. We have adapted college and career readiness lessons from the Naviance college and career readiness program/curriculum to use as part of our advisory program.</p> <p>As part of the English curriculum, 11th and 12th grade students are exposed to career exploration and college research. In the 12th grade students are required to complete the personal insight questions and/or CSU EOP questions, a resume, and a brag sheet. They are also required to apply to a college and complete the FAFSA application.</p> <p>The high school hosts a college week to engage students in college and career</p>	<p>College Field Trip Applications</p> <p>College Field Trip Photos</p> <p>Advisory College Lessons</p>

<p>readiness activities. The middle school hopes to resume next year. All students and teachers participate in the college-week activities, which include alumni college panels, a college trip, scholarships, CSU/UC application process, high school graduation requirements, and so forth.</p> <p>Our college team hosts field trips/visits to a college each month. These college visits are open to all grade-level students regardless of the student's GPA. In addition, we also host our annual college tour for our students. The trip is a three day trip consisting of college tours, college panels, and financial aid presentations. Many of our graduate students assist in leading college tours, and help our current students navigate the schools during the college visit.</p>	
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Category B - Standards-based Student Learning: Curriculum Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

Category B: Standards Based Student Learning: Curriculum: Areas of Strength

Vaughn has identified several areas of strength within our curriculum and instructional program. Among these are:

- Rising enrollment and access to Advanced Placement courses at the high school level
- Successful roll-out of Project Lead the Way Engineering and Biomedical Science college/career pathway programs at the secondary
- Leveraging community partners and outside agencies to bring resources to students (i.e. Project Lead the Way, Gear UP College Program via YPI, Asia Society, and L.A. Promised Neighborhood, APEX online credit recovery courses offered via Edgenuity).
- The implementation of Project Based Learning at the secondary and elementary levels
- Targeted intervention and support for students most in need using universal screeners, iReady diagnostic data, and other academic indicators at all levels
- ELD Teachers and ELD paraprofessionals at all Vaughn sites

Category B: Standards Based Student Learning: Curriculum: Areas for Growth

As we continue to enhance our Common Core State Standards instruction, teacher preparation and professional development will continue to be an area for growth. Vaughn has taken proactive steps to create a unified Curriculum Team, composed of Directors of Instruction, Curriculum Coordinators, and Instructional Coaches. This team works in close collaboration with school site Directors and Vaughn's Executive Director to align professional development to the school's identified areas for growth and improvement.

In particular, Vaughn seeks to continue to support teachers in their ability to successfully differentiate instruction in order to guarantee that all students are provided with equitable access to the curriculum. Vaughn will continue to develop internal professional development, as well as seek out other professional learning opportunities (district/county trainings, local/state/national conferences-allow more teachers to be involved and benefit from Professional Developments ie. conferences, etc). We are also seeking ways to continue to develop the capacity of our teachers to both develop and lead professional development, both as presenters of best practices and as peer mentors.

Moreover, Vaughn will continue to support teachers at all levels in Common Core aligned mathematics instruction. The Curriculum Team is actively working in conjunction with the Administration and teaching faculty to identify and provide professional development and internal coaching that will aid teachers in their efforts to deliver quality instruction and to develop numeracy amongst Vaughn's student population. In addition, we will continue to promote the integration of mathematics within the context of our STEAM programs, college/career pathways, and NGSS implementation.

Furthermore, Vaughn seeks to further develop its ELD/ELA program, in particular the services and instruction provided to ELL students and students that are designated Long Term English Learners at the secondary levels. We have made great strides in our work to continue to provide targeted ELD instruction and in our efforts to broaden literacy instruction to all academic disciplines. We have partnered with Ensemble Learning to support our English Language Learner students. Members of the Curriculum Team, stakeholders on the Curriculum Committee, ELD teachers, ELD paraprofessionals, and the Administrative Team are actively involved in the process of identifying a new Common Core aligned ELA series that will integrate ELD instruction, that is aligned to the CA CCSS ELD/ELA framework.

Category C: Learning and Teaching

C1. Student Engagement in Challenging and Relevant Learning Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

C1.1. Results of Student Observations and Examining Work

The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

Vaughn ensures that all students are involved in challenging learning experiences by implementing the following practices:

Alignment of Instruction with Content Standards

The foundation for rigorous instruction is the use of appropriate materials and consistent monitoring. For this reason, Vaughn uses state-adopted materials and resources, and follows the California state-developed curricular framework. In addition, all grades work together to develop and monitor instructional pacing plans to assure that all “power standards” are addressed. Understanding by Design (UBD), as well as consistent articulation between teachers, assures that assessment is aligned with Common Core standards. In addition, the school makes use of data dashboards as well as data teams to assure that all students have access to the curriculum.

Extended Learning Time

Since the beginning of our charter, Vaughn has worked to assure that our students have increased instructional time and that our students have more time in school when compared with students from high-performing schools, both in the U.S. and abroad. With the use of Extended School Year (ESY) days, our students have an increased instructional calendar; from 180 to 200 days in grades TK-8th grade. During the ESY period, 9th-12th grade students have the opportunity to engage in strategic interventions as well as credit recovery options. In addition, four of our preschool classes are full day, and all kindergarten classes are full day. Middle school has a strategic and structured zero period, in which we have embedded SEL (Socio-Emotional Learning), iReady practice, and Global Awareness (CNN News) weekly. Our high school classes include a before school zero period, six period core schedule, advisory period, as well as supporting students in enrollment in community college classes each semester.

Multiple Access Points to Learning

Vaughn seeks to provide each student with connections to curriculum that build upon the diverse array of student interests and strengths. For this reason, students are organized with various forms and flexible groupings that are not only based on academic needs, but on student choice and interests as well. A great deal of work has been done over recent years to adopt and implement social and emotional based learning programs, which helps students develop a deeper connection with content through more relevant learning activities. Expeditionary learning, field studies, curricular trips, hands-on simulations, including lab work allows more ways for students to tap into learning. For struggling students, we want to consider both their academic

needs and their socio-emotional make-up as unique individuals; for this reason we provide school-wide intervention, including after school tutoring, cross-age tutoring, push-in and pull-out remediation by certified resource teachers. The arts and foreign languages, including music, digital art, photography, choir and theater, draw students into the culture of the school while providing instruction as well as habits of mind which will increase chances that students will be engaged with school and feel that school is a place of success for them.

Special Focus for Each Grade Span

<p style="text-align: center;"><i>All Grades TK-12</i></p> <p>ELD standards, language objectives emphasized across all subject areas</p> <p>Use of Thinking Maps (Concept Organizers), KWL</p> <p>Grade -Level Instructional Teaming</p> <p>UbD (Understanding By Design)</p> <p>Social and Emotional Learning Embedded Daily</p> <p>School Wide use of iReady (Diagnostic and Personalized Instruction)</p> <p>Technology 1:1 Chromebooks</p> <p>Use of Google Suite (Google Classroom, Docs, Sheets, Slides)</p> <p>Access to additional learning platforms such as CLEVER, SKIES, Screencastify, Edpuzzle, Go Guardian, Gizmos, Kahoot</p> <p>Word Walls, Anchor Charts, and Language rich classrooms</p> <p>Enrichment opportunities in areas of Art, STEM, PE, Music, Dance</p> <p>Targeted and Intensive Intervention</p> <p>Teacher collaboration and lesson sharing</p> <p>After-School Tutoring Programs</p> <p>Community Partnerships (LAPD, MEND, Mental Health Service Providers)</p> <p><i>Brain Power Wellness</i> support to students in the classroom</p> <p>Document cameras, projectors, smart boards, laptops for instructional use</p>
<p style="text-align: center;"><i>All Elementary Grades</i></p> <p style="text-align: center;"><i>Strong Foundation</i></p> <p>School-wide use of McGraw Hill Wonders Reading Program</p> <p>Vocabulary Development, including academic English</p>

<p>Daily SEL Lessons</p> <p>School Wide use of Ready Math Curriculum</p> <p>Learning Centers</p>		
<p><i>Pandaland, Grades PK-1st</i></p> <p>Centers, interest areas (i.e. block building, dramatic play)</p> <p>Use of manipulatives</p> <p>Music & Movement</p> <p>Targeted 45 Minute ELD</p> <p>Instruction with Hampton Brown Materials</p> <p>Librarian Assistant For Read-Aloud</p>	<p><i>G3, Grades 2nd & 3rd</i></p> <p>Open-classroom structure for teaming</p> <p>Daily blended learning program in computer lab</p> <p>ELD blended with connections to Science and Social Studies Curriculum</p> <p>Mad Science</p> <p>Reading Incentive Program</p>	<p><i>Mainland, Grades 4 & 5</i></p> <p>ELD Teacher (Credentialed).</p> <p>Science STEM Lab</p> <p>ELA/ Math acceleration during ESY.</p> <p>Science lab acceleration during ESY.</p> <p>Reading Incentive Program-Scholastic words read award (Monthly) Mainland House Ceremony.</p> <p>Robotics Team (Future rollout)</p>
<p><i>All Secondary Grades</i></p> <p><i>Vertical articulation</i></p> <p>Comprehensive Writing Program</p> <p><i>Assessment and Evaluation, Data-Driven Instruction:</i> Quarterly Assessments in Core Subjects for optimal placement, Data Dashboard</p> <p>Learning Labs for students with IEPs and ELL's</p>		
<p><i>Middle School (M.I.T) – Grades 6-8</i></p> <p><i>Content Acquisition</i></p> <p>Integration of English and & History Standards, Spanish Language, Humanities Courses</p> <p><i>English Language Development</i> (Moving Students Beyond Intermediate ELD Levels): Integration of ELD Standards in all subjects, ELD Intervention using evidence based curriculum (English 3D and Lexia), intensive ELPAC tutoring during ESY</p> <p><i>Music Instruction:</i> Music Program for All of Grade Six (Beginning Orchestra), Band and Orchestra Program (optional for grades 7-8), Music performances at the</p>	<p><i>High School (VISA) – Grades 9-12</i></p> <p><i>College and Work Ready</i></p> <p>Understanding By Design (UbD), Dual Objectives</p> <p>Writing Program partnered with support from CSUN, ERWC: Expository Reading and Writing</p> <p>Project-Based Learning</p> <p>Simulations</p> <p>Out-of-School Learning and Internships</p> <p>College classes, partnered with Mission College</p>	

<p>end of each semester, Music competitions/festivals</p> <p><i>Tier 2 and Tier 3 Supports:</i> Two-hour block course in English for Targeted Students, Math Intervention for students available after school</p> <p><i>School-wide reward activities:</i> Honor Roll, iReady goal setting and reward program, Monthly Site Rewards (ie. Uniform, Scholar, Stamps), Jaguar Scholar incentives</p> <p><i>Sports Program:</i> Competitive and non-competitive sports program through Think Together: Afterschool Program</p> <p><i>Honors courses:</i> Math and English grades 7 & 8</p> <p><i>Out-of-the Classroom Learning Experiences:</i> Standards-Based Field Trips</p>	<p>Specialized Character SEL Development Program for Adolescents, Character Strong</p> <p>Quarterly Assessments in Core Subjects</p> <p>Traditional and Non-Traditional Sports</p> <p>Music Program, Orchestra</p> <p>Small cohorts of students, ~180 Students per grade</p> <p>Cornell Notes, Thinking Maps</p> <p>Competitive Sports Program: Minimum GPA required</p>
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Teacher/Staff/Student Rapport

Vaughn believes that students who come to school knowing that caring adults are there will feel a greater sense of belonging, and therefore adult-student rapport is critical for students to be able to reach higher levels of learning. Vaughn works to have small class sizes, with up to 20 students in grades K-2, 25 students in grades 3-5, and no more than 30 students in grades 6-12.

In the elementary grades, teachers have the option of looping (continuing with students as they advance to the next grade). Paraprofessionals also provide students with an additional caring adult who knows the student and their learning preferences and styles. In middle school, students are assigned to an advisory teacher who becomes an expert on a cohort group of students (up to 30 students). In grades 9-12, students have an advisory teacher who follows them through all four years of high school. This forms small learning communities and helps provide a sense of belonging for students.

Parent and Home Support

Parent/Family involvement is a priority for our school, as we recognize the value of parent involvement on our students' performance, especially for English learners and students from low-income families. Home visits have been a common practice for many of our teachers in PK-5th grades. This year, despite the ongoing pandemic, we made it a priority that every teacher at Vaughn conduct home visits with at least two families at the beginning of the school year. The preschool students continue to develop home-learning kits, including Motherhead activities, to increase literacy development with parents. Parent Forums, held monthly, also help families learn how to better support their students at Vaughn. Frequently, Parent Square keeps parents updated on important school events. Parenting classes as well as adult literacy classes create an additional level of engagement with school culture.

At the secondary level, it is recognized that many parents in our community may not feel confident in their ability to support their children at home with homework, etc. Secondary (middle and high school), assists these parents by holding special orientation meetings (for both parents and students), and a culmination requirement meeting. At the secondary level, we provide layers of access and communication through special homepages, emails, Parent Square communication, Daily Checks (CICO-Check in Check out System) for struggling students, and Aeries Portal access (attendance, grades, contact info).

Findings	Supporting Evidence
<p>All students are part of the learning community. High expectations for learning are emphasized for all students, which includes academic and college/career readiness standards.</p> <p>At a very young age, we emphasize school-readiness goals as measured by the DRDP 2015 (Desired Results Developmental Profile) for Pre-K and the DRDP-K for our transitional kindergarten (TK) students. In grades K-8, iReady diagnostic assessment is administered three times a year for math and reading. At the high school level, iReady math diagnostic is administered three times per year and for reading they administer the Scholastic Reading Inventory three times per year.</p> <p>We also closely monitor all students' overall comprehension levels via the McGraw-Hill Diagnostic test for grades Kinder and 1st, which functions as a pre-lexile assessment. For students in grades 2 through 5 and 9 through 12 we use the Scholastic Reading Inventory (SAM) to measure Lexile levels for all students. In middle school (grades 6-8), iReady diagnostic results are used to identify students' Lexile levels. Evaluating this information allows us to assure campus libraries provide both challenging and engaging reading material for all students. This helps promote independent reading- a critical college-readiness skill! In Project-Based Learning (PBL), students learn Integrated subjects through the experience of solving open-ended problems that requires them to integrate college-readiness skills, thinking strategies and domain knowledge. At the secondary level, PBL is integrated with International Studies Schools Network (ISSN) and Student Learning Goals/Objectives (GLPOs).</p> <p>Many PBL units include student learning about real-life situations and issues, including recycling, bullying, community helpers and saving endangered species.</p> <p>Technology is integrated throughout the curriculum. Specifically through the use of programs and applications such as Edmodo, tutorials, iReady Personalized Instruction component, Lexia, System 44 programs, Mathia, Brain-Pop, Edulastic, SKIES, DeltaMath, IXL and other programs accessed through Clever. This provides all students with equity and access to challenging curriculum in a multimodal forms.</p>	<p>Classroom Observations</p> <p>Student Work Samples</p> <p>Illuminate Benchmark Assessments</p> <p>iReady Diagnostic Assessments</p> <p>Lexile Testing in Grades 2-12</p> <p>Project Based Learning (PBL)</p> <p>Relevant/Real Life Learning Experiences</p> <p>Use of technology to enhance access to learning</p> <p>RSP Support in-class, push-in</p> <p>RSP Learning Labs, (pull-out)</p> <p>Co-teaching with students at Tier-2 and Tier 3 Levels of Intervention</p> <p>"I'm Going To College Program" with CSUN</p> <p>All High School Students complete A-G requirements.</p> <p>21st Century Skills (VISA)</p> <p>Project Lead the Way at MIT and VISA</p> <p>Edgenuity</p>

<p>VISA has an open access policy for all students who wish to take Advanced Placement classes.</p> <p>At Vaughn students in need of credit-recovery courses have a couple of options. Our first choice is always to have students retake classes with our credentialed teachers. Additionally, we utilize the Edgenuity online instruction program to provide a more comprehensive range of options that can be completed at an individualized pace. Students are able to retake classes during the regular school year, a special zero period that occurs prior to the start of the school day, ESY and during summer school sessions.</p> <p>Our VISA school day includes a zero period offering credit recovery courses online as well as in-person learning opportunities with teachers.</p> <p>Dedicated staff members assure that students are supported through the program.</p>	
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C1.2. Student Understanding of Learning Expectations:

The students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

Findings	Supporting Evidence
<p>Classroom expectations are communicated via:</p> <p>Daily agendas, syllabi, theme walls, and content/language objectives are displayed in the classrooms.</p> <p>Essential questions presented to students as part of Project Based Learning</p> <p>Working with Community Catalyst Partners and the ISSN, secondary implements GLPO standards to prepare students to be globally competent and ready for the global innovation age.</p> <p>Teachers provide students with rubrics that identify the expectations for assignments.</p> <p>ESLRs (Expected School wide-Learning Results) used and developed with help from our partnership with Cal State Northridge</p> <p>Secondary students and parents have access to view electronic Grade Books via Aeries</p>	<p>All learning and language objectives are posted so students know what is to be covered during a lesson.</p> <p>Global Leadership Performance Outcomes (GLPOs), Content Standards, and Common Core and ELD standards.</p> <p>Rubrics</p> <p>College Career Readiness “Gear Up” and “I am Going to College” Programs</p> <p>AERIES GradeBook, Parent and Student Access to updated grades in secondary</p>

<p>When classes begin, secondary students also receive course outlines and syllabi either in the classroom or online.</p> <p>All campuses work to display student work on classroom bulletin boards, hallway displays, or through presentations.</p>	<p>Frequent Student Self-Assessments</p> <p>Student-Led Conferences</p> <p>Student Exemplars</p> <p>Teacher-made examples</p> <p>Syllabus</p> <p>Project Checklists</p>
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Differentiation of Instruction

Findings	Supporting Evidence
<p>Students with very diverse abilities are seen working together in the classrooms. Special Education students and English Learners are immersed in the general education classes with support from teachers who are aware of their individualized needs, accommodations, modifications, and EL levels.</p> <p>Lessons are differentiated on a daily basis when needed, by providing different modalities of pedagogy within the same lesson</p> <p>TK-5th grade teams teach for ELA and ELD for differentiated grouping, and co-teaching is provided during ELA/Math classes</p> <p>3rd -5th grade gifted students are clustered to ensure students are provided with differentiated learning opportunities.</p> <p>Universal Access allows teachers to ensure equal opportunity is provided to students by scaffolding lessons as needed.</p> <p>Technology is a huge part of differentiation. Teachers have access to interactive boards, document cameras, computer stations, laptops. All students have an assigned Chromebook starting in TK.</p> <p>Small group instruction is provided before, during, and after school which provides sustained support for students as needed.</p> <p>Lesson plans reflect a wide variety of strategies in order to help engage all students in the learning process (i.e., hands on activities, visual, and auditory content).</p> <p>Students with diverse needs, including English learners, are supported by additional periods of math and English as appropriate.</p>	<p>Teaming/Co-teaching</p> <p>Co-Planning, Collaboration on effective strategies</p> <p>Classroom Observations</p> <p>Master schedule: AP/Honor classes</p> <p>Universal Access from Core curriculum/Pacing Plans</p> <p>Seating Plans</p> <p>Lesson Plans</p> <p>IEPs/504/SSPTs</p> <p>Student reflections/surveys</p> <p>Online Scholastic Reading Inventory (Lexile) given to all students Grades 2-12</p> <p>Data-Driven Homogeneous and Heterogeneous Learning Groups</p> <p>Grade-wide data dashboard in elementary grades</p>

<p>All teachers accommodate and follow 504 plans, SSPTs and IEP's.</p> <p>Many lessons have specific activities and accommodations to support student success.</p> <p>Teachers use small group instruction, as well as group activities and assignments to ensure that all students are engaged and supported in the learning process.</p> <p>English and Math secondary teachers frequently meet with Special Education Team (at least once a week) to plan support</p> <p>Teachers present multiple approaches for solving problems, including use of manipulatives, models, games, UDL (Universal Design for Learning), and TPR (Total Physical Response/movement).</p> <p>To develop schema and background knowledge, web-searches and internet scavenger hunts, as well as video presentations before, during, and after units of instruction.</p> <p>Students in grades K-5 participate in Enrichment Activities, including robotics, art, S.T.E.M., and PE</p> <p>Students in grades 6-12 participate in enriched electives (ie. music, theater, robotics, art, S.T.E.A.M., PE)</p>	<p>Intervention offered to underperforming students schoolwide</p> <p>Pre-and Post-Intervention Evaluation of Lexile, Accuracy, Fluency (CWPM)</p> <p>Illuminate data</p>
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C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills and applications.

C2.1. Teachers as Facilitators of Learning

Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.

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

Music Program (6-12)- The music program is designed to enhance the musical intelligence of the student body while reinforcing positive attitudes that benefit every area of study. We currently have two full-time music teachers. Students are taught all aspects of creating and performing vocal music, including rhythm, pitch and sight-singing skills. Higher-order thinking is consistently involved as students are asked to apply basic music skills in performance and study of new vocal literature. Students are encouraged to link the discipline of music

to the greater need to remain focused in their core studies. Additionally, keyboarding and the formation of grade-level choirs allows motivated and gifted musicians and singers, a forum to develop recital and performance skills.

Library Resources – we currently have four libraries (one at Primary Center, the G3 Campus, MIT, and the other at VISA, a state of the art Mainland Library is currently being constructed with a projected opening date of August 2023). We also have access to online library resources for students.

Media and Technology- All students have an assigned Chromebook starting in TK. IT department staff members are available daily to support all students with their laptop troubleshooting. Vaughn has consistent internet with high performance speeds to allow for robust and simultaneous use across our sites. Hotspots are provided to families needing internet access at home.

Grades Pre-K through 1st have an extensive software library installed in the Primary Center Lab (in Pandaland) to help students solidify grade-level standards. There are also computers in the classroom for instruction and teacher use, as well as shared Smartboards, and wireless network access.

Grades 2-5: Second through fifth grades have computer labs, included a blended learning lab at G3, Read 180 Lab for 4th and 5th grade students, as well as exposure to software that solidifies research and presentation skills; use of LCD projectors, digital cameras, smartboards, and computers in the classroom for instruction and teacher usage. Libraryworld.com is also available to students to teach research skills, and there is wireless network access as well.

Grades 6-12: All students have use of mobile wireless chromebooks and earbuds. All classes include Interactive Smart Boards, document cameras and wireless network access for students throughout campus. Specialized instructional software includes Geometer's Sketchpad, Dreamweaver, DeltaMath and Adobe. Interactive boards/TVs are used in all classes and Libraryworld.com for research is available to students.

Field Experiences - In addition to all of the above, students at Vaughn have field experiences. Grade levels are provided a budget for field trips each year and with partners such as Think Together, we often get grants for buses and funds to allow for more educational trips. Grade-level teams and departments research places of interest that are aligned with instruction and proceed to schedule their selected trips. Additional opportunities that are held annually include: 5th grade Magic Mountain trip, one week Los Angeles County Outdoor Science School for fifth graders, and several trips to California State University Northridge by fourth graders and their families with the *I'm Going to College Program*. In addition, high school students are being provided the opportunity to travel to Sacramento and the East Coast in partnership with Think Together and Gear UP. The learning process includes pre-visit preparation and research and post-visit review and extension activities. The Los Angeles County Outdoor Science School and I'm Going to College programs all have a curriculum with objectives that prepare students previous to, through and after the visit.

International Exchange - Vaughn has partnerships with schools in Wuhan, Shanghai, and Beijing, China which allow for students from these areas to visit and spend the week with Vaughn students. In exchange, our Chinese partners help us to send a number of high school students to school in China for a week every year. These exchanges further develop our students' awareness of another culture and an appreciation for the ways they view the world and approach learning. We hope to resume these exchange opportunities as soon as it is deemed safe to do so for all involved.

Current Knowledge

Findings	Supporting Evidence
<p>Teachers utilize Google Docs, Brain Pop, Khan Academy, Edpuzzle, Edulastic, Flip, Peardeck Goguardian, Kahoot, Skies, Generation genius, panorama Ed, Quizizz, Schooltube, Reading rangers, floabulary, illuminate, Nearpod, Blooket, Delta Math, ABC Mouse, Typing Club, Spelling Classroom, Go Noodle, Twig Science, Code, Carnegie Learning, Class Dojo, and Lexia.</p> <p>Teachers are provided ongoing opportunities throughout the year to engage in professional development both on and off site. We provide annual opportunities for teachers from all sites to attend local and domestic conferences and training opportunities of interest.</p> <p>Staff retreats before the start of the school year and after ESY days include trainings, instruction in methodology.</p> <p>The IT department and AERIES managers are available to guide staff on how to use technology tools, as well as research databases, and other resources.</p> <p>In-service training by teacher tech reps/IT dept are available, where teachers may come to learn about a variety of technology tools such as interactive Boards, Gradebook, iPads, and AERIES, etc.</p> <p>Vaughn's teachers analyze students' results on school-wide common assessments to help them when planning content delivery.</p> <p>Google suites/apps and SKIES Learning allow for a student-centered environment, as students may pose questions to one another, as well as answer, or support each other both outside and inside the classroom.</p> <p>Some teachers use Khan Academy, Edpuzzles, Lexia, iReady, IXL, Delta Math, Mathia, Peardeck, Kahoot which allows them to provide individual support to students.</p> <p>As expected by Common Core standards, teachers rely increasingly on a Big Idea and Essential Questions to anchor lessons and frame their units of study.</p>	<p>All teachers/support staff and secondary students have Gmail accounts.</p> <p>All teachers/support staff and secondary students have Google accounts</p> <p>Classrooms have interactive boards, document cameras, and laptops</p> <p>All students have chromebooks</p> <p>Teacher lesson plans</p> <p>Student work samples</p> <p>RELAY teacher coaching</p> <p>Teacher Induction and New Teacher Training</p> <p>Blended-learning labs at G3 and for selected students at grades 4-12 (Read 180 and System 44).</p> <p>School Retreat Agendas</p>

Assessing Technology Competency During Instruction Online

Findings	Supporting Evidence
<p>Teachers use a range of resources and strategies on a regular basis in order to create a dynamic, student-centered classroom.</p> <p>Learning management systems are used to deliver both instruction and communication with students about content.</p>	<p>Grade Level/department meetings.</p> <p>Faculty Meetings</p>

<p>Google Suite tools and GoGuardian help students and teachers communicate with each other.</p> <p>Google Classroom is a similar tool that integrates seamlessly with other Google Suite features that teachers and students use and is growing in popularity.</p> <p>Google Drive, YouTube, and Khan Academy, as well as other applications accessible via Google Suite and CLEVER SSO are widely used.</p> <p>Kagan and other strategies are used to create learning experiences that are student-centered. Teachers facilitate and establish a classroom culture where students actively teach each other and work collaboratively with the teacher while drawing from their funds of knowledge. This allows the teacher to serve more as a facilitator of lessons. Journals and other writing experiences help build rapport between teachers and students.</p> <p>Students are involved in the creation of classroom agreements and other routines as part of building a positive learning community.</p> <p>Advisory period in secondary creates a small cohort of students who know each other well, build support for one another, and have a strong relationship with a caring teacher at school.</p>	<p>Seating Charts/Furniture arrangements</p> <p>Bulletin Boards and other engaging displays</p> <p>Classroom Learning Centers</p> <p>Writing samples, including journals</p> <p>RELAY teacher coaching</p>
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Teachers as Coaches

Findings	Supporting Evidence
<p>Teachers apply various instructional strategies to engage students in learning, while also ensuring a student centered approach. In addition, teachers facilitate instruction and coach students to succeed by encouraging them to use various instructional strategies including social emotional skills, and mindfulness. Many classes are structured to allow and encourage group work. Teachers frequently model tasks and ensure that students take on the responsibility for their own learning.</p> <p>Teachers strive to get students involved in open discussions. Teachers present students with expectations and responsibilities. Teachers coach students to apply learning processes and routines to new activities in subsequent units.</p> <p>Teachers collaborate in highly effective grade level and department teams; and analyze the results of formative assessments. Department or grade level collaborations ensure that all students are being challenged to higher order thinking while setting goals for specific groups of students. This includes cooperative goals, executive functioning skills, and goals pertaining to problem solving in</p>	<p>Classroom visitations</p> <p>Lesson plans</p> <p>Projects (PBL)</p> <p>Student involvement and understanding</p> <p>RELAY observation rubrics and checklists</p> <p>Student self-evaluations and student-group feedback</p> <p>Student scoring sheets</p> <p>Group presentation samples</p>

collaborative groups. Students are involved in a variety of projects that provide them an opportunity to address complex,real-world problems. This provides them an opportunity to demonstrate their logical thinking skills and ability to interpret essential data. Having these skills and opportunities better prepares students for future opportunities both in the workforce and in their communities.	
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Examination of Student Work

Findings	Supporting Evidence
<p>Research projects, PowerPoint presentations, laboratory analysis, class discussions, etc. provide students with the opportunity to demonstrate their acquired skills.</p> <p>Teachers analyze and provide feedback to students on the projects and presentations. This ensures students are demonstrating, gaining, and practicing essential skills needed or measured. .</p> <p>Teachers use multimodal and UDL to provide equity and access to all students. This includes but is not limited to drawing from students funds of knowledge, group discussions, pair share activities, graphic organizers, socratic seminars, etc.</p> <p>Resources for hands-on activities and PBLs are accessible on-site.</p> <p>Formal assessments such as grade level tests, common assessments, state tests, and district wide benchmarks provide students with opportunities to demonstrate what they have learned. Teachers also use the assessments to monitor student growth and guide lesson planning to ensure all students are being challenged.</p>	<p>Student projects</p> <p>Student experiments</p> <p>Student Models</p> <p>Presentations</p> <p>KWL charts, Thinking Maps and other pre-writing preparation</p> <p>Electronic Portfolios</p> <p>Classroom visitations</p> <p>Tests; Quizzes; Essays</p> <p>Student-led clubs, organizations</p> <p>Student assessments</p> <p>Student-developed rubrics, feedback</p>

Analyzing Student Comprehension, Analysis and Effective Research

Findings	Supporting Evidence
<p>The use of Google Docs, SKIES, allows for teachers to provide students with live and immediate feedback.</p> <p>As we continue to increase technology, teachers are requesting more ways to use technology tools</p>	<p>Student access to technology and necessary applications for projects</p>

<p>Digital literacy classes emphasize student research skills, including teaching critical thinking skills to find trustworthy source websites.</p> <p>Students are provided guidelines on how to use and access smartphones, tablets, and other digital devices for research purposes. This provides them multimodal ways of conducting research that go beyond the standard use of desktop computers and Chromebooks that use search engines such as Google.</p> <p>Classes have embedded education on digital literacy skills, such as the use of precise words, skimming words, and examination of website sponsors is taught beginning in the elementary grades.</p> <p>Beginning in the elementary grades, students are taught to consider the author's perspective when looking at non-fiction text.</p> <p>Students are taught in secondary school to look at the URL (.com, .org, .gov, .edu) to evaluate the Quality of information on that website source.</p> <p>Writing assignments include formal essays, Google Suite platforms, Skies, Mcgraw Hill platform, Padlet, and current event projects.</p>	<p>Student Portfolios</p> <p>Google Suite</p> <p>Google Docs</p> <p>PowerPoint Presentations/Google Slides</p>
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C2.2. Creative and Critical Thinking:

Students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

Findings	Supporting Evidence
<p>Students work together to create interdisciplinary projects that demonstrate their ability to think, reason, and problem solve.</p> <p>Student work demonstrates their ability and willingness to work on inquiry, problem solving and creativity.</p> <p>Essays, presentations and debates allow students to demonstrate a deeper understanding of the curriculum.</p> <p>Students are asked to apply what they learn in the classroom to present-day issues in order to make connections to the past and present.</p> <p>Students are asked to apply what they learn in the classroom to present-day issues in order to make connections to the past and present.</p>	<p>Student access to technology and necessary applications for projects</p> <p>Assignments on social/political issues</p> <p>Student Work</p> <p>Essays</p> <p>Rubrics</p> <p>Science projects/labs</p> <p>Socratic Seminar Plans</p> <p>Debate Rubrics/Scoring Sheets</p> <p>Scholastic News Debates</p>

<p>Sentence starters and frames (such as those from Kate Kinsella) help students practice use of academic language when supporting or disagreeing with other ideas or opinions presented in class.</p> <p>Students are guided to use active listening skills when participating in class discussions and cooperative groups</p> <p>Emphasis is placed on students using supporting details from text and other sources when asserting a theme or central idea.</p> <p>Debates and other discussion (including Socratic Seminars) involving preparation help students develop their critical thinking skills.</p> <p>Students are frequently asked to support their assertions in class and explain how they came to their answer or conclusion.</p> <p>The scientific process, including development of a hypothesis, understanding of variables, and examination of empirical and other evidence, is taught in labs and other hands-on learning experiences</p> <p>Students are encouraged to consider debates on issues starting in elementary. Frequent informal debates take place based on current events</p>	<p>Depth & Complexity organizers</p> <p>RELAY teacher coaching</p>
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C2.3. Application of Learning

Students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

Findings	Supporting Evidence
<p>Teachers and students alike are always willing to incorporate technology into the curriculum in a meaningful and educational way. Students at each campus have access to individually assigned Chromebooks.</p> <p>Each classroom is equipped with student work stations, interactive boards, and document cameras.</p> <p>The school website keeps students and families informed of the school activities. The website is also available for all teachers to create their own web pages.</p> <p>Document cameras have been provided to all Teachers.</p> <p>All teachers have the use of a projection device such as a document reader or interactive board, that students may use for presentations.</p> <p>Students are taught to use GoogleSuite powerpoint beginning in elementary grades such as, such as Google Docs, Brain Pop, Khan</p>	<p>Document cameras</p> <p>Interactive boards</p> <p>School website</p> <p>Student Portfolios</p> <p>Ratio 1:1</p> <p>Illuminate Reports</p> <p>iReady Progress Reports</p> <p>Read 180 Progress Reports</p> <p>SAM Lexile Reports</p>

Academy, Edpuzzle, Edulastic, Flip, Peardeck Goguardian, Kahoot, Skies, Generation genius, panorama Ed, Quizizz, Schooltube, Reading rangers, flocabulary, illuminate, Nearpod, Blooket, Delta Math, ABC Mouse, Typing Club, Spelling Classroom, Go Noodle, Twig Science, Code, Carnegie Learning, Class Dojo, and Lexia.	
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Use of Multimedia Resources

Findings	Supporting Evidence
Students regularly work on presentations and projects by working on individually assigned Chromebooks.	Projects, assignments, and rubrics
Classrooms are equipped with Interactive Boards/Technology, and document cameras.	Edgenuity
Online instruction has been through Edgenuity.	Economic/Financial Literacy
Economic and Financial Literacy Classes that are relevant.	Digital Portfolios
Field trips and field experiences enhance learning with trips to places of interest that are aligned with instruction.	Scholastic News/CNN Student News
Students also work on Google Docs, Google Suites, and free website creation sites.	Read-World Data Sets integrated with statistics
History and English departments in secondary collaborate in teaching reading of primary source documents, with support from sites such as the Stanford History Education Project	You-Tube Videos
	Polls, Surveys Online

C2.4. Career Preparedness and Real World Experiences

All students have access to and are engaged in career preparation activities.

Findings	Supporting Evidence
Students are given an opportunity to work on various community projects, especially those tied in with Project Based Learning Projects.	Service Learning
College Night is an event hosted each year; meetings are also held to help guide parents through the college application process.	Job Shadowing
Elementary and middle school students participate in the I'm Going To College program in partnership with CSUN, as well as the Gear Up Program.	Community Service
VISA students have opportunities for job shadowing.	Project-Based Learning
	Think Together Trips
	Community and Beach Clean-Up
	Student Councils

<p>High school students take classes with Mission College for college credit, with support from high school teachers.</p> <p>5th grade students are given the opportunity to attend the Los Angeles County Outdoor Science School for one week each year.</p> <p>Student clubs, such as Project Hope and Panacea, allow students to take what they have learned from economics, social studies and environmental studies/science classes to address local issues directly and engage with people in the community and beyond in solving real-world problems.</p>	<p>Student attendance records</p> <p>Guest Speakers</p> <p>Los Angeles County Outdoor Science School Trip materials</p> <p>I'm Going To College program plans</p> <p>Gear Up materials</p> <p>Data on graduation rates, college attendance rates</p>
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Real world experiences and application

Findings	Supporting Evidence
<p>By creating learning experiences beyond the textbook, teachers are able to allow ways to differentiate instruction for students within our special population (SPED, ELL, 504 plans, SSPT, Foster & At-Promise), and other students based on their needs. Additionally, it allows Vaughn to provide avenues of support for students below proficiency; increase curriculum and technological access; and provide Professional Development - provide trained, focused, consistent instructional leadership. Administration and teachers work together in order to build a culture of academic achievement, positive behavior interventions, executive functioning skills, and socio-emotional learning (self-regulation, mindfulness, drug prevention, grief counseling) in all classes. Teachers are able to:</p> <p>Use adaptive software, which allows our learners to have learning experiences specific to their needs.</p> <p>Continue to apply a wide variety of strategies to ensure that all students are engaged in their own learning and are involved in activities that connect what they are learning in the classroom to what they can apply in the real world.</p> <p>Constantly improve their educational careers through professional development activities.</p>	<p>Classroom observations</p> <p>IEPs/504 plans/SSPTs</p> <p>Articulation meetings</p> <p>PD calendar</p> <p>Blogs</p> <p>Online Info</p> <p>Critical Thinking Lessons for Online Resources</p> <p>RELAY Teacher Coaching</p> <p>Educare Program</p> <p>Phoenix House Program</p> <p>Grief Counseling</p> <p>BrainPower Wellness</p>

ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

Summary:

At Vaughn NCLC, daily instruction is geared toward meeting clear and rigorous objectives and standards in a positive learning environment. Teachers meet weekly bygrade/department/team to collaborate and create engaging lessons, activities, and assessments to meet the needs of every learner. Learning activities are highly aligned with state standards, state frameworks, and student goals. While displaying significant evidence of students' global learning that requires an understanding of connections with diverse local and global human cultures, economies and systems. Teachers involve students in selecting or adapting materials for example, sharing of websites, bringing in newspaper articles, museum materials, choice of projects, or guest speakers. Students are intellectually involved with the content and are actively engaged in the construction of understanding. All students at Vaughn are cognitively engaged in the activities and assignments in their exploration of content. Teachers structure lessons that are highly coherent, thus allowing for student reflection and closure as appropriate. There is evidence of problem-based learning, student choice, depth of knowledge, authenticity and relevance.

Prioritize the strengths and areas of growth for Category C.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

With strong team teaching, collaboration, and planning, Vaughn is strong at meeting the needs of diverse students at all grade levels, and provides many entry points to engage students in learning. Understanding student needs helps teachers improve classroom instruction. Teachers collaborate with support personnel in their departments in order to help improve the ease of student transition from one level to the next.

Our school has embraced the new Common Core standards, and with use of extended learning time, multiple access points to learning. Adult-student rapport has assured that our students reach higher levels of success in school and beyond.

Strong use of technology, which is supported by school culture, is an area of strength. We recognize that we are fortunate to have teacher technology equipment such as, student chromebooks, laptops, presentation equipment, and the addition of school wide robust Wi-Fi networks.

Category C: Standards-based Student Learning: Instruction: Areas of Growth

Technology – Teachers have indicated that they would like more training in the use of technology in the classroom and to have more agility with our data systems that would ease evaluation of student test results to better adjust their instruction to meet the needs of their students. Teachers also would like the school to

make better use of its website as an instructional support to students and families. Another area of growth is that students need guided supports in tech knowledge (ie. researching skills and typing) and digital book availability.

Writing – In our surveys with teachers, they have indicated that they would also like more help with writing instruction, and a more comprehensive writing program across the grades for teaching writing. More vertical articulation, pacing plans, and curricular maps need to be developed in this area for consistency in instruction across the grades.

Literacy- Elementary Literacy Curriculum and Tier 1 Best, First Instruction with accompanied intervention that is aligned to the Science of Reading to ensure that our students are able to read fluently with appropriate levels of comprehension by the third grade. This will be essential for our program so that students have the foundational skills necessary to then focus their efforts on deeper comprehension, vocabulary development, and meaning making.

Community Partnerships/Real World Experiences - Post-pandemic Vaughn is faced with the need to reestablish former partnerships with community networks and resources. We look forward to resuming field trips and educational opportunities for our students (ie. onsite Mission College Courses, World Affairs Council, International Student Exchange, Job Shadowing, I'm Going to College, etc.). We highly value these opportunities for our students and families to promote global awareness and college readiness.

Globally Focused Instruction - We have found that students thrive when they have opportunities to have voice and choice, and to work on projects that are relevant to their lives and allow for them to take action, and to learn about other's perspectives. As a result of the pandemic and the interruption to our system we have moved away from the focus on Project Based Learning and in order to engage and ground our instruction it will be important to realign practices and expectations surrounding this core educational lens.

Category D. Assessment and Accountability

D1. Reporting and Accountability Process Criterion

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

D1.1 Professionally Acceptable Assessment Process

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

Findings	Supporting Evidence
<p>The assessment process at Vaughn is composed of a variety of assessments that allow us to monitor the learning of our students and accurately meet individual learner needs.</p> <p>In the 2019-2020 school year, grades TK-12 adopted iReady Diagnostic Assessments that are administered 3 times per year. This replaced the NWEA Assessments. iReady is based on individual student performance and is an adaptive assessment. It tailors to the specific levels of the students. It then creates an individualized learning pathway for each student that is focused on a growth model. It allows teachers to examine data and tailor instruction to the needs of individuals or small groups of learners. Testing windows are determined at the beginning of each school year to ensure that adequate time is allowed between each testing session. Professional development time is allotted for data analysis after each session of testing. In-depth analysis of individual student performance, class performance, and grade level performance allows for teachers to monitor students' progress towards Common Core State Standards.</p> <p>An additional benchmark that is used by Grades 4-12 is the Scholastic Reading Inventory (SRI) which is administered 3-4 times per year. This assessment measures students reading comprehension on online, adaptive software. PD's are held to allow teachers time and training needed to analyze data and use reports to best meet the needs of all learners.</p> <p>The English Language Proficiency Assessment of California (ELPAC) test is administered each year in March to monitor the growth of our English Language Learners' progress towards proficiency.</p> <p>Vaughn uses a digital platform called LEXIA to support and monitor English Language Learners. During the enrollment intake and annually thereafter,</p>	<p>iReady Diagnostics: Beginning, Middle, and End of Year</p> <p>SRI Data</p> <p>iReady Site Specific Schedules</p> <p>PD Calendars 2022-2023</p> <p>PD Calendars 2021-2022</p> <p>Parent Forums Calendar/Agendas</p> <p>Student profiles</p> <p>SSPTs</p> <p>Universal Screening Calendar</p> <p>Sample ELA Assessment</p> <p>Sample Math Assessment</p> <p>Sample content area internally created benchmark</p>

<p>students are assessed with the state-adopted test for English learners (ELPAC). ELPAC results are analyzed by administration and then by grade level teams to discuss appropriate instructional placement of students and to address needs. All school site administrators monitor EL student progress at their respective campuses throughout the year to see if standards and/or criteria have been met.</p> <p>We now have an ELD Coordinator that is responsible for EL monitoring along with the site leadership teams. Each campus also has an ELD paraprofessional that works with the curriculum coordinator and lead teacher to support English Language Learners. Analysis is made after every grading period and after ELPAC and CAASPP (California Assessment of Student Performance and Progress) results are received to see if EL students have met the criteria to be reclassified. The ELD Coordinator is responsible for handling and reviewing all RFEP candidates school wide and of ensuring that all criteria have been met and that all associated documentation and communication have been completed.</p> <p>CAASPP testing is administered annually in compliance with state reporting. Results are analyzed every school year to make decisions regarding areas of need based on school wide and grade level performance.</p> <p>In grades K-5, universal screening for progress towards basic reading and mathematics skills occur every 6-8 weeks with data reviews held shortly after to examine needs of grade level and individual classes. Results of the universal screening are analyzed by teachers and support staff to assure that students receive the academic support needed. Response to Intervention needs are discussed during these meetings.</p> <p>At the elementary level unit assessments are administered in English Language Arts and Mathematics on a regular basis. At the secondary level unit assessments are administered in content specific courses. Weekly assessments that have been aligned with grade level teams are administered. The iReady Mathematics program also has standards aligned tests for lessons, mid-unit, and units. Grade levels have created rubrics for writing that are used for assessment of agreed upon writing focus for each unit of English Language Arts study. Teachers regularly meet to discuss these assessments and make decisions regarding instruction based on the results. At all levels project based learning is used to assess students' understanding of essential standards.</p> <p>At the 5th, 8th, 10th grade level, students take the CAST in Science. Teachers and administration examine results from these assessments to make decisions regarding resource allocation and curricular needs.</p> <p>At the high school level AP testing occurs in May and results are received in June.</p> <p>Students with special needs assessment data are examined and compared to</p>	<p>Pacing Plans</p> <p>ELPAC</p> <p>Student grouping data (teaming information)</p> <p>Tutoring groups with targeted instructional focus</p> <p>CAST Science results</p> <p>SRI Reflection sheets</p> <p>GLPO projects</p> <p>Depth and Complexity Frames</p> <p>Coffee with Leadership Info Assessment</p> <p>PBIS and TFI</p> <p>Information and Data Assessment</p> <p>Houses and House Ceremonies Assessment</p> <p>Mainland Messenger Stakeholder Outreach Assessment</p> <p>Educator's Handbook Assessment</p> <p>Movie Night Assessment Outreach</p> <p>ELA Performance Task Sample Assessment</p> <p>iReady Diagnostic Growth forms that are shared</p>
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<p>performance of general education peers. Resource teachers, general education teachers, and administrators use assessment data to create individualized education plans, and make decisions about the level of support needed.</p> <p>In order to inform our parents as to how their students are meeting learning goals, Vaughn has held Common Core Parent Forums for understanding assessments and how to interpret the scores. We have also held ELAC Parent meetings that help parents understand how to interpret scores and understand language proficiency levels. Additionally, parent conferences are held two times a year and assessment data is shared with parents at these conferences. High school students lead their parent conferences which allows for self-reflection on progress and increased parent engagement and attendance.</p> <p>School leaders and staff make decisions and implement strategies that focus on all students achieving the expected academic standards through:</p> <p>Grade Level Teams/Department Chairs: Teachers form grade or department teams. The grade-level team is supported by an administrator, a Lead Teacher, a Resource Specialist (assigned to the grade level) and an elected Teacher Leader. The grade level meets regularly to review student progress, share promising practices, discuss challenges and develop solutions as a team. Structured team teaching is implemented. Decisions made by the grade level include: changes in teaming schematic, periodic student assessment and data analysis, review and purchase of instructional materials, workshop selection and attendance, observation and coaching of peers, sharing instructional practices, alignment of grading practices and development of home-school projects.</p> <p>Administrative Team-The Team consists of the CEO, Directors of Instruction (one for Elementary and one for secondary), Directors of each campus, Curriculum Coordinators of each campus and lead teachers/instructional coaches. The Administrative Team members work closely with individual teachers and teaching teams to provide instructional supervision, assessment monitoring and assistance, student support, assist with parent communication, and research and provide resources and materials. The Administrative Team helps facilitate the decision-making process during Team and Governance Committee meetings to assure continuous focus on achieving established goals.</p> <p>The Vaughn Governing Board is provided a report on Curricular and Instructional matters at every scheduled meeting. Included in these reports are results of all school wide state and in house assessments. Board members receive a summary of assessment results immediately following receipt of results by Vaughn. Board members review and analyze results and make recommendations for improvements to the Executive Director and to the Curriculum and Instruction Committee.</p>	<p>during conferences Assessment</p> <p>SRI Growth Reports Assessment</p> <p>12 Week Wellness Program Assessment Outreach</p> <p>Reflective Student Led Conference forms Assessment</p> <p>Girls on the Run Assessment Outreach GOTR Flyer</p> <p>Data Analysis Assessment Data Analysis</p>
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Yearly staff training is held to ensure that all teachers know technical aspects of administering ELPAC, CAASPP, and iReady Assessments.	
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D1.2 Basis for Determination of Performance Level

The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

Findings	Supporting Evidence
<p>All teachers are using Aeries Grade book which helps to track and monitor students' progress towards standards. Informal formative assessments are embedded into all classes and occur on a regular basis throughout the week. Weekly assessments allow teachers and students to track progress and to make necessary changes to instruction in subsequent weeks. At the elementary level, grade levels teams determine categories and agree upon weighting for the basis of grading as a team, so that there is uniformity in understanding what is included in the grade determinations.</p> <p>Some of the formative and summative assessments that are used include class work, homework, in-class assignments, performance tasks, culminating tasks, and projects.</p> <p>At the secondary level, departments and grade-levels discuss grading policies and grading scales. There are regular team level and department discussions on grading practices and requirements, including aligning rubrics and grade books. In the past, our high school faculty engaged in a professional development series targeting grading philosophies and practices.</p> <p>Teachers who collaborate in lesson planning reflect the CCSS with CCSS aligned content objectives and CCSS ELD aligned language objectives in their unit/lesson plans. There are frequent grade level meetings to analyze student performance on assessments and to align grading expectations for those assessments. Our team teachers also analyze grades, student performance and assessments periodically to determine appropriateness of grades, and to improve student understanding. Teachers grade student work based on detailed rubrics or culminating tasks rubrics.</p> <p>In addition, iReady is used to determine student growth as measured against normed Universal Screening scores and individualized goals. Throughout the school year, students take the iReady assessment three times. Teachers use data to inform and differentiate instruction. One of our indicators of student</p>	<p>Aeries Grade book</p> <p>Agreed upon categories and weights for grading.</p> <p>Grading Scales for 2nd & 3rd grade</p> <p>Team meeting minutes</p> <p>Aeries grade book</p> <p>Department Meeting Agendas/minutes</p> <p>Online student access to grades</p> <p>Intervention Groupings</p> <p>Intervention Schedule</p>

<p>achievement is students' growth on the iReady Assessments.</p> <p>Students who are achieving significantly below grade level are identified through frequently scheduled data analysis which involves the classroom teacher(s), grade level administrator, Intervention Support leads and special education staff. Students who are achieving substantially below grade level at all grade levels will be provided with maximum opportunities to learn which include the following, receive re-teaching and explicit learning opportunities through small group and individualized instruction during teaming, during additional instructional blocks and through blended learning in our computer labs. Students also receive targeted, explicit instruction provided by intervention teams and resource personnel.</p>	
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D1.3 Monitoring of Student Growth

The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

Findings	Supporting Evidence
<p>Vaughn's grading policy is the product of collaborative work of teachers, administrators and parents. Report card grades are based on: classroom work, short term and long term assessment results, individual and group projects, homework assignments, and extra credits. The weight of each element differs between elementary, middle and high school.</p> <p>Assessment strategies include both formative and summative assessments across all campuses. Examples of formative assessments include quizzes, mid-chapter check-ins, journaling, progress on online programs (iXL, iReady, Lexia, etc.), interactive notebooks, and physical responses such as thumbs up/thumbs down, fist to five, and random calling. Summative assessments include unit/chapter tests, performance tasks, projects, presentations, essays. Rubrics are used to assess student work when appropriate. Diagnostic assessments are used to look further into student performance that is falling below basic levels on universal screeners.</p> <p>Classwork, homework, notes, labs, and assessments form a basis from which teachers determine a student's grade, progress towards standards, and growth. Additionally, middle school uses MyAccess data to determine the basis for grading writing.</p> <p>At the high school level the graduate portfolio system (GPS) is a collection of projects, assignments, reflections, and college-prep activities amassed by</p>	<p>PD meeting minutes</p> <p>CAASPP affidavit</p> <p>ELPAC Affidavit</p> <p>Testing schedule</p> <p>Online verification of students taking test</p> <p>Access to testing is restricted</p> <p>Using CALPADS to populate our rosters for testing</p> <p>Unit plans</p> <p>Rubrics</p> <p>Quizzes</p>

<p>students over the course of their middle and high school education. The purpose and goal of GPS is to demonstrate that the VISA graduate is globally competent, college ready and worthy of graduation from Vaughn International Studies Academy. A rubric for the GPS guides grading.</p> <p>At the middle school level progress reports are issued every six weeks.</p> <p>All families must do a parent conference at the six week report card. Then at the 12 week, students with a D or F must attend parent conferences again. Parents are encouraged to communicate with teachers and administrators throughout the semester if any academic concerns are present, and this is facilitated by parents' access to online grade books.</p> <p>After the first report card, anyone with a 1.0 or below is discussed at a team meeting, and any possible interventions or accommodations are discussed. Some students will be moved forward in SST Review or initial SSPT. Faculty will also review progress reports and other student data to see if that student should be put into Study Hall Elective or go into an after school program. At the high school progress reports are given every five weeks and teachers call home for a parent conference if the student's GPA is below 2.0.</p> <p>Middle School and High School use a letter grade based on the following:</p> <p>Progress Towards Meeting Standard A = Far Above Standard B = Above Standard C = At Standard D = Below Standard F = Far Below Standard</p> <p>Citizenship and Work Habits O = Outstanding S = Satisfactory U = Unsatisfactory N = Needs Improvement</p> <p>The school-wide testing coordinator ensures that all teachers and proctors have adequate training in order to assure security of all test documents and the integrity of assessments. All state assessments are taken with a credentialed teacher present to ensure integrity. All materials are kept within a locked office when not in use.</p> <p>iReady/SRI/CAASPP/Illuminate are all online assessments with secure browsers, which ensures that tests are secure.</p>	<p>Testing profile sheets</p> <p>Rubrics</p> <p>Curriculum based assessments from textbook</p> <p>MyAccess</p>
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At the secondary level, SRI tests are administered by the student's English teacher who confirms that students are logged in with the correct identification.	
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D1.4 Assessment of Program Areas

In partnership with district leadership, the school leadership, and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

Findings	Supporting Evidence
<p>The Administration Team along with the Curriculum Team, Grade Level teams and the Curriculum and Instruction Committee analyze and review curriculum embedded assessments to ensure that they are common core aligned.</p> <p>The decision to move from NWEA to iReady and Illuminate benchmarks was made in the 2019-2020 school year. It was determined that iReady was the best assessment program due to the fact that it was aligned with common core, norm referenced, computer adaptive, and based on a growth model that would allow teachers to use data to further inform the classroom instruction at student's individual levels. It is also aligned to the iReady platform that creates individualized lessons for students to meet them at their current level of performance.</p> <p>After initial assessments are given, teachers analyze student data to make decisions regarding instruction and intervention tailored to students' needs. Additionally, teachers modify assessments as needed from the curriculum to best measure student learning and to align to the shifts for language and literacy of the common core state standards. This included revising questions to be more open-ended, and requiring answers that reflect deeper critical thinking supported with text-based evidence.</p> <p>Language and reading needs are addressed for each English Language Learner. Teachers write content objectives and language objectives for each lesson and share them with students at the beginning of each lesson. Academic vocabulary, including Tier 2 words, is a targeted focus embedded in lesson plans. Various scaffolds for English language learners are embedded to assist students with assessments such as vocabulary word walls, focus walls and sentence frames.</p> <p>The ELPAC is used as a way to monitor progress of our English Learners. The secondary English Language Development teacher uses the information gathered from the ELPAC to help inform his curriculum development based on areas that students need support in. We have partnered with Ensemble which</p>	<p>Informal and Formal assessment of LCAP</p> <p>Lesson plans</p> <p>Unit plans</p> <p>Focus walls</p> <p>Lesson Plans</p> <p>RELAY Observations</p> <p>ELA Assessment Samples</p> <p>teaching tier two and tier three vocabulary words</p> <p>focus wall</p> <p>vocabulary walls</p> <p>Curriculum Team Minutes</p>

has provided consultants who are able to provide our schools with observations, feedback, and training to help address the needs of our English Language Learners.	
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D1.5 Schoolwide Modifications Based on Assessment Results

The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

Findings	Supporting Evidence
<p>Weekly assessments are analyzed by teachers to inform instruction in subsequent weeks. Teachers use these assessments to make changes to student groupings, to differentiate lessons, and to reteach. Teachers track assignments by standard so they can monitor student's progress towards individual standards throughout the school year.</p> <p>Benchmark assessments are used school wide to monitor overall student learning. Soon after NWEA benchmarks are administered PDs are held in order for teachers to analyze data and make instructional decisions in regards to this data. It is during this time that instructional groups are realigned to ensure students' mastery of content. Teachers plan small group activities, co-teaching, and re-teaching based on results of these assessments.</p> <p>To plan for the new school year, curriculum maps and formal assessments are revised to better support students' needs as a whole.</p> <p>Exit Slips are frequently used at the end of lessons to check for understanding and if the learning objective was reached. This and other forms of formative assessment such as journals, quizzes, and unit assessments.</p> <p>At the secondary level students are initially placed in English and Math classes using data from the previous year. For example, at the middle school Google Spreadsheets are used to compile student data and allow teachers to review data and make recommendations for class placement. In addition, math teachers are given a day to collaborate and develop class rosters for the next year based on assessment data.</p>	<p>PD Schedules</p> <p>iReady Data</p> <p>Curriculum maps</p> <p>Pacing Plans</p> <p>Exit slips scores</p>

D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and

teachers use these findings to modify the learning/teaching practices to improve student learning.

D2.1. Demonstration of Student Achievement

Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

Findings	Supporting Evidence
<p>Vaughn's curriculum and instruction is aligned to the Common Core State Standards, assessments and school wide learner outcomes. Unit plans are shared with curriculum coordinators/lead teachers who can assist with resources. Our teachers work collaboratively with the lead teachers and curriculum coordinators to develop units that will give students an opportunity to demonstrate their learning and understanding. In addition, our curriculum coordinators and lead teachers help ensure that units are aligned to the CCSS and provide multiple access points to learning.</p> <p>In all content areas, there is specific focus on academic vocabulary and academic discussions. In math instruction, (elementary) students are using iReady to address individual student needs. In ELA instruction, (elementary) teachers are using Wonders and SRC to also help address the needs of their students.</p> <p>Vaughn offers co-teaching and co-instruction in specific content core classes to support at risk and special needs students. At the secondary level, Vaughn offers Intensive ELA and Math instruction to students with moderate to severe academic needs in addition to tier 3 students.</p> <p>Student and school performance gains are achieved through regular reviews of results (achievement data and student work) followed by targeted adjustments to curriculum and instruction. Teachers are most effective when they seek feedback from students and their peers and use that feedback to adjust approaches to design and teaching. Teachers, schools, and districts benefit by "working smarter" through the collaborative design, sharing, and peer review of units of study.</p> <p>Vaughn teachers carefully analyze the results of EL's and RSP students. Teams identify potential interventions to meet the needs of students. In 2022-23, lead teachers/curriculum coordinators created sub-groups within iReady and SRC that include all ELLs and RSP students to track their progress.</p> <p>An important assessment is the iReady norm referenced test that is fully aligned to the CCSS. Our teachers and administrators analyze the data after each administration and use the information for curriculum and instruction, as well as resource allocation.</p>	<p>2022-2023 PD Calendar</p> <p>Learning labs</p> <p>TA/RST schedule</p> <p>Unit/Lesson Plans</p> <p>Curriculum (Read 180, System 44, English 3D, SRC, Wonders)</p> <p>Learning Labs schedule</p> <p>Teacher modified tests/projects for Sped/ELL (if needed)</p> <p>Learning Labs (Math and English)</p> <p>Mathia (online math tutoring and practice)</p>

D2.2. Teacher and Student Feedback

Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes.

Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

Findings	Supporting Evidence
<p>Vaughn values student feedback and encourages its students to play an active role in their education. Students regularly provide feedback through focus groups with administrators/counselors. In addition, there is evidence that student feedback is obtained through journal writing, homework reflection, exit tickets, and self-reflective rubrics. Students must grade themselves and grade their peers as a part of the assessment (notebooks). Students oftentimes play an active role in helping the teacher create the rubric used for assessments (projects).</p> <p>There are several opportunities for student governance at Vaughn. Leadership at the middle school and ASB at the High School. All provide avenues for student feedback, initiated student projects and a direct communication avenue for students.</p> <p>Vaughn high school has a Student Advisory Council, which includes a member of each advisory class. The curriculum coordinator holds meetings once every two weeks throughout the school year. The activities of the S.A.C. are reported to each advisory class by its respective representative following every meeting. Students are offered the opportunity to voice their opinions, concerns, questions, ideas, and feedback to S.A.C. representatives during this time in advisory. Every student at the high school has access to their grades online. In grade 6-12, students complete learning reflections on their projects, which serve as a conversation tool with their advisors. Our high school students present their digital portfolio in their senior year, and are encouraged to give suggestions to Vaughn faculty on ways that we can continue to strengthen our instructional and student programs. In addition, we have students who are part of the school governance committee meetings. These students play an active role in providing feedback on our instructional and student programs.</p> <p>Assessment results are a critical aspect of designing instruction at Vaughn. Data collected from assessments, formative and summative, are shared with students so that students are aware of their progress toward meeting the academic standards and the school wide learner outcomes. In faculty meetings teachers and administrators share Illuminate, SRI, content benchmarks, and ELPAC results, which are then used to make class placements and intervention decisions.</p>	<p>Student Advisory Council Meeting Minutes</p> <p>Notebook and binder rubrics and scoring</p> <p>Peer grading, self-grading, teacher grading rubrics</p> <p>Aeries</p> <p>PD minutes</p> <p>RELAY Observation and Feedback</p> <p>SMART Goals for teachers based on LPAC Goals</p> <p>MIT Staff/Teachers all follow a predetermined color-coding system to provide feedback to students and parents</p> <p>Universal screener</p>

Students at the middle school receive progress reports every trimester, and students also have student daily planners. At the high school, progress reports are given every 5 weeks and culminating report cards include student-led conferences. Elementary school students are assessed with Universal Screeners every 6-8 weeks and provided necessary support from intervention or small group instruction afterwards. Interventions and supports are indicated on their report cards/progress reports to parents.

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

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

As ways to monitor student progress toward meeting academic standards and school wide learner outcomes, all of our teachers include multiple components, including but not limited to: oral presentations to authentic audiences, written research reports that include various international online/textual references and sources, multimedia expositions and productions that may be posted within online forums, and so forth.

Vaughn believes that individualization should be a core component of instruction and implements the three-tiered model of intervention for students in need of additional assistance. We use the results of the universal screeners to further guide instruction. The universal screeners are completed and reviewed every six weeks.

The following departments are implementing benchmark assessments in their content area and include a performance/speaking assessment. These benchmarks are administered three times in a school year at the high school level.

- World Language Department
- Physical Education Department
- Music Department

<p>Examples of how departments monitor students' progress toward meeting the academic standards:</p> <p>The English department administers a writing benchmark three times in the school year as well. The department uses a common rubric to assess the writing benchmarks.</p> <p>Our science teachers use the same rubric to assess students' in writing lab reporting. The math department has been designing common core instructional units that will help identify students' areas of need.</p> <p>The social studies department is planning to integrate a thesis paper (10th-12th grade) as part of their curriculum. This will provide students an opportunity to research topics that the students are interested in learning more about.</p> <p>Our world language department embeds language specific activities and assessments that will give students an opportunity to become fluent in a second language.</p> <p>The physical education department evaluates students using a fitness level exam that includes a kinesthetic component.</p> <p>The senior digital portfolio is an integral part of a student's final year of high school. It integrates knowledge, skills, and concepts from the student's program of study into one culminating digital portfolio presentation that will be delivered to faculty, peers, and community members at the end of a student's senior year.</p>	
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ACS WASC Category D. Assessment and Accountability: Synthesize Strengths and Growth Areas

Summary

Teachers and administration use many different assessments to guide instruction and to monitor individual students' progress towards mastery. Areas of need include increased professional development to assist teachers with gaining better understanding of CAASPP results. The elementary level would benefit from professional development addressing formative assessment and how to use this as a tool for grading. At the secondary there is a need for increased time for departments to meet to analyze student work. Vaughn can also gain better understanding as to how CAASPP and iReady correlate.

Vaughn must ensure that our English Learners are progressing through proficiency levels at an acceptable pace. We do this through our ELL Curriculum Sub-Committee, all stakeholders examining school wide, grade level, and individual student trends in ELPAC results. We carefully monitor and set guidelines for reclassification. As we received data from our CAASPP assessments we will be looking at reclassification criteria and researching what criteria best serves the needs of our English learners so that they are able to access the curriculum successfully.

As part of our parent forum program, our parents attend various meetings and forums on ways to help their students meet their academic goals at home. In addition, our parents are members of our governing board, and serve in governing committees. Our parents also can vote on assessment and curricular decisions in committee meetings. Teachers also host parent conferences two times per year to meet with parents. Teachers and students share academic progress with parents during these meetings.

Vaughn's school board receives reports from charter school director Fidel Ramirez on a regular basis. In addition, the school board and our administrative team review assessment data.

Vaughn teachers have access to Parent Square, an app, which is used to communicate information about grades, upcoming assessments and other important school information.

Vaughn recognizes the need to use assessment results to make changes in the school program and professional development activities. As a result, Vaughn has increased support personnel, paraprofessionals in the SPED, GenEd, and 504 Departments. In addition, we've added counselors, social workers, and behavior specialists. Vaughn has become a one to one campus including providing each student with their own Chromebook with access to Google Classroom and Google Suite. Additional technology includes Smart Boards and document cameras.

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

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

In addition, as a result of data, we continue to maintain Math/English Coaches at the secondary sites and a lead teacher at the elementary sites.

Vaughn continues to analyze CAASPP and ELPAC data and grades during professional development. Strategies are discussed to address the needs of English Learners as well. We now have an ELD Teacher for our 4th and 5th grade students as well as an ELD Paraprofessional at our other campuses. We also have an ELD Coordinator who oversees our ELL Program. Professional development opportunities are designed around school-wide needs as determined by data that is a direct result of student assessment, observations, and interpretation.

Based on the needs that resulted from COVID, Vaughn hired a Director of Mental Health to help support our school counselors and social workers. Our focus upon return was not only on academics but in making sure that our students were being supported social-emotionally.

We have also implemented a PBIS team that meets regularly and focuses on student behavior. Each campus has adopted the three B's: Be respectful, be responsible. and be safe.

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

Prioritize the strengths and areas of growth for Category D.

Areas of Strength

Vaughn administration, teachers, parents, and governing board work collaboratively to ensure that assessments are effective and meet the needs of our students.

Vaughn uses a variety of assessments to measure student achievement.

iReady benchmark assessment was implemented in 2019-2020 school year as a norm referenced, common core aligned assessment.

Results of assessments are regularly used by teachers, administration, and the governing board to make decisions regarding resource allocation and student placement.

With the transition to CCSS Vaughn is working to develop more common core aligned activities such as projects and performance tasks that support our students' deeper understanding of content.

Starting in the 2014-2015 school year Vaughn formed a curriculum team consisting of Chief Instructional Officer, Curriculum Coordinators from middle school and high school, and the Lead teachers from elementary school to guide professional development and the shift to common core state standards.

Vaughn has high expectations for student achievement and supports that by allocating resources that support students in all areas.

Our internal benchmarks ensure that students are held to high standards in all content areas including the arts, languages and physical education.

Areas of Growth

Teachers desire more training on how to address a wide range of levels within a classroom including those significantly above grade level and those below grade level.

Secondary teachers would like more time to collaborate as a department.

The technology infrastructure at our mainland campus needs to be expanded to allow for greater numbers of students to access assessments at the same time. Therefore, reducing the amount of instructional time lost to assessment.

More frequent professional development addressing data understanding and usage is needed

More frequent observation and feedback meetings to provide teachers instructional coaching is needed.

Additional time to adapt curriculum in attempts to meet data driven students needs in relation with pacing plans.

Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

Parents are equal partners in the education of their children. We believe that embracing family strengths is essential to the academic success of students and we recognize parents as the first and most important lifelong teachers of their children. Vaughn encourages our families and our school community to collaborate and assume the responsibility for student success. The leadership, in joint efforts, employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

E1.1 Parent Engagement

The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

Findings	Supporting Evidence
<p>Vaughn understands the population we are working with and is very aware of the needs of the students and parents. There is a sense of community and pride among all stakeholders. Vaughn has done an amazing job in ensuring the community and parents are involved by employing a wide-range of strategies.</p> <p>Vaughn recognizes that communication is a two-way process and has implemented: posting information on our website, event flyers, parent communication system, Coffee with the Leadership team/Director (PL, G3, ML, and MIT), parent newsletters (PL & ML), emails, and phone calls. All correspondence to the school community is provided in English and Spanish.</p> <p>Vaughn highly encourages parent involvement and invites parents to partner in their child's education by visiting classrooms, family projects, participating in community involvement events, joining in extra-curricular activities, and taking an active role in cultural events. As evident by sign-ins, we have a high parent participation rate in all events.</p> <p>Ongoing scheduling of "Parent Meetings" (such as parent forums and parent workshops) are hosted throughout the year to promote parent empowerment. Family orientation meetings are held by school sites at the beginning of the school year. During these informative meetings, parents understand the school's goals, plans and expectations in order to work collaboratively as a team in their child's education. They are informed on how the school is performing and what goals will be</p>	<p>Parent Meeting Powerpoints</p> <p>Event flyers</p> <p>Parent Sign-ins for schoolwide events</p> <p>Parent conference sign-ins</p>

targeted to ensure academic success. Additionally, teachers host a Back to School Night to meet with all of their parents as they share what their child will be learning and how the classroom will function. Consequently, Open House is embedded to celebrate the year and to share student accomplishments. Finally, parents are welcomed to visit classrooms and observe their child in the learning environment at all times to monitor student's success.

Throughout the year, there are also parent workshops at various times throughout the day in which parents are educated on how to best support their child. Meetings are scheduled at multiple times to facilitate working parents' schedules. Meeting topics include: College Awareness (college preparation, college tours, financial aid literacy, and scholarship workshops), parent educational workshops, Nutrition, Weight Management, Intro to Computers, Drug Prevention, Citizenship Classes.

Another parent and community engagement strategy that is practiced school wide is the use of progress reports. (Grading periods: elementary- quarterly, middle school-every 6 weeks and high school-every 5 weeks). Report cards include teachers' comments in English and/or Spanish. In middle school and high school, all students that have a GPA of 2.0 or below are encouraged to use the progress reports as a form of school and home communication. In addition, students are encouraged to attend after school or before school tutoring. Secondary students and parents have access to online grade books to monitor academic progress, attendance, and behavior.

In addition, Vaughn schedules parent conferences twice a year so that parents have the opportunity to meet with their child's teacher and discuss academic progress and needs. During these conferences, teachers provide the parents strategies to support their child at home. Student led conferences are held at the high school, two times a year.

Vaughn also encourages teachers to visit students' homes. This is done to develop relationships between school staff and families, to discuss academic goals and to meet the families. At the beginning of this year, school-wide efforts were implemented to conduct home visits to students considered high risk (homeless, English language learners, and Special Education). Similarly, parents are encouraged to get to know their child's school and teachers. Vaughn parents are encouraged to contribute at least twenty-five hours of parent involvement in the school. They are welcomed to partake in a collaborative effort in their child's education through school events, meetings, and/or parent shadowing.

Similarly to the high parent involvement, the community plays an active role at Vaughn. We have strong partnerships with California State University Northridge, University of Southern California, Los Angeles County Office of Education (California Teacher Induction) and the Ventura County Office of Education. Furthermore, there are also community organizations and businesses like Providence, Tierra del Sol, Del Amo Construction, and Tia Chucha's Centro Cultural and Bookstore that work alongside Vaughn to provide services to our schools.	
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Use of Community Resources

Findings	Supporting Evidence
<p>The school effectively uses nearby business, industry, and community resources to support students and their families. Vaughn's Family and Community Center Coordinator along with Vaughn Administration spearheaded opportunities for Vaughn to collaborate with available community resources to meet the needs of the community.</p> <p>Effective ongoing community partnerships are held with the following entities:</p> <p>California State University, Northridge- student teaching partnerships</p> <p>Our House- grief counseling</p> <p>Hathaway-Sycamore- on-site therapy services to students</p> <p>El Centro de Amistad- therapy services to families</p> <p>Luminarias- on-site therapy services to students</p> <p>SEWI- self-consenting therapy to students</p> <p>Kadima Conservatory of Music-music education</p> <p>MEND (Meeting Each Need with Dignity)-provide assistance to people in poverty as well as community service opportunities for families</p> <p>ISSN-International Studies Schools Network</p> <p>Community Catalyst Partners (previously Asia Society)</p> <p>Pueblo y Salud- Drug & Tobacco abuse and prevention workshops for students and parents</p> <p>Partnership with the Chinese Educational Ministry- co-learning experiences for students and educators</p> <p>Los Angeles Police Department</p>	<p>Community Partnership MOUs</p> <p>Meeting Sign-ins</p> <p>Program Descriptions</p> <p>School event flyers</p> <p>Parent Workshops/sign ins</p>

<p>Community Safety Program - law enforcement support and guidance with education. Conduct safety, bullying, emergency assemblies for students</p> <p>Jeopardy Boxing Program</p> <p>Tree People- provide the community with trees</p> <p>DIY Girls- engineering and robotics program for girls</p> <p>Girls on the Run- guiding girls to increase self esteem</p> <p>Project Lead the Way- expose students to engineering</p> <p>Los Angeles Council Representative</p> <p>Anthem Blue Cross - Medi-Cal educational workshops</p> <p>Kiwanis Literacy Club Foundation - Provides books for student to do recreational reading</p> <p>Tarzana Treatment Center - Parent and student education/treatment regarding substance abuse</p> <p>Phoenix House - Parent and student education/treatment regarding substance abuse</p> <p>Think Together - Before and Afterschool programs</p> <p>EDUCare - Social Emotional program to strengthen relationships between students (Secondary)</p> <p>Pups and Reps - Social Emotional support for students</p> <p>Northeast Valley Health Corp - fresh produce distribution to families</p> <p>Star - Behavior Intervention Support</p> <p>Forward Behavior - Behavior Intervention Support</p>	
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E2. School Culture and Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

E2.1 Safe, Clean, and Orderly Environment

The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

Findings	Supporting Evidence
<p>Vaughn has existing policies and regulations and uses its resources to ensure there is a safe, clean, and orderly place that nurtures learning, including internet safety.</p> <p>To ensure our campuses are a safe environment, students in our Preschool-8th grade wear a uniform and 9-12 follow a dress code policy, which allows students to focus on their learning and not on what they are wearing. Additionally, we have campus aides across all 5 school sites that support the supervision of all areas at each campus. Our secondary level school sites have security guards that provide an additional layer of supervision and safety for our students. Following the COVID pandemic, we have added additional security support for all sites through contracted security patrols (unarmed) who travel throughout our campuses daily and provide after hours and special event support. Furthermore, to ensure timely and effective communication, all staff providing supervision, such as the aforementioned staff, carry walkie talkies with them at all times. We have also implemented programming to keep our campuses drug-free by partnering with Impact K9 solutions to have trained K9 be brought to our secondary campuses and do random classroom inspections for any signs of drugs in our student's belongings. Flysense vape detectors are installed in secondary bathrooms to detect substance use in spaces without cameras.</p> <p>In order to maintain a clean and orderly physical environment for our students, Site Directors and plant managers work collaboratively to create the custodial staff schedule and expectations each school year. Additionally, Site Directors meet with plant managers once per month or when issues or concerns arise on a needs basis. We also have a schoolwide operational manager, operational manager assistant, and maintenance manager to ensure all campuses are in compliance with non-instructional functions of the school. Vaughn's operational manager and their assistant communicate with each site's emergency coordinator to ensure each site Emergency procedures and drills are reviewed and practiced throughout the year. In case the staff and the</p>	<p>Schoolwide Uniform/Dress Code Policy</p> <p>K9 & ATF Contracts (MOU)</p> <p>Presentation on Emergency Procedures-per site</p> <p>School wide emergency drills calendar</p> <p>School Compacts</p> <p>Schoolwide Proper Internet User Policy</p> <p>Schoolwide Internet safety login for staff</p> <p>Emergency procedures-per site</p> <p>Schoolwide emergency safety plans</p> <p>Schoolwide bullying policy</p> <p>Schoolwide harassment policy</p>

<p>students were ever in danger and need to contact any emergency support, all classrooms are also equipped with Emergency preparedness plans (lock down procedures, complaint procedures, evacuation procedures, emergency reporting law enforcement guidance, procedures when calling for support), emergency bins/backpacks, phones, internet, and evacuation maps.</p> <p>Technology exposure and providing opportunities for global competency and college preparedness is a high priority for Vaughn. Internet user policies exist for staff and students to ensure safety. Exposure to proper computer usage is facilitated and monitored by teachers, administrators, and the IT department. In an effort to teach digital citizenship, ongoing monitoring of internet usage is guided through our firewall software programs to ensure safe internet use.</p>	
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E2.2 High Expectations/Concern for Students

The school culture demonstrates caring, concern, and high expectations for students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

Findings	Supporting Evidence
<p>Vaughn demonstrates a caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning. The following are some of the supports and resources in place for students to help ensure their academic success:</p> <p>SPED Team (Student Support Service Director, RST, SPED paraprofessionals, RST instructional coaches)</p> <p>Academic Intervention Team</p> <p>Behavior Intervention Team</p> <p>Case Managers</p> <p>Curriculum Coordinators</p> <p>Instructional Coaches at each site</p> <p>Student Support and Progress Team (SSPT)</p> <p>Secondary Academic Counselors</p> <p>School Social Workers</p> <p>5 Schoolwide Psychologists</p>	<p>Weekly bulletins</p> <p>Monthly Newsweek Letter (PL, G3, ML)</p> <p>Yearbooks</p> <p>Parent/Student Graduation Requirements in Handbook</p>

<p>After School Program</p> <p>After School Tutoring</p> <p>PK-5th grade student success block to provide small group academic/ SEL supports for mainly students in tier 2</p> <p>Together the aforementioned resources are allocated on a needs basis to support students.</p> <p>Additionally, differentiated instruction is an area of focus to provide high quality, research-based instruction to ensure all students receive appropriate support. Interventions are provided to meet students' needs within the general education setting. With this process we are also monitoring students' progress in order to ensure effectiveness of instruction and/or interventions. Across all sites we have been building out our Multi Tiered Systems of Support (MTSS) systems. When students are identified as being at-promise, teachers and other staff are able to recommend them for an intervention process utilizing a Student Support and Progress Team (SSPT) and it is a general education initiative. Vaughn designs intervention plans to support academic success and development. When interventions show a repeated pattern of being unsuccessful, students may be recommended for a 504 plan or IEP. If elementary students are still not demonstrating mastery in grade level standards they can be recommended for retention and are assessed critically by a Promotion/Retention Committee (site director, counselors, instructional coach, RST, intervention lead, curriculum coordinator, teacher) to consider effective outcomes.</p> <p>To teach social acceptance and awareness of diversity, Vaughn has a Mental Health Team which consists of a Mental Health Director, school counselors, MSWs for 3rd- 12th grade, Dean of Culture & Restorative Justice Coordinators for secondary grades, and MSW and counseling interns from universities like USC, UCLA, and CSUN. The team meets with individual students and small groups to deal with social, personal, and behavioral issues as needed. We also have SEL curriculum taught at each campus by teachers:</p> <p>Second Step (PK-8th)</p> <p>Character Strong (9th-12th)</p> <p>In addition, the school takes great measures to celebrate and honor the contributions of the tapestry that make up our nation. Vaughn has monthly focused celebrations to promote cultural awareness such as: Latino Heritage Month, Women's Awareness, Cesar Chavez, Harvey</p>	
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Milk Day, Bully Prevention Month, African American Heritage, Asian American Heritage, LGBTQ awareness events etc.

To promote and encourage a positive school climate, Vaughn also utilizes a three tiered positive behavior support system within our MTSS framework, PBIS (Positive Behavior Interventions and Supports) at all of our school sites. Vaughn focuses on teaching students behavior expectations known as the “3 B’s” -- Be Safe, Be Respectful, Be Responsible. Faculty and staff are encouraged to acknowledge and reward positive behavior for all students. Vaughn has focused on building our universal support for all students, otherwise known as Tier 1, to ensure systems to promote and acknowledge positive behavior are accessible to all students. Building these universal foundations of behavior supports continues to be a priority for Vaughn, as we know positive behavior support breeds a caring and engaging atmosphere at our school sites.

Vaughn also uses data from our annual School Climate Survey to set goals and plan based on areas of need/concern for students, staff, and families. The School Climate Survey asks parties of interest to rate their level of agreement in domains like safety, connectedness, expectations and behaviors, bullying, participation and leadership, and high quality schooling. This data is then used to evaluate how to further improve our school climate, making Vaughn a more safe, inclusive, and caring environment for all students, families, and staff.

Our school climate team supports all sites in tracking behavioral referrals in an online program called EdHandbook where we are able to gather behavioral data in one place to analyze needs for students at each site. A newly adopted Panorama platform brings together SEL data from surveys, academic data from our SIS Aeries platform, and behavioral records from EdHandbook. Panorama allows us to see all data side by side broken down by site, grade, student, subgroup etc.

Furthermore, the school helps create a college going culture by identifying partnerships to support the wellbeing of our students who will be attending college. For example, Gear Up is an in-house partner dedicated to creating a college-going culture on campus and is designed as an early intervention program that works with low-income students and families. Gear Up is a partnership that aligns with our VISA goals around building a college culture, aiding in sharing college knowledge, increasing college attendance, and increasing matriculation into higher education systems for students of color in our community.

E2.3 Atmosphere of Trust, Respect, and Professionalism

The entire school community has an atmosphere of trust, respect, and professionalism.

Findings	Supporting Evidence
<p>Vaughn Next Century Learning Center was founded on the principle that every child is capable of learning and can be successful in school in spite of adverse childhood experiences, by providing safeguards in place to support the child and their family. This vision is only attainable when there is an atmosphere of trust and respect between the home and the school. Trust and respect from our community is only gained when we conduct ourselves as professionals.</p> <p>Our teachers and staff are required to sign a "Code of Ethics" upon signing a contract and are expected to dress professionally and to be respectful with students and parents at all times. In addition to our schoolwide Uniform Complaint Procedures we have an open door policy for students and parents to seek assistance in resolving or attending to comments, questions, or concerns. Vaughn believes in open communication and collaboration to educate each other and effectively provide student learning opportunities. Each campus has a "Uniform Complaint Procedures" protocol notification at each campus should a concern arise. Vaughn promotes an open door policy for parents with teachers and administration and makes every effort to communicate with the parents on a consistent basis by utilizing various methods of communication.</p> <p>In an effort to foster a caring, professional, safe and nurturing learning environment, Vaughn has honed in on their PBIS implementation and restorative practices. This ensures students are provided ways to prevent and/or constructively address conflict and harmful behavior. Additionally, students are recognized for exhibiting positive behaviors and receive support at an early stage to provide students with the needed skills to be successful. Students at the elementary grades are taught and given opportunities to practice problem solving solutions and time to reflect using "Think Sheets" to reflect on behavior. At the secondary level, our Restorative Justice Coordinators work with staff and students to ensure restorative processes such as affective statements, community-building circles, small impromptu conferencing, and setting classroom agreements or norms are implemented. Furthermore, when students have behavior concerns an opportunity for behavior reset is provided. This allows for students to self-reflect and resolve concern with a positive lens.</p> <p>Students at the secondary schools are encouraged to dress professionally when doing class presentations as well as part of the school's dress code.</p>	<p>Code of Ethics document</p> <p>MOUs</p> <p>School Climate Survey data</p> <p>Power points</p> <p>Schoolwide Uniform Complaint procedures</p> <p>Employee Handbook</p> <p>PBIS agenda/TFI</p>

<p>Students are also encouraged to wear school spirit t-shirts to demonstrate pride and ownership of their school. In an effort to build student/staff relationships, high school students are assigned to a four year Advisory cohort. Advisory teachers serve as academic counselors/mentors and provide the students with guidance throughout the four years. The high school strives to provide students with a voice as well as to empower them in the policies and school practices that involve their education. Student voices are also represented in the Student Advisory Council. In addition, the high school hosts student-led parent conferences where they take the initiative to discuss their progress, success and needs with their parents.</p> <p>Vaughn listens to the concerns of parties of interest through student, parent, and teacher surveys. Vaughn conducts an annual School Climate Survey, which measures level of satisfaction in domains of connectedness, safety, bullying, and high quality schooling. The survey results are then utilized to create school based goals and to identify areas of growth overall in school culture.</p>	
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E3: Personal, Social-Emotional, and Academic Support Criterion

All students receive appropriate academic, social-emotional and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school and in the community.

E3.1 Academic Support Strategies for Students

School leadership develops and implements strategies and personalized, multi-tiered support approaches to meet academic student needs.

Findings	Supporting Evidence
<p>Understanding that our students live in a neighborhood with many challenges and limited access to necessary resources, Vaughn makes every effort to ensure that all students receive appropriate academic support and intervention so that our students may be successful in school and college and career. The school also has put into place an effective referral service system to ensure that all students receive support in such areas as health, career, and personal counseling. Additionally, Vaughn implements academic assistance, Individualized Learning Plans, 504s, SSPTs, English Language support, and a GATE program.</p> <p>The school hired full time social workers to assist families and to provide social services to the students. Additionally, there are counselors at all campuses to support the social emotional needs of students as well as their academic success. Each campus has resource specialist teachers,</p>	<p>Staff rosters</p> <p>Meeting minutes</p> <p>GATE</p> <p>Intervention Schedules</p> <p>DDI Tools</p> <p>PBIS Tier 1 and 2 letter samples</p> <p>CICO-Letters</p> <p>After school programs</p>

<p>intervention teachers, and support aides. Vaughn employs school case managers to support the coordination of Student Progress and Support Teams (SSPTs) for each of the campuses.</p> <p>Students who are recommended for retention are reviewed by a Promotion/Retention Committee (intervention lead teachers, RST, counselor, site leadership team) to consider effective outcomes. Differentiated instruction is also an area of focus to provide high quality research-based instruction. Interventions are provided to meet students' needs within the general education setting. With this process they are also monitoring students' progress in order to ensure effectiveness of instruction and/or interventions. Our student support and progress team (SSPT) is a general education initiative. Vaughn utilizes an intervention plan to prevent long-term academic failure. As a result we have lower SPED referrals than our neighboring schools. Although Vaughn uses the full inclusion model, schools also offer a pull out program to provide additional support in English and Math to students with stipulations in their IEP (Individualized Education Plan) that require additional assistance. As a school, Vaughn uses tiered MTSS interventions for academic and behavior.</p> <p>The high school currently uses the Assurance Learning and Edgenuity for credit recovery. These programs offer A-G approved courses to students that have failed classes taken at the high school. The courses are offered on campus prior to the school day, during ESY and during Summer School.</p>	<p>Software Contracts</p>
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E3.2 Multi-tiered Support Strategies for Students

School leadership develops and implements alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of students.

Findings	Supporting Evidence
<p>Vaughn develops personalized approaches to learning for our students and provides alternative instructional options. On a daily basis, teachers provide opportunities to help students one-on-one (e.g., before school, nutrition, and after school). Special education instructional aides provide support to general education teachers. At Vaughn, we believe in the inclusion model. These students are provided with in-class assistance with a Resource teacher and SPED assistants. Counselors also provide counseling and host ongoing support groups to students who need assistance in developing social emotional skills. Vaughn partners with alternate counseling and therapists to support students and families (El Centro de Amistad, Sycamores, Luminarias, San Fernando Family Guidance Center, et al). When needed, students who demonstrate a need</p>	<p>Charter, A-G Requirements tracking and completion</p> <p>Student Schedules</p> <p>Lesson Plans</p>

<p>in academics or behavior, can be reviewed through SSPT (counselor, intervention teacher, RST, general education teacher/s, administrators, parent/s, and if applicable the student) to determine a plan of action and support. If further assistance is deemed necessary after an SSPT, the team may decide to develop a 504 plan or SPED evaluation to document and monitor the factor/s that can hinder the students' learning. Certain interventions are agreed upon by SSPT to provide the student with academic help.</p> <p>In our scheduled professional development time, Vaughn staff participates in training sessions that allow teachers to discuss alternate ways of instruction for students that focus more on collaborative activities and student driven instruction. We also reflect on assessment/benchmark results through data analysis (iReady, Diagnostic, Illuminate, ELPAC, SBAC). In these activities, we reflect upon the different strategies that were effective and those that were not, and what we can change to produce.</p> <p>Currently our Gear Up program is working with our 11th and 12th grade students. Through the program, students have participated in National Gear Up week to promote college awareness, attended various in-state and out of state university visits, and received 1:1 support to complete college and FAFSA applications. Field trips are provided to give students the college experience and to empower them with a mindset of going to college.</p>	
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E3.3 Multi-tiered Systems of Support and Impact on Student Learning and Well-Being

The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.

Findings	Supporting Evidence
<p>Vaughn's school leadership team and staff uses strategies to develop and implement personalized approaches to learning and alternative instructional options which allow access to rigorous standards-based curriculum.</p> <p>Teachers are constantly checking in with students to monitor academic progress. Through effective ongoing parent communication, a team effort is provided to guide students. Weekly or bi-weekly grade level team meetings (attended by counselors, RST, instructional coaches, intervention teacher, general education teachers, and administrators) provide accurate lesson planning and articulation to address certain student concerns. Students at the secondary level receive online grade book access to learn how to track their progress. Teachers at the</p>	<p>Sign in sheets</p> <p>Calendars</p> <p>Agendas & Minutes</p> <p>Handbook</p> <p>Schedules</p> <p>Rosters</p> <p>Credit slips</p> <p>Student Planners</p>

<p>secondary level can use cohort email groups or Parent Square to remind students about assignments, communicate important information, and develop a true caring rapport.</p> <p>Our academic program, extracurricular activities, counseling, mental health services, and advisory programs are all directly related back to servicing the whole needs of each individual student. Vaughn school's site also provides Before and/or After school programs where tutors provide students with academic and enrichment support. The program runs throughout the school's calendared days along with Fall Camp, Summer Bridge, Winter Camp, Spring Camp, and Summer Camp. These events provide families and students a safe place to be during breaks. In addition, students are given ongoing academic support along with the availability to develop social skills with their peers.</p> <p>Our special education students are supported with English Language Arts and Math resource labs. Small group centers are embedded in the resource labs to target the development of specific fundamental skills. Technology is also embedded throughout classes to help them develop fundamental language skills. Also, within our academic calendar, SPED students receive additional instruction during our Extended School Year (ESY) in January.</p> <p>Secondary sites hold orientation meetings that provide parents with effective information to understand the school goals, plans and expectations to work collaboratively as a team in their child's education. Families new to the Vaughn family are given additional meetings to explain the school's approach and to further develop a successful partnership. The high school conducts transition workshops. Summer bridge offers students an opportunity to link with their new campus and develop a sense of pride.</p>	<p>Parent Involvement and Participation hours</p> <p>Attendance Rosters</p>
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E3.4 Co-Curricular Activities

The school ensures there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Findings	Supporting Evidence
<p>Vaughn expects all of its students to pursue post high school studies. The high school describes itself as a college prep school. Vaughn also understands that many of our students come from households that may not have previous college attending members. Many of our high school graduates are first from their families to not only graduate from high school, but to attend college. With this in mind, Vaughn implements programs, such as GEAR UP, help expose students to college and to establish a college going culture. The high school has a college center to</p>	<p>Pictures</p> <p>Rosters</p> <p>Bus Purchase Orders</p> <p>Flyers</p> <p>Calendar</p>

promote student college awareness. We have established strong ties with California State University, Northridge and Los Angeles Mission College (LAMC). Field trips are provided to give students the college experience and to empower them with a mindset of going to college.

Vaughn actively addresses the needs of socialization for the students and involvement in the school. Students are taught monthly themes that expose them to cultural celebrations. We celebrate Latino Heritage, African American Heritage, Latino Heritage Month, Women's Awareness, Harvey Milk Day, Bully Prevention Month, and Asian American Heritage.

Secondary students' involvement in school and community activities is extensive. Evidence of participation can be demonstrated through student digital portfolios, a task that students commence in middle school. Beginning in middle school students are provided with ample opportunities to take part and become active citizens in their school community through participation in community clean ups and/or in volunteering at organizations. The high school student body has provided opportunities for students to develop a voice and become leaders. Through such opportunities students have created self-led groups: Art Club, ASB, Chess Club, Code Blue, College Ambassadors, Corpus Deliciti, Fellowships of Christian Athletes, Found Family, GLOBE, HOPE, Panacea, Pride, Robotics, SAVE, Student Advisory Council, Student Court, The Unit, Tiahui Mexico, Vernacular, and Yearbook. The students [created a website](#) that includes information about all of our clubs.

Elementary students are able to join extra-curricular activities such as the Girls Running Club (Girls on the Run), and Tech Club (DIY Girls). Secondary students are also given the opportunity to join additional clubs such as student council, book clubs, yearbook, theater and journalism.

ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met. Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs.

Summary:

There is consistent communication between students, families, and teachers.

All teachers and staff are dedicated to student's achievement.

Students have access to a plethora of personal support services, activities, and opportunities at the school and within the community.

Staff and parent collaboration is regular and focused on student achievement through the lenses of student data.

The students and community possess a high sense of pride in their school, which further supports the overall positive learning environment.

Vaughn ensures there are systems in place to address the well-being of the whole-child.

Prioritize the strengths and areas of growth for Category E.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

Vaughn fosters a safe and nurturing learning environment that promotes student academic achievement and success. The students and community possess a high sense of pride in their school, which further supports the overall positive learning environment.

The school benefits from a transparent and inclusive organizational leadership structure that is centered on student welfare, academic achievement, and commitment to the future growth and evolution of the overall institution. Families are empowered to partner in their child's academic experience.

Vaughn high school graduates are returning after college graduation and are successful in seeking Vaughn employment as teachers, program coordinators, resource staff, and other important and meaningful positions.

Intervention teachers and special needs staff provide personalized intervention services to ELs, at-risk youth, and Special Education students. Behavioral and academic intervention programs target individual

student success (winter and summer intersession, grade level attention, extended days, teaming, ELD inclusion, PBIS).

Vaughn's organizational strength is centralized in its effective distributed model of shared governance, its continued strong fiscal position, and its long history of year after year growth for its students. It is also recognized, the school has been responsible for the improvement of the neighborhood structure, the quality of life for Vaughn families and for the overall improvement of the community.

Students value the Vaughn educational experience. Vaughn Alumni return to provide panel discussions focusing on college preparation and college experiences to share with high school students what to prepare for academically and personally.

Vaughn has made vast efforts to become more data-driven for both academics and behavior. Vaughn has employed various systems like iReady, Illuminate, ELPAC, SBAC, Educators Handbook, Panorama Education, and on-site summative and formative assessments to evaluate students' academic, social-emotional, and behavioral progress.

Vaughn has been intentional in building out student support services to support a positive school culture through implementation of restorative justice practices, positive behavior supports like PBIS (Positive Behavior Interventions and Supports), and other student supportive services like mental health.

Vaughn has the capacity to build strong relationships with community agencies and to host a variety of educational opportunities, for both students and their families, at sites throughout the year.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

Vaughn should continue to focus and plan on the continued commitment and success of the English Language program.

A school wide program to improve overall student ELA and Math needs to be assessed, defined, developed, and implemented.

Differentiating instruction (supplemental material for all content areas of instruction) is available, but should be utilized consistently.

College preparation for both students and parents, beginning in the elementary grades, shall be promoted which would include developing college preparation surveys to assess program development needs and to include the implementation of a school wide Career Day.

School leadership has been successful in identifying, retaining, and developing a core teaching staff, whose vision and skills are congruent with the overall school mission, vision, and culture. However, it is recommended for leadership to continue monitoring and addressing teacher needs for newly developed teaching program design.

Vaughn has a strong commitment to family engagement and provides multiple opportunities for families to be involved in their child's education but recognizes the need to expand outreach strategies to ensure higher engagement of families.

Vaughn needs to build a professional development plan that builds staff's capacity to support the whole child. In the past, Vaughn's professional development plan has been driven by academics. However, we see the need to build a comprehensive yearly professional development calendar that includes mental health, positive behavior support, social emotional learning, etc.

Vaughn has a need to consistently engage in a continuous improvement cycle-- using data to support decision making-- that allows for reflection of implementation, evaluation of outcomes, effectiveness, action planning, monitoring goals, etc. across all school sites.

CHAPTER 4

Summary from Analysis of Identified Major Student Learning Needs



Western Association of Schools and Colleges
Full Self-Study Report
April 26-29, 2023

Summary from Analysis of Identified Major Student Learning Needs

Upon review of the summary of data implications, the preliminary critical learning needs, California School Dashboard results and the focus groups findings, Vaughn has identified three major areas of student learner needs:

- Reassess, align, and focus vertical articulation of schoolwide mission and vision
- Develop a framework for MTSS systems of supports Vaughn-wide
- Improve overall student performance results on the ELA and Math CAASPP assessments including growth for subgroups

As a school, when we evaluate where we are at and where we are going as a learning community in 2023, we are asking ourselves “What do we want students to walk away with and what do we value as a school?”. Pre-pandemic, we had a very solidified perspective on “who” Vaughn was as a school community and each school site had a clearly defined culture and purpose in our TK-12 model. In reflection on where we are at two years post virtual learning, the strategies, tools, and implementation process have been dramatically altered. While student achievement is still a core outcome, our primary needs as a school have shifted to support growing mental health concerns, students' social and emotional status, and changing support for teachers in a world that has experienced common trauma. As evinced in focus group reflections, committee discussions and schoolwide reflections, the plan we once had no longer works in the world we are currently living in. As we look towards next steps and our future we need to re-identify what we all hold as essential truths in our work and focus as an educational community to better structure our culture and values. In the coming year we will celebrate our 30th anniversary as a charter school and will also delve into our renewal process. We look forward to reestablishing “who” we are and “how” we go about this work for our students and community.

Another area of growth for our school is a need to develop our schoolwide MTSS framework. We have a myriad of overlapping programs and systems to support whole child development. PBIS/RJ practices across all sites are implemented to ensure we are meeting the developmental needs of each child with regards to disciplinary practices and actions. Academic interventions and supports are embedded throughout our campuses to support achievement for all students. We also have a robust and growing mental health department to further support the social and emotional needs of our students post pandemic closures. With all of these varying initiatives that are all moving forward, we need to align our systems under a single framework so that we are effectively envisioning and developing next steps that are cohesive, productive, and most effective. While we have started to build out an MTSS system, we do not yet have a consolidated framework to work off of and we will need to continue to work with our teachers, staff, and leaders to build out a system that is most effective for Vaughn.

Through the analysis of data, VNCLC has identified a critical learning need in the area of ELA and Mathematical achievement. While this has been an area of focus for many years, we have seen significant drops due to learning loss during the pandemic. In the 2022 school year, 37.84% of our students met or exceeded standards in ELA and 17.79% of students met or exceeded standards in math. This is a significant drop from 2019 when 46% of students were meeting or exceeding standards in ELA and 30.96% in math. We realize that as we have returned from the pandemic, we need to reestablish the needed support for our students to ensure we are effectively closing learning gaps and addressing individual student interventions. Our focus groups have identified academic achievement as a critical need across all subgroups and grade levels.

CHAPTER 5

Schoolwide Action Plan



Western Association of Schools and Colleges
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School Goal #1: Reassess, align, and focus vertical articulation of schoolwide mission and vision

TASKS	RESPONSIBLE PERSON(S)	MEASURABLE OUTCOMES	TIMELINE
Research, define and further support effective practices by which to increase schoolwide learner outcomes and academic standards that align to our mission, vision, and SLO's.	CEO Board of Directors School Wide Directors Site Leadership	Revised Mission, Vision, SLO	23-24 SY
Create surveys for feedback and reflection (students, parents, staff, community)	CEO Board of Directors School Wide Directors Site Leadership	Survey data	23-24 SY
Create revised mission, vision. SLO's based on preliminary feedback and provide to students, parents, staff, community for additional feedback.	CEO Board of Directors School Wide Directors Site Leadership	Feedback data	23-24 SY
Finalize revised mission, vision, SLOs	CEO Board of Directors School Wide Directors Site Leadership	Documentation	23-24 SY
Disseminate revised mission, vision, SLO's to community at large	CEO Board of Directors School Wide Directors Site Leadership	PD agendas Parent Square Posts Board agendas	23-24 SY

School Goal #2: Develop a framework for MTSS systems of supports

TASKS	RESPONSIBLE PERSON(S)	MEASURABLE OUTCOMES	TIMELINE
Establish MTSS teams at each site to streamline the efforts of using data and making decisions	Schoolwide Directors Site Leadership	Roster of MTSS teams	23-24 SY
Assess stakeholder beliefs, perceptions, shared values, and identify the mission and purpose of MTSS team and all stakeholders	Schoolwide Directors Site Leadership	Survey data	23-24 SY
Establish and apportion roles and responsibilities among MTSS team members and all stakeholders	Schoolwide Directors Site Leadership MTSS Team Members	Governance structure of MTSS team	23-24 SY
Audit current organizational structures and evidence-based practices	Schoolwide Directors Site Leadership MTSS Team Members	MTSS agendas Org audit	Ongoing
Assess the current state of academic and behavior instruction based on multiple data points	Schoolwide Directors Site Leadership MTSS Team Members	CAASPP data Educator's Handbook Observations	Ongoing
Develop and share MTSS SMART goals and actions for academics and behavior	MTSS Team Members	MTSS Agendas SMART Goals	Ongoing
Set up a progress-monitoring system/benchmarks for MTSS, and ensure that assessment and data are up to date and available for decision making	MTSS Team Members	District Systems Fidelity Inventory (DSFI)	Ongoing
Set up clear communication structures between the MTSS team and all stakeholders	Schoolwide Directors Site Leadership MTSS Team Members	MTSS Agendas Communication with stakeholders	Ongoing
Set up ongoing MTSS professional learning for all stakeholders	Schoolwide Directors Site Leadership MTSS Team Members	PD Scope and Sequence	Ongoing
Set up a process for ongoing evaluation and continuous improvement of MTSS implementation effectiveness and fidelity	Schoolwide Directors Site Leadership MTSS Team Members	MTSS Agendas Evaluation forms/surveys	Ongoing

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

TASKS	RESPONSIBLE PERSON(S)	MEASURABLE OUTCOMES	TIME LINE
Writing – Comprehensive writing program across the grades for teaching writing. More vertical articulation, pacing plans, and curricular maps need to be developed in this area for consistency in instruction across the grades.	Directors of Instruction Site Leadership Curriculum Committee	Grade level/department team meeting agendas Classroom observations Department formative/summative assessments CAASPP results data	23-25 School Years
Professional Development on how to address a wide range of levels within a classroom including those significantly above or below grade level with a focus on significant subgroups and how to gather and disaggregate classroom and student data.	Directors of Instruction Site Leadership Curriculum Committee	PD Scope and sequence	Ongoing
Literacy- Elementary Literacy Curriculum that is aligned to the Science of Reading to ensure that our students are able to read fluently with appropriate levels of comprehension by the third grade. This will be essential for our program so that students have the foundational skills necessary to then focus their efforts on deeper comprehension, vocabulary development, and meaning making.	Directors of Instruction Elementary Site Leadership Curriculum Committee	Increased iReady diagnostic growth data CAASPP results data	23-24 School Year
Continued development of EL program to ensure best instructional practices are being implemented to support ELs in progress towards English Language proficiency.	Directors of Instruction Schoolwide EL Coord. Site Leadership	EL Reclassification rate CAASPP results data	Ongoing
Review of Math and ELA standard based curriculum to ensure proper alignment and mapping of ELA and Math state standards, SBAC blueprints, SLOs, and common core standards to ensure student achievement.	Directors of Instruction Site Leadership Grade Level/Dept Leads	CAASPP results data	Ongoing
More frequent observation and feedback meetings to provide teachers instructional coaching is needed.	Directors of Instruction Site Leadership	Coaching trackers	Ongoing
Implement tier 1 instructional strategies with fidelity to support at-risk students	Directors of Instruction Site Leadership Classroom Teachers	Playbook data Progress on formative/summative assessments	Ongoing
Implement timely and consistent review of student data/ periodic assessments/ performance task and project-based results to identify student needs and inform instruction.	Directors of Instruction Site Leadership Grade Level/ Dept. Leads	PD Scope and Sequence Data analysis trackers	Ongoing